

Community and Equality Impact Assessment

Hendre Junior School Community and Equality Impact Assessment

Community Impact Assessments are a structured way for the Council to fully understand the implications of our decisions and whether they are detrimental or discriminatory to certain groups or sections of the community. They help us to consider the impact of Council decisions and policies within and between communities more generally. The Community Impact Assessment process will ensure that our decision making process is robust and impacts on all communities within Caerphilly ensuring that they are fully considered in Council business. By carrying out impact assessments, the Council is working to promote equality for all our service users, employees and the wider community that we serve.

1. Information on the proportion of pupils from the catchment area that attend the school

The proportion of children from the catchment area that attend Hendre Junior School is 56%.

2. Information on the proportion of pupils from outside the catchment area that attend the school

The proportion of children from outside the catchment area that attend Hendre Junior School is 44%.

3, Current facilities and /or services offered by Hendre Junior School

The following after school clubs are provided all year round

- Performing Arts
- Rugby
- Netball
- Football
- ICT (Coding /Green Screen)
- Karate (hosted by outside provider)
- Eco
- Homework club

The following clubs are held seasonally

- Golf
- Athletics
- Art/Craft
- Gardening

4. If accommodation, facilities or services are provided by a school where would they be provided in event of a school closure?

Closure of the SRB at Hendre Junior School would have no impact on any facilities or services provided by the school

5 .Whether other facilities available in the immediate local or wider community will or could be enhanced in event of a school closure

Closure of the SRB at Hendre Junior School would have no impact on any facilities or services provided by the school so it will not be necessary to enhance other facilities in the local or wider community.

6 .Information about the facilities and services provided at any alternative school

Closure of the SRB at Hendre Junior School does not necessitate the use of facilities and services at any alternative school.

7 .Information about the distance and travelling times involved in attending an alternative school of the same language category.

As the SRB has no pupils on roll at present there are no implications with regard to having to travel to an alternative setting. Any pupil with a hearing impairment living within the catchment area for Hendre Junior School would be admitted to the school in line with Caerphilly's admission procedures and provided with support as necessary.

8. How parents and pupils' engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils, and particularly any less advantaged pupils will be helped to participate in after school activities).

Closure of the SRB at Hendre Junior School would have no impact on pupil engagement as pupils in the school will continue to benefit from facilities offered there.

9. Information about any wider implications the changes would have on public transport provisions

The proposal is not expected to have any significant implications for public transport provision in the area.

10. Information on wider community safety issues.

No significant safety issues are anticipated

Equality Impact Assessment is also undertaken in conjunction with and as part of the Community Impact Assessment and examines the potential equality implications of Council proposals.

The following are known as the "protected characteristics" in the Equality Act 2010 and are the groups that need to be considered: age; disability; gender; Marriage and Civil partnership; Pregnancy and maternity; race; religion and belief; and sexual orientation.

Given the nature of this proposal, many of the above groups will not be impacted and this can be demonstrated by responding to the following questions.

1) Is the proposal likely to damage, or improve, relations between any particular groups or between the Council and those groups?

The proposal to close the SRB at Hendre Junior School will not have a negative impact on relations between any particular groups or between the Council and these groups. Children with disabilities who live in the catchment for Hendre Junior School or who attend the school through parental choice will continue to be treated equally and with respect.

2) Are there any other community concerns or risks to communities that potentially arise, or are addressed, from the proposal?

There are no concerns or risks associated with this proposal.

3) Is the proposal likely to diminish, or improve positive attitudes towards different groups or restrict broader participation in public life?

The proposal is likely to improve positive attitudes towards children with hearing impairments as the majority of these children will attend their local catchment school. This will give more children without hearing impairment opportunities to understand the nature of this disability and learn ways of supporting their hearing impaired peers. Children with a hearing impairment will be more integrated into their local community, which will give them more opportunities to participate in public life.

4) Will the understanding of issues of race, disability, gender, social inclusion/community, Welsh language, ethnicity, age, religion or sexual orientation be promoted or damaged?

The understanding of issues around disability and in particular hearing impairment will be promoted more widely as more children with hearing impairments attend their local schools.

5) Is the proposal likely to have a negative or positive impact upon groups with 'protected characteristics'?

The proposal is likely to have a positive impact on groups of children with a hearing impairment as they are more likely to attend their catchment school and be accepted by their own community.

6) Is consultation required with any of the groups listed?

No consultation is required with the group listed but consultation will take place with the regional hearing impaired service and NDCS to ensure that appropriate support is in place for children and young people with hearing impairments and their families.

Cefn Fforest Primary School Community and Equality Impact Assessment

Community Impact Assessments are a structured way for the Council to fully understand the implications of our decisions and whether they are detrimental or discriminatory to certain groups or sections of the community. They help us to consider the impact of Council decisions and policies within and between communities more generally. The Community Impact Assessment process will ensure that our decision making process is robust and impacts on all communities within Caerphilly ensuring that they are fully considered in Council business. By carrying out impact assessments, the Council is working to promote equality for all our service users, employees and the wider community that we serve.

1. Information on the proportion of pupils from the catchment area that attend the school

The proportion of children from the catchment area that attend Cefn Fforest Primary School is 68%

2. Information on the proportion of pupils from outside the catchment area that attend the school

The proportion of children from outside the catchment area that attend Cefn Fforest Primary School is 32%.

3. Current facilities and /or services offered by Cefn Fforest Primary School

Cefn Fforest Primary School provides

- Family Link officer who runs weekly activities in our family room which is open daily – activities change each term:
- Monday Paediatric First Aid – Tots Aerobics – Digging Daddies
- Tuesday STEPS confidence course – HWB youth workers – Family Engagement
- Wednesday Sexual Health
- Thursday Live Life to the Full
- Friday –Parent Coffee Morning

After school activities:

- Monday Netball KS2
- Tuesday Rugby and Multi-skills KS2 Schools Council Lunch
- Wednesday Games club ks1 Football KS2 Gymnastics KS2
- Thursday KS1 Activity club Eco Council Lunch
- Friday Lunch Choir

4. If accommodation, facilities or services are provided by a school where would they be provided in event of a school closure?

Re-designation of the Social Inclusion class at Cefn Fforest Primary School would have no impact on any facilities or services provided by the school

5. Whether other facilities available in the immediate local or wider community will or could be enhanced in event of a school closure

Re-designation of the Social Inclusion class at Cefn Fforest Primary School would have no impact on any facilities or services provided by the school so it will not be necessary to enhance other facilities in the local or wider community.

6. Information about the facilities and services provided at any alternative school

Re-designation of the Social Inclusion class at Cefn Fforest Primary School does not necessitate the use of facilities and services at any alternative school.

7. Information about the distance and travelling times involved in attending an alternative school of the same language category.

Pupils attending the Social Inclusion class remain in the roll of their catchment school and are placed in the social inclusion class for a maximum of four terms. By December 2016 no pupils will remain in the class so no pupil will have to travel to an alternative setting.

If at the end of four terms in the social inclusion class there was a recommendation that a pupil required ongoing, long –term specialist provision this would be managed through the Local Authority’s Specialist Placement and Provision Panel and with full consultation with the pupil’s parents /carers.

8. How parents and pupils’ engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils, and particularly any less advantaged pupils will be helped to participate in after school activities.

Re-designation of the Social Inclusion class at Cefn Fforest Primary School would have no impact on pupil engagement as pupils in the school will continue to benefit from facilities offered there.

9. Information about any wider implications the changes would have on public transport provisions

The proposal is not expected to have any significant implications for public transport provision in the area.

10. Information on wider community safety issues.

No significant safety issues are anticipated

Equality Impact Assessment is also undertaken in conjunction with and as part of the Community Impact Assessment and examines the potential equality implications of the LA’s proposals.

The following are known as the “protected characteristics” in the Equality Act 2010 and are the groups that need to be considered: age; disability; gender; Marriage and Civil partnership; Pregnancy and maternity; race; religion and belief; and sexual orientation.

Given the nature of this proposal, many of the above groups will not be impacted and this can be demonstrated by responding to the following questions.

1) Is the proposal likely to damage, or improve, relations between any particular groups or between the LA and those groups?

The proposal to have a Foundation Phase Complex Need class to complement the Complex Needs key stage 2 class is likely to have a positive impact on children with disabilities. This is because they will have continuity of specialist education and enhanced opportunities to integrate with mainstream peers.

2) Are there any other community concerns or risks to communities that potentially arise, or are addressed, from the proposal?

There are no risks identified

3) Is the proposal likely to diminish, or improve positive attitudes towards different groups or restrict broader participation in public life?

The proposal is likely to improve positive attitudes towards children with disabilities as they will have opportunities to be part of the school and wider community.

4) Will the understanding of issues of race, disability, gender, social inclusion/community, Welsh language, ethnicity, age, religion or sexual orientation be promoted or damaged?

The understanding of issues of disability will be promoted through this proposal.

5) Is the proposal likely to have a negative or positive impact upon groups with 'protected characteristics'?

The proposal is likely to have a positive impact upon groups with 'protected characteristics' as the culture and ethos of the school setting promotes meaningful inclusion and values the contribution of individual children, through a person centred approach.

6) Is consultation required with any of the groups listed?

No