

# Fairness and Equalities Impact Assessment (FEIA)

Version 3.6 May 2017

The purpose of this assessment is to provide balanced information to support decision making and to promote better ways of working in line with equalities (Equalities Act 2010), Welsh language promotion (The Welsh Language (Wales) Measure 2011), sustainable development (Wellbeing of Future Generations (Wales) Act 2015), and the four parameters of debate about fairness identified by the Newport Fairness Commission (NFC Full Report to Council 2013).

**Completed by:** Katie Diamond      **Role:** Interim Asst Head of Education

**Head of Service:** Sarah Morgan      **Date:** 18/10/2017

**I confirm that the above Head of Service has agreed the content of this assessment**

**Yes**

**When you complete this FEIA, it is your responsibility to submit it to**  
impact.assessment@newport.gov.uk

**1. Name and description of the policy / proposal being assessed. Outline the policy's purpose.**

Revise the Education Psychology Service staffing cohort and scope of function for the financial year 2018/19.

**2. Outline how you have/ will involve stakeholders who will be affected by the policy/proposal**

This proposal will be subject to standard Newport City Council consultation processes leading to a decision by Cabinet on whether to proceed with the proposal. All potentially affected stakeholders will be encouraged to participate in the public consultation.

**3. What information/evidence do you have on stakeholders? e.g. views, needs, service usage etc. Please include all the evidence you consider relevant.**

Stakeholders include the Education Psychologists, School leaders (including Special Education Needs Coordinators); young people and families supported by the Educational Psychology Service.

**4. Equalities and Welsh language impact**

| Protected characteristic               | Impact:                  |                                     |                                     | Provide further details about the nature of the impact in the section below. Does it:<br>1. Promote equal opportunity<br>2. Promote community cohesion<br>3. Help eliminate unlawful discrimination/ harassment/ victimisation?  |
|--|--------------------------|-------------------------------------|-------------------------------------|--|
|  | Positive                 | Negative                            | Neither                             |  |
| <b>Age</b>                             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <p>This proposal will impact on children and young people of statutory school age who are the primary clients of the Education Psychology Service, although statutory assessments fall wider of this age range. This client group will have a reduced provision from the Education Psychology Service.</p> <p>In terms of affected staff:<br/>87.5% of employees are between 20 – 49 years<br/>12.5% of employees are between 60-14yrs</p>   |
| <b>Disability</b>                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <p>This proposal will impact on children and young people with disabilities and those awaiting diagnosis. A key role of the Educational Psychologist is to acting in an advisory capacity sitting on the Special Educational Needs (SEN) panel and to support the SEN Manager at tribunal. The reduction in the support provided to families of children with Autistic Spectrum Disorder (ASD) and other conditions that affect pupils abilities to learn will pose a risk to the support for wellbeing in schools which will impact on end of key stage results, attendance and exclusion rates.</p> <p>In terms of affected staff:<br/>There are no employees that class themselves as disabled.</p> |
| <b>Gender reassignment/transgender</b> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <p>The procured Schools based counselling service will continue to support pupils who identify themselves in this category.</p>  |

| Protected characteristic                | Impact:                  |                          |                                     | Provide further details about the nature of the impact in the section below. Does it:<br>1. Promote equal opportunity<br>2. Promote community cohesion<br>3. Help eliminate unlawful discrimination/ harassment/ victimisation? |
|---|--------------------------|--------------------------|-------------------------------------|---|
|   | Positive                 | Negative                 | Neither                             |   |
|   |                          |                          |                                     | In terms of affected staff, we do not hold data in relation to this.  |
| <b>Marriage or civil partnership</b>    | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | From the data we have on employee records, half of the affected employees are married. All staff will be treated equally regardless of their marriage or civil partnership status.  |
| <b>Pregnancy or maternity</b>           | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | In terms of affected staff, there is one member (12.5%) of the Educational Psychology Service who is currently pregnant.  |
| <b>Race</b>                             | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | In terms of affected staff, 75% identify themselves as White – British;<br>25% White - Welsh  |
| <b>Religion or Belief or non-belief</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | We do not have information on 50% of employees' religion. Of those employees that state they have a religion, 25% state they are agnostic and 25% atheist;  |
| <b>Sex/ Gender Identity</b>             | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | In terms of affected staff, 25 % of the employees are men; 75% women  |
| <b>Sexual Orientation</b>               | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | We do not have this information for the majority of potentially affected staff  |
| <b>Welsh Language</b>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | From employee surveys that have been undertaken, the majority of potentially affected employees state they have no Welsh language skills.<br>12.5% describe themselves as a beginner.   |

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

| Sustainable Development Principle  | Does your proposal demonstrate you have met this principle? Describe how.   |
|--|---|
|  <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>     | <p>The proposal is to reduce the scope of the Educational Psychology Service to meet only statutory duties and for other non-statutory functions to be potentially sourced and bought in by schools</p> <p>Whilst this proposal provides a long term, financially sustainable solution for the provision of these services, there are risks around the long term impact of the children if schools are not able to provide the specialist support they require. This may have an impact on their attendance, exam results and employability.</p>                |
|  <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>           | <p>This proposal requires that schools will have an increased role in providing support for pupils that require it, whilst receiving less training and support from the Educational Psychology Service.</p> <p>Individual schools and clusters of schools should work together to ensure that learners needs can be met. The removal of the service should not have a large adverse effect on individual communities – however staff within schools and pupils will no doubt miss the valuable and specialist skills of the Educational Psychology Service.</p> |
|  <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>             | <p>The proposal will be subject to public consultation. Key stakeholders include current Educational Psychology staff, school staff, and community members supported by the Education Psychology Service.</p>   |
|  <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p> | <p>The business case highlights that there is a significant risk as this proposal represents a reduction in identifying and providing early intervention services for children and young people, especially those who are most vulnerable and in need of support. .</p>   |

| Sustainable Development Principle  | Does your proposal demonstrate you have met this principle? Describe how.  |
|--|--|
|  <p data-bbox="229 450 323 472">Integration</p> <p data-bbox="129 490 408 629">Considering impact on all wellbeing goals together and on other bodies</p> | <p data-bbox="448 304 1406 412">The impact will be on schools, health and children's social services who will potentially be under greater pressure to provide for the affected children instead of the Educational Psychology Service</p> |

**6 What will the impact be on the wellbeing goals (under Wellbeing of Future Generations Act 2015)?**

The proposal will likely have a negative impact on services as it would limit access to expert psychological advice and training offered to other professionals. In turn, interventions could be less effective and pupil exclusions could rise and attainment drop, both of which would have a significant effect on the psychological wellbeing of young people who are amongst our most vulnerable.

**7 Will the proposal/policy have a disproportionate impact on a specific geographical area of Newport?**

The Educational Psychology Service operates city wide. However, one of the key functions of the Psychology service is to develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development. As a result of the reduction in the scope and resource of the Educational Psychology Service, this may have a disproportionate impact in more deprived parts of Newport as rates of educational standards are lower and pupil exclusions are typically higher.

**8 How does the proposal/policy relate to the parameters of debate about Fairness identified by the Newport Fairness Commission**

The budget process considers where the Council's reducing financial resources should be spent. This service affects children that are vulnerable by ensuring that statutory only services will be provided and so ensuring that the Authority meets its legal responsibilities. The proposal should be seen collectively alongside other proposals.

## 9 Taking this assessment as a whole, what could be done to mitigate any negative impacts of your policy and better contribute to positive impacts?

The proposal is to reduce the scope of the Educational Psychology Service to meet only statutory duties and for other non-statutory functions to be potentially sourced and bought in by schools. Mitigation of the negative impacts could be provided by schools working collaboratively and directly sourcing and paying for the additional services they require themselves to ensure the needs of individual children are met.

## 10 Monitoring, evaluating and reviewing

How and when will the impact of the proposal/ policy be monitored and reported on?

Progress against targets relating to pupil achievement and School attendance is monitored regularly and reported to Welsh Government and Council Scrutiny annually.

Monitoring of the children most affected by this proposal will be ongoing by schools and by central education.

## 11 Involvement

How will people be advised of the changes and of the FEIA?

The proposal will be subject to public consultation prior to a Cabinet decision on whether or not to proceed.

## 12 Summary of Impact (for inclusion in any report)

### Equality Act 2010 AND Welsh Language

The proposal will have an impact on services for Children and Young People. Currently the Education Psychology Service has 8 members of staff and under this proposal this will be reduced to 2.

The impact will negatively affect children and young people with diagnosis or underlying disabilities as there will be a significant reduction in the support provided to families of autistic children and others with more complex conditions. This may result in an additional number of pupils reporting as school phobic / refusers as well as potentially increasing the number of pupil exclusions.

### Wellbeing of Future Generations (Wales) Act 2015

**Integration** – This proposal will reduce the potential for increasing the rates of school attainment attendance, providing early identification and intervention in identifying children with additional

learning needs.

**Long Term** – This proposal will reduce the potential for increasing the rates of school attainment attendance, providing early identification and intervention in identifying children with additional learning needs. It could also have an adverse effect on pupil attendance as schools and non-attendance at school increases the chance of a pupil becoming NEET (not in education, employment or training) as a young adult.

**Prevention** – This proposal will reduce the potential for increasing the rates of school attendance, providing early identification and intervention in identifying children with additional learning needs and, in the long term, breaking the cycle of poverty.

**Collaboration** – This proposal acknowledges the impact and increased pressure on social services and health that might arise as an outcome of implementing this proposal.

**Involvement** – This proposal will subject to wider consultation as part of the democratic process.