

## Impact Assessment - First Stage

### 1. Details of the initiative

**Initiative description and summary:** Amendment of the current 21<sup>st</sup> century schools capital funding programme band B projects to include a new 7-16 special school for pupils with social, emotional and behavioural difficulties

**Service Area:** Strategic School Improvement Programme (SSIP)

**Directorate:** Education, Leisure & Lifelong Learning

### 2. Does the initiative affect:

	Yes	No
Service users	x	
Staff	x	
Wider community	x	
Internal administrative process only		x

### 3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				H	Should a new special school be developed then there would be an impact on pupils aged 7-16 with SEBD Data indicates that there has been an 83% (168 pupils) increase in pupils with Autistic Spectrum Disorder (ASD), a 46% (332 pupils) increase of pupils with Speech, Language and Communication Difficulties (SLCD) and 36% (234 pupils) increase of pupils displaying SEBD since 2012. In recent years Members have given approval for the development of provisions for pupils with SEBD at Ysgol Hendrefelin (7 primary and 21 secondary planned places

						<p>and 40 secondary assessment places), Cefn Saeson Comprehensive (16 assessment places), Awel Y Mor Primary (12 assessment places) and most recently at Crynallt Primary (14 planned places) and Coedffranc Primary (12 assessment places), but it has become apparent that further, more specialised support is required.</p> <p>Admission to the new school would not be open to all pupils, but via a special admission panel of the Council, and specific entry and exit criteria will apply.</p> <p>Pupils at the school will benefit from being taught by specialist staff but there is the possibility that pupils with SEBD in mainstream schools could also benefit from some aspects of the provision available.</p> <p>The new school with specialised staff is likely to be able to improve opportunities for training and supporting mainstream staff across the county borough.</p> <p>This will be explored further as part of the full assessment</p>
Disability	x				H	<p>The Council's arrangements for education across the county borough include those children and young people with a disability. The new school will specifically provide education for pupils with an additional learning need, therefore the impact on these pupils is likely to be high.</p> <p>Data indicates a 36% (234 pupils) increase of pupils displaying SEBD since 2012 (PLASC 2012 -2019) This proposal will seek to address the needs of these pupils and future pupils identified as having SEBD by providing a special school designed to meet their needs.</p> <p>The new build school will be a 21<sup>st</sup> century purpose built facility designed to be fully compliant in terms of requirements for disabled users.</p>

						The Council is required to have regard for the needs of disabled learners and learners with learning difficulties when assessing transport needs. This will be explored further as part of the full assessment
Gender Reassignment				x	M	This is not a criterion considered in terms of the Council's education arrangements either for pupils or school staff. However it is very likely that a new build school will facilitate easier management of the practicalities of gender reassignment through opportunities for private changing and toilet facilities. This will be explored further as part of the full assessment
Marriage/Civil Partnership		x				This is not a criterion that will be impacted by the proposal.
Pregnancy/Maternity		x				This is not a criterion that will be impacted by the proposal.
Race				x	M	There could be an impact on pupils or staff users of a new special school, depending on the identity of the pupils and staff who are yet to be identified. Differences in the number of male or female users may also impact on race. This will be explored further as part of the full assessment
Religion/Belief				x	M	Pupils and staff of any religion or belief would be eligible to be a member of the school community and it is expected that the Council's educational arrangements will meet the needs of pupils or staff members of different religions or with different beliefs. This will be explored further as part of the full assessment when potential pupils and staff are identified.
Sex				x	H	There is a potential impact on sex as current data (PLASC Jan 2019) indicates that there are 92 pupils in primary and secondary schools in Neath Port Talbot with

						a statement for SEBD and of these 86 are male and 6 are female. This would suggest that a possible new build special school may have greater numbers of male than female pupils attending. This could indicate a disproportionate impact on sex and will need further exploration as part of the full assessment.
Sexual orientation		x				This is not a criterion that will be impacted by the proposal.

**4. Does the initiative impact on:**

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language				X		The language designation of the proposed new school is yet to be determined. Should it be EM then it is expected that there will be provision for pupils to continue their education through the medium of Welsh as required. The school will also ensure that Welsh is taught as a second language in line with the national curriculum requirements where required. This will be explored further as part of the full assessment.
Treating the Welsh language no less favourably than English				X		The language designation of the proposed new school is yet to be determined. This impact will be explored further as part of the full assessment if the proposal is approved and developed.

**5. Does the initiative impact on biodiversity:**

**6.**

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity				x		This would be considered as part of any planning application for the proposed new special school and as part of the full integrated impact assessment should the proposal proceed.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.				x		This would be considered as part of any planning application for the proposed new special school and as part of the full integrated impact assessment should the proposal proceed.

**7. Does the initiative embrace the sustainable development principle (5 ways of working):**

	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people	x		The proposal if implemented will positively impact on pupils aged 7-16 with SEBD by creating a new school that will be able to meet the needs of its pupils at the time of its establishment and for pupils who may require specialist support in the future. This will be explored further as part of the full assessment if the proposal is approved and developed.
<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	x		The Strategic School Improvement Programme and its related projects are included in the Directorate's plans which link to the Council's wellbeing objectives. This proposal is likely to positively impact on Wellbeing Objective 1 in particular should it proceed. This will be explored further as part of the full assessment if the proposal is approved and developed.
<b>Involvement</b> - how people have been involved in developing the	x		Informal conversations with schools, headteachers, and officers working within the Inclusion and Education Development services have provided

initiative			positive feedback to initial thoughts on developing a proposal to build a new special school. Should the proposal proceed then further approval will be sought from Members to undertake a full consultation where views from all stakeholders will be gathered and will further inform the proposal and the full assessment.
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions		x	Should the proposal proceed then further approval will be sought from Members to undertake a full consultation where views from other services and organisations will be sought. This will further inform the full assessment.
<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse	x		It is intended that if the proposal to build a new special school is progressed then it should alleviate the current pressures on schools and the local authority faced as a result of growing numbers of pupils with SEBD. By providing specialist teaching facilities with appropriately trained and experienced staff it is expected that the educational opportunities for such pupils will improve. Additionally such an establishment should be able to provide greater training and support for mainstream staff across the local authority.

**7. Declaration - based on above assessment (tick as appropriate):**

A full impact assessment (second stage) <b>is not</b> required	
Reasons for this conclusion	

A full impact assessment (second stage) <b>is</b> required	<b>x</b>
Reasons for this conclusion	

Should the proposal proceed it is likely to have an impact on pupils, staff and other potential users of the new school. The proposal may also impact on opportunities to use the Welsh language. It is unknown whether the proposal would impact on biodiversity. Further consideration of how the proposal embraces the sustainable development principle is needed.

Should the proposal proceed a full consultation will be undertaken where views of all stakeholders will be undertaken and greater information will be obtained which will further help to inform the full assessment.

	<b>Name</b>	<b>Position</b>	<b>Signature</b>	<b>Date</b>
Completed by	Rhiannon Crowhurst	SSIP Programme Manager		27.06.2019
Signed off by	Andrew Thomas	Head of Transformation		27.06.2019