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**	**27.2.26**

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 charateristics, please refer to the Equalities Act 2010 (Wales) for further information Equality Act 2010: guidance - GOV.UK (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 *(people of all ages)*	Yes	No	The school is an All through School wich means that there are several campuses in Abertillery, three primary and one secondary. Pupils are admitted to the school at 3 years of age and can go through to the age of 16. Reducing capacity at Abertillery Learning Community has the potential to improve quality of provision for the pupils
Disability *(people with disabilities/ long term conditions)*	Yes	No	Changes to the All Thorugh school will be minimal for children with disabilities, all building are DDI compliment with access in all buildings to all floors. In the case of resource based pupils nothing will change for them with this proposal.
Gender Reassignment *(anybody who's gender identity or gender expression is different to the sex they were assigned at birth)*	No	No	

Marriage or Civil Partnership *(people who are married or in a civil partnership)*	No	No	
Pregnancy and Maternity *(women who are pregnant and/or on maternity leave)*	No	No	
Race *(people from black, Asian and minority ethnic communities and different racial backgrounds)*	No	No	
Religion or Belief *(people with different religions and beliefs including people with no beliefs)*	No	No	
Sex *(women and men, girls and boys and those who self-identify their gender)*	No	No	
Sexual Orientation *(lesbian, gay, bisexual, heterosexual, other)*	No	No	

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:**

- ➢ 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.
Low Income / Income Poverty *(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)*	Neutral		
Low and/or No Wealth *(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)*	Neutral		
Material Deprivation *(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken*	Neutral		

electrical goods, warm home, hobbies etc.)			
Area Deprivation (*where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?*)	Neutral		
Socio-economic Background (*social class i.e. parents education, employment and income*)	Neutral		
Socio-economic Disadvantage (*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*)	Neutral		

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. • Better skills development: Concentrating resources may improve curriculum delivery, skills pathways, and preparation for employment or further education. 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.
Priority 2 - Respond to the nature and climate crisis and enable connected communities	By reducing primary places, it is recognised that the buildings footprint across the Learning Community will be decreased. • 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.
Priority 3 - An ambitious and innovative council delivering quality services at the right time and in the right place	Effective engagement is crucial to ensure the Council runs effectively, the services delivered are appropriate and meet the needs of those that use them. • 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.
Priority 4 - Empowering and supporting communities to be safe, independent and resilient	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. • 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 ocurring 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

Collaboration	Consider how you are working with Council services or services delivered by other organisations or groups in our communities. 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.
Involvement	Consider how you involve people who have an interest in this proposal and ensure that they represent the diversity of our communities. All interested parties will be consultees in this proposal and give the opportunity to respond via the communication process if approved.

How does your proposal link to the Welsh Goverments 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.
Compliance with the Welsh Language Standards. *Specifically Standards 88 - 93*	Neutral		The proposal does not reduce, restrict, or remove the ability of the Council or the Learning Community to comply with the Welsh Language Standards
What opportunities are there to promote the Welsh Language? *e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community*	Positive		The proposal has the potential to strengthen compliance and quality of Welsh-language delivery: More consistent application of Welsh Language Standards across a smaller number of

			sites, reducing variability in practice.
What opportunities are there for a person or person to use the Welsh Language? *e.g. staff, residents and visitors*	Positive		- Improved staff collaboration and professional development, supporting increased confidence and consistency in the use of Welsh. - Clearer leadership oversight of Welsh-language duties, making monitoring, quality assurance and compliance easier to maintain. - Stronger embedding of Welsh in day-to-day school life, rather than dispersion across multiple locations with differing capacity. - Better focus on progression and continuity of Welsh-language learning for learners.
Has the Welsh Language been considered in order to treat the Welsh language no less favourably than the English language?	Neutral		The school will continue with promoting Welsh within the curriculum where appropriate.

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.
Participation (child or young person as someone who actively contributes to society as a citizen)	Yes	No	A more consolidated school structure allows staff to: • Build stronger relationships with learners • Better feedback how pupil views influence decisions • Ensure participation is meaningful rather than tokenistic
Provision (the basic rights of children and young people to survive and develop)	Yes	No	Capacity reduction enables the Learning Community to concentrate resources and support, improving the quality and consistency of provision available to children and young people, including: • Teaching and learning • Well-being and emotional support • Additional Learning Needs (ALN) provision • Pastoral and inclusion services This supports children's right to: • A high-quality education • Support to maximise their physical, emotional and developmental potential

			• Provision that reflects their best interests as a primary consideration
Protection (children and young people are protected against exploitation, abuse or discrimination	Neutral	No	Although neutral A more sustainable and manageable school footprint can strengthen safeguarding and protection by: • Improving staff oversight and continuity • Supporting consistent application of safeguarding policies • Allowing earlier identification of welfare concerns • Strengthening partnership working with social care, health and safeguarding agencies These factors improve the system's ability to protect children from harm, support early intervention, and ensure that children's welfare remains central to decision-making.

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)	No	No	The proposed capacity reduction through a campus closure has been considered in terms of community safety, including perceptions of safety, safeguarding, antisocial behaviour prevention and partnership working. The assessment identifies no adverse community-safety impacts and highlights opportunities to strengthen preventative and protective arrangements.
Anti-Social Behaviour and behaviour adversely affecting the local environment (consider impact on each: victims, offenders, neighbourhoods and green spaces)	No	No	As above

Misuse of drugs, alcohol and other substances (Think vulnerable children, adults, families and communities)	No	No	As above
Re-offending (Think young people and adults, victims, families, communities)	No	No	As above
Serious Violence (Think vulnerable young people, vulnerable adults, victims, families, communities)	No	No	As above
Counter Terrorism (People and places that are vulnerable to terrorism or violent extremism)	No	No	As above
Community Cohesion (Asylum seekers, Migrants, Victims or Hate Crime, Community tensions)	No	No	As above

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.
Health • Provision of services • Planning and funding • Co-operation between bodies and professionals These healthcare functions are within scope of the Duty in the following settings: • 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).	No	No	

• Local authority-delivered healthcare services, including sexual health services and drug and alcohol misuse services			
Education • Admissions • Educational attainment and curriculum • Child wellbeing • Transport • Attendance • Additional needs support • Use of Service Pupil Premium funding (England only) 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	No	No	
Housing • Allocations policy for social housing • Tenancy strategies (England only) • Homelessness • Disabled Facilities Grants	No	No	

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?
Abertillery Learning Community Pupil Placement last 5 years Primary and Secondary Trend and the next 5 years Projections (based on numbers on roll data.)	Key findings a constant reduction in the pupil number of the Primary Phase.	The data provides justification to consult on the reduction to the school capacity.

Abertillery 3-16 Learning Community	Capacity and Numbers on Roll											
	2020/21		2021/22		2022/23		2023/24		2024/25		2025/26	
	School Capacity	Numbers on Roll	School Capacity	Numbers on Roll	School Capacity	Numbers on Roll	School Capacity	Numbers on Roll	School Capacity	Numbers on Roll	School Capacity	Numbers on Roll
Primary	980	637	980	747	980	702	980	685	980	672	980	615
Secondary	750	654	750	705	750	699	750	720	750	702	750	722

The learning community has retained their capacity limit for the last 5 years however in 2025 it can be seen that at the primary campuses there is around 365 (37.2 %) surplus places.

Abertillery Learning Community Pupil Projections for Primary and Secondary places over the next 6 years.

Abertillery 3-16 Learning Community	Prediction based on five-year Trend based on numbers on roll					
	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Primary campuses	725	691	661	667	628	620
Secondary campus	714	679	670	688	664	652

The above table shows further decline of pupil numbers, creating additional surplus places for primary campuses and for secondary campus figures.

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 will be undertaken with all relevant stakeholders in order to gather their views. The consultee list complies with the Welsh Governments School Organisation Code, November 2018 Version 2
2.When did the consultation take place and was adequate time given for a response?
- The consultation is due to commence if approved by Cabinet Monday 2nd March 2026, concluding on Sunday 12th April 2026 (this is in compliance with the above School Organisation Code and its (formal 42 consultation period)
- Once concluded an Outturn report will be developed and submitted to Cabinet for approval to proceed to the Statutory Notice Period which will also be in compliance with the School Organisation Code (28 days plus the day it was published)
- Once the Statutory Notice Period has concluded a formal Objections report will be produced and submitted to the Cabinet
- If the proposal to implement is approved by Cabinet a Decision Notification response will be produced and sent around to inform consultees of decision to implement.

3.Was there enough information provided to response effectively?
A full consultation document was created in line with the School Organisation Code above, stipulation what information needs to be included, the Education Resource and Planning Team also have a Drop-in session scheduled as below,

Location	Date	Time(s)	Session aimed at:
ALC – Secondary Campus Alma Street Abertillery NP13 1YL	Tuesday 10th March 2026	3:30pm - 4:30pm	Staff

ALC – Secondary Campus Alma Street Abertillery NP13 1YL	Tuesday 10th March 2026	5:00pm - 6:00pm	Governing Body
The Metropole, Abertillery NP13 1LA	Wednesday 11th March 2026	5:00pm - 6:30pm	Parents and Wider Community
The Metropole, Abertillery NP13 1LA	Tuesday 17th March 2026	3:00pm - 6:30pm	Parents and Wider Community
Virtual Teams meeting	Wednesday 18th March 2026	1:00pm - 2:00pm	Trade Union Representatives

The Council will hold separate events with the Children and Young People via the School Council, Blaenau Gwent Youth Forum and Grand School Council should there be meetings arranged in the consultation time period.

4.What were the findings?
n/a
5. Have the findings been considered in regard to the decision?
n/a

Section 11-Monitoring and Review	
How will the implementation of the proposal be monitored, including the impacts or changes made?	The Education Resources and Planning team will support with the transformation change areas of the school capacity as a result of this proposal. The Education Resources and Planning Operations team will continue to monitor the correlation between the admissions process and the revised school capacity. Annual reports to DMT, CLT Scrutiny and Cabinet.
What monitoring tools will be used?	The admissions process and data analysis will dictate future policy development. Education Resources and Planning Team use Prince 2 Methodology to support any project implemented. Education Resources and Planning Team Operations monitor, plan and forecast the admissions and capacity position of the Learning Community.
How will the results be used for future development?	Annual reports, Planning of School Places in Mainstream education are reviewed annually by the Education Resources and Planning Team Facilities Officer.
How and when will it be reviewed?	School Capacities are reviewed on an annual basis.
Who is responsible for ensuring this happens?	Emma Jones - Resources and Planning - Lead Officer (Operations)

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 [/]**	**No ☐**
Continue with proposal but take into account reasonable steps to mitigate any negative impacts of the proposal	**Yes [/]**	**No ☐**

Name of person completing the IIA	
Name:	Jon Mowe/Sharon Rowlands
Job Title:	Education Resources and Planning Team Projects Officers
Date:	27.2.26

Head of Service Approval			
Name:	Joanne Watts		
Job Title:	Head of Resources and Planning Team		
Signature:	*J Watts*	Date:	27.2.2026

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