

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: Education and Inclusion Services, 21st Century Schools

Date: 23/11/21

1.a) What are you assessing for impact?

Strategy/Plan	Service Re-Model/Discontinuation of Service	Policy/Procedure	Practice	Information/Position Statement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Amalgamation of Cefn and Craig yr Hesg Primary Schools.

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

The proposal is to amalgamate Cefn Primary (CPS) and Craig yr Hesg (CYHPS) Primary Schools. The amalgamation will be achieved by closing the two existing primary schools, which are in poor condition, and opening a new, bigger community primary school to replace them on the existing Craig yr Hesg Primary School site and the land adjacent to it (the former site of the Ty Gwyn Pupil Referral Unit). The new school will provide an accessible learning environment that is fit for the 21st Century, including bright, open, flexible learning spaces to maximise the potential for learning. The new school will be funded by the Council, in partnership with Welsh Government (WG), via the 21st Century Schools and Colleges Programme's Mutual Investment Model (MIM) revenue funding stream.

Previous report to Cabinet dated 24th September 2020 regarding the signing of a Strategic Partnering Agreement associated with the MIM process.

Previous report to Cabinet dated 4th October 2021 regarding the Council's revised 21st Century Schools Strategic Outline Programme (SOP),

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

Must comply with the School Organisation Code 2018, and be subject to a statutory consultation process.

Must comply with Building Bulletin 99.

Must comply with planning legislation.

Must successfully progress through Welsh Government's 21st Century Schools and business case approvals process to secure Welsh Government funding.

1.e) Please outline who this proposal affects:

- Service users
- Employees
- Wider community

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.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Age (<i>Specific age groups i.e. young people or older people</i>)	Positive	<p>The replacement of old, dilapidated school accommodation at both sites with a single community primary school of appropriate size will provide all children in the village of Glynch requiring English medium education with state of the art facilities fit for 21st Century learning and teaching. The construction of a new school, with modern classrooms will:</p> <ul style="list-style-type: none"> • Deliver comfortable and attractive learning environments for children previously taught in poor condition accommodation; and • Provide 21st century facilities to enable all pupils in the local community to access learning and activities which can help develop relationships within communities. • Allow easy access to services to improve the lives of children and their families. 	<p>Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities.</p> <p>For example, community facilities are very well used at Y Pant Comprehensive School by groups including Miskin Magpies (netball), Pontyclun Athletics Club, Community Wind Band and Rhondda Symphony Orchestra.</p> <p>Similarly, the sporting facilities at Tonyrefail Community School are used for basketball tournaments and for training by local rugby and football clubs, whilst the indoor community facilities are used</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>Being part of a larger school will mean that pupils are more likely to be taught in classes with predominantly their own age group, enabling teachers to offer pupils a wider and more varied curriculum to support all learners, including the least and most able.</p> <p>The potential disruption to learning and teaching caused by on-site building works at CYHPS will be minimised by the new school being segregated from the existing school building. The contractor that will be undertaking the works will be experienced in working on live school sites.</p> <p>There will also be opportunity for community use of the school and sporting facilities from which all members of the wider community (young and old) will have the opportunity to benefit.</p>	<p>by local choirs, for Welsh evening classes, community coffee mornings and art classes.</p> <p>The recent amalgamation of Cwmaman Infants and Glynhafod Junior School has seen an increase in pupil numbers attending the new community primary school.</p>
Disability	Positive	At present, the CPS site and school building is inaccessible and non-compliant with the Equality Act 2010,	Delivery of new school buildings previously throughout the county borough

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<i>(people with visible and non-visible disabilities or long-term health conditions)</i>		<p>whilst the CYHPS site and school building requires significant improvement in order to be compliant. The new school will comply with the current requirements of planning and building control legislation, will fully comply with the Equality Act 2010 and will be accessible to all.</p> <p>Flexible learning spaces and a heartspace at the school will provide quieter spaces which will benefit all learners, particularly those with ALN.</p> <p>The two Learning Support Classes currently based at Cefn Primary School will transfer to the new school. Pupils attending this provision will benefit from the broader range of learning experiences that a modern, 21st Century learning environment can offer.</p>	<p>and their accessibility to all building users. Design of all new schools incorporates total accessibility at the heart of the design.</p>
Gender Reassignment <i>(anybody who's gender identity or gender expression)</i>	Positive	Toilet facilities in the new school will be shared / available to all - not designated male/female.	Delivery of new school buildings and the inclusion of toilets which are non-

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<i>is different to the sex they were assigned at birth including non-binary identities)</i>			designated with full height cubicles for privacy and shared hand wash facilities have been welcomed for the numerous advantages they bring.
Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Pregnancy and Maternity <i>(women who are pregnant/on maternity leave)</i>	Positive	The new school will comply with the current requirements of planning and building control legislation, will fully comply with the Equality Act 2010 and will be accessible to all. It will have level access and will be more thermally comfortable with ease of internal temperature regulation. There will also be more comfortable staffing arrangements/facilities for PPA and rest facilities if required via a dedicated hygiene/medical room.	Delivery of new school buildings previously throughout the county borough and their positive impact on the staff, parents and the wider communities due to them being naturally ventilated and having energy efficient heating systems.
Race	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<i>(ethnic and racial groups i.e. minority ethnic groups, Gypsy, Roma and Travellers)</i>			
Religion or Belief <i>(people with different religions and philosophical beliefs including people with no beliefs)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Sex <i>(women and men, girls and boys)</i>	Positive	The new school will be more thermally comfortable with ease of internal temperature regulation which will be of benefit to staff with menopausal symptoms by providing a more comfortable environment to work in. Rest facilities will also be available if required via a dedicated hygiene/medical room.	Delivery of new school buildings previously throughout the county borough and their positive impact on the staff, parents and the wider communities due to them being naturally ventilated and having energy efficient heating systems.
Sexual Orientation <i>(bisexual, gay, lesbian, straight)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

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

	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Armed Forces Community <i>(anyone who is serving, has served, family members and the bereaved)</i>	Positive	The increased capacity of the new school will ensure sufficient places to accommodate families who may move into the area midway through an academic year (due to a change in circumstances).	Increased numbers of school places will result in the ability to accommodate more children.
Carers <i>(anyone of any age who provides unpaid care)</i>	Positive	The increased capacity of the new school will ensure sufficient places to accommodate families who may move into the area midway through an academic year. The new 21 st Century learning environment may encourage more parents / carers to choose their catchment school as opposed to schools outside of their catchment area, reducing the time, cost and environmental impacts of longer journeys.	Increased numbers of school places will result in the ability to accommodate more children.

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:

No negative impacts have been identified for protected groups. All impacts on protected groups will be either neutral or positive.

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

Yes

No

Name: Nicola Goodman

Position: Senior 21st Century Schools Officer

Date: 23/11/21

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 Welsh Government 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:

- Single parents and vulnerable families
- Pensioners
- Looked after children
- Homeless people
- Students
- Single adult households

- 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

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p>Low Income/Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i></p>	<p>Positive</p>	<p>CPS and CYHPS are located just 0.6 miles apart, in a deprived area of Rhondda Cynon Taf. The village is split into the two Lower Super Output Areas (LSOAs) of Glyn-coch 1 and Glyn-coch 2. According to the Welsh Index of Multiple Deprivation (2019), Glyn-coch 1, the area in which CYHPS is located, is amongst the top 3% of most deprived areas in Wales. This is further evidenced by the Free School Meals entitlement (eFSM) figures which are 50.5% for CPS and 48.4% for CYHPS (compared to the RCT average of 25.5% as at May 2021).</p> <p>The new school building will have modern, flexible spaces offering opportunities for additional after-school provision, including homework clubs to offer further support in reducing the attainment gap evidenced with eFSM learners.</p> <p>Through amalgamating CPS and CYHPS, the new community primary school building will be accessible to the whole of the local community,</p>	<p>Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities, e.g. STEM afterschool clubs at Tonyrefail Community School.</p>

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>regardless of income level or where they live.</p> <p>The new school site is located at the heart of the community, within the more deprived Glyn-coch 1 LSOA, but within walking distance for the whole village. There would be no travel costs incurred in accessing the facilities, bridging the gap between more and less affluent individuals / families.</p> <p>The new school will have a dedicated community facility, and will be designed in such a way that access to the community facility, school hall and toilet provision will be safely available without the need to access the rest of the school building.</p> <p>Subject to the local requirements / needs, the school could be made available for adult education classes; community groups; community meetings etc, which along with the sporting facilities, will provide a valuable community resource for all.</p>	
Low and / or No Wealth <i>(enough money to meet basic</i>	Positive	The new school will have a larger main hall which will create additional	Delivery of new school buildings previously

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<i>living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i>		<p>capacity for breakfast club which is utilised by many families who are on low incomes or who are just above the poverty threshold.</p> <p>The new school building will also have facilities which will assist with storage of school uniforms for uniform recycling schemes whereby parents / carers on lower incomes will be able to benefit from good quality uniforms free of charge.</p>	<p>throughout the county borough and their positive impact on availability of breakfast club places.</p> <p>Successful implementation in many schools throughout the county borough.</p>
<u>Material Deprivation</u> <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>	Positive	<p>The new school building will offer improved facilities for all users. The FSM uptake is currently 65.4% for CPS and 63.3% for CYHPS. New dining facilities may have a positive impact upon FSM uptake as more modern dining environments will be provided. Marketing and work with the school councils will also be undertaken to further encourage an increase in FSM uptake. In November 2021, WG announced plans to introduce free school meals for all primary aged pupils. The new catering facilities will be designed to</p>	<p>Delivery of new school buildings previously throughout the county borough and their positive impact on FSM uptake.</p>

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		accommodate increased FSM uptake following the introduction of the policy.	

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p><u>Area Deprivation</u> <i>(where you live (rural areas), where you work (accessibility of public transport))</i></p>	<p>Positive</p>	<p>The new school will be built on the existing CYHPS site and the land adjacent to it (the former site of the Ty Gwyn Pupil Referral Unit). Whilst some pupils who currently attend CPS will live further away from the new school, the site is located at the heart of the community and is accessible on foot for most who need to visit the site. Accessible parking will also be provided. The new school will provide the opportunity to access 21st Century facilities for educational and wider purposes in a prominent position in the village. The increased capacity of the new school will enable more learners to benefit from these brand new facilities.</p> <p>The private sector contractor involved in the creation of the new school building will be delivering community benefits by means of apprenticeships, training and job opportunities, bringing local jobs for local people and opportunities for the long-term unemployed. They will</p>	<p>Delivery of new school buildings previously throughout the county borough and the increase in pupil numbers.</p> <p>Community benefits realised by previous 21st Century Schools projects, for example at Y Pant, 47 local jobs were created, with 970 weeks of training provided and 10 apprenticeships created.</p>

		<p>also engage in community volunteering and in-kind donations to the benefit of the local community. They will also engage with the school community giving learners the opportunity to engage with the contractor in STEM (Science, Technology, Engineering & Mathematics) activities.</p>	<p>As part of the MIM Pathfinder Project, Pontyclun, Penygawsi and Llanilltud Faerdref Primary Schools engaged in STEM activities delivered by RIBA.</p>
<p>Socio-economic background <i>(social class i.e. parents education, employment and income)</i></p>	<p>Positive</p>	<p>Amalgamating CPS and CYHPS and providing a single community primary school will ensure that all families in Glyn-coch requiring English medium education are given the same opportunity to access first class educational facilities, regardless of their socio-economic background.</p> <p>The new school will have additional facilities (e.g. multi-use games area) which can be used by the school and the wider community thereby offering increased opportunities for after school clubs / community group use and improving the health and wellbeing of individuals.</p> <p>The new school will also have state of the art ICT facilities which will benefit the learners and the wider community in terms of opportunities to enhance computer literacy.</p>	<p>Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities by offering community use of the facilities, for example, community facilities are very well used at Y Pant Comprehensive School by groups including Miskin Magpies (netball), Pontyclun Athletics Club, Community Wind Band and Rhondda Symphony Orchestra.</p> <p>Similarly, the sporting facilities at Tonyrefail Community Schools are used for basketball tournaments and for training by local rugby and football clubs, whilst the indoor</p>

			community facilities are used by local choirs, for Welsh evening classes, community coffee mornings and art classes.
<p>Socio-economic disadvantage <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	The new school will positively impact upon individuals of all ages and all staff, pupils, parents/carers with any access requirements. Being at the heart of the community that it serves, the school will bring advantages overall to any individual who may be financially or materially disadvantaged, as the new school will afford more opportunities for more children and older learners / community members to access fantastic new facilities 'on their doorstep'.	Delivery of new school buildings previously throughout the county borough and their positive impact on the school and wider communities, including local job creation and community engagement activities.

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, in particular, the sources used for establishing the demographics of service users/staff.

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

- 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.

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

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

Yes

No

SECTION 5 – MONITORING AND REVIEW

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

In accordance with the School Organisation Code – 2018 (011/2018), in order to amalgamate CPS and CYHPS, the Council is required to undertake a statutory consultation exercise on the closing of CPS and CYHPS and the opening of a new maintained school. The consultation period is due to take place from 10th January to 21st February 2022, during which time residents and stakeholders are invited to provide feedback on the proposals.

Should the proposal proceed, the Executive Headteacher of CPS and CYHPS will be involved in initial design discussions and scoping requirements and the federated governing body, pupils, staff, and parents/carers of both schools will be afforded the opportunity to provide input on the project in order to ensure they have a voice in how the new school will look following completion.

Interested parties are also welcomed to put their views in writing to:

Director of Education and Inclusion Services
Rhondda Cynon Taf County Borough Council
Ty Trevithick
Abercynon
CF45 4UQ
or e-mail schoolplanning@rctcbc.gov.uk

Officers from the Council's 21st Century Schools Team within Education and Inclusion Services and the Council's Corporate Estates Team will monitor the proposal throughout the design development period, construction period and operational period by engaging in meetings with the private sector, Welsh Government and key stakeholders.

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

Feedback from the amalgamation consultation will be collated and summarised, and a report presented to the Council's Cabinet during March 2022. The Council's Cabinet will consider the report and will decide, based on the feedback, whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal. If the Cabinet decides 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 2018 requires that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. The Council's Cabinet will consider the outcome of the statutory notice at the next available Cabinet meeting and determine whether to implement the proposal. If there are objections, the Council's Director of Education and Inclusion Services will publish an objection report providing a summary of the objections and their response to them within 7 days of the day of the determination of the proposal.

If the proposal proceeds, reports will be presented to Cabinet at regular intervals as the project develops and the Welsh Government's business case approvals process and associated timescales will be adhered to. Business cases will review and evaluate the proposal at each step to secure funding and Cabinet approval will be sought prior to any construction works starting.

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

Officers from the Council's 21st Century Schools Team within Education and Inclusion Services and the Council's Corporate Estates Team will monitor the proposal throughout the design development period, construction period and operational period.

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

Each 21st Century Schools project undergoes a 'Lessons Learnt' review at the end of the construction phase and this feeds into future projects so that each project improves and benefits from lessons learnt (positive and negative) during previous 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 EqlA 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	Brief description of any amendments made following Officer Review Panel considerations
Consultation Comments	Date Considered	Brief description of any amendments made following consultation

SECTION 6 – 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 positive and neutral impacts, and no negative impacts upon the protected characteristics.

- The impact on age (particularly the younger generation) is extremely positive as all children in Glyn-coch requiring English medium education will have the full benefit of being educated in fantastic facilities fit for the 21st Century and the new Curriculum for Wales.
- The building will be fully compliant with the Equality Act 2010 thereby ensuring that no pupil, staff member, parent/carer or member of the wider community is prevented from fully accessing the whole extent of the new facilities.
- There will be positive impacts on the Welsh language as, despite the new school being an English medium school, it will provide improved facilities to assist with the delivery of Welsh as a key element of the curriculum and in line with Cymraeg 2050 and RCTCBC's WESP, as we aim for the teaching of Welsh as a second language in English medium schools, to be of the highest quality.
- The increase in capacity at the new school and the provision of a brand new building with first class facilities will ensure that all families who wish to access places at the school can be accommodated, and may encourage more parents/ carers to choose their catchment school. It also affords greater educational choice which may assist armed forces personnel who may move to an area mid-academic year.
- The new buildings and the way in which it will be used will bring positive socio-economic impacts across all of the vulnerable groups identified under the socio-economic disadvantage headings.

SECTION 7 – AUTHORISATIONS

Lead Officer:

Name: Lisa Howell

Position: 21st Century Schools Business & School Organisation Manager

Date: 22/11/21

I recommend that the proposal:

- Is implemented with no amendments
- 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 Approval:

Name: Gaynor Davies

Position: Director of Education and Inclusion Services

Date: 23/11/21

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