

Equality Impact Assessment (EIA) Report – Appendix 2

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to equality.

Please refer to the ‘EIA Report Form Guidance’ while completing this form. If you need further support please contact acesstoservices@swansea.gov.uk.

| |
|---------------------------|
| Where do you work? |
| Service Area: Education |
| Directorate: People |

(a) This EIA is being completed for a:

| | | | | | |
|--|--|--|--|--------------------------------------|---|
| Service/ Function <input type="checkbox"/> | Policy/ Procedure <input type="checkbox"/> | Project <input checked="" type="checkbox"/> | Strategy <input type="checkbox"/> | Plan <input type="checkbox"/> | Proposal <input checked="" type="checkbox"/> |
|--|--|--|--|--------------------------------------|---|

(b) Please name and describe here:

Relocation and enhancement of capacity and facilities at YGG Tan-y-lan and necessary catchment area reviews

There are already enough pupils nearest to YGG Tan-y-Lan to support a 1.5 Form Entry (FE) school but the site is struggling to accommodate the current 140 pupils with its current limited capacity. A new, larger site could accommodate at least a 1.5FE school (as included within the 21st Century Schools Band B submission to Welsh Government) and relieve pressures at neighbouring Welsh-medium schools with a catchment review to further re-balance the demand for, and availability of places, and ensure future sustainability.

The recently announced further Welsh Government capital funding to facilitate the earlier delivery of additional Welsh-medium provision could support the delivery of a 2FE new build for the school to further enhance future provision.

An appropriate site capable of accommodating a 2FE school has been identified, relatively close to its existing site and remaining central to the area from which most pupils are currently drawn.

There is potential for short to medium term use of some of the additional capacity and facilities to support child care / wrap around care / adult Welsh classes etc.

(c) It was initially screened for relevance to Equality and Diversity on: 15/05//2018

(d) It was found to be relevant to...

| | | | |
|-----------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Children/young people (0-18)..... | <input checked="" type="checkbox"/> | Sexual orientation..... | <input type="checkbox"/> |
| Older people (50+)..... | <input checked="" type="checkbox"/> | Gender reassignment..... | <input type="checkbox"/> |
| Any other age group | <input checked="" type="checkbox"/> | Welsh language..... | <input checked="" type="checkbox"/> |
| Disability | <input checked="" type="checkbox"/> | Poverty/social exclusion | <input checked="" type="checkbox"/> |
| Race (including refugees) | <input checked="" type="checkbox"/> | Carers (including young carers)..... | <input type="checkbox"/> |
| Asylum seekers..... | <input type="checkbox"/> | Community cohesion | <input checked="" type="checkbox"/> |
| Gypsies & Travellers..... | <input type="checkbox"/> | Marriage & civil partnership | <input type="checkbox"/> |
| Religion or (non-)belief..... | <input type="checkbox"/> | Pregnancy and maternity..... | <input type="checkbox"/> |
| Sex..... | <input checked="" type="checkbox"/> | | |

(e) **Lead Officer**

Name: Claire Lewis

Job title: School Project Business Case
Development Officer

Date: 15/05/2018

(f) **Approved by Head of Service**

Name: Brian Roles

Date: 15/05/2018

UPDATED FOLLOWING THE CONSULTATION on 27th November 2018
UPDATED FOLLOWING THE STATUTORY NOTICE on 25th February 2019
FURTHER UPDATES MADE on 11th September 2019

Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

What are the aims?

Raising standards

Our vision is that every child will have access to high quality teaching that helps them to make the most of their talents

Better use of resources

The decision is in line with the QEd vision that budgets should be spent on pupils and not wasted on empty places

Quality of learning environment

Quality learning environments have been shown to lead to improved performance by pupils

Who has responsibility?

Following a statutory consultation process, if approved by the council's Cabinet, the Welsh Government (pending approval of a successful Final Business Case) and Swansea Council would jointly fund the project. The overall responsibility would be with Swansea Council.

Who are the stakeholders?

Each stakeholder group requires a specific method of communication to promote key messages during the project. A broad approach for communications methods is outlined below. It draws on corporate methods of communicating to staff in general as well as some established meeting structures within the project.

| Audience | Methods |
|-------------------------------|---|
| Parents | Letters, media, social media, website |
| Governors | Face to face briefing, emails |
| Head and Management Team | Face to face briefing, emails, |
| Pupils | Face to face school visits, social media |
| Neighbouring schools' Heads | Face to face, letter, email, newsletter |
| Neighbouring schools' parents | Letter, website, parents' evenings, local media, social media |
| CMT | Face to face briefing, newsletter, email |
| Cabinet | Face to face briefing, newsletter, email |
| Group Leaders | Face to face briefing, newsletter, email |
| Ward Members | Email, phone call |
| Trade Unions | Face to face briefing, email |
| Evening Post | Face to face briefing, press release |
| Welsh Government | Letter, local media, email |
| Estyn | email |
| AMs/MPs | letter, email |

| | |
|---|--|
| School staff | Face to face, letter, Newsletter, media, social media, website |
| Rhieni dros Addysg Gymraeg (RhAG) | Termly meeting, email, website |
| Partneriaeth Addysg Gymraeg Abertawe (PACA) | Termly meeting, email, website |
| Swansea Bay Radio, Wave/Swansea Sound, BBC, ITV, Western Mail, BBC Cymru, Golwg 360 | Press release |
| Education SLB/EDSLT/DMT | email, newsletter, face to face |
| O and S Chairs and V Chairs | Email, letter |
| Catering and cleaning staff | letter, face to face |
| Community groups | Letter and liaison with Community Regen, social media, website |
| All Council staff | Staffnet, website, social media |
| Swansea residents | Media, website, social media |
| Local businesses | Media, letters, website, social media |

Section 2 - Information about Service Users (See guidance):

Please tick which areas you have information on, in terms of service users:

| | | | |
|-----------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Children/young people (0-18)..... | <input checked="" type="checkbox"/> | Sexual orientation..... | <input type="checkbox"/> |
| Older people (50+)..... | <input type="checkbox"/> | Gender reassignment..... | <input type="checkbox"/> |
| Any other age group | <input type="checkbox"/> | Welsh language..... | <input checked="" type="checkbox"/> |
| Disability | <input checked="" type="checkbox"/> | Poverty/social exclusion | <input checked="" type="checkbox"/> |
| Race (including refugees)..... | <input checked="" type="checkbox"/> | Carers (including young carers)..... | <input type="checkbox"/> |
| Asylum seekers..... | <input type="checkbox"/> | Community cohesion | <input checked="" type="checkbox"/> |
| Gypsies & Travellers..... | <input checked="" type="checkbox"/> | Marriage & civil partnership | <input type="checkbox"/> |
| Religion or (non-)belief..... | <input type="checkbox"/> | Pregnancy and maternity..... | <input type="checkbox"/> |
| Sex..... | <input checked="" type="checkbox"/> | | |

Please provide a snapshot of the information you hold in relation to the protected groups above.

The following information is collated as part of the annual pupil census that is carried out in January of each year. The below has now been updated using data from the January 2019 PLASC

Number of pupils on roll:

| School | N1 | N2 | R | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|---------------|----|----|----|----|----|----|----|----|----|-------|
| YGG Tan-y-lan | 6 | 33 | 20 | 25 | 23 | 24 | 25 | 19 | 14 | 189 |

| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---|-----------|-----------|-----------|-----------|
| Percentage of total pupils on roll living in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas | 64.3% | 62.2% | 61.2% | 58.5% |
| Percentage claiming Free School Meals | 19.5% | 16.3% | 15.7% | 20% |
| Percentage with Special Educational Needs (SEN) | 20.0% | 21.8% | 17.6% | 36.5% |

In January 2019 the breakdown for SEN was as follows:

| Need | School Action | School Action Plus | Statement | Total |
|---|----------------------|---------------------------|------------------|--------------|
| <i>Attention Deficit Hyperactivity Disorder</i> | 0 | 0 | 0 | 0 |
| <i>Autistic Spectrum Disorders</i> | 0 | 0 | 1 | 1 |
| <i>Behavioural, Emotional & Social Difficulties</i> | 5 | 2 | 1 | 8 |
| <i>Dyscalculia</i> | 0 | 0 | 0 | 0 |
| <i>Dyslexia</i> | 0 | 0 | 0 | 0 |
| <i>Dyspraxia</i> | 0 | 0 | 0 | 0 |
| <i>General Learning Difficulties</i> | 6 | 1 | 0 | 7 |
| <i>Hearing Impairment</i> | 1 | 0 | 0 | 1 |
| <i>Moderate Learning Difficulties</i> | 46 | 3 | 0 | 49 |
| <i>Multi-Sensory Impairment</i> | 0 | 0 | 0 | 0 |
| <i>Physical and Medical Difficulties</i> | 0 | 0 | 0 | 0 |
| <i>Profound & Multiple Learning Difficulties</i> | 0 | 0 | 0 | 0 |
| <i>Severe Learning Difficulties</i> | 0 | 0 | 0 | 0 |
| <i>Speech, Language and Communication Difficulties</i> | 8 | 2 | 0 | 10 |
| <i>Visual Impairment</i> | 1 | 0 | 0 | 1 |
| Total | 67 | 8 | 2 | 77 |

| | Stage A-C | Stage A-D | Stage A-E |
|---|------------------|------------------|------------------|
| Percentage with English as an Additional Language (EAL) | 0.5% | 0.5% | 1.6% |

| Ethnic Background | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------|------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Non White British | 16.7% | 3.0% | 0.0% | 12.0% | 0.0% | 4.2% | 0.0% |

There are currently 16.7 teaching and support staff at the school.

This data can include headteachers, deputy headteachers, assistant head teachers, other qualified teachers, Higher Level Teaching Assistants (HLTAs), Teaching Assistants, Special needs support staff, Pastoral support staff, Matrons/nurses/medical staff (including NHS employees), Laboratory

or workshop technicians, Librarians and library assistants, Examinations Officers, Other administration staff and School Business Manager or equivalent

Any actions required, e.g. to fill information gaps?

Map use of the school by community groups in the community impact assessment. This is available here: <https://www.swansea.gov.uk/yggtanylanconsultation>.

Impact Assessment – YGG Tan-y-lan

| Community Aspect | Current | Impact Assessment |
|--|---|--|
| Community Services Provided by the school (e.g. after school clubs, community library etc.) | YGG Tan-y-lan currently run a breakfast club and after school club. | It is envisaged that the breakfast club and after school club provision will continue on the new site. |
| Facilities Accommodated by the school (e.g. youth club, play group etc.) | YGG Tan-y-lan run the following school clubs, Urdd and Fun Club. | It is envisaged that these clubs will continue on the new site. |

Would establishing a multi-school site be considered as a way of retaining buildings?

Establishing a multi-school site would not achieve the objectives of this proposal (see consultation paper). There is very limited use of the school out of school hours. The local authority will work with the school on access to out-of-school hours clubs.

Would alternatives to closure, such as clustering, collaboration or federation with other schools, be considered (taking account of the scope for use of ICT links between school sites)?

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited used of the school out of hours.

Have possibilities of making fuller use of the existing buildings as a community or an educational resource been explored (would it be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school)

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited used of the school out of hours.

What is the overall effect of closure on the local community (including the loss of school based facilities which are used by the local community), particularly in rural areas or those receiving funding as part of regeneration activity?

There is very limited used of the school out of hours. There is no funding from regeneration activity for this school.

Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics.

| | Positive | Negative | Neutral | Needs further investigation |
|------------------------------|-------------------------------------|--------------------------|-------------------------------------|-----------------------------|
| Children/young people (0-18) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Older people (50+) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any other age group | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disability | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Race (including refugees) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Asylum seekers | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Gypsies & travellers | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Religion or (non-)belief | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Sex | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Sexual Orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Gender reassignment | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Welsh Language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Poverty/social exclusion | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Carers (inc. young carers) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Community cohesion | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Marriage & civil partnership | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pregnancy and maternity | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Thinking about your answers above, please explain in detail why this is the case.

(0-18) – YGG Tan-y-lan is a Welsh-medium primary school. This project will have a very positive impact on the Education of all the children who attend the school in the future. As we are looking to build the school on a new site this should avoid any disruption to those currently attending the school.

(Older People 50+/Any other age group) – The staff, parents, carers and wider school community will benefit greatly from improved facilities to deliver education to all pupils and increase the opportunities for the wider school community to experience and use the Welsh language.

Disability – The design, delivery and implementation of this project will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. The design of any new building, the re-modelling and the running of the school in the future will ensure that ALL the pupils and staff can make the most of their improved environment.

Welsh – YGG Tan-y-lan is a Welsh medium primary school and as a result this project will have a positive impact on the Welsh language. The project is part of the wider Welsh in Education Strategic Plan that is looking to increase the number of places available in Swansea's Welsh-medium schools.

Poverty/social exclusion – There are high levels of deprivation in this area and providing the children and the community with this improved facility could give access to courses for adults and access to additional extra-curricular activities. Due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. The extra distance to travel to the new site was mentioned by a couple of individuals during the consultation process. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are only 0.6 miles apart by available walking route and any pupils more than 2 miles away, or where there is no available walking route, would be offered home to school transport.

Community Cohesion – It is possible that the improved facilities will provide increased opportunities for the community to make the most of the school's facilities. However, due to the possible changes in catchment areas it is important to consider the impact this could have on community cohesion as the schools moves (0.6 miles) from one community to another. If the proposal goes ahead the school will work with all communities to ensure that the schools continue with its inclusive ethos that brings communities together for the benefit of all.

Section 4 - Engagement:

Please consider all of your engagement activities here, e.g. participation, consultation, involvement, co-productive approaches, etc.

What engagement has been undertaken to support your view? How did you ensure this was accessible to all?

Due to the nature of this proposal a full statutory consultation was required. Cabinet approved the proposal to consult and this provided an opportunity for people to share their views and opinions before a final decision is taken. Cabinet subsequently approved publication of a Statutory Notice to provide a further opportunity for any objections to be made. During this period no objections were received and Cabinet are now determining if the project can go ahead. If the project does go ahead, there will be on-going engagement with all stakeholders (as listed) as the project develops and is implemented. This will include meetings, newsletters and online material.

The formal consultation processes ran from the 5 September to the 18 October 2018. Survey response forms could be completed on-line, or by hard copy, along with an invitation to respond directly.

Consultation took place as is required in the Welsh Government's School Organisation Code with the specified list of consultees, including:

- pupils, staff, governors and parents at YGG Tan-y-lan
- schools and parents affected by the catchment review
- Welsh ministers, AMs and MPs in the area, and local councillors
- Estyn
- Trade unions

Consultation meetings and drop-in sessions were held for the YGG Tan-y-lan proposal as follows:

| Meeting for: | Venue | Date | Time | Attendance |
|----------------------------|------------------|----------|---------------|------------|
| Learners (School Council) | Tan-y-lan School | 27/09/18 | 14:30 – 15:30 | 10 |
| Staff | Tan-y-lan School | 27/09/18 | 15:30 – 16:15 | 28 |
| Governors | Tan-y-lan School | 27/09/18 | 16:15 – 17:00 | 6 |
| Drop-in for parents/public | Tan-y-lan School | 27/09/18 | 17:00 – 19:00 | 9 |

A drop-in session was also held for all proposals and the wider catchment review on 2 October 2018 in the Civic Centre and was attended by 9 people.

A joint meeting was held for the school councils of the schools affected by the wider catchment review on 5 October 2018 and was attended by 10 school council members.

The following responses were received for the YGG Tan-y-lan proposal:

- 30 responses to an online survey
- 23 responses to an online pupil survey
- 3 written/emailed responses

As the proposal was agreed to proceed YGG Tan-y-lan pupils and staff were asked to complete a questionnaire informing the project what they would like to see in the new school. These were collated and used by the project team as part of the design workshops with the school.

A school update was arranged where the outcomes and how they can/have been used in the design process were discussed. Further updates will continue throughout the project.

What did your engagement activities tell you? What feedback have you received?

There was broad support for the proposal from those responding, particularly recognising the need for a larger site and facilities. Some specific facilities were suggested and can be considered as part of the detailed design for the new school, which will reflect Building Bulletin guidelines as well as the available funding for the scheme.

Of the total responses received, 29 support the proposal, 2 object and 5 are undecided/unclear. 20 of the learner responses support the proposal, none object and 1 was undecided/unclear.

Concerns have been raised regarding the size of the new build if it cannot be 2 Form Entry (FE) from the outset, which was dependent on access to specific Welsh Government Welsh-medium capital grant. Sadly, our bids have so far been unsuccessful and this opportunity may consequently have been lost. Therefore, the proposal remains for 315 places to serve YGG Tan-y-lan (1.5FE), consistent with the rigorous pupil modelling underpinning the Welsh Government business case, and future proofed for a further 0.5FE in the future as demand continues to grow.

No proposed location to provide a less constrained site will be considered ideal by everyone. Responses have suggested that the Council should be looking to also build a new Welsh-medium school for the Morryston area and possibly consider the use of the current YGG Tan-y-lan site to develop nursery education to feed into any such additional school. This view isn't currently under consideration.

Concerns were raised about traffic around the area of the proposed new site and also the transport arrangements to the new site. If the proposal is approved all routes to the school would be assessed and traffic measures introduced where necessary. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are only 0.6 miles apart by available walking route and any pupils more than 2 miles away, or where there is no available walking route, would be offered home to school transport.

One response raised concern about perceived larger classes. Class sizes are currently between 25 and 33 and infant classes cannot exceed 30 (unless there are permitted exceptions) and we would not expect junior classes to be any larger in future.

How have you changed your initiative as a result?

The pupils at the school have shared numerous ideas of what they would like to see included in their proposed new school building. These have been considered by the projects team and used to develop the proposed design of the school.

We have been successful in accessing additional Welsh Government funding to build the new school as a 2 Form Entry school..

Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.):

Section 5 – Other impacts:

Please consider how the initiative might address the following issues - see the specific Section 5 Guidance

| | |
|--|---|
| Foster good relations between different groups | Advance equality of opportunity between different groups |
| Elimination of discrimination, harassment and victimisation | Reduction of social exclusion and poverty |

Please explain any possible impact on each of the above.

| |
|--|
| Impact on... |
| Foster good relations between different groups |
| A new build school would look to create opportunities for the community to make use of the facilities and provide an increased number of Welsh-medium places. |
| Advance equality of opportunity between different groups |
| Access for all pupils/teachers to an improved learning environment. Increased opportunities for community use |
| Elimination of discrimination, harassment and victimisation |
| Secure by design – reducing the number of secluded settings within the school site that would allow opportunities for bullying etc. |
| Reduction of social exclusion and poverty |
| Modern learning environment encourages attendance and this leads to better outcomes for individual pupils and gives every child/young person a better start in life. |

What work have you already done to improve any of the above?

The school already has links with the community and this project will look to further enhance this work.

Is the initiative likely to impact on Community Cohesion? Please provide details.

Yes. The school already has a positive impact on its community. The improvements proposed will provide an opportunity for the school to build on this through greater use of

its facilities by the community. However, as mentioned previously, due to the possible changes in catchment areas it is important to consider the impact this could have on community cohesion as the schools moves (0.6 miles) from one community to another. If the proposal goes ahead the school will work with all communities to ensure that the schools continue with its inclusive ethos that brings communities together for the benefit of all.

How does the initiative support Welsh speakers and encourage use of Welsh?

YGG Tan-y-lan is a Welsh-medium primary school. Welsh-medium education provides opportunities for children and young people to achieve fluency in the Welsh language through studying a broad range of subjects and disciplines in Welsh. The proposal to provide a new larger facility on a new site will provide excellent facilities for the school and community as a whole as well as increasing the opportunities for children and the wider community to experience and use the Welsh language.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 6 - United Nations Convention on the Rights of the Child (UNCRC):

Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children’s rights and their best interests. Please read the UNCRC guidance before completing this section.

Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)? If not, please briefly explain your answer here and proceed to Section 7.

The initiative will have a direct impact on children and young people.

All initiatives must be designed / planned in the best interests of children and young people.

Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Please explain how you meet this requirement:

The initiative is planned to improve pupils’ school environment thus giving them the best opportunity of achieving to their full potential. The proposal relates to the following articles:

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 - Respect for the views of the child

Article 18 - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

Article 28 - Children have a right to an education. Discipline in schools should respect children’s human dignity.

Article 29 - Education should develop each child’s personality and talents to the full.

Article 30 - Children have a right to learn and use the language and customs of their families.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 7 - Monitoring arrangements:

Please explain the monitoring arrangements for this initiative:

Monitoring arrangements: All projects within the 21st Century Schools Programme have a clear monitoring process in place. Regular progress meetings are held with the school and the contractors, a formal Project Board is held monthly to discuss key issues and make key decisions, any issues can then be escalated to the Programme Board with the Strategic Programme Board (Corporate) having an overarching view of all Swansea Council projects.

Actions:

Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

- | | |
|---|-------------------------------------|
| Outcome 1: Continue the initiative – no concern | <input checked="" type="checkbox"/> |
| Outcome 2: Adjust the initiative – low level of concern | <input type="checkbox"/> |
| Outcome 3: Justify the initiative – moderate level of concern | <input type="checkbox"/> |
| Outcome 4: Stop and refer the initiative – high level of concern. | <input type="checkbox"/> |

For outcome 3, please provide the justification below:

For outcome 4, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

Section 9 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send this EIA report and action plan to the Access to Services Team for feedback and approval – accesstoservices@swansea.gov.uk
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council's website - this is a legal requirement.

EIA Action Plan:

| Objective - What are we going to do and why? | Who will be responsible for seeing it is done? | When will it be done by? | Outcome - How will we know we have achieved our objective? | Progress |
|--|---|---------------------------------|--|--|
| Map use of the school by community groups | Project Manager | 31 st August 2018 | Current us of the school facilities by community groups mapped out | This has been done via the community impact assessment that was published alongside the consultation papers. |
| Report to Cabinet to decide if a statutory consultation will take place | Head of Service Programme Manager Project Manager | 21 st June 2018 | Cabinet approval to consult | Cabinet approved the statutory consultation |
| Statutory consultation – to give all interested parties an opportunity to share their views | Head of Service Programme Manager Project Manager | 18 th October 2018 | Consultation completed | Report prepared for Cabinet |
| Report to Cabinet to decide if to go out to Statutory Notice | Head of Service Programme Manager Project Manager | 20 th December 2018 | Statutory Notice publication approved | Completed |
| Report to Cabinet following the statutory notice period | Head of Service Programme Manager Project Manager | 21 st March 2019 | Cabinet approval to proceed with the project | Completed |
| Provide templates to school council to assist them with the ongoing engagement process with the wider school community | Project Team | December 2020 | Increased communication with the wider school community | |
| As the project continues to develop include more detailed information on accessibility | Project Manager | September 2019 | Details on the accessibility of the new build | |