



Conwy Primary School Modernisation Project

Caerhun & Trefriw Area

Equalities Impact Assessment

January 2013

Equality Impact Assessment (EIA)

Name of Policy or Practice	Conwy Primary School Modernisation Project – Phase 2.5 Caerhun & Trefriw Area		
Head of Service responsible for the Policy or Practice	Geraint James, Statutory Head of Education Services (Chief Education Officer)		
Name of officer (s) completing impact assessment form	Bethan Lewis, Project Officer		
Service	Education Services	Date of Assessment	17/01/2013

EIA Completed by :		EIA Agreed by Head of Service :	
Date	17/01/2013	Date	17/01/2013
Name(s)	Bethan Lewis (Project Officer)	Name	Geraint James Statutory Head of Education Services (Chief Education Officer)
Signature(s)		Signature	

STEP 1 – Identify the Main Aims and Objectives of the Policy or Practice

1. What is being assessed? (***Please double click on the box and select 'checked' as appropriate to cross X***)

- New and revised policies or practices
- New procedures (which modify service delivery or employment practices)
- Service review or re-organisation proposals which affect the community and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year
- Decisions affecting service users, employees or the wider community
- New project proposals affecting staff, communities or accessibility to the built environment, eg, new construction work or adaptations to existing buildings
- Other please explain in the box below :

2. What are the overall aims and objectives of the policy or practice ?

Taking due regard for the Strategy adopted by Conwy's Cabinet on the 26th October 2010, the key aims of the project are:

- available resources are used equitably so that all children in the county will benefit;
- primary schools are suitable to meet the new curriculum developments;
- continue to support schools in improving the standard of education, and ensure a broad and balanced curriculum embracing all necessary elements, for every age-group;
- that there are an appropriate number of places across Conwy Primary schools;
- effective leadership within Conwy schools; and schools that are community focused.

In working to meet the agreed standards for education in its Primary schools as outlined in the 7 Key Priorities, Conwy will measure the success of the project by the following objectives:

- Objective 1** – The forecasted expenditure per pupil in all Conwy Primary schools (*based on the cabinet agreed way forward in each area*) is within an agreed tolerance of a revised Conwy average, by the end of phase 2.
- Objective 2** – All Conwy primary schools inspected within an academic year are judged by ESTYN to be at least adequate across the three key questions.
- Objective 3** – The forecasted percentage of unfilled places within individual Primary schools (*based on the cabinet agreed way forward in each area*) is less than 25%, and less than 10% across the sector, by the end of phase 2 (National agenda).
- Objective 4** – The forecasted percentage of over capacity within individual Primary schools (*based on the cabinet agreed way forward*) remains less than 10%, by the end of phase 2 (National agenda).

3. Who is the policy or practice intended to help or benefit (stakeholders)?

Conwy's Children and Young People.

4. Who are the main consultative groups or communities of interest?

Children and Young People
Parents
School Governors
All School Staff
Local Communities and their Residents
Diocese
Pre-school settings
Welsh Language Groups
Members

STEP 2 - Consider Existing Information and What This Tells You

When completing this section, you need to consider if you have sufficient information with which to complete your EIA, or whether you need to undertake a period of engagement/consultation before continuing. The legislation relating to the EIA process requires you to **engage and involve people who represent the interests of those who share one or more of the protected characteristics and with those who have an interest in the way you carry out your functions**. This needs to be proportionate to the policy or practice being Equality Impact Assessed. You may have already recently undertaken consultation specifically on this policy or practice. Other officers within CCBC may have carried out engagement work which will be relevant to this EIA and you can review the Community Involvement Database to find out what engagement activities have taken place in Conwy and establish if this is relevant. If you have very little or no information from previous engagement that is relevant to this EIA, you should consider undertaking some engagement work with your stakeholders and with relevant representative groups to ensure that you do not unwittingly overlook the needs of each protected group.

5. What do you already know about the impact on each protected characteristic from your experience of current service delivery or previous engagement or consultation? You could refer to the Initial Equality Impact Assessment Screening Form and the Community Involvement Database.

For each school, what do you already know about the relevance of the policy? What are the main issues you need to consider?

Ysgol Dolgarrog

Protected Group	Relevance of the policy / practice by protected characteristic
Race	(PLASC 2012) In Ysgol Dolgarrog the majority of its pupils are 'White British' with the remainder 'White and Asian'. The January 2012 PLASC figures tells us that 72% of its pupils are 'Welsh'. The remaining 28% are 'British'. The ESTYN inspection report which took place in November 2012 tells us that "Respect for diversity and racial equality is promoted through varied work to study foreign countries."

	<p>According to January PLASC 2012 there are currently no pupils at Ysgol Dolgarrog who receive support for English as an additional language. The first language of all the school's pupils is 'English and/or Welsh'.</p> <p>Figures from the annual September Stats returns confirm that there have been no instances of bullying due to race issues at the school over the last 3 years.</p> <p>Strategies for Support: Conwy Education Services provides support for children for whom English is not their 1st language through the 'English as an Additional Language' team (provided in partnership with Denbighshire Authority).</p> <p>Conwy has excellent guidelines and procedures in the context of "anti-bullying", with effective strategies to address identification, intervention and recording of bullying incidents. A proactive training conference for anti-bullying co-ordinators and school council members focused upon "working together" to address anti-bullying issues in the primary sector whilst secondary representatives concentrated on e-safety, homophobic and sexual harassment issues.</p>
Disability	<p>The PLASC 2012 data tells us that there are currently no pupils at Ysgol Dolgarrog who have a Statement of Special Needs. There are 16 pupils who currently receive some support for Additional Learning Needs. The needs of these pupils vary amongst the following categories; 'School Action' and 'School Action Plus'. Of these pupils who receive some support there are 9 boys and 7 girls.</p> <p>Strategies for Support: The Council's ALN Service has 6 interrelated Service Areas; Administrative Support Team, Sensory Service/Speech & Language Service/Curriculum Inclusion Teachers, Learning Support Service (Dyslexia), Teaching Assistance Service, Autistic Spectrum Disorder Service & Educational Psychology Service. They are committed to developing policies and practices that ensure equality of educational opportunity and access, safeguarding vulnerable pupils; and focusing on raising the achievement of all learners and increasing their participation in their schools and local communities (Inclusion and Pupil Support). The Service is delivered within Conwy's 7 Secondary schools, 59 Primary schools, 1 Special School and 6 Pupil Referral Units.</p>
Sex	<p>(PLASC 2012) As of January 2012 Ysgol Dolgarrog has 48 full time pupils attending, of which 23 are boys and 25 are girls. The school has 10 part time pupils.</p> <p>In order to establish whether boys or girls perform any better than each other we can look at data at a</p>

	<p>school level, which can then be compared to data given on a Conwy County level and an All Wales level. In the May 2012 Foundation Phase Indicator (FPI) Assessments there were no boys at Ysgol Dolgarrog that achieved the required 'FPI' outcome and girls at the school underperformed when compared to Conwy County and Welsh National averages; meaning that overall the school also underperformed in comparison to the County and National averages. At Key Stage 2, the girls outperformed the boys at a school level in the Core Subject Indicators (CSI) and also scored higher than average for the County and National figures. As a school the CSI achievement was lower than the County and National averages for Key Stage 2.</p> <p>Strategies for Support: Performance is monitored by gender at a subject level and actions are progressed through the Education Service Plan to address any gaps, directing support to the subject area required.</p>
Age	<p>The January 2012 PLASC data tells us that of the 58 pupils attending Ysgol Dolgarrog, 10 are under 4 years of age and are attending part time, 18 are currently in Key Stage 1 and the remaining 30 in Key Stage 2.</p> <p>Information classed as 'sensitive' e.g. ethnicity, nationality, is not reported for children under 5 years of age, in line with National recommendations.</p> <p>Strategies for Support: All Local Authorities have a statutory duty to offer all children aged 5 to 16 full-time education.</p>
Religion & Belief	<p>All of Conwy's schools and its pupils observe a daily Act of Worship, and Religious Education accounts for 5% of curriculum time for the Foundation Phase and Key Stage 1 through to Key Stage 4.</p> <p>Ysgol Dolgarrog is not an affiliated denominational school, which is reflected in the break down of pupils' religious beliefs. At Ysgol Dolgarrog, 50% of pupils are recorded as having 'No Religion', with 36% 'Christian'. The remaining 14% consisted of Roman Catholic', 'Anglican' and 'Other'.</p> <p>The 2012 ESTYN inspection report for Ysgol Dolgarrog says that "The school is successful in ensuring a caring community, in which pupils feel happy and safe. A prominent feature is the feeling of family, based on principles that respect the rights of individuals within the school community."</p> <p>Strategies for Support: The Local Authority has a statutory duty to have a standing committee (SACRE) to monitor the provision and achievement of pupils and schools relating to the agreed RE syllabus.</p>

Sexual Orientation	Not applicable
Gender Reassignment	Not applicable
Marriage & Civil Partnership	Not applicable
Pregnancy & Maternity	Not applicable
Welsh Language	A full ' <i>Language Impact Assessment</i> ' has been completed for the Caerhun & Trefriw Area.
Other (please state)	<p>Socio-economic factors have been considered in the '<i>Community Impact Assessment</i>' completed for the Caerhun & Trefriw Area.</p> <p>There are 11 pupils who are currently eligible for free school meals at Ysgol Dolgarrog, with 10 pupils receiving a free school meal on the PLASC Census day. The Welsh Government place schools in families taking account of indicators of deprivation. Local Authorities then have a duty to monitor and evaluate school performance within these families to appropriately direct support to reduce the deprivation gap. This supports the WG Child Poverty Strategy.</p> <p>In relation to similar schools in Wales, in terms of the percentage of pupils receiving free school meals, Ysgol Dolgarrog's performance in both the Foundation Phase FPIs for 2012 and Key Stage 2 CSIs has in the main been below the median (the lower 50%).</p> <p>According to Welsh Government guidelines any data based on less than 5 pupils are suppressed to remove the risk of accidental disclosure of an individual pupil's results.</p>

Ysgol Tal Y Bont

Protected Group	Relevance of the policy / practice by protected characteristic
Race	<p>The January 2012 PLASC data tells us that 97% of Ysgol Tal Y Bont pupils are 'White British', the information for the remainder was categorised as 'Refused'. Of the pupils at Ysgol Tal Y Bont 64% are 'Welsh', the remaining 36% are either 'English' or 'British'.</p> <p>The ESTYN inspection report from July 2010 states that "The progress that pupils of all ages make in their personal, social and moral development is good. They behave responsibly, are considerate of each others' feelings and needs and socialize and play happily. Across the school, pupils respect the diversity of beliefs, attitudes and cultural and social traditions of others."</p> <p>The data from the 2012 PLASC returns confirms that there are currently no pupils at Ysgol Tal Y Bont that receive support for English as an Additional Language.</p> <p>The annual School September Stats figures show that there has only been one reportable case of bullying at the school over the past 3 years.</p> <p>Strategies for Support: Conwy Education Services provides support for children for whom English is not their 1st language through the 'English as an Additional Language' team (provided in partnership with Denbighshire Authority).</p> <p>Conwy has excellent guidelines and procedures in the context of "anti-bullying", with effective strategies to address identification, intervention and recording of bullying incidents. A proactive training conference for anti-bullying co-ordinators and school council members focused upon "working together" to address anti-bullying issues in the primary sector whilst secondary representatives concentrated on e-safety, homophobic and sexual harassment issues.</p>
Disability	<p>There are currently no pupils at Ysgol Tal Y Bont who have a Statement of Special Needs, which is confirmed by the January 2012 PLASC data. There are 10 pupils who do currently receive some support for Additional Learning Needs. The needs of these pupils vary amongst the following categories; 'School Action' and 'School Action Plus'.</p> <p>The ESTYN inspection notes that "The quality of provision for pupils with ALN is good and fully</p>

	<p>conforms to the Code of Practice. The school identifies pupils' needs early and intervenes when necessary. Equal opportunities are ensured for all pupils.”</p> <p>Strategies for Support: The Council's ALN Service has 6 interrelated Service Areas; Administrative Support Team, Sensory Service/Speech & Language Service/Curriculum Inclusion Teachers, Learning Support Service (Dyslexia), Teaching Assistance Service, Autistic Spectrum Disorder Service & Educational Psychology Service. They are committed to developing policies and practices that ensure equality of educational opportunity and access, safeguarding vulnerable pupils; and focusing on raising the achievement of all learners and increasing their participation in their schools and local communities (Inclusion and Pupil Support). The Service is delivered within Conwy's 7 Secondary schools, 59 Primary schools, 1 Special School and 6 Pupil Referral Units.</p>
<p>Sex</p>	<p>(PLASC 2012) As of January 2012 Ysgol Tal Y Bont has 38 full time pupils attending, of which 18 are boys and 20 are girls.</p> <p>To see whether boys or girls perform any better than each other we can look at data at a school level, which can then be compared to data given on a Conwy County level and an All Wales level. In the May 2012 Foundation Phase Indicator (FPI) Assessments girls at Ysgol Tal Y Bont achieved higher than boys at the required 'FPI' outcome in School, County and Welsh National levels. Both boys and girls at the school underperformed when compared to Conwy County and Welsh National averages; meaning that overall the school also underperformed in comparison to the County and National averages. At Key Stage 2, neither girls nor boys at the school performed better than each other and they did all outperform in comparison to the County and National averages scores in the Core Subject Indicators (CSI).</p> <p>Strategies for Support: Performance is monitored by gender at a subject level and actions are progressed through the Education Service Plan to address any gaps, directing support to the subject area required.</p>
<p>Age</p>	<p>According to the January 2012 PLASC data there are currently 16 full time pupils in Key Stage 1 and 22 full time pupils in Key Stage 2 at Ysgol Tal Y Bont. The school currently has no part time pupils.</p> <p>Strategies for Support: All Local Authorities have a statutory duty to offer all children aged 5 to 16 full-time education.</p>

Religion & Belief	<p>All of Conwy's schools and its pupils observe a daily act of worship, and Religious Education accounts for 5% of Curriculum time for the Foundation Phase and Key Stage 1 through to Key Stage 4.</p> <p>Ysgol Tal y Bont is not an affiliated denominational school, which is reflected in the breakdown of pupils' religious beliefs. 45% are recorded as having 'No Religion', with 39% 'Christian'. The remaining 16% consisted of 'Methodist' and Other Religion'.</p> <p>The Estyn Inspection report from July 2010 confirms that: "Across the school the pupils respect the diversity of beliefs, attitudes and cultural and social traditions of others".</p> <p>Strategies for Support: The Local Authority has a statutory duty to have a standing committee (SACRE) to monitor the provision and achievement of pupils and schools relating to the agreed RE syllabus.</p>
Sexual Orientation	Not applicable
Gender Reassignment	Not applicable
Marriage & Civil Partnership	Not applicable
Pregnancy & Maternity	Not applicable
Welsh Language	A full ' <i>Language Impact Assessment</i> ' has been completed for the Caerhun & Trefriw Area.
Other (please state)	<p>Socio-economic factors have been considered in the '<i>Community Impact Assessment</i>' completed for the Caerhun & Trefriw Area</p> <p>There are 8 pupils in Ysgol Tal y Bont eligible for free school meals with all 8 pupils receiving a free school meal on the PLASC Census day.</p> <p>The WG place schools in families taking account of indicators of deprivation. Local Authorities then have a duty to monitor and evaluate school performance within these families to appropriately direct support to reduce the deprivation gap. This supports the WG Child Poverty Strategy.</p> <p>In relation to similar schools in Wales, in terms of the percentage of pupils receiving free school meals, Ysgol Tal Y Bont's performance in the Foundation Phase FPIs for 2012 is below the median</p>

	<p>(the lower 50%). For Key Stage 2 CSIs Ysgol Tal Y Bont's performance is above the median figure (the higher 50%).</p> <p>According to Welsh Government guidelines any data based on less than 5 pupils are suppressed to remove the risk of accidental disclosure of an individual pupil's results.</p>
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Ysgol Trefriw

Protected Group	Relevance of the policy / practice by protected characteristic
Race	<p>The PLASC 2012 data for Ysgol Trefriw tells us that 92% of its pupils are 'White British', the remaining 8% are either 'Other White' and 'Spanish'.</p> <p>Of the 39 pupils at Ysgol Trefriw 56% are 'Welsh', 36% are 'British' and the remaining 8% are 'English' and 'Other'.</p> <p>The report from the June 2008 Estyn Inspection states that "All pupils are given equal opportunities, and they have opportunities to experience cultures of different countries. Recognition of diversity and social inclusion forms part of the life and values of the school and this is reflected in pupils' conduct."</p> <p>Based on the PLASC figures from January 2012 there are currently 2 pupils at Ysgol Trefriw who receive support for English as an Additional Language.</p> <p>According to the annual September Stats returns there have been no instances of reported bullying at Ysgol Trefriw over the past 3 years.</p> <p>Strategies for Support:</p> <p>Conwy Education Services provides support for children for whom English is not their 1st language through the 'English as an Additional Language' team (provided in partnership with Denbighshire Authority).</p> <p>Conwy has excellent guidelines and procedures in the context of "anti-bullying", with effective strategies to address identification, intervention and recording of bullying incidents. A proactive training conference for anti-bullying co-ordinators and school council members focused upon "working together" to address anti-bullying issues in the primary sector whilst secondary representatives concentrated on e-safety, homophobic and sexual harassment issues.</p>

<p>Disability</p>	<p>(PLASC 2012) In Ysgol Trefriw there are 13 pupils who receive some support for Additional Learning Needs. The needs of these pupils vary amongst the following categories 'School Action' and 'School Action Plus'. Of the 13 pupils receiving support 7 are boys and 6 are girls. At the time of the January PLASC return there were no pupils at Ysgol Trefriw who have a Statement of Special Needs.</p> <p>The 2008 ESTYN inspection tells us that "The provision for pupils with ALN is good. The co-ordinator who has assumed responsibility during recent months, cooperates effectively with the teachers to ensure that pupils' needs are identified early."</p> <p>Strategies for Support: The Council's ALN Service has 6 interrelated Service Areas; Administrative Support Team, Sensory Service/Speech & Language Service/Curriculum Inclusion Teachers, Learning Support Service (Dyslexia), Teaching Assistance Service, Autistic Spectrum Disorder Service & Educational Psychology Service. They are committed to developing policies and practices that ensure equality of educational opportunity and access, safeguarding vulnerable pupils; and focusing on raising the achievement of all learners and increasing their participation in their schools and local communities (Inclusion and Pupil Support). The Service is delivered within Conwy's 7 Secondary schools, 59 Primary schools, 1 Special School and 6 Pupil Referral Units.</p>
<p>Sex</p>	<p>Ysgol Trefriw has 36 full time pupils attending, 17 are boys and 19 are girls.</p> <p>In order to establish whether boys or girls perform any better than each other we can look at data on a school level, which can then be compared to data given on a Conwy County level and an All Wales level. In the May 2012 Foundation Phase Indicator (FPI) Assessments girls outperformed boys as well as achieving higher than the County and National averages. However the overall performance for the school is lower than both the Conwy County and Welsh National averages.</p> <p>In Key Stage 2 boys and girls perform equally well across the Core Subject Indicators (CSI) and the performance in all areas exceeds both the County and National CSI averages.</p> <p>The report from the school's previous Estyn Inspection in 2008 points out that "When analysing the data for key stages 1 and 2 over the last few years, there is no obvious pattern that appears regarding the performances of boys, in comparison with the performances of girls."</p> <p>Strategies for Support: Performance is monitored by gender at a subject level and actions are progressed through the Education Service Plan to address any gaps, directing support to the subject area required.</p>

Age	<p>According to the January 2012 PLASC data there are currently 36 full time pupils attending Ysgol Trefriw. There are 12 pupils in Key Stage 1 and 24 full time pupils in Key Stage 2. The school currently has 3 part time pupils.</p> <p>Strategies for Support: All Local Authorities have a statutory duty to offer all children aged 5 to 16 full-time education.</p>
Religion & Belief	<p>All of Conwy's schools and its pupils observe a daily act of worship, and Religious Education accounts for 5% of Curriculum time for the Foundation phase and Key Stage 1 through to Key Stage 4.</p> <p>Ysgol Trefriw is not an affiliated denominational school, which is reflected in the breakdown of pupils' religious beliefs. 49% are recorded as 'Christian', with 25% as having 'No Religion', 18% 'Roman Catholic' and the remaining 8% recorded as 'Methodist'.</p> <p>The Estyn Inspection report from June 2008 confirms that: "Pupils make good progress in their spiritual, social, moral and cultural development. They contribute confidently in sessions of collective worship and can reflect quietly and appropriately."</p> <p>Strategies for Support: The Local Authority has a statutory duty to have a standing committee (SACRE) to monitor the provision and achievement of pupils and schools relating to the agreed RE syllabus.</p>
Sexual Orientation	Not applicable
Gender Reassignment	Not applicable
Marriage & Civil Partnership	Not applicable
Pregnancy & Maternity	Not applicable
Welsh Language	A full ' <i>Language Impact Assessment</i> ' has been completed for the Caerhun & Trefriw Area.
Other (please state)	<p>Socio-economic factors have been considered in the '<i>Community Impact Assessment</i>' completed for the Caerhun & Trefriw Area</p> <p>Of the pupils in Ysgol Trefriw that are eligible for free school meals, they all received a free school</p>

meal on the 2012 PLASC Census day.

The WG place schools in families taking account of indicators of deprivation. Local Authorities then have a duty to monitor and evaluate school performance within these families to appropriately direct support to reduce the deprivation gap. This supports the WG Child Poverty Strategy.

In relation to similar schools in Wales, in terms of the percentage of pupils receiving free school meals, Ysgol Trefriw's performance in the Foundation Phase FPIs for 2012 is below the median (the lower 50%). For Key Stage 2 CSIs Ysgol Trefriw's performance is above the median figure (the higher 50%).

According to Welsh Government guidelines any data based on less than 5 pupils are suppressed to remove the risk of accidental disclosure of an individual pupil's results.

6. Summarise the additional relevant data, research and performance management information you already have:

Data / Information	Examples
Statutory data returns (e.g. PLASC) Internal September Statistical Return Specific data collections from schools (e.g. capacity) ESTYN Inspections Other Conwy Authority Services (e.g. Property Management & Asset Services (PMAS), Corporate Improvement and Development Team)	Initial EIA Screening Complaints Compliments Service User data Service User Feedback Inspections or Audits
Research or Comparative Information	Examples
<p>Research (with government, other authorities, independent groups, professional bodies) is continually undertaken to ensure we are aware of current developments and areas of good practice, ensuring a balanced approach. Details of our research can be found on our web pages www.conwy.gov.uk/education and follow the links.</p> <p>Comparative information is used throughout the project to provide a local community and whole authority perspective.</p>	Service User Surveys Studies by Government departments or professional bodies Census data Service based projects and research How Fair Is Wales (EHRC data)

7. Have you complied with the duty to Engage as described at the start of this section and are you sufficiently informed to proceed?

Yes No **(please cross as appropriate X)** If Yes, please proceed to Step 3

If No, you may wish to consider pausing at this point while you undertake engagement activities (which you should add to your action plan – Step 6). Please incorporate any information you have obtained from this additional activity in the box below and state what the key findings were :

STEP 3 - Procurement and Partnerships

The public sector General Duty means all public authorities need to consider the needs of different groups when designing and delivering public services. This duty also applies to private sector organisations who deliver a public function on our behalf and we need to ensure that those organisations exercise those functions by ensuring our procurement and monitoring of those services complies with the General Duty.

8. Is this policy or practice to be carried out wholly or partly by contractors or in partnership with another organisation(s)?

Yes No (*please cross as appropriate X*) If No, please proceed to Step 4

9. If yes, how will you comply with Equality, Human Rights and Welsh Language Legislation? Think about :

Procurement

- Setting out clear equality expectations in Tendering and Specification documentation
- On what you based your decisions in the award process
- That contract clauses cover legislative equality requirements
- Performance and Monitoring measures are included to monitor compliance

Partnerships

Who is responsible for :

- Equality Monitoring relevant data
- Equality Impact Assessment
- Delivering the actions from the EIA
- Ensuring that equality, human rights and Welsh Language legislation is complied with by all partners

STEP 4 - Assessing the Impact

10. Is there any evidence of higher or lower take-up or satisfaction by any group(s), and if so, how is this explained?

No significant patterns of take up or satisfaction is revealed associated with a specific group or the community as a whole.

11. Does the geography or demography of any groups reveal anything?

Analysis of the pupils attending the three schools in the Caerhun and Trefriw area reveals that there is some movement across the school catchment areas and local children are not always choosing to attend their local school, for reasons other than Language or Faith Based.

At Ysgol Dolgarrog 22% of its pupils live outside of the school catchment area. The majority of these pupils live in the catchment for Ysgol Tal y Bont. Conversely there were 9% of pupils living within the Dolgarrog catchment area who do not attend their local school, and in the main these pupils attend Ysgol Tal y Bont.

For Ysgol Tal y Bont there are 23% of pupils attending the school that live outside of the catchment area, most of these pupils live in the Ysgol Llangelynnin catchment. There are 44% of pupils living in the Tal y Bont catchment area and not choosing to attend their local school. Of these pupils the schools that they mainly attend are Ysgol Dolgarrog, Ysgol Llangelynnin and Ysgol Porth Y Felin.

There are only 3% of pupils at Ysgol Trefriw that attend from outside of the school catchment area; these pupils come from the Tal y Bont catchment area. There are 24% of pupils living in the Trefriw catchment area but are not choosing to attend their local school, the majority of these pupils are attending Ysgol Bro Gwydir with others attending schools across the County.

12. Do any rules or requirements or the way the policy or practice is delivered prevent or reduce the likelihood of any groups from use or access or are any other barriers created for them?

Eg: due to limited income, location, times of availability, access to buildings, information or language, eligibility rules, dress code, cultural issues

▪ Community IA

Across the three schools there are a variety of clubs including sports, dance, cooking and knitting club. Ysgol Dolgarrog currently have an After School Club and both Ysgol Tal Y Bont and Ysgol Trefriw have a breakfast club. Should the schools join together there is no reason to suggest that these clubs could not continue with the potential for increased participation. All of the schools partake in the Urdd Eisteddfod which again should not have any impact should any of the Options be taken forward.

Ysgol Dolgarrog and Ysgol Tal Y Bont both have external groups that use the school facilities. Should Option 1 be progressed there may be a slight negative impact on these groups, particularly in Ysgol Tal Y Bont as accessibility issues will have to be taken into consideration. However actions can be taken to mitigate this impact (i.e. use of other community facilities).

Both Ysgol Tal Y Bont and Ysgol Trefriw regularly use their respective village halls, this would suggest a negative impact under Option 1 as the communities would lose their schools. However when considering the project drivers the schools may possibly be at an advantage as there is the possibility of access to better facilities with Options 1, 3 and 4.

▪ Language IA

As the 3 schools are all currently Welsh Medium schools there should be no change in the use of language both in the classroom environment and in the playground whichever option is carried forward. With an amalgamated school there may well be the opportunity to further promote the use of the Welsh Language by one joint Governing Body having a clear policy to promote the first language Welsh in the classroom and bilingualism outside of the classroom environment.

▪ Transport IA

In respect of journey times, there may be an impact for some pupils as they will be living further away from their nearest school. However as these pupils, mainly in the Trefriw area, will be over 2 miles from the nearest appropriate school they would be eligible to receive free home to school transport.

13. Can any of these limitations be justified on the grounds of advancing equality of opportunity or fostering good relations between those who share a protected characteristic and those who do not?

In terms of the groups that use the school facilities or the community facilities that the schools currently use, there could be the opportunity for good relations to be formed as groups could collaborate and potentially with better facilities available new groups could be formed.

14. Do any of these limitations amount to unlawful discrimination?

Yes No Not Sure
(please cross as appropriate X)

If you answered Yes or Not Sure, please state on the table below, which protected group(s) it applies to and if possible explain why (including likely impact or effects of this proposed change):

Race	Black Minority Ethnic groups Gypsies / Travellers Language
Disability	Mobility Dexterity Blind or Visually impaired Deaf or Hearing impaired Mental Health Learning Disabilities
Sex	Men Women
Age	Older People Children Young People
Religion & Belief	Faith communities
Sexual Orientation	Gay Lesbian Bi-sexual Heterosexual
Gender Reassignment	A person who proposes to, starts or has changed his or her gender
Marriage & Civil Partnership	
Pregnancy & Maternity	
Human Rights	Right to Education, Private and Family Life, Protection of property, etc
Welsh Speaking Communities	
Other socially excluded groups or communities (please state)	

15. If you answered No to Question 14, do the barriers and limitations amount to a differential impact for certain groups?

Yes No Not Sure
(please cross as appropriate X)

16. If you answered Yes or Not Sure to Question 15, please give details in the box below and explain why

17. Do you have enough information to make an informed judgement?

Yes No **(please cross as appropriate X)**

If you answered Yes, please justify:

Full Impact Assessments have been carried out in support of this report.

If you answered No, what information do you require about protected groups?

18. Is it possible to get the information needed quickly and easily, or should data collection be included in the action plan? Please give details below:

Data is readily available, data sets have been completed as part of preparation work.

STEP 5 – Dealing with Adverse or Unlawful Impact and Strengthening the Policy or Practice

In this section, you will consider whether there are any measures to reduce or remove any adverse impact. You should also explore other ways of achieving the same goal and / or alternative means of delivering a service to meet the needs of different groups.

19. What measures can you introduce to the policy or practice which could reduce or remove any unlawful impact or disadvantage?

Specific actions to mitigate and address negative impacts are identified within the various Impact Assessments, will be progressed as appropriate through Phase 3, following the Cabinet decision on the best option for an area.

20. What measures could be included to strengthen the policy/practice and foster good relations and advance equality of opportunity?

Conwy Authority will continue to engage and consult with stakeholders throughout the project to ensure the needs and the wants of communities are balanced.

21. What actions could you take to achieve the same goal by an alternative means?

STEP 6 – Action Plan

Please outline below the actions you will take to progress your proposal. These might involve carrying out additional Engagement/Involvement activities, collecting Equality data where this was not readily available to help with this EIA, undertake data analysis from future data obtained to monitor the impact of this policy/practice on an ongoing basis, any actions you need to take to ensure procurement complies with the General Duty, any arrangements you need to put in place to monitor and review the impact of this policy/practice in future, and so on.

Action	Measure of Success	Timeframe	Lead Responsibility	Add to Service Plan (✓)
Actions to be taken before EIA and policy/practice can be signed off				
Share copy of the Equality Impact Assessment with Conwy Education Additional Learning Needs Service prior to public consultation.		June 2013	Damian Hughes <i>Project Manager</i>	
Actions after EIA and policy/practice signed off				
Public consultation with key stakeholders for the area.		June 2013	Damian Hughes <i>Project Manager</i>	

STEP 7 – Decision To Proceed

22. Using the information you have gathered in steps 1 – 5 above, please state on the table below whether you are able to proceed with the policy or practice and if so, on what basis?

(please cross as appropriate X)

Decision		Action
<input checked="" type="checkbox"/> Yes	Continue with policy or practice in its current form	Complete the Monitoring and Review section (Step 8) to ensure the outcomes are monitored and regularly reviewed
<input type="checkbox"/> Yes	Continue with policy or practice but with amendments for improvement	Complete Action Plan and Monitor and Review sections (Steps 6 & 8) to continually assess impact
<input type="checkbox"/> Yes	Continue with policy or practice but with amendments to remove any areas of adverse impact as identified in Step 5	Complete Action Plan (Step 6) to address any areas of adverse impact and Monitor and Review (Section 8) to continually assess impact
<input type="checkbox"/> No	Abandon this policy or practice as it is not possible to address the adverse impact, and consider alternative ways of addressing the issues	Complete Action Plan to address any issues resulting from abandoning policy and to deal with the adverse impact identified

STEP 8 – Arrangements for Monitoring Outcomes and Reviewing Data

The EIA process is an ongoing one that doesn't end when the policy/practice and EIA is agreed and implemented. There is a specific legal duty to monitor the impact of policies/practices on equality on an ongoing basis to identify if the outcomes have changed since you introduced this new policy or practice.

23. Please outline below what arrangements you will make to monitor and review the ongoing impact of this policy or practice :

Monitoring and Review arrangements (including where outcomes will be recorded)	Timeframe & Frequency	Lead Responsibility	Add to Service Plan (✓)
Revisit the Equality Impact Assessment following decision by Conwy's Cabinet on the best option to take forward for the Caerhun and Trefriw Area.		Damian Hughes <i>Project Manager</i>	
Revisit the Equality Impact Assessment if there are changes to structure of school/s during the course of the Project.		Damian Hughes <i>Project Manager</i>	

STEP 9 – Publishing the Equality Impact Assessment

Please arrange for this completed EIA to be agreed by your Head of Service, refer to the EIA Policy regarding publishing arrangements and return a copy to the HR and Equality Officer.