

INTEGRATED IMPACT ASSESSMENT – Autumn 2025 V2 (Post Consultation)



Proposal to Reorganise the Catholic Education Provision in Flintshire



- Close St Anthony's Catholic VA Primary School in Saltney, which will cease to operate by 31 August 2026
- Amalgamate St David's Catholic VA Primary School in Mold, St Mary's Catholic VA Primary School in Flint and St Richard Gwyn Catholic VA High School in Flint
- Amalgamation would see the individual schools close by 31 August 2026 and a new amalgamated English medium 3-18 Catholic Voluntary Aided school, with a new name and school number, opened in September 2026, operating over the three current sites
- Move the new school to the new buildings from 01 September 2029

A. INTRODUCTION

Within Flintshire there are six schools that are categorised as English-medium voluntary aided Catholic schools:

- St Anthony's Catholic Voluntary Aided Primary School, Saltney.
- St David's Catholic Voluntary Aided Primary School, Mold.
- St Mary's Catholic Voluntary Aided Primary School, Flint.
- St Winefride's Catholic Voluntary Aided Primary School, Holywell.
- Venerable Edward Morgan Catholic Voluntary Aided Primary School, Shotton.
- St Richard Gwyn Catholic Voluntary Aided High School, Flint.

Following the regulatory guidance of the School Organisation Code 2018 (*"the Code"*), the Catholic Diocese of Wrexham (*"the Diocese"*) and Flintshire County Council (*"the Council"*) wish to consult interested parties regarding a proposal to reorganise the Catholic education provision in Flintshire.

It is proposed to:

- Close St Anthony's Catholic VA Primary School in Saltney, which will cease to operate by 31 August 2026.
- Amalgamate St David's Catholic VA Primary School in Mold, St Mary's Catholic VA Primary School in Flint and St Richard Gwyn Catholic VA High School in Flint.
- Amalgamation would see the individual schools close by 31 August 2026 and a new amalgamated English medium 3-18 Catholic Voluntary Aided school, with a new name and school number, opened in September 2026, operating over the three current sites.
- Move the new school to the new buildings from 01 September 2029.

For the purposes of this document, the schools will be referred to by their shortened unique name. For example, St Anthony's Catholic Voluntary Aided Primary School, Saltney, will be referred to as St Anthony's.

The schools of St Winefride's and Venerable Edward Morgan are outside the scope of the proposal and would not be directly affected should it be implemented.

The original version of this document supplemented the Statutory Consultation document, it has now been updated following issues raised during the consultation period.

<https://flintshire.gov.uk/CatholicEducationConsultation>

Any figures, statistics and material referenced in this document are the most accurate available at the time of preparation and publication.

Impact Assessments are working documents which will be updated in light of information and feedback from the consultation process.

B. PURPOSE OF ASSESSMENT

An Integrated Impact Assessment (IIA) aims to identify potential positive, neutral and negative impacts to schools that are subject to a school organisation change proposal.

The IIA will consider how the proposal contributes to the Council's goals under The Well-being of Future Generations (Wales) Act 2015 and how it meets the principle of sustainable development.

Where possible, actions have been outlined that may enhance or maintain a positive or neutral impact or that may reduce or remove a negative impact.

C. WELL-BEING OF FUTURE GENERATIONS

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:



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.
- 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/>

D. ASSESSMENT AREAS

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 & Wellbeing
- Poverty, and
- Education and Skills.

E. POTENTIAL IMPACTS

E.1. Contribution to Well-being Goals

Description	Contribution
A Prosperous Wales	
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.	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. This proposal removes four 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. 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. A constructor will be encouraged to use local supply chain trades where practicably possible

Description	Contribution
A Resilient Wales	
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 less impacted by issues linked use of fossil fuels and climate change. Biodiversity is always a strong consideration in any new build, and we work with Constructors and our own Biodiversity team to enhance the natural environment in any new design. The Council has now built a range of new schools across the County, we have completed one Net Zero Carbon in operation campus school this year, and are in the final stages of the build for our Net Zero Carbon in operation Welsh Language school. We have extensive experience in bringing new schools from conception to build ensuring they are environmentally sustainable and provide the best possible environments for our learners.
A Healthier Wales	
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 also areas to interact with the natural world.

Description	Contribution
	Whilst we understand the prospect of these changes can impact on the well-being of pupils, staff and parents/carers in the short term, we are committed to providing the best opportunities for pupils now and in the future. Supporting children's mental health is a key priority, and if the proposal progresses, we will work closely with schools, families, and specialist services to ensure that any transition is managed with care, sensitivity, and appropriate support for all learners in-line with local policy.
A More Equal Wales	
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.
A Wales of Cohesive Communities	
Attractive, safe, viable and well-connected.	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 events to be held. In addition, a dedicated childcare facility may also be included.

Description	Contribution
	All this encourages social interaction and promotes a togetherness amongst the community. We understand the concern of communities, that will potentially face losing their local Catholic school, and any provisions associated with it. A separate community impact assessment has been carried out which includes input from the schools as part of the consultation.
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.	The culture and heritage of Roman Catholic education in Flintshire will be safeguarded for many years to come. Modern facilities will encourage participation in a wide range of activities that may not be available at current locations. It is acknowledged that the proposal will not directly promote the Welsh language. However, the proposal will not negatively impact the Welsh language either. A separate Welsh Language Impact Assessment has been developed as part of the consultation.
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	Investing in 'green' technologies and construction methods to meet Net Zero Carbon targets, which will ultimately have a global impact.

F. 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 aims to provide opportunities for children and young people to study through the Roman Catholic faith. The 3-18 school arrangement will create a site dedicated to promoting Roman Catholic values from young children, right through to adults who can access learning via any community spaces. By locating these facilities in an established and vibrant town the proposal is viewed as a key component towards achieving many organisational and national strategies, such as establishing a more resilient and sustainable school network and Welsh Government's ambition to become a Net Zero Carbon nation by 2050.
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.	Each Well-being Objective in Flintshire's Council Plan contributes to all, or a number of the Well-being Goals and are kept under review. Flintshire's well-being objective: Enabling and Supporting our Learning Communities aligns most closely with this proposal and is detailed in the next section.

Description	Contribution
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.	Key stakeholders will be invited help shape the end product of the proposal.
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.	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. We collaborate with many stakeholders internally and externally as we develop the design for our new schools.
Prevention	
How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.	Preventing a decline in surplus places by taking out undersubscribed schools with inefficient buildings from the Catholic network. We must plan for long-term sustainability. This includes adapting to demographic changes and ensuring that our school estate is fit for purpose in the years ahead.

G. Flintshire's Well Being Objectives Assessment (Council Plan 2023-28)

To meet the requirements of the Wellbeing of Future Generations (Wales) Act 2015 the Council has set it's own Well-being objectives for 2023/2028. These Well-being Objectives have been chosen as the areas in which the Council believes it can make a positive difference and the greatest contribution towards the Well-being goals. This proposal relates most specifically to Wellbeing Objective: Enabling and Supporting our Learning Communities and the impact it will make.

Description	Potential Impact
Education and Skills Enabling and Supporting Learning Communities Educational Engagement and Achievement Providing diverse learning opportunities to support educational achievement in schools and communities Digital Learning Opportunities Supporting education engagement and achievement through proactive use of accessible digital media Learning Environments Creating aspirational and flexible learning environments Learning Community Networks	This proposal contributes to the continued delivery of the long term strategy for capital investment in school buildings to improve the quality of school buildings, whilst promoting sustainability and reducing the identified backlog maintenance. This proactive proposal reduces surplus places which can lead to better funded schools and release resources for investment in other areas. This ultimately will benefit many children and make the overall provision more sustainable.

Description	Potential Impact
Supporting our learning communities to engage and achieve through extensive partnership working unpinned by common safeguarding practices Welsh Education Strategic Plan (WESP) Working with schools and partners to support the Welsh Government's strategy to enable one million Welsh speakers by 2050 Well-being Working with schools and partners to provide opportunities for children, young people, and the education workforce to engage in activities which support their emotional health and well-being	A separate Welsh Language Impact Assessment was provided with the Consultation documents and has been analysed in the Consultation Report. Results from the consultation will be shared with the WESP Forum. Better learning environments can improve the well-being of both pupils and staff, latest technologies can be incorporated into the design and new equipment can be provided, all of which can enhance the learning experience.

H. Equality & Human Rights Impact Assessment

Protected Characteristic	Potential Impact	Explanation & Mitigating Actions
Age	No negative discriminatory impact anticipated	The proposal will not discriminate against any person on grounds of age. The proposal aims to provide improved educational opportunities for all.
Gender reassignment	Positive impact anticipated	Schools in Wales schools must provide sex-separated toilets for pupils over the age of 8, but have the flexibility to offer gender-neutral toilet



Protected Characteristic	Potential Impact	Explanation & Mitigating Actions
		and changing options to enhance safety, comfort, and inclusivity for all learners, staff and visitors. This proposal provides the opportunity to incorporate suitable facilities for those of any gender, into the design process.
Disability	Positive impact anticipated	The proposed new school will fully comply with and equality and disability discrimination legislation. Existing schools may not have up to standard environments for pupils an We have received many concerned comments around the impact of these proposals on children with ALN. Having ALN is not itself a protected characteristic. However we recognise, many children or young people with ALN have a disability. For the purposes of the Equality Act 2010 – having a disability is one part of the definition of ALN and the other part (significantly greater difficulty in learning than the majority of others of the same age) may in some cases amount to a disability. The Council's view is that pupils with additional learning needs would be fully supported at any alternative schools The nature of any significant school reorganisation proposal is that every child will experience change. The Council will endeavour to prepare the child and the adults working with the child in the best possible way to minimise impact of the change. Needs will be reviewed

Protected Characteristic	Potential Impact	Explanation & Mitigating Actions
		in line with the Council's statutory responsibilities and tailored towards individual learners. The Council has a strong track record of supporting learners through relocations to new sites, including successful transitions into new accommodation. This has involved enhanced support for schools and all learners, with specific measures such as quiet-time visits to help learners with ALN adjust smoothly. With a new school build there is opportunity to enhance facilities for pupils with ALN to include dedicated nurture rooms, sensory spaces, quiet zones and adaptable learning spaces. These will all be considered as part of the design process.
Marriage and civil partnership	No negative discriminatory impact anticipated	Staff will be supported by appropriate policies that are in place to ensure they are treated fairly throughout the process.
Pregnancy and maternity	No negative discriminatory impact anticipated	Staff will be supported by appropriate policies that are in place to ensure they are treated fairly throughout the process.
Race	No negative discriminatory impact anticipated	The proposal will not discriminate against any person on grounds of race. The proposal aims to provide improved educational opportunities for all.
Religion and Belief	No negative discriminatory impact anticipated	Following the consultation comments were received on the impact on the Catholic religion. Respondents were concerned that the closures would significantly reduce educational choice for families seeking a



Protected Characteristic	Potential Impact	Explanation & Mitigating Actions
		faith-based education, forcing families to choose secular schools and diminishing Catholic identity in their area. This is addressed in the Consultation report. It is acknowledged there will be a loss of faith based schools in the network in certain areas of the County, where demand is low. The Catholic Church can still be an important presence in areas where Catholic schools are absent. The Church can engage with other venues, including non-faith schools, in order to offer faith-based care and activities. The Council believes by rationalising and improving the educational offer this will safeguard the future of Catholic based education. This proposal has the full support of the Catholic Diocese.
Sex	No negative discriminatory impact anticipated	The proposal will not discriminate against any person on grounds of sex. The proposal aims to provide improved educational opportunities for all.
Sexual Orientation	No negative discriminatory impact anticipated	The proposal will not discriminate against any person on grounds of sexual orientation. The proposal aims to provide improved educational opportunities for all.

I. Environmental & Biodiversity Impact Assessment

Criteria	Potential Impact	Explanation & Mitigating Actions
Reducing greenhouse gas emissions	Positive and Negative Impacts	Inefficient buildings replaced with Net Zero Carbon facilities will reduce greenhouse gas emissions. However it is acknowledged, children from communities where the proposal will remove a school will have to travel further to attend an alternative catholic school. This could result in increased traffic and therefore more greenhouse gas emissions from petrol and diesel vehicles.
Plan for future climate change	Positive Impact	Inefficient buildings replaced with Net Zero Carbon facilities. The Council has a strong track record of delivering on new energy efficient schools and with WG Net Zero targets implemented on 2 new schools that experiential learning has increased, so we can plan effectively for future climate change.
Protect coastal and inland water	No negative discriminatory impact anticipated	
Pollution: air/water/soil/noise & vibration/emissions	No negative discriminatory impact anticipated	

Criteria	Potential Impact	Explanation & Mitigating Actions
Enhancing biodiversity	No negative discriminatory impact anticipated	This could be positive as land where school buildings are proposed to close could be used for enhancing biodiversity in the area. However, no decision on what would happen to any land has been made.
Encouraging resource efficiency (energy/water/materials & minerals)	Positive Impact anticipated	Removing energy inefficient buildings from the school network reduces the impact of further climate change. New net zero carbon buildings will include green energy measures, that may include solar power and air source heat pumps, that make them more efficient. With two new Net Zero Carbon school builds handing over this year in Flintshire, we have worked with Contractors who use innovative design and construction techniques to ensure we make the best possible use of resources.
Reducing waste production and increase recycling, recovery and re-use	Positive Impact anticipated	Inefficient buildings replaced with Net Zero Carbon facilities. During the construction phase and beyond contractors have targets to reduce waste and increase recycling, recovery and re-use.
Reducing the need to travel and promote sustainable forms of transport	Positive and negative impacts.	Positive – The proposed new school will examine safe walking routes to school and promote walking, cycling and the use of alternative transport methods to individual cars. Negative – the proposal will result in the removal of two schools from the network. Children and young people attending these schools will

Criteria	Potential Impact	Explanation & Mitigating Actions
		have to travel to alternative sites. If pupils remain in Catholic education it is likely they would have an increased distance to travel.
Improve the physical environment: housing, public services, access to and quality of green space	Positive Impact	The proposed new school will be a modern design that, where possible, will be sympathetic to its surroundings. The importance of maintaining schools within their local communities has come out strongly in the consultation with claims they are community hubs. It is recognised that schools have an important role to play in their communities, potentially opening up their green space and facilities. With any new school build there is an opportunity to enhance Community access in specially designed spaces for multi-agency working and access to sports fields As stated above, land where school buildings are proposed to close could be used for enhancing biodiversity in the area and possibly create more green space. However, no decision on what would happen to any land has been made.
Protecting and enhancing the historic environment and architectural, archaeological and cultural heritage	Negative Impact	The proposal would result in the removal of two school buildings which may hold historic, architectural and cultural significance. Although the Catholic Schools hold emotional and historical value, the case for their retention must be critically assessed against educational standards, financial sustainability, and strategic priorities also. The Council and the Diocese believes this proposal will be



Criteria	Potential Impact	Explanation & Mitigating Actions
		future proof and modernise Catholic education for a sustainable future.

J. UN Conventions Rights of the Child Impact Assessment

Criteria	Potential Impact	Explanation & Mitigating Actions
Non discrimination	No negative discriminatory impact anticipated	
Best interest of the child	Positive Impact anticipated	Positive – The proposal provides modern and inspiring (through Net Zero Carbon) learning environments that will enhance the education experience of pupils and the work setting of staff. 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. Also, reducing surplus places will reduce inefficient revenue spending that will be for effectively deployed in teaching and learning.



Criteria	Potential Impact	Explanation & Mitigating Actions
Right to survival and development	No negative discriminatory impact anticipated	The proposal aims to deliver high quality Catholic education in a modern learning environment where children and young people can thrive and develop to meet the challenges of the world. The proposal does not remove the right of parents/carers from selecting a Catholic education for their child.
Right to be heard	No negative discriminatory impact anticipated 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 affect them, and to have their opinions taken into account’.	Children and young people at all directly affected schools, and those on the Young Flintshire Forum were consulted using information suitable to their age group. Should the proposal be implemented, events will be held throughout the construction process to educate children 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.

K. Health Impact Assessment

Criteria	Potential Impact	Explanation & Mitigating Actions
Lifestyles	Positive and Negative Impacts	Positive - The proposal will promote Active Travel Measures to encourage children and young people, as well as 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). In addition, the modern facilities that would be built would aid school activities, such as sports and drama, to encourage participation with others. They would also provide opportunities for non-school activities to take place such as adult learning and community events. Negative – By removing two schools from their respective communities it is recognised that children and parents/carers may find it more difficult to continue a Catholic education. Faith schools are spread over the County and therefore travelling to the next nearest school may result in less pupils walking and cycling to school and more travelling by car or by bus. Mitigation - In addition to its statutory obligations, the Council also provides free transport for eligible pupils of statutory age to the nearest voluntary aided school where the admission to the school is on denominational grounds, subject to the distance criteria.



Criteria	Potential Impact	Explanation & Mitigating Actions
		Negative – Children attending a school that is not in their immediate community may find it more difficult to engage with school activities outside of the school day.
Social and Community influence on Health	Positive, Neutral and Negative Impacts anticipated	Positive - Modern community provision in Flint will increase local interactions and could reduce people feeling isolated, which in turn would boost mental well-being. Neutral – In Saltney the school is not regularly used by the community and therefore no groups would have to find alternative premises should the school close. Negative – Community groups do use facilities at St David's in Mold and these would need to be relocated elsewhere within the community.
Mental Wellbeing	Positive and Negative Impacts anticipated	Positive - The new modern and inspirational learning environment will improve the mental well-being of both pupils and staff. The same can also be said for the access to playing fields, and nature areas that will be developed. Negative – For those pupils that will have to transfer to alternative school it may be challenging and create short term concerns of moving.



Criteria	Potential Impact	Explanation & Mitigating Actions
		Mitigation – All pupils will be offered transition and pastoral support in order to minimise any concerns of transferring to a new school.
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	The Council has a responsibility to ensure that children and young people in Flintshire have access to quality education and that our school estate is fit for purpose, providing the best opportunities for pupils. The priority in education is often the quality of teaching, resources, and student outcomes—factors that can be strong in secular schools. There was strong opposition in the consultation that parents should have the right to access Catholic education locally. The proposal does not remove the choice for parents/carers from selecting to access Catholic education. Whilst it is recognised that access may not be as 'local' for some if their school closes, Catholic education places are being made available to those learners who need to move and is still accessible in nearby

Criteria	Potential Impact	Explanation & Mitigating Actions
		areas. Transportation support or partnerships with other Catholic schools will help maintain this access. It is also acknowledged that implementation of the proposal would result in additional travel to school for pupils for whom the schools that may close is currently their closest school. Whilst free home to school transport would be provided to eligible pupils in accordance with the home to school transport policy, it is acknowledged that there could be an impact on some pupils' ability to access after school activities, and could impact on the ability of parents to take part in school events, meetings etc.
Ensuring adults and children are safeguarded	Positive Impact anticipated	Should the proposal be implemented, any design will include 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. Modern safeguarding requirements ensure any new buildings will have access-controlled doors which can only be operated by those people who have been assigned the appropriate security pass. Concern was raised in the consultation about co-locating Primary and Secondary aged children. The Council already has successful examples of colocated campus arrangements where 3-16 learners access their learning safely.



Criteria	Potential Impact	Explanation & Mitigating Actions
		There were also many safeguarding concerns raised about transporting young children on buses. These concerns are valid and we are committed to ensuring that any changes are supported by appropriate safety measures and practical solutions. Our goal is to balance individual needs with broader educational and community benefits, ensuring that all children can access school safely and confidently.
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	

L. Poverty Impact Assessment

Criteria	Potential Impact	Explanation & Mitigating Actions
Reducing fuel poverty	Positive and Negative Impacts anticipated	Promotion of Active Travel Measures could result in more children and young people walking or

Criteria	Potential Impact	Explanation & Mitigating Actions
		cycling to/from school reducing the need to use cars. However following the consultation comments it is also recognised that some families and staff may need to travel further to access Catholic education and their place of work, which could have a financial impact on them. Eligibility for home-to-school transport will be assessed in accordance with local policy to ensure fairness and consistency. Positive – Construction partners are encouraged to engage local suppliers and sub-contractors to complete any works.
Improving local employment opportunities	Positive and Negative Impacts anticipated	Positive – Construction partners are encouraged to engage local suppliers and sub-contractors to complete any works. Negative – removing two schools from the network may reduce future employment opportunities in those areas, but there is opportunity to retain skilled and experienced staff who have been displaced, and new opportunities



Criteria	Potential Impact	Explanation & Mitigating Actions
		could be provided in the Flint and Saltney areas with new schools. Mitigation – Should implementation be agreed, staff will be substantially supported through the process.
Maximising traineeships and apprenticeship opportunities	Positive Impact anticipated	Part of the community benefits agreed with the constructor include providing opportunities for traineeships and apprenticeships.
Protecting people from poverty	No negative discriminatory impact anticipated	All schools provide free school meals for every learner in the Primary sector, and can connect families to support services and provide opportunities for more affordable childcare.
Improving qualification and skills	Positive Impact anticipated	The proposal aims to provide high quality education giving pupils a broad and balanced contemporary curriculum to ultimately improve their educational outcomes. In a larger school environment staff may have improved access and funding for their own professional development. People used throughout the construction process will have opportunities to use their skills and,



Criteria	Potential Impact	Explanation & Mitigating Actions
		where possible, obtain further qualifications whilst completing their work.

M. PROMOTION OF POSITIVE IMPACT

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). Needs will be reviewed in line with the Council's statutory responsibilities and tailored towards individual learners.
- One of the benefits of a larger school is that they can offer an enhanced ALN provision due to increased funding and employment of more specialised staff.
- 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.
- Support for children of serving personnel - there has been no evidence through the consultation that there will be a negative or positive impact in this area. However, Flintshire County Council will ensure it seeks advice from the Regional Armed Forces Liaison Officer on the proposals.

N. CONCLUSION

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 ageing school buildings 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 two schools within two communities, the impact on pupils with ALN and the transport issues associated with losing local schools. 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.