

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	Deborah Weston	May 2017

1. What is the policy/ service being assessed?

To take the decision to move to formal consultation on a school reorganisation proposal to permanently remove the Learning Resource Base provision that is currently at Llanwern High School with effect from January 2018.

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

To implement the budget savings agreed by Cabinet to cease the funding attributable through the Individual Schools Budget (ISB) for the Learning Resource Base provision at Llanwern High School.

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	Secondary school age children in years 7 – 9 and their parents / carers	It is clear that pupils and their parents could be anxious about any proposed movement, and these transition arrangements would need to be handled very sensitively. This could result in a need for additional staff resources in terms of the Education Psychology and Additional Learning Needs teams in supporting the pupils concerned.	This proposal will be subject to formal consultation with all stakeholders	Chief Education Officer	August 2017
Gender reassignment	Not applicable				

Disability	Secondary school age children in years 7 – 9 who have a registered disability and their parents / carers	It is clear that pupils and their parents could be anxious about any proposed movement, and these transition arrangements would need to be handled very sensitively. This could result in a need for additional staff resources in terms of the Education Psychology and Additional Learning Needs teams in supporting the pupils concerned.	This proposal will be subject to formal consultation with all stakeholders	Chief Education Officer	August 2017
Marriage/Civil Partnership	Not applicable				
Pregnancy and Maternity	Not applicable				
Race	Secondary school age children in years 7 – 9 and their parents / carers	It is clear that pupils and their parents could be anxious about any proposed movement, and these transition arrangements would need to be handled very sensitively. This could result in a need for additional staff resources in terms of the Education Psychology and Additional Learning Needs teams in supporting the pupils concerned.	This proposal will be subject to formal consultation with all stakeholders	Chief Education Officer	August 2017

Religion/belief (or the absence of)	Not applicable				
Sex	All secondary school age children in years 7 – 9 and their parents / carers	It is clear that pupils and their parents could be anxious about any proposed movement, and these transition arrangements would need to be handled very sensitively. This could result in a need for additional staff resources in terms of the Education Psychology and Additional Learning Needs teams in supporting the pupils concerned.	This proposal will be subject to formal consultation with all stakeholders	Chief Education Officer	August 2017
Sexual Orientation	Not applicable				
Welsh language	Not applicable. The proposal concerns English language provision				

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 cessation of funding was included in the Council's budget proposals for 17/18, and this was subject to public consultation. Notwithstanding this however, the school reorganisation proposal will now be subject to formal consultation with key stakeholders as defined in the WG School Organisation Code.

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

Business cases were drafted as part of the Council's budget proposals for 2017/18. Formal Consultation will be carried out in accordance with the School Standards and Organisation (Wales) Act 2013, and the statutory School Organisation Code 2013.

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

Formal statutory consultation process with stakeholders as outlined in the statutory School Organisation Code 2013.

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 costly provision will cease and funding targeted appropriately elsewhere.

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)?

Whilst the provision is housed in Llanwern High School, it can be accessed by pupils across the City according to their level of need.

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

The pupils will be accommodated within mainstream education as close as possible to their homes.

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

The pupils will be accommodated within mainstream education wherever possible.

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

The pupils will be accommodated within mainstream education wherever possible.

Completed by:

Date: May 2017

Deborah Weston

Signed off by: James Harris: Chief Education Officer

Date: May 2017

James Harris