



Flintshire County Council Schools Modernisation Programme

John Summers High School

Equality and Welsh Language Impact Assessment

May 2015: V5

Equality and Welsh Language Impact Assessment

Summary

1. Name of Proposal/policy:

The proposal is in relation to John Summers High School, Queensferry Campus, Chester Road, Queensferry, Deeside, Flintshire. CH5 1SE

- (i) Proposal to cease 16-18 provision at John Summers High School by 31st August 2016; and
- (ii) Proposal for closure of John Summers High School (11-16) by 31st August 2017

2. Directorate/Section:

Education and Youth Services

3. Lead Officer:

Damian Hughes, Programme Co-ordinator

4. Main Aims/purposes/outcomes of the policy:

The proposal is it to reduce the age range at John Summers High School, Queensferry (community based, English medium school) from 11-18 to 11-16, discontinuing the post 16 provision at the school from 31st August 2016.

From September 2016, Post 16 learning provision will be available to students from John Summers High School at the purpose built post 16 hub based at Coleg Cambria, Connah's Quay.

The proposal is it to close John Summers High School, Queensferry (community based, English medium school), discontinuing learning provision (11-16) at the school by the 31st August 2017. Students currently based at the John Summers High School have a choice of secondary schools in the area which they can attend. However, Connah's Quay High School is the Council's nominated partnering school. Pupils will be provided with transition support regardless of which school they choose.

5. Have employees/ service users/public been engaged/consulted on proposed changes:
YES/ NO

No

A public consultation meeting will be arranged during the public consultation process between 5th June 2015 to 17th July 2015 and a separate consultation exercise will also be conducted with the young people at the school during the same period.

6. What is being done to limit any negative impact or promote positive impact on Welsh language and/or protected groups (See section 2):

John Summers High school and the local secondary schools whom are likely to accept John Summers pupils should it close are classified as community based, English medium school therefore there are no obvious negative impacts on Welsh Language.

Consultation and sharing of the Equality Impact Assessment with the Flintshire County Council Corporate Equality Impact Assessment Quality Assurance Group will be completed during the consultation period. This group consists of Officers of the Council and public members of the community from protected characteristics and will consider the identified impacts and provide feedback on any possible ways to limit the negative impact or promote a positive impact on Welsh Language and/or protected groups. This assessment will become an organic process throughout the consultation period.

7. How will the proposals help promote equality, eliminate discrimination and promote good relations:

The post 16 hub will have its own ethos around promoting equality, eliminating discrimination and promoting good relations and will ensure that every sixth form student in the Flintshire area can access the an appropriate range of courses as specified in Welsh Government's Learning and Skills measure (Wales) .

Local secondary partner schools within the local area (Connah's Quay High School, Hawarden High & St David's Saltney) to which the pupils will potentially select should John Summer High School close have their own equality and diversity statements.

8. Is there an action plan in place?

Yes

Name:

Signature:

Job Title:

Equality and Welsh Language Impact

The aim of an equality and Welsh impact assessment (EIA) is to ensure that policies help to promote equality and Welsh language. The EIA contributes to effective policy making by providing an opportunity to minimise risk and maximise the benefits of a policy, therefore ensuring we have the best possible policy in place. It also helps us to meet our requirements under the general equality duties of the Equality Act 2010 and Welsh Language Act 1993. **Throughout this document we use the word ‘policy’ to refer to what we are assessing. In this context, the term includes the different things that we do, including strategies, functions, procedures, practices, decisions, initiatives and projects.**

All EIAs should consider the potential impact of policies in respect of all areas of equality and Welsh language including human rights and socio economic issues. When carrying out an assessment you should consider negative and positive consequences of your proposals. Our approach to EIAs will help us to strengthen our work to promote equality and Welsh language. It will also help to identify and address any potential discriminatory effects before introducing a policy and reduce the risk of potential legal challenges. When carrying out an EIA you should consider both the negative and positive consequences of your proposals

If a project is designed for a specific group, you also need to think about what potential effects it could have on other areas of equality. Further advice, guidance and training is available and should be used when conducting EIAs.

1. Data Collection and Evidence

<p>What evidence e.g. data, research , results of engagement and consultation have you used to consider how this policy might affect:-</p> <p>i) people with protected characteristics</p> <p>ii) opportunities for individuals/communities to use the Welsh language</p> <p>Please link to any relevant documents. Describe who you engaged with and the results? (It is a statutory requirement to engage with people with protected characteristics).</p>	<p>To analyse the evidence to consider the impacts for people with protected characteristics, the Pupil Level Annual School Census or PLASC (January 2015) data for John Summers High School has been analysed.</p> <p>Consultation and sharing of the Equality Impact Assessment with the Flintshire County Council Corporate Equality Impact Assessment Quality Assurance Group will be completed during the consultation period. This group consists of Officers of the Council and public members of the community from protected characteristics.</p> <p>Pupil data from the Inclusion Services has also been analysed.</p>
<p>What additional research, data or consultation is required to fill any gaps in understanding the effects of the policy?</p>	<p>ESTYN Inspection reports</p>

2 Assessment of impact and strengthening policy

This section asks you to assess the impact of the policy on each of the protected groups and the Welsh language. **Using the information available, identify the effects on this policy on the following groups**

Please indicate impact						
	+positive impact Y/N	- negative impact Y/N	No impact Y/N	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact ¹
Age <i>(across the whole age spectrum)</i>	Y	Y	N	<p>The January 2015 PLASC data tells us that of the 363 pupils attending John Summers High School the following number of pupils are within the following age ranges:-</p> <p>Year 7 (approx. age 11) = 49</p> <p>Year 8 (approx. age 12) = 73</p> <p>Year 9 (approx. age 13) = 58</p> <p>Year 10 (approx. age 14) = 71</p> <p>Year 11 (approx. age 15) = 63</p> <p>Year 12 (approx. age 16) = 22</p> <p>Year 13 (approx.. age 17) = 27</p>	All Local Authorities have a statutory duty to offer all children aged 5 to 16 full-time education.	<p>Pupils across the different age ranges will be offered alternative High School provision and curriculum continuity support based on their curriculum year.</p> <p>The new large sixth form provision based at the Coleg Cambria post 16 hub would reduce need for consortium arrangements and increase learning opportunities and enable pupils to reach their full potential and reduce travel time.</p>

¹ What measures does the policy include to help promote equality and Welsh language, eliminate discrimination and promote good relations?

	+ive impact Y/N	-ive impact Y/N	No impact Y/N	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact²
Disability	Y	-	Y	<p>The PLASC January 2015 confirms that there are less than 10 pupils at John Summers High School who have a Statement of Special Needs.</p> <p>Additionally, There are 51 pupils who do not have a statement of special education but currently receive some support for Additional Learning Needs ALN (14%)</p> <p>59% are male</p> <p>41% are female</p>	<p>The Council's Inclusion Service has a number of specialist interrelated services which support children and young people with a range of additional learning needs. These include the following: Education Psychology Service, Young Persons, Counselling Service, Sensory Service, English as an Additional Language / Gypsy Traveller Service, Additional Learning Needs Service, Speech, Language & Communication Service, Education Welfare Service, Behaviour Support Service, Education Otherwise Than At School and Autistic Spectrum Condition Service.</p> <p>They ensure the Council discharges its duty in line with the SEN Code of Practice for Wales (2002) and are committed to developing policies and practices that ensure equality of educational opportunity and access, along with the safeguarding of vulnerable pupils. There is also a clear focus on raising the achievement of all learners and increasing participation in their schools and local communities.</p> <p>Support through the Council's Inclusion Service is available to children and young people within all of its educational setting, i.e. Primary and Secondary Schools, Specialist Schools and the Portfolio of Pupil Referral Units.</p>	<p>The Inclusion Service is delivered within all Primary and High Schools across the county.</p> <p>The proposed Post 16 hub at Coleg Cambria will be fully accessible in terms of the Equalities Act 2010 it is expected that the new post 16 learning hub will increase learning opportunities and enable pupils to reach their full potential.</p> <p>The High Schools referred to in this document are able to accommodate pupils as per the Equalities Act 2010.</p>

² What measures does the policy include to help promote equality and Welsh language, eliminate discrimination and promote good relations?

	+ive impact Y/N	-ive impact Y/N	No impact Y/N	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact*
Gender Reassignment (GR)	N	N	Y	The PLASC January 2015 data does not include data on this protected characteristic.	Should there be any pupils from John Summers High School with this protected characteristic they would be provided with the appropriate pastoral support from John Summers High School and their chosen partner school and Coleg Cambria post 16 hub.	The High Schools and post 16 learning hub referred to in this document are able to accommodate pupils as per the Equalities Act 2010.
Marriage and civil partnership (M&CP)	N	N	Y	The PLASC January 2015 data does not include data on this protected characteristic. Pupils cannot legally enter marriage and civil partnership under the age of 16; under the age of 18 parental consent is required, therefore this protected characteristic would only apply to Year 12 to 13.	Should there be any pupils from John Summers High School with this protected characteristic they would be provided with any appropriate pastoral support from John Summers High School and Coleg Cambria post 16 hub.	The High Schools and post 16 learning hub referred to in this document are able to accommodate pupils as per the Equalities Act 2010.
Pregnancy and maternity (P&M)	N	N	Y	The PLASC January 2015 data does not include data on this protected characteristic.	Should there be any pupils from John Summers High School have this protected characteristic they would be provided with the appropriate pastoral support from John Summers High School and their chosen partner school or Coleg Cambria post 16 hub.	The High Schools and post 16 learning hub referred to in this document are able to accommodate pupils as per the Equalities Act 2010.

	+ive impact Y/N	-ive impact Y/N	No impact Y/N	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact*
Race	N	N	Y	<p>The PLASC January 2015 data confirms that 84% of pupils based at John Summers High School are White-British.</p> <p>ESTYN inspection report 2011 states that 'the schools personal, social education (PSE) is comprehensive, it makes a valuable contribution to the inclusive ethos of the school.'</p> <p>http://www.estyn.gov.uk/english/provider/6644019/</p> <p>The data from the Inclusion Services confirms there are 27 pupils from John Summers High School that receive support for English as an Additional Language.</p>	Flintshire County Council provides support for children for whom English is not their 1 st language through the 'English as an Additional Language' team based in the Inclusion Service.	Pupils across the different ethnic backgrounds will be offered alternative High Schools provision and transition and curriculum continuity support based on their curriculum year.

	+ive impact Y/N	-ive impact Y/N	No impact Y/N	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact*
Religion / Belief	N	N	Y	<p>The PLASC January 2015 data does not include data on this protected characteristic.</p> <p>John Summers High School is not an affiliated denominational school.</p> <p>The Estyn Inspection report from 2011 confirms that 'learning experiences successfully promote learners' spiritual, moral, social and cultural development.'</p>	The local authority has a statutory duty to monitor the provision and achievement of pupils and schools relating to the agreed RE syllabus.	There is denominational and non-denominational High Schools 11-16 and post 16 education available within Flintshire should pupils who are dispersed wish to access should John Summers sixth form and school close.
Sex <i>(Men, women, boys ,girls</i>	N	N	Y	<p>The January 2015 PLASC data indicates that at John Summers High School has 363 pupils attending, of which</p> <p>185 = are boys</p> <p>173 = are girls</p>	Performance is monitored by gender at a school level and actions are progressed through the Schools Action Plan to address any gaps, directing support to the subject areas required.	Performance is monitored by gender at the High School at which pupils will be dispersed to.
Sexual Orientation (SO)	N	N	Y	The PLASC January 2015 data does not include data on this protected characteristic.	Should there be any pupils from John Summers High School with this protected characteristic they would be provided with the appropriate pastoral support from John Summers High School and their chosen partner school and Coleg Cambria.	The High Schools and post 16 learning hub referred to in this document are able to accommodate pupils as per the Equalities Act 2010.

	+ive impact Y/N	-ive impact Y/N	No impact Y/N	How is the group affected and what is the evidence?	How could you limit the negative impact	How can you promote positive impact*
Welsh Language	Y	N	N	<p>John Summers High School is defined as English Medium (EM) – Predominately English medium where 1 or 2 subjects may be taught through the medium of Welsh as an option.</p> <p>In terms of % of pupils achieving the level 2 threshold including English/Welsh and Maths (Key stage 4) year 2014 John Summers High school has the lowest percentage at 28.1% compared with the local secondary schools in the area. Pupils moving to other schools with better outcomes would be viewed as positive.</p>	All Schools are regularly monitored regional school improvement service GwE and receive School inspections via Estyn.	There is the option for parents in the area to choose WM provision in both Primary and Secondary sectors. There is a newly formed WM unit in Shotton and a WM secondary school in Mold.
Other <i>(additional impacts such human rights, poverty, people living in rural areas)</i>	N	N	Y	<p>Socio-economic factors have been considered in the community impact assessment completed for the Queensferry area.</p> <p>The following community groups use the John Summers High School Facilities:</p> <p>The School is let out on a once weekly basis for flower arranging, art classes & sugar craft & Adult English, Maths and Welsh lessons.</p>	Should the proposal to close John Summers happen, as there will still be a Primary School and community hub retained on site, rooms and facilities will be available to the community on the current site. Additionally, Deeside Leisure Centre is located across the road via a footbridge. Therefore, access to wide range of facilities within the local community are unlikely to be unduly affected.	<p>Areas which serve both Connah's Quay High School and John Summers High Schools are classed as Communities First cluster areas by Welsh Government</p> <p>The 10 key priorities for Communities First are unaffected by the Authority's proposal to close</p>

			<p>Queensferry Primary School currently utilise facilities at John Summers such as the ICT suite, gym and also use Hall for Christmas concerts. As there is also a KS2 Pupil Referral Unit on site they also utilise the school gym.</p> <p>Community Arts use the school facilities once a months and Youth Justice team utilise facilities on weekly on Saturday mornings along with other users such as Cooking on a budget.</p> <p>33.0% of pupils eligible for free school meals at John Summers High School. Data from mylocalschool.com records this at 31.9% over a 3 year average in 2014, which is the highest percentage amongst other local schools.</p> <p>As at January 2015 PLASC 4.6% of pupils from John Summers High School come from the gypsy-traveller communities based locally near the High School.</p>	<p>Current performance information indicates that other nearby schools are getting better overall outcomes for learners, including those who are eligible for free school meals. Therefore it is the Council's view that the proposal will not negatively affect learners who are eligible for free school meals.</p> <p>The Inclusion services has a dedicated support service for pupils requiring additional support from the Gypsy/Traveller community,</p>	<p>John Summers High School.</p> <p>The Communities 1st team will still be working to promoter these key priorities in the area.</p> <p>As part of the consultation exercise additional work will be completed with this group of pupils and parents to mitigate any potential impact.</p>
--	--	--	---	---	--

If no action is taken to remove or mitigate/negative./adverse impact please justify why	N/A
--	------------

4. Procurement

<p>Is this policy due to be carried out wholly or partly by contractors? If yes, please set out what steps you will take to build into all stages of the procurement process the requirement to consider the equality duties.</p> <p>You will need to think about:</p> <ul style="list-style-type: none">• tendering and specifications• awards process• contract clauses• performance measures, and monitoring and performance measures.	Not applicable
---	----------------

5. Monitoring, Evaluating and Reviewing

<p>How will you monitor the impact and effectiveness of the new policy?</p> <p>This could include adaptations or extensions to current monitoring systems, relevant timeframes and a commitment to carry out an EIA review once the policy has been in place for one year. List details of any follow-up work that will be undertaken in relation to the policy (e.g. survey, specific monitoring process etc).</p>	<p>Review of PLASC survey information for dispersal school sites</p> <p>January 2016</p> <p>January 2017</p> <p>Review with Inclusion Services on impacts on pupils moving from John Summers High School to other partner High Schools.</p> <p>Review performance based national indicators, with GwE and through Estyn</p>
--	---

<p>Give details of how the results of the impact assessment will be published, including consultation results and monitoring information if applicable.</p> <p>Summaries of the results of all impact assessments will be published on the Council's website. You could also publish them in other relevant media.</p>	<p>Publication on Infonet</p> <p>Publication on Flintshire County Council website</p> <p>Link on School website</p> <p>Public Consultation</p>
---	--

6. Action Plan

The below provides an opportunity to state how any negative impact will be mitigated. It also allows you to list how you will tackle any gaps in the policy. Look back through steps 1 – 7 of the EIA and include any identified actions in the plan below. Ensure that each action is listed with a target date and assigned to a named member of staff. **These actions should be incorporated in to Directorate and Service plans.**

Action	Responsible Officer	By When	Progress
Publish summary of EIA ³	Damian Hughes	5/05/15	
Share copy of Equality Impact Assessment with Flintshire Education Inclusion Services prior to public Consultation	Damian Hughes	04/05/15	
Public Consultation Meeting	Ian Budd	Date to be confirmed	

³ summaries of EIAs where there is substantial impact will need to be published

7– Sign-Off

The final stage of the EIA is to formally sign off the document as being a complete, rigorous and robust assessment

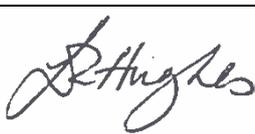
The policy has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

(Once you have completed the EIA sign the below and forward to the Directorate Equalities representative)

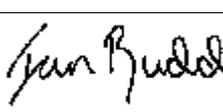
Members of the assessment Team

Name	Job Title	Organisation
Jennie Williams	Project Officer	Flintshire County Council
Sarah Thomas	Project Officer	Flintshire County Council

Quality check: Document has been checked by:

Name: Damian Hughes
Job title: Programme Co-ordinator, 21 st Century Schools
Directorate: Education and Youth
Date: 4/6/2015
Signature: 

Director level (sign-off)

Name: Ian Budd
Job title: Chief Officer
Directorate: Education and Youth
Date: 4/6/2015
Signature: 

Please forward completed documentation to Steph Aldridge, Policy and Performance, County Hall, Mold. stephanie.aldridge@flintshire.gov.uk