

Integrated Impact Assessment (IIA)

This Integrated Impact Assessment considers the duties and requirements of the following legislation in order to inform and ensure effective decision making and compliance:

- Equality Act 2010
- Welsh Language Standards (No.1) Regulations 2015
- Well-being of Future Generations (Wales) Act 2015
- Environment (Wales) Act 2016

1. Details of the initiative

	<p>Title of the Initiative: Proposal to establish an English-Medium 3-11 school to replace Alltwen, Godre'rgraig and Llangiwig Primary Schools</p>
1a	<p>Service Area: Strategic School Improvement Programme</p>
1b	<p>Directorate: ELLLS</p>
1c	<p>Summary of the initiative:</p> <p>The Council is proposing to establish a new build, 21st century English-medium school for 630 full time and 140 part time nursery pupils aged 3-11 to replace Alltwen Primary, Godre'rgraig Primary and Llangiwig Primary, all of which would close on 31st August 2025. It is proposed to also include a new Learning Support Centre (LSC) for up to 16 primary aged pupils with Autistic Spectrum Disorder (ASD) with a statement of Special Educational Needs (SEN).</p> <p>It is proposed that the school would be built on Council owned land at Parc Ynysderw, in close proximity to Cwmtawe Community School and Pontardawe Leisure Centre. It would open on 1st September 2024.</p> <p>Additionally, part of the new build scheme is to construct a new 25 metre, 6 lane swimming pool with additional learner pool on the site to replace the existing Pontardawe Swimming Pool. The pool would provide an additional facility alongside Pontardawe Leisure Centre, revitalising and increasing the health and well-being facilities in the area.</p> <p>The combined new build school, specialist ASD provision and leisure facilities would form part of a learning, health and wellbeing community campus at the Parc Ynysderw site</p>

1d	<p>Is this a ‘strategic decision’?</p> <p>Yes - forming part of the Council’s Strategic School Improvement Programme and included within Band B of Welsh Government’s Sustainable Communities for Learning</p>
1e	<p>Who will be directly affected by this initiative?</p> <p>All staff, pupils, parents/carers/guardians of pupils and governors at Alltwen, Godre’rgraig and Llangiwg Primary schools.</p>
1f	<p>When and how will people be consulted?</p> <p>This school organisation proposal is being brought forward under the Council’s Strategic School Improvement Programme. Formal consultation is required in line with the Welsh Government’s School Organisation Code, November 2018, which specifies the procedures to be followed, including the content of the consultation document and those to be consulted.</p> <p>Consultation on this proposal commenced on 5th December 2022 and closed on 24th January 2023. The consultation document was made available by e-mail to consultees, with the schools managing distribution to their school communities. It was also available on the Council’s website. Hard copies were available on request.</p> <p>A pupil version of the consultation document was also made available to schools to distribute as appropriate.</p> <p>Responses to the consultation were submitted by email, post and via the Council’s online consultation portal. Details of how to respond were included in the consultation document and links to the online consultation portal were included on the website and on the Council’s social media channels.</p>

2. Evidence

What evidence was used in assessing the initiative?

Consultation Report has been prepared summarising the comments received and officer responses. This should be read alongside this impact assessment.

Respondents were asked to complete an Equalities Monitoring form included in the consultation document, the data collected is included as appendix A to this assessment

A number of comments were received relating to the impact on age, particularly relating to nursery age children who are not eligible for free transport. However comments were also received which welcomed the proposal and the perceived positive impact a new build school and pool would have on pupil education, health and well-being.

Comments relating to the LSC provision for pupils with ASD were mainly positive, welcoming the addition of a purpose build facility for specialist teaching. It was also noted that a new build would ensure better accessibility for disabled users, although it was felt by some that the additional travel time would be a barrier.

Comments were received which stated that pregnant mothers would be disadvantaged by this proposal due to longer distances to walk to school. However while this would be the case for some, for others the distance to school could be closer, or children would be entitled to transport assistance.

92% of respondents define themselves as White British. No comments were received which identified any impact on ethnicity or race.

No comments were received relating to gender Reassignment, marriage and civil partnership, religion or belief, sex or sexual orientation.

Community impacts have been fully considered in the consultation report; in summary many comments were received which state that the proposal would negatively impact on the community with the loss of the schools. A community impact assessment has been undertaken and has found that many community based activities and events are not reliant on the schools. Therefore there should be no adverse effect on community activities or events if the schools were to close.

A great deal of information is available with relation to the population within Neath Port Talbot. This can be accessed from the following sources.

Household projections by local authority <https://gov.wales/subnational-household-projections-2018-based>

<https://statswales.gov.wales/Catalogue/Population-and-Migration/Population/Projections/Local-Authority/2018-based/populationprojections-by-localauthority-year>

<https://gov.wales/sites/default/files/statistics-and-research/2020-05/summary-statistics-regions-wales-2020-629.pdf>

Pupil Level Annual School Census (PLASC) data has also been used along with the Local Authority data relating to school staff

3. Equalities

a) How does the initiative impact on people who share a **protected characteristic**?

Protected Characteristic	+	-	+/-	Why will it have this impact?
Age	√			<p>The Equality Duty covers the protected characteristic of age, which refers to a person having a particular age or being within an age group. Due to the nature of this proposal it could impact on children who currently attend Alltwen, Godre'rgraig and Llangiwig Primary schools, and children who might attend the proposed new school.</p> <p>According to Pupil Level Annual School Census (PLASC) carried out in January 2020, pupil numbers in the three schools combined are 454 full time and 66 part time. The proposal, if implemented, is also likely to have an impact on children under 3 who access childcare facilities.</p> <p>The proposal would provide an English-medium school for 630 full time and 140 part time nursery pupils aged 3-11 with a specialist learning support centre, in new build premises. It would offer the opportunity to deliver a stimulating teaching and learning environment in state of the art, 21st Century facilities that would impact positively on the self-esteem and well-being of pupils and aim to further improve the learning outcomes for all children across the ability range. With a new school comes more choices and improved opportunities because there is more space and better facilities. In the Estyn report of 2007, 'An evaluation of performance of schools before and after moving into new buildings or significantly refurbished premises', it is reported that the attainment and achievement of pupils improves significantly</p>

when they move into new or significantly refurbished buildings. In this respect the proposal can be expected to have a positive impact on pupils aged 3-11 who will attend the new school.

For many of the primary aged pupils the proposed location of the new school on the site at Parc Ynysderw would remain within 2 miles travel distance for homes in the catchment area. Should the proposal be implemented, support with home to school travel would be made available in line with the Council's Home to School Travel Policy. This policy is applicable to all pupils across Neath Port Talbot and in this respect the proposal has a neutral impact.

Nursery education is classified as non-statutory provision under the Welsh Government's Learner Travel Measure. The Council's current Home to School Travel Policy reflects this and there is no entitlement to travel assistance for nursery children. In some circumstances and where opportunities present, under temporary discretionary arrangements, parents of nursery age pupils are able to request the use of a vacant seat on a contracted vehicle which travels along a relevant route and which is suitable for nursery aged pupils.

These arrangements could be available to parents of nursery aged pupils attending the new school and are no less favourable than those applying to other parents of nursery age children across the County Borough and in this respect the proposal if implemented would have a neutral impact.

No childcare provision has been included in the proposed new school and this could be seen as detrimental to preschool pupils as well as school aged pupils who access wrap around care. As a result of considering the current sufficiency of childcare within and around the catchment area of the proposed new build primary at Parc Ynysderw, the need for a childcare setting within the school was dismissed due to the fact that the area is already well served with childcare provision, with a number of settings offering full day and sessional care, and approximately 8 childminders with the capacity to take 65 children, all within reasonable distance of the proposed school site. It is expected that existing childcare provisions could easily adapt their transportation of children

			<p>plans to enable children from the proposed new school's location to access/continue to access their provision. It was also felt that should the proposed new school include extra childcare provision then the required tender for any new childcare services within schools would potentially unsettle and disrupt the successful and established childcare in place in and around the area.</p> <p>Alltwen Primary School has a childcare facility on site. It may be possible to retain the provision on the Alltwen Primary site, or for the provision to relocate elsewhere if appropriate. The proposal therefore should have a neutral impact on preschool children.</p>
Disability	√		<p>The Council's arrangements for education across the county borough include those children and young people with a disability.</p> <p>Currently 27% of pupils who attend either Alltwen, Llangiwg or Godre'rgraig are recorded as having an additional learning need (ALN). Of these 17% have their needs met by the school they attend, 7% receive additional support from other agencies and 2% have a statement of Special Educational Need (SEN).</p> <p>Data indicates that there are currently 434 pupils with Autistic Spectrum Disorder (ASD) in Neath Port Talbot, an increase of almost 47% since 2012. (PLASC Jan 2019). This proposal seeks to address the needs of these pupils and future pupils identified as having ASD by providing a provision designed to meet their needs.</p> <p>There are no specialist units for children with statements of SEN at any of the three schools included in this proposal, i.e. provision recognised by the Council as reserved for pupils with SEN. Pupils with ALN, including children with statements of SEN, are supported in a mainstream setting with appropriate funding for this purpose. The new school would continue to offer this level of support and therefore have a neutral impact on these pupils should the proposal proceed.</p>

Data analysis suggests that a number of pupils within the Swansea Valley travel to gain additional learning support in specialist units elsewhere within Neath Port Talbot. Creating a new provision in the proposed new school would provide additional places in an area where need has been identified, potentially making transition easier and allowing the pupils to integrate with their friendship groups and peers within the mainstream classes whenever possible. The proposal would therefore have a positive impact on this group of pupils if implemented.

Pupils attending the proposed LSC provision within the new school would benefit from being taught by specialist staff, experienced in working with pupils with ASD needs. There is also the possibility that mainstream pupils with ASD could also benefit from the expertise available as the specialist knowledge and skills-set of the staff employed to work at the proposed LSC would be available to share with mainstream staff and, as such, would indirectly benefit SEN provision at the new school, resulting in a positive impact for mainstream ALN pupils should the proposal proceed.

It is also envisaged that the LSC provision would be able to provide support and training for other mainstream primary schools across Neath Port Talbot, building skills, competencies, expertise and capacity of all staff working with children with ASD.

The Council is required to have regard for the needs of disabled learners and learners with learning difficulties when assessing transport needs. The Home to School Travel Policy 2017 remains unaffected by the proposal and the Council would make suitable arrangements for learners with special needs to attend school including arrangements, as necessary, for home to school travel. An assessment of a learner's level of travel need would inform the type/level of transport that may need to be provided. The entitlement would be reviewed on an annual basis as outlined in the current policy. If implemented, the proposal would therefore have a neutral impact on these learners.

Larger schools often have more capability of addressing specific learning needs. Estyn in their 'School size and educational effectiveness' report, December 2013

found that that 'Large and medium sized primary schools are better able to identify pupils' additional learning needs at an early stage and make the necessary adjustments in the provision for those pupils. The report continued to suggest this is because they often have teachers with specific additional needs knowledge and understanding either working with these pupils directly or providing guidance and support to other teachers and support staff. Within the scope of this proposal, it is expected therefore that moving to a larger school should have at least a neutral impact upon ALN pupils.

Careful planning and management of any transitional arrangements would be necessary to mitigate the challenges suggested by respondents and to ensure no disadvantage to pupils moving to the new school or negative impact on pupil performance.

Data reveals that less than 1% of staff across the three existing schools have indicated that they have a disability. Some staff and pupils of the current schools may be affected by a potential move to a different location. A new build 21st Century school will have greatly enhanced facilities which should improve provision for all disabled users.

Consideration of all the protected characteristics of the pupils, staff and governing body would be reflected in the development and design of the proposed new building for example via the provision of fully accessible building in compliance with Building Regulations. Protection under the Equalities Act 2010 would continue to support the staff at the new school and all people using the building would benefit from its fully accessible design.

The proposed new school would be designed to have flexible spaces which could be adapted by the use of furniture for specific activities, small group/intervention rooms and would include quiet areas for individual learning. A condition of Welsh Government Grant stipulates that the proposed new school building will need to comply with current acoustic standards. The proposed scheme will have to comply with current Building Regulations for accessibility both internally and externally.

			<p>Natural daylight and ventilation will be a key design feature of the new learning environment.</p> <p>It is therefore expected that the proposal would have a positive impact on all users identified within this protected characteristic as they would have access to a fully accessible school premises managed and maintained by the senior leadership team at the school on appointment.</p>
Gender reassignment		√	<p>Gender reassignment is not recorded for Primary age pupils however individual pupils requiring to live in a gender other than their birth gender are supported within all Neath Port Talbot primary schools. All children would continue to receive a high quality education at the proposed new school. The new building would have suitable facilities in place to accommodate pupils of any gender; no pupil would need to consider changing schools due to gender reassignment. Pupils and staff have the right to access the facilities that correspond to their gender identity. Any pupil or staff member who has a need for increased privacy would be provided access to a single cubicle toilet, but no pupil or staff member shall be required to use such a toilet. The new building would provide individual cubicles that could be used by all, albeit separate facilities would be available for adults and children.</p> <p>The use of changing rooms by transgender pupils and staff would be assessed on a case by case basis in discussion with the individual concerned. The proposed new school would maximise social integration and promote an equal opportunity to participate in physical education classes and sports, ensuring the safety and comfort, and removing any adverse impact for the individual. Transgender pupils or staff would be treated in accordance to their preferred gender identity.</p> <p>It is intended the new school site would therefore have a neutral impact on individuals protected under the gender reassignment characteristic.</p> <p>Staff would continue to receive protection under the Equalities Act 2010.</p>

			<p>Non-binary people, including staff, governors and members of the community accessing the facilities would benefit from the gender neutral provisions to the school that have been identified above.</p> <p>The proposal is likely to have a neutral impact on this aspect.</p>
Marriage & civil partnership		√	<p>Pupils at the school are below the legal marriage age. Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the new Governing Body and Council in order to support the staff at the school.</p> <p>The proposal is designed to have a neutral impact on those with protected characteristics accessing the new school.</p>
Pregnancy and maternity		√	<p>It is not considered that there would be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age range of the proposed new school. The provision of education for any pupil identified as being within this protected group would remain unaltered by the proposal.</p> <p>Existing staff from all three schools who are on maternity leave or are pregnant at the point of the proposed timescale would be protected under the Equalities Act 2010 in terms of employment and must be afforded the same opportunities for redeployment.</p> <p>The proposal is likely to have a neutral impact on this aspect.</p>
Race		√	<p>All Neath Port Talbot schools are inclusive for pupils of all ethnic groups and ethnicity is not a criterion under the Council's Admissions Policy.</p> <p>The majority of pupils in Alltwen, Godre'rgraig and Llangiwig primary schools are white British, however 6% of pupils identify with other ethnic groups.</p>

			<p>Data from schools indicates that the proportion of pupils from ethnic minority backgrounds (non-white British) is 4.6% compared to the Wales average of 8.2% (SEP evidence)</p> <p>Under the proposal the existing pupils would be moving to a new school building so it is unlikely that there would be any significant change to the ethnic profile of the school, although this could change should the wider community demographic change in the future.</p> <p>Race is not a criterion that is considered when employing staff currently or for the proposed new school.</p> <p>98% of staff employed at the present time at the three schools identify as white British, with the remainder preferring not to indicate ethnic origin.</p> <p>All staff, pupils and governors would continue to receive protection under the Equalities Act 2010, which would be referred to by the Governing Body and Council</p> <p>The proposal therefore is likely to have a neutral impact on this aspect.</p>
Religion or belief		√	<p>Alltwn, Godre'rgraig and Llangiwig primary schools are non-faith schools and admit pupils of all religions/beliefs who wish to attend. Religion or belief is not a criterion under the Council's Admissions Policy which is applicable to all three schools. Admission to the new school would be in line with this policy.</p> <p>Religion/belief is not a criterion that is considered when staff are employed currently and that position will remain unchanged for all staff employed at the proposed new school. Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the newly established Governing Body and Council in order to support the staff at the new school.</p>

			<p>Respect for all religious and non-religious beliefs would not change as a result of implementing this proposal. Similarly, the aspect of the curriculum relating to religion and belief would not change because of this proposal. The proposal does not seek to reduce the number of faith school places and increase the number of community (not-faith based) school places.</p> <p>The proposal therefore is likely to have a neutral impact on this aspect.</p>
Sex		√	<p>Children of both sexes would be treated and taught equally at the proposed new school. There would be no different methods of teaching or curricula for either sex. The school would aim to reduce, as far as possible, segregating pupils and students by gender.</p> <p>All three schools within the scope of this proposal admit boys and girls currently and the proposed new school would also admit both sexes. The three schools combined currently have 275 (52.88%) male pupils and 245 (47.12%) are female –this is a similar percentage as the authority wide primary aged pupil population (51.24% boys and 48.76% girls) therefore there is no perceived negative impact.</p> <p>Male and female staff are employed at all three existing schools and it is expected that the proposed new school would have a similar balance of male and female employees. Current data indicates that 88% of staff employed at the existing schools are female and are disproportionately represented compared to the general population but not in relation to numbers employed in the primary education sector nationally in Wales which is 84.6% female.</p> <p>Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.</p> <p>The proposal therefore is likely to have a neutral impact on this aspect.</p>

Sexual orientation			√	<p>Inclusivity and respect of others is an intrinsic element of the National Curriculum, and the proposed new school would seek to provide an inclusive environment which meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. The Estyn School Inspection Handbook also details how inspection would evaluate how well individual pupils benefit from the school and states it may be relevant to pay particular attention to those with protected characteristics, therefore including transgender pupils. Under spiritual, moral, social and cultural development Estyn would look for evidence where pupils develop awareness and respect for diversity in relation to, for example gender, race, religion and belief, sexual orientation and disability.</p> <p>Under the revised 2017 Framework Inspectors would also consider types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber bullying and prejudice-based bullying related to special education need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.</p> <p>Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.</p> <p>Based on the policies in place that would not change as a result of the proposal, this proposal would have a neutral impact on people with this protected group.</p>
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What action will be taken to improve positive or mitigate negative impacts?

This proposal, if implemented would be closely monitored with information gathered regarding characteristics and circumstances of the individuals involved. From the evidence currently available the proposal should have mainly positive or neutral impacts on the protected characteristics due to the following actions-

- The leadership team of the proposed new school would promote an inclusive ethos where everyone is valued, with support from local authority Education Development Service (EDS) and Inclusion teams
- Policies and procedures would be in place to support the school with inclusive practice; local authority policies would be adopted and adhered to
- Monitoring of pupil and staff well-being would take place by the leadership team of the school; a school review would be undertaken by the Strategic School Improvement Programme (SSIP) team in the first 2 years of opening
- Design processes would ensure accessibility is planned for and delivered
- Engagement with school communities throughout process to encourage collaboration and involvement
- Support provided for pupils and staff to ensure smooth transition prior to and during first term of opening

b) How will the initiative assist or inhibit the ability to meet the **Public Sector Equality Duty**?

Public Sector Equality Duty (PSED)	+	-	+/-	Why will it have this impact?
To eliminate discrimination, harassment and victimisation	√			<p>This proposal will have a positive impact upon the protected characteristics of Age and Disability. It is anticipated that the proposed new school would impact positively on pupils aged 3-11 due to the improved facilities for teaching and learning, leading to better attainment and achievement.</p> <p>It is also expected that the proposal would impact positively on the protected characteristic of disability as users of the building would have access to a fully accessible school.</p>
To advance equality of opportunity between different groups	√			<p>This proposal would impact positively on pupils aged 3-11 as it provides the opportunity to deliver a stimulating teaching and learning environment in state of the art, 21st Century facilities that would impact positively on the self-esteem and well-being of pupils and aim to further improve the learning outcomes for all children across the ability range.</p> <p>The proposal would also impact positively on disability. Data indicates that there are currently 434 pupils with (ASD) in Neath Port Talbot (PLASC Jan 2019). This</p>

			<p>proposal seeks to address the needs of these pupils and future pupils identified as having ASD by providing a provision designed to meet their needs.</p> <p>The proposal will seek to bring together three different school communities, ensuring that pupils from Alltwen, Godre'rgraig and Llangiwg primary schools all have the same opportunities to benefit from the proposed 21st century new build school and health and well-being campus.</p>
To foster good relations between different groups	✓		<p>The proposal is likely to provide the opportunities for relationships between pupils with ASD and mainstream pupils due to the proposed provision of the LSC as part of the new school build. By situating a specialist provision in a mainstream school opportunities exist for integration and the development of an inclusive learning community.</p>

What action will be taken to improve positive or mitigate negative impacts?

- A Strategic Equality Plan would be developed by the school leadership team informed as a result of engagement and consultation with all stakeholders.
- The LSC provision will provide opportunities for greater integration both for LSC pupils into mainstream but also for mainstream pupils to learn from staff and pupils in the LSC; it is expected that the LSC would provide support and training for other mainstream primary schools across Neath Port Talbot, building skills, competencies, expertise and capacity of all staff working with children with ASD.
- Prior to the new school opening the new school leadership team will be supported to undertake activities to bring together the three school communities, including joint training days for staff, transition days for pupils where year groups from each of the schools undertake activities together (such as trips or sporting events) to enable pupils to meet new classmates, and joint parents meetings to support meeting staff and each other
- Transition events will be planned for LSC pupils to get to know staff and pupils; preparations will be made before hand to support pupils with the move to a new school community including transition booklets to include photographs of the new environment

4. Socio Economic Duty

Impact	Details of the impact/advantage/disadvantage
Positive/Advantage	<p>The proposal, if implemented, should have a positive impact on groups who experience socio economic disadvantage. A new 21st Century school would provide greater opportunities for pupils from all socio economic groups, due to the better facilities available. In the Estyn report of 2007, 'An evaluation of performance of schools before and after moving into new buildings or significantly refurbished premises', it is reported that the attainment and achievement of pupils improves significantly when they move into new or significantly refurbished buildings, particularly when schools are in areas with high levels of social and economic deprivation. The proposal would therefore have a positive impact in this regard.</p> <p>A larger school would mean that there is a wider number of staff, with diverse interests, and as a result extracurricular provision can often be extended and improved for pupils moving from smaller schools with a smaller number of staff. This would therefore result in a positive impact, giving pupils opportunities for new experiences and broader learning.</p> <p>The enhanced leisure facilities in the close vicinity of the proposed new school should offer increased opportunities for improving health and well-being for pupils and the wider community.</p>
Negative/Disadvantage	<p>Implementation of this proposal could mean that for some pupils the proposed new school is further away than their current school and for some this may be further than 2 miles. Support with home to school travel would be made available in line with the Council's Home to School Travel Policy, however separate transport for before or after school activities will not be provided. This could result in some pupils not being able to access extracurricular activities or breakfast club, particularly those from families who do not have access to a car.</p>
Neutral	<p>For many of the primary aged pupils the proposed location of the new school on the site at Parc Ynysderw remains within 2 miles travel distance for homes in the catchment area. Support with home to school travel would be made available in line with the Council's Home to School Travel Policy. This policy applies for all pupils across Neath Port Talbot and in this respect the proposal, if implemented, would have a neutral impact.</p>

What action will be taken to reduce inequality of outcome

- Breakfast Club has been successfully operated at all three of the current schools, promoting the Welsh Government aim of giving all children a flying start through encouraging healthy eating and social interaction. Should the proposal be implemented then it will be the Headteacher and Governing Body's decision to provide a breakfast club. Support will be provided to the school to enable them to address any difficulties arising from pupils arriving on school transport not being able to access the provision – for example they may wish to consider a later start to breakfast club so all transported pupils are able to participate.
- Arrangements for extra-curricular activities can be managed to ensure that all pupils have equal opportunities to participate and the proposed new school leadership team will be strongly encouraged to consider all opportunities - potential solutions could include arrangements with transport companies for all pupils to finish later on 1 or more days of the week, arranging activities at lunchtime or other times during the school day or facilitating car shares with parents; prior to opening opportunities for facilitating extracurricular provision will be explored with the Headteacher and Governing Body of the proposed new school

5. Community Cohesion/Social Exclusion/Poverty

	+	-	+/-	Why will it have this impact?
Community Cohesion	√			A Community Impact Assessment (CIA) has been undertaken for the purpose of providing information on the impact of the proposal on the local community's access to facilities and services currently available at the three schools. It has been prepared in line with the requirements of the Welsh Government's School Organisation Code. The CIA has been prepared using a range of sources and evidence, including discussion with various partner organisations in the Swansea Valley and the schools and provides further information all of which enables decision makers to have a fuller understanding of the possible consequences on communities as a result of the potential closure of the three schools linked to this proposal.

			<p>The CIA states 'The proposal to establish a learning campus with modern day health and leisure facilities at Parc Ynysderw will further channel amenities into the town of Pontardawe. Pupils that might be displaced from Godre'rgraig Primary school (3.2 miles distant), Llangiwg Primary (1.3 miles distant) and Alltwen Primary school (0.7 miles distant) would benefit from the rich mix of sporting, artistic, cultural and social activities within walking distance of their new teaching and learning environment.'</p> <p>The proposed new school would provide an LSC for up to 16 pupils with statements for Autistic Spectrum Disorder (ASD). It would also provide the opportunity to become a community hub for the area, building on the work already being undertaken by other well established primary school LSCs.</p> <p>In addition community facilities are included within the scope of this project so that the proposed new school would be able to provide an important complementary role within the community and act as a catalyst for creating a wider local community focus. It is proposed that the new school would be built on Council owned land at Parc Ynysderw, in close proximity to Cwmtawe Community School and Pontardawe Leisure Centre. The proposal includes for a new 25 metre, 6 lane swimming pool with additional learner pool to replace the existing Pontardawe Swimming Pool. The proposed new pool would provide an additional facility co-located alongside Pontardawe Leisure Centre, revitalising and increasing the health and well-being facilities in the area thus increasing the connectedness of learners and non-learners from different communities in the Swansea valley. The combined proposal of a new build school, specialist ASD provision and leisure facilities would form part of a learning, health and wellbeing community campus. This would have a positive impact on community cohesion</p>
Social Exclusion	√		<p>The Welsh Index of Multiple Deprivation (WIMD) data states that six out of the eight LLSOA's that serve the Swansea Valley are in the 50% most deprived areas of Wales, including the employment, health, education and access to services domains. This proposal, with the creation of the learning campus would provide all members of the Swansea Valley community with modern, fit for purpose educational, health and leisure facilities that could potentially offer a catalytic community focal point for intergenerational health, wellbeing and cohesion in the wider Pontardawe area. It would assist in delivering the Council's aim of improving</p>

			<p>the health and wellbeing of all people living in Neath Port Talbot and reducing the gap between the least and most healthy.</p> <p>The proposed new school would provide an LSC for up to 16 pupils with statements for Autistic Spectrum Disorder (ASD). Including this provision within the new build would ensure that pupils are provided with purpose built, 21st century standard facilities, with the aim of ensuring best possible outcomes for pupils.</p> <p>Data analysis suggests that a number of pupils within the Swansea Valley have to travel to gain additional learning support in specialist units elsewhere within Neath Port Talbot. Creating a new provision in the proposed new school would provide additional places in an area where need has been identified.</p> <p>The proposed new build school, specialist ASD provision and leisure facilities would be accessible to pupils and the wider community regardless of any specific socio-economic disadvantage and could offer a focal point for local, stimulating, sustainable learning, health and wellbeing.</p> <p>The proposal should have a positive impact on reducing social exclusion</p>
Poverty		✓	<p>Poverty has a significant impact on the educational experience and attainment of many children growing up in the UK. New data (May 2021) published by the <i>End Child Poverty Coalition</i> shows that 31% of children in Wales live in poverty.</p> <p>Education can be a route out of poverty, equipping children and young people with the necessary skills and qualifications which will support them to secure employment. This proposal seeks to improve educational attainment and achievement. A new build school would provide the opportunity to deliver a stimulating teaching and learning environment in state of the art, 21st Century facilities that should impact positively on the self-esteem and well-being of pupils, targeting improved learning outcomes for all children across the ability range.</p> <p>In the Estyn report of 2007, 'An evaluation of performance of schools before and after moving into new buildings or significantly refurbished premises', it is reported</p>

that the attainment and achievement of pupils improves significantly when they move into new or significantly refurbished buildings, particularly when schools are in areas with high levels of social and economic deprivation. It is anticipated that the proposal would therefore have a positive impact in this regard.

Alltwen Primary, Godre'rgraig Primary and Llangiwg Primary all have lower than average number of pupils in receipt of free school meals when compared to other schools in Neath Port Talbot and similar numbers when compared to all Wales.

School	FSM
Alltwen Primary	17%
Godre'rgraig Primary	21%
Llangiwg Primary	22%
NPT	24%
All Wales	20%

The proposal would have a neutral impact upon the number of children eligible for free school meals, although the enhanced 21st century school facilities would improve the educational experience for all pupils.

For many of the primary aged pupils the proposed location of the new school on the site at Parc Ynysderw would remain within 2 miles travel distance for homes in the catchment area. An estimate of the numbers of pupils who live further than 2 miles away from the proposed new school site at Parc Ynysderw, based on the numbers and addresses of the pupils currently in the three existing schools suggests that approximately 176 pupils could potentially be eligible for assistance with transport, which would remove the need for parents to transport pupils to school by car. Should the proposal be implemented, support with home to school travel would be made available in line with the Council's Home to School Travel Policy. This policy is applicable to all pupils across Neath Port Talbot and in this respect the proposal has a neutral impact.

			<p>The remaining pupils live on routes that have been assessed as safe, although these routes will be reassessed should the proposal progress and when details of the pupils who will be attending the new school are known. At that time the Neath Port Talbot Road Safety Officers will be available to assist and support schools, parents and pupils in planning safe routes in line with Welsh Government Learner Travel Guidance.</p> <p>These arrangements are the same for every school in Neath Port Talbot including Alltwen, Godre'rgraig and Llangiwig primary schools. It is the case that some pupils will have further to travel to the proposed new school than to previous schools, while others will be closer. For those families living further away this may mean that travel costs are increased but others may have reduced costs or be eligible for travel assistance. In this respect the proposal has an overall neutral impact.</p>
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What action will be taken to improve positive or mitigate negative impacts?

- Support would be provided to ensure that opportunities are taken to create a new school community, involving pupils from the three schools, along with staff, governors, parents/carers and wider community groups including community and town councillors, childcare providers, local businesses etc. with the aim of improving community cohesion; this could involve open days, joint meetings across the three school communities etc.
- Prior to opening the Headteacher and Governing Body will be supported by EDS officers to investigate the opportunities available to enrich the curriculum within walking distance of the new school
- The proposed new school Leadership team will be encouraged to support and promote community engagement and events in the three villages of Alltwen, Godre'rgraig and Llangiwig where appropriate, to ensure links are maintained and developed
- The development of enhanced health and well-being facilities alongside the proposed new school would promote healthy lifestyles; prior to opening discussions should take place with the operator to ensure that pupils and families are able to access amenities and that these are affordable
- Prior to opening Neath Port Talbot Road Safety Officers will be available to assist and support schools, parents and pupils in planning safe routes in line with Welsh Government Learner Travel Guidance

6. Welsh

	+	-	+/-	Why will it have this effect?
What effect does the initiative have on:	√			A detailed Welsh Language Impact Assessment has been undertaken and demonstrates that this proposal will have a positive impact on the Welsh language
– people’s opportunities to use the Welsh language				
– treating the Welsh and English languages equally	√			

What action will be taken to improve positive or mitigate negative impacts?

- Support from local authority EDS staff for proposed new school staff to develop Welsh language provision in line with the new curriculum prior to opening
- Raise parental awareness of the choice of schools available in the Pontardawe area including those offering Welsh-medium education so parents are able to make an informed decision when choosing a school
- Continue to support preschool and childcare Welsh-medium provision in the area to enable non Welsh speaking parents to feel confident about choosing a Welsh-medium school
- Raise awareness of improvements work undertaken at YGG Pontardawe, YGG Trebannws and at other Welsh-medium schools in the Swansea Valley and monitor impact on pupil numbers

7. Biodiversity

How will the initiative assist or inhibit the ability to meet the **Biodiversity Duty**?

Biodiversity Duty	+	-	+/-	Why will it have this impact?
To maintain and enhance biodiversity			✓	<p>Neath Port Talbot County Borough Council (NPTCBC) has a legal duty to maintain and enhance biodiversity, and in so doing, promote the resilience of ecosystems under the Environment (Wales) Act 2016. The Council's Biodiversity Duty Plan demonstrates how we will fulfil that duty and will act as a driver for conservation activities throughout Neath Port Talbot (NPT).</p> <p>The Biodiversity Duty Plan not only delivers our statutory duties with regards to biodiversity but also explains how, through meeting the Biodiversity Duty, we are delivering well-being objectives and the ways of working under the Well-being of Future Generations (Wales) Act 2015.</p> <p>Should the proposal be implemented, the vacated sites would be declared surplus to the operational requirements of the Director of Education, Leisure and Lifelong Learning. Ongoing management of the non-operational land and building would subsequently transfer to the Director of Environment and Regeneration. Any potential future use would be considered within the context of the Council's corporate asset management process. Should the vacated sites (in full or part) be sold, monies raised would be reinvested into the general education budget. Any successive change of use by a potential new owner or tenant would be subject to the Council's adopted Biodiversity Duty Plan and the Biodiversity and Geodiversity Supplementary Planning Guidance.</p>
To promote the resilience of ecosystems, i.e. supporting protection of the wider			✓	<p>Biodiversity Supplementary Planning Guidance (SPG) – the Authority adopted the Biodiversity and Geodiversity SPG in 2018. The SPG sets out the basic framework for dealing with Biodiversity in the planning process in Neath Port Talbot. It provides guidance on how to conserve and enhance important habitats and species as part of development. This Supplementary Planning Guidance (SPG)</p>

<p>environment, such as air quality, flood alleviation, etc.</p>			<p>provides information and guidance setting out the expectations on all development proposals to protect, conserve, enhance and manage important habitats, species and sites of geological interest, focussing on the full range of biodiversity and geodiversity features and interests within Neath Port Talbot and sets out the measures that will be taken through the planning system to meet the relevant objectives set out in the Local Development Plan (LDP).</p> <p>https://www.npt.gov.uk/7315 https://www.npt.gov.uk/media/9003/spg_biodiversity_geodiversity_may18.pdf</p> <p>In line with the Council's recently adopted Decarbonisation and Renewable Energy Strategy, this proposal, if progressed, would not only provide a safe and healthy building for effective educational delivery but it would also be designed and operated as close to zero energy/carbon as practically possible.</p> <p>In line with Welsh Government's conditions of grant, the proposed new school and leisure complex (as a minimum) must attain a Building Research Establishment Environmental Assessment Method (BREEAM) Excellent rating.</p> <p>The proposed community focussed learning campus would be designed and built on the core principles of sustainable development that would encourage the following embedded principles for many generations of future pupils within NPT:</p> <ul style="list-style-type: none"> • Care for oneself - our health and well-being • Care for each other - across cultures, distances and generations • Care for the environment – local and far <p>The new school and leisure complex would demonstrate the aims of integrating the ethos of energy efficiency and low/zero carbon design principles. The design intent would provide an energy/carbon efficient and sustainable school that prepares young people for a lifetime of sustainable living, through their teaching, their learning environment and through the example of their day-to-day practices demonstrated by their school building.</p> <p>To deliver a sustainable energy efficient /low carbon - community focussed learning campus and attain the project's energy and carbon performance targets of:</p> <ul style="list-style-type: none"> • Reduction in combined gas and electricity consumption to 190 kWh/m² by September 2025 • Reduction in CO₂ emissions to 50.5 kg/m² by September 2025
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			<p>Extra traffic on the road will increase levels of emissions. Neath Port Talbot Council's Road Safety team collect modes of transport data from all Neath Port Talbot schools on an annual basis. Based on data collected in 2019, Alltwen and Llangiwig primaries have a high percentage of pupils who travel to school by car or taxi, 56% of Alltwen Primary pupils and 70% of Llangiwig Primary pupils. The majority of Godre'rgraig Primary pupils (85%) now travel by bus, as expected due to the increased distance to travel to the temporary site. However prior to moving to Parc Ynysderw the percentage of pupils travelling to school by car or taxi was 47%.</p> <p>Overall, the data indicates that the number of pupils who walk, cycle or scooter to school is relatively small compared to the number who use cars or taxis, and this appears to have been the case over the last four years. All three of the existing schools have pupils from outside their catchment area – 44% of pupils attending Alltwen Primary live outside the school catchment area, 37% of Llangiwig Primary pupils live outside the Llangiwig catchment area and 24% of Godre'rgraig Primary pupils live outside of the Godre'rgraig catchment area, suggesting that the current schools already contribute significantly to the traffic flow in the area.</p> <p>Should this proposal be approved, based on the numbers and addresses of the pupils currently in the three existing schools, approximately 176 pupils could potentially be eligible for assistance with transport, which would remove the need for parents to transport those pupils to school by car. Pupils travelling to school on relatively few school buses will have less environmental impact than pupils travelling in numerous cars. It is recommended that pupils who are entitled to free home to school travel should use the buses provided.</p>
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What action will be taken to improve positive or mitigate negative impacts?

The following key design and operational considerations would be evaluated/implemented:

- Undertake feasibility to formulate an energy positive design solution (focused on regulated and unregulated energy consumption) for the school aligned to practicality and viability.

- From an energy/carbon perspective the design would consider the proposed campus site & built form; orientation, layout thermal mass, green walls/roofs, site access, surrounding elements, thermal response, insulation levels, minimising overheating, adaptability of windows and glazing
- Particular emphasis would be placed on the integration of the campus site into the surrounding external environment and topography, ensuring where practicable that green spaces are very much a key focus and central to the final design solution
- Implement **passive** design strategy with specific focus on natural daylight, ventilation, thermal mass and solar engineering
- Adoption of an energy/carbon & water hierarchy:
 - a) Establish base energy & water demand
 - b) Reduce energy & water demand by effective and passive design processes
 - c) Provision of low/zero and renewable technologies
 - d) Enablement of the design for effective energy/carbon & water management by building management and occupant/users
 - e) Assess the energy balance of the school optimising the design solution through:
 - Minimise - Energy Demand
 - Maximise - Energy Generation
 - Balance - Energy Storage (Electricity and Heat)
- Undertake energy/carbon computer modelling to determine performance providing informed decisions to enable refinement and enhance the design process
- Carryout detailed feasibility assessment of low & zero energy/carbon technologies
- Due to the heat demand of the pool facility within the Low & Zero energy/carbon technology assessment carryout detailed focus on Combined Heat and Power (CHP) assessing cost, carbon and energy benefits of this solution
- Formulate a strategy for effectively managing unregulated energy, determine within the conceptual design stage determining how the school would achieve effective management of unregulated energy (catering, ICT & Office Equipment etc.)
- Review ICT within the proposed campus in relation to energy efficiency
- Controls & Building Management System Strategy
- Sub-metering strategy, automated energy & water sub monitoring system measuring 100% of the buildings energy usage and generation through sub-metering
- Incorporate water efficient services to ensure the school achieves highest levels of water efficiency performance

- Management Issues: Effective handover period: Training, commissioning (6 & 12 months after handover), provision of a log book and succinct instruction for building management and occupants how the building is supposed to operate and function

In addition to the educational teaching resource, the contractor will be required to provide guidance documentation on how the overall design and operation of the community focussed learning campus delivers and embraces the principles, aims and objectives of the Future Generation Act over the design, construction and operational lifetime of the facility

Should the proposal be implemented, the vacated sites would be declared surplus to the operational requirements of the Director of Education, Leisure and Lifelong Learning. Ongoing management of the non-operational land and building would subsequently transfer to the Director of Environment and Regeneration. Any potential future use would be considered within the context of the Council's corporate asset management process. Should the vacated sites (in full or part) be sold, monies raised would be reinvested into the general education budget. Any successive change of use by a potential new owner or tenant would be subject to the Council's adopted Biodiversity Duty Plan and the Biodiversity and Geodiversity Supplementary Planning Guidance.

Pupils who are entitled to free home to school travel should use the buses provided.

8. Well-being of Future Generations

How have the five ways of working been applied in the development of the initiative?

Ways of Working	Details
i. Long term – looking at least 10 years (and up to 25 years) ahead	The proposal if implemented is expected to positively impact on pupils aged 3-11 who would attend the new school, and on older children and adult users including parents, staff, Governors and members of the local community. The enhanced education and leisure facilities would improve wellbeing, not just when the school opens but also into the future, and would provide a valuable resource and legacy for the local community.
ii. Prevention – preventing problems occurring or getting worse	If implemented the proposal would provide new 21 st century teaching and learning facilities for 770 primary aged pupils. It is believed that a new 21st century school will greatly enhance teaching and learning experiences, which in turn can positively impact on pupil outcomes. The increased skills and knowledge will provide greater life chances for pupils, enabling them to become as adults more prosperous, more resilient and more equal. By providing access to improved facilities and by broadening social and cultural experiences the proposal contributes to healthier individuals and more cohesive communities.

<p>iii. Collaboration – working with other services internal or external</p>	<p>Full consultation will take place for this proposal where views from stakeholders, including services and organisations will be gathered and reported. Should the proposal be approved then further work would be undertaken with relevant stakeholders, with professional colleagues across the Council including Education Development Service, Inclusion and Support for Learning Services, and Architectural and Construction colleagues. Additionally further work would be undertaken with external agencies including relevant ALN partners such as the National Autistic Society (NPT branch), NPT Special Needs Support Group, SNAP and Action for Children.</p>
<p>iv. Involvement – involving people, ensuring they reflect the diversity of the population</p>	<p>Full consultation will take place for this proposal where views from all stakeholders including other services and organisations will be gathered and reported. The consultation will follow the procedures required under the Welsh Government’s School Organisation Code which specifies the type of school organisation activity on which the Council is required to consult and the process to be followed in conducting consultation. Throughout the consultation period the consultation document and associated papers will be available on the Council’s website located on the Council’s Strategic School Improvement Programme webpage ensuring a wide audience will be able to access information about the proposal. A range of options are presented in the consultation document, giving sufficient reasons to allow consultees to give intelligent consideration and response. It is recognised the consultation process should be undertaken when proposals are still at a formative stage. This is the case with this consultation as the Council would conscientiously take into account the responses before finalising its decision. As such the views of consultees are able to influence the decision making process.</p>
<p>v. Integration – making connections to maximise contribution to:</p>	<p style="background-color: #cccccc;"></p>
<p>Council’s well-being objectives</p>	<p>The Council’s well-being objectives and the supporting improvement priorities are set out in the Council’s Corporate Plan. This proposal directly supports wellbeing objective – ‘to ensure all children get the best start in life’ through the provision of a 21st century school for current and future generations of primary aged pupils. With the inclusion of a 16 place LSC for primary aged pupils with ASD in the proposal further support for the plan is evidenced, through ensuring that pupils with ALN are also give opportunities to benefit from new purpose built facilities.</p>

	<p>Through creating facilities that can be used by the community the proposal also contributes to wellbeing objective –‘all communities are thriving and sustainable’.</p> <p>To obtain Welsh Government approval of the business plan it has been essential to ensure that community benefits are fully explored and implemented throughout the construction phase. Part of this work will ensure that local businesses are used to supply labour and materials whenever feasible, local people will benefit from employment schemes and the local economy will benefit due to an increased number of people working in the area. This contributes to well-being objective 4 - ‘Working with our partners we create the conditions for more secure, well paid and green work in the area and support local people into those jobs’</p>
<p>Other public bodies objectives</p>	<p>This proposal directly impacts upon the Public Services Board priority to support children in their early years and indirectly supports the priority to promote well-being through and in the workplace, by creating a 21st century new build with enhanced facilities.</p>

9. Monitoring Arrangements

Provide information on the monitoring arrangements to:

Monitor the impact of the initiative on Equalities, Community Cohesion, the Welsh Measure, Biodiversity Duty and the Wellbeing Objectives.

If the proposal is approved and subsequently progresses then a project plan for this scheme would be initiated. This would include reference to this document. Any changes in outcomes resulting from this ongoing analysis would be used to update this Integrated Impact Assessment, including any mitigating actions which may be required.

The proposed new school’s senior leadership team would be responsible for monitoring the progress and well-being of pupils to ensure the expected positive impacts were being realised and that mitigating actions were being undertaken to minimise any identified negative impacts.

Neath Port Talbot County Borough Council works closely with Governing Bodies of schools to ensure that the highest standards are robustly maintained, that teaching and learning is of a high quality and that leadership and governance is strong. The Local Authority works with Estyn in order to monitor the performance of schools and to support school improvement. Monitoring would t

take place on a regular basis by Support for Learning and Inclusion officers, Education Development Service officers and outside bodies including Estyn.

Longer term monitoring would also be required to ascertain any impact on wider community Welsh language issues.

If this proposal is approved then the construction process would ensure that all contractual commitments including biodiversity and community benefits are monitored and delivered. In line with their conditions of grant, WG would also monitor progress against the stipulated benefits and would require a full project evaluation on completion of the scheme.

Should the proposal be implemented, the vacated sites would be declared surplus to the operational requirements of the Director of Education, Leisure and Lifelong Learning. Ongoing management of the non-operational land and building would subsequently transfer to the Director of Environment and Regeneration. Any potential future use would be considered within the context of the Council's corporate asset management process. Should the vacated sites (in full or part) be sold, monies raised would be reinvested into the general education budget. Any successive change of use by a potential new owner or tenant would be subject to the Council's adopted Biodiversity Duty Plan and the Biodiversity and Geodiversity Supplementary Planning Guidance.

10. Assessment Conclusions

Please provide details of the conclusions reached in relation to each element of the assessment:

	Conclusion
Equalities	<p>The proposal should have a positive impact on Age and Disability, and a neutral impact on all other protected characteristics. From the evidence currently available the proposal should have mainly positive or neutral impacts on the protected characteristics due to the following actions-</p> <ul style="list-style-type: none">• The leadership team of the proposed new school would promote an inclusive ethos where everyone is valued, with support from local authority EDS and Inclusion teams• Policies and procedures would be in place to support the school with inclusive practice; local authority policies would be adopted and adhered to• Monitoring of pupil and staff well-being would take place by the leadership team of the school; a school review would be undertaken by SSIP in the first 2 years of opening• Design processes would ensure accessibility is planned for and delivered

	<ul style="list-style-type: none"> • Engagement with school communities throughout process to encourage collaboration and involvement • Support provided for pupils and staff to ensure smooth transition prior to and during first term of opening <p>There is no real risk of direct or indirect discrimination as the Council is pursuing a legitimate aim (namely improving the capacity and efficiency of education) and the decision to publish the proposals to make regulated alterations is a proportionate means of achieving that aim.</p>
<p>Socio Economic Disadvantage</p>	<p>A new build 21st Century school would impact positively on pupils from all socio economic groups, due to the significantly improved facilities available. In this respect the proposal would have a positive impact.</p> <p>Change of location may mean some pupils live further away from the proposed new school and may result in difficulties accessing extracurricular activities. This will have a negative impact, however mitigating actions could be implemented to address this.</p>
<p>Community Cohesion/ Social Exclusion/Poverty</p>	<p>The combined proposal of a new build school, specialist ASD provision and leisure facilities would form part of a learning, health and wellbeing community campus. This would have a positive impact on community cohesion. The proposed facilities would be accessible to pupils and the wider community regardless of any specific socio-economic disadvantage and could offer a focal point for local, stimulating, sustainable learning, health and wellbeing. The proposal therefore should have a positive impact on reducing social exclusion.</p> <p>The proposal should have a neutral impact on poverty. While some pupils will have further to travel to school support with home to school travel would be made available in line with the Council's Home to School Travel Policy. This policy is applicable to all pupils across Neath Port Talbot.</p>
<p>Welsh</p>	<p>Standards of Welsh in the three current schools are good; it is expected that the good practice that already exists would transfer to the proposed new school and that this would be improved upon due to having a more concentrated group of Welsh speakers able to support pupil and staff language development skills through the medium of Welsh. This is therefore likely to have a positive impact on opportunities to use the Welsh language.</p> <p>This proposal is expected to have a neutral impact on treating the Welsh and English languages equally. Evidence from previous new build school projects in Neath Port Talbot suggests that a new</p>

	build English-medium school is unlikely to discourage parental preferences for Welsh-medium education and mitigating actions will ensure consistency should this proposal proceed.
Biodiversity	<p>The proposal is likely to have at least a neutral impact on biodiversity. NPTCBC has a legal duty to maintain and enhance biodiversity, and in so doing, promote the resilience of ecosystems under the Environment (Wales) Act 2016. The Council's Biodiversity Duty Plan demonstrates how that duty is fulfilled and will act as a driver for conservation activities throughout the County Borough.</p> <p>The Biodiversity Duty Plan not only delivers our statutory duties with regards to biodiversity but also explains how, through meeting the Biodiversity Duty, the Council delivers well-being objectives and the ways of working under the Well-being of Future Generations (Wales) Act 2015.</p> <p>The Council has a variety of policies which support and inform biodiversity. Additionally should the proposal progress then Welsh Government conditions of grant have environmental stipulations that also seek to ensure important aspects of safeguarding the wider environment would be supported e.g. adherence to Building Research Establishment Environmental Assessment Method (BREEAM) and the Waste and Resources Action Programme (WRAP).</p>
Well-being of Future Generations	The proposal directly supports the Council's wellbeing objectives through the provision of a 21 st Century school and health and well-being campus, for current and future generations of primary aged pupils and the community.

Overall Conclusion

Please indicate the conclusion reached:

- **Continue** - as planned as no problems and all opportunities have been maximised
- **Make adjustments** - as potential problems/missed opportunities/negative impacts have been identified along with mitigating actions
- **Justification** - for continuing with the initiative even though there is a potential for negative impacts or missed opportunities
- **STOP** - redraft the initiative as actual or potential unlawful discrimination has been identified

Please provide details of the overall conclusion reached in relation to the initiative

The comments received during consultation relate to impacts on the protected characteristics of age, disability and pregnancy and maternity. Comments have also been received relating to community impact and biodiversity. Mitigating actions have been included below.

The proposal would create a new build, 21st Century school for pupils which would enhance well-being, and would provide the conditions to improve standards. The addition of an LSC for primary aged ASD pupils would address the need for additional provision in Neath Port Talbot and would seek to improve opportunities for these pupils as well as provide training and development for mainstream staff in the proposed school and the wider area. The proposed new pool would complement current provision and enhance the health and wellbeing offer for pupils and the wider community.

The proposal can be seen to have positive impacts on Age and Disability and a neutral impact on all other protected characteristics. A new build 21st Century school would impact positively on pupils from all socio economic groups, due to the significantly improved facilities provided and would also positively impact on community cohesion, and social exclusion.

With the implementation of mitigating actions the proposal should have at least a neutral impact on the Welsh language and biodiversity.

The Wellbeing of Future generations has been considered and the proposal directly supports the Council's wellbeing objectives.

As a result it is recommended that this proposal should continue as planned.

11. Actions

What actions are required in relation to obtaining further data/information, to reduce or remove negative impacts or improve positive impacts?

Action	Who will be responsible for seeing it is done?	When will it be done by?	How will we know we have achieved our objective?
Ensure all appropriate policies and procedures are in place prior to the proposed new school opening	School Leadership team (including Governing Body) with support from Education Development Service	September 2025	Polices in place and adopted

Engagement with pupils, staff and wider school community to facilitate transition to proposed new school	SSIP Officers	January 2023 ongoing	Smoother transition creating a successful start to the new school
Develop links with the local communities to support the development of the proposed new school	SSIP Officers Project Manager , Community Benefits Officer (Environment) and Main Contractor when appointed)	January 2024	Creation of a strong and supportive school community Aims of community benefits plan met
Support provided to proposed new school to consider how extracurricular provision can be provided	SSIP Officers	September 2025	Extracurricular provision including Breakfast club (subject to Governing Body decision) is accessible to all pupils
Assistance provided to support the proposed new school, parents and pupils in planning safe routes in line with Welsh Government Learner Travel Guidance	NPT Road Safety Officers	September 2025	Safe routes identified
<ul style="list-style-type: none"> • Raise parental awareness of the choice of schools available in the Pontardawe area including those offering Welsh-medium education so parents are able to make an informed decision when choosing a school • Monitor parental choice of school i.e. Welsh/English-medium and take action if Welsh –medium admission 	WESP Forum	Ongoing	Actions implemented and contributing to development of Welsh language

rates drop significantly as a result of the new build			
Support from local authority EDS staff for proposed new school staff to develop Welsh language provision in line with the new curriculum prior to opening	EDS Officers	Ongoing	Expected standards in Welsh language met or exceeded

12. Sign off

	Name	Position	Signature	Date
Completed by	Rhiannon Crowhurst	Head of Service		24.3.23
Signed off by	Andrew Thomas	Director of ELLs		24.3.23