

FAIRNESS AND EQUALITY IMPACT ASSESSMENT – CEASING FINANCING OF DELEGATED SERVICES – AEN & SPLD

EDU01

Fairness and Equalities Impact Assessments F&EIA

This form provides an assessment of a policy or proposed change to see whether it promotes Fairness and the Equality, eliminates any unintended discrimination, and has positive outcomes for the population of Newport. This Impact Assessment should be used to affect policy and service planning decisions.

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

Our Equalities focus is taken from the Equalities Act 2010: we consider the 9 protected equalities characteristics- age, gender reassignment, disability, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. We also consider promoting the Welsh language.

This assessment provides evidence that we have considered the General Equality Duty (below) in our decisions.

To:

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

Service Area Education	Head of Service: Chief Education Officer	Person responsible for the assessment: Asst Head of Educ (Incl)	Date of Assessment January 2016 Version (if applicable)
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1. What is the service/ policy being assessed?

Ceasing financing of SpLD (Specific Learning Difficulties) service and AEN (Additional Educational Needs) service, delegated to Newport schools – referenced in the Medium Term Revenue Plans 2015

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

In April 2015 the budget for AEN and SpLd services was delegated to the Maes Ebbw Special School, which was the designated host school on behalf of all Newport Schools.

There is a requirement for financial savings proposals as part of the Medium Term Revenue Plans 2015 . This FEIA is in relation to ceasing the delegated financing of SpLd services (resulting in a cost saving of £213, 808) and the total or partial ceasing of the AEN service (resulting in cost savings of between £54-232k).

3. Protected Characteristics

Protected Characteristic	Who are the customers/service users?	If we take this decision what is the potential impact?	Action Plan to address issues raised	Who will be responsible?	Timeframe to review
		<p>The impact may be either positive or negative. Explain in what way they may be affected and the evidence of this</p>	<p>What changes or practical measures would reduce adverse impact on particular groups.</p> <p>What changes would increase positive impacts e.g. improve access or opportunity</p> <p>May be revisited post consultation</p>		
Age	All pupils of school age 3-19	<p>Age and Disability: This decision will impact upon children and young people who will not receive a specialist service. This may affect their learning potential and early identifications of any Additional Educational Needs. Pupils may find themselves in a school that is less inclusive or with a less skilled Additional Educational Needs Coordinator</p>	<p>There are limited ways to address the adverse impacts. There would be an expectation that schools would enhance their support of pupils with SpLD (schools have the responsibility of meeting the needs of all learners and promoting inclusivity). Schools would also be expected to source their own advice, support and consultancy around AEN. However, with limited central education staff available, there are fewer resources to monitor school provision for AEN and SpLD.</p>	<p>Schools Governing Bodies Inclusion Service staff Families Children Multi-agency teams</p>	<p>MTRP Outline Business Case September 2015</p>
Gender reassignment					
Disability	Families				
Marriage/Civil Partnership	Health and Social Care				
Pregnancy and Maternity	Some pupils in early years settings 0-3				
Race					
Religion/belief (or the absence of)	All Schools in Newport				
Sex	All Governing Bodies for schools in Newport				
Sexual Orientation					

Welsh language	Inclusion Service staff delivering:	<p>No SPLD provision delivered in Welsh</p> <p>The removal of the preventative arm of the ALN team will impact on a larger number of children across all age ranges which could lead to increased exclusions and disengagement.</p> <p>There will be an increased risk of tribunal cases due to the decrease of early intervention from the ALN team which in turn will lead to increased pressure on the SEN and Educational Psychology Service.</p>			
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4. Who has the service consulted regarding the proposed change? When should new consultation take place?

The service area has consulted with the Cabinet Member for Education and Young People. Council wide consultation on MTRP proposal will take place during autumn 2015

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

Welsh Government White Paper: Legislative proposals for additional learning needs, May 2014
A curriculum for all learners: Guidance to support teachers of learners with additional learning needs, Welsh Government 2009
National Strategic Indicators and Public Accountability Measures Report 2014/15.
SPLD framework produced by Welsh Government in 2015
Annual SPLD report, Exclusion data

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

During council wide consultation on MTRP proposal during autumn 2015. Schools aged children; Head Teachers, teachers, parents , other agencies (Social Services, Health, Universities, consortium partners etc) , EAS and Governing Bodies will need to be engaged in specific consultation.

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

The removal of the service(s) could make Newport less fair in relation to Child Poverty and Health Inequalities. Individual schools should take responsibility for ensuring teaching and learning is inclusive, learner's needs are met and that Free School Meal learners are not disadvantaged in the classroom.

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?

As above.

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

Individual schools and clusters of schools should work together to ensure that learners needs can be met. The removal of the SPLD service should not have a large adverse effect on individual communities – SpLD is a small scale service which is likely to be missed by the small group (approx.400) of pupils who access the service each year.

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

The changes do not promote equality or large scale inequality. The changes do provide the ceasing of services. Schools will continue to meet the needs of learners and promote inclusive environments through their own provision.

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

The service(s) will cease, this does provide a gap in service. This does not promote inequality, inequality or eliminate discrimination if individual schools meet the needs of learners and promote inclusive environments.

Completed by; Sarah Morgan: Deputy Chief Education Officer **Date:** January 2015

Signed off by James Harris, Chief Education Officer

Date: 16th September 2015

James Harris.