

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 the Equality Act 2010
Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles
Well-being of Future Generations (Wales) Act 2015
Welsh Language (Wales) Measure 2011

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.

PLEASE NOTE: Overwrite any grey text, it is there to guide you. Make sure the font colour is converted to black for accessibility reasons.

1. Proposal Details

Lead Officer	Head of Service	Service Area & Department	Date
Andrea West/Lisa Thomas	Sue Richards	Sustainable Communities for Learning	June 2024

What is the proposal to be assessed? *Provide brief details of the proposal and provide a link to any relevant report or documents.*

We are proposing to:

- **Amalgamate Hendre Junior School and Hendre Infants School to create a new Primary School provision with effect from September 2025**

'Amalgamation' is where two or more existing schools become one school, for example where a former infant and junior school become a primary school, which is the proposal in this instance.

Both schools have been informally 'collaborating' since September 2022 and share the same Head Teacher with both Governing Bodies working together for the best interests of the school, pupils and wider community.

It is proposed that the current school sites would remain in operation but function as a single Primary school campus and there are no proposed changes to the existing shared catchment arrangements.

The Governing body of both schools have agreed to proceed to formal consultation for amalgamation status in partnership with the Local Authority.

2. 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.

<u>Protected Characteristics</u>	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 (<i>people of all ages</i>)	Neutral Hendre Junior School (Key Stage 2 : 7-11 years) and Hendre Infants School (Foundation Phase & Key Stage 1 : 3-7 years) are currently operating over two separate sites on opposite sides of St Cenydd Road, Caerphilly. The new Primary school will continue this arrangement.	Not Applicable	No Change to age range
Disability (<i>people with disabilities/ long term conditions</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
Gender Reassignment (<i>anybody who's gender identity or gender expression is different to the sex they were assigned at birth</i>)	Neutral No anticipated change	Not applicable because the facility is accessible to pupils and the wider community regardless of	Not applicable

		other specific protected characteristics	
Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</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
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, other</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
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3. 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:

- Armed Forces Community
- Carers
- Homeless people
- Looked after children
- Pensioners
- People of all ages leaving a care setting
- People involved in the criminal justice system
- People living in the most deprived areas in Wales (WIMD)
- People misusing substances
- People who have experienced the asylum system
- People with low literacy/numeracy Single parents and vulnerable families
- Single adult households
- Students

<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?
Low Income / Income Poverty (cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)	Neutral The facility is accessible to pupils and the wider community regardless of any specific socio-economic disadvantage	Not applicable	Not applicable

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>)	Neutral The facility is accessible to pupils and the wider community regardless of any specific socio-economic disadvantage	Not applicable	Not applicable
Material Deprivation (<i>unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.</i>)	Neutral The facility is accessible to pupils and the wider community regardless of any specific socio-economic disadvantage	Not applicable	Not applicable
Area Deprivation (<i>where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?</i>)	Neutral The facility is accessible to pupils and the wider community regardless of any specific socio-economic disadvantage	Not applicable	Not applicable
Socio-economic Background (<i>social class i.e. parents education, employment and income</i>)	Neutral The facility is accessible to pupils and the wider community regardless of any specific socio-economic disadvantage	Not applicable	Not applicable
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>)	Neutral The facility is accessible to pupils and the wider community regardless of any specific socio-economic disadvantage	Not applicable	Not applicable

4. 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?) [Corporate Plan](#)

<p>Objective 1 - Enabling our Children to Succeed in Education</p>	<p>The Council is committed to providing all children and young people with high quality education, tailored to meet their needs, which will develop their potential, extend aspiration, promote social inclusion and contribute to the economic regeneration of the area. Progress has been made, however there is still work to be done to improve outcomes and wellbeing for all children and young people.</p> <p>Hendre Junior School (Key Stage 2 : 7-11 years) and Hendre Infants School (Foundation Phase & Key Stage 1 : 3-7 years) are currently operating over two separate sites on opposite sides of St Cenydd Road, Caerphilly.</p> <p>Developing an all-through primary school provision will build upon the strengths of each separate infant and junior school to ensure that experiences are further enhanced, enabling even higher standards of education to be provided. It will enable a whole school view of and consistent approach to learning and teaching, curriculum delivery and achievement, through a single vision with consistent ethos to benefit pupils, staff and parents/carers.</p>
<p>Objective 2 - Enabling our Residents to Thrive</p>	<p>A key responsibility of the Council is to ensure that there are sufficient pupil places in the most appropriate locations and maintain an awareness of demographic changes (i.e. increases and decreases in the pupil population). The Council is also required to identify an authority-wide strategy for community provision in schools, as well as specialist provision for pupils with Special Educational Needs (SEN) or disabilities.</p> <p>The Authority recognises the impact of the Additional Learning Needs and Education Tribunal (Wales) Act (2018) and the need to future proof provision.</p> <p>This proposal will support the newly formed primary school in accommodating and supporting children with additional learning needs and enable improved accessibility, flexibility and multi-functional areas that can be adapted subject to demand.</p>

Objective 3 - Enabling our Communities to Thrive

Educational provision for 3-11 year old's (Foundation Phase and Key Stages 1 and 2) in the Hendre catchment area is currently delivered at two separate locations on opposite sides of St. Cenydd Road in Caerphilly.

The site of Hendre Junior school occupies a total area of approximately 1 Hectare which accommodates 1 structure and outdoor play areas.

The school building has a gross internal area of 1.315 square metres. The school has a condition rating of B, a Suitability grading of B and a Display Energy Certificate category of D.

The site of Hendre Infant School occupies a total area of approximately 0.4 Hectare and accommodates 4 structures and outdoor play areas.

The school buildings have a gross internal area of 1,365 square metres. The school has a condition rating of C+, a Suitability grading of C and a Display Energy Certificate category of C.

It is proposed that the current school sites would remain in operation but function as a single Primary school campus with a combined capacity figure of 347, and there are no proposed changes to the existing shared catchment arrangements.

School amalgamation brings together two (or more) schools as one single school, located on the same site and under the same leadership and governance.

The proposal seeks to retain both existing school sites, due to their close proximity, and form a single campus as a Primary School provision. This arrangement will result in changes to the current Governing Body arrangements however there is no perceived impact on the delivery of education, wider school community or any groups currently utilising the school buildings for activities.

Objective 4 - Enabling our Economy to Grow

The proposal seeks to retain both existing school sites, due to their close proximity, and form a single campus as a Primary School provision. This arrangement will result in changes to the current Governing Body

	arrangements however there is no perceived impact on the delivery of education, wider school community or any groups currently utilising the school buildings for activities.
Objective 5 - Enabling our Environment to be Greener	The proposal seeks to amalgamate Hendre Junior School and Hendre Infants School. There is no proposed disruption to existing travel arrangements linked to this process as both school sites are adjacent to each other and there are no changes to catchment arrangements. Transport will be provided in line with the Council's Transport Policy.

Links to any other relevant Council Policy	
<i>(How does your proposal deliver against any other relevant Council Policy?)</i>	
Pursuing Excellence together – CCBC Education Strategy	
<p>Caerphilly County Borough Council (CCBC) has embarked upon an exciting but challenging journey of improvement and change. 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>We aspire 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.</p>	

5. 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?
Long Term	<p>The principal benefits of amalgamation are as follows:</p> <ul style="list-style-type: none"> • Continuity and progression of learning • Opportunities for increased educational contact with younger and older children and the chance to share the outcomes of learning across the key stages • A single vision and consistent ethos to benefit pupils, staff and parents/carers

	<ul style="list-style-type: none"> • Efficient use of resources, both human and educational • Greater possibilities for the effective, efficient and flexible use of accommodation and more efficient site maintenance • A streamlined and stronger administrative infrastructure, avoiding duplication of resources
Prevention	<p>The principal disbenefits of amalgamation are as follows:</p> <ul style="list-style-type: none"> • Loss of a Head Teacher, however there is currently a single Head Teacher operating across the Junior and Infant School sites so this disbenefit has already been mitigated. • Amalgamation would result in a single Governing Body being established as opposed to the two which are currently collaborating across both sites. • The primary school would naturally be a larger entity than the separate Infants and Junior school setup, but the headteacher and governing body would put an appropriate staffing structure in place to ensure that all children are happy and can flourish. • For those currently attending the school, the amalgamation would result in a new identity for the school, however support will be provided by the school and local authority to minimise any impact during the transition. <p>Risks will be managed pro-actively in accordance with our risk management procedures. The Local Authority is experienced in supporting collaboration, Federation and Amalgamation activities and will provide support to the schools and Governing Bodies to implement the proposal should it receive approval from Cabinet.</p>
Integration	<p>‘Amalgamation’ is where two or more existing schools become one school, for example where a former infant and junior school become a primary school, which is the proposal in this instance.</p> <p>Both schools have been informally ‘collaborating’ since September 2022 and share the same Head Teacher with both Governing Bodies working together for the best interests of the school, pupils and wider community.</p> <p>It is proposed that the current school sites would remain in operation but function as a single Primary school campus and there are no proposed changes to the existing shared catchment arrangements.</p> <p>The Governing body of both schools have agreed to proceed to formal consultation for amalgamation status in partnership with the Local Authority.</p>
Collaboration	<p>Both schools have been informally ‘collaborating’ since September 2022 and share the same Head Teacher with both Governing Bodies working together for the best interests of the school, pupils and wider community.</p> <p>The governing bodies of Hendre Infant School and Hendre Junior School have met individually and jointly with</p>

	<p>the local authority to consider options for building further upon this successful arrangement involving the 2 schools.</p> <p>The following options were discussed:</p> <p>Option 1 – Do Nothing No change to existing school collaboration arrangement. Infant and Junior Schools remain as is. 2 Separate Governing Bodies continue to collaborate</p> <p>Option 2 – Federation ‘Federation’ is a legal process enabling two or more existing schools to work together, retaining their own individual identity with regards to name, culture, ethos and continue to manage their own budgets, but oversight is by a single governing body.</p> <p>Option 3 – Amalgamation ‘Amalgamation’ is a legal process enabling two or more existing schools to work together and become one school, for example where a former infant and junior school become a primary school, with one ethos, staffing structure, budget, and Governing body which is the proposal in this instance.</p> <p>The Governing body of both schools considered the options presented to them and have agreed to proceed to formal consultation for amalgamation status in partnership with the Local Authority.</p>
<p>Involvement</p>	<p>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</p> <p>For this proposal, our consultation process must follow the Welsh Government Statutory guidance as set out in the School Organisation Code 2018.</p> <p>The Sustainable Communities for Learning Team in Caerphilly will ensure that when bringing forward any proposal, suitable arrangements are made to consult and involve pupils throughout the process and post occupancy. A child friendly version of the Consultation Document will be produced and any feedback from pupils and School Council’s will be included in the documentation forwarded to Cabinet for consideration once the consultation period has ended.</p>

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

<u>Well-being Goals</u>	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>No Anticipated Change</p> <p>‘Amalgamation’ is where two or more existing schools become one school, for example where a former infant and junior school become a primary school, which is the proposal in this instance.</p> <p>Both schools have been informally ‘collaborating’ since September 2022 and share the same Head Teacher with both Governing Bodies working together for the best interests of the school, pupils and wider community.</p> <p>It is proposed that the current school sites would remain in operation but function as a single Primary school campus and there are no proposed changes to the existing shared catchment arrangements.</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>No Anticipated Change</p> <p>It is proposed that the current school sites would remain in operation but function as a single Primary school campus and there are no proposed changes to the existing shared catchment arrangements.</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>Developing an all-through primary school provision will build upon the strengths of each separate infant and junior school to ensure that experiences are further enhanced, enabling even higher standards of education to be provided. It will enable a whole school view of and consistent approach to learning and teaching, curriculum delivery and achievement, through a single vision with consistent ethos to benefit pupils, staff and parents/carers.</p> <p>Within a primary school, all children - younger and older - have opportunities to share the outcomes of their learning and develop an enhanced understanding of the range of personal achievement across the key stages.</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>A primary school provides an environment where children can work and play together over a longer period of time developing a greater understanding and appreciation of one another's diverse strengths, skills and personalities. This has been shown to have a positive impact on social skills, problem solving and relationship development between all members of the community.</p>
<p>A Wales of Cohesive Communities <i>Attractive, viable, safe and well-connected communities</i></p>	<p>It is proposed that the current school sites would remain in operation but function as a single Primary school campus and there are no proposed changes to the existing shared catchment arrangements.</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>Access to a greater range of staff talent and expertise with a larger staff, wider enrichment opportunities are inherent across the wider curriculum including activities that will promote Welsh language and culture</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>No anticipated impact to on existing arrangements in the locale. The proposal seeks to provide a primary school provision by bringing together an infants and junior school.</p>

7. 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) [Policy Making Standards - Good Practice Advice Document](#)

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 2022-2027 and the Language Profile</p>	<p>Positive Pupils make good progress in developing their Welsh language skills as they move through the schools.</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>Caerphilly Welsh in Education Strategic Plan 2022-2032</p> <p>Caerphilly - Welsh Language Strategy 2022-2027</p> <p>Technical Advice Note 20 – Planning and the Welsh Language</p> <p>Welsh Language Strategy – Cymraeg 2050.</p> <p>Menter Iaith Caerffili : Welsh Language Profile 2021</p> <p>Pupil Level Annual School Census (PLASC)</p>
<p>Compliance with the Welsh Language Standards. Specifically <i>Standards 88 - 93</i></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</p>	<p>The process during both the Consultation period and Objection period will ensure that key consultees are targeted as outlined in the CCBC Consultation and Engagement Framework; the</p>	<p>Welsh Language (Wales) Measure 2011 (legislation.gov.uk)</p> <p>Caerphilly Welsh in Education Strategic Plan 2022-2032</p>

	<p>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 All documentation including the website relating to the proposal 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 and objection responses in Welsh and English ensuring that the Welsh language is treated no less favourably than the English language.</p>	<p>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 upon 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>Caerphilly - Welsh Language Strategy 2022-2027</p> <p>Technical Advice Note 20 – Planning and the Welsh Language</p> <p>Welsh Language Strategy – Cymraeg 2050.</p> <p>Menter Iaith Caerffili : Welsh Language Profile 2021</p> <p>Pupil Level Annual School Census (PLASC)</p>
<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 schools.</p> <p>Positive Any meetings with the school to discuss provision of education through the child /</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; this will be considered a desirable quality.</p>	<p>Welsh Language (Wales) Measure 2011 (legislation.gov.uk)</p> <p>Caerphilly Welsh in Education Strategic Plan 2022-2032</p>

	<p>family's preferred language and the right that they have to this under the Welsh Language Measure can be accommodated at present.</p> <p>Positive All signage in the proposed new build will be bi-lingual.</p> <p>Positive Consultation will be undertaken bilingually where this is appropriate and / or requested.</p>		<p>Caerphilly - Welsh Language Strategy 2022-2027</p> <p>Technical Advice Note 20 – Planning and the Welsh Language</p> <p>Welsh Language Strategy – Cymraeg 2050.</p> <p>Menter Iaith Caerffili : Welsh Language Profile 2021</p> <p>Pupil Level Annual School Census (PLASC)</p>
<p>Opportunities for persons to use the Welsh language e.g. staff, residents and visitors</p>	<p>Positive The proposal will create further opportunities for people to use the Welsh language through 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</p>	<p>Welsh 2nd language provision is currently offered.</p> <p>Staff recruitment and selection processes will include reference to the desirable skill of being a Welsh speaker.</p>	<p>Welsh Language (Wales) Measure 2011 (legislation.gov.uk)</p> <p>Caerphilly Welsh in Education Strategic Plan 2022-2032</p> <p>Caerphilly - Welsh Language Strategy 2022-2027</p> <p>Technical Advice Note 20 – Planning and the Welsh Language</p> <p>Welsh Language Strategy – Cymraeg 2050.</p>

	<p>Pupils make good progress in developing their Welsh language skills as they move through the school. .</p> <p>The amalgamation of the two schools will allow for greater continuity in the development of the pupils' Welsh language skills and a larger pool of staff expertise to draw upon.</p>		<p>Menter Iaith Caerffili : Welsh Language Profile 2021</p> <p>Pupil Level Annual School Census (PLASC)</p>
<p>Treating the Welsh language no less favourably than the English language</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 Measure can be accommodated at present.</p> <p>Positive All documentation including the website relating to the proposal is produced in Welsh and English</p> <p>Positive It will be possible to send and receive all consultation and objection responses in Welsh and English ensuring that the Welsh language is treated no less favourably than the English language.</p>	<p>Welsh 2nd language provision is currently offered</p>	<p>Welsh Language (Wales) Measure 2011 (legislation.gov.uk)</p> <p>Caerphilly Welsh in Education Strategic Plan 2022-2032</p> <p>Caerphilly - Welsh Language Strategy 2022-2027</p> <p>Technical Advice Note 20 – Planning and the Welsh Language</p> <p>Welsh Language Strategy – Cymraeg 2050.</p> <p>Menter Iaith Caerffili : Welsh Language Profile 2021</p> <p>Pupil Level Annual School Census (PLASC)</p>

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 proposal to amalgamate Hendre Infants and Hendre Junior schools to form a new primary school the Council seeks 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

It is proposed that the current school sites would remain in operation but function as a single Primary school campus and there are no proposed changes to the existing shared catchment arrangements.

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 the communities and the area support the need for English medium education.

Timing

It is envisaged that an anticipated implementation date would be September 2025.

8. 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?
A number of areas of data feed into the research behind this proposal:	The School Organisation Code 2018 is made under Sections 38 and 39 of the School Standards and Organisation	The proposal will benefit pupils from within the Hendre Junior and Hendre Infants catchment areas in providing a campus approach whilst retaining both

<ul style="list-style-type: none"> • The demographics of the local area including future trends as set out in section 6 • Projected housing developments within the area • the findings of the Welsh medium education assessment • the categorisation of school buildings including the backlog maintenance of the two schools combined • data on social disadvantage across the county borough • the demand for community use 	<p>(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.</p> <p>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 suggests amalgamating two community schools into a new primary school, the consultation process falls within the scope of the School Organisation Code. The consultation process will follow that outlined in Section 3 of the School Organisation Code 2018 and will be synergistic with the CCBC “Consultation and Engagement Framework” and “Spectrum of Engagement”.</p> <p>Progression at each stage is subject to scrutiny, review and approval by Cabinet.</p>	<p>existing sites, to further enhance and support the delivery of education through the medium of English in the Caerphilly area.</p> <p>This Integrated Impact Assessment will be presented to Education Scrutiny Committee and Cabinet to support the decision-making process</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.

9. 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.	
<p>The consultation process will proceed in line with the requirements of the School Organisation Code 2018 and be synergistic with the CCBC Consultation and Engagement Framework and the 'Spectrum of Engagement'.</p> <p>The process also supports the Involvement Principle under the 5 ways of working in relation to the Socio-economic Duty, with specific reference to the need to "be guided by the voices of socio-economically disadvantaged people".</p> <p>A wide range of stakeholders will be engaged during the consultation process as prescribed by the School Organisation Code 2018. This will include taking account of the "learner voice". A variety of channels of communication and forms of media will be utilised in order to support strong engagement in the process.</p> <p>All documentation will be made available in both Welsh and English throughout the process and other formats will be available on request.</p> <p>The principles of engagement outlined in the Local Authority's Consultation and Engagement Framework 2020 will be acknowledged and the project team will engage with any additional 'interested parties' as required.</p> <p>The School Organisation Code 2018 states that when undertaking a consultation process in connection with a school proposal, the Council must publish information to enable transparent, balanced and open decision making. That is the process being adopted with this proposal and it will ensure the appropriate level of consultee engagement and transparency.</p> <p>The proposal is still in the formative stage until a final determination is made by Cabinet who act as the decision-making body in this instance.</p>	

10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?	<p>The school reorganisation 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 and other key officers.</p> <p>The Governing body of both schools have agreed to proceed to formal consultation for amalgamation status in partnership with the Local Authority.</p>
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	<p>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> <p>In addition, the Sustainable Communities for Learning Team 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 sustainable Communities for Learning Team will support the consultation process and provide regular updates on the proposal to Scrutiny, Cabinet and the Governing Bodies of the Schools.</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.</p> <p>Benefits Realisation will be monitored by the project team.</p>
<p>When is the proposal due to be reviewed?</p>	<p>Decisions (in relation to proposals which require approval or determination) must be made and issued in the form of a decision letter. The decision letter must set out clearly the reasons for the decision with reference to the School Organisation Code 2018. The Decision letter will be published electronically on the Council's website and the consultees as outlined in Section 5.6 of the School Organisation Code will be advised by letter/email of the availability of the document.</p>
<p>Who is responsible for ensuring this happens?</p>	<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:</p> <p>To amalgamate the existing Hendre Junior School with Hendre Infants School.</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>

11. Recommendation and Reasoning

X	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

12. 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 Primary School through the amalgamation of Hendre Junior and Hendre Infants Schools on the existing site.

‘Amalgamation’ is where two or more existing schools become one school, for example where a former infant and junior school become a primary school, which is the proposal in this instance.

Both schools have been informally ‘collaborating’ since September 2022 and share the same Head Teacher with both Governing Bodies working together for the best interests of the school, pupils and wider community.

It is proposed that the current school sites would remain in operation but function as a single Primary school campus and there are no proposed changes to the existing shared catchment arrangements.
The Governing body of both schools have agreed to proceed to formal consultation for amalgamation status in partnership with the Local Authority.

13. 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/Lisa Thomas	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.	June 2024

Integrated Impact Assessment Author

Name:	Andrea West / Lisa Thomas
Job Title:	Place Shaping and Sustainable Communities for Learning Team
Date:	June 2024

Head of Service Approval

Name:	Sue Richards
Job Title:	Head of Education Planning and Strategy
Date:	June 2024
Signature	<i>S.Richards</i>