

Fairness and Equalities Impact Assessments F&EIAs (2015)

This form presents evidence that equalities, Welsh language and fairness have been considered when taking policy and service delivery decisions in Newport City Council.

Our Equalities focus is taken from the Equalities Act 2010: we consider the nine protected equalities characteristics- age, gender reassignment, disability, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

Under the General Equality Duty we have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity and
- Foster good relations

across the nine protected characteristics.

Under the Welsh Language Measure 2011 the Welsh language cannot be treated any less favourably than the English language

In Newport we focus on Fairness through the following themes: Health, Poverty, Skills and Work, Domestic Abuse and Tackling Area Based Deprivation.

Service Area	Head of Service	Person responsible for the Assessment:	Date of Assessment
Education	James Harris	Amanda B Davies	1 st March 2016

1. What is the policy/ service being assessed?

To formally consult on the proposal to establish a new special school for pupils with Autism, on the site of the former Gaer Infants School, with effect from January 2017, or as soon as possible thereafter.

2. What is the purpose of the policy/ service change?

To provide education within a seamless transition from 3 – 19 for pupils with Autism at a school within Newport.

3. Protected Characteristics

Protected Characteristic	Who are the customers/service users/ potential service users?	If we take this decision what is the potential impact? The impact may be either positive or negative Explain how people may be affected and give the evidence for this	Action Plan to address issues raised What changes or practical measures would reduce adverse impact on particular groups. What changes would increase positive impacts e.g. improve access or opportunity May be revisited post consultation	Who is responsible?	Timeframe to review
Age	Pre-school and school aged children Parents / Carers	The expected impact of the proposal is to provide education within a seamless transition for primary school and secondary school pupils with Autism at this school within Newport.			

Gender reassignment					
Disability		Any new construction on site to support a new special school for pupils with Autism will be DDA compliant			
Marriage/Civil Partnership					
Pregnancy and Maternity	Prospective parents	The availability of places at this school will be positive for prospective parents.			
Race					
Religion/belief (or the absence of)					
Sex					
Sexual Orientation					

Welsh language	No – the proposal concerns English language provision	The decision will not affect Welsh-medium education provision; the Welsh language elements of the curriculum will apply to the new special school for pupils with Autism in line with provision across the city having regard for additional learning needs		Chief Education Officer	
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4. Who has the service consulted regarding the proposed change? When should new consultation take place?

NB: It is essential that service users and other interested parties are involved in the planning process at the earliest opportunity. Consultation at an initial stage should be along broad themes. It is appropriate to ask what services are valued, how services could be changed and or what could be done differently. This feedback should then inform your business case proposals and the F&EIA. When specific proposals have been drawn up, they too will need to be consulted upon. All stakeholders and their views need to be represented.

Formal statutory Consultation with identified stakeholders including local and regional providers, pupils, parents, carers and staff in respect of the Special sector of education, Community councils, neighbouring Local Authorities, education professionals, Welsh Ministers.

A children & young people everyday summary version will be produced to help engage school-age children and young people in the consultation process. The Council will also engage with the pupils involved in the Maes Ebbw Special School Council and also the pupils from the Duffryn High ASD base as an additional young person's consultation group.

5. What evidence/ data has been used to complete this F&EIA (This will include local and national guidance)

Formal Consultation will be conducted in accordance with the School Standards and Organisation (Wales) Act 2013, and the Statutory Code, 2013.

Special Sector school places are provided in accordance with the School Standards and Framework Act, 1998.

6. How will the relevant groups be advised of the changes and the F&EIA?

Formal statutory consultation process and publication of statutory notices on the internet and at school gates.

7 How will the policy/ practice make Newport more or less fair in relation to:

- Health Inequalities
- Child Poverty
- Skills and Work
- Tackling Domestic Violence
- Alcohol and Substance misuse
- Homelessness
- Armed Forces Veterans

Improved equality of access to funded education places – all community maintained schools have nursery provision
Improved equality of access to early years education – local provision and more choice within the mixed economy including school
Improved equality of access – seamless transition through the school for ages 3 – 19
Potential to increase provision of affordable ‘wrap around’ childcare on site

8. How will the service / policy affect local areas of the city?

Will it have a positive or negative impact in terms of fairness and addressing local area deprivation (you will need to use spatial data available through the Newport Profile and specific Ward Profiles to address this question)?

Access to education provision across Newport has been limited for many years, with a dependency upon out of area placements.

As an authority we aspire to delivering education for all Newport pupils in Newport.

9. In summary, how does the changed service /policy promote good community relations (cohesion)?

The proposal will support access to education generally and integration with other schools as and when appropriate, forging relationships with peers, teachers and parents in the community. This will help to build positive relationships in and around the school. It is accepted that the increased traffic flow in the vicinity could cause some frustration to local residents. A travel plan explaining what efforts will be made to address this issue will be developed alongside the planning application.

10. In summary, how does the changed service /policy promote equality?

The proposal will support delivery of a 3 – 19 special school for pupils with Autism. Families will be able to access a seamless transition within the special education sector for pre-school and school pupils to enjoy their education from 3 – 19 within the city of Newport. Parents of any child of eligible age can apply for a place and will be supported through the admission process by the Special Education Needs team.

11. In summary, how does the changed service /policy eliminate discrimination?

The proposal will provide equality of access to pupils with Autism to enjoy the same education services as all other community maintained schools in Newport..

Completed by: Amanda B Davies: Assistant Head of Education (Resources & Planning)

Date: February 2016

AB Davies

Signed off by: James Harris: Chief Education Officer

Date: February 2016

James Harris