

## EQUALITY IMPACT ASSESSMENT (EIA)

Title of EIA		<b>Plas Dol-y-Moch Site Refurbishment and Development</b>
<b>EIA Author</b>	Name	Faye Parklen
	Position	Head of Education Entitlement & Engagement
	Date of completion	28/01/26
<b>Director</b>	Name	Sukriti Sen
	Position	Director of Childrens and Education
<b>Cabinet Member</b>	Name	Cllr Kindy Sandhu
	Portfolio	Education & Skills

PLEASE REFER TO [EIA GUIDANCE](#) FOR ADVICE ON COMPLETING THIS FORM

## SECTION 1 – Context & Background

### 1.1 Please tick one of the following options:

This EIA is being carried out on:

New policy / strategy  
 New service  
 Review of policy / strategy  
 Review of service  
 Commissioning  
 Other project (please give details) *Refurbishment of Plas Dol-y-Moch Outdoor Education Centre*

### 1.2 In summary, what is the background to this EIA?

Coventry City Council has successfully managed its outdoor education provision on a fully traded basis, with the full cost of the service covered through income generation. The Council has owned and operated Plas Dol-y-Moch for over 60 years, and it remains one of Coventry's most valued educational assets.

A £650,000 investment is required to ensure the centre can continue to deliver high quality residential outdoor learning experiences for thousands of Coventry pupils each year. The proposal focuses on refurbishing the main house so that the centre remains financially viable while continuing to serve the residents of Coventry.

Although the building structure remains sound, substantial internal reconfiguration is required to meet modern standards and expectations. Much of the existing accommodation and infrastructure is outdated and no longer aligned with the requirements of visiting schools. Current dining and communal facilities are insufficient for the number of users, limiting flexibility and capacity.

The proposed development includes the construction of a new building providing approximately 100 square metres of flexible social and activity space. This will support group work, evening activities, and provide appropriate facilities for visiting staff.

Key elements of the refurbishment programme include:

- Improved layout and circulation to enhance supervision and safeguarding

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- Installation of en-suite facilities for teachers
- More flexible student accommodation arrangements
- Relocation of block shower facilities to eliminate the current internal flood risk
- Refurbishment of finishes and furnishings to a robust, modern standard
- Accessibility improvements to ensure compliance with the Equality Act 2010

Without this investment, there is a growing risk of declining customer numbers and reputational damage, which would threaten the centre's long term financial viability. In the event of closure, the site would quickly become a financial liability to the Council, requiring ongoing maintenance and security costs. Closure would also result in the loss of a cherished community asset that has played a significant role in the lives of Coventry residents for generations.

The centre continues to be well used by the majority of Coventry schools, with pricing structures designed to ensure pupils from all backgrounds are able to access residential outdoor education. This supports the Council's wider objectives around improving outcomes for children and young people and tackling inequalities within communities.

### 1.3 List organisations and people who are involved in this area of work

Coventry City Council  
 Coventry Schools - staff and pupils  
 Other visitors to Plas Dol-y-Moch  
 Relevant Organisations within Snowdonia (where located)

### 1.4 Who will be responsible for implementing the findings of this EIA?

Faye Parklen – Head of Education Entitlement & Enrichment  
 Rachael Sugars - Strategic Lead - Education

## SECTION 2 – Consideration of Impact

*Refer to guidance note for more detailed advice on completing this section.*

In order to ensure that we do not discriminate in the way our activities are designed, developed and delivered, we must look at our duty to:

- Eliminate discrimination, harassment, victimisation and any other conflict that is prohibited by the Equality Act 2010
- Advance equality of opportunity between two persons who share a relevant protected characteristic and those who do not
- Foster good relations between persons who share a relevant protected characteristic and those who do not

To find out more about local data, please visit the below links:

[Facts about Coventry](#)

[Census 2021](#)

[Joint Strategic Needs Assessment \(JSNA\)](#)

### 2.1 Baseline data and information to include data on Protected Characteristics, Health Inequalities and Digital Inclusion

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Please include a summary of data analysis below, using both your own service level management information and also drawing comparisons with local data where necessary. Where possible, compare your data to local data using: Facts about Coventry; Census 2021; JSNA.

Analysis of participation at Plas Dol-y-Moch (PDyM) during 2024/25 shows that the centre provides a high-volume residential and enrichment offer to a predominantly 0–18 cohort drawn from diverse communities, underscoring its role as a citywide inclusion asset rather than a discretionary enrichment service.

Across all provision types, PDyM supported **3,197 participants**, of whom **2,967 (93%)** were aged 0–18, confirming that its core reach aligns firmly with statutory education cohorts. The remaining **230 participants (7%)** aged 19–64 were largely from special-school and non-school groups, reflecting continued engagement by young adults with additional or specialist needs.

Alongside mainstream school participation, PDyM works with the Virtual School to provide bespoke residential and outdoor learning programmes for children and young people in care, ensuring that some of Coventry's most vulnerable learners can access structured and supportive enrichment opportunities.

Participation is strongly gender-balanced across all phases, with no evidence of systemic exclusion. Primary schools—the largest user group—show near parity (1,249 males; 1,238 females), mirrored in secondary schools (77 males; 75 females) and non-school groups (32 males; 32 females). This is notable given national evidence that boys typically access adventurous and physically demanding outdoor activity at higher rates; parity at PDyM indicates a genuinely gender-neutral gateway to residential outdoor learning.

Ethnic participation also reflects broad inclusivity. Within primary cohorts, PDyM welcomed **1,053 White, 368 Asian, 354 Black, 142 Mixed-heritage, 31 Chinese, and 86 pupils from Other ethnic groups**, with similarly diverse representation across secondary, special and external groups.

Socio-economic disadvantage is another key determinant of access. Schools regularly draw on delegated budgets, Pupil Premium and subsidy arrangements to secure participation for pupils eligible for Free School Meals (FSM). As a result, PDyM supports pupils who would otherwise face financial barriers to residential and adventure-based learning, actively redistributing access towards disadvantaged groups.

The involvement of special schools and specialist groups indicates significant use by learners with complex SEND and disability—groups often excluded from residential settings due to accessibility, safeguarding or supervision constraints. This makes the physical condition of the site an equality issue: the proposed refurbishment and development, including improved circulation, safer shower facilities, modernised accommodation and additional flexible indoor space, directly address environmental barriers that can limit participation for disabled pupils and mixed-gender staffing teams.

JSNA and Census data show that children and young people from ethnically diverse, disabled and deprived communities are more likely to experience poorer health outcomes and lower levels of physical activity. PDyM's user profile demonstrates that the centre is already reaching these cohorts at scale, positioning it as an important public-health and inclusion asset within Coventry's wider education system. Without continued investment, deterioration of the site would disproportionately remove access from children with the fewest alternative routes to outdoor, residential and confidence-building experiences.

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In summary, the participation profile and associated equality considerations confirm that investment in PDyM is central to sustaining fair access to residential outdoor learning and preventing disproportionate disadvantage to learners who rely most on this provision.

### 2.2 Please highlight which Marmot Principles does this EIA Support.

1. Give every child the best start in life
2. Enable all children, young people and adults to maximise their capabilities and have control over their lives
3. Ensure a healthy standard of living for all
4. Create fair employment and good work for all
5. Create and develop healthy and sustainable places and communities
6. Strengthen the role and impact of ill health prevention
7. Tackle racism, discrimination and their outcomes
8. Pursue environmental sustainability and health equity

### SECTION 3 – Protected Groups

#### 3.1 On the basis of evidence, complete the table below to show what the potential impact is for each of the protected groups.

- Positive impact (P),
- Negative impact (N)
- Both positive and negative impacts (PN)
- No impact (NI)

Protected Characteristic	Impact type P, N, PN, NI	Nature of impact and any mitigations required
Age 0-18	P	The centre primarily serves children and young people from Coventry schools, and refurbishment will ensure they continue to benefit from enriching residential learning experiences. Improved facilities and increased capacity will support participation, learning, confidence building, and wellbeing outcomes for pupils.
Age 19-64	P	Improved accommodation arrangements and provision of ensuite facilities for teachers also supports staff wellbeing and privacy, particularly for mixed gender groups
Age 65+	NI	NA
Disability	P	Accessibility improvements aimed at compliance with the Equality Act 2010 will enhance access for disabled pupils and staff. This will allow disabled pupils to participate on an equal basis with their peers and supporting improved educational and long term outcomes.

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		Improved layout, circulation, and modernised facilities will make the centre more inclusive and safer for those with mobility, sensory, or other additional needs.
Gender reassignment	NI	NA
Marriage and Civil Partnership	NI	NA
Pregnancy and maternity	NI	NA
Race (Including: colour, nationality, citizenship ethnic or national origins)	P	The centre is used by schools serving highly diverse communities. Maintaining affordable access ensures pupils from all ethnic backgrounds can continue to benefit from residential outdoor education experiences that may otherwise be inaccessible. This supports inclusion and equal access to enrichment opportunities.
Religion and belief	NI	NA
Sex		The provision of ensuite facilities for teachers also supports staff wellbeing and privacy, particularly for mixed gender groups
Sexual orientation	NI	NA

**3.2 On the basis of evidence, complete the table below to show any impact on the following characteristics which are not specified as protected characteristics but should be considered.**

Group	Impact type P, N, PN, NI	Nature of impact and any mitigations required
Care Experienced	P	The investment in Plas DolyMoch is expected to have a positive impact on care experienced children and young people by safeguarding access to high quality residential outdoor education. Such experiences can support confidence, resilience, wellbeing, and positive relationships, which are particularly beneficial for those with care experience. Improvements to safeguarding, accommodation quality, and accessibility will help ensure the centre provides a safe, inclusive, and supportive environment, enabling care experienced pupils to participate on an equal basis with their peers and supporting improved educational and long-term outcomes.
Armed Forces	NI	NA
Social Economic Groups (low income, poverty, education, unemployment,	P	By maintaining an affordable, council owned provision used by the majority of Coventry schools the proposal helps ensure that children who may otherwise face financial barriers can continue to benefit from enrichment opportunities that support educational achievement,

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community safety and social support)		wellbeing, confidence, and long-term outcomes, contributing to the reduction of inequality across the city.
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## SECTION 4 –Next steps

Planned Action	Owner	Timescale

## 4.2 How will you monitor and evaluate the effect of this work?

The impact of this proposal will be monitored through feedback received during the consultation process and after implementation, if the proposal is adopted.

Monitoring will include continuing to operate the centre at full cost recovery, reviewing complaints and comments, conducting surveys with children, and holding focus groups to gather qualitative insights.

## SECTION 5 – Impact on Council Staff

## 5.1 Will this area of work potentially have an impact on Council staff? Yes/No

If yes

## Nature of impact and any mitigation required

NA

## SECTION 6 – Completion Statement

**As the appropriate Head of Service for this area, I confirm that the potential equality impact is as follows:**

No impact has been identified for one or more protected groups

Positive impact has been identified for one or more protected groups

Negative impact has been identified for one or more protected groups

Both positive and negative impact has been identified for one or more protected groups

The potential impact of this proposal on protected groups is not yet known

Before you submit this form - please save your progress and forward the email you receive with any questions to [equality@coventry.gov.uk](mailto:equality@coventry.gov.uk). The team will review your Equality Impact Assessment and provide you with feedback.

Only click submit if the Equality Impact Assessment has been reviewed and you have been advised to by the equality team.

**EQUALITY IMPACT ASSESSMENT (EIA)****7.0 Approval**

<b>Name of Head of Service:</b> Rachael Sugars	<b>Date approved by Head of Service:</b> 28/01/26
<b>Name of Director:</b> Sukriti Sen	<b>Date sent to Director:</b> 28/01/26