



## **Flintshire County Council Schools Modernisation Programme**

**St David's High School, Saltney**

**Equality and Welsh Language Impact Assessment**

**May 2015: V2**

# Equality and Welsh Language Impact Assessment

## Summary

### 1. Name of Proposal/policy:

Reduce the age range at St David's High School, Saltney (community based, English medium school) from 11-18 to 11-16, discontinuing the post 16 provision at the school from 31<sup>st</sup> August 2016.

### 2. Directorate/Section:

Education and Youth

### 3. Lead Officer:

Damian Hughes, Programme Co-ordinator

### 4. Main Aims/purposes/outcomes of the policy:

The proposal is to reduce the age range at St David's High School, Saltney (community based, English medium school) from 11-18 to 11-16, discontinuing the post 16 provision at the school from 31<sup>st</sup> August 2016.

From September 2016, Post 16 learning provision will be available to students from St David's High School, Saltney at the purpose built post 16 hub located at Coleg Cambria, Connah's Quay.

5. Have employees/ service users/public been engaged/consulted on proposed changes:  
YES/ NO

YES

A public consultation meeting has already been completed in the original consultation 2014 a further opportunity will be given for parents/carers, children and young people to comment as part of the latest consultation period which will be conducted in line with the School Organisation Code (2013)

6. What is being done to limit any negative impact or promote positive impact on Welsh language and/or protected groups (See section 2):

Consultation and sharing of the Equality Impact Assessment with the Flintshire County Council Corporate Equality Impact Assessment Quality Assurance Group will be completed during the consultation period. This group consists of Officers of the Council and public members of the community from protected characteristics and will consider the identified impacts and provide feedback on any possible ways to limit the negative impact or promote a positive impact on Welsh Language and/or protected groups. This assessment will become an organic process throughout the consultation period.

7. How will the proposals help promote equality, eliminate discrimination and promote good relations:

The Post 16 hub will have its own ethos around promoting equality, eliminating discrimination and promoting good relations and will ensure that students transferring from partnership schools can access the full range of courses as prescribed in Welsh Governments, Learning and Skills Measure. (Wales)

An advisory group has been set up and is tasked to develop operating methodology which embraces the ethos of partnership working and integrated into the operating models for the new

facility. The group consists of representatives from the College governors, Flintshire County Council Officers and Head teachers and governor representatives from the partnership schools including St David's High School.

8. Is there an action plan in place?

YES

Name:

Signature:

Job Title:

## Equality and Welsh Language Impact Assessment Template

The aim of an equality and Welsh impact assessment (EIA) is to ensure that policies help to promote equality and Welsh language. The EIA contributes to effective policy making by providing an opportunity to minimise risk and maximise the benefits of a policy, therefore ensuring we have the best possible policy in place. It also helps us to meet our requirements under the general equality duties of the Equality Act 2010 and Welsh Language Act 1993. **Throughout this document we use the word ‘policy’ to refer to what we are assessing. In this context, the term includes the different things that we do, including strategies, functions, procedures, practices, decisions, initiatives and projects.**

All EIAs should consider the potential impact of policies in respect of all areas of equality and Welsh language including human rights and socio economic issues. When carrying out an assessment you should consider negative and positive consequences of your proposals. Our approach to EIAs will help us to strengthen our work to promote equality and Welsh language. It will also help to identify and address any potential discriminatory effects before introducing a policy and reduce the risk of potential legal challenges. When carrying out an EIA you should consider both the negative and positive consequences of your proposals

If a project is designed for a specific group, you also need to think about what potential effects it could have on other areas of equality. Further advice, guidance and training is available and should be used when conducting EIAs.

### 1. Data Collection and Evidence

<p><b>What evidence e.g. data, research , results of engagement and consultation have you used to consider how this policy might affect:-</b></p> <p><b>i) people with protected characteristics</b></p> <p><b>ii) opportunities for individuals/communities to use the Welsh language</b></p> <p>Please link to any relevant documents. Describe who you engaged with and the results? <b>(It is a statutory requirement to engage with people with protected characteristics).</b></p>	<p>To analyse the evidence to consider the impacts for people with protected characteristics, the Pupil Level Annual School Census or PLASC (January 2015) data for St David’s High School has been analysed.</p> <p>Consultation and sharing of the Equality Impact Assessment with the Flintshire County Council Corporate Equality Impact Assessment Quality Assurance Group will be completed during the consultation period. This group consists of Officers of the Council and public members of the community from protected characteristics.</p> <p>Pupil data from the Inclusion Services has also been analysed.</p>
<p><b>What additional research, data or consultation is required to fill any gaps in understanding the effects of the policy?</b></p>	<p>ESTYN Inspection reports</p>

### 2 Assessment of impact and strengthening policy

This section asks you to assess the impact of the policy on each of the protected groups and the Welsh language.

**Using the information available, identify the effects on this policy on the following groups**

Please indicate impact						
	+ive impact Y/N	-ive impact Y/N	No impact Y/N	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact <sup>1</sup>
<b>Age</b>  <i>(across the whole age spectrum)</i>	Y	Y	N	<p>The January 2015 PLASC data tells us that of the 508 pupils attending St David's High School the following number of pupils are within the following age ranges:-</p> <p>Year 7 (approx. age 11) = 88</p> <p>Year 8 (approx. age 12) = 81</p> <p>Year 9 (approx. age 13) = 91</p> <p>Year 10 (approx. age 14) = 74</p> <p>Year 11 (approx. age 15) = 88</p> <p>Year 12 (approx. age 16) = 49</p> <p>Year 13 (approx. age 17) = 37</p>	<p>Under the proposals pupils currently in year 12 &amp; 13 will have left the post 16 hub based at St David's High School before the new post 16 learning hub opens in September 2016.</p>	<p>The proposal will have a positive impact on ensuring that learners have an appropriate range of course choices at the post 16 hub based at Coleg Cambria in order to meet with the learning measure and enable the school to focus its teaching resource around 11-16 curriculum delivery.</p> <p>The Proposal will increase learning opportunities and enable pupils to reach their full potential and reduce travel time.</p>

<sup>1</sup> What measures does the policy include to help promote equality and Welsh language, eliminate discrimination and promote good relations?

	<b>+ive impact</b> Y/N	<b>-ive impact</b> Y/N	<b>No impact</b> Y/N	<b>How is the group affected and what is the evidence?</b>	<b>How could you limit the negative impact</b>	<b>How can you promote positive impact<sup>2</sup></b>
<b>Disability</b>	Y	N	Y	<p>The PLASC January 2015 data tells us that there are less than 10 pupils at St David's High School who have a Statement of Special Needs.</p> <p>There are less than 10 pupils who currently receive some support for Additional Learning Needs ALN.</p>	<p>The Council's Inclusion Service has a number of specialist interrelated services which support children and young people with a range of additional learning needs. These include the following: Education Psychology Service, Young Persons, Counselling Service, Sensory Service, English as an Additional Language / Gypsy Traveller Service, Additional Learning Needs Service, Speech, Language &amp; Communication Service, Education Welfare Service, Behaviour Support Service, Education Otherwise Than At School and Autistic Spectrum Condition Service.</p> <p>They ensure the Council discharges its duty in line with the SEN Code of Practice for Wales (2002) and are committed to developing policies and practices that ensure equality of educational opportunity and access, along with the safeguarding of vulnerable pupils. There is also a clear focus on raising the achievement of all learners and increasing participation in their schools and local communities.</p> <p>Support through the Council's Inclusion Service is available to children and young people within all of its educational setting, i.e. Primary and Secondary Schools, Specialist Schools and the Portfolio of Pupil Referral Units.</p>	<p>The proposed Post 16 hub at Coleg Cambria will be fully accessible in terms of the Equalities Act 2010 it is expected that the new post 16 learning hub will increase learning opportunities and enable pupils to reach their full potential.</p>

<sup>2</sup> What measures does the policy include to help promote equality and Welsh language, eliminate discrimination and promote good relations?

	<b>+ive impact</b> Y/N	<b>-ive impact</b> Y/N	<b>No impact</b> Y/N	<b>How is the group affected and what is the evidence?</b>	<b>How could you limit the negative impact</b>	<b>How can you promote positive impact*</b>
<b>Gender Reassignment (GR)</b>	N	N	Y	The PLASC January 2015 data does not include data on this protected characteristic.	Should there be any pupils from St David's High School with this protected characteristic they would be provided with the appropriate pastoral support from St David's High School and the Coleg Cambria post 16 hub.	The post 16 learning hub referred to in this document is able to accommodate pupils as per the Equalities Act 2010.
<b>Marriage and civil partnership (M&amp;CP)</b>	N	N	Y	The PLASC January 2015 data does not include data on this protected characteristic.  Pupils cannot legally enter marriage and civil partnership under the age of 16; under the age of 18 parental consent is required, therefore this protected characteristic would only apply to Year 12 to 13.	Should there be any pupils from St David's High School with this protected characteristic they would be provided with any appropriate pastoral support from St David's High School and Coleg Cambria post 16 hub.	The post 16 learning hub referred to in this document is able to accommodate pupils as per the Equalities Act 2010.
<b>Pregnancy and maternity (P&amp;M)</b>	N	N	Y	The PLASC January 2015 data does not include data on this protected characteristic.	Should there be any pupils from St David's High School have this protected characteristic they would be provided with the appropriate pastoral support from St David's High School and Coleg Cambria post 16 hub.	The post 16 learning hub referred to in this document is able to accommodate pupils as per the Equalities Act 2010.

	<b>+ive impact</b> Y/N	<b>-ive impact</b> Y/N	<b>No impact</b> Y/N	<b>How is the group affected and what is the evidence?</b>	<b>How could you limit the negative impact</b>	<b>How can you promote positive impact*</b>
<b>Race</b>	N	N	Y	<p>The PLASC January 2015 data tells us that 96% of pupils based at St David's High School are White-British.</p> <p>ESTYN inspection report 2011 states that 'A well co-ordinated Personal and Social Education (PSE) programme guides learners towards making confident and well-informed choices. There are well-managed procedures for induction.</p> <p>Various activities promote learners personal development well, including their spiritual, moral, social and cultural development.'</p> <p><a href="http://www.estyn.gov.uk/english/provider/6644013/">http://www.estyn.gov.uk/english/provider/6644013/</a></p> <p>The data from the January 2015 PLASC return confirms there are less than 10 pupils from St David's High School that receive support for English as an Additional Language.</p>	<p>Flintshire County Council provides support for children for whom English is not their 1<sup>st</sup> language through the 'English as an Additional Language' team based in the Inclusion Service.</p>	<p>Pupils across the different ethnic backgrounds from St David's High School will be offered alternative post 16 learning provision at the Coleg Cambria post 16 hub.</p>

	<b>+ive impact</b> Y/N	<b>-ive impact</b> Y/N	<b>No impact</b> Y/N	<b>How is the group affected and what is the evidence?</b>	<b>How could you limit the negative impact</b>	<b>How can you promote positive impact*</b>
<b>Religion / Belief</b>	N	N	Y	The PLASC January 2015 data does not include data on this protected characteristic.  St David's High School is not an affiliated denominational school.	There is denominational and non-denominational post 16 education available within Flintshire, pupils have the option to choose	
<b>Sex</b> <i>(Men, women, boys ,girls</i>	N	N	Y	The January 2015 PLASC data indicates that at St David's High School has 508 pupils attending, of which  250 = are boys  258 = are girls	Gender performance is monitored at school level and actions are progressed through the Schools Action Plan. This would address any gaps, directing support to the subject areas required.	
<b>Sexual Orientation (SO)</b>	N	N	Y	The PLASC January 2015 data does not include data on this protected characteristic.	Should there be any pupils from St David's High School with this protected characteristic they would be provided with the appropriate pastoral support from St David's High School and Coleg Cambria.	The post 16 learning hub referred to in this document are able to accommodate pupils as per the Equalities Act 2010.

	<b>+ive impact</b> Y/N	<b>-ive impact</b> Y/N	<b>No impact</b> Y/N	<b>How is the group affected and what is the evidence?</b>	<b>How could you limit the negative impact</b>	<b>How can you promote positive impact*</b>
<b>Welsh Language</b>	Y	N	Y	St David's High School is an English-medium school which offers Welsh as part of its curriculum.	There is no negative impact, pupils will be offered post 16 learning on basis of their current language medium.	Given the size of the post 16 provision there is potential at more courses could be delivered through the medium of Welsh should there be appropriate student demand  There is the option for pupils in the area to opt for welsh medium Education at Ysgol Maes Garmon, Mold
<b>Other</b> <i>(additional impacts such human rights, poverty, people living in rural areas )</i>	N	N	Y	There are no community impacts identified for the proposed St David's High School proposal to change the school age range from 11-18 to 11-16.		

<p><b>If no action is taken to remove or mitigate/negative./adverse impact please justify why</b></p>	
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**4. Procurement**

<p><b>Is this policy due to be carried out wholly or partly by contractors? If yes, please set out what steps you will take to build into all stages of the procurement process the requirement to consider the equality duties and Welsh language Act.</b></p> <p>You will need to think about:</p> <ul style="list-style-type: none"> <li>• tendering and specifications</li> <li>• awards process</li> <li>• contract clauses</li> <li>• performance measures, and monitoring and performance measures.</li> </ul>	<p>Not applicable</p>
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## 5. Monitoring, Evaluating and Reviewing

<p><b>How will you monitor the impact and effectiveness of the new policy?</b></p> <p>This could include adaptations or extensions to current monitoring systems, relevant timeframes and a commitment to carry out an EIA review once the policy has been in place for one year. List details of any follow-up work that will be undertaken in relation to the policy (e.g. survey, specific monitoring process etc).</p>	<p>Review of PLASC survey information for dispersal school sites</p> <p>January 2016</p> <p>January 2017</p> <p>Review with Coleg Cambria on impacts on pupils moving from St David's High School to the post 16 hub.</p>
<p><b>Give details of how the results of the impact assessment will be published, including consultation results and monitoring information if applicable.</b></p> <p>Summaries of the results of all impact assessments will be published on the Council's website. You could also publish them in other relevant media.</p>	<p>Publication on Infonet</p> <p>Publication on Flintshire County Council website</p> <p>Link on School website</p>

## 6. Action Plan

The below provides an opportunity to state how any negative impact will be mitigated. It also allows you to list how you will tackle any gaps in the policy. Look back through steps 1 – 7 of the EIA and include any identified actions in the plan below. Ensure that each action is listed with a target date and assigned to a named member of staff. **These actions should be incorporated in to Directorate and Service plans.**

Action	Responsible Officer	By When	Progress
Publish summary of EIA <sup>3</sup>	Damian Hughes	05/06/15	
Share copy of Equality Impact Assessment with Flintshire Education Inclusion Services prior to public Consultation	Damian Hughes	04/06/15	

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<sup>3</sup> summaries of EIAs where there is substantial impact will need to be published

## 7– Sign-Off

**The final stage of the EIA is to formally sign off the document as being a complete, rigorous and robust assessment**

The policy has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

(Once you have completed the EIA sign the below and forward to the Directorate Equalities representative)

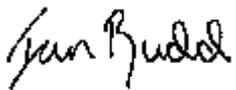
### Members of the assessment Team

Name	Job Title	Organisation
Jennie Williams	Project Officer	Flintshire County Council
Sarah Thomas	Project Officer	Flintshire County Council

### Quality check: Document has been checked by:

Name: Damian Hughes
Job title: Programme Coordinator, 21 <sup>st</sup> Century Schools
Directorate: Education and Youth
Date: 4/6/2015
Signature: 

### Director level (sign-off)

Name: Ian Budd
Job title: Chief Officer
Directorate: Education and Youth
Date: 4/6/2015
Signature: 

Please forward completed documentation to Steph Aldridge, Policy and Performance, County Hall, Mold. [stephanie.aldridge@flintshire.gov.uk](mailto:stephanie.aldridge@flintshire.gov.uk)