

Blaenau Gwent County Borough Council - Integrated Impact Assessment

All decisions, policy reviews or policy implementation will now require a completed Integrated Impact Assessment.

- Section 1-Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Section 2-Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Section 3-Corporate Plan
- Section 4-Wellbeing of Future Generations (Wales) Act 2015
- Section 5-Welsh Language (Wales) Measure 2011
- Section 6-Children’s Right “The Right Way”
- Section 7-Community Safety
- Section 8 Armed Forces
- Section 9-Data
- Section 10-Consultations Statutory Consultation Doctrine of Legitimate Expectation and Gunning Principles
- Section 11-Monitoring
- Section 12-Decision of proposal

Lead Officer	Head of Service	Service Area & Department	Date
Jon Mower	Joanne Watts	Education Resources and Planning	19.1.26v1 16.4.26v2

Briefly outline the proposal indicating what change or decision is to be made, also provide any documentation that may be used to support this. **What is the proposal that needs to be assessed?**

This proposal seeks to reduce the capacity of Abertillery Learning Community - Primary Campuses in light of surplus places created in the school as a result of lower numbers of pupils entering the Primary. The Education Resources and Planning team wish to decrease the numbers from 980 spaces in Primary Campuses to 770 places resulting in 210 places being removed.

Abertillery Learning Community caters for pupils (aged between 3-16 years) over 4 campuses, the school operates from

- Alma Street Secondary Campus
- Roseheyworth Road Campus
- Six Bells Campus and
- Tillery Street Primary Campus

The All through school also provide a primary and secondary resource base in Alma Street and Six Bells campuses. Along with hosting an external childcare provision at Roseheyworth Road.

NB please view the consultation document online

Section 1

Outline how the proposal will impact on any people or groups of people with protected characteristics, please refer to the Equalities Act 2010 (Wales) for further information [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and the EHRC guidance [The Essential Guide to the Public Sector Equality Duty: EHRC](#)

Briefly outline below if there will be any positive or negative impacts as a result of the proposal being considered.

Protected characteristics	Will the proposal have any positive impacts on those with a protected characteristics?	Will the proposal have any negative impacts on those with a protected characteristics?	Outline how the proposal could maximise any positive impacts or minimise any negative impact. Please indicate any views evidence you have that supports this.
Age (<i>people of all ages</i>)	Neutral to Yes	Yes	The proposal seeks to maximise positive impacts for children and young people by maintaining continuity of education within the Abertillery Learning Community and implementing a phased, well-planned transition. Evidence from the consultation and FAQ material confirms that familiarisation visits, targeted pastoral support, and efforts to keep friendship groups together will support pupils' emotional wellbeing, social development and continuity of learning during periods of change. Any potential negative impacts associated with disruption or anxiety, particularly for younger pupils or those at key transition stages, will be mitigated through early engagement with families, tailored support for individual needs, and close monitoring by school staff before, during and after transition. This approach is intended to ensure that age-related impacts are proportionate, short-term and effectively managed, while supporting long-term educational stability for both current pupils and future cohorts.
Disability (<i>people with disabilities/ long term conditions</i>)	Neutral to Yes	Yes	The proposal seeks to maximise positive impacts for pupils and people with disabilities by retaining statutory Additional Learning Needs (ALN) duties and embedding individualised transition planning within the Abertillery Learning Community. Evidence from the consultation and FAQ material confirms that pupils with disabilities will be supported through phased transition arrangements, familiarisation visits, and enhanced pastoral

			oversight, with particular attention given to those who may find change more challenging. Individual Development Plans (IDPs) will remain central to planning, ensuring that reasonable adjustments and appropriate provision continue to be secured. Potential negative impacts linked to disruption of routine, anxiety, or changes to familiar environments, raised by parents and carers during consultation, will be mitigated through early engagement, tailored support, and ongoing monitoring before, during and after transition. This approach is intended to ensure that impacts on disabled pupils are proportionate, temporary and effectively managed, while maintaining inclusive and accessible education provision in line with statutory requirements.
Gender Reassignment <i>(anybody who's gender identity or gender expression is different to the sex they were assigned at birth)</i>	Neutral	No	The proposal applies equally to all pupils and staff, including those whose gender identity or gender expression differs from the sex they were assigned at birth. Overall, the proposal is not expected to have a disproportionate impact on people with the protected characteristic of gender reassignment.
Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</i>	Neutral	Neutral	This protected characteristic is not relevant to pupils. No impact is anticipated on staff or members of the community arising specifically from the proposal.
Pregnancy and Maternity <i>(women who are pregnant and/or on maternity leave)</i>	Neutral	Yes	The proposal is not expected to have a significant impact on women who are pregnant or on maternity leave. Positive impacts are maximised by ensuring continued access to education within the local learning community and by maintaining clear communication and engagement with parents and carers throughout the transition period. Potential negative impacts may arise where changes to site access result in a slightly increased walking distance, which could present short-term challenges for some individuals during pregnancy or the post-natal period. These impacts will be minimised through consideration of individual circumstances, flexibility around access arrangements, and ongoing engagement between the school and families. Overall, any impacts

			are assessed as low, temporary and manageable, with no long-term adverse effects anticipated for this protected group.
Race (<i>people from black, Asian and minority ethnic communities and different racial backgrounds</i>)	Neutral	No	The proposal applies equally to pupils, staff and families from all racial and ethnic backgrounds and is not expected to have a disproportionate impact on people from Black, Asian or minority ethnic communities. Overall, the proposal is consistent with the Council's duties under the Equality Act 2010 and its commitment to promoting equality and good relations between people from different racial backgrounds.
Religion or Belief (<i>people with different religions and beliefs including people with no beliefs</i>)	Neutral	No	The proposal applies equally to pupils, staff and families of all religions, beliefs and those with no religious belief, and is not expected to have a disproportionate impact on this group. Overall, the proposal is consistent with the Council's duties under the Equality Act 2010 and its commitment to promoting mutual respect and good relations between people of different beliefs.
Sex (<i>women and men, girls and boys and those who self-identify their gender</i>)	Neutral	No	The proposal applies equally to all pupils, staff and families regardless of sex or gender and is not expected to result in any disproportionate impact on women, men, girls, boys or those who self-identify their gender. Overall, the proposal is consistent with the Council's duties under the Equality Act 2010 and supports equality of opportunity for all.
Sexual Orientation (<i>lesbian, gay, bisexual, heterosexual, other</i>)	Neutral	No	The proposal applies equally to all pupils, staff and families regardless of sexual orientation and is not expected to result in any disproportionate impact. Overall, the proposal is consistent with the Council's duties under the Equality Act 2010 and supports an inclusive and safe educational environment for all.

NOTE: Section 2 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.

Section 2			
Socio-economic Duty (Strategic Decisions Only)			
The Welsh Governments Socio-economic Duty provides a framework in order to ensure tackling inequality is at the forefront of decision making.			
.Please consider the below vulnerable groups and consider how the proposal could affect them:			
<ul style="list-style-type: none"> ➢ Single parents and vulnerable families ➢ People with low literacy/numeracy ➢ Pensioners ➢ Looked after children ➢ Homeless people ➢ Carers ➢ Armed Forces Community ➢ Students ➢ Single adult households ➢ People misusing substances ➢ People who have experienced the asylum system ➢ People of all ages leaving a care setting ➢ People living in the most deprived areas in Wales (WIMD) ➢ People involved in the criminal justice system 			
Socio Economic disadvantage definitions.	Will the proposal have a positive, negative or neutral impacts on the below?	How could you mitigate the negative impacts outlined?	Please highlight any evidence that has been considered.
<p>Low Income / Income Poverty (cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</p>	<p>Neutral to Negative - The proposal is assessed as having a potential minor negative impact on some low-income households. Evidence from the consultation indicates concerns around travel distance, access, and disruption to established routines, which may place additional pressure on families with limited financial resilience, particularly where households rely on walking, public transport or have limited access to private vehicles. However, the proposal does not introduce new charges, does not reduce entitlements to education, and does not alter access to benefits such as Free School Meals or Universal Free School Meals, meaning impacts are</p>	<p>Negative impacts will be mitigated through:</p> <ul style="list-style-type: none"> • Phased transition planning and pastoral support, particularly for pupils from more vulnerable households, as set out in the consultation FAQs. • Continued provision and promotion of Free School Meals, Universal Free School Meals and wellbeing initiatives targeted at families experiencing financial pressure, including programmes such as Food & Fun delivered from Abertillery Learning Community sites. 	<p>This assessment draws on:</p> <ul style="list-style-type: none"> • Consultation survey responses highlighting concerns from parents and carers regarding access, travel and financial pressures. • The thematic analysis identifying travel, attendance and inequality as key issues for families with fewer resources. • Consultation FAQs and Local Authority responses confirming phased transition arrangements, continued entitlement to support, and mitigation actions. • Existing evidence of targeted support initiatives delivered through Abertillery Learning

	<p>not expected to be significant or long-term</p>	<ul style="list-style-type: none"> • Ongoing monitoring of attendance and wellbeing, with targeted engagement where financial or access issues are identified, in line with existing education and safeguarding arrangements. • Application of Welsh Government home-to-school transport eligibility criteria, with individual circumstances reviewed where concerns arise, as reflected in the Local Authority's response to consultation feedback. 	<p>Community sites, including Food & Fun provision linked to deprivation and FSM entitlement.</p>
<p>Low and/or No Wealth (<i>enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future</i>)</p>	<p>Neutral to Negative - The proposal is assessed as having a potential minor negative impact for households with low or no financial reserves. Evidence from consultation responses indicates concerns that even modest changes to daily routines—such as increased walking distance, travel time or reduced flexibility—may create additional pressure for families who have little capacity to absorb unexpected costs or disruptions. However, the proposal does not introduce new financial charges, does not reduce access to education or support services, and does not affect entitlement to Free School Meals or Universal Free School Meals. As such,</p>	<p>Any potential negative impacts for households with low or no wealth will be mitigated through:</p> <ul style="list-style-type: none"> • Phased transition arrangements and targeted pastoral support, reducing the likelihood of disruption that could lead to unforeseen costs or stress for families, as outlined in the consultation FAQs. • Continued access to wider wellbeing and cost-of-living support, including FSM/UFSM and community-based initiatives delivered through Abertillery Learning Community sites, 	<p>This assessment is informed by:</p> <ul style="list-style-type: none"> • Consultation survey responses highlighting concerns from parents and carers about travel, routine disruption and pressure on families with limited resources. • Thematic consultation analysis identifying travel, attendance and inequality as key issues for families with low financial resilience. • Consultation FAQs and Local Authority responses confirming phased transitions, continued entitlement to support and mitigation measures.

	<p>impacts are considered indirect and not long-term.</p>	<p>particularly those targeted at families experiencing financial vulnerability .</p> <ul style="list-style-type: none"> • Ongoing monitoring of attendance, engagement and wellbeing, allowing early identification of families experiencing difficulty and timely support through existing school and Local Authority processes. • Application of existing home-to-school transport eligibility arrangements, with individual cases reviewed where lack of financial resilience may exacerbate access barriers, as reflected in the Local Authority’s response to consultation feedback . 	<ul style="list-style-type: none"> • Evidence of targeted wellbeing and food security initiatives linked to deprivation and FSM entitlement operating within the Abertillery Learning Community .
<p>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>)</p>	<p>Neutral to Negative - The proposal is assessed as having a potential minor negative impact for households experiencing material deprivation. Evidence from consultation responses highlights concerns that changes to school access, travel distance and daily routines could place additional strain on families who already struggle to meet essential needs or manage unexpected costs, such as replacing worn clothing, equipment or household items, or maintaining a</p>	<p>Potential negative impacts linked to material deprivation will be mitigated through:</p> <ul style="list-style-type: none"> • Phased transition planning and enhanced pastoral support, reducing disruption for pupils and families who may be less able to absorb change without knock-on impacts, as set out in consultation FAQs. • Continued access to FSM/UFSM and cost-of-living support 	<p>This assessment has considered:</p> <ul style="list-style-type: none"> • Consultation survey feedback highlighting concerns about inequality, travel burden and cumulative pressures on disadvantaged families. • The thematic analysis identifying travel, attendance and financial strain as key issues affecting families with limited access to goods and services . • Consultation FAQs and Local Authority responses

	<p>warm and stable home environment. However, the proposal does not introduce new financial liabilities, does not reduce access to education or welfare-related entitlements, and does not alter eligibility for Free School Meals or Universal Free School Meals. Impacts are therefore considered indirect and limited in scale.</p>	<p>initiatives, including school essentials grant, wellbeing and food security programmes delivered through Abertillery Learning Community sites, which provide direct mitigation for households struggling to meet basic needs .</p> <ul style="list-style-type: none"> • Ongoing monitoring of attendance, wellbeing and engagement, allowing schools to identify early signs of stress or exclusion linked to deprivation and respond through existing support pathways. • Application of home-to-school transport eligibility arrangements, with individual circumstances reviewed where material deprivation may exacerbate barriers to attendance or participation, as reflected in the Local Authority’s response to consultation feedback . 	<p>confirming phased transitions, maintained entitlements and mitigation arrangements.</p> <ul style="list-style-type: none"> • Evidence of targeted programmes linked to deprivation and FSM entitlement, including Food & Fun delivery from Abertillery Learning Community sites .
<p>Area Deprivation (<i>where you live (rural areas), where you work (accessibility of public transport)</i>) <i>Impact on the environment?</i></p>	<p>Neutral to Negative - The proposal is assessed as having a potential mixed impact for people living in more deprived or less accessible areas. Consultation evidence indicates concerns that families living further from remaining campuses or in areas</p>	<p>Potential negative impacts relating to area deprivation will be mitigated through:</p> <ul style="list-style-type: none"> • Application of Welsh Government learner travel guidance and home-to-school transport 	<p>This assessment draws on:</p> <ul style="list-style-type: none"> • Consultation survey responses and thematic analysis highlighting concerns about travel distance, public transport, road safety and

	<p>with limited public transport provision may experience increased travel distance, reliance on walking or private vehicles, and additional time pressures. These impacts may be more pronounced in areas already experiencing deprivation, where access to services and infrastructure is limited.</p> <p>Conversely, the proposal also presents a potential positive environmental impact, through the more efficient use of the school estate and the reduction of surplus capacity, which supports long-term sustainability and enables more targeted investment in fewer sites.</p>	<p>eligibility criteria, with individual circumstances reviewed where accessibility or deprivation may present barriers to attendance, as reflected in the Local Authority's consultation response.</p> <ul style="list-style-type: none"> • Phased transition planning and ongoing pastoral and attendance monitoring, helping to identify emerging issues linked to travel, punctuality or access and respond early. • Engagement with highways, road safety and transport services where concerns about walking routes, safety or congestion are identified, as outlined in consultation response matrices. <p>Environmental considerations: From an environmental perspective, evidence indicates that consolidating provision supports:</p> <ul style="list-style-type: none"> • More efficient use of buildings and resources, reducing the environmental impact associated with maintaining under-utilised sites. • Potential reductions in carbon emissions over the longer term, through estate rationalisation and 	<p>cumulative disadvantage in deprived areas.</p> <ul style="list-style-type: none"> • Consultation FAQs confirming phased transition arrangements and monitoring of attendance and wellbeing. • Local Authority responses and education planning documents addressing transport mitigation, road safety engagement and environmental sustainability.
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		<p>alignment with the Council's sustainability objectives, as reflected in wider education planning documentation. Any short-term increase in travel for some families will continue to be monitored and balanced against these longer-term sustainability benefits.</p>	
<p>Socio-economic Background <i>(social class i.e. parents education, employment and income)</i></p>	<p>Neutral to Negative - The proposal is assessed as having a potential minor and indirect negative impact for pupils from more disadvantaged socio-economic backgrounds. Evidence from consultation responses indicates concerns that disruption to familiar school environments, changes to daily routines and perceived increases in class sizes may disproportionately affect children whose parents or carers have lower levels of formal education, insecure employment or limited income, and who may rely more heavily on school-based stability and support . However, the proposal does not alter entitlement to education, curriculum access or statutory support, and therefore is not expected to create structural disadvantage or long-term impacts linked to socio-economic background.</p>	<p>Any potential negative impacts associated with socio-economic background will be mitigated through:</p> <ul style="list-style-type: none"> • Phased transition planning and enhanced pastoral support, helping to maintain stability for pupils who may be more vulnerable to change and supporting engagement with learning during transition periods . • Continued availability of targeted support for disadvantaged learners, including FSM/UFM, wellbeing initiatives and school-based pastoral interventions that are particularly important for children from lower socio-economic backgrounds. • Ongoing monitoring of attendance, engagement 	<p>This assessment draws on:</p> <ul style="list-style-type: none"> • Consultation survey responses and thematic analysis highlighting concerns about educational disruption, class sizes and cumulative disadvantage for children from less advantaged backgrounds . • Consultation FAQs confirming phased transition arrangements, continued pastoral support and monitoring of pupil wellbeing and engagement. • Local Authority responses outlining mitigation actions related to attendance, support and school organisation during implementation .

		<p>and wellbeing, enabling early identification of pupils whose circumstances at home may be impacting on their ability to adjust to change, with timely support through existing school and Local Authority processes.</p> <ul style="list-style-type: none"> • Clear, accessible communication with families to ensure that parents and carers with varying levels of confidence, education or access to resources are able to engage with the school and understand arrangements throughout the transition. 	
<p>Socio-economic Disadvantage <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i></p>	<p>Neutral - The proposal has the potential to create a cumulative impact for individuals and groups who are already socio-economically disadvantaged or who possess protected characteristics that increase vulnerability, including families experiencing poverty, pupils with additional learning needs, and households living in more deprived or less accessible areas. Consultation evidence highlights that issues such as changes to travel arrangements, disruption to established routines, and anxiety linked to transition may have a greater effect where families have limited financial resilience,</p>	<p>The Local Authority and school have identified a range of measures intended to minimise cumulative impacts, including:</p> <ul style="list-style-type: none"> • Phased transition arrangements, pastoral support and retention of familiar staff where practicable, reducing the risk of destabilisation for pupils most sensitive to change. • Continued access to statutory and targeted support, such as Free School Meals, wellbeing initiatives, Additional Learning Needs 	<p>This assessment draws on:</p> <ul style="list-style-type: none"> • Consultation survey results and thematic analysis identifying concerns about inequality, access, travel and the compounding effect of change on already disadvantaged families. • Consultation FAQs and responses outlining mitigation actions, phased transition planning and commitment to supporting vulnerable groups. • Education planning and Integrated Impact Assessment documentation confirming arrangements for monitoring,

	<p>restricted access to transport, or less capacity to absorb change. These factors may interact and compound existing disadvantage, particularly where multiple vulnerabilities are present</p>	<p>provision and safeguarding processes, which act as protective factors for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Application of learner travel guidance and individual case consideration to address access barriers linked to deprivation or limited transport options. • Ongoing monitoring and reporting through established governance and Education Resources and Planning processes, enabling emerging cumulative issues to be identified and addressed during and after implementation. 	<p>partnership working and compliance with statutory duties.</p>
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Section 3-Corporate Plan

Please outline any Corporate Plan linkages of the proposal -[BG Corporate Plan 22-27](#)

Priority 1 - Maximise learning and skills for all to create a prosperous, thriving, resilient Blaenau Gwent

The Education Directorate within the Children, Young Peoples & Family department is committed to

- Improved quality of learning: Reducing capacity can help align learner numbers with staffing and facilities, supporting more effective teaching and learning.
- Targeted support: Smaller cohorts may allow greater focus on learners who need additional support, including those with Additional Learning Needs (ALN), helping reduce attainment gaps.
- Sustainable provision: Adjusting capacity in line with demand supports the long-term viability of education provision, reducing the risk of future disruption for learners.

	<ul style="list-style-type: none"> • Better skills development: Concentrating resources may improve curriculum delivery, skills pathways, and preparation for employment or further education. <p>The Department uses various engagement methodologies in order to understand if the service is making the intended outcomes or if amendments to service delivery need to be considered.</p>
<p>Priority 2 - Respond to the nature and climate crisis and enable connected communities</p>	<p>By reducing primary places, it is recognised that the buildings footprint across the Learning Community will be decreased.</p> <ul style="list-style-type: none"> • More efficient use of buildings: Reducing surplus capacity can lower energy use, heating, and maintenance requirements, contributing to carbon reduction. • Reduced environmental footprint: Better-used space supports more sustainable asset management. • Opportunity for sustainable planning: Capacity reduction can support a strategic review of transport, timetabling, and hybrid learning models to reduce emissions. • Focused community use: Managing capacity may allow community use of facilities to be more organised and purposeful.
<p>Priority 3 - An ambitious and innovative council delivering quality services at the right time and in the right place</p>	<p>Effective engagement is crucial to ensure the Council runs effectively, the services delivered are appropriate and meet the needs of those that use them.</p> <ul style="list-style-type: none"> • Efficient service delivery: Aligning capacity with demand ensures education services are delivered where and when they are most effective. • Value for money: Reducing under-utilised capacity supports stronger financial management and reinvestment in front-line services. • Encourages innovation: Capacity review can act as a catalyst for wider transformation, including digital learning, outreach provision, and cross-service working. • Improved planning: Enables more robust workforce, asset, and curriculum planning.
<p>Priority 4 - Empowering and supporting communities to be safe, independent and resilient</p>	<p>Blaenau Gwent Council, together with its fellow local authorities across Gwent, have worked with schools, not only to challenge racism and hate crime, but to also promote inclusion and celebrate the region's diversity.</p> <ul style="list-style-type: none"> • Strengthened wellbeing support: Smaller cohorts can support improved pastoral care, safeguarding, and emotional wellbeing.

- Resilient services: Sustainable education provision contributes to stable communities and long-term independence.
- Targeted community engagement: Capacity management may enable more focused engagement with families and community groups.
- Support for vulnerable learners: Effective capacity planning can improve access to support services that help learners and families remain resilient.

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

Sustainable development principles. The WBFG 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)

Five Ways of Working

How have you used the Sustainable Development Principles in forming the proposal?

Long Tern



Consider the long-term impact of the proposal on the ability of communities to secure their well-being.

The proposal is aimed at reducing the capacity of the primary campus of Abertillery Learning Community by one campus, this will secure a future for learners within the area of Abertillery and make the education provision more sustainable. The proposal will align provision with realistic demographic demand, protect educational quality for future cohorts and ensure the institution remains viable over the long term.

Prevention



Consider how the proposal is preventing problems from occurring or getting worse



The proposal is aimed at providing the right services for the right pupils in the right location reactive to the needs of the All Through School. Planned capacity reduction enables controlled, proactive financial management, avoiding sudden service failures or reactive decisions later. By consolidating provision before standards or support deteriorate, the Learning Community can maintain quality rather than allowing gradual decline to set in. Planned capacity reduction allows education provision to adapt gradually and responsibly to changing needs, aligning with the Welsh policy principle of long-term thinking.

Integration



Consider how your proposal will impact on other services provided in our communities (these might be Council services or services delivered by other organisations or groups)

It is important for pupils who are part of the School have the opportunities to integrate and embraces the All Through School approach, this will allow pupils to have the experience to help them live an independent / semi-independent life, with the support of collaborative working with groups. A more focused school footprint can improve how health services engage with children, families, and communities. Schools are a key early-intervention partner for social care. Consolidation can strengthen this role. A smaller number of well-resourced campuses can become clearer focal points for youth services and third-sector organisations

<p>Collaboration</p> 	<p>Consider how you are working with Council services or services delivered by other organisations or groups in our communities.</p> <p>Education Resources and Planning team, along with the School have worked collaboratively to ensure pupils have the provision they need to thrive. Consideration is given to a more focused Learning Community footprint which enables closer, more effective joint working with Council-delivered services, such as Education and Inclusion, Social Services, Youth Services and Infrastructure services.</p>
<p>Involvement</p> 	<p>Consider how you involve people who have an interest in this proposal and ensure that they represent the diversity of our communities.</p> <p>Education Resources and Planning team has sought to involve a wide and representative range of stakeholders in the development and consideration of this proposal, in line with statutory consultation requirements. Engagement has included parents and carers, pupils, school staff, governing bodies, local residents and elected Members, ensuring that those directly affected by the proposal have had the opportunity to express their views.</p>

How does your proposal link to the Welsh Governments Priorities for Wales? Please indicate below.

1. **A PROSPEROUS WALES** ... 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.

Reducing surplus capacity enables the Learning Community and the Council to use public resources more efficiently, directing funding away from under-used facilities and towards frontline delivery such as:

- Teaching and learning quality
- Well-being and ALN support
- Skills development and attainment

Education is a central driver of prosperity in Wales. Evidence shows that improved educational outcomes are strongly linked to higher lifetime earnings, employment rates and economic participation, particularly in areas of historic deprivation such as Blaenau Gwent.

2. **A RESILIENT WALES** ... a nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change). Think about how your activity will have regard to protecting and enhancing biodiversity.

A consolidated campus model supports resilience by:

- Reducing reliance on ageing, inefficient buildings
- Lowering environmental and maintenance pressures
- Supporting better-planned, more sustainable use of land and energy

Welsh Government policy emphasises the importance of resilient public assets and infrastructure to support long-term community sustainability.

3. **A HEALTHIER WALES ...** 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.

Schools play a vital preventative role in health and well-being. Capacity reduction allows resources to be focused on:

- Pastoral care and emotional wellbeing
- Early mental-health intervention
- Safeguarding and attendance support
- Food, physical activity and healthy routines

Welsh research demonstrates that schools are particularly effective at improving health outcomes for children and young people, especially through preventative approaches.

4. **A MORE EQUAL WALES ...** A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).

The Learning Community serves an area with higher-than-average deprivation and Free School Meal eligibility. Capacity reduction supports equality by:

- Targeting resources where need is greatest
- Strengthening FSM provision and wellbeing support
- Improving consistency of support for vulnerable learners

Welsh evidence shows that schools are a key mechanism for reducing health and educational inequalities, particularly for disadvantaged children.

5. **A WALES OF COHESIVE COMMUNITIES ...** attractive, viable, safe and well-connected communities.

Reducing capacity enables the Learning Community to focus resources on fewer, better-resourced sites, helping the remaining campus(es) operate more effectively as community anchor institutions. Schools in Wales are widely recognised as central to community cohesion, providing trusted, visible spaces that support learning, well-being and social connections beyond the school day.

This approach supports cohesive communities by:

- Maintaining a strong, identifiable local hub
- Improving the quality and sustainability of community engagement
- Reinforcing the school's role as a shared community asset

6. **A WALES OF VIBRANT CULTURE AND THRIVING ...** 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.

Reducing capacity enables the Learning Community to focus cultural, creative and enrichment activity into fewer, better-resourced spaces. This helps ensure that opportunities for:

- Music, drama and performance
- Visual arts and creative expression
- Sport and physical culture

remain high-quality, visible and sustainable rather than being diluted across multiple sites.

This concentrated approach supports vibrant cultural experiences for learners and the wider community, helping culture remain active, shared and valued.

7. A GLOBALLY RESPONSIBLE WALES ... 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.

Reducing capacity supports global responsibility by promoting the efficient and proportionate use of public resources. Maintaining surplus or under-used buildings increases energy use, maintenance demand, and materials consumption. A more sustainable footprint allows resources to be directed where they have the greatest educational and social benefit.

This approach reflects the Welsh Government expectation that public services manage assets responsibly, recognising their wider environmental and economic impacts beyond local boundaries.

Section 5-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 that any proposal may have on opportunities to use the Welsh language. [Welsh Language Standards](#))



Requirement	Does the proposal have any positive, negative or neutral impacts in regard to the below?	What can be done to mitigate any negative impacts?	Please demonstrate any evidence used to form this opinion.
<p>Compliance with the Welsh Language Standards. <i>Specifically Standards 88 - 93</i></p>	<p>Neutral - The proposal fully complies with the Welsh Language (Wales) Measure 2011 and Welsh Language Standards 88–93. It is assessed as having a neutral impact on the Welsh language, with no reduction in opportunities to use Welsh and appropriate mitigation and monitoring arrangements in place. The Council has given due regard to Welsh language duties throughout the consultation and decision-making process.</p>	<p>NA</p>	<p>This assessment is based on:</p> <ul style="list-style-type: none"> • The Abertillery Learning Community consultation documents, confirming bilingual engagement and no change to Welsh-medium provision • Consultation FAQs, setting out inclusive engagement routes and support for participants • Cabinet and consultation reports, confirming compliance with Integrated Impact

			Assessment and monitoring arrangements
<p>What opportunities are there 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 - While the proposal does not alter Welsh-medium provision, it provides a clear opportunity to positively promote the Welsh language, strengthen its everyday use, and reinforce its status within schools, Council services and the wider community. By embedding Welsh into communication, engagement, school life and community interaction, the proposal can actively contribute to the normalisation and sustainability of Welsh in line with national legislation and local commitment.</p>	<p>NA</p>	<p>This assessment is based on:</p> <ul style="list-style-type: none"> The Abertillery Learning Community consultation documents, confirming bilingual engagement and no change to Welsh-medium provision
<p>What opportunities are there for a person or person to use the Welsh Language? <i>e.g. staff, residents and visitors</i></p>	<p>The proposal maintains compliance with the Welsh Language (Wales) Measure 2011 and Welsh Language Standards by ensuring Welsh remains visible and accessible through bilingual services, signage and communication, while providing ongoing opportunities for staff, residents and visitors to use Welsh confidently as part of everyday school, Council and community life.</p>	<p>NA</p>	<p>This assessment is based on:</p> <ul style="list-style-type: none"> Consultation documentation confirming bilingual engagement and inclusive access to information and feedback routes. Education Transformation and WESP planning documents, highlighting the Council's ongoing commitment to Welsh language development, staff

			<p>engagement and monitoring arrangements.</p> <ul style="list-style-type: none"> • Welsh language development frameworks, including Siarter Iaith and Welsh-medium planning expectations across schools
<p>Has the Welsh Language been considered in order to treat the Welsh language no less favourably than the English language?</p>	<p>Yes. The Welsh language has been explicitly considered throughout the proposal and consultation process to ensure it is treated no less favourably than the English language, with bilingual documentation, engagement opportunities in Welsh or English, and ongoing compliance with the Welsh Language (Wales) Measure 2011 and Welsh Language Standards 88–93, including monitoring to prevent any adverse impact on opportunities to use Welsh.</p>	<p>NA</p>	<p>This assessment is based on:</p> <ul style="list-style-type: none"> • Consultation documentation confirming bilingual engagement and inclusive access to information and feedback routes. • Education Transformation and WESP planning documents, highlighting the Council’s ongoing commitment to Welsh language development, staff engagement and monitoring arrangements.

Section 6 – Children’s Rights Approach - [The Right Way](#)

The Children’s Rights Approach – The Right Way is a framework for working with children, grounded in the UN Convention on the Rights of the Child (UNCRC). It places the UNCRC at the core of planning and service delivery and integrates children’s rights into every aspect of decision-making, policy and practice. The Right Way focuses on three main them Participation, Provision and Protection.

Protected characteristics	Will the proposal have any positive impacts on the Children’s Rights Approach?	Will the proposal have any negative impacts on the Children’s Rights Approach?	Outline how the proposal could maximise any positive impacts or minimise any negative impact. Please indicate any views evidence you have that supports this.
<p>Participation (child or young person as someone who actively contributes to society as a citizen)</p>	<p>The proposal has a positive impact on children’s participation by explicitly enabling children and young people to contribute their views through age-appropriate and established mechanisms. Evidence confirms that pupils were engaged via school councils, the Grand School Council and the Youth Forum, ensuring their voices were heard alongside those of adults during the consultation process. This supports children’s role as active participants in decisions that affect their education and local community.</p>	<p>No direct negative impacts on children’s participation have been identified. However, consultation feedback indicates wider concern about trust in the process, which may affect how some children and young people perceive the influence of their views if outcomes do not align with their preferences.</p>	<p>The proposal maximises positive participation by using structured, inclusive and age-appropriate engagement routes rather than relying solely on adult representation. Any potential perception of limited influence will be mitigated through transparent reporting of pupil feedback, clear communication about how children’s views were considered, and ongoing engagement during implementation. This approach is supported by evidence from the consultation and response framework, which commits to openness, monitoring and continued engagement throughout decision-making and delivery.</p>
<p>Provision</p>	<p>The proposal has a positive impact on children’s rights to provision by supporting</p>	<p>There is a potential short-term negative impact on provision where pupils</p>	<p>Positive impacts are maximised through phased transition arrangements, retention of familiar staff where practicable, and planned familiarisation activities, ensuring children continue to</p>

<p>(the basic rights of children and young people to survive and develop)</p>	<p>the long-term sustainability of education provision within the Abertillery Learning Community. Evidence from the consultation documentation confirms that the proposal seeks to protect resources for teaching, learning and pastoral support, rather than diverting funding away from frontline provision, thereby supporting pupils' access to consistent, high-quality education and wellbeing support. Particular emphasis is placed on maintaining statutory provision for pupils with Additional Learning Needs (ALN), with individual needs continuing to be met through established processes.</p>	<p>experience disruption during transition between campuses. Consultation responses highlight concerns around continuity of support, class sizes and access to familiar staff and learning environments, particularly for pupils who rely more heavily on school-based provision.</p>	<p>receive appropriate educational and wellbeing provision throughout the process. Any temporary disruption will be mitigated through enhanced pastoral support, targeted monitoring of attendance and engagement, and continued statutory oversight of ALN provision, as set out in the consultation FAQs and Local Authority mitigation framework.</p>
<p>Protection (children and young people are protected against exploitation, abuse or discrimination)</p>	<p>The proposal has a positive impact on children's rights to protection by retaining robust safeguarding, pastoral and wellbeing arrangements across the learning community. Evidence confirms that safeguarding responsibilities, policies and multi-agency processes will</p>	<p>A potential risk identified through consultation relates to increased anxiety, emotional distress or reduced sense of safety for some children, particularly those with ALN or previous adverse experiences, if change is not well managed. Concerns have also been raised regarding travel, site</p>	<p>These risks will be mitigated through individual transition planning, enhanced pastoral and wellbeing support, and close monitoring of safeguarding and attendance, ensuring early identification of issues and prompt intervention. Engagement with families and children, alongside continued application of safeguarding policies and risk management processes, further supports children's right to protection. These actions are reflected in the consultation risk register and Local Authority mitigation arrangements.</p>

	remain unchanged, ensuring children continue to be protected before, during and after any transition. Planned familiarisation visits and phased implementation also support emotional security and reduce anxiety associated with change.	safety and unfamiliar environments.	
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Section 7– Community Safety

Duty to Consider Crime and Disorder Implications

Section 17 of the Crime and Disorder Act 1998 places a duty on the local authority to exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent, crime and disorder, anti-social and other behaviour adversely affecting the local environment, the misuse of drugs, alcohol and other substances, re-offending and serious violence.

Impacts	Will the proposal have any positive impacts on crime and disorder?	Will the proposal have any negative impacts on crime and disorder?	Outline how the proposal could maximise any positive impacts or minimise any negative impact. Please indicate any views evidence you have that supports this.
Crime (consider impact on each: victims, offenders and neighbourhoods)	The proposal has the potential for a neutral to minor positive impact on crime and disorder through the consolidation of activity onto fewer, well-supervised sites. This allows for more effective site management, passive surveillance and safeguarding, which can reduce opportunities for anti-social behaviour	A potential negative impact arises if a former school building becomes temporarily vacant or under-used. Empty buildings can be at increased risk of anti-social behaviour, vandalism, trespass and criminal damage if not appropriately secured or repurposed. Consultation feedback emphasised	To mitigate risks associated with both site consolidation and any potential empty building, the proposal will: <ul style="list-style-type: none"> • Ensure appropriate security, monitoring and management arrangements are maintained for any site that becomes surplus to operational requirements, reducing opportunities for vandalism, unauthorised access or anti-social behaviour. • Explore interim or alternative uses for any vacant building where feasible, aligned with Community Focused Schools or wider Council objectives, which can help maintain positive activity and community presence.

	<p>associated with fragmented or poorly used facilities. Safeguarding, pastoral support and attendance monitoring arrangements will remain in place across the Abertillery Learning Community, supporting preventive approaches to disengagement and anti-social behaviour.</p>	<p>concerns around community safety, site security and the local environment, particularly where buildings form part of established neighbourhoods or community hubs. In addition, respondents raised concerns that increased footfall, traffic congestion and parking pressures at receiving campuses could create localised community safety issues at peak times, though no evidence suggests an increase in serious crime, substance misuse or violence.</p>	<ul style="list-style-type: none"> • Apply phased transition planning, preventing sudden site closures and allowing time for appropriate security and management measures to be implemented. • Maintain strong safeguarding, wellbeing and attendance monitoring, supporting early intervention and reducing the risk of disengagement that could contribute to anti-social behaviour. • Continue engagement with highways, traffic management and road safety teams to manage congestion, pedestrian safety and environmental impacts around receiving campuses. <p>This assessment draws on:</p> <ul style="list-style-type: none"> • Consultation responses and thematic analysis highlighting concerns around site safety, traffic, parking and the role of school sites within communities. • Local Authority response matrices and risk registers identifying mitigation actions relating to site security, transition planning, traffic management and community impact. • Education and consultation documentation confirming ongoing safeguarding, governance and monitoring arrangements.
<p>Anti-Social Behaviour and behaviour adversely affecting the local environment (consider impact on each: victims, offenders, neighbourhoods and green spaces)</p>	<p>The proposal has the potential for a neutral to minor positive impact on anti-social behaviour through the consolidation of activity on a reduced number of well-occupied and supervised sites. Increased legitimate use of buildings and improved oversight can help reduce opportunities for nuisance behaviour, vandalism and environmental degradation that are often associated</p>	<p>A potential negative impact may arise if a school building becomes temporarily vacant or under-used, particularly in residential areas. Such sites can be vulnerable to:</p> <ul style="list-style-type: none"> • Anti-social behaviour, including loitering, vandalism and trespass • Environmental harm, such as littering, fly-tipping or deterioration of 	<p>To minimise these risks and meet the Council’s duty under Section 17 of the Crime and Disorder Act 1998, the proposal will:</p> <ul style="list-style-type: none"> • Ensure appropriate security and management arrangements are in place for any site that becomes surplus, reducing opportunities for unauthorised access and ASB • Consider interim or alternative uses for vacant buildings where feasible (e.g. community, educational or managed uses), helping to maintain activity and natural surveillance • Apply phased transition planning, avoiding sudden site vacancy and allowing time for community safety measures to be implemented • Maintain strong pastoral, safeguarding and youth engagement arrangements, which act as preventative measures by supporting positive behaviour and reducing disengagement

	<p>with poorly used or fragmented facilities. For victims and neighbourhoods, maintaining strong site management, safeguarding and pastoral arrangements supports a safer and more predictable local environment.</p>	<p>surrounding green spaces This can have a disproportionate impact on:</p> <ul style="list-style-type: none"> • Victims, including nearby residents and pupils, who may experience reduced feelings of safety • Neighbourhoods, where an empty building may reduce passive surveillance and community cohesion • Offenders, particularly young people, who may be drawn into low-level ASB if sites are not appropriately managed <p>Consultation responses highlighted concerns around community impact, site security and the role of school sites as stabilising features within local neighbourhoods.</p>	<ul style="list-style-type: none"> • Continue engagement with neighbourhood services, road safety and environmental teams to address any emerging impacts on local streets or green spaces <p>These measures protect victims, discourage harmful behaviour, support neighbourhood wellbeing, and reduce environmental impacts associated with unmanaged sites.</p> <p>Should the proposal be agreed the Building will remain in the Education portfolio.</p>
<p>Misuse of drugs, alcohol and other substances (Think vulnerable children, adults, families and communities)</p>	<p>The proposal supports the prevention of substance misuse by maintaining strong safeguarding, pastoral and wellbeing support, and continued</p>	<p>There is a potential indirect risk that transition-related disruption, disengagement from support, or a temporarily vacant building could increase vulnerability</p>	<p>These risks will be mitigated through phased transitions, continued multi-agency safeguarding and pastoral intervention, early identification through attendance and wellbeing monitoring, and secure management or interim use of any surplus buildings to prevent misuse and associated harm.</p>

	engagement with education, which are recognised protective factors for vulnerable children, adults, families and communities.	to substance misuse for at-risk individuals if not carefully managed. No evidence was identified to suggest the proposal would directly increase substance misuse; risks are indirect and situational.	
Re-offending (Think young people and adults, victims, families, communities)	The proposal supports the reduction of re-offending by maintaining engagement with education, stable routines and access to pastoral and safeguarding support for vulnerable young people and adults, which are recognised protective factors for individuals, families and communities.	There is a potential indirect risk that disruption during transition, disengagement from services, or a temporarily vacant building could increase vulnerability for individuals with a history of offending if not effectively managed.	These risks will be mitigated through phased transitions, continued multi-agency safeguarding and youth support, active monitoring of attendance and wellbeing, and secure management or interim use of any surplus buildings to prevent environments associated with re-offending.
Serious Violence (Think vulnerable young people, vulnerable adults, victims, families, communities)	The proposal supports the prevention of serious violence by maintaining strong safeguarding, pastoral support and educational engagement, which are key protective factors for vulnerable children and adults and contribute to safer families and communities.	There is a potential short-term risk that disruption during transition, or a temporarily vacant building, could increase vulnerability for at-risk individuals or create environments associated with harm if not appropriately managed.	These risks will be mitigated through phased transitions, continued multi-agency safeguarding and youth support, robust monitoring, and secure management of any surplus buildings to prevent misuse and protect communities.
Counter Terrorism	The proposal supports the prevention of terrorism and violent extremism by	There is a potential indirect risk that disruption during transition, disengagement	These risks will be mitigated through phased transitions, continued application of PREVENT-related safeguarding training and multi-agency

<p>(People and places that are vulnerable to terrorism or violent extremism)</p>	<p>maintaining strong safeguarding, pastoral oversight and engagement with education, which are recognised protective factors for people and places vulnerable to radicalisation.</p>	<p>from services, or a temporarily vacant building could increase vulnerability to extremist influence if not appropriately managed.</p>	<p>information-sharing, ongoing youth engagement, and secure management of any surplus buildings to prevent misuse.</p>
<p>Community Cohesion (Asylum seekers, Migrants, Victims or Hate Crime, Community tensions)</p>	<p>The proposal supports community cohesion by maintaining safe, regulated education environments and continued engagement with families and communities, helping to reduce isolation and protect vulnerable groups including asylum seekers, migrants and victims of hate crime.</p>	<p>There is a potential risk that changes to familiar school settings or the temporary loss of a community hub could heighten community tensions or reduce perceived safety for vulnerable groups if not carefully managed.</p>	<p>These risks will be mitigated through phased implementation, transparent engagement with communities, continued safeguarding and equality protections, and secure management or interim use of any surplus buildings to prevent harm, exclusion or fear within neighbourhoods.</p>

Section 8- Armed Forces Covenant Duty [AFC Draft Statutory Guidance - Final.pdf](#)

Impacts	Will the proposal have any positive impacts on the armed forces community?	Will the proposal have any negative impacts on the armed forces community?	Outline how the proposal could maximise any positive impacts or minimise any negative impact. Please indicate any views evidence you have that supports this.
<p>Health</p> <ul style="list-style-type: none"> • Provision of services • Planning and funding • Co-operation between bodies and professionals <p>These healthcare functions are within scope of the Duty in the following settings:</p> <ul style="list-style-type: none"> • NHS Primary Care services, including general practice, community pharmacies, NHS dental, NHS optometry services and public health screening services. • NHS Secondary Care services, including urgent and emergency care, hospital and community services, specialist care, mental health services, and additional needs services (as applicable). • Local authority-delivered healthcare services, including sexual health services and drug and alcohol misuse services 	<p>The proposal does not reduce access to NHS or local authority-delivered health services and may indirectly support the wellbeing of Armed Forces families by promoting stability and continuity in education and associated support.</p>	<p>There is no identified direct negative impact on the Armed Forces community's access to health provision, though transition-related change could create short-term stress for some families if not carefully managed.</p>	<p>Any potential impacts will be mitigated through phased implementation, early identification of wellbeing needs, and continued co-operation between education, health and local authority partners to ensure no disadvantage for the Armed Forces community.</p>

<p>Education</p> <ul style="list-style-type: none"> • Admissions • Educational attainment and curriculum • Child wellbeing • Transport • Attendance • Additional needs support • Use of Service Pupil Premium funding (England only) <p>These education functions are within scope of the Duty in compulsory education settings, that is, primary, secondary, and, for England only, compulsory further education. The Duty does not cover nursery (early years education), higher education, or other voluntary adult education settings</p>	<p>The proposal maintains fair access to education, consistent curriculum delivery, safeguarding, attendance support, transport arrangements and additional needs provision, supporting stability and wellbeing for children and young people from Armed Forces families in line with the principle of no disadvantage.</p>	<p>There is no identified direct adverse impact on Armed Forces families' access to compulsory education, though transition-related change could cause short-term disruption to wellbeing or attendance for some pupils if not carefully managed, particularly where families experience higher mobility.</p>	<p>Any potential impact will be mitigated through phased implementation, clear communication with families, continued transport and ALN support, and existing pastoral and safeguarding arrangements to ensure Armed Forces children are supported consistently alongside their civilian peers.</p>
<p>Housing</p> <ul style="list-style-type: none"> • Allocations policy for social housing • Tenancy strategies (England only) • Homelessness • Disabled Facilities Grants 	<p>The proposal does not change housing allocations policies, homelessness duties or access to Disabled Facilities Grants, and therefore maintains equitable access to housing support for Armed Forces personnel, veterans and their</p>	<p>There is no identified direct negative impact on the Armed Forces community in relation to housing, though any wider transition-related stress could indirectly affect housing stability for some families if not supported through existing services.</p>	<p>Any potential indirect impacts will be mitigated through continued application of existing housing policies, homelessness prevention duties and partnership working, ensuring Armed Forces households can access support on the same basis as the wider population in accordance with the Armed Forces Covenant Duty.</p>

	families in line with the principle of no disadvantage.		
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Section 9-Data-Please outline any data or evidence that has been used to develop the proposal, this can be previous consultations, local/national data, pilot projects, reports, feedback from clients etc.

Data/evidence –What data/evidence was used? - provide any links.	What were the key findings?	How has the data/evidence informed this proposal?
<p>The proposal has been informed by a range of quantitative and qualitative evidence gathered during the consultation process, including formal online consultation responses from parents, carers, staff and stakeholders, thematic analysis of consultation feedback, and engagement with pupils through School Councils, the Grand School Council and Youth Forum. School capacity and pupil projection data, demonstrating a sustained reduction in primary-phase pupil numbers, underpinned the rationale for the proposal. Wider evidence considered included attendance, wellbeing and safeguarding information, Additional Learning Needs planning and transition data, Free School Meals and deprivation indicators, and home-to-school transport eligibility guidance. Consultation FAQs, Local Authority responses and education planning documentation were also used to assess impacts, identify risks and shape mitigation measures, ensuring the proposal was informed by both stakeholder views and existing operational and strategic data.</p>	<p>The evidence identified a sustained reduction in primary-phase pupil numbers across Abertillery Learning Community, resulting in increasing surplus places and inefficient use of the school estate. Consultation responses highlighted concerns relating to travel distance, continuity of education, pupil wellbeing, class sizes and community impact, particularly for younger pupils, those with Additional Learning Needs and families experiencing socio-economic disadvantage. Pupil engagement activity confirmed the importance of stability, familiar staff and phased approaches to change. Wider education, wellbeing, safeguarding, FSM and transport evidence indicated that while impacts were manageable, mitigation would be required to ensure equality, accessibility and community safety considerations were appropriately addressed.</p>	<p>The evidence informed the proposal by demonstrating a clear need to reduce capacity to reflect demographic demand while maintaining educational quality and long-term sustainability. Consultation feedback and pupil engagement directly shaped the design of mitigation measures, including phased transition arrangements, enhanced pastoral and safeguarding support, retention of statutory ALN provision, and application of learner travel eligibility criteria. Deprivation, FSM and wellbeing data influenced the focus on targeted support for vulnerable groups, while community safety and estate information informed the approach to managing any surplus building. Collectively, the data ensured the proposal was proportionate, evidence-led and supported by clear monitoring and governance arrangements.</p>

Are there any data or information gaps and if so what are they and how do you intend to address them?

NA

Section 10-Consultation. Please provide details of consultation undertaken to support the proposal. Please consider the Gunning Principles: -

Principle 1: Consultation must take place when the proposals are still at a formative stage. You must not have already made up your mind.

Principle 2: Sufficient reasons must be put forward to allow for intelligent consideration and response. Have people been given the information and opportunity to influence?

Principle 3: Adequate time must be given for consideration and response. Is the consultation long enough bearing in mind the circumstances?

Principle 4: The product of consultation must be conscientiously taken into account when finalising the decision

Briefly describe any planned consultations or consultations that have been carried out to date. Please consider the above principles.

Please consider the following questions: -

1. Who did you consult?

Formal consultation has been undertaken with a wide and representative range of stakeholders directly and indirectly affected by the proposal. This included parents and carers of pupils attending Abertillery Learning Community, pupils themselves (through School Councils), school staff, governing bodies, elected Members, local residents, neighbouring schools, diocesan authorities where applicable, trade unions, and partner organisations. Statutory consultees were engaged in full compliance with the Welsh Government School Organisation Code, ensuring that those most impacted by the proposal had the opportunity to understand the rationale, consider potential impacts, and influence decision-making through structured feedback routes.

2. When did the consultation take place and was adequate time given for a response?

The formal consultation took place between **Monday 2 March 2026 and Sunday 12 April 2026**, providing a consultation period of **42 days**, in full compliance with the statutory requirements set out in the Welsh Government School Organisation Code. Adequate time was therefore given for parents, carers, pupils, staff, local residents and other stakeholders to consider the proposal, seek clarification where required and submit informed responses. Supporting information was made available throughout the consultation period, alongside opportunities for engagement, including drop-in sessions, ensuring consultees had sufficient time and information to allow for intelligent consideration and response.

3. Was there enough information provided to respond effectively?

Yes. Sufficient and appropriate information was provided to enable consultees to give intelligent and informed consideration to the proposal. A full consultation document was made available in line with the requirements of the Welsh Government School Organisation Code, setting out the rationale for the proposal, the options considered, potential impacts, and proposed mitigation measures. Supporting information, including consultation FAQs, was published alongside the main document to address emerging questions and provide further clarity. Opportunities for engagement were also provided through scheduled drop-in sessions and established communication channels, allowing consultees to seek clarification, raise concerns and influence the process before any final decision was made.

4. What were the findings?

Please see Outturn Report. Where consultation evidence is referenced, this reflects draft consultation feedback, engagement activity and anticipated themes, which will be fully validated through the formal consultation outturn.

5. Have the findings been considered in regard to the decision?

Outturn Report will be provided to Cabinet for meeting 30th April 2026.

Section 11-Monitoring and Review

How will the implementation of the proposal be monitored, including the impacts or changes made?

If the consultation is agreed, implementation of the proposal will be monitored through established education, governance and safeguarding arrangements within Blaenau Gwent County Borough Council. Monitoring will focus on key impact areas identified through the consultation and Integrated Impact Assessment, including pupil wellbeing, attendance, transport arrangements, Additional Learning Needs provision, staffing stability, community impact and equality considerations. Particular attention will be paid to transition arrangements and the early identification of any unintended adverse impacts.

What monitoring tools will be used?

Monitoring will utilise a combination of:

- Education performance and wellbeing data, including attendance, engagement and behaviour indicators
- ALN monitoring and individual transition reviews, where applicable
- Safeguarding, pastoral and wellbeing reporting mechanisms
- Home-to-school transport data and operational feedback
- Risk registers and issue logs, maintained and reviewed through project and service governance
- Feedback from schools, families and stakeholders, including issues escalated through established channels

These tools align with those already used across education transformation and school organisation proposals, ensuring consistency and robustness.

How will the results be used for future development?

Monitoring outcomes will be used to:

- Inform refinements to transition and implementation arrangements
- Identify where additional support or mitigation is required for pupils, families or schools
- Support ongoing education planning and estate management decisions
- Feed into future school organisation, community-focused schools and capital planning activity
- Provide assurance to Members and senior officers that impacts remain proportionate and managed

How and when will it be reviewed?

Formal review will take place:

- During the implementation phase, with regular updates through service management arrangements
- Post-implementation, to assess early impacts following transition
- As part of routine education performance and safeguarding review cycles


Where issues are identified, review activity may be brought forward or intensified to ensure timely response.

Who is responsible for ensuring this happens?	<p>Overall responsibility for monitoring and review will sit with the Education Resources and Planning Service, working in partnership with:</p> <ul style="list-style-type: none"> • School leadership and governing bodies • Inclusion, ALN and safeguarding teams • Transport and wider Council services, as appropriate <p>Progress and findings will be reported through established governance pathways, ensuring Member oversight and accountability.</p>
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Section 12 - Decision
Using the information you have gathered from sections 1-9 please state in the table below whether you are able to proceed with the proposal.

Continue with the proposal in its current form	Yes [<input checked="" type="checkbox"/>]	No <input type="checkbox"/>
Continue with proposal but take into account reasonable steps to mitigate any negative impacts of the proposal	Yes [<input checked="" type="checkbox"/>]	No <input type="checkbox"/>

Name of person completing the IIA	
Name:	Jon Mower/Sharon Rowlands
Job Title:	Education Resources and Planning Team Projects Officers
Date:	16.04.26

Head of Service Approval			
Name:	Joanne Watts		
Job Title:	Head of Resources and Planning Team		
Signature:		Date:	1/12/2025

Please contact Policy & Partnerships should you require any further advice or guidance on completing your assessment via lissa.friel@blaenau-gwent.gov.uk or kate.james@blaenau-gwent.gov.uk