



Integrated Impact Assessment Template

(incorporating Equalities, Socio-economic Duty, Future Generations, Welsh Language Measures, Corporate Parenting)

<p>Name of the Officer Sue Hall</p> <p>Phone no: 01633 644461 E-mail: susanhall@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal</p> <p>To consult on the proposal to change the age range of Durand Primary School from 3-11 years to 4-11 years and replace the school nursery with a non-maintained setting approved to provide early education.</p>
<p>Name of Service area</p> <p>Early Years Section, CLSE Directorate</p>	<p>Date</p> <p>December 2025</p>

1. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

<p><u>Protected Characteristics</u></p>	<p>Describe any positive impacts your proposal has on the protected characteristic</p>	<p>Describe any negative impacts your proposal has on the protected characteristic</p>	<p>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</p>
<p>Age</p> <p><i>Consider the impact on our community in relation to age, e.g. how do we engage with older and younger people about our services, access issues etc. Also consider what issues there are for employment and training.</i></p>	<p>Currently there are only 30 nursery / early education places available at Durand Primary School for 3 and 4 year olds; hence, there are insufficient places to accommodate rising 3s. This proposal would increase the number of early education places to 56.</p>	<p>Nursery aged children wouldn't be included on the school roll, instead they wouldn't be admitted until the term following children's 4th birthday.</p>	<p>Approved non-maintained settings have more flexibility than school nurseries as they can cater for a larger age range and offer longer hours.</p>

<u>Protected Characteristics</u>	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Disability <i>Consider the impact and what issues there are around each of the disability needs groups e.g. access to buildings/services, how we provide services and the way we do this; producing information in alternative formats, employment issues etc.</i>	The non-maintained setting would be based on the school site in the existing nursery building, which meets current guidelines around disabled access.	No impact identified at this stage.	None identified at this time.
Gender reassignment <i>Consider the provision of inclusive services for transgender people and groups. Also consider what issues there are for employment and training.</i>	No impact identified at this stage.	No impact identified at this stage.	None identified at this time.
Marriage or civil partnership <i>Same-sex couples registered as civil partners have the same rights as married couples and must be provided with the same benefits, such as survivor pensions, flexible working, maternity/paternity pay and healthcare insurance. Consider the impact of your proposal on these rights.</i>	No impact identified at this stage.	No impact identified at this stage.	None identified at this time.

<u>Protected Characteristics</u>	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Pregnancy or maternity <i>A woman is protected from discrimination during her pregnancy, maternity leave and 26 weeks from the day she gives birth. Including the provision of services, goods and facilities and recreational or training facilities. Consider the impact of your proposal on these protections.</i>	No impact identified at this stage.	No impact identified at this stage.	None identified at this time.
Race <i>What will the proposal do to promote race equality with the aim of eliminating unlawful discrimination, promoting equality of opportunity and promoting good relations between different racial groups. Think about the potential to affect racial groups differently. Possible issues include providing translation/interpreting services, cultural issues and customs, access to services, issues relating to Asylum Seeker, Refugee, Gypsy & Traveler, migrant communities and recording of racist incidents etc.</i>	No impact identified at this stage.	No impact identified at this stage.	None identified at this time.
Religion or Belief <i>Consider the impact e.g. dietary issues, religious holidays or days associated with religious observance, cultural issues and customs. Also consider what issues there are for employment and training.</i>	No impact identified at this stage.	No impact identified at this stage.	None identified at this time.

<u>Protected Characteristics</u>	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
<p>Sex <i>Consider what issues there are for men and women. Will this impact disproportionately on one group more than another e.g. equal pay, responsibilities for dependents, issues for carers, access to training, employment issues.</i></p>	<p>Changing from a maintained nursery to a non-maintained setting will offer more flexibility to families and will enable parents/carers to return to work or training.</p>	<p>No impact identified at this stage.</p>	<p>None identified at this time.</p>
<p>Sexual Orientation <i>Consider the provision of inclusive services for e.g. older and younger people from the Lesbia, Gay and Bi-sexual communities. Also consider what issues there are for employment and training.</i></p>	<p>No impact identified at this stage.</p>	<p>No impact identified at this stage.</p>	<p>None identified at this time.</p>

2. The Socio-economic Duty

The Socio-economic Duty requires public bodies to have due regard to the need to reduce inequalities of outcome which result from socio-economic disadvantage when taking key decisions.

Socio-economic disadvantage can be defined as living in less favorable social and economic circumstances than others in society. It also includes social justice, which is about reducing inequalities by working towards more equal distribution of wealth and opportunities so everyone can achieve their full potential.

Consider how the proposal could affect the following vulnerable groups:

Armed Forces Community (including veterans)

Single parents

Vulnerable families

Single adult households

Carers

Students

People living in the most deprived areas

Pensioners

Homeless People

People misusing substances

People who have experienced the asylum system

People involved in the criminal justice system

<u>Socio-economic Duty</u>	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering from socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts in relation to the Socio-economic disadvantage?
<i>Think of what evidence you have about socio-economic disadvantage and inequalities of outcome in relation to this proposal. Will it impact disproportionately on certain groups? Can the proposals be improved to reduce inequalities of outcome?</i>	The existing provision at Durand Nursery is limited to 2 ½ hours a day, which makes it difficult for the main carer to access work or training opportunities. A non-maintained setting would be able to offer up to 6 hours a day, providing more opportunity for parents/carers to return to work or training.	School nurseries usually offer 12 hours a week, whereas early education funding is only available for 10 hours a week.	Working families are eligible for the Childcare Offer, which provides funding for wrap around childcare, so eligible families can access a total of up to 30 hours a week of funded early education and childcare.

3. Policy making and the Welsh language

What are the effects that the proposals would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English? How could positive effects be increased, or negative effects be mitigated? Explain how you believe the proposals could be improved so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

<p>How does your proposal impact on the following aspects of the Council's Welsh Language Standards:</p>	<p>Describe the positive impacts of this proposal</p>	<p>Describe the negative impacts of this proposal</p>	<p>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts</p>
<p>Policy Making: <i>Consider what impact this policy decision will have on the Welsh Language. This includes opportunities for people to use the language, opportunities to promote the language and treating the language no less favourably than the English language. Include any data and evidence e.g. WESP, Census Data, Cymraeg 2050, Welsh Language Strategy.</i></p>	<p>The existing provision at Durand primary school is English medium and we are proposing to replace it with a non-maintained setting that is English medium with some bilingual elements. The setting don't initially intend to offer places for two year olds and they aren't currently approved for Flying Start childcare.</p> <p>There is currently Welsh medium early education available in Caldicot at Ysgol Y Ffin and there are currently spaces available. There is also a non-maintained setting on site, Cylch Meithrin Cil Y Coed, that offers childcare places for two year olds (including Flying Start childcare) and wrap around childcare for 3 and 4 year olds that attend the school Meithrin. Therefore, they will still be able to offer a greater range of childcare and early education than is being proposed at Durand Primary School.</p>	<p>There is a possibility that some families will opt for the provision at Durand Primary School rather than Ysgol Y Ffin, as they are able to access early education and wrap around childcare with one provider, so there will be less transitions for the children.</p>	<p>Support will be provided to Cylch Meithrin Cil Y Coed to improve their transition arrangements to ensure this is a smooth process for children.</p> <p>Ysgol Y Ffin currently offers a morning Meithrin session only. If numbers continue to grow and there is a need for more places, there is the option to increase the offer to 60 places and offer morning and afternoon places.</p> <p>Capital funding was awarded to Cylch Meithrin Cil Y Coed in 2025/26 to enable them to make improvements to their outdoor area. There is a further pot of funding available for small capital grants in 2026/27, which Cylch Meithrin Cil Y Coed will be encouraged to apply for to enhance their existing provision and make it more appealing to families who are considering their options.</p>

<p>Operational: Recruitment & Training of workforce <i>Carefully consider whether vacant posts require Welsh language skills as a desirable or essential skill. This is especially pertinent with front line roles as more than 10 % of the population of Monmouthshire speak Welsh. Also, when assessing the need for Welsh language skills keep in mind the existing Welsh language skills within the workforce. In service areas where there is a current lack of Welsh language skills, posts should be advertised as Welsh language essential. Additionally, consider where further training may be needed to increase the number of staff who can speak Welsh and to enhance the skills of current Welsh speakers.</i></p>	<p>N/A</p>	<p>As the proposal is to replace an LA nursery with a non-maintained provision, this will be a private provider, so the local authority will have no influence over recruitment and whether vacant posts require Welsh language skills as desirable or essential.</p>	<p>The provider will be reminded of the requirement for them to work towards the Welsh Promise and for the Welsh language to be an integral part of their curriculum. They will be offered training opportunities and support in relation to the Welsh language and Welsh culture.</p>
<p>Service Delivery: Use of Welsh language in service delivery <i>When advertising our services you must promote the fact that people can deal with the council in Welsh by phone, email, twitter, Facebook, letters, forms, website transactions etc.</i></p>	<p>All consultation documents and social media posts will be available in Welsh and English. Consultees can choose to respond in Welsh or English.</p> <p>The admissions portal promotes the options for Welsh medium education.</p>	<p>N/A</p>	<p>We will continue to promote the options for Welsh medium education and the benefits of being bilingual. A video has recently been produced to promote Welsh language immersion classes in our Welsh medium primary schools, including Ysgol Y Ffin that is located close to Durand Primary School. This video will be added to the MCC website and promoted through social media. Residents will be actively encouraged to consider the option of Welsh medium education.</p>




4. Does your proposal deliver any of the well-being goals below? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!

<u>Well Being Goals</u>	Describe the positive impacts the proposal has on the wellbeing goal.	Describe the negative impacts the proposal has on the wellbeing goal.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p>A prosperous Wales <i>An innovative, productive and low carbon society which recognises global limits and uses resources efficiently (including acting on climate change); a skilled and well-educated population in an economy which generates wealth and provides jobs.</i></p>	<p>The proposal will increase the length of sessions families can access, hence enabling parents to return to work or training.</p> <p>It also provides an opportunity to support the growth and sustainability of a small business within the community.</p>	<p>No impact identified at this stage.</p>	<p>None identified at this time.</p>
<p>A resilient Wales <i>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).</i></p>	<p>No impact identified at this stage.</p>	<p>No impact identified at this stage.</p>	<p>None identified at this time.</p>
<p>A healthier Wales <i>People's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</i></p>	<p>No impact identified at this stage.</p>	<p>No impact identified at this stage.</p>	<p>None identified at this time.</p>
<p>A Wales of cohesive communities <i>Communities are attractive, viable, safe and well connected</i></p>	<p>There are currently limited childcare options available in this community. Replacing the school nursery with a non-maintained setting would increase the services available to the community and make it more attractive to working families.</p>	<p>There are less options within the community for those families that are specifically looking for a LA maintained school nursery</p>	<p>Information can be provided to parents to explain that approved non-maintained providers are required to follow the Curriculum for Wales in the same way as school nurseries.</p>
<p>A globally responsible Wales <i>Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</i></p>	<p>Families requiring childcare will be able to access it within their locality, so they will be able to walk rather than needing to travel.</p>	<p>No impact identified at this stage.</p>	<p>None identified at this time.</p>

<u>Well Being Goals</u>	Describe the positive impacts the proposal has on the wellbeing goal.	Describe the negative impacts the proposal has on the wellbeing goal.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	by car; hence, this will reduce their carbon footprint.		
A Wales of vibrant culture and thriving Welsh language <i>Promotes and protects culture, heritage and the Welsh language, and participation in the arts, and sports and recreation</i>	No impact identified at this stage.	No impact identified at this stage.	None identified at this time.
A more equal Wales <i>People can fulfil their potential no matter what their background or circumstances. (This includes the protected characteristics listed in Section 1 above. You can add more detail there. Don't forget to think about the impacts on poverty)</i>	Providing wrap around childcare will enable parents/carers to return to work, hence giving them the opportunity to become more financially secure and prevent them from living in poverty	No impact identified at this stage.	None identified at this time.

5. How has your proposal embedded and prioritised the sustainable governance principles in its development?

<p><u>Sustainable Development Principles</u></p>	<p>Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.</p>	<p>Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?</p>
<div data-bbox="98 263 293 464" data-label="Image"> </div> <p data-bbox="129 475 264 507">Long Term</p> <p data-bbox="315 256 600 403">Balancing short term need with long term and planning for the future</p> <p data-bbox="107 437 600 679"><i>We are required to look beyond the usual short term timescales for financial planning and political cycles and instead plan with the longer term in mind (guidance says at least 10 years, but preferably 25)</i></p>	<p data-bbox="636 256 1319 355">We have seen an upward trend towards parents choosing non-maintained settings over school nurseries to access their early education.</p> <p data-bbox="636 389 1294 488">The demand for childcare from a younger age is also increasing and a non-maintained setting is more flexible and is able to provide for a wider age range.</p>	<p data-bbox="1355 256 1675 282">None identified at this time.</p>
<div data-bbox="98 847 293 1048" data-label="Image"> </div> <p data-bbox="112 1054 280 1086">Collaboration</p> <p data-bbox="315 841 607 951">Working together with other partners to deliver objectives</p>	<p data-bbox="636 716 1312 919">The success of this proposal is dependent on a strong collaboration between the Local Authority, the school and the non-maintained setting. There is already an established relationship in place, and all parties are committed to working together to achieve a positive outcome for the children and their families.</p>	<p data-bbox="1355 716 2092 778">Non-maintained setting will be invited to school events and will be seen as an extension to the school community.</p>

<p><u>Sustainable Development Principles</u></p>	<p>Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.</p>	<p>Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p> <p><i>Who are the stakeholders who will be affected by your proposal? Have they been involved? Do those people reflect the diversity of the area which is served?</i></p>	<p>The school governing body are aware of this proposal and have had an opportunity to ask questions and they are in support.</p>	<p>Other stakeholders include parents/carers, school staff, other schools and non-maintained settings. They will all be informed of the consultation process and will have an opportunity to respond with their views.</p>
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Estyn have recently inspected Durand Primary School and praised the quality of teaching and learning in most classes, however they did report that the classes for their youngest learners was an area for development. The non-maintained setting would receive specialist Early Years support from the EAS.</p>	<p>None identified at this time.</p>
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p> <p><i>Focus here on how you will better integrate the Wellbeing Goals impacts on people, economy and environment described above and balance any competing impacts. Think about impacts the proposal may have on other organisations</i></p>	<p>There is a possibility that this may have a negative impact on schools in the nearby area that don't have wrap around provision on site. It could also impact other childcare providers in the area.</p>	<p>We will continue to work with schools and providers to develop wrap around provision on site or to arrange with nearby settings or childminders to collect from the school.</p>

6. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Corporate Parenting, Care Leavers, Care Experienced People and Safeguarding. Are your proposals going to affect any of these responsibilities?

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
<p><u>Safeguarding</u> <i>Safeguarding in this context applies to children (not yet reached 18th birthday) and adult at risk (identified as a person over the age of 18 and who (a) is experiencing or is at risk of abuse or neglect, (b) has needs for care and support (whether or not the authority is meeting any of those needs), and (c) as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.) Safeguarding is about ensuring that everything is in place to promote the well-being of children and adults at risk, preventing them from being harmed and protecting those who are at risk of abuse and neglect.</i></p>	<p>The non-maintained setting is required to comply with the MCC Safeguarding Policy. All staff have received safeguarding training at a level that is relevant to their role and they have a named Designated Safeguarding Officer (DSO) and Deputy DSO.</p>	<p>The setting is based on the school site and will operate during school hours, so this could impact on existing safeguarding arrangements.</p>	<p>The Headteacher has had sight of DBS checks for staff in the non-maintained setting and they have arrangements in place to safeguard both pupils in the school and children in the setting. The Headteacher will have regular meetings with the setting to discuss any concerns or issues.</p> <p>The setting will also receive monitoring visits from Local Authority Officers and safeguarding will be discussed as part of these visits. They will also be required to complete a safeguarding audit (SAFE) every two years.</p>

<p><u>Corporate Parenting, Care Leavers and Care Experienced People</u></p> <p><i>This relates to those children who are 'looked after' by the Local Authority either through voluntary arrangements with their parents or through a Court Order. The Council has a corporate duty to consider 'children who are looked after especially and to promote their welfare (in a way, as though those children were their own). It also relates to care experienced people (people who have spent time in care when they were under 18 years old). The Council must consider how to help overcome the disadvantages and discrimination they experience.</i></p>	No impact identified at this stage.	No impact identified at this stage.	None identified at this time.
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7. What evidence and data has informed the development of your proposal?

This will include your baseline position, measures and studies that have informed your thinking and the recommendation you are making. It should allow you to identify whether any changes resulting from the implementation of the recommendation have had a positive or negative effect. Key strategies and documents that may help you include: Community and Corporate Plan, Asset Management Strategy, Digital and Data Strategy, Medium Term Financial Strategy, People Strategy, Socially Responsible Procurement Strategy: [Enabling Strategies](#) See Guidance for more examples.

The development of this proposal has been based mainly on parental demand, which is measured through data around take up of places and enquiries received. It incorporates the council's core values, particularly in relation to flexibility and elements of the Community and Corporate Plan in terms of Monmouthshire being a Learning Place and a Thriving and Ambitious Place to live and work.

8. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

This section should summarise the key issues arising from the evaluation. This summary must be included in the Committee Report Template

The main positive impacts of this proposal is that families will be able to access early education and wrap around childcare in one setting. This will enable parents/carers to return to work or training, whilst providing continuity of care for the children, giving them the best possible start in life.

There are very few negative impacts of this proposal and mitigating actions have been put in place for any that have been identified.

9. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do?	When are you going to do it?	Who is responsible?

10. VERSION CONTROL: The Integrated Impact Assessment should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision-making process. It is important to keep a record of this process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.

Version No.	Decision making stage <i>e.g. budget mandate, DMT, SLT, Scrutiny, Cabinet etc</i>	Date considered	Brief description of any amendments made following consideration
1	<i>Cabinet</i>	21.01.2026	Additional information added around the impact on the Welsh language.
2	Consultation	25.03.2026	The Welsh language section has been expanded to provide more detail on potential impact and mitigating actions have been included.

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