

Appendix B: Equality Impact Assessment Form (Including Socio-Economic Duty)

(Revised March 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance, please contact the Diversity and Inclusion Team on 01443 444529.

An Equality Impact Assessment **must** be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective, and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the:

- Well-being of Future Generation (Wales) Act 2015.

The 'A More Equal Wales – Mapping Duties' guide highlights the alignment of our duties in respect of the above-mentioned legislation.

SECTION 1 – PROPOSAL DETAILS

Lead Officer: Lisa Howell.

Service Director: Andrea Richards.

Service Area: Directorate of Education and Inclusion Services, 21st Century Schools Team.

Date: 04.09.2024.

1.a) What are you assessing for impact?

Strategy/Plan	Service Re- Model or Discontinuation of Service	Policy/Procedure	Practice	Information/Position Statement
X				

1.b) What is the name of the proposal?

Rhondda Cynon Taf County Borough Council (RCTCBC) wishes to seek the views of stakeholders on the proposal to establish a new Welsh medium primary school for 3 to 11 year olds as part of the Llanilid housing development and the proposed change of language medium of Dolau Primary School from dual language to English medium.

1.c) Please provide an overview of the proposal providing any supporting links to reports or documents.

The proposal to establish a new Welsh medium primary school for 3 to 11 year olds as part of the Llanilid housing development and the proposed change of language medium of Dolau Primary School from dual language to English medium. It is proposed that the new Welsh medium primary school will open no later than the 2027 academic year with a capacity of 480 for statutory school (reception to year six) age pupils plus 60 for nursery age pupils, with Dolau Primary School becoming an English medium primary school at the same time with an increased capacity of 488 plus 63 nursery places.

The proposal is made in accordance with the Welsh Government's (WG's) School Organisation Code (2nd Edition) (011/2018). Section 2.1 of the WG's School Organisation Code (2nd Edition) (011/2018) refers to elements of school organisation that require the publication of proposals, including:

- The opening of a maintained school.
- To make a regulated alteration to a maintained school.

1.d) **Please outline where delivery of this proposal is affected by legislation or other drivers such as code of practice.**

Powers for Councils to develop school organisation proposals are governed by the:

- The School Standards and Organisation (Wales) Act 2013.
- The WG's School Organisation Code (2nd Edition) (011/2018).

Council's must, when exercising functions under Part 3 of the School Standards and Organisation (Wales) Act 2013, act in accordance with any relevant requirements contained in the WG's School Organisation Code (2nd Edition) (011/2018) and must have regard to any relevant guidelines contained in it.

1.e) **Please outline who this proposal affects:**

- Service users: X
- Employees: X
- Wider community: X

SECTION 2 – SCREENING TEST: IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED?

Screening is used to determine whether the initiative has positive, negative, or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact on a group with a particular characteristic in a specific way.

Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment, and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

PROTECTED CHARACTERISTIC	DOES THE PROPOSAL HAVE AN POSITIVE, NEGATIVE, OR NEUTRAL IMPACTS	PROVIDE DETAIL OF THE IMPACT	WHAT EVIDENCE HAS BEEN USED TO SUPPORT THIS VIEW?
1. AGE: <i>(Specific age groups i.e., young people or older people).</i>	Positive.	Young People (i.e. School Age People). 1. Pupil Level Annual School Census (PLASC) data for 2024 indicates there are currently 466 statutory age (reception to year six) pupils attending Dolau Primary School. 155 pupils statutory school age pupils are educated through the medium of Welsh and 311 statutory school age pupils are educated through the medium of English.	Young People (i.e. School Age People). 1. The new Welsh medium primary school will be built in accordance with <u>Building Bulletin 99</u> (BB99) and will be fully accessible and compliant with the <u>Equality Act 2010</u> . The provision at the new Welsh medium primary school will consist of: <ul style="list-style-type: none">• Modern, flexible learning environments for all

		<p>PLASC data demonstrates that by the 2028/2029 academic year there will be -2.3% statutory school age capacity at Dolau Primary School. Detailed projected pupil numbers at Dolau Primary School over the future five academic years can be seen on page 8 of the Consultation Document.</p> <p>Should the proposal proceed, it will have a positive impact on young people of all ages. As a result of the proposal, RCTCBC is expected to improve Welsh medium and Welsh language education and increase the number of pupils in Welsh medium education.</p> <p>Transferring pupils who are currently educated through the medium of Welsh at Dolau Primary School to a new Welsh medium primary school will provide more opportunities for more pupils to be taught through</p>	<p>pupils, a large hall/dining area, a multi-purpose learning resource area and fully accessible facilities.</p> <ul style="list-style-type: none"> • Flexible spaces to allow delivery of the Areas of Learning and Experience in accordance with the Curriculum for Wales. • Internal and external areas for use by the local community. • Some additional space for additional learning needs (ALN) interventions. • Enhanced outdoor spaces to support the full range of curriculum activities. • Improved traffic management. <p>In addition, the new Welsh medium primary school will achieve net zero carbon in operation.</p> <p>Data indicates that RCTCBC has the highest percentage of statutory</p>
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		<p>the medium of Welsh in an environment fit for 21st century learning and teaching.</p> <p>In addition, Dolau Primary School will receive funding for improvements via RCTCBC's Capital Programme.</p> <p>2. It is anticipated that the proposed changes will not have a long term, adverse impact upon pupils. Understandably, some pupils may initially be daunted at the prospect of moving to a new, school on a new site, however, should the proposal proceed, there will be targeted support for all pupils from Dolau Primary School. Meaningful and positive transition is an integral part of ensuring that pupils settle into their new school setting with little disruption to their wellbeing and education. This is supported by providing effective pastoral and academic support and</p>	<p>school age pupils who are educated through the medium of Welsh when compared against other Councils that comprise the Central South Consortium Joint Education Service (CSCJES).</p> <p>There are 17 Welsh medium primary schools located throughout Rhondda Cynon Taf (RCT). There are two all through schools for 3 to 19 year olds, one dual language primary school for 3 to 11 year olds and 14 primary schools for 3 to 11 year olds.</p> <p>RCTCBC's target, during the ten year lifespan of its Welsh in Education Strategic Plan (WESP) is to:</p> <p><i>Increase the percentage of year one pupils in Welsh medium education by between 8.0% to 12.0% during the ten years lifespan of the WESP. This equates to an increase from 506 year one pupils in Welsh</i></p>
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		<p>structured opportunities for pupils to become familiar with the new school environment.</p> <p>Staff</p> <p>1. Should the proposal proceed, it is our intention to recommend to the temporary Governing Body of the proposed new Welsh medium primary school and the Governing Body of Dolau Primary School, that posts required to establish the new Welsh medium primary school and Dolau Primary School becoming an English medium primary school, below senior leadership level, are ringfenced to the existing staff employed at Dolau Primary School in the first instance. This process means that staff at Dolau Primary School would be given the first opportunity to apply for additional posts, prior to any posts being advertised externally. If they are successful, they would</p>	<p><i>medium education to between 720 and 825 year one pupils in Welsh medium education.</i></p> <p>As well as the target to increase the percentage of year one pupils in Welsh medium education, the WESP includes seven outcomes, or areas, setting out how Council's are expected to improve Welsh medium and Welsh language education in their locality. This proposal will assist RCTCBC in reaching these targets.</p> <p>2. Advice and support will be provided by RCTCBC to the pupils of Dolau Primary School to ensure that the transition process is as smooth as possible. RCTCBC has a lot of experience of opening new schools and the associated transition of pupils is a fundamental part of this process and is well managed by RCTCBC</p>
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		<p>then simply transfer when the proposal is implemented. RCTCBC has well established Human Resource (HR) policies and procedures that give reassurance to staff and employers about the management of organisational change. RCTCBC's HR Team will visit all staff in Dolau Primary School and make them are aware of the processes that may follow and the operational and personal support that is on offer.</p> <p>Older People (i.e. Parents/Carers and the Wider Community)</p> <ol style="list-style-type: none"> 1. Local community and third party use. 	<p>officers in partnership with the school staff.</p> <p>Staff</p> <ol style="list-style-type: none"> 1. Dolau Primary School currently employs 57 members of staff. The age profile of the staff currently employed at Dolau Primary Schools is as follows: <ul style="list-style-type: none"> • 15 to 24 – 3 members of staff. • 25 to 34 – 15 members of staff. • 35 to 44 – 14 members of staff. • 45 to 55 – 20 members of staff. • 55 to 64 – 3 members of staff. • 65 plus – 2 members of staff. <p>Older People (i.e. Parents/Carers and the Wider Community)</p> <ol style="list-style-type: none"> 1. Whilst the school environment provides the opportunity to use the Welsh language within
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			<p>different contexts, one of the aims of the WG's <u>Cymraeg 2050</u> Work Programme is to embed positive Welsh language use, supported by formal and informal opportunities to use the Welsh language socially. A lack of opportunity to use the Welsh language leads to a lack of confidence and the erosion of Welsh language skills, as such, and to achieve the WG's vision of one million people in Wales being Welsh speakers by 2050, it is necessary to increase the number of opportunities for people to use the Welsh language in different contexts. Older People (i.e. parents/carers and the wider community), along with pupils, will be supported and encouraged to participate in a wide range of cultural, social, and sporting activities through the medium of Welsh within their primary and secondary schools to improve their confidence and retain their</p>
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			<p>fluency in the Welsh language.</p> <p>Local community and third party use of the new Welsh medium primary school will be actively encouraged. A dedicated area will be designed within the new Welsh medium primary school so that the local community and third parties will be allowed to safely utilise the facilities at the school, both during and after the school day. Should the proposal proceed, current pupils, parents/carers and the wider community could benefit from this.</p> <p>Community facilities created as part of previous RCTCBC projects have seen regular use by community groups, including at Y Pant Comprehensive School which has previously reported usage of their new sports facilities by Miskin Magpies netball team and Pontyclun Athletics Club.</p>
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			<p>The school has also previously reported usage of onsite performance facilities by Community Wind Band and Rhondda Symphony Orchestra.</p> <p>The new school will be fully accessible and able to be used by all.</p>
<p>2. DISABILITY:</p> <p><i>(People with visible and non-visible disabilities or long-term health conditions).</i></p>	<p>Positive.</p>	<p>1. The new Welsh medium primary school will be built in accordance with <u>BB99</u> and will be fully accessible and compliant with the <u>Equality Act 2010</u>.</p> <p>The fully accessible building will have no access barriers for pupils, staff, parent/carers, or the wider community.</p> <p>Dolau Primary School was constructed circa. 1928 with an additional new school building added in 2009. The existing building is Grade II Listed so there are limitations on what works can be carried out. According to the condition survey of the school carried out by RCTCBC in 2019,</p>	<p>1. The new building will be fully accessible to all, with level accesses; induction loop facilities; braille signage; accessible toilets and hygiene rooms; and height adjustable furniture.</p> <p>There are no ALN Learning Support Classes (LSCs) at Dolau Primary School.</p> <p>Dolau Primary School has 12 pupils with ALN, none of which have physical needs. Should the proposal proceed, support for pupils provided by RCTCBC's Access and Inclusion Service Team will continue and will not be affected.</p>

		<p>Dolau Primary School is graded B for condition and B for suitability. this means in terms of condition and suitability Dolau Primary School is in good condition. The new building at Dolau Primary School complies with the <u>Equality Act 2010</u> and the wider site is graded B for accessibility. Dolau Primary School will receive funding for minor improvements via RCTCBC's Capital Programme and should any adjustments need to be undertaken in order to improve accessibility for pupils with ALN, they will be carried out.</p>	
<p>3. GENDER REASSIGNMENT:</p> <p><i>(Anybody who's gender identity or gender expression is different to the sex they were assigned at birth including non-binary identities).</i></p>	Positive.	<p>1. The new Welsh medium primary school will be fully inclusive and built in accordance with the current requirements of planning and building control legislation. It will be fully accessible and compliant with the <u>Equality Act 2010</u>, and <u>The Education (School Premises) Regulations 1999</u>. In line with <u>The</u></p>	<p>1. The Census (2021) provides data on gender identity. In RCT the percentage of individuals who are the same gender as that registered at birth is 93.69% whilst the percentage of individuals who are a different gender identity to that registered at birth but no specific identity given is 0.14%. Gender</p>

		<p><u>Education (School Premises) Regulations 1999</u>, some washrooms for all will be available in the new Welsh medium primary school.</p>	<p>identify in RCT can be further broken down as follows:</p> <ul style="list-style-type: none"> • Trans woman – 0.07%. • Trans man – 0.07%. • Non-binary – 0.05%. • All other gender identities – 0.03% • Did not answer – 5.95%. <p>Research included in the International Journal of Public Health demonstrates that school washrooms have been identified by sexuality and gender diverse (SGD) pupils as the least safe spaces in schools. They are sites of verbal, physical and sexual victimisation. Providing some washrooms for all may reduce the bullying and victimisation of SGD pupils, particularly those who are transgender or gender diverse.</p>
<p>4. MARRIAGE OR CIVIL PARTNERSHIP:</p> <p><i>(People who are married or in a civil partnership).</i></p>	Neutral.	1. There is no evidence to suggest that the proposal will have a disproportionate/negative/ adverse impact upon this	1. There is no evidence to suggest that the proposal will have a disproportionate/negative/ adverse impact upon this

		protected group. However, should a disproportionate/negative/ adverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.	protected group. However, should a disproportionate/negative/ adverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.
5. PREGNANCY AND MATERNITY: <i>(Women who are pregnant/on maternity leave).</i>	Positive.	<p>1. The new Welsh medium primary school will be built in accordance with the current requirements of planning and building control legislation and is fully accessible and compliant with the <u>Equality Act 2010</u>, and <u>The Education (School Premises) Regulations 1999</u>.</p> <p>It will be thermally comfortable with ease of internal temperature regulation which will be of benefit to staff who are pregnant by providing a more comfortable environment to work in. Rest facilities will also be available if required via a dedicated hygiene/medical room.</p>	<p>1. There is no evidence to suggest that the proposal will have a disproportionate/negative/ adverse impact upon this protected group. However, should a disproportionate/negative/ adverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.</p>

<p>6. RACE:</p> <p><i>(Ethnic and racial groups i.e., minority ethnic groups, Gypsy, Roma, and Travellers).</i></p>	<p>Neutral.</p>	<p>1. There is no evidence to suggest that the proposal will have a disproportionate/negative/adverse impact upon this protected group. However, should a disproportionate/negative/adverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.</p>	<p>1. PLASC (20204) data indicates:</p> <ul style="list-style-type: none"> • 94.6% of statutory school age pupils at Dolau Primary School identified as White British (WBRI). • 5.4% of statutory school age pupils at Dolau Primary School identified as any other ethnic background. • 0% of statutory school age pupils at Dolau Primary School identified as unknown. <p>As is currently the case, children and families who are in need of translation services, where English/Welsh is not the first language, will be supported by RCTCBC's Access and Inclusion Team's Multi Ethnic Achievement Service.</p>
<p>7. RELIGION OR BELIEF:</p> <p><i>(People with different religions and philosophical beliefs including people with no</i></p>	<p>Positive.</p>	<p>1. Local community and third party use of the new Welsh medium primary school will be actively encouraged, which may include usage by</p>	<p>1. The Census (2021) provides data on religion. In Wales, the number of people reporting no religion was larger than those</p>

beliefs).		<p>faith groups. A dedicated area will be designed within the new Welsh medium primary school so that the local community and third parties will be allowed to safely utilise the facilities at the school, both during and after the school day. Should the proposal proceed, current pupils and parents/carers could benefit from this. This could include local religious groups.</p>	<p>reporting any individual religious affiliation, with 46.5% of the population (1.4 million) reporting No religion. The increase in the number of people who reported no religion was accompanied by a decrease in the number of people identifying as Christian. In Wales, less than half of the population (43.6%, 1.4 million people) identified as Christian in 2021. The next largest religious affiliation in Wales was Muslim, with 2.2% of the population (67,000) identifying with this affiliation in 2021.</p> <p>There is no evidence to suggest that the proposal will have a disproportionate/negative/ adverse impact upon this protected group. However, should a disproportionate/negative/ adverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.</p>
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<p>8. SEX:</p> <p><i>(Women and men, girls, and boys).</i></p>	<p>Positive.</p>	<p>1. The new Welsh medium primary school will be built in accordance with the current requirements of planning and building control legislation and will be fully accessible and compliant with the <u>Equality Act 2010</u>, and <u>The Education (School Premises) Regulations 1999</u>.</p> <p>It will be thermally comfortable with ease of internal temperature regulation which will be of benefit to staff who are pregnant, menopausal or have any other health conditions which may be exacerbated by temperature variations, by providing a more comfortable environment to work in. Rest facilities will also be available if required via a dedicated hygiene/medical room.</p> <p>Dolau Primary School currently employs 57 members of staff, 4 of which</p>	<p>1. PLASC data for 2024 indicates there are currently 466 statutory age (reception to year six) pupils attending Dolau Primary School, 230 are male and 236 are female.</p> <p>There is no evidence to suggest that the proposal will have a disproportionate/negative/adverse impact upon this protected group. However, should a disproportionate/negative/adverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.</p>
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		identify as male and 53 identify as female.	
9. SEXUAL ORIENTATION: <i>(Bisexual, gay, lesbian, straight).</i>	Neutral.	1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a disproportionate/negative/a dverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.	1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a disproportionate/negative/a dverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.

In addition, due to the Council commitments made to the following groups of people we would like you to consider impacts upon them:

PROTECTED CHARACTERISTIC	DOES THE PROPOSAL HAVE AN POSITIVE, NEGATIVE, OR NEUTRAL IMPACTS	PROVIDE DETAIL OF THE IMPACT	WHAT EVIDENCE HAS BEEN USED TO SUPPORT THIS VIEW?
1. ARMED FORCES COMMUNITY: <i>(Anyone who is serving, has served, family members and the bereaved).</i>	Positive.	1. The new Welsh medium primary school will have the ability to accommodate more children who may move to the area midway through an academic year (due to a change in circumstances). In such circumstances children and families will be supported by a regional	1. The Census (2021) provides data on the armed forces community. In RCT 3.9% of respondents have previously served in the United Kingdom (UK) armed forces or UK reserve armed forces. Data on the number of statutory school age pupils at Dolau Primary School who are children of the armed forces

		school Liaison Officer who works with children and families of the armed forces community.	community is currently unavailable. The proposal will increase capacity of Welsh medium and English medium school places in the area, therefore more children who may move to the area midway through an academic year (due to a change in circumstances) can be accommodated.
2. CARERS: <i>(Anyone of any age who provides unpaid care).</i>	Positive.	<p>1. The new Welsh medium primary school will have the ability to accommodate more children who may move to the area midway through an academic year (due to a change in circumstances).</p> <p>In such circumstances children and families will be supported by RCTCBC.</p> <p>In addition, transition support can be provided to pupils who identify as young carers should it be required.</p>	<p>1. There are currently two pupils at Dolau Primary School who are young carers.</p>

If the initial screening test has identified negative impacts, then a full equality impact assessment (section 4) **must** be undertaken. However, if after undertaking the above screening test you determine a full equality impact assessment is not relevant, please provide

an adequate explanation below:

Are you happy you have sufficient evidence to justify your decision?

YES	X	NO	
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Name: Lisa Howell.

Position: 21st Century Schools Business and School Organisation Manager.

Date: 04.09.2024.

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE: There is a separate impact assessment for Welsh Language. This must also be completed for proposals.

Section 3 Socio-economic Duty needs only to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. Definition of a 'strategic nature' is available on page 6 of the [Preparing for the Commencement of the Socio-Economic Duty WG Guidance](#).

SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)

The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

<ul style="list-style-type: none"> • Single parents and vulnerable families. • Pensioners. • Looked after children. • Homeless people. • Students. • Single adult households. 	<ul style="list-style-type: none"> • People living in the most deprived areas in Wales. • People with low literacy and numeracy. • People who have experienced the asylum system. • People misusing substances. • People of all ages leaving a care setting. • People involved in the criminal justice system.
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SOCIO-ECONOMIC DISADVANTAGE	DOES THE PROPOSAL HAVE ANY POSITIVE, NEGATIVE, OR NEUTRAL IMPACTS	PROVIDE DETAIL OF THE IMPACT	WHAT EVIDENCE HAS BEEN USED TO SUPPORT THIS VIEW?
1. LOW INCOME/INCOME POVERTY: <i>(Cannot afford to maintain regular payments such as bills, food, clothing, transport etc.).</i>	Positive.	1. The new Welsh medium primary school will be built in accordance with <u>BB99</u> and will be fully accessible and compliant with the <u>Equality Act 2010</u> . The provision at the new Welsh medium primary school will consist of: <ul style="list-style-type: none"> • Modern, flexible learning environments for all pupils, a large hall/dining area, a multi-purpose learning resource area 	1. The Welsh Index of Multiple Deprivation (WIMD) is the WG's official measure of relative deprivation for small areas in Wales. It identifies areas with the highest concentrations of several different types of deprivation. WIMD ranks all small areas (Lower Super Output Areas (LSOA)) in Wales from 1 (most deprived) to 1,909 (least deprived).

		<p>and fully accessible facilities.</p> <ul style="list-style-type: none"> • Flexible spaces to allow delivery of the Areas of Learning and Experience in accordance with the Curriculum for Wales. • Internal and external areas for use by the local community. • Some additional space for ALN interventions. • Enhanced outdoor spaces to support the full range of curriculum activities. • Improved traffic management. <p>In addition, the new Welsh medium primary school will achieve net zero carbon in operation.</p> <p>This will offer more pupils a better learning environment without impacting regardless of their socio-economic status.</p> <p>Engagement with construction contractors</p>	<p>Dolau Primary School is located in the Brynna 2 LSOA.</p> <p>The WIMD is made up of eight separate domains of deprivation, each compiled from a range of different indicators. The WIMD is constructed from a weighted sum of the deprivation score for each domain. The weights reflect the importance of the domain as an aspect of deprivation, and the quality of the indicators available for that domain. The domains are:</p> <ul style="list-style-type: none"> • Income. • Employment. • Health. • Education. • Access to Services. • Housing. • Community Safety. • Physical Environment. <p>Overall, the LSOA for Dolau Primary School (Brynna 2) is ranked 1,371 out of 1,909 LSOAs in Wales, which places it among the 50.0%</p>
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		<p>during the construction period also brings wider community benefits, including contractors offering training and employment opportunities, as well as educational opportunities and sponsorship opportunities within the local community.</p> <p>2. Should the proposal proceed, there may be cost implications associated with pupils from Dolau Primary School attending the new Welsh medium primary school including the cost of purchasing new school uniforms.</p> <p>3. Should the proposal proceed, there may be additional financial cost to parents/carers should they decide to transport their child(ren) to school at their own expense.</p> <p>4. RCTCBC considers that providing Welsh medium education for the pupils currently attending Dolau</p>	<p>least deprived. It is ranked 126 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA Dolau Primary School (Brynna 2) is ranked 1,182 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 119 out of 154 LSOAs in RCT.</p> <p>The new Welsh medium primary school will increase the availability of pupil places in this area in brand new 21st century facilities regardless of income levels.</p> <p>The new Welsh medium primary school may have a positive impact on the availability of breakfast club places in the area, through the creation of new provision at the new school should the school elect to offer this provision.</p> <p>Contractors are required to regularly report on their</p>
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		<p>Primary School in a new, purpose built 21st century Welsh medium primary school would offer many benefits regardless of their socio-economic status.</p> <p>5. Local community and third party use regardless of their socio-economic status.</p>	<p>community benefits initiatives against targets set by the Welsh Government. An ongoing RCT project covering three primary schools has reported the creation of 19 jobs for new entrants in construction, 3 graduate roles, 12 apprenticeships and 7 work placements during 2023 alone. Additionally, the Contractor donated 125 hours to supply chain engagement, around half of which were involving small and medium enterprises (SMEs) and Social Enterprises from within RCT to support their growth and staff training.</p> <p>2. RCTCBC acknowledges that, should the proposal proceed, there may be cost implications associated with pupils from Dolau Primary School attending the new Welsh medium primary school including the cost of purchasing new school uniforms. Where necessary, parents/carers will be</p>
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			<p>signposted to the School Essentials Grant which can help families on lower incomes for the purchase of school uniform. Schools often offer a phasing period where the existing uniforms can continue to be worn.</p> <p>3. At present, 466* statutory school age pupils attending Dolau Primary School, 20.6% (96) of which live out of catchment.</p> <p>There is a statutory duty placed on all Council's in Wales to provide pupils with free transport to their nearest suitable school if they reside beyond safe 'walking distance' to that school. The term suitable school applies to the catchment area English, Welsh, dual language or voluntary aided mainstream primary school, secondary school, or special school/class as appropriate. The law relating to safe 'walking distance' is defined as two miles for pupils of</p>
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			<p>statutory school age receiving primary education (reception to year six) and three miles for pupils of statutory school age receiving secondary education (year 7 to 11).</p> <p>There is approximately 0.4 miles between Dolau Primary School and the site identified for the new Welsh medium primary school on the Llanilid housing development which is under the 1.5 mile distance allowed within the home to school transport eligibility criteria listed above. Should the proposal proceed, there is a safe walking route for the pupils of Dolau Primary School to walk to the new Welsh medium primary school.</p> <p>The new school will also have secure cycle storage facilities and the school will work with Sustrans Cymru to develop an Active School Travel plan to encourage more sustainable methods</p>
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			<p>of travel to/from school.</p> <p>In terms of public transport, there is a public transport service bus which runs regularly. However, the cost and operation of the public transport in the area is not within the remit of RCTCBC to manage.</p> <p>4. Successful delivery of new school buildings previously throughout RCT and their positive impact on the school and local community and third parties, including community engagement activities. Particularly the ease of access to external play spaces which are seen to have positive wellbeing impacts.</p> <p>5. Whilst the school environment provides the opportunity to use the Welsh language within different contexts, one of the aims of the WG's <u>Cymraeg 2050</u> Work Programme is to embed positive Welsh language use, supported by</p>
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			<p>formal and informal opportunities to use the Welsh language socially. A lack of opportunity to use the Welsh language leads to a lack of confidence and the erosion of Welsh language skills, as such, and to achieve the WG's vision of one million people in Wales being Welsh speakers by 2050, it is necessary to increase the number of opportunities for people to use the Welsh language in different contexts. Older People (i.e. parents/carers and the wider community), along with pupils, will be supported and encouraged to participate in a wide range of cultural, social, and sporting activities through the medium of Welsh within their primary and secondary schools to improve their confidence and retain their fluency in the Welsh language.</p> <p>Local community and third party use of the new Welsh medium primary school will be actively encouraged. A</p>
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			dedicated area will be designed within the new Welsh medium primary school so that the local community and third parties will be allowed to safely utilise the facilities at the school, both during and after the school day. Should the proposal proceed, current pupils and parents/carers could benefit from this.
2. LOW AND/OR NO WEALTH: <i>(Enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future).</i>	Positive.	<p>1. The new Welsh medium primary school will be built in accordance with <u>BB99</u> and will be fully accessible and compliant with the <u>Equality Act 2010</u>. The provision at the new Welsh medium primary school will consist of:</p> <ul style="list-style-type: none"> • Modern, flexible learning environments for all pupils, a large hall/dining area, a multi-purpose learning resource area and fully accessible facilities. • Flexible spaces to allow delivery of the Areas of Learning and 	<p>1. Overall, the LSOA for Dolau Primary School (Brynna 2) is ranked 1,371 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 126 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA Dolau Primary School (Brynna 2) is ranked 1,182 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 119 out of 154 LSOAs in RCT.</p> <p>The new Welsh medium</p>

		<p>Experience in accordance with the Curriculum for Wales.</p> <ul style="list-style-type: none"> • Internal and external areas for use by the local community. • Some additional space for ALN interventions. • Enhanced outdoor spaces to support the full range of curriculum activities. • Improved traffic management. <p>In addition, the new Welsh medium primary school will achieve net zero carbon in operation.</p> <p>This will offer more pupils a better learning environment without impacting regardless of their socio-economic status.</p> <p>2. Should the proposal proceed, there may be cost implications associated with pupils from Dolau Primary School attending the new Welsh medium primary school including the cost of</p>	<p>primary school will increase the availability of pupil places in this area in brand new 21st century facilities regardless of wealth.</p> <p>2. RCTCBC acknowledges that, should the proposal proceed, there may be cost implications associated with pupils from Dolau Primary School attending the new Welsh medium primary school including the cost of purchasing new school uniforms. Where necessary, parents/carers will be signposted to the School Essentials Grant which can help families on lower incomes for the purchase of school uniform.</p> <p>Schools often offer a phasing period where the existing uniforms can continue to be worn.</p> <p>3. At present, 466* statutory school age pupils attending Dolau Primary School, 20.6% (96) of which live out of catchment.</p>
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		<p>purchasing new school uniforms.</p> <ol style="list-style-type: none"> 3. Should the proposal proceed, there may be additional financial cost to parents/carers should they decide to transport their child(ren) to school at their own expense. 4. RCTCBC considers that providing Welsh medium education for the pupils currently attending Dolau Primary School in a new, purpose built 21st century Welsh medium primary school would offer many benefits regardless of their socio-economic status. 5. Local community and third party use regardless of their socio-economic status. 6. A new Cylch Meithrin facility is proposed as part of the new school development. 	<p>There is a statutory duty placed on all Council's in Wales to provide pupils with free transport to their nearest suitable school if they reside beyond safe 'walking distance' to that school. The term suitable school applies to the catchment area English, Welsh, dual language or voluntary aided mainstream primary school, secondary school, or special school/class as appropriate. The law relating to safe 'walking distance' is defined as two miles for pupils of statutory school age receiving primary education (reception to year six) and three miles for pupils of statutory school age receiving secondary education (year 7 to 11).</p> <p>There is approximately 0.4 miles between Dolau Primary School and the site identified for the new Welsh medium primary school on the Llanilid housing</p>
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			<p>development. which is under the 1.5 mile distance allowed within the home to school transport eligibility criteria listed above. Should the proposal proceed, there is a safe walking route for the pupils of Dolau Primary School to walk to the new Welsh medium primary school.</p> <p>The new school will also have secure cycle storage facilities and the school will work with Sustrans to develop and Active School Travel plan to encourage more sustainable methods of travel to/from school.</p> <p>In terms of public transport, there is a public transport service bus which runs regularly. However, the cost and operation of the public transport in the area is not within the remit of RCTCBC to manage.</p> <p><i>* Figures based on actual data as of 8th April 2024.</i></p>
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			<p>4. Successful delivery of new school buildings previously throughout RCT and their positive impact. Particularly the ease of access to external play spaces which are seen to have positive wellbeing impacts.</p> <p>5. Whilst the school environment provides the opportunity to use the Welsh language within different contexts, one of the aims of the WG's <u>Cymraeg 2050</u> Work Programme is to embed positive Welsh language use, supported by formal and informal opportunities to use the Welsh language socially. A lack of opportunity to use the Welsh language leads to a lack of confidence and the erosion of Welsh language skills, as such, and to achieve the WG's vision of one million people in Wales being Welsh speakers by 2050, it is necessary to increase the number of opportunities for people to use the Welsh language in</p>
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			<p>different contexts. Older People (i.e. parents/carers and the wider community), along with pupils, will be supported and encouraged to participate in a wide range of cultural, social, and sporting activities through the medium of Welsh within their primary and secondary schools to improve their confidence and retain their fluency in the Welsh language.</p> <p>Local community and third party use of the new Welsh medium primary school will be actively encouraged. A dedicated area will be designed within the new Welsh medium primary school so that the local community and third parties will be allowed to safely utilise the facilities at the school, both during and after the school day. Should the proposal proceed, current pupils and parents/carers could benefit from this.</p>
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			<p>6. The creation of a new Cylch Meithrin will increase the availability of childcare provision in the local area and will complement existing dual language childcare provision at Dolau Primary School. The existing provision already participates in the Childcare Offer for Wales which supports parents/carers with the cost of childcare. It is likely that Cylch Meithrin will also participate in the Childcare Offer for Wales to provide funded childcare places to support parents with childcare costs.</p>
<p>3. MATERIAL DEPRIVATION:</p> <p><i>(Unable to access basic goods and services i.e., financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.).</i></p>	Positive.	<p>1. Should the proposal proceed; it is acknowledged that there may be additional financial costs to some parents/carers should they decide to transport their child(ren) to extra-curricular activities at their own expense.</p> <p>2. Local community and third party use regardless of their socio-economic</p>	<p>1. The provision of extra-curricular activities is the responsibility of the individual schools and whilst extra-curricular activities are important, it should be noted that they are not a statutory requirement.</p> <p>As is the case across RCT, there will be no home to school transport available purely to access extra-curricular activities. Home to</p>

		<p>status.</p> <p>3. In November 2021, the WG announced plans to introduce universal free school meals (UFSM) for all primary school age pupils. The catering facilities at Dolau Primary School and the new Welsh medium primary school will cater for all pupils who take up UFSM.</p>	<p>school transport will be provided at the start and end of the normal school day only for children living over 1.5 miles from their catchment school.</p> <p>The availability of safe walking routes and encouragement of active travel should open the availability of extra-curricular activities to all.</p> <p>2. Whilst the school environment provides the opportunity to use the Welsh language within different contexts, one of the aims of the WG's <u>Cymraeg 2050</u> Work Programme is to embed positive Welsh language use, supported by formal and informal opportunities to use the Welsh language socially. A lack of opportunity to use the Welsh language leads to a lack of confidence and the erosion of Welsh language skills, as such, and to achieve the WG's vision of one million people in Wales</p>
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			<p>being Welsh speakers by 2050, it is necessary to increase the number of opportunities for people to use the Welsh language in different contexts. Older People (i.e. parents/carers and the wider community), along with pupils, will be supported and encouraged to participate in a wide range of cultural, social, and sporting activities through the medium of Welsh within their local schools to improve their confidence and retain their fluency in the Welsh language.</p> <p>Local community and third party use of the new Welsh medium primary school will be actively encouraged. A dedicated area will be designed within the new Welsh medium primary school so that the local community and third parties will be allowed to safely utilise the facilities at the school, both during and after the school day. Should the proposal proceed,</p>
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			<p>current pupils and parents/carers could benefit from this.</p> <p>3. Dolau Primary School and the new Welsh medium primary school will cater for all pupils who take up UFSM. Brand new kitchen and dining facilities will provide a high quality dining experience for all pupils.</p>
<p>4. AREA DEPRIVATION:</p> <p><i>(Where you live (rural areas), where you work (accessibility of public transport)).</i></p>	Positive.	<p>1. The new Welsh medium primary school will be built in accordance with <u>BB99</u> and will be fully accessible and compliant with the <u>Equality Act 2010</u>. The provision at the new Welsh medium primary school will consist of:</p> <ul style="list-style-type: none"> • Modern, flexible learning environments for all pupils, a large hall/dining area, a multi-purpose learning resource area and fully accessible facilities. • Flexible spaces to allow delivery of the Areas of Learning and Experience in 	<p>1. Overall, the LSOA for Dolau Primary School (Brynna 2) is ranked 1,371 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 126 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA Dolau Primary School (Brynna 2) is ranked 1,182 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 119 out of 154 LSOAs in RCT.</p> <p>Should the proposal proceed, the new school will</p>

		<p>accordance with the Curriculum for Wales.</p> <ul style="list-style-type: none"> • Internal and external areas for use by the local community. • Some additional space for ALN interventions. • Enhanced outdoor spaces to support the full range of curriculum activities. • Improved traffic management. <p>In addition, the new Welsh medium primary school will achieve net zero carbon in operation.</p> <p>This will offer more pupils a better learning environment without impacting regardless of their socio-economic status.</p>	<p>be the catchment Welsh medium primary school for the Llanilid housing development, with Dolau Primary being the catchment English primary school. This will increase the availability of primary age education in the local area, along with new sports facilities on the new school site.</p> <p>The construction contractor for the new school will be required to deliver against specific community benefits targets for the local area set by the WG. This will include targets for job creation, monetary donations and working hours donations to local community initiatives businesses and hours donated to education at local schools.</p> <p>An ongoing scheme involving the construction of three new primary schools in the Taf area of RCT has seen various community initiatives supported</p>
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			throughout 2023. Initiatives included the donation of labour and materials for landscaping works at two primary schools, sponsorship of local sports teams in Llanwtit Fadde and Church Village to fund the purchase of new team kit, funding of school christmas trips for Penygawsi Primary school and car park resurfacing for Pontyclun Bowls Club.
5. SOCIO-ECONOMIC BACKGROUND: <i>(Social class i.e., parents' education, employment, and income).</i>	Positive.	<p>1. The new Welsh medium primary school will be built in accordance with <u>BB99</u> and will be fully accessible and compliant with the <u>Equality Act 2010</u>. The provision at the new Welsh medium primary school will consist of:</p> <ul style="list-style-type: none"> • Modern, flexible learning environments for all pupils, a large hall/dining area, a multi-purpose learning resource area and fully accessible facilities. • Flexible spaces to allow delivery of the Areas of 	<p>1. Overall, the LSOA for Dolau Primary School (Brynna 2) is ranked 1,371 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 126 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA Dolau Primary School (Brynna 2) is ranked 1,182 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 119 out of 154 LSOAs in RCT.</p>

		<p>Learning and Experience in accordance with the Curriculum for Wales.</p> <ul style="list-style-type: none"> • Internal and external areas for use by the local community. • Some additional space for ALN interventions. • Enhanced outdoor spaces to support the full range of curriculum activities. • Improved traffic management. <p>In addition, the new Welsh medium primary school will achieve net zero carbon in operation.</p> <p>This will offer more pupils a better learning environment without impacting regardless of their socio-economic status.</p> <p>2. Should the proposal proceed, it is acknowledged that there may be additional financial costs to some parents/carers should they decide to transport their</p>	<p>As part of measures to meet the WGs community benefits targets, the construction contractor will donate working hours to supporting local businesses, social enterprises and local training and employment opportunities.</p> <p>At an ongoing project at Pontypridd High School, the contractor has participated in local careers fairs at the University of South Wales, Cardinel Newman Roman Catholic Comprehensive, Ysgol Garth Olwg and the RCTCBC Jobs Fair in Pontypridd. Participation in these events creates opportunities for local residents and young people to learn more about the various pathways to a career in construction that they may not have been aware of.</p> <p>2. The provision of extra-curricular activities is the responsibility of the</p>
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		child(ren) to extra-curricular activities at their own expense.	<p>individual schools and whilst extra-curricular activities are important, it should be noted that they are not a statutory requirement.</p> <p>As is the case across RCT, there will be no home to school transport available purely to access extra-curricular activities. Home to school transport will be provided at the start and end of the normal school day only.</p> <p>The availability of safe walking routes and encouragement of active travel should open the availability of extra-curricular activities to all.</p>
<p>6. SOCIO-ECONOMIC DISADVANTAGE:</p> <p><i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged).</i></p>	Positive.	<p>1. The new Welsh medium primary school will be built in accordance with <u>BB99</u> and will be fully accessible and compliant with the <u>Equality Act 2010</u>. The provision at the new Welsh medium primary school will consist of:</p>	<p>1. Overall, the LSOA for Dolau Primary School (Brynna 2) is ranked 1,371 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 126 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA Dolau</p>

		<ul style="list-style-type: none"> • Modern, flexible learning environments for all pupils, a large hall/dining area, a multi-purpose learning resource area and fully accessible facilities. • Flexible spaces to allow delivery of the Areas of Learning and Experience in accordance with the Curriculum for Wales. • Internal and external areas for use by the local community. • Some additional space for ALN interventions. • Enhanced outdoor spaces to support the full range of curriculum activities. • Improved traffic management. <p>In addition, the new Welsh medium primary school will achieve net zero carbon in operation.</p> <p>This will offer more pupils a better learning environment without impacting</p>	<p>Primary School (Brynna 2) is ranked 1,182 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 119 out of 154 LSOAs in RCT.</p> <p>The construction of the new Welsh medium primary school will deliver community benefits via the construction contractor as required by the WG. As outlined above, these measures will support education and training, SMEs and social enterprises in the local area.</p> <p>2. Whilst the school environment provides the opportunity to use the Welsh language within different contexts, one of the aims of the WG's <u>Cymraeg 2050</u> Work Programme is to embed positive Welsh language use, supported by formal and informal opportunities to use the Welsh language socially. A lack of opportunity to use</p>
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		<p>regardless of their socio-economic status.</p> <p>2. Local community and third party use regardless of their socio-economic status.</p>	<p>the Welsh language leads to a lack of confidence and the erosion of Welsh language skills, as such, and to achieve the WG's vision of one million people in Wales being Welsh speakers by 2050, it is necessary to increase the number of opportunities for people to use the Welsh language in different contexts. Older People (i.e. parents/carers and the wider community), along with pupils, will be supported and encouraged to participate in a wide range of cultural, social, and sporting activities through the medium of Welsh within their primary and secondary schools to improve their confidence and retain their fluency in the Welsh language.</p> <p>Local community and third party use of the new Welsh medium primary school will be actively encouraged. A dedicated area will be designed within the new Welsh medium primary</p>
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			<p>school so that the local community and third parties will be allowed to safely utilise the facilities at the school, both during and after the school day. Should the proposal proceed, current pupils and parents/carers could benefit from this.</p> <p>New sports facilities on the proposed new school site will be made available for community use, increasing sports provision within the community.</p>
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SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT

You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impacts and clearly identify which groups are affected.

- 4.a) In terms of disproportionate/negative/adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate the impact for each group identified. Attach a separate action plan where impacts are substantial.**

There is no evidence to suggest that the proposal will have a disproportionate/negative/adverse impact on a protected group.

- 4.b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.**

There is no evidence to suggest that the proposal will have a disproportionate/negative/adverse impact on a protected group.

- 4.c) Give sufficient detail of data or research that has led to your reasoning, particularly the sources used for establishing the demographics of service users/staff.**

- Data analysis is based on data derived from the Census (2021), PLASC (2024) and WIMD unless otherwise stated.
- Qualitative reasoning gathered from RCTCBC's Directorate of Education and Inclusion Services 21st Century Schools Team.
- Qualitative reasoning gathered from RCTCBC's Corporate Estates Team.
- Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community. These positive impacts can be requested via RCTCBC's 21st Century Schools Team.

- 4.d) Give details of how you engaged with service users/staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.**

The consultation started on 9th September 2024 and was completed at 17:00 on 25th October 2024.

Face to face meetings were arranged with the School Council, the Governing Body, staff, and the wider community of Dolau Primary School.

A Consultation Response Form was also available on RCTCBC's website on the 'Get Involved' page. The Consultation Response Form enabled consultees to indicate if they wish to be notified of the publication of the Consultation Report, once

presented to RCTCBC's Cabinet.

Consultees were also welcomed to put their views, comments, and any questions in writing to:

Director of Education and Inclusion Services
21st Century Schools
Valleys Innovation Centre
Abercynon
CF45 4SN

Or

E-mail: schoolplanning@rctcbc.gov.uk

Children and young people have a right to express their views in all matters affecting them and for their views to be heard and considered in accordance with their age and maturity. As such, RCTCBC's Directorate of Education and Inclusion Services 21st Century Schools Team ensured that suitable arrangements were made to involve children and young people as active participants throughout this consultation process, and if a decision is made to progress the proposal, throughout the implementation process.

A drop in session was also arranged so that members of the public could discuss the proposal with Officers from RCTCBC's Directorate of Education and Inclusion Services and provide any feedback at the session.

RCTCBC's Directorate of Education and Inclusion Services 21st Century Schools Team monitored the proposal. Feedback from the consultation has been collated and summarised, and a Consultation Report has been presented to RCTCBC's Cabinet. This Consultation Report is available for all persons to view on RCTCBC's website, and copies can be obtained on request from the address detailed on page four of the Consultation Document.

4.e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?

YES	X	NO	
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SECTION 5 – MONITORING AND REVIEW

5a) Please outline below how the implementation of the proposal will be monitored:

The proposal is made in accordance with the Welsh Government's (WG's) School Organisation Code (2nd Edition) (011/2018). Section 2.1 of the WG's School Organisation Code (2nd Edition) (011/2018) refers to elements of school organisation that require the publication of proposals, including:

- The opening of a maintained school.
- To make a regulated alteration to a maintained school.

The consultation will start on 9th September 2024 and will be completed at 17:00 on 25th October 2024.

Face to face meetings will be arranged with the School Council, the Governing Body, staff, and the wider communities of Dolau Primary School.

A Consultation Response Form will also be available at on RCTCBC's website on the 'Get Involved' page. The Consultation Response Form enables consultees to indicate if they wish to be notified of the publication of the Consultation Report, once presented to RCTCBC's Cabinet.

Consultees are also welcomed to put their views, comments, and any questions in writing to:

Director of Education and Inclusion Services
21st Century Schools
Valleys Innovation Centre
Abercynon
CF45 4SN

Or

E-mail: schoolplanning@rctcbc.gov.uk

Children and young people have a right to express their views in all matters affecting them and for their views to be heard

and considered in accordance with their age and maturity. As such, RCTCBC's Directorate of Education and Inclusion Services 21st Century Schools Team will ensure that suitable arrangements are made to involve children and young people as active participants throughout this consultation process, and if a decision is made to progress the proposal, throughout the implementation process.

A drop in session will also be arranged so that members of the public can discuss the proposal with Officers from RCTCBC's Directorate of Education and Inclusion Services and provide any feedback at the session.

RCTCBC's Directorate of Education and Inclusion Services 21st Century Schools Team will monitor the proposal.

5b) When is the evaluation of the proposal due to be reviewed?

The consultation will start on 9th September 2024 and will be completed at 17:00 on 25th October 2024. Feedback from the consultation has been collated and summarised, and a Consultation Report has been presented to RCTCBC's Cabinet. This Consultation Report is available for all persons to view on RCTCBC's website, and copies can be obtained on request from the address detailed on page four of the Consultation Document.

RCTCBC's Cabinet have considered the Consultation Report and decided, based on the feedback, to proceed with the proposal.

As RCTCBC's Cabinet has decided to proceed with the proposal, a Statutory Notice will be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2013 requires that anyone wishing to make objections to a school organisation proposal can do so. To be considered as statutory objections, objections **must** be made in writing or by email, and sent to RCTCBC within 28 days of the date on which the Statutory Notice was published.

RCTCBC's Cabinet will consider the outcome of the Statutory Notice at the next available Cabinet meeting and determine the proposal.

If there are objections, RCTCBC's Director of Education and Inclusion Services will publish an Objection Report providing a summary of the objections and the response to them within seven days of the determination of the proposal. This Objection Report will also be available for all persons to view on RCTCBC's website, and copies can be obtained on request from the address detailed on page four of the Consultation Document.

If RCTCBC's Cabinet approve the proposal, it will be implemented in accordance with the date stated in the Statutory Notice or

any subsequently modified date.

5c) Who is responsible for the monitoring and review of the proposal?

Officers from RCTCBC's 21st Century Schools Team within the Directorate of Education and Inclusion Services will monitor the proposal.

5d) How will the results of the monitoring be used to develop future proposals?

Each 21st Century Schools project undergoes a 'Lessons Learnt' review once completed. The outcomes of the project (both positive and negative) will inform decisions made on future projects.

SECTION 6 – REVIEW

As part of the Impact Assessment process all proposals that fall within the definition of ‘Key Decisions’ must be submitted to the Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your proposal is finalised and published for SLT/Cabinet approval.

If this proposal is a Key Decision, please forward your impact assessment to Councilbusiness@rctcbc.gov.uk for a Review Panel to be organised to discuss your proposal. The Equality Impact Assessment guidance document provides more information on what a Key Decision is.

It is important to keep a record of this process so that you can demonstrate how you have considered equality and socio-economic outcomes. Please ensure you update the relevant sections below.

OFFICER REVIEW PANEL COMMENTS	DATE CONSIDERED	DESCRIPTION OF (ANY) AMENDMENTS MADE FOLLOWING OFFICER REVIEW PANEL
<p>Following Officer Review Panel, the following comments were made:</p> <p>Equalities and Socio-economic Duty Impact Assessment:</p> <ul style="list-style-type: none">• Need to learn from good examples of Impact Assessment you have completed previously and utilise the team’s knowledge at an early stage.• Robust Impact Assessment, which requires minor changes.• The Impact Assessment would benefit from consultation data/being updated following the consultation.	12.11.2024	<p>The following areas of this Equality Impact Assessment have been updated following Officer Review Panel comments:</p> <ul style="list-style-type: none">• Age:<ul style="list-style-type: none">○ Pupil projection data has been included.○ Staffing profile data has been included, alongside how this proposal is likely to impact upon staff.• Religion or Belief:<ul style="list-style-type: none">○ Additional data has been included.• Sex:<ul style="list-style-type: none">○ Additional data has been included.

<ul style="list-style-type: none"> Section 4 - Consultation comments need to be included following engagement. <p>Data:</p> <ul style="list-style-type: none"> Good use of combined data sources. It could be useful to look at the change over time in terms of ALN provision and the demand for places to identify any trends, although it was recognised that data sources for future trends are lacking (Age – Opportunity to build on the use of community facilities). Provision of gender-neutral wash facilities in schools – If there's existing internal data from other schools, it would be useful to include as a positive to evidence that it helps with making children feel safer. <p>Independent Comments:</p> <ul style="list-style-type: none"> Robust Equality Impact Assessment which addresses questions. 		<ul style="list-style-type: none"> Disability: <ul style="list-style-type: none"> Additional information has been provided. Race: <ul style="list-style-type: none"> Additional information has been provided regarding support for pupils whose first language is not English or Welsh.
CONSULTATION COMMENTS	DATE CONSIDERED	BRIEF DESCRIPTION OF (ANY) AMENDMENTS MADE FOLLOWING CONSULTATION
In accordance with the Equality Act 2010 and the Public Sector Equality Duties, RCTCBC has a legal duty to look at how its decisions impact on people because they may have characteristics. So as part of seeking views on the proposal, the consultation also included the following	25.10.2024	<p>Of those respondents that answered this question, the majority, 65.7% said the proposal would have no impact on any of the characteristics listed. Whilst:</p> <ul style="list-style-type: none"> 28.1% commented that the proposal would have an impact on the 'Preferred

<p>question:</p> <p>1. How would the proposal affect you because of your:</p> <ul style="list-style-type: none"> • Sex. • Age. • Ethnicity. • Disability. • Sexuality. • Religion/Belief. • Gender Identity. • Relationship Status. • Pregnancy. • Preferred Language. <p>Of those respondents that answered this question, the majority, 65.7% said the proposal would have no impact on any of the characteristics listed. Whilst 28.1% commented that the proposal would have an impact on the 'Preferred Language' characteristic, 3.1% commented that the proposal would have an impact on the 'Disability' characteristic and, again, 3.1% commented that the proposal would have an impact on the 'Relationship Status' characteristic.</p>		<p>Language' characteristic.</p> <ul style="list-style-type: none"> • 3.1% commented that the proposal would have an impact on the 'Disability' characteristic. • 3.1% commented that the proposal would have an impact on the 'Relationship Status' characteristic. <p>Further analysis of the responses received indicates that respondent felt that pupils who chose to be educated through the medium of Welsh would have to move to a new school and this could disrupt their education. In response to this concern, it is anticipated that the proposed changes will not have a long term, adverse impact on pupils, this information is included within the consultation documentation.</p> <p>Understandably, some pupils may initially be daunted at the prospect of moving to a new school on a new site. However, should the proposal proceed, there will be targeted support for all pupils from Dolau Primary School. Meaningful and positive transition is an integral part of ensuring that pupils settle into their new school setting with little disruption to their wellbeing and education. This is supported by providing effective pastoral and academic support and structured opportunities for pupils to become familiar with the new school environment and staff.</p>
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		<p>Advice and support will be provided by RCTCBC to staff from Dolau Primary School to ensure that the transition process is as smooth and seamless as possible.</p> <p>RCTCBC's Welsh Language Immersion Team provides support for pupils who choose to move to Welsh medium education from English medium education. This support will be available for any pupils that wish to utilise it and RCTCBC will ensure that there is sufficient resource within the team to support all pupils that wish to transfer.</p> <p>Should the proposal proceed a small percentage of respondents commented that it would affect their disability and relationship status characteristics as it could mean that for families with multiple children, some children could go to the new Welsh medium primary school, and some could go to Dolau Primary School meaning multiple drops offs and collections at the start and end of the school day. RCTCBC notes that choosing a school is parent/carer choice. Applications will be dealt with in accordance with the WG's School Admissions Code 2013 (005/2013), and if this were something that parents/carers wanted for their children</p>
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		<p>then yes this could be the case.</p> <p>However, to note the schools will be near each other so any impact should be minimal.</p>
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SECTION 7 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the impact assessment. This summary should be included in the equality and socio-economic impact section of the Cabinet report template. The impact assessment should be published alongside the report.

In summary, the Equality Impact Assessment identifies both positive and neutral impacts, and no negative impacts upon the protected characteristics. The proposal could bring positive socio-economic impacts across all of the vulnerable groups identified under the socio-economic disadvantage headings.

SECTION 8 – AUTHORISATIONS

Lead Officer:

Name: Lisa Howell.

Position: 21st Century Schools Business and School Organisation Manager.

Date: 04.09.2024.

I recommend that the proposal:

Is implemented with no amendments.	X
Is implemented taking into account the mitigating actions outlined.	
Is rejected due to disproportionate negative impacts on protected groups or socio-economic disadvantage.	

Head of Service/Director:

Name: Andrea Richards.

Position: Directorate of Education and Inclusion Services, 21st Century Schools Team

Date: 04.09.2024.

Please submit this impact assessment with any SLT/Cabinet Reports.