

INTEGRATED IMPACT ASSESSMENT



**Proposal to Enlarge the Premises at Drury Primary School
Increasing the Capacity at Drury Primary School from 124 to 180 Full
Time Pupils from 1 September 2024**



March 2022

**Large print, Braille, alternative language and hard copy versions
of this document are available on request**

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A. OUTLINE OF ASSESSMENT

1. Introduction

- 1.1. Flintshire County Council wishes to seek the views of interested parties regarding the proposal to enlarge the school premises at Drury Primary School and increase its capacity from 124 full time pupils to 180 full time pupils from 1 September 2024.
- 1.2. A formal consultation document sets out information which consultees should consider to participate fully in the consultation process. The process follows regulatory guidance as set out in the Welsh Government's School Organisation Code 2018.
- 1.3. Figures, statistics and material referenced in this document are the most accurate available at the time of publication.

2. Purpose of Assessment

- 2.1. This Integrated Impact Assessment (IIA) aims to identify potential positive and negative impacts of each proposed option and to outline actions that may be implemented to mitigate any identified impacts.
- 2.2. The IIA will consider how the proposals contribute to the Council's goals under The Well-being of Future Generations (Wales) Act 2015 and how they meet the principle of sustainable development.
- 2.3. The document will also incorporate a number of individual assessments in order to evaluate potential impacts of the proposal.

B. WELL-BEING OF FUTURE GENERATIONS

3. The Goals

- 3.1. The Well-being of Future Generations (Wales) Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales.
- 3.2. The Act outlines 7 well-being goals that provide a shared vision for public bodies in Wales to work toward, these being:
 - A prosperous Wales;
 - A resilient Wales;
 - A healthier Wales;
 - A more equal Wales;
 - A Wales of cohesive communities;
 - A Wales of vibrant culture and thriving Welsh language; and

- A globally responsible Wales.

4. Sustainable Development

- 4.1. Also contained within the Act is a sustainable development principle which means that the Council must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.
- 4.2. There are 5 Ways of Working that can demonstrate how the Council has applied the sustainable development principle:
 - Long Term;
 - Prevention;
 - Integration;
 - Collaboration; and
 - Involvement.
- 4.3. Further information about the Well-being of Future Generations (Wales) Act 2015 can be found at <https://futuregenerations.wales/about-us/future-generations-act/>

C. ASSESSMENT AREAS

- 4.4. There are a number of areas that potentially can be affected by any proposals and each one requires careful consideration.
- 4.5. The following impact assessments have been integrated into this document to provide a comprehensive evaluation of potential impacts:
 - Equality & Human Rights;
 - Welsh Language;
 - Environmental & Biodiversity;
 - UN Conventions Rights of the Child;
 - Health; and
 - Poverty.

D. POTENTIAL IMPACTS

5. Contribution to Well-being Goals

Description	Contribution
A prosperous Wales	
<p>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	
A resilient Wales	
<p>A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	
A healthier Wales	
<p>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	
A more equal Wales	
<p>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	

Description	Contribution
A Wales of cohesive communities	
Attractive, viable, safe and well-connected communities	The extension to the existing new build school offers the community an attractive community school which is at the heart of Drury village.
A Wales of vibrant culture and thriving Welsh language	
A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.	
A globally responsible Wales	
A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.	

6. Contribution to Sustainable Development

Description	Contribution
Long Term	
The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.	The proposal looks to secure additional pupil places in the area. By changing its capacity the school will open opportunities for investment and collaboration that will help to sustain its viability for years to come.
Prevention	
How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.	

Description	Contribution
Integration	
Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.	
Collaboration	
Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives.	
Involvement	
The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.	

7. Equality & Human Rights Impact Assessment

Protected Characteristic	Potential Impact	Mitigating Actions
Age	No negative discriminatory impact anticipated	
Gender reassignment	No negative discriminatory impact anticipated	
Disability	No negative discriminatory impact anticipated	
Marriage and civil partnership	No negative discriminatory impact anticipated	
Pregnancy and maternity	No negative discriminatory impact anticipated	
Race	No negative discriminatory impact anticipated	
Religion and Belief	No negative discriminatory impact anticipated	
Sex	No negative discriminatory impact anticipated	
Sexual Orientation	No negative discriminatory impact anticipated	

8. Welsh Language Impact Assessment

Protected Characteristic	Potential Impact	Mitigating Actions
Treating the Welsh Language no less favourably than the English language	No negative discriminatory impact anticipated	
Opportunities for people to use the Welsh language	No negative discriminatory impact anticipated	
Meeting the Welsh Language Standards	No negative discriminatory impact anticipated	

9. Environmental & Biodiversity Impact Assessment

Protected Characteristic	Potential Impact	Mitigating Actions
Reducing greenhouse gas emissions	No negative discriminatory impact anticipated	
Plan for future climate change	No negative discriminatory impact anticipated	
Protect coastal and inland water	No negative discriminatory impact anticipated	
Pollution: air/water/soil/noise & vibration/emissions	No negative discriminatory impact anticipated	
Enhancing biodiversity	No negative discriminatory impact anticipated	
Encouraging resource efficiency (energy/water/materials & minerals)	No negative discriminatory impact anticipated	

Protected Characteristic	Potential Impact	Mitigating Actions
Reducing waste production and increase recycling, recovery and re-use	No negative discriminatory impact anticipated	
Reducing the need to travel and promote sustainable forms of transport	No negative discriminatory impact anticipated	
Improve the physical environment: housing, public services, access to and quality of green space	No negative discriminatory impact anticipated	
Protecting and enhancing the historic environment and architectural, archaeological and cultural heritage	No negative discriminatory impact anticipated	

10. UN Conventions Rights of the Child Impact Assessment

Protected Characteristic	Potential Impact	Mitigating Actions
Non discrimination	No negative discriminatory impact anticipated	
Best interest of the child	No negative discriminatory impact anticipated	
Right to survival and development	No negative discriminatory impact anticipated	
Right to be heard	Article 12: The United Nations Convention on the Rights of the Child (UNCRC) 'Children have the right to say what they think should happen, when adults are making decisions that	Representatives of the pupil population, usually the school council, will be consulted to explain the proposal and obtain their views.

Protected Characteristic	Potential Impact	Mitigating Actions
	affect them, and to have their opinions taken into account'.	In addition, all pupils will be able to complete a short survey to provide their views.

11. Health Impact Assessment

Protected Characteristic	Potential Impact	Mitigating Actions
Lifestyles	No negative discriminatory impact anticipated	
Social and Community influence on Health	No negative discriminatory impact anticipated	
Mental Wellbeing	No negative discriminatory impact anticipated	
Living / Environmental conditions affecting Health	No negative discriminatory impact anticipated	
Economic conditions affecting Health	No negative discriminatory impact anticipated	
Access and quality of Services	No negative discriminatory impact anticipated	
Ensuring adults and children are safeguarded	No negative discriminatory impact anticipated	
Enabling more people to live well and independently at home	No negative discriminatory impact anticipated	
Macro-economic, environmental & sustainability factors	No negative discriminatory impact anticipated	

12. Poverty Impact Assessment

Protected Characteristic	Potential Impact	Mitigating Actions
Reducing fuel poverty	No negative discriminatory impact anticipated	
Improving local employment opportunities	No negative discriminatory impact anticipated	
Maximising traineeships and apprenticeship opportunities	No negative discriminatory impact anticipated	
Protecting people from poverty	No negative discriminatory impact anticipated	
Improving qualification and skills	No negative discriminatory impact anticipated	

E. PROMOTION OF POSITIVE IMPACT

12.1. Although there are no negative discriminatory impacts anticipated in some areas there are a number of support mechanisms in place to help those people who may be affected by any potential changes, these include (non-exhaustive list):

- Any pupil, parent/carer, staff member or governor with a protected characteristic will be provided with the appropriate support should the proposal be implemented.
- All pupils, regardless of their age, gender, disability, race, religious belief and first language will be offered transition and pastoral support if they are affected by the proposal;
- The Council will take all practicable steps to minimise disruption to all pupils with specific consideration given to pupils with additional learning needs (ALN);
- Gender performance is monitored at school level and gaps are progressed through the School Action Plan.
- With a number of specialist interrelated services the Council's Inclusion Service ensures its duty under the SEN Code of Practice for Wales 2002 is delivered. Services include:
 - Education Psychology Service;
 - Young Persons, Counselling Service;
 - Sensory Service;
 - English as an Additional Language / Gypsy Traveller Service;
 - Additional Learning Needs Service;
 - Speech, Language & Communication Service;
 - Education Welfare Service;
 - Behaviour Support Service;
 - Education Otherwise Than At School; and
 - Autistic Spectrum Condition Service.
- The Council works within the Equality Act 2010 to secure accessible school buildings for its pupils, parents and carers, staff and governors. A pupil with a disability is assessed on an individual basis and a budget is available to adapt schools for pupils to access the curriculum. However, adaptations to buildings needs to meet the needs of pupils with disabilities and has to be proportionate and reasonable within the available budget;
- The Council will fulfil its statutory duty to monitor the provision and achievement of pupils and schools relating to the agreed Religious Education syllabus;
- There is denominational and non-denominational Primary Schools for 3-11s available within Flintshire area should pupils who are dispersed wish to access faith education;
- Flintshire County Council is currently developing a Trans Policy for schools. Training will be made available to schools;

- The school has its own equality and diversity statements, Strategic Equality plan as well as employment policies to support staff through change programme. Each school should have their own ethos around promoting equality, eliminating discrimination and promoting good relations.
 - Should parents/carers decide to choose a Welsh Medium primary school as an alternative, Ysgol Glanrafon in Mold is approximately 6.3 miles from Ysgol Penyffordd;
 - Pupils and staff with disabilities will have improved access to school facilities; and
 - Trans-pupils and staff will have access to gender neutral toilets.
- 12.2. All schools are regularly monitored by the regional school improvement service GwE and receive School inspections via Estyn.

F. CONCLUSION

- 12.3. There are policies, procedures and systems in place to reduce the negative impacts anticipated by this assessment. Should implementation of the proposal result in negative impacts that have not been identified, the Council will make all practicable steps to provide the appropriate support to affected individuals and/or groups.