

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	Chief Education Officer	Assistant Head of Education - Inclusion	February 2017

1. What is the policy/ service being assessed?

To cease LA funding to support the provision of Learning Support Centres (LSC) in 8 Secondary Schools

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

Funding was allocated to all eight secondary schools in 2012 in order to support them to manage young people who were presenting challenges in mainstream settings to promote inclusion.

There is a requirement for financial savings proposals as part of the Medium Term Revenue Plans 2017. This FEIA is in relation to ceasing the funding to the LSC's in 8 Secondary Schools. This would represent a saving of £440k per annum

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	A large cohort of pupils aged 11-16 who regularly use the LSC's in Secondary Schools (on average 150 pupils access the LSC's in the course of a day) Families All Secondary Schools in Newport All Governing Bodies for Secondary schools in Newport	Age and Disability: This decision will impact upon young people who will not receive this specialist service. This may affect their learning potential. Pupils may find themselves in a mainstream school rather than in the nurturing environment the LSC offers. There could be increased pressure on places in the PRU and risk of increased exclusions or out of county placements	Schools could, in fact, choose to fund the LSC provision from their own budget as they have all found extremely effective in reducing exclusions and improving the learning environment in their schools. However with pressure on school budgets, they may not choose to keep them open.	All Secondary Schools		
Gender reassignment					All Governing Bodies for Secondary Schools	
Disability						
Marriage/Civil Partnership						
Pregnancy and Maternity						
Race						
Religion/belief (or the absence)						

of)					
Sex					
Sexual Orientation					
Welsh language					

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.

The service area has consulted with the Cabinet Member for Education and Young People. Council wide consultation on MTRP proposal will take place during February 2017

5. What evidence/ data has been used to complete this F&EIA (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.

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

During Council wide consultation on MTRP proposal during February 2017. 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 this funding could place some learners at risk if schools choose not to fund the provision themselves. There would be more risk of pupils being excluded and raise the possibility of them becoming NEET although 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 (you will need to use spatial data available through the Newport Profile and specific Ward Profiles to address this question)?

As above

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

Secondary Schools are able to collaborate to provide support to each other in relation to pupils who display challenge. The ALN/SEN teams and the PRU will offer increased support to schools

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

This change does not promote equality or large scale inequality. Schools and the PRU 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:

Vanessa Griffin: Assistant Head of Education (Inclusion)

Date: February 2017

V. Griffin

Signed off by: James Harris: Chief Education Officer

Date: February 2017

James Harris.