



# 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 2026**

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## A. OUTLINE OF ASSESSMENT

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### A.1. Introduction

This Integrated Impact Assessment (*I/A*) 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 I/A 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 I/A was produced as a supplementary document to the Statutory Consultation. Impact Assessments are working documents which will be updated in light of information and feedback from the consultation process.

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

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## B. THE PROPOSAL

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Flintshire County Council ('the Council') propose to re-organise the education provision in the Saltney area in Flintshire.

The proposal will involve two elements:

- The closure of Saltney Ferry C.P. and Saltney Wood Memorial C.P., and amalgamation on their current sites
- The opening of a new 1.5 form entry English medium primary school. The new school will utilise land currently attached to Saltney Wood Memorial C.P. and St 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.

<https://www.flintshire.gov.uk/en/Resident/Schools/School-Modernisation-Related/Proposal-To-Reorganise-Saltney-Ferry-C.P-And-Saltney-Wood-Memorial-C.P.aspx>

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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 & Wellbeing
- Poverty, and
- Education & Skills

## E. POTENTIAL IMPACTS

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

Description	Contribution
<b>A Prosperous Wales</b>	
<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>	<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>	
<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.</p>	<p>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.</p> <p>Biodiversity is always a strong design consideration in any new build, and we work with Constructors and our own Biodiversity</p>

Description	Contribution
	<p>team to enhance the natural environment in any new design.</p> <p>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.</p>
<b>A Healthier Wales</b>	
<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>	<p>A modern, fresh learning environment will nurture children and young people, providing a sanctuary that will help promote good-mental health.</p> <p>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.</p> <p>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.</p>
<b>A More Equal Wales</b>	
<p>A society that enables people to fulfil their potential no matter what their background or</p>	<p>Providing a contemporary and inclusive educational environment that will improve the</p>

Description	Contribution
<p>circumstances (including their socio-economic circumstances)</p>	<p>opportunities for all children and young people to fulfil their potential.</p> <p>The new school will provide equality of access to a broad and balanced curriculum offer which is not always available in smaller schools, including requirements for the new Curriculum for Wales and an enhanced offer of sports and cultural activities.</p>
<p><b>A Wales of Cohesive Communities</b></p>	
<p>Attractive, safe, viable and well-connected.</p>	<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>We understand the concern of a community, that will potentially face losing their local school or having it re-developed, 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.</p>
<p><b>A Wales of Vibrant Culture and Thriving Welsh Language</b></p>	
<p>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>	<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. A separate</p>

Description	Contribution
	Welsh Language Impact Assessment has been developed as part of the consultation.
<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 construction methods to meet Net Zero Carbon targets, which will have a global impact.

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## F. CONTRIBUTION TO SUSTAINABLE DEVELOPMENT

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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.	<p>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.</p> <p>This will support the national strategy to create a more resilient and sustainable school network for the future, 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.</p>
<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.	<p>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.</p> <p>Flintshire's well-being objective: Enabling and Supporting our Learning Communities aligns most closely with this proposal and is detailed in the next section.</p>

Description	Contribution
<b>Involvement</b>	
<p>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.</p>	<p>Key stakeholders will be invited to help shape the end product of the proposal.</p>
<b>Collaboration</b>	
<p>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.</p>	<p>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.</p> <p>We collaborate with many stakeholders internally and externally as we develop the design for our new schools.</p>
<b>Prevention</b>	
<p>How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.</p>	<p>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.</p>

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## **G. FLINTSHIRE’S WELL BEING OBJECTIVES ASSESSMENT (COUNCIL PLAN 2023-28)**

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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
<ul style="list-style-type: none"> <li>• <b>Education and Skills</b> Enabling and Supporting Learning Communities</li> <li>• <b>Educational Engagement and Achievement</b> Providing diverse learning opportunities to support educational achievement in schools and communities</li> <li>• <b>Digital Learning Opportunities</b> Supporting education engagement and achievement through proactive use of accessible digital media</li> <li>• <b>Learning Environments</b> Creating aspirational and flexible learning environments</li> <li>• <b>Learning Community Networks</b> Supporting our learning communities to engage and achieve through extensive partnership working unpinning by common safeguarding practices</li> <li>• <b>Welsh Education Strategic Plan (WESP)</b> Working with schools and partners to support the Welsh Government’s strategy to enable one million Welsh speakers by 2050</li> <li>• <b>Well-being</b> 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</li> </ul>	<p>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.</p> <p>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.</p> <p>A separate Welsh Language Impact Assessment is provided with the Consultation documents. Results from the consultation will be shared with the WESP Forum.</p> <p>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.</p>

## 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	Schools in Wales must provide sex-separated toilets for pupils over the age of 8, but have the flexibility to offer gender-neutral toilet 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	<p>The proposed new school will fully comply with equality and disability discrimination legislation. Existing schools may not have up to date standard environments for pupils.</p> <p>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.</p> <p>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 in line with the Council’s statutory responsibilities and tailored towards individual learners. We</p>

Protected Characteristic	Potential Impact	Explanation & Mitigating Actions
		<p>recognise that both schools have high numbers of pupils with ALN but 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.</p> <p>With a new school build there is opportunity to enhance facilities for pupils with ALN to include</p> <ul style="list-style-type: none"> <li>• Small-group teaching and intervention rooms</li> <li>• Calm rooms designed for emotional regulation</li> <li>• Sensory regulation and low-stimulation spaces</li> <li>• Specialist hygiene and accessibility facilities</li> <li>• Wider corridors, improved acoustics and thoughtfully designed layouts</li> <li>• Outdoor sensory and wellbeing spaces</li> <li>• Breakout zones that support de-escalation and inclusion</li> </ul> <p>The Council's view is that pupils with additional learning needs would be fully supported at any alternative schools. The establishment of a modern school building will have a positive impact on children with ALN and disabilities in the long term.</p> <p>Please see separate Impact Assessment on pupils with ALN</p>
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.

Protected Characteristic	Potential Impact	Explanation & Mitigating Actions
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	The proposal will not discriminate against any person on grounds of religion and belief. The proposal aims to provide improved educational opportunities for all.
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.

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## I. ENVIRONMENTAL & BIODIVERSITY IMPACT ASSESSMENT

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	Potential Impact	Explanation & Mitigating Actions
Reducing greenhouse gas emissions	Positive and Negative Impacts	<p>Inefficient buildings replaced with Net Zero Carbon facilities will reduce greenhouse gas emissions.</p> <p>Negative – it is acknowledged the proposal will result in the removal of one school from the network and 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</p>

	Potential Impact	Explanation & Mitigating Actions
		mean an increased distance to travel to school for these children and young people and potentially an increase in traffic.
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	
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	<p>Removing energy inefficient buildings from the school network reduces the impact of further climate change.</p> <p>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.</p> <p>With three new Net Zero Carbon schools builds having opened this year in Flintshire, we have worked with Contractors who use innovative design</p>

	Potential Impact	Explanation & Mitigating Actions
		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.	<p>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.</p> <p>Negative – it is acknowledged 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	<p>The proposed new school will be a modern design that, where possible, will be sympathetic to its surroundings.</p> <p>The importance of maintaining schools within their local communities has come out strongly in the Consultation and Objection period, 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</p>

	Potential Impact	Explanation & Mitigating Actions
		<p>Community access in specially designed spaces for multi-agency working and access to sports fields</p> <p>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.</p>
Protecting and enhancing the historic environment and architectural, archaeological and cultural heritage	No negative discriminatory impact anticipated	<p>The proposal would result in the removal of Saltney Ferry school which may hold historic, architectural and cultural significance.</p> <p>The case for their retention must be critically assessed against educational standards, financial sustainability, and strategic priorities also. The Council believes this proposal will future proof and modernise education in the Saltney area for a sustainable future.</p>

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

	Potential Impact	Explanation & Mitigating Actions
Non discrimination	No negative discriminatory impact anticipated	
Best interest of the child	Positive Impact anticipated	<p>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.</p> <p>In addition, the proposal is likely to provide green spaces such as playing fields and a forest school that will</p>

	Potential Impact	Explanation & Mitigating Actions
		<p>promote physical and mental well-being.</p> <p>Also, reducing surplus places will reduce inefficient revenue spending that will be for effectively deployed in teaching and learning.</p> <p>The proposal aims to deliver high quality education in a modern learning environment where children and young people can thrive and develop to meet the challenges of the world.</p>
Right to survival and development	No negative discriminatory impact anticipated	
Right to be heard	<p>No negative discriminatory impact anticipated 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, and those on the Young Flintshire Forum were 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 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>

## K. HEALTH IMPACT ASSESSMENT

Protected Characteristic	Potential Impact	Mitigating Actions
Lifestyles	Positive and Negative impacts anticipated	Positive - The proposal will promote Active Travel Measures to encourage children and young people, as well as

Protected Characteristic	Potential Impact	Mitigating Actions
		<p>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).</p> <p>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.</p> <p>Negative – By removing a school from its respective community it is recognised that children and parents/carers may have to travel further for their education. 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.</p> <p>Families have clearly outlined the challenges this would pose for younger pupils in the first consultation, those with additional learning needs, and those without access to a car.</p> <p>The Council acknowledges these concerns. While statutory walking distances remain within required limits, the Council recognises that these thresholds do not fully reflect the lived experiences of all families. For this reason:</p> <ul style="list-style-type: none"> <li>• Attendance and punctuality will be closely monitored</li> <li>• Families facing hardship or barriers will be identified early</li> <li>• Support will be offered within policy frameworks</li> </ul>

Protected Characteristic	Potential Impact	Mitigating Actions
		<ul style="list-style-type: none"> <li>The new school's funding formula, including deprivation funding, will continue to provide targeted support</li> </ul> <p>In the long term, the new school aims to reduce inequalities by ensuring that all pupils - regardless of socio-economic background - have access to high-quality facilities, inclusive practice and enrichment opportunities.</p>
Social and Community influence on Health	Positive and neutral impacts anticipated	<p>Positive - Modern community provision in Saltney will increase local interactions and could reduce people feeling isolated, which in turn would boost mental well-being.</p> <p>Neutral – Saltney Ferry is described as 'Community Hub', however its primary function is to deliver high-quality education and the school is not regularly used by any Community groups. Community identity is important, but it can be preserved and strengthened through collaborative use of other shared spaces.</p> <p>Furthermore, the new build will include a dedicated community space with independent access, something neither current school can offer. This will enable a broader and more sustainable range of community activities which could be health driven. Please see separate Community Impact Assessment as part of this consultation pack.</p>
Mental Wellbeing	Positive and negative impacts anticipated	Positive - The new modern and inspirational learning environment will

Protected Characteristic	Potential Impact	Mitigating Actions
		<p>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.</p> <p>Negative – For those pupils that will have to transfer to an alternative school it may be challenging and create short term concerns of moving. Objections in the first consultation particularly focused on the vulnerability of pupils with ALN.</p> <p>Mitigation – All pupils will be offered transition and pastoral support in order to minimise any concerns of transferring to a new school.</p> <p>The Council has extensive experience supporting ALN pupils through school reorganisations. In previous projects, personalised transition planning has enabled vulnerable learners to adjust safely and confidently. Should this proposal proceed, pupils with ALN would receive:</p> <ul style="list-style-type: none"> <li>• Personalised transition plans based on individual needs</li> <li>• Enhanced familiarisation visits during transition</li> <li>• Visual supports, social stories and pupil-friendly explanations</li> <li>• Opportunities for pupils to meet new staff in advance</li> <li>• Phased transitions, gradually increasing time on site where required</li> <li>• Close liaison between ALNCo, class teachers, families and external agencies</li> </ul>
Living / Environmental	No negative discriminatory impact anticipated	

Protected Characteristic	Potential Impact	Mitigating Actions
conditions affecting Health		
Economic conditions affecting Health	No negative discriminatory impact anticipated	
Access and quality of Services	No negative discriminatory impact anticipated	<p>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.</p> <p>There was strong opposition in the first Consultation and Objection period that access to a small school ethos in Saltney Ferry would be detrimental. While we appreciate these concerns, it's important to recognise that many larger schools consistently cultivate nurturing, inclusive environments where strong relationships thrive and individual needs are effectively met. These qualities are not exclusive to small schools they are hallmarks of good practice, regardless of size of the school.</p>
Ensuring adults and children are safeguarded	Positive Impact anticipated	<p>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.</p> <p>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.</p> <p>There were also many safeguarding concerns raised in the first consultation</p>

Protected Characteristic	Potential Impact	Mitigating Actions
		<p>about increased distance children would need to travel particularly from Saltney Ferry to the new school site, with numerous mentions of busy and dangerous walking routes. These concerns are valid and a comprehensive review of the current road infrastructure has been undertaken as part of a formal technical assessment of safe walking routes should the proposal proceed. This detailed study will include:</p> <ul style="list-style-type: none"> <li>• Traffic volume and speed surveys during school peak hours</li> <li>• Lighting surveys and identification of dark or poorly lit sections</li> <li>• Footway width measurements and surface assessments</li> <li>• Seasonal/winter travel considerations</li> <li>• Identification of pinch points, visibility issues or accessibility challenges</li> <li>• Consideration of pupils with ALN or mobility needs</li> <li>• Engineering recommendations such as improved crossings, clearer signage, speed-reduction measures or footway improvements</li> </ul> <p>The Council will work in partnership with Highways to implement any necessary mitigations identified through this process.</p> <p>In addition, eligibility for home-to-school transport will be assessed in accordance with local policy to ensure fairness and consistency. To support this process, full transport surveys will be carried out to examine parking availability, site access, and travel routes at any new site. These assessments are essential to ensuring</p>

Protected Characteristic	Potential Impact	Mitigating Actions
		that, should the proposal move forward, appropriate and safe arrangements are in place for all pupils and families.
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	

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## L. POVERTY IMPACT ASSESSMENT

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Protected Characteristic	Potential Impact	Mitigating Actions
Reducing fuel poverty	Positive and negative impacts anticipated	<p>Promotion of Active Travel Measures could result in more children and young people walking or cycling to/from school reducing the need to use cars.</p> <p>However following the first consultation and objection period comments, it is also recognised that some families, staff in particular from Saltney Ferry will need to travel further to their new school 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.</p>

		<p>There could also be opportunity for car sharing, walking buses.</p> <p>Families facing hardship or barriers will be identified early and support will be offered within policy frameworks.</p> <p>Both schools have above average Free School Meal uptake for the County, so the new school's funding formula, including deprivation funding, will continue to provide targeted support.</p> <p>Positive – Construction partners are encouraged to engage local suppliers and sub-contractors to complete any works.</p>
Improving local employment opportunities	Positive and negative Impact anticipated	<p>Positive – Construction partners are encouraged to engage local suppliers and sub-contractors to complete any works.</p> <p>Negative – removing a school from the network may reduce future employment opportunities, but there is opportunity to retain skilled and experienced staff who have been displaced, and new opportunities could be provided in the Saltney area with the new school.</p> <p>Mitigation - High level HR support will be provided for staff as with any school closure, so all options can be explored.</p>
Maximising traineeships and apprenticeship opportunities	Positive Impact anticipated	Provision will be considered as part of the community benefits scheme with the constructor to include the providing of

		<p>opportunities for traineeships and apprenticeships.</p> <p>A new school may also attract opportunity in this area, for Teacher training and the Council's Moderns Apprenticeship scheme.</p>
Protecting people from poverty	No negative discriminatory impact anticipated	<p>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.</p> <p>Please see Fuel Poverty above.</p>
Improving qualification and skills	Positive Impact anticipated	<p>The proposal aims to provide high quality education giving pupils a broad and balanced contemporary curriculum to ultimately improve their educational outcomes.</p> <p>In a larger school environment staff may have improved access and funding for their own professional development.</p> <p>People used throughout the construction process will have opportunities to use their skills and, where possible, obtain further qualifications whilst completing their work.</p>

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## M. 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). Needs will be reviewed in line with the Council's statutory responsibilities and tailored towards individual learners. Please see the separate ALN Impacts document.
- 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 Additional Learning Needs Code for Wales 2021 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.

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## **N. 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 CP and its value in the Community as well as safety concerns about distance and travel to a new school. 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.