



# INTEGRATED IMPACT ASSESSMENT

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## **Proposal to reorganise Saltney Ferry C.P and Saltney Wood Memorial C.P**

**Closing Saltney Ferry C.P and Saltney Wood Memorial C.P and  
opening a new maintained school operating on the current two  
sites whilst a new building is approved and constructed.**

**Summer 2025**

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## **A. OUTLINE OF ASSESSMENT**

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### **A.1. Introduction**

This Integrated Impact Assessment ([IIA](#)) aims to identify potential positive and negative impacts of the proposed project and to outline actions that may be implemented to mitigate any identified effects.

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.

The document will also incorporate several individual assessments to provide a comprehensive evaluation of potential impacts.

This IIA has been produced as a supplementary document to the Statutory Consultation.

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## **B. PROJECT OUTLINE**

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The proposal is for Flintshire County Council to close Saltney Ferry C.P. and Saltney Wood Memorial C.P., and amalgamate them on their current sites before constructing a 1.5 form entry primary school. The new school will utilise land currently attached to Saltney Wood Memorial C.P. and Saint Anthony's Roman Catholic Primary School, and will accommodate 315 full-time pupils and 30 full-time nursery pupils.

Full details of the proposal can be found in the Statutory Consultation document.

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## **C. WELL-BEING OF FUTURE GENERATIONS**

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### **C.1. The Goals**

The Well-being of Future Generations (Wales) Act 2015 is about improving the social, economic, environmental, and cultural well-being of Wales.

The legislation outlines 7 well-being goals that provide a shared vision for public bodies in Wales to work toward, these being:



Figure 1: Goals of The Well-Being of Future Generations (Wales) Act 2015

## C.2. Sustainable Development

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.

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

Further information about the Well-being of Future Generations (Wales) Act 2015 can be found via the link <https://futuregenerations.wales/about-us/future-generations-act/>

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## **D. ASSESSMENT AREAS**

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There are several areas that potentially can be affected by any proposals and each one requires careful consideration.

The following impact assessments have been integrated into this document to provide a comprehensive evaluation of potential impacts:

- Equality & Human Rights
- Environmental & Biodiversity
- UN Conventions Rights of the Child
- Health, and
- Poverty.

## E. POTENTIAL IMPACTS

### E.1. Contribution to Well-being Goals

Description	Contribution
<b>A Prosperous Wales</b>	
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>This will continue the Council's investment under Welsh Government's Sustainable Communities for Learning Programme. The Programme is A long term investment for schools and colleges to develop them as hubs for learning and reduce buildings in poor condition.</p> <p>This proposal removes two schools with inefficient buildings and replaces them with one school that will be constructed to Net Zero Carbon standards, which requires the efficient use of resources in construction and energy in operation.</p> <p>It is recognised that high quality learning environments can positively impact the delivery of education, providing pupils with safe and inspiring spaces to learn, which will lead to enhanced employment opportunities.</p> <p>A constructor will be encouraged to use local supply chain trades where practicably possible</p>
<b>A Resilient Wales</b>	
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.	New school buildings remove maintenance issues and costs. Through clever design, use of modern materials and the implementation of Net Zero Carbon principles, structures will be built in a sustainable way and

Description	Contribution
	less impacted by issues linked use of fossil fuels and climate change.
<b>A Healthier Wales</b>	
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	A modern, fresh learning environment will nurture children and young people, providing a sanctuary that will help promote good-mental health. External areas will have spaces that will allow the school to develop and encourage participation in physical activities such as sports and walking.
<b>A More Equal Wales</b>	
A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic circumstances)	Providing a contemporary educational environment that will improve the opportunities for children and young people to fulfil their potential
<b>A Wales of Cohesive Communities</b>	
Attractive, safe, viable and well-connected.	<p>The proposal sees land located at the heart of a community redeveloped which will enhance the area. During design, consideration will be given to the inclusion of spaces for community use that will allow adult learning, meetings, and small event to be held. In addition, a dedicated childcare facility may also be included.</p> <p>All this encourages social interaction and promotes a togetherness amongst the community.</p> <p>Schools of the right type will be provided in the right places</p>

Description	Contribution
<b>A Wales of Vibrant Culture and Thriving Welsh Language</b>	
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.	<p>Modern facilities will encourage participation in a wide range of activities that may not be available at current locations.</p> <p>It is acknowledged that the proposal will not directly promote the Welsh language. However, the proposal will not negatively impact the Welsh language either.</p>
<b>A Globally Responsible Wales</b>	
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	Investing in 'green' technologies and meeting Net Zero Carbon targets.

## F. CONTRIBUTION TO SUSTAINABLE DEVELOPMENT

Description	Contribution
<b>Long Term</b>	
The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.	The proposal aims to enhance the quality of primary provision in the Saltney area by providing modern, first-class facilities which are fit for purpose and appropriate to the numbers of children and young people living within the area. This will support the national strategy to create a



Description	Contribution
	more resilient and sustainable school network whilst increasing the educational opportunities open to pupils in the area and achieving Welsh Government's ambition to become a net zero carbon nation by 2050.
<b>Integration</b>	
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.	Ensuring the appropriate education provision integrates children and young people from varying backgrounds.
<b>Involvement</b>	
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.	Key stakeholders will be invited to help shape the end product of the proposal.
<b>Collaboration</b>	
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.	The Flintshire and Wrexham's Public Services Board (PSB) consists of key agencies representing local government, health, police, fire rescue, education, the environment and third sector. This collaborative approach has resulted in the publication of the PSB's 'A Well-Being Plan 2023-2028', which outlines key objectives based on the Well-Being of Future Generations (Wales) Act 2015.
<b>Prevention</b>	

Description	Contribution
How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.	Preventing inappropriate placements for our learners.

## G. EQUALITY & HUMAN RIGHTS IMPACT ASSESSMENT

Protected Characteristic	Potential Impact	Explanation & Mitigating Actions
Age	No negative discriminatory impact anticipated	
Gender reassignment	No negative discriminatory impact anticipated	
Disability	Positive impact	The proposed new school will fully comply with and equality and disability discrimination legislation.
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	

## H. ENVIRONMENTAL & BIODIVERSITY IMPACT ASSESSMENT

Protected Characteristic	Potential Impact	Explanation & Mitigating Actions
Reducing greenhouse gas emissions	Positive Impact	Inefficient buildings replaced with Net Zero Carbon facilities
Plan for future climate change	Positive Impact	Inefficient buildings replaced with Net Zero Carbon facilities
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	Inefficient buildings replaced with Net Zero Carbon facilities
Reducing waste production and increase recycling, recovery and re-use	Positive Impact	Inefficient buildings replaced with Net Zero Carbon facilities
Reducing the need to travel and promote sustainable forms of	Positive and negative impacts.	Positive – The proposed new school will examine safe walking routes to school and promote walking, cycling

Protected Characteristic	Potential Impact	Explanation & Mitigating Actions
transport		<p>and the use of alternative transport methods to individual cars.</p> <p>Negative – the proposal will result in the removal of one school from the network. Children and young people currently attending Saltney Ferry C.P will have to travel to the new site on the land at Saltney Wood Memorial C.P. This will mean an increased distance to travel to school for these children and young people.</p>
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	

## I. UN CONVENTIONS RIGHTS OF THE CHILD IMPACT ASSESSMENT

Protected Characteristic	Potential Impact	Explanation & Mitigating Actions
Non discrimination	No negative discriminatory impact anticipated	

Protected Characteristic	Potential Impact	Explanation & Mitigating Actions
Best interest of the child	Positive Impact	<p>Provides modern and inspiring (through Net Zero Carbon) learning environment that will enhance the education experience of pupils and the work setting of staff.</p> <p>In addition, the proposal is likely to provide green spaces such as playing fields and a forest school that will promote physical and mental well-being</p>
Right to survival and development	No negative discriminatory impact anticipated	
Right to be heard	<p>Article 12: The United Nations Convention on the Rights of the Child (UNCRC)</p> <p>‘Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account’.</p>	<p>Children and young people at all directly affected schools will be consulted using information suitable to their age group.</p> <p>Should the proposal be implemented, events will be held throughout the construction process to educate children and young people on what is happening, the Net Zero Carbon implications of the build and what it means for their education. Children and young people will be encouraged to interact where possible and input into potential outcomes.</p>

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## J. HEALTH IMPACT ASSESSMENT

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Protected Characteristic	Potential Impact	Mitigating Actions
Lifestyles	Positive Impact	The school will promote Active Travel Measures to encourage children and young people and parents/carers to use more environmentally friendly ways of getting to/from school (for example walking and cycling as opposed to one pupil in a car).
Social and Community influence on Health	No negative discriminatory impact anticipated	Increased community provision will increase local interactions and could reduce people feeling isolated, which in turn would boost mental well-being.
Mental Wellbeing	No negative discriminatory impact anticipated	The new modern and inspirational learning environment will improve the mental well-being of children, young people and staff. The same can also be said for the access to playing fields, and nature areas that will be developed.
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	

Protected Characteristic	Potential Impact	Mitigating Actions
Ensuring adults and children are safeguarded	Positive Impact	<p>The proposal includes a secure fencing line that will ensure only people allowed to by the school can access the areas where children and young people will learn and play.</p> <p>Also, the buildings have access controlled doors which can only be operated by those people who have been assigned the appropriate security pass.</p>
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	

## K. POVERTY IMPACT ASSESSMENT

Protected Characteristic	Potential Impact	Mitigating Actions
Reducing fuel poverty	Positive Impact	Promotion of Active Travel Measures could result in more children and young people walking or cycling to/from school reducing the number of polluting cars on the road.
Improving local employment	Positive and negative Impact	Positive – Construction partners are encouraged to

opportunities		engage local suppliers and sub-contractors to complete any works.  Negative – removing one school from the network will reduce employment opportunities.
Maximising traineeships and apprenticeship opportunities	Positive Impact	Provision will be considered as part of the community benefits scheme with the constructor to include the providing of opportunities for traineeships and apprenticeships.
Protecting people from poverty	No negative discriminatory impact anticipated	
Improving qualification and skills	Positive Impact	People used throughout the construction process will have opportunities to use their skills and, where possible, obtain further qualifications whilst completing their work.



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## **L. PROMOTION OF POSITIVE IMPACT**

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Although there are no negative discriminatory impacts anticipated in some areas there are several 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 must 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.
- Parents/carers may express a preference to seek alternative education provision for their child. There are denominational and non-denominational primary schools available within

Flintshire area should pupils who are dispersed wish to access alternative education provision.

- Flintshire County Council is currently developing a Trans Policy for schools. Training will be made available to schools.
- The schools have 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.
- Pupils and staff with disabilities will have improved access to school facilities.
- Trans-pupils and staff will have access to gender neutral toilets.
- All schools receive inspections via Estyn.

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## **M. CONCLUSION**

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The positive impacts of the proposal on pupils, staff and the local community are a compelling endorsement of why the Council view the proposal as a viable project. Replacing existing school stock with modern, net zero carbon buildings will reduce reliance on fossil fuels and increase the Council's resilience to an ever-changing climate.

The proposal continues the investment through the Sustainable Communities for Learning Programme to improve the condition of school buildings and learning environments for children and young people.

Not all impacts are positive, and it is recognised that there are negative impacts to the proposal too, most notably the removal of Saltney Ferry C.P. However, the Council will endeavour to mitigate, reduce, or remove their affects through implementation of robust policies, procedures, and systems that are in place.

Where the implementation of the proposal results in negative impacts that have not been previously identified, the Council will make all practicable steps to provide the appropriate support to affected individuals and/or groups.