

APPENDIX D – IMPACT ASSESSMENTS

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Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



This **Impact Assessment (IA)** toolkit incorporating Welsh Language, Equalities, Well-being of Future Generations Act, Sustainable Development Principles, Communication and Engagement, Safeguarding, Corporate Parenting, Community Cohesion and Risk Management supporting effective decision making and ensuring compliance with respective legislation. **Please read the accompanying guidance before completing the form.**

Service Area	Schools Service	Head of Service	Ian Roberts	Strategic Director	Jeremy Patterson	Portfolio Holder	Cllr Arwel Jones
Policy / Change Objective / Budget Saving	School Transformation Policy						
Outline Summary							
This Impact Assessment relates to a proposal to close Nantmel C. in W. School from the 31 st December 2016, with Rhayader C. in W. School to be named as the receiving school. The Council has carried out consultation on this proposal in accordance with the requirements of the School Organisation Code (2013)							

1. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Job Title	Date
1	Sarah Astley	Project Manager, Schools Transformation	9/6/2016

2. How does your policy / change objective / budget saving impact on the council's strategic vision?

Council Priority	How does the policy / change objective impact on this priority?	<u>Inherent Judgement</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>Residual Judgement</u> Please select from drop down box below	Source of Outline Evidence to support judgement
Supporting people in the community to live fulfilled lives	<p>Although there would be no education provision in Nantmel, provision would be available in neighbouring larger schools, which are more viable and will ensure a greater level of stability and resilience in terms of the provision of primary education.</p> <p>However, concern has been expressed about the potential loss of community facilities for the village of Nantmel, as there are no other community facilities in the village.</p>	Poor	The school building is owned by the Church in Wales, therefore it would be a matter for the Church to determine what would happen to the school building, should the school close. Following any decision to close the school, the authority would engage in discussion with the Church in relation to future use of the school building.	Neutral	Consultation Report

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<p>Developing the economy</p>	<p>Concern has been expressed that the lack of a school in Nantmel will have an impact on job opportunities in the village. However people from the village have opportunities for employment elsewhere.</p> <p>Pupils will be transferred to neighbouring larger schools where the quality of education is at least as good as the current provision, enabling them to develop skills that will prepare them to enter the workforce</p>	<p>Neutral</p>		<p>Neutral</p>	<p>Consultation Report</p>
<p>Improving learner outcomes for all, minimising disadvantage</p>	<p>The proposal aims to ensure that high quality education is accessible to all, and that it is affordable and sustainable with a focus on high quality leadership, teaching and learning.</p> <p>All children and young people (including those in receipt of free school meals and with additional learning needs) will be supported to achieve their full potential at the named receiving school or any other school pupils might wish to transfer to.</p> <p>Concern has been expressed that closure of Nantmel C. in W. School will have a negative impact on learner outcome, however the authority's view is that the proposal would maintain or improve learner outcomes.</p>	<p>Good</p>	<p>Should Nantmel C. in W. School close, transition plans would be put in place to support pupils with their move to alternative provision, to ensure that disruption is minimised and to ensure that all pupils achieve their full potential.</p>	<p>Good</p>	<p>Consultation Report, ERW School Improvement Strategy, One Powys Plan</p>

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<p>Remodelling council services to respond to reduced funding</p>	<p>The proposal will provide better value for money for the council in the long term, by ensuring more equitable distribution of funding.</p> <p>The proposal will:</p> <ul style="list-style-type: none"> i) Reduce overall surplus capacity ii) Deliver a more cost-effective delivery of learning iii) Provide an infrastructure that is resilient to future demographic or financial challenges 	<p>Good</p>		<p>Good</p>	<p>Consultation Report</p>
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3. How does your policy / change objective / budget saving impact on the Welsh Assembly's well-being goals?

<p>Well-being Goal</p>	<p>How does the policy / change objective contribute this goal?</p>	<p><u>Inherent Judgement</u> Please select from drop down box below</p>	<p>What will be done to better contribute to positive or mitigate any negative impacts?</p>	<p><u>Residual Judgement</u> Please select from drop down box below</p>	<p>Source of Outline Evidence to support judgement</p>
<p>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.</p>	<p>The proposal will provide better value for money for the council in the long term, by ensuring more equitable distribution of funding.</p> <p>Pupils will be transferred to neighbouring larger schools where the quality of education is at least as good as the current provision, enabling them to develop skills that will prepare them to enter the workforce.</p>	<p>Good</p>		<p>Good</p>	<p>Consultation report</p>

<p>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 (for example climate change).</p>	<p>Neither Nantmel C. in W. School nor Rhayader C. in W. School are graded highly for sustainability – Nantmel C. in W. School was graded C in the Welsh Government Survey carried out in 2009, whilst Rhayader C. in W. School was graded D.</p> <p>The authority supports the Welsh Government’s aspiration for 21st Century Schools which are for:</p> <ul style="list-style-type: none"> - learning environments that will enable the successful implementation of strategies for improvement and better educational outcomes - greater economy and efficiency for learning environments through better use of resources - a sustainable education system in Wales that meets national building standards and reduces the recurrent costs and carbon footprint of education buildings <p>It is the authority’s long term strategy to improve all its learning environments.</p> <p>However, the authority recognises that there will be additional travel involved for pupils that currently live closer to Nantmel C. in W. School.</p>	<p>Neutral</p>	<p>The authority has commissioned a review of those assets that were graded C or D in terms of condition, suitability and sustainability, and following receipt of this, will be considering an investment strategy to improve the sustainability and suitability of these buildings.</p>	<p>Neutral</p>	
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<p>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.</p>	<p>Concern has been raised in relation to the impact of the proposal on the well-being of pupils currently attending Nantmel C. in W. School due to the proposed change of school and circumstances.</p>	<p>Poor</p>	<p>However, full support will be provided to pupils transferring to the named receiving school or any other school to aid their transition.</p>	<p>Neutral</p>	<p>Consultation report</p>
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p>Concern has been raised in relation to the impact of the proposal on the community of Nantmel and community activities in the area. In particular, residents expressed concern about the loss of the only community building in Nantmel.</p>	<p>Poor</p>	<p>The school building is owned by the Church in Wales, therefore it would be a matter for the Church to determine what would happen to the school building, should the school close. Following any decision to close the school, the authority would engage in discussion with the Church in relation to future use of the school building.</p>	<p>Neutral</p>	<p>Consultation report</p>
<p>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.</p>	<p>The authority's view is that the proposal seeks to improve the learning opportunities and outcomes for all children, and that the proposal has the best interests of the child at heart.</p> <p>During the consultation process, pupils were given the opportunity to contribute to the discussion, meeting the requirements of the UN Convention on the Rights of the Child for children to be heard.</p>	<p>Good</p>		<p>Good</p>	<p>Consultation report</p>

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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.					
<i>Opportunities for persons to use the Welsh language</i>	Nantmel C. in W. School is an English-medium school, therefore the proposal will not impact negatively on pupils' access to Welsh-medium education. However, Rhayader C. in W., School, the named receiving school in respect of this proposal, is a dual stream primary school, which offers education through the medium of Welsh and English. Should pupils transfer to the receiving school, they would have increased opportunity to access Welsh-medium education.	Good	N/A	Good	Welsh in Education Strategic Plan (WESP)
<i>Treating the Welsh language no less favourable than the English language</i>	As above	Good	N/A	Good	
<i>Opportunities to promote the Welsh language</i>	As above	Good	N/A	Good	
<i>Welsh Language impact on staff</i>	N/A	Good	N/A	Good	
<i>People are encouraged to do sport, art and recreation.</i>	<p>Whilst Nantmel C. in W. School offers a range of extra-curricular opportunities which provide opportunities for pupils to take part in sport, art and recreation, a wide range of activities are also provided at the named receiving school.</p> <p>As a larger school, it is likely that a wider range of activities would be available at the named receiving school. However, concern has been expressed that children living in Nantmel will be unable to access activities provided after school due to their reliance on home to school transport.</p>	Neutral	The authority will work with the Headteacher and Governing Body of the named receiving school and other schools pupils may wish to transfer to, to ensure that participation in all school activity is maximised for all learners.	Neutral	Community Impact Assessment, Consultation Report

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A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).					
Age	Please see separate Equality Impact Assessment	Choose an item.		Choose an item.	
Disability	As above	Choose an item.		Choose an item.	
Gender reassignment	As above	Choose an item.		Choose an item.	
Marriage or civil partnership	As above	Choose an item.		Choose an item.	
Race	As above	Choose an item.		Choose an item.	
Religion or belief	As above	Choose an item.		Choose an item.	
Sex	As above	Choose an item.		Choose an item.	
Sexual Orientation	As above	Choose an item.		Choose an item.	
Pregnancy and Maternity	As above	Choose an item.		Choose an item.	
Equality Impact on PCC Staff	As above	Choose an item.		Choose an item.	

4. How does your policy / change objective / budget saving impact on the council's other key guiding principles?

Principle	How does the policy / change objective impact on this principle?	<u>Inherent Judgement</u> Please select from drop down box below	What will be done to better contribute to positive or mitigate any negative impacts?	<u>Residual Judgement</u> Please select from drop down box below	Source of Outline Evidence to support judgement
Sustainable Development Principle					

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<p>Long Term: <i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</i></p>	<p>The School Transformation Programme considers the general long term forecasts for the Powys population, where it is identified that the population figures for school aged children will continue to fall.</p> <p>This proposal will provide better value for money for the council in the long term, by ensuring more equitable distribution of funding.</p> <p>Pupils will be transferred to neighbouring larger schools where the quality of education is at least as good as the current provision, enabling them to develop skills that will prepare them to enter the workforce.</p>	<p>Good</p>		<p>Good</p>	
<p>Collaboration: <i>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.</i></p>	<p>The named receiving school will continue to work in collaboration with other schools in the cluster and regionally, and with other partners, to ensure that every pupil is fully supported.</p>	<p>Neutral</p>		<p>Neutral</p>	
<p>Involvement: <i>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.</i></p> <p>Communication and Engagement</p>	<p>A number of meetings took place with the governing body of Nantmel C. in W. School when determining the proposal to close Nantmel C. in W. School. Consultation on the proposal has taken place in accordance with the School Organisation Code, which included consultation meetings with staff, governors and parents / community, as well as a meeting with the school council.</p>	<p>Neutral</p>	<p>If the proposal is implemented, there will be an opportunity for any parent to seek election to the governing body, and there will be an opportunity for all parents to continue to engage with the school and governing body.</p>	<p>Neutral</p>	

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<p>Prevention: <i>How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.</i></p>	<p>The reasons for the proposal to close Nantmel C. in W. School were as follows:</p> <ul style="list-style-type: none"> - The school has had fewer than 50 pupils on roll for the three previous years and numbers are not projected to increase to above 50 - There are more than 15% surplus places at the school - The funding per pupil is more than 120% of the council's average <p>The proposal will provide better value for money for the council in the long term, by ensuring more equitable distribution of funding and a more sustainable model of education.</p>	<p>Good</p>		<p>Good</p>	
<p>Integration: <i>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.</i></p>	<p>Most of the issues raised during the consultation exercise were not supportive of the proposal.</p>	<p>Poor</p>	<p>If the proposal is implemented, the authority will support the receiving school and any other school pupils may wish to transfer to, to support those parents and their children to become fully integrated in the school community.</p>	<p>Neutral</p>	
<p>Preventing Poverty: Prevention, including helping people into work and mitigating the impact of poverty.</p>	<p>Free transport will be provided to all qualifying pupils currently attending Nantmel C. in W. School. However, it is acknowledged that it may be more difficult for the parents of pupils on low incomes that live in Nantmel, due to the additional travel required of parents in order to attend activities at the school, or to collect pupils from after school activities.</p>	<p>Poor</p>	<p>The authority will work with the Headteacher and Governing Body of the named receiving school and other schools pupils may wish to transfer to, to ensure that participation in all school activity is maximised for all learners and their families.</p>	<p>Neutral</p>	<p>Equality Impact Assessment</p>

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Safeguarding: Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.	Safeguarding is of the utmost importance and safeguarding measures are in place in the named receiving school and any other school pupils may wish to transfer to.	Neutral		Neutral	
Corporate Parenting: Enabling our looked after children to fulfil their potential.	The named receiving school has experience of meeting the needs of looked after children, therefore the authority would have no major concerns about looked after children moving to this school.	Neutral		Neutral	
Impact on Workforce	Staff at Nantmel C. in W. School would be adversely affected by the proposal.	Poor	Staff with 2 years or more continuous service would be entitled to a redundancy payment. The authority will also attempt to identify alternative employment for staff through the redeployment process.	Neutral	

5. Achievability of Policy / Change Objective / Budget Saving?

Impact on Service / Council	Deliverability of Policy / Change Objective / Budget Saving	Inherent Risk
Low	Low	Low

6. What are the risks to service delivery or the council following implementation of this Policy / Change Objective / Budget Saving?

Description of risks			
Parents choose for their children to attend a school other than Rhayader C. in W. School			
Increase in demand for education in the Nantmel area in the future			
Judgement (to be included in service risk register)			
Very High Risk	High Risk	Medium Risk	Low Risk
			X
Mitigating Actions			Residual Risk
N/A			Choose an item.
			Choose an item.
			Choose an item.

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Does the Policy / Change Objective / Budget Saving have potential to impact on another service area?

No

7. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)

Cabinet Report Reference:

It is acknowledged that the proposal would impact on the community of Nantmel due to the loss of primary provision in the village, however good quality primary provision would continue to be provided to pupils at neighbouring schools, and free transport would be provided to eligible pupils. During the consultation period, concern was expressed in relation to the possible loss of community facilities in Nantmel should the school close. The school building is owned by the Church in Wales, therefore it would be a matter for the Church to determine what would happen to the school building, should the school close. The authority's view is that the proposal would provide better value for money for the council in the long term, by ensuring more equitable distribution of funding and a more sustainable model of education.

8. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?

Consultation responses, consultation report

9. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?

The School Transformation Programme Board is responsible for overseeing the strategic direction of the modernisation agenda: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.

Equality monitoring will form an integral part of the County Council's arrangements for any school reorganisation and will be undertaken where a significant or material change in provision is proposed.

The Head of Schools Service will be responsible for on-going monitoring.

Please state when this Impact Assessment will be reviewed.

If it is decided to proceed with the publication of Statutory Notices in respect of closure of Nantmel C. in W. School, the Impact Assessment will be reviewed when considering the Objection Report in order to make a final decision on the proposal.

10. Sign Off

Position	Name	Signature	Date
Service Manager:	Marianne Evans	Marianne Evans	15/06/16

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Head of Service:	Ian Roberts	Ian Roberts	15/06/16
Strategic Director:	Jeremy Patterson	Jeremy Patterson	15/06/16
Portfolio Holder:	Arwel Jones	Arwel Jones	15/06/16

EQUALITY IMPACT ASSESSMENT

Equality Impact Assessment (EqIA) – Decision Assessment reporting template

This EqIA reporting template is designed to assist in the analysis of gathered data and evidence, to determine the equality impact of a proposal to change existing practices of a Council service. Once complete, the template should be made fully accessible to the public e.g. inclusion with publicly available Cabinet reports and/or publication on the Powys County Council website. For confidential matters, this should be made available once a decision has been taken.

Proposal	To close Nantmel C. in W. School from the 31 st December 2016 with Rhayader C. in W. School to be named as the receiving school	Lead Person undertaking the assessment	Sarah Astley
Service Area	Schools Service	Relevant Head of Service who has agreed this assessment	Ian Roberts Head of Schools
Date of Assessment	19 th November 2015 updated 13 th January 2016 updated 11 th June 2016		

The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following ‘general duty’:

- (a) Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;**
- (b) Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;**
- (c) Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.**

The protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex and sexual orientation. This assessment also includes a consideration of impact upon people and communities whose language of choice is Welsh.

The specific regulations for Wales [Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011] require public sector bodies to monitor relevant policy and practises and then assess and report on the impact based upon an analysis of relevant data and evidence.

1. AIM or PURPOSE

Briefly describe the aim or purpose of the change proposal being assessed.	Powys County Council recently carried out consultation on the following: Closure of Nantmel C. in W. School from the 31 st December 2016. Rhayader C. in W. School to be named as the receiving school.
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2. OBJECTIVES

Please state the current business objectives of the	The authority commenced the statutory process to close Nantmel C. in W. School because: <ul style="list-style-type: none"> - The school has had fewer than 50 pupils on roll for the three previous years and numbers are not projected to increase to above 50
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change proposal.	<ul style="list-style-type: none"> - There are more than 15% surplus places at the school - The funding per pupil is more than 120% of the council's average 	
3. BENEFITS and OUTCOMES		
i) What are the intended benefits or outcomes from the change proposal?	The benefits of the proposal are: <ul style="list-style-type: none"> - More efficient use of resources - Reduction in surplus places 	
4. CORPORATE RELEVANCE		
How does this change proposal relate to the Powys Change Plan and/or Powys One Plan?	The proposal supports Powys County Council's vision for education, which is outlined within the One Powys Plan for 2014-17. 'Transforming Learning and Skills' is one of the priorities within this plan, and within this priority, the Plan states that <i>'We need to re-organise schools (primary, secondary and post 16) to ensure affordability, sustainability and appropriate leadership capacity'</i>	
5. DATA USED		
5.1. What data has been used to conduct this assessment? Tick/shade boxes as appropriate.	Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓
	Service user satisfaction rates, broken down by the protected characteristics.	
	Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	✓
	Qualitative data gathered from those that are not currently using the service.	
	Complaints monitoring against the protected characteristics	
	Wider research reports and findings.	
	Relevant service based Equality Impact Assessment	
5.2. Are there any gaps in the data?	Yes <input type="checkbox"/> Please state the gaps: N/A How will the gaps be addressed going forward?	No <input type="checkbox"/> ✓

6. DATA ANALYSIS

6.1 Quantitative

Summarise the key quantitative data analysis results, providing key headline statistics.

Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.

Key questions:

- i) Are certain groups currently underrepresented in service user figures? Will a change affect this?
- ii) How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?

Information on pupils who attend Nantmel C. in W. School can be obtained via the Pupil Level Annual School Census, which shows the profile of pupils according to a range of criteria, including age, free school meals, gender, special educational needs, ethnicity, use of Welsh and disabilities.

The 2015 PLASC return provided the following information about the pupils at Nantmel C. in W. School in relation to the protected characteristic groups:

- 32 pupils in total, aged between 3 and 11. 26 pupils aged between 5 and 11.
- Gender: Of the pupils attending the school, 53% are boys and 47% are girls.
- Free school meals: 3% are eligible for free school meals.
- SEN: 0 pupils in the school have Statements of Special Educational Needs. 9% of pupils have special needs but do not have a statement
- Disabilities: 9% of pupils have additional learning needs
- English as an Additional Language: English is not an additional language for any of the pupils at the school.
- Welsh Language: 3% of pupils comes from homes where some Welsh is spoken.
- Race/ethnicity: PLASC only provides information about the ethnic group of pupils aged 5 and over.
 - The ethnic group of pupils aged 5 and over at the school is as follows:
 - White British – 92%
 - White and Black African – 4%
 - White and Black Caribbean – 4%

The 2016 PLASC return provided the following information about the pupils at Nantmel C. in W. School in relation to the protected characteristic groups:

- 31 pupils in total, aged between 3 and 11. 29 pupils aged between 5 and 11.
- Gender: Of the pupils attending the school, 52% are boys and 48% are girls.
- Free school meals: 3% are eligible for free school meals.
- SEN: 0 pupils in the school have Statements of Special Educational Needs. 13% of pupils have special needs but do not have a statement
- Disabilities: 13% of pupils have additional learning needs
- English as an Additional Language: English is not an additional language for any of the pupils at the school.
- Welsh Language: 3% of pupils comes from homes where some Welsh is spoken.
- Race/ethnicity: PLASC only provides information about the ethnic group of pupils aged 5 and over.
 - The ethnic group of pupils aged 5 and over at the school is as follows:
 - White British – 100%

	<p>This information shows that the proportion of pupils in the school that belong to the protected characteristics groups is very small.</p> <p>In addition to the PLASC data, information was been received from the governing body of Nantmel C. in W. School which suggested that a number of Gypsy Traveller pupils attend the school, however none of the pupils that were registered at the school on the PLASC counting date in January 2015 or January 2016 were identified as Gypsy Travellers on the school’s PLASC return, and the authority is not aware that any Gypsy Traveller pupils are currently attending the school.</p>
<p>6.2 Qualitative Summarise the key qualitative data analysis, providing key themes or patterns. Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal. Key questions: i) Do certain groups have a different service user experience? How will a change affect this? ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views? iii) What are the reasons behind some groups not using the service? How will a change affect this position? iv) What has consultation on your proposals revealed about impact on the protected characteristics?</p>	<p>Consultation on the closure of Nantmel C. in W. School was carried out in accordance with the requirements of the School Organisation Code (2013), and included a meeting with pupils of Nantmel C. in W. School. This provided qualitative data in respect of the proposal, and the impact on pupils that belong to the protected characteristic groups.</p> <p>The following issues were raised in relation to the proposal’s impact on those in the protected characteristic groups:</p> <ul style="list-style-type: none"> - Concern that pupils with additional needs may get bullied or feel isolated or excluded in a different school - The impact on pupils with additional needs would be greater because they are used to the teachers in Nantmel C. in W. School - Reference to a pupil with dyslexia – the dyslexia was identified early on in Nantmel C. in W. School and addressed accordingly, concern that it may not have been dealt with in the same way if the pupil was in a large class in a large school - Smaller classes mean that pupils with learning difficulties such as dyslexia can get the support they need - In the past, many Nantmel pupils have needed additional support but all have left high school with good GCSEs - Pupils with dyslexia have progressed well at Nantmel C. in W. School – they would not have progressed as well in a bigger school
<p>7. EqIA RESULT</p>	

Based on an analysis of the available qualitative and quantitative data, please tick/shade the appropriate box opposite to provide the EqIA assessment result.	The proposal does not present any adverse impact on equality. [Proceed to question 10]	
	The proposal presents some adverse impact on equality. [Proceed to question 8]	✓
	The proposal presents significant impact on equality [Proceed to question 8]	
8. AREAS for IMPROVEMENT		
Please provide detail of weak or sensitive areas of the proposal identified by the assessment. i) Which protected characteristic groups are particularly affected? ii) Will people on low incomes be affected? iii) Will Welsh speakers be affected?	i) Based on the pupils that were registered at the school on the 2015 PLASC counting date, some pupils are in a protected characteristic group due to having additional learning needs. ii) Free transport will be provided to all qualifying pupils currently attending Nantmel C. in W. School. However, it is acknowledged that it may be more difficult for the parents of pupils on low incomes that live in Nantmel, due to the additional travel required of parents in order to attend activities at the school, or to collect pupils from after school activities. iii) Although a very small percentage of pupils come from a home where some Welsh is spoken, Nantmel C. in W. School is an English-medium school therefore it is not anticipated that the proposal would have an adverse impact on Welsh speakers.	
9. EQUALITY IMPROVEMENT		
9.1 Having identified problematic aspects to the proposal, how will this now be addressed? <i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i> i) Can the impact be mitigated, and how will this be done? ii) Does the proposal require modification to reduce or remove this impact? iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?	i) The authority is confident that the proposed receiving school and any other schools in the local area which pupils may prefer to transfer to would be able to meet the need of pupils currently attending Nantmel C. in W. School who belong to the protected characteristic groups, and the needs of pupils with any additional needs such as dyslexia. Transition planning would ensure that children are as familiar as possible with their new surrounding and their new teachers before they moved to the new school. Free home to school transport would be provided to qualifying pupils to the proposed receiving school or to their closest school. ii) The proposal does not require modification to reduce or remove the impact. iii) The proposal should not be considered for removal.	

9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?	Yes <input type="checkbox"/> Date added..... Reference.....	No <input type="checkbox"/> ✓ If no, please explain why not: Need was not identified at time of writing Service Strategy
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10. ONGOING MONITORING		
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How will the decision now be monitored on an ongoing basis to consider its impact over time?		Please tick/shade
	Equality monitoring of uptake of the service within which the decision was made	
	Satisfaction monitoring of service users (broken down by protected characteristic)	
	Recording and analysing complaints/requests/compliments	
	Targeted periodic focus groups/service user interviews/feedback sessions	
	Other (please specify)	

Monitoring arrangements

The School Transformation Programme Board is responsible for overseeing the strategic direction of the modernisation agenda: setting direction, implementing change, monitoring and reporting to the Cabinet of the Council.

Equality monitoring will form an integral part of the County Council’s arrangements for any school reorganisation and will be undertaken where a significant or material change in provision is proposed.

The Head of Schools Service will be responsible for on-going monitoring.

Publication of results of the impact assessment
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The results of the impact assessment will be published on the Council’s website

Equality Impact Assessment Action Plan

Any actions identified as a result of this impact assessment will be taken forward for inclusion in the Schools Service Business Plan

Community Impact Assessment – Final

Background

A draft Community Impact Assessment was published as part of the Formal Consultation on the following proposal:

To close Nantmel C. in W. Controlled School from the 31st December 2016, with Rhayader C. in W. Controlled School to be named as the receiving school.

The consultation was held between the 29th January 2016 and the 22nd April 2016.

This community impact assessment has been updated where appropriate to take account of any issues or information raised during consultation about the impact on the community.

1. The Affected Communities

1.1 Nantmel

Nantmel is a small village located approximately 5 miles from the town of Rhayader in Mid Powys. According to the 2011 Census, there are 637 residents in the area served by Nantmel Community Council¹.

English is the main language spoken in the area, however according to the 2011 Census, 19% of the population have one or more skills in Welsh. 0.94% of the population belong to ethnic groups other than White.

The Welsh Index of Multiple Deprivation 2014 ranks areas known as Local Super Output Areas (LSOA) in terms of deprivation, where 1 is the most deprived and 1909 is the least deprived. The Nantmel LSOA is ranked as follows²:

Local Super Output Area (LSOA)	WIMD Rank 2014
Nantmel	1222

Nantmel C. in W. School is a Voluntary Controlled Church in Wales English-medium Primary School.

1.2 Rhayader

Rhayader is a small town located in Mid Powys. According to the 2011 Census, the Rhayader Community Council area had 2088 residents³.

English is the main language spoken in the area, however according to the 2011 Census, 20% of the population of Rhayader have one or more skills in Welsh. 1.15% of the population belong to ethnic groups other than White.

¹ 2011 Census information for the Nantmel Community Council area, taken from <http://www.powys.gov.uk/en/statistics/view-statistics-about-your-area/detailed-census-information/>

² <https://stats.wales.gov.uk/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation/WIMD-2014>

³ 2011 Census information for the Rhayader Community Council area, taken from <http://www.powys.gov.uk/en/statistics/view-statistics-about-your-area/detailed-census-information/>

There is 1 Local Super Output Area within the town of Rhayader. The Welsh Index of Multiple Deprivation ranks the Rhayader LSOA as follows, where 1 is the most deprived LSOA and 1909 is the least deprived⁴:

Local Super Output Area (LSOA)	WIMD Rank 2014
Rhayader	1007

Rhayader C. in W. School is a Voluntary Controlled Church in Wales Primary School. It is a dual stream school, which means that pupils are either taught through the medium of Welsh or English.

2. Community Impact Assessment

2.1 Impact on pupil travel

The home addresses of the 32 children that were attending Nantmel C. in W. School on the PLASC counting day in January 2015 were analysed by the council's Research and Information Unit. This analysis showed that Nantmel C. in W. School was the closest school for 19 pupils, which is 59% of the pupils attending the school. The closest schools for all of the 32 pupils are summarised in the following table:

Closest School	Number of Pupils
Nantmel C. in W. School	19
Rhayader C. in W. School	4
Crossgates C.P. School	3
Llandrindod Wells C.P. School Cefnlllys	3
Llandrindod Wells C. in W. School Trefonnen	2
Newbridge-on-Wye C. in W. School	1

Based on this analysis, the average one way journey to school per child for pupils attending Nantmel C. in W. School in January 2015 was 3.02 miles.

If there was no school in Nantmel, the next closest school for the children that were attending Nantmel C. in W. School in January 2015 would be as follows:

Closest School	Number of Pupils
Crossgates C.P. School	14
Rhayader C. in W. School	9
Llandrindod Wells C.P. School Cefnlllys	3
Llandrindod Wells C. in W. School Trefonnen	3
Newbridge-on-Wye C. in W. School	3

Based on this analysis, the average one way journey to school per child for the pupils that were attending Nantmel C. in W. School in January 2015 would be 3.18 miles.

⁴ <https://stats.wales.gov.uk/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation/WIMD-2014>

Should there be no school in Nantmel, there would be an increase in travel for the 19 pupils for whom Nantmel C. in W. School was their closest school. However, there would be a reduction in travel for the remaining 13 pupils, should they transfer to their closest school.

2.2 Extra-curricular activities provided by the schools

Nantmel C. in W. School

The following clubs are provided by the school outside school hours:

- i) Sports Clubs (some run by the pupils who have been elected as Sports Ambassadors), including Dragon Sports – cricket, netball, athletics, rounders
- ii) PE Club
- iii) Gardening Club
- iv) Other activity sessions, including craft, cookery, computer skills

The following extra-curricular activities are provided by the school: Guitar Club; Recorder Lessons; Chess Club; Cross-county Running; Swimming Lessons & Gala; Singing; Activities at the Willow Globe.

Rhayader C. in W. School

The following clubs are provided by the school after school hours:

- i) Art Club
- ii) Gardening Club
- iii) Clwb yr Urdd
- iv) Dance Club
- v) Running Club
- vi) Sports Club

The following extra-curricular activities are provided during the school day:

Lego Club (lunchtime); Running Club (lunchtime); Sports activities (lunchtime); Singing/Music Lessons (lunchtime); Badminton Club (lunchtime)

2.3 Community Use of the School Building

Nantmel C. in W. School

The school's facilities are used by the community for the following activities:

'Play Radnor' use the school during the school holidays, as well as after school and lunchtimes, and they enjoy the benefit of the outdoor grass area.

A pre-school play group and a mother and toddler group meet at the school.

In addition, the school's facilities are used by the community regularly for the following activities:

Evening classes for children e.g. jewellery making; Children's parties; Charity auction; Women's Institute (monthly); Community Council meetings; Nantmel Show Committee meetings; Marquee section of Nantmel Show moved to the school in adverse weather; Golden Hour; Church services held in the school when St Cynllo's Church is inaccessible due to snow & ice; fundraising events for the church; refreshments and receptions after Harvest and Carol services, funerals, christenings, special occasions such as retirements.

Rhayader C. in W. School

The school's facilities are used by the community for the following activities:

Community Nursery, Cylch Meithrin, Junior Football, Rhayader Running Club; Young Farmers Club

2.4 Other links with the community

Nantmel C. in W. School

The school has strong links with the community, which include the following:

Significant number of entries to the Nantmel Show; Current and former pupils help with setting up the Nantmel Show; Voluntary support for the school by members of the community – reading, after school clubs and sports, repair work on buildings and grounds; talks in support of the school garden; Annual school and community BBQ – WI involved in refreshment provision; Used as a Polling Station by Powys County Council; The school provides storage for tables, chairs and crockery which are used for community events; The school uses the Church for special school services, e.g. Harvest Service; Carol Service; mock weddings, Eisteddfod.

Rhayader C. in W. School

The school has links with a number of organisations within the community, which include the following:

Church, Carad, Community Support, Carnival, Elan Valley Trust, YFC, Community Nursery, Male Voice Choir, Cylch Meithrin, Dyfed Powys Police, Rhayader RFC, Rhayader Under 5's, Rhayader Leisure Centre, Rainbows/Brownies & Scouts, WI & Mothers Union

2.5 Support that could be offered by the receiving school to Parents and Pupils that currently attend Nantmel C. in W. School

Pupils from Nantmel C. in W. School and Rhayader C. in W. School are already participating together in a number of activities, such as Orienteering, School Discos, Cross Country, Residential Trips and Visits.

2.6 Information/issues raised during consultation

A wide range of concerns in relation to the proposal's impact on the community were raised during the consultation period on this proposal. All issues raised during

the consultation period are listed in Section 5 of the Consultation Report – ‘Issues Raised during the Consultation Period’.

In relation to the proposal’s impact on the community, issues were raised which related to the following:

- Community use of the school building
- Concern about loss of community facilities
- Concern about the impact of closing a school on the community
- Concern that closure of the school would mean that people would not want to live in Nantmel
- Reference to Powys County Council’s Vision – ‘Stronger Communities in the Green Heart of Wales’

All issues raised, along with the local authority’s response, are listed in section 7 – ‘Impact on the Community’ in the list of issues raised.

In addition, issues were raised relating to the impact of additional travel for pupils. These included the following:

- Concern about additional travel time / distance for pupils
- Concern about the cost of additional travel
- Concern about the environmental impact of additional travel
- Concern about the impact on access to after school activities

These issues are listed in section 4 – ‘Travel Implications’ in the list of issues raised.

2.6 Conclusion

Following the consultation period, the authority’s view on the impact of the proposal on the community of Nantmel remains the same.

The authority acknowledges that closure of any school will have a detrimental impact on the facilities available in the local community. It is clear that the community of Nantmel makes use of Nantmel C. in W. School’s facilities for a range of activities and events, due to the fact that there is no other suitable location to hold these activities in the village. It is currently unclear where these activities could take place should Nantmel C. in W. School close. However, the school building is owned by the Church in Wales, and will remain in the Church’s ownership if the school should close. The future use of the building would be a decision for the Church.

In terms of extra-curricular activities, a wide range of activities are offered by both schools, and the authority is satisfied that pupils would have the opportunity to take part in a similar range of activities at the proposed receiving school. However, as many of these are offered after school, it is acknowledged that it would be more difficult for those pupils for whom Nantmel C. in W. School is their closest school to access these activities if they were reliant on home to school transport. The authority will work with and support the receiving school and any other school to which pupils may transfer to maximise the access to extra-curricular opportunities for all pupils.