

Caerphilly County Borough Council - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of Equality Act 2010
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles
- Welsh Language (Wales) Measure 2011
- Well-being of Future Generations (Wales) Act 2015

PLEASE NOTE: Section 3 *Socio-economic Duty* only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

1. Proposal Details			
Lead Officer	Head of Service	Service Area & Department	Date
Andrea West	Sue Richards	21st Century Schools, Education and Corporate Services	Publication 23.07.21 Reviewed 2.12.21

Is this proposal a... (please tick relevant box)											
Policy	<input type="checkbox"/>	Strategy / Plan	<input type="checkbox"/>	Practice	<input type="checkbox"/>	Procedure	<input type="checkbox"/>	Restructure	<input type="checkbox"/>	Project	<input checked="" type="checkbox"/>

What is the proposal to be assessed? <i>Provide brief details of the proposal and provide a link to any relevant report or documents.</i>
<p>21st Century Schools and Colleges Programme - Band B Phase 2 – Plasyfelin Primary School</p> <p>Schools in Wales need to be in good condition and suitable for the delivery of education. In some cases, schools can be modernised, repaired, refurbished, extended, or partially rebuilt to meet the standards needed for contemporary teaching and learning. However, some existing schools are no longer in the right place and in such cases, we might propose new schools or changes to existing schools.</p> <p>CCBC aspires to continue to raise school standards and improve the quality of the learning environment to create fit-for-purpose 21st century schools and give every child in Caerphilly the best possible start in life. The 21st Century Schools and Colleges programme is a</p>

major, long-term, strategic capital investment programme. It is jointly funded by the Welsh Government and local authorities and aims to create a generation of 21st century schools in Wales.

Plasyfelin Primary School has been identified as one of the priority projects in the 21st Century Schools Band B programme.

Plasyfelin Primary School is designated as a 'Community School' as per the definition in Chapter 4 of Part 1 of the Schools Standards and Framework Act 1998 and aims to assist primary age pupils within its catchment area *"to enable every child to achieve his/her potential and enthuse staff, pupils and parents with heightened aspirations in a supportive and safe environment. Preparing pupils to meet the needs of an ever changing world – "Working together for Success" (School Mission Statement).*

The Council wishes to make a 'regulated alteration' to a maintained school:

We are proposing to:

- **Creation of a new and enlarged replacement Plasyfelin Primary School in the grounds of the existing school site, to accommodate future projected demand within the area. The new school will provide 420 pupil places plus 60 nursery, with an anticipated completion date of September 2024.**
- It is proposed that the new building will provide a new fit for purpose, state of the art replacement Plasyfelin primary school on the grounds of the existing site to include multi-functional, size compliant main classrooms, main assembly hall, food technology space, library and IT space as part of a market street style configuration.
- The new primary school site will have improved learning spaces and facilities that will provide a stimulating teaching and learning environment with 21st Century facilities centered on the learning, self-esteem and well-being of all pupils.
- The proposed project will take into account the desire to encourage and facilitate community use of the asset. The design will seek to include measures to enable safe 'zoning' which can be utilised by the wider community.

Please note, the requirements of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018 do not apply in respect of this proposal. The requirement to consult under the code does not apply to proposals where a main entrance of the school on its new site would be under 1 mile from the current site and the enlargement is less than 25% of the current capacity, both of which apply in this case. However, for the purposes of progressing this proposal and to enable transparent, balanced and open decision making, a consultation process will be undertaken and reflect the principles of the Council's Consultation and Engagement Framework 2020-2025. Utilising the "Spectrum of Engagement" approach, an appropriate level of engagement in informing and consulting stakeholders will be undertaken, mirroring the equivalent processes outlined in Section 3 of the School Organisation Code 2018 only.

Further information is available on the [21st Century Schools webpages](#)



Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one protected characteristic.

Protected Characteristics	Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Age (people of all ages)	<p>Positive The proposal seeks to cater for pupils aged 3-11 and with plans to support community usage, therefore has the potential to benefit all age ranges.</p> <p>Positive The proposal relates to a new and enlarged build replacement school for Plasyfelin Primary School to be situated within the current grounds of the existing school site to include increased accommodation for up to 420 pupils plus 60 places of nursery provision and also additional multi-use sporting and community facilities.</p> <p>Positive</p>	None indicated	<p>Equality Act 2010</p> <p>Strategic Equality Plan 2020-2024</p> <p>Equal Wales 2020-2024 Easy read</p> <p>Caerphilly - Census 2011 ward profiles</p> <p>Pupil Level Annual School Census (PLASC)</p> <p>Statistical Information relating to the numbers of pupils at local authority level and their language medium for education.</p> <p>The current capacity is 394 plus 57 nursery places.</p>

	<p>This proposal will ensure future projected demand can be met within the area.</p> <p>Positive The proposal seeks to build the replacement school adjacent to the existing school on the site thus avoiding disruption to travel arrangements in the future.</p> <p>Positive Those that attend, work and use the building will benefit from a fit for purpose, innovative 21st Century facility.</p> <p>Positive The proposal intends to continue to include childcare provision and community use at the new premises. The Wi-Fi and Information Technology infrastructure will be established to support public access and community use. The use of sporting facilities will also be considered for the community at suitable times in keeping with the curriculum timetable.</p>		<p>The numbers currently on roll are 271 (excluding Nursery provision which takes up 35 places).</p> <p>The school's projected intake will be 420 plus 60 Nursery places.</p>
<p>Disability (<i>people with disabilities/ long term conditions</i>)</p>	<p>Positive The proposed new and expanded school will, unlike the existing buildings, be fully DDA compliant and be in line with the relevant Welsh Government Building Regulation Bulletins (BB99).</p>	<p>The Authority will look to minimise any adverse effects that the building of the new school may have on local residents.</p>	<p><u>Equality Act 2010</u></p> <p><u>Strategic Equality Plan 2020-2024</u></p>

	<p>Positive</p> <p>The aspiration, and a pre-requisite for Welsh Government investment, is to commit to making assets available to support educational need, community use, promote community resilience and contribute to meeting several Local Authority Strategies. To optimise the use of the new infrastructure and resources, as part of the proposal, flexibility will be built into the school suited to local community use demand.</p>		<p><u>Equal Wales 2020-2024 Easy read</u></p> <p><u>Well-being of Future Generations (Wales) Act 2015</u></p> <p>The Act puts in place seven well-being goals which the local authority must work to achieve.</p> <ul style="list-style-type: none"> • A Prosperous Wales • A Resilient Wales • A More Equal Wales • A Healthier Wales • A Wales of Cohesive Communities • A Wales of Vibrant Culture and Thriving Welsh Language • A Globally Responsible Wales
<p>Gender Reassignment <i>(anybody who's gender identity or gender expression is different to the sex they were assigned at birth)</i></p>	<p>Neutral No anticipated change</p>	<p>Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics</p>	<p>Not applicable</p>
<p>Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</i></p>	<p>Neutral No impact</p>	<p>Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics</p>	<p>Not applicable</p>

Pregnancy and Maternity <i>(women who are pregnant and/or on maternity leave)</i>	Neutral No impact	Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics	Not applicable
Race <i>(people from black, Asian and minority ethnic communities and different racial backgrounds)</i>	Neutral No anticipated change	Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics	Not applicable
Religion or Belief <i>(people with different religions and beliefs including people with no beliefs)</i>	Neutral No anticipated change	Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics	Not applicable
Sex <i>(women and men, girls and boys and those who self-identify their gender)</i>	Neutral No anticipated change	Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics	Not applicable
Sexual Orientation <i>(lesbian, gay, bisexual, heterosexual)</i>	Neutral No anticipated change	Not applicable because the facility is accessible to pupils and the wider community regardless of other specific protected characteristics	Not applicable

2. Socio-economic Duty (Strategic Decisions Only)

(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

<ul style="list-style-type: none"> ➤ Single parents and vulnerable families ➤ People with low literacy/numeracy ➤ Pensioners ➤ Looked after children ➤ Homeless people 	<ul style="list-style-type: none"> ➤ Carers ➤ Armed Forces Community ➤ Students ➤ Single adult households ➤ People misusing substances 	<ul style="list-style-type: none"> ➤ People who have experienced the asylum system ➤ People of all ages leaving a care setting ➤ People living in the most deprived areas in Wales (WIMD) ➤ People involved in the criminal justice system
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<u>Socio-economic Disadvantage</u>	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
<p>Low Income / Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i></p>	<p>Positive Providing educational facilities fit for the future will improve the education and life outcomes of the present and future pupils at Plasyfelin Primary School.</p> <p>Positive Plasyfelin Primary School serves the Morgan Jones 2 Lower Layer Super Output Area (LSOAs). This area is just outside the top 10% of most socially disadvantaged LSOAs in Caerphilly and Wales. Therefore the proposal to build a new school on the Plasyfelin site will have a positive impact on socially disadvantaged communities in Caerphilly.</p> <p>Positive The facility will be fully accessible to people with learning disabilities regardless of any specific socio-economic disadvantage.</p>	<p>Not applicable</p>	<p><u>Equality Act 2010</u></p> <p><u>Wales Act 2017 - Public sector duty regarding socio-economic inequalities</u></p> <p><u>Equality Act 2010 - Public sector duty regarding socio-economic inequalities</u></p> <p>Section 45 of the Wales Act 2017, amends Part 1 of the Equality Act, 2010 to give Welsh Ministers the power to commence this Duty in Wales. The Welsh Ministers have used this power to commence Sections 1 to 3 of the 2010 Act16 in Wales – the Socio-economic Duty.</p> <p>The Duty places a legal responsibility on bodies when they are taking strategic decisions to have due regard to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage.</p>

			<p>In this instance the main consideration of inequality of outcome as a result of socio-economic disadvantage is “Education – the capability to be knowledgeable”</p> <p><u>Is Wales Fairer? – The state of equality and human rights</u> (EHRC 2018) Equality and Human Rights Commission acknowledge that Socio-economic disadvantage has a knock-on effect on education and health outcomes.</p> <p><u>Welsh Index of Multiple Deprivation (WIMD)</u></p> <p>Plasyfelin Primary School serves the Morgan Jones Lower Layer Super Output Areas (LSOAs). Of these four areas the Morgan Jones 2 is ranked 15th out of 110 LSOAs across Caerphilly; areas 1,3 and 4 are ranked 76, 82 and 66 respectively.</p> <p>Free school meals (FSM) data for Plasyfelin shows 30.8% of pupils are in receipt of FSM compared to a figure of 20% across CCBC and Wales as a whole.</p>
<u>Socio-economic Disadvantage</u>	Does the proposal have any positive, negative or neutral	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?

	impacts on the following and how?		
<p>Low and/or No Wealth (<i>enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future</i>)</p>	<p>Positive Plasyfelin Primary School serves the Morgan Jones 2 Lower Layer Super Output Area (LSOAs). This area is just outside the top 10% of most socially disadvantaged LSOAs in Caerphilly and Wales. Therefore the proposal to build a new school on the Plasyfelin site will have a positive impact on socially disadvantaged communities in Caerphilly.</p> <p>Neutral The facility is accessible to pupils and the wider community regardless of any specific socio-economic disadvantage</p>	<p>Not applicable</p>	<p><u>Equality Act 2010</u></p> <p><u>Wales Act 2017 - Public sector duty regarding socio-economic inequalities</u></p> <p><u>Equality Act 2010 - Public sector duty regarding socio-economic inequalities</u></p> <p>Section 45 of the Wales Act 2017, amends Part 1 of the Equality Act, 2010 to give Welsh Ministers the power to commence this Duty in Wales. The Welsh Ministers have used this power to commence Sections 1 to 3 of the 2010 Act16 in Wales – the Socio-economic Duty.</p> <p>The Duty places a legal responsibility on bodies when they are taking strategic decisions to have due regard to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage.</p> <p>In this instance the main consideration of inequality of outcome as a result of socio-economic disadvantage is “Education – the capability to be knowledgeable”</p>

			<p><u>Is Wales Fairer? – The state of equality and human rights</u> (EHRC 2018) Equality and Human Rights Commission acknowledge that Socio-economic disadvantage has a knock-on effect on education and health outcomes.</p> <p><u>Welsh Index of Multiple Deprivation (WIMD)</u></p> <p>Plasfelin Primary School serves the Morgan Jones Lower Layer Super Output Areas (LSOAs). Of these four areas the Morgan Jones 2 is ranked 15th out of 110 LSOAs across Caerphilly; areas 1,3 and 4 are ranked 76, 82 and 66 respectively.</p> <p>Free school meals (FSM) data for Plasfelin shows 30.8% of pupils are in receipt of FSM compared to a figure of 20% across CCBC and Wales as a whole.</p>
<p>Material Deprivation (<i>unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken</i>)</p>	<p>Positive Plasfelin Primary School serves the Morgan Jones 2 Lower Layer Super Output Area (LSOAs). This area is just outside the top 10% of</p>	<p>Not applicable</p>	<p><u>Equality Act 2010</u></p>

<p><i>electrical goods, warm home, hobbies etc.)</i></p>	<p>most socially disadvantaged LSOAs in Caerphilly and Wales. Therefore the proposal to build a new school on the Plasyfelin site will have a positive impact on socially disadvantaged communities in Caerphilly.</p> <p>Positive It is a pre-requisite of Welsh Government funding that Council's optimise the use of infrastructure and resources to enable flexibility for space and facilities to be made available as community assets. Whilst the design of the proposed new school is yet to be finalised, subject to Cabinet approval to progress, discussions have included community access to the school in line with the school curriculum and after hours.</p>		<p><u>Wales Act 2017 - Public sector duty regarding socio-economic inequalities</u></p> <p><u>Equality Act 2010 - Public sector duty regarding socio-economic inequalities</u></p> <p>Section 45 of the Wales Act 2017, amends Part 1 of the Equality Act, 2010 to give Welsh Ministers the power to commence this Duty in Wales. The Welsh Ministers have used this power to commence Sections 1 to 3 of the 2010 Act16 in Wales – the Socio-economic Duty.</p> <p>The Duty places a legal responsibility on bodies when they are taking strategic decisions to have due regard to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage.</p> <p>In this instance the main consideration of inequality of outcome as a result of socio-economic disadvantage is “Education – the capability to be knowledgeable”</p> <p><u>Is Wales Fairer? – The state of equality and human rights</u> (EHRC 2018)</p>
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			<p>Equality and Human Rights Commission acknowledge that Socio-economic disadvantage has a knock-on effect on education and health outcomes.</p> <p><u>Welsh Index of Multiple Deprivation (WIMD)</u></p> <p>Plasyfelin Primary School serves the Morgan Jones Lower Layer Super Output Areas (LSOAs). Of these four areas the Morgan Jones 2 is ranked 15th out of 110 LSOAs across Caerphilly; areas 1,3 and 4 are ranked 76, 82 and 66 respectively.</p> <p>Free school meals (FSM) data for Plasyfelin shows 30.8% of pupils are in receipt of FSM compared to a figure of 20% across CCBC and Wales as a whole.</p>
<p>Area Deprivation (<i>where you live (rural areas), where you work (accessibility of public transport)</i>)</p>	<p>Positive Plasyfelin Primary School serves the Morgan Jones 2 Lower Layer Super Output Area (LSOAs). This area is just outside the top 10% of most socially disadvantaged LSOAs in Caerphilly and Wales. Therefore the proposal to build a new school on the Plasyfelin site will have a positive impact on socially disadvantaged communities in Caerphilly.</p>	<p>Not applicable</p>	<p><u>Equality Act 2010</u></p> <p><u>Wales Act 2017 - Public sector duty regarding socio-economic inequalities</u></p> <p><u>Equality Act 2010 - Public sector duty regarding socio-economic inequalities</u></p> <p>Section 45 of the Wales Act 2017, amends Part 1 of the Equality Act, 2010 to give Welsh</p>

	<p>Positive The design process will seek to include measures to enable safe community use of parts of the new school building at suitable times in keeping with the curriculum timetable and after hours. It will also strengthen and safeguard the promotion of inclusivity and wellbeing within the Community</p> <p>Positive Procurement will include Community Benefits as a core requirement e.g. around local targeted recruitment and training, supply chains, community and education initiatives in the provision of the proposed new facility.</p> <p>Positive The facility will provide inclusive facilities which will be accessible to vulnerable children and young people alongside supporting the holistic needs of their wider family and supporting their future wellbeing. Childcare provision will be retained in the new school facility. When the site is being used by the community they will be able to access the facilities</p>	<p>Ministers the power to commence this Duty in Wales. The Welsh Ministers have used this power to commence Sections 1 to 3 of the 2010 Act16 in Wales – the Socio-economic Duty.</p> <p>The Duty places a legal responsibility on bodies when they are taking strategic decisions to have due regard to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage.</p> <p>In this instance the main consideration of inequality of outcome as a result of socio-economic disadvantage is “Education – the capability to be knowledgeable”</p> <p><u>Is Wales Fairer? – The state of equality and human rights</u> (EHRC 2018) Equality and Human Rights Commission acknowledge that Socio-economic disadvantage has a knock-on effect on education and health outcomes.</p> <p><u>Welsh Index of Multiple Deprivation (WIMD)</u></p> <p>Plasyfelin Primary School serves the Morgan Jones Lower Layer</p>
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	<p>regardless of their personal access requirements.</p>		<p>Super Output Areas (LSOAs). Of these four areas the Morgan Jones 2 is ranked 15th out of 110 LSOAs across Caerphilly; areas 1, 3 and 4 are ranked 76, 82 and 66 respectively.</p> <p>Free school meals (FSM) data for Plasyfelin shows 30.8% of pupils are in receipt of FSM compared to a figure of 20% across CCBC and Wales as a whole.</p>
<p>Socio-economic Background <i>(social class i.e. parents education, employment and income)</i></p>	<p>Positive Facility is accessible to pupils and the wider community regardless of any specific socio-economic disadvantage</p> <p>Positive Plasyfelin Primary School serves the Morgan Jones 2 Lower Layer Super Output Area (LSOAs). This area is just outside the top 10% of most socially disadvantaged LSOAs in Caerphilly and Wales. Therefore the proposal to build a new school on the Plasyfelin site will have a positive impact on socially disadvantaged communities in Caerphilly.</p> <p>Positive The proposed new school facility would allow for the continuation of use by the community and</p>	<p>Not applicable</p>	<p><u>Equality Act 2010</u></p> <p><u>Wales Act 2017 - Public sector duty regarding socio-economic inequalities</u></p> <p><u>Equality Act 2010 - Public sector duty regarding socio-economic inequalities</u></p> <p>Section 45 of the Wales Act 2017, amends Part 1 of the Equality Act, 2010 to give Welsh Ministers the power to commence this Duty in Wales. The Welsh Ministers have used this power to commence Sections 1 to 3 of the 2010 Act16 in Wales – the Socio-economic Duty.</p> <p>The Duty places a legal responsibility on bodies when</p>

	<p>possible expand what could be offered.</p> <p>Positive The facility will provide inclusive facilities for children and young people, including wrap around childcare provision, alongside supporting the holistic needs of their wider family and supporting their future wellbeing.</p>	<p>they are taking strategic decisions to have due regard to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage.</p> <p>In this instance the main consideration of inequality of outcome as a result of socio-economic disadvantage is “Education – the capability to be knowledgeable”</p> <p><u>Is Wales Fairer? – The state of equality and human rights</u> (EHRC 2018) Equality and Human Rights Commission acknowledge that Socio-economic disadvantage has a knock-on effect on education and health outcomes.</p> <p><u>Welsh Index of Multiple Deprivation (WIMD)</u></p> <p>Plasyfelin Primary School serves the Morgan Jones Lower Layer Super Output Areas (LSOAs). Of these four areas the Morgan Jones 2 is ranked 15th out of 110 LSOAs across Caerphilly; areas 1,3 and 4 are ranked 76, 82 and 66 respectively.</p> <p>Free school meals (FSM) data for Plasyfelin shows 30.8% of</p>
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			<p>pupils are in receipt of FSM compared to a figure of 20% across CCBC and Wales as a whole.</p>
<p>Socio-economic Disadvantage <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i></p>	<p>Positive Plasyfelin Primary School serves the Morgan Jones 2 Lower Layer Super Output Area (LSOAs). This area is just outside the top 10% of most socially disadvantaged LSOAs in Caerphilly and Wales. Therefore the proposal to build a new school on the Plasyfelin site will have a positive impact on socially disadvantaged communities in Caerphilly.</p> <p>Positive It is a pre-requisite of Welsh Government funding that Council's optimise the use of infrastructure and resources to enable flexibility for space and facilities to be made available as community assets. This will include safe zoning parts of the school including the hall and a multi-function classroom for community use. Whilst the design of the proposed new build is yet to be finalised, subject to Cabinet approval to progress, discussions have included community use of the school during school time, where appropriate with the</p>		<p><u>Equality Act 2010</u></p> <p><u>Wales Act 2017 - Public sector duty regarding socio-economic inequalities</u></p> <p><u>Equality Act 2010 - Public sector duty regarding socio-economic inequalities</u></p> <p>Section 45 of the Wales Act 2017, amends Part 1 of the Equality Act, 2010 to give Welsh Ministers the power to commence this Duty in Wales. The Welsh Ministers have used this power to commence Sections 1 to 3 of the 2010 Act16 in Wales – the Socio-economic Duty.</p> <p>The Duty places a legal responsibility on bodies when they are taking strategic decisions to have due regard to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage.</p> <p>In this instance the main consideration of inequality of outcome as a result of socio-</p>

	<p>curriculum timetable and after hours.</p>		<p>economic disadvantage is “Education – the capability to be knowledgeable”</p> <p><u>Is Wales Fairer? – The state of equality and human rights</u> (EHRC 2018) Equality and Human Rights Commission acknowledge that Socio-economic disadvantage has a knock-on effect on education and health outcomes.</p> <p><u>Welsh Index of Multiple Deprivation (WIMD)</u></p> <p>Plasyfelin Primary School serves the Morgan Jones Lower Layer Super Output Areas (LSOAs). Of these four areas the Morgan Jones 2 is ranked 15th out of 110 LSOAs across Caerphilly; areas 1,3 and 4 are ranked 76, 82 and 66 respectively.</p> <p>Free school meals (FSM) data for Plasyfelin shows 30.8% of pupils are in receipt of FSM compared to a figure of 20% across CCBC and Wales as a whole.</p>
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3. Corporate Plan – Council’s Well-being Objectives

(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) [Well-being Objectives](#)

<p>Objective 1 - Improve education opportunities for all</p>	<p>21st century schools - Caerphilly A link to the Council’s capital investment programme for schools.</p> <p>Positive This proposal seeks to increase the opportunities for young learners of nursery and primary age and the community to access high quality educational facilities. The proposal relates to a new and enlarged build replacement school for Plasyfelin Primary School to be situated within the current grounds of the existing school site to include increased accommodation for up to 420 pupils plus a 60 place nursery provision, additional multi-use sporting and community facilities and childcare provision.</p> <p>Positive This proposal looks to replace a set of school buildings that are over 50 years old and on a scale of A to D, the current buildings are considered to be in C+ condition alongside some demountables. These will all be replaced by a new, fit for purpose, 21st century school building. There will also be the benefit from the removal of CLASP buildings and the associated concerns with asbestos contained in them. A new build will also remove the current backlog of maintenance.</p>
<p>Objective 2 - Enabling employment</p>	<p>Positive As part of the funding requirements for all 21st Century School proposals, Welsh Government stipulates that Community Benefits are a core requirement of any procurement process related to the award of contracts and will therefore be scored as part of the Quality evaluation. These include a number of targets around local recruitment and training, supply chains, community and education initiatives.</p>
<p>Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people’s well-being</p>	<p>Not applicable to this proposal</p>
<p>Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity</p>	<p>Neutral There is a Statutory duty placed upon the Authority to provide pupils with free transport to their nearest suitable school if they reside beyond</p>

<p>and minimises the adverse impact on the environment</p>	<p>'walking distance' to that school. All pupils are assessed in accordance with the Learner Travel (Wales) Measure 2008. However, the Authority does offer a more generous policy than what is statutorily required by the Measure. It is anticipated that a status quo will be maintained as the new build will be on the site of the existing school.</p> <p>Positive As the new build will be on the same site as the existing school it means there will be no disruption to catchment areas or transport arrangements.</p>
<p>Objective 5 - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015</p>	<p><u>Well-being of Future Generations (Wales) Act 2015</u></p> <ul style="list-style-type: none"> • A Prosperous Wales • A More Equal Wales • A healthier Wales • A Wales of cohesive communities <p>Positive The provision of modern sports facilities as part of the new build will help both the pupils and the local community to be part of a healthier Wales and support community cohesion.</p> <p>Positive Providing educational facilities fit for the future will improve the education and life outcomes of the present and future pupils at Plasyfelin Primary School. The facility will be fully accessible to all learners regardless of any specific socio-economic disadvantage, enabling children accessing the school to thrive, with the knock-on positive effect for the children, their families and the local area.</p>
<p>Objective 6 - Support citizens to remain independent and improve their well-being</p>	<p>Positive The proposal includes the development of Foundation Phase nursery provision and will enable continuity of provision between nursery and primary making transition easy for pupils and for parents.</p> <p>Positive</p>

The provision of wraparound childcare, after school and holiday provision will enable working families to have the access to provision similar to that existing in other parts of CCBC.

4a. Links to any other relevant Council Policy

(How does your proposal deliver against any other relevant Council Policy?)

The proposal contributes the following Strategies:

- **Shared Ambitions Strategy (2019-2022)**

This proposal will deliver upon the Council's ambition to provide every learner with the best life chances through the provision of high quality teaching, learning and leadership across our impressive 21st Century school settings.

- **Caerphilly Welsh in Education Strategic Plan (2018 – 2020)**

The Council's commitment to Welsh medium education development is a priority as evidenced in Band B of the Welsh Government's 21st Century Schools programme. The Council's vision is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources. Furthermore, in equipping schools and education providers the aim is to increase standards in Welsh and promote the use of the Welsh language within families, communities and workplaces.

- **Caerphilly Welsh Language Strategy**

The baseline for the strategy is the current language profile of the borough. According to the 2011 Census, Caerphilly county borough had 19,251 Welsh speakers (11.2% of the population) with a further 12% less fluently, and according to the Pupil Level Annual School Census figures from January 2016, 16.9% of the primary school population and 12.7% of the secondary school population were in Welsh medium education. This strategy therefore proposes a minimum 3% target increase in the number of Welsh speakers between 2017 and 2022. This target therefore means that by the 2021 Census, Caerphilly county borough will have a minimum 14.2% Welsh speaking population.

- **Caerphilly Strategic Equality Plan**

A statutory document under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, this four-year plan explains in straightforward terms what each of the equalities issues actually means and under what wider legislation we have responsibilities as a council. It highlights links to legislation and regulations covering the Welsh Language Standards and Human Rights issues and how it supports 4 of the 7 aims of Welsh Government's Well-being of Future Generations (Wales) Act 2015; A healthier Wales, A more equal Wales, A Wales of cohesive communities and A Wales of vibrant culture and thriving Welsh language.

- **Childcare Sufficiency Assessment**

A report that brings together a range of different data and information to develop a picture of the current childcare market and to identify whether there are any gaps in supply.

- **CCBC Decarbonisation Strategy**



CCBC has an excellent track record of implementing initiatives that benefit the environment. The authority has reduced carbon emissions by investing in technologies that reduce consumption and we have worked hard to raise awareness of the importance of carbon reduction with our staff, pupils and residents across the county borough. Proposals will consider how best to deliver this agenda as part of the build process and future operational matters.




The utilisation of this new Integrated Impact Assessment design will further help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

4. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working (ICLIP)

(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)

<u>Ways of Working</u>	How have you used the Sustainable Development Principles in forming the proposal?
<p>Long Term</p> 	<p>The rebuilding and expansion of Plasyfelin Primary School, described by Estyn as “a good school”, provides a platform, through the provision of a custom built and fit for purpose new build, for the school to move towards excellence. The new school infrastructure will secure opportunities for pupils, families and the wider community in utilising the facility to its fullest.</p>
<p>Prevention</p> 	<p>Providing learners in the catchment area of the existing school with a custom built Plasyfelin Primary School will enable pupils to access a 21st century facility and to receive tailor made learning opportunities that will enhance their progress through the new national curriculum for Wales.</p>

<p>Integration</p> 	<p>The proposal to rebuild Plasfelin Primary School will impact on Wellbeing Goals:</p> <ul style="list-style-type: none"> • A Prosperous Wales • A More Equal Wales • A healthier Wales • A Wales of cohesive communities <p>The new facility will provide opportunities for pupils, families and the wider community.</p>
<p>Collaboration</p> 	<p>The Council has worked with staff in school and across a range of departments to shape many of the proposals for the new build and its facilities. This will continue and include engagement with the learners to ensure their voice is heard in the development process.</p> <p>A cross-departmental working group consisting of representatives from the 21st Century Schools Team, Education Directorate, Sport and Leisure, Inclusion Services, Property Services, Finance and Health and Safety has worked through the options process from long-listing to recommending a way forward as per this proposal.</p>
<p>Involvement</p> 	<p>This proposal falls outside the scope of the School Organisation Code (2018) as the new build will be on the existing site and the expansion does not exceed 25% of the current capacity.</p> <p>The consultation will be run under CCBC’s “Consultation and Engagement Framework” and “Spectrum of Engagement”. A multi-media consultation approach will be developed informed by the guidance in the CCBC Framework. The consultation process will mirror those outlined in Section 3 of the School Organisation Code 2018.</p> <p>The Learner Voice will also be captured as part of this process.</p> <p>Planning Consultation There will be a separate planning application process that will address a number of material planning considerations. This process will enable further involvement and engagement opportunities for interested parties.</p>

5. Well-being of Future Generations (Wales) Act 2015

[Well-being Goals](#)

Does the proposal maximise our contribution to the Well-being Goal and how?

<p>A Prosperous Wales <i>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</i></p>	<p>A skilled and well-educated workforce enables individuals to lead successful lives and contribute to the wider economy.</p> <p>This proposal supports this Well-being goal by:</p> <p>Embodied Carbon / Operational Carbon The 21st Century Schools Band B Programme looks to deliver a combination of new school builds, expansions, amalgamations, relocations and refurbishments, all with the potential to support the Welsh Government and Council’s strategies on decarbonisation and provide a new model of delivery. As such, skilled and knowledgeable workforce sectors will be engaged to delivery this outcome.</p> <p>Future Prospects: A new purpose built 21st century school designed to deliver the new national curriculum and the requisite skills in young people will provide the base for developing a skilled and well-educated workforce that is needed to underpin economic growth in Wales.</p>
<p>A Resilient Wales <i>A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)</i></p>	<p>Young people who have developed positive wellbeing and healthy lifestyles will be better able to cope with the changes that the future will bring and thereby make Wales a more resilient nation.</p> <p>This proposal supports this Well-being goal by: Replacing outdated buildings with new ones that will be fully BREEAM compliant and thereby being more sustainable and environmentally friendly with a reduced impact on climate change.</p> <p>The development of a state of the art 21st century primary school will have a positive effect on pupils and, as suggested by Estyn, a high quality learning environment of this nature will have a positive impact on pupil learning, wellbeing and outcomes.</p>
<p>A Healthier Wales <i>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</i></p>	<p>Enabling people to develop healthy lifestyles and positive wellbeing has positive long term benefits for their own health and for society in general.</p> <p>This proposal supports this Well-being goal by:</p>

	<p>The proposed new buildings will accommodate 420 learners plus 60 Nursery places.</p> <p>The proposal for a remodelled, fit for purpose Centre will provide a stimulating teaching and learning environment with 21st Century facilities including improved ICT facilities, centred on the learning, self-esteem and well-being of all pupils The new building will have improved learning spaces and offer multi-use sport areas and community facilities.</p> <p>The latter will also be made available for the community at suitable times in keeping with the curriculum timetable and after hours.</p> <p>The improved environment of the new school will have a positive effect on the mental well-being of the pupils. The upgraded sports facilities will support the pupils to develop a healthy lifestyle and stay fit. These facilities will also be available for community use and therefore will play a part in supporting healthy lifestyles in the local community.</p>
<p>A More Equal Wales <i>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)</i></p>	<p>Everyone in Wales should be able to live their lives and achieve their potential.</p> <p>This proposal supports this Well-being goal by:</p> <p>Community Use: Those that attend, work and use the building will benefit from a fit for purpose, innovative 21st Century facility. In addition, the proposal intends to extend access at the new premises to include community use and childcare provision.</p> <p>As part of the 21st Century School remit, consideration must be given for the school to benefit from enabling the facilities to be shared with the wider community. The proposed project will take into account the desire to encourage and facilitate community use of the asset in a safe, manageable way. To this end the design process will seek to include measures to enable safe use of the multi-sports facilities for the community at suitable times in keeping with the curriculum timetable.</p> <p>The Wi-Fi and Information Technology infrastructure will be established to support public access and community use.</p> <p>Impact on other schools:</p>

Increasing the admission number by less than 25% should have little impact on neighbouring schools but does provide some capacity to meet anticipated future demand.

This brand new 21st century school will provide sufficient places within its catchment so that all potential pupils in the area, irrespective of background or circumstance can take advantage of the excellent facilities, teaching and learning in the new school.

Actual and Projected Numbers in attendance		
Year	Number on Roll	Excluding Nursery
2020	306	271
2021	301	266
2022	282	245
2023	287	250
2024	299	263
2025	322	286
2026	346	310

6 community English medium primary schools and 2 community Welsh medium schools are within close proximity to the existing site which include, Cwrt Rawlin Primary, Hendredenny Primary, Hendre Infants School, Hendre Junior School, St. James Primary, The Twyn Primary, YGG Caerffili and YGG Y Castell.

Increasing the admission number by a manageable amount will allow for the growth of Plasyfelin while not over developing the provision to destabilise other already established educational provisions within the area.

Well-being Goals

Does the proposal maximise our contribution to the Well-being Goal and how?

A Wales of Cohesive Communities
Attractive, viable, safe and well-connected communities

The education of all young people, irrespective of need, should be seen as being inclusive; local communities will benefit from the investment in the 21st century schools programme; both these propositions underpin the sense of belonging and cohesion in communities across Caerphilly.

This proposal supports this Well-being goal by:

	<p>The School: Plasyfelin Primary School caters for pupils at primary school age from the Churchill Park area of Caerphilly. It is a fully inclusive community where all pupils feel safe and valued. The school's levels of care, support and guidance, teaching and learning are all good and result in nearly all pupils developing as enthusiastic learners. The aim of the proposal is to ensure that we continue to build on the good and very effective leadership and good rating of the school by Estyn through relocation to a new fit for purpose facility on the same site as the existing school and therefore still within the locale and existing catchment area.</p> <p>There is a clear link between new and improved school buildings and improved performance as highlighted by ESTYN. The Council believes that this proposal represents the best opportunity to safeguard and sustain educational standards for the future and provides a platform for improvement through significant investment in permanent facilities. This will provide a stimulating teaching and learning environment with 21st Century facilities including improved ICT and multi-sport facilities and extended access provision for community use. All of this to be centred on the learning, self-esteem and wellbeing of all.</p> <p>Active Travel:</p> <p>It is the intention of the Authority to provide a system of transport that will seek to ensure pupils can safely and comfortably access their education. The proposed new location is on the same site as the existing school. Transport and active travel arrangements will therefore not be affected.</p>
<p>A Wales of Vibrant Culture and Thriving Welsh Language <i>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></p>	<p>The country's culture acknowledges and celebrates being bilingual in all aspects of everyday life.</p> <p>This proposal supports this Well-being goal by:</p> <p>Cultural Heritage and Welsh Language in the Community: The Local Authority is fully aware of its obligations under the Welsh Language (Wales) Measure 2011. The Welsh language has official status in Wales and the measure places duties on bodies to use the Welsh language, and the rights which arise from the enforceability of those duties, which enable Welsh speakers to use the language in dealings with those bodies (such as the provision of services by those bodies).</p>

	<p>Welsh Language Commissioner (Standards and 5 Year Strategy)</p> <p>Through promoting the use of the Welsh language and facilitating the use of the Welsh language in its English-medium schools the Council is demonstrating its commitment to working towards ensuring that the Welsh language is treated no less favourably than the English language.</p> <p>The country's culture acknowledges and celebrates being bilingual in all aspects of everyday life and in providing Welsh medium opportunities in education, it supports the active usage of Welsh language for pupils, families and in the wider community. At Plasfelin Primary School, Estyn reports that pupils make good progress in developing their Welsh language skills as they move through the school and that by the end of Year 6, most pupils write at length in a suitable variety of genres.</p> <p>Further details are found in section 7 of this document.</p>
<p>A Globally Responsible Wales <i>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</i></p>	<p>The Welsh Language is an intrinsic part of the well-being of the whole of Wales and its identity and unique language enriches the global community of diverse cultures.</p> <p>This proposal supports this Well-being goal by:</p> <p>Community Impact:</p> <p>The proposed project will take into account the desire to encourage and facilitate community use of the asset. To this end the design process will seek to include measures to enable safe community use of the new school building and the multi-sports facility at suitable times in keeping with the curriculum timetable. The new site will be accessible and will create opportunities to integrate the facility into the community with community usage opportunities helping to upskill people.</p> <p>Community Benefits:</p> <p>As part of the funding requirements for all 21st Century School proposals, Welsh Government stipulates that Community Benefits are a core requirement of any contract procurement and will therefore be scored as part of the Quality evaluation. These include a</p>

number of targets around local recruitment and training, supply chains, community and education initiatives.

6. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have ‘due regard’ for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) [insert link to WL Commissioners Policy Making Standards Guidance](#)



Requirement	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view? <i>e.g the WESP, TAN20, LDP, Pupil Level Annual School Census</i>
<p>Links with Welsh Government’s Cymraeg 2050 Strategy and CCBC’s Five Year Welsh Language Strategy 2017-2022 and the Language Profile</p>	<p>Positive Pupils make good progress in developing their Welsh language skills as they move through the school.</p> <p>Positive Engagement with Caerphilly’s Welsh Language Forum will be undertaken as part of the implementation of this proposal to ensure that all the relevant organisations are involved in the promotion of the Welsh language.</p>	<p>Not applicable</p>	<p>Welsh Language (Wales) Measure 2011 (legislation.gov.uk)</p> <p>Key legislation giving the Welsh Language official legal status in Wales.</p> <p>Caerphilly Welsh in Education Strategic Plan 2017-2020</p> <p>Caerphilly - Welsh Language Strategy 2017-2022</p> <p>The target to increase the Welsh speaking population by 3% over the duration of the strategy</p> <p><i>Strategic area 2 -</i></p> <p>Increase the use of the Welsh language amongst children and young people and improve their awareness of the value of Welsh.</p>

			<p>Strategic area 5-</p> <p>Increase opportunities for people to use the Welsh language in the workplace by enabling and supporting fluent staff and staff who are learning, to use the Welsh language in the workplace.</p> <p><u>Technical Advice Note 20 – Planning and the Welsh Language</u></p> <p>The purpose of TAN20 is to provide guidance on how the Welsh language may be given appropriate consideration in the planning system and on compliance with the requirements of planning and other relevant legislation</p> <p><u>Welsh Language Strategy – Cymraeg 2050.</u></p> <p>The strategy recognises the need to provide Welsh speakers with easily accessible opportunities to use their skills in social and work settings.</p> <p><u>Menter Iaith Caerffili : Welsh Language Profile 2016</u></p> <p>This profile examines the position of the Welsh language in the County Borough of Caerphilly, and the way that Welsh speakers</p>
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			<p>in the area use the Welsh language in their communities.</p> <p><u>Pupil Level Annual School Census (PLASC)</u></p> <p>Statistical Information relating to the numbers of pupils at local authority level and their language medium for education:</p> <p>Caerphilly Region Figures (2019/20 data set)</p> <ul style="list-style-type: none"> • Welsh Medium – 4,676 • English medium – 23,126
<p>Compliance with the <u>Welsh Language Standards</u>. <i>Specifically Standards 88 - 93</i></p>	<p>Positive</p> <p>Any meetings with the school to discuss provision of education through the child / family’s preferred language and the right that they have to this under the Welsh Language Measure can be accommodated at present. This creates opportunities for persons to use the Welsh language and treats the Welsh language no less favourably than the English language.</p> <p>Positive</p> <p>All documentation including the website relating to the proposal</p>	<p>The process will provide opportunities to respond in the language of choice – Welsh or English.</p> <p>In addition, the views of children and young people affected by this proposal will be consulted with through targeted information and feedback sessions and the production of child friendly versions of the documentation also available in either Welsh or English.</p>	<p><u>Welsh Language (Wales) Measure 2011 (legislation.gov.uk)</u></p> <p>Key legislation giving the Welsh Language official legal status in Wales.</p> <p><u>Caerphilly Welsh in Education Strategic Plan 2017-2020</u></p> <p><u>Caerphilly - Welsh Language Strategy 2017-2022</u></p> <p>The target to increase the Welsh speaking population by 3% over the duration of the strategy</p> <p><i>Strategic area 2 -</i></p> <p>Increase the use of the Welsh language amongst children and</p>

	<p>is produced in Welsh and English, further supporting use the Welsh language and treating the Welsh language no less favourably than the English language.</p> <p>Positive It will be possible to send and receive all consultation responses in Welsh and English ensuring that the Welsh language is treated no less favourably than the English language.</p>		<p>young people and improve their awareness of the value of Welsh.</p> <p>Strategic area 5-</p> <p>Increase opportunities for people to use the Welsh language in the workplace by enabling and supporting fluent staff and staff who are learning, to use the Welsh language in the workplace.</p> <p><u>Technical Advice Note 20 – Planning and the Welsh Language</u></p> <p>The purpose of TAN20 is to provide guidance on how the Welsh language may be given appropriate consideration in the planning system and on compliance with the requirements of planning and other relevant legislation</p> <p><u>Welsh Language Strategy – Cymraeg 2050.</u></p> <p>The strategy recognises the need to provide Welsh speakers with easily accessible opportunities to use their skills in social and work settings.</p> <p><u>Menter Iaith Caerffili : Welsh Language Profile 2016</u></p>
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			<p>This profile examines the position of the Welsh language in the County Borough of Caerphilly, and the way that Welsh speakers in the area use the Welsh language in their communities.</p> <p>Pupil Level Annual School Census (PLASC)</p> <p>Statistical Information relating to the numbers of pupils at local authority level and their language medium for education:</p> <p>Caerphilly Region Figures (2019/20 data set)</p> <ul style="list-style-type: none"> • Welsh Medium – 4,676 • English medium – 23,126
<p>Opportunities to promote the Welsh language <i>e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community</i></p>	<p>Positive Pupils make good progress in developing their Welsh language skills as they move through the school.</p> <p>Positive Any meetings with the school to discuss provision of education through the child / family's preferred language and the right that they have to this under the Welsh Language</p>	<p>Not applicable</p> <p>Signage will be bilingual</p> <p>When recruiting new staff to the school an emphasis will be placed on the ability to deliver the curriculum through the medium of Welsh to be desirable quality.</p>	<p>Welsh Language (Wales) Measure 2011 (legislation.gov.uk)</p> <p>Key legislation giving the Welsh Language official legal status in Wales.</p> <p>Caerphilly Welsh in Education Strategic Plan 2017-2020</p> <p>Caerphilly - Welsh Language Strategy 2017-2022</p> <p>The target to increase the Welsh speaking population by 3% over the duration of the strategy</p>

	<p>Measure can be accommodated at present.</p> <p>Positive</p> <p>All signage in the proposed new build will be bi-lingual.</p> <p>Positive</p> <p>Consultation will be undertaken bilingually where this is appropriate and / or requested.</p>		<p><i>Strategic area 2 -</i></p> <p>Increase the use of the Welsh language amongst children and young people and improve their awareness of the value of Welsh.</p> <p><i>Strategic area 5-</i></p> <p>Increase opportunities for people to use the Welsh language in the workplace by enabling and supporting fluent staff and staff who are learning, to use the Welsh language in the workplace.</p> <p><u>Technical Advice Note 20 – Planning and the Welsh Language</u></p> <p>The purpose of TAN20 is to provide guidance on how the Welsh language may be given appropriate consideration in the planning system and on compliance with the requirements of planning and other relevant legislation</p> <p><u>Welsh Language Strategy – Cymraeg 2050.</u></p> <p>The strategy recognises the need to provide Welsh speakers with easily accessible opportunities to use their skills in social and work settings.</p>
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			<p>Menter Iaith Caerffili : Welsh Language Profile 2016</p> <p>This profile examines the position of the Welsh language in the County Borough of Caerphilly, and the way that Welsh speakers in the area use the Welsh language in their communities.</p> <p>Pupil Level Annual School Census (PLASC)</p> <p>Statistical Information relating to the numbers of pupils at local authority level and their language medium for education:</p> <p>Caerphilly Region Figures (2019/20 data set)</p> <ul style="list-style-type: none"> • Welsh Medium – 4,676 • English medium – 23,126
<p>Opportunities for persons to use the Welsh language <i>e.g. staff, residents and visitors</i></p>	<p>Positive When considering the expansion of provision, recruitment and selection processes will reflect the local need but will also support job creation.</p> <p>Positive The proposal will create further opportunities for people to use the Welsh language through</p>	<p>Welsh 2nd language provision is currently offered.</p> <p>Recruitment and Selection processes includes the desirable skill to employ Welsh speakers on site.</p>	<p>Welsh Language (Wales) Measure 2011 (legislation.gov.uk)</p> <p>Key legislation giving the Welsh Language official legal status in Wales.</p> <p>Caerphilly Welsh in Education Strategic Plan 2017-2020</p> <p>Caerphilly - Welsh Language Strategy 2017-2022</p>

	<p>day to day activities, including pupils and teachers.</p> <p>Positive The Council is pro-active in supporting staff with free Welsh courses with some tailored to specific work areas. This proposal would support staff in accessing any provision as required.</p> <p>Positive Pupils make good progress in developing their Welsh language skills as they move through the school.</p> <p>Positive Most pupils in the Foundation Phase listen attentively and respond enthusiastically to Welsh games and activities. They answer questions about themselves and familiar topics confidently, such as on the weather.</p> <p>Positive Most pupils in key stage 2 build well on this good foundation of Welsh.</p> <p>They discuss a wide range of topics, extending their</p>		<p>The target to increase the Welsh speaking population by 3% over the duration of the strategy</p> <p><i>Strategic area 2 -</i></p> <p>Increase the use of the Welsh language amongst children and young people and improve their awareness of the value of Welsh.</p> <p><i>Strategic area 5-</i></p> <p>Increase opportunities for people to use the Welsh language in the workplace by enabling and supporting fluent staff and staff who are learning, to use the Welsh language in the workplace.</p> <p><u>Technical Advice Note 20 – Planning and the Welsh Language</u></p> <p>The purpose of TAN20 is to provide guidance on how the Welsh language may be given appropriate consideration in the planning system and on compliance with the requirements of planning and other relevant legislation</p> <p><u>Welsh Language Strategy – Cymraeg 2050.</u></p> <p>The strategy recognises the need to provide Welsh speakers with easily accessible opportunities to</p>
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	<p>sentences with simple descriptions or explanations, and ask increasingly complex questions.</p> <p>Many are developing their Welsh reading skills appropriately. By the end of Year 6, most pupils write at length in Welsh in a suitable variety of genres.</p>		<p>use their skills in social and work settings.</p> <p>Menter Iaith Caerffili : Welsh Language Profile 2016</p> <p>This profile examines the position of the Welsh language in the County Borough of Caerphilly, and the way that Welsh speakers in the area use the Welsh language in their communities.</p> <p>Pupil Level Annual School Census (PLASC)</p> <p>Statistical Information relating to the numbers of pupils at local authority level and their language medium for education:</p> <p>Caerphilly Region Figures (2019/20 data set)</p> <ul style="list-style-type: none"> • Welsh Medium – 4,676 • English medium – 23,126
<p>Treating the Welsh language no less favourably than the English language</p>	<p>Positive</p> <p>Any meetings with the school to discuss provision of education through the child / family's preferred language and the right that they have to this under the Welsh Language</p>	<p>Welsh 2nd language provision is currently offered</p>	<p>Welsh Language (Wales) Measure 2011 (legislation.gov.uk)</p> <p>Key legislation giving the Welsh Language official legal status in Wales.</p> <p>Caerphilly Welsh in Education Strategic Plan 2017-2020</p>

	<p>Measure can be accommodated at present.</p> <p>Positive</p> <p>All documentation including the website relating to the proposal is produced in Welsh and English</p> <p>Positive</p> <p>It will be possible to send and receive all consultation responses in Welsh and English ensuring that the Welsh language is treated no less favourably than the English language.</p>		<p><u>Caerphilly - Welsh Language Strategy 2017-2022</u></p> <p>The target to increase the Welsh speaking population by 3% over the duration of the strategy</p> <p><i>Strategic area 2 -</i></p> <p>Increase the use of the Welsh language amongst children and young people and improve their awareness of the value of Welsh.</p> <p><i>Strategic area 5-</i></p> <p>Increase opportunities for people to use the Welsh language in the workplace by enabling and supporting fluent staff and staff who are learning, to use the Welsh language in the workplace.</p> <p><u>Technical Advice Note 20 – Planning and the Welsh Language</u></p> <p>The purpose of TAN20 is to provide guidance on how the Welsh language may be given appropriate consideration in the planning system and on compliance with the requirements of planning and other relevant legislation</p> <p><u>Welsh Language Strategy – Cymraeg 2050.</u></p>
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			<p>The strategy recognises the need to provide Welsh speakers with easily accessible opportunities to use their skills in social and work settings.</p> <p><u>Menter Iaith Caerffili : Welsh Language Profile 2016</u></p> <p>This profile examines the position of the Welsh language in the County Borough of Caerphilly, and the way that Welsh speakers in the area use the Welsh language in their communities.</p> <p><u>Pupil Level Annual School Census (PLASC)</u></p> <p>Statistical Information relating to the numbers of pupils at local authority level and their language medium for education:</p> <p>Caerphilly Region Figures (2019/20 data set)</p> <ul style="list-style-type: none"> • Welsh Medium – 4,676 • English medium – 23,126
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7a. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and b) treating the Welsh language no less favourably than the English language.

Need and demand

As part of the Plasyfelin Primary School proposal we seek to further support the local and national agenda in the development of Welsh standards in education to equip a bilingual Wales with a skilled bilingual workforce, supporting the Welsh Government’s vision for Welsh in Education. The more pupils who enjoy developing their Welsh language skills in primary education, the more are likely to continue developing these skills in secondary education and have opportunities to enrich their lives in Wales using the Welsh language.

Location

The new build site has been identified within the existing school site. It provides minimal disruption to existing pupil travel arrangements and remains located central to the existing catchment area being on the site of the existing school.

The proposed development is sensitive to the needs of the community and there is also a clear understanding from the details provided in this Integrated Impact Assessment and related documentation to the proposal that the current and projected linguistic profile of communities and area support the need for English medium education.

Timing

Subject to Cabinet approval and a separate full planning application process, it is envisaged that an anticipated occupation date would be September 2024.

7. Data and Information

(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants’ reports etc.)

Data/evidence <i>(Please provide link to report if appropriate)</i>	Key relevant findings	How has the data/evidence informed this proposal?
<p>A number of areas of data feed into the research behind this proposal:</p> <ul style="list-style-type: none"> • The demographics of the local area including future trends as set out in section 6 • the findings of the Welsh medium education assessment 2018 • the parental demand survey 2018 • the categorisation of school buildings including the backlog maintenance 	<p>The 21st Century Schools and Colleges programme is a major, long-term, strategic capital investment programme. It is jointly funded by the Welsh Government and local authorities and aims to create a generation of 21st century schools in Wales with the priority areas being:</p> <ul style="list-style-type: none"> • Reduce the number of poor condition schools • Ensure that we have the right size schools in the right location 	<p>The proposal will benefit pupils from within the Plasyfelin Primary School catchment area in providing a modern fit-for purpose 21st Century provision to further enhance and support the delivery of education through the medium of English in the Churchill Park area.</p> <p>This Integrated Impact Assessment will be presented to Education Scrutiny Committee and Cabinet as part of the consultation pack</p>

<ul style="list-style-type: none"> • the issues related to the existing CLASP buildings • data on social disadvantage across the county borough • the demand for community use <p>These are the basis for all future trend projections of demand and provide evidence of need for additional places and upgraded facilities at this location in the county borough.</p>	<ul style="list-style-type: none"> • Provide enough places to deliver Welsh and English medium education • Ensure the effective and efficient use of the educational estate <p>The School Organisation Code 2018 is made under Sections 38 and 39 of the School Standards and Organisation (Wales) Act 2013 and applies to proposals in respect of maintained schools as defined at Section 98 of the 2013 Act. That is a school in Wales, which is a community, foundation or voluntary school, a community special school or a maintained nursery school. The School Organisation Code 2018, provides clear statutory guidance as to the processes that need to be adhered to when bringing forward a proposal.</p> <p>As this proposal does not suggest relocating the school beyond the existing site or changing its capacity by more than 25% the consultation process falls outside the scope of the School Organisation Code and will instead be guided by the CCBC “Consultation and Engagement Framework” and “Spectrum of Engagement”. However the process will mirror that outlined in Section 3 of the School Organisation Code 2018.</p> <p>Progression at each stage is subject to scrutiny, review and approval by Cabinet Members and in addition, Welsh Government is engaged in the process as one of the key delivery partners and a co-funder of the project.</p>	<p>for their consideration as part of the decision making process</p> <p>A separate planning application process including additional consultation will be undertaken to address building and transport related issues.</p>
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Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled?

Details of further consultation can be included in Section 9.

There were no gaps identified in the evidence and data used to develop this proposal.

8. Consultation

(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, [The Gunning Principles](#) must be adhered to. Consider the [Consultation and Engagement Framework](#). Please note that this may need to be updated as the proposal develops and to strengthen the assessment.

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

Through [TeamCaerphilly - Better Together](#), the Council is committed to ensuring high quality, citizen focused services for the communities that comprise our county borough. In future-proofing public services, we recognise the need to ensure effective engagement which is central to our decision making - [Read more about our approach to Consultation and Engagement here](#)

The School Standards and Organisation (Wales) Act 2013 requires that the Welsh Ministers issue a School Organisation Code. The Code imposes requirements in accordance with which relevant bodies including local authorities must act when bringing forward proposals in respect of maintained schools as defined at Section 98 of the 2013 Act. That is a school in Wales, which is a community, foundation or voluntary school, a community special school or a maintained nursery school.

Plasyfelin Primary School is classified as a community school under the code, however the requirement to consult under the code does not apply to proposals where a main entrance of the school on its new site would be under 1 mile from the current site and the enlargement is less than 25% of the current capacity, both of which apply in this case.

However, for the purposes of progressing this proposal and to enable transparent, balanced and open decision making, a consultation process will be undertaken and reflect the principles of the Council's Consultation and Engagement Framework 2020-2025. Utilising the "Spectrum of Engagement" approach, an appropriate level of engagement in informing and consulting stakeholders will be undertaken, mirroring the equivalent processes outlined in Section 3 of the School Organisation Code 2018 only.

When undertaking a consultation process in connection with a school proposal, the Council will publish information to enable transparent, balanced and open decision making.

As part of this proposal, the following documentation has been produced:

- A Consultation Document outlining the proposal (this document)

- A Children and Young People’s Summary
- An Integrated Impact Assessment

Information is made available on the Council’s website and all documentation is published in Welsh and English and available in other languages or formats on request.

Please note:

- All responses received during the consultation period will be recorded and summarised in a Briefing Report.
- Any negative responses made during the consultation period will not be counted as objections and there is no requirement to issue a Statutory Notice as part of this process, however, they will be recorded as adverse comments.
- The Briefing Report will be presented for initial review and endorsement at Education Scrutiny Committee, with final approval to proceed to the planning application and full business case stage sitting with Cabinet.
- Cabinet members will be provided with copies of all the responses received within the consultation period and in their original format as part of the decision making process.

9. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?

The programme is managed by a Project Board comprising of the Corporate Director – Education and Corporate Services, Head of Education Planning and Strategy, Chief Education Officer, Cabinet Member for Education and Achievement, Interim Head of Property Services and 21st Century Schools Manager. The Project Board provides the overall direction, management and control for the Programme, being accountable for the success of the Programme and is the ultimate decision making body for the Programme.

A Project Management Team comprising of the Head of Education Planning and Strategy, and resources and staff from Property Services will oversee the day to day development and implementation of each constituent project, reporting to the Board and other relevant senior officers, as appropriate.

Key personnel have received Equality Impact Assessment Awareness, Integrated Impact Assessment sessions and Equalities Awareness Training and attended training and information sessions delivered by Welsh Government. Training needs will be constantly reviewed throughout the process and addressed when the need is evident.

	<p>In addition, the 21st Century Schools Manager and Principal Officer have met with representatives from the Equalities, Welsh Language and Consultation Team to take guidance where required.</p>
<p>What are the practical arrangements for monitoring?</p>	<p>The Council recognises that the whole organisation must be skilled in making the very best use of available resources. Good project management is recognised as being an essential ingredient to success in tackling our strategic work programme.</p> <p>Project management principles will be followed (Prince2 and MS Project) throughout the programme. Programme management principles will be employed for the overarching Band B programme and the project will utilise the experience of the project team involved in the Band A project. This will commence with a Programme execution plan that will define the programme objectives, responsibilities, dependant actions and risks. The latter will include risk elimination or mitigation actions and risk owner. An overall programme monitoring tool will integrate and coordinate procurement, design and construction programmes and will highlight key dependencies and the critical path.</p> <p>In addition to the numerous reports that need to be produced in line with the requirements of the School Organisation Code 2018 and internal Caerphilly County Borough Council decision making processes, a business case model is followed to secure Welsh Government funding.</p> <p>An initial Outline Business Case / Strategic Outline Business Case was developed at the concept stage based on the five key areas that underpin the Better Business Case Process (Five Cases Business Model).</p> <p>The Business Case focused on:</p> <ul style="list-style-type: none"> • the strategic justification and investment objectives for the project (Strategic Case) • the reasoning behind reduction of the long list to a short list of options and analysis of the options appraisal and benefits (Economic Case) • the outline cost of the project and details of match funding and profile of spend (Financial Case) • the proposed management structure (Management Case) • the commercial strategy (Commercial Case) <p>Approval to secure the funding in principle is agreed by Welsh Government at this point prior to the proposal progressing through the consultation processes.</p>

	<p>As the proposal progresses through the consultation processes, regular meetings with 21st Century Schools Officers in Welsh Government are held to update them on progress.</p> <p>Once a final determination is made on the proposal by Cabinet, a Full Business Case will be submitted to Welsh Government which will solely focus on the tendered costs unless anything has changed since agreement to the original business case was submitted. At this point, with the approval of Welsh Government, the funding is released to implement the proposal.</p> <p>Should the proposal then be implemented (based on approval as outlined above), on completion of the works a Welsh Government Closing Report is produced, supported with full project costings and analysis as to whether the community benefits have been achieved.</p> <p>The 21st Century Schools team are required to monitor projects for their first five years through completion of post occupancy evaluation workshops with pupils and staff. This is also reported to Welsh Government and supports the Council in considering best practice and any areas for improvement on future projects.</p>
<p>How will the results of the monitoring be used to develop future proposals?</p>	<p>The Council produces a protocol document for each school opening/closure/amalgamation project. This outlines individual and team responsibilities for the full list of actions required over the 3 stages of design and pre-construction, construction and school occupation and decommissioning.</p> <p>Regular monitoring meetings take place and typically involve 21st Century Schools Team, Headteachers, Education advisers, Property Services, Catering Services, ICT, Traffic Management, Procurement and Audit representation. Relevant stakeholders will also be involved in post project evaluation to review outcomes to ensure improvements are made for future projects.</p> <p>Benefits Realisation will be monitored by the project team and Caerphilly County Borough Council and reported to Welsh Government through the project closure report and other relevant documentation. Community benefits will be reported quarterly and yearly and when the project ends.</p> <p>The project will be subject to gateway review as required by the funding agreement. The review is one by which independent practitioners from outside the programme/project use their experience and expertise to examine the progress and likelihood of successful</p>

	<p>delivery of the programme or project. Any recommendations of the review team will be taken on board and implemented as appropriate.</p> <p>A post contract review will also be undertaken.</p>
When is the proposal due to be reviewed?	<p>The proposal will be brought before Education Scrutiny Committee and Cabinet for review and endorsement of the recommendation within the briefing report. The report will be presented after the consultation period has ended and copies of all responses will be included as part of the pack provided to Cabinet members for consideration as part of the decision making process.</p>
Who is responsible for ensuring this happens?	<p>Cabinet Members will be asked to review the proposal and make the final determination as to whether to implement the proposal as outlined below: To create a new state of the art Plasyfelin Primary School on the grounds of the existing site to include primary education, nursery provision, childcare provisions and community use of the facility.</p> <p>If approved, it will be the responsibility of the Author of this report (or nominated officer within their section) to ensure the Integrated Impact Assessment and proposal is reviewed and any mitigating actions followed up on and actioned.</p>

10. Recommendation and Reasoning

- Implement proposal with no amendments
- Implement proposal taking account of the mitigating actions outlined
- Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage

Have you contacted relevant officers for advice and guidance?

Yes

No

11. Reason(s) for Recommendation

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

It is the recommendation of this Integrated Impact Assessment and in line with the processes outlined in the School Organisation Code 2018 that Members endorse the proposal to create a new state of the art Plasyfelin Primary School on the grounds of the existing site to include primary education, nursery provision, childcare provisions and community use of the facility.

The information gathered and reviewed as part of this IIA demonstrate the potential for increased demand for English medium education in the Churchill Park area and the need to upgrade the existing primary school facility through a new build.

12. Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time)

Version No.	Author	Brief description of the amendments/update	Revision Date
1.	Andrea West	To ensure compliance with the new socio-economic duty set out in section 1 of the Equality Act 2010, which came into force on 31 st March 2021, this newly established Integrated Impact Assessment (IIA) template has been utilised.	23.07.2021
2.	Andrea West	The Integrated Impact Assessment has been reviewed to include any additional elements highlighted through the statutory consultation process undertaken between the 20 th October 2021 and the 1 st December 2021. The purpose of this further assessment is to take account of any further information that has come forward through the consultation or otherwise. No further updates required at this point.	02.12.2021

Integrated Impact Assessment Author

Name:	Andrea West
Job Title:	21 ST Century Schools Manager

Date:	<i>A.West</i>
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Head of Service Approval

Name:	Sue Richards		
Job Title:	Head of Education Planning and Strategy		
Signature:	<i>S.Richards</i>	Date:	23.7.2021