

Fairness and Equalities Impact Assessment (FEIA)

Version 1 – 15th October 2019

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: Katy Rees **Role:** Assistant Head of Education - Inclusion

Head of Service: Sarah Morgan **Date:** 15/10/2019

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.

This proposal sets out the intention to revise the staffing structure of the Inclusion Enrichment Team within the central Education Service to achieve savings for realisation in the 2020/21 financial year through the deletion of a full time post.

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

Formal consultation will take place as part of the Council's budget setting process for 2020/21.

This proposal will be subject to standard consultation processes as part of the Council's budget setting arrangements for 2020/21 before a decision is taken by Cabinet as to whether or not to proceed with the proposal. All stakeholders will be encouraged to participate in the 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 will include:

- all staff within the affected team;
- other staff across the wider Central Education Service;
- Headteachers, Governing Bodies and those school staff with specific responsibility for special educational needs;
- Young people and families supported by the Special Educational Needs Team;
- Wider partners who are impacted by the work undertaken by the affected team.

4. Equalities and Welsh language impact

Protected characteristic	Impact:			Provide further details about the nature of the impact in the section below. Does it: 1. Promote equal opportunity 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation?
	Positive	Negative	Neither	
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This proposal will impact on the Inclusion Enrichment Teams capacity to carry out their Statutory duties and support children and young people with Special and Additional Educational Needs between the ages 3-19 years of age.
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The Autumn Pupil Census 2019 identified there are 4721 pupils with additional learning needs in Newport, 750 of whom hold a Statement of Educational Needs.</p> <p>Pupils with Additional Learning Needs may have a range of difficulties including disabilities which would require specialist support and advice such as Autistic Spectrum Disorder and Social, Emotional Behaviour Difficulties.</p> <p>The Inclusion Enrichment Team carry out many functions which support vulnerable learners to access education. Through decreasing team capacity there will be a reduction in both strategic and operational support for Schools, parents and pupils. This reduced support for Additional Learning Needs pupils could impact on pupils Wellbeing, attendance and exclusions across the city. This impact will be mitigated by reviewing the strategic and operational duties of the team ensuring core duties are prioritised for vulnerable learners.</p>
Gender reassignment/transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal does not specifically affect this protected characteristic in a disproportionate way.
Marriage or civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal does not specifically affect this protected characteristic in a disproportionate way.
Pregnancy or maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal does not specifically affect this protected characteristic in a disproportionate way.

Protected characteristic	Impact:			Provide further details about the nature of the impact in the section below. Does it: 1. Promote equal opportunity 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation?
	Positive	Negative	Neither	
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	762 of the identified pupils with Additional Learning Needs have English as an Additional Language.
Religion or Belief or non-belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal does not specifically affect this protected characteristic in a disproportionate way.
Sex/ Gender Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There are 3085 male and 1636 female pupils with identified Additional Learning Needs.
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This proposal does not specifically affect this protected characteristic in a disproportionate way.
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are 164 Additional Learning Needs pupils and 11 Statemented pupils attending Welsh Schools within Newport. From employee surveys that have been undertaken, all potentially affected employees state they have no or little Welsh language skills. This proposal does not specifically affect this protected characteristic in a disproportionate way

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 Council must achieve a balanced budget and maintain the best service for its customers. Customers are wider than those in schools alone. This budget proposal prevents a further, disproportionate funding reduction to wider Council services.</p> <p>There are no other options available within Education Services other than to make savings linked to staff reductions. Without Education Services making a further saving, there will be exacerbated pressure on other frontline services across the city. Education Services is at a point where any post lost will significantly impact on deliverable outcomes of the service area. With this in mind consideration has been given to posts which will have the least impact overall.</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>This proposal does not aid greater collaboration. In the case of the removal of an Inclusion Enrichment Team member, it reduces the capacity of the team to collaborate with key partners.</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>All budget proposals will be consulted upon. Key stakeholders linked to this proposal include Chairs of Governors, Head teachers, Trade Unions, parents, pupils and Schools Forum and Newport City Council staff.</p>
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The Council must achieve a balanced budget and maintain the best service for its customers. Customers are wider than those in schools alone. This budget proposal prevents a further, disproportionate funding reduction to wider Council services.</p> <p>The Inclusion Enrichment Team carries out statutory duties for children and young people in relation to Formal Assessment, they advise and train schools to support pupils with Additional Learning Needs and develop prevention support mechanisms in school. The Team have worked intensively with both primary and secondary schools to successfully reduce exclusions across the city.</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.
 <p data-bbox="244 450 336 472">Integration</p> <p data-bbox="145 488 424 629">Considering impact on all wellbeing goals together and on other bodies</p>	<p data-bbox="459 302 1406 472">This proposal is not supportive of improving educational attainment or supporting pupils disadvantaged by poverty. However, adding additional funding pressure to other service areas also puts council wide services at further risk, particularly those services which are aligned to vulnerable groups.</p>

5 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 the services provided by the Inclusion Enrichment Team. There will be reduced capacity to attend Special Needs Pupils Statement of Educational Needs reviews, to Chair SEN Panels, to write Statements of Educational Need, to monitor Out of County placements and to advise and train school staff and parents. Newport has a growing population with an increasing number of pupils with complex Special Educational Needs. In regard to the Welsh Government's Additional Learning Needs and Education Tribunal (Wales) Act 2018 there is an extension of the LA's Statutory duties to cover pupils from 0-25 years old. New ALN Transformation work requires much preparation as well as support for key partners (such as schools). The Inclusion Enrichment Teams reduced capacity may affect the progress of this work and support for key partners, which in turn may reduce the progress and wellbeing of young people who are amongst our most vulnerable.

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

The members of the Inclusion Enrichment Team operate city wide.

7 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. The proposal should be seen collectively alongside other proposals.

8 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 reduction of the Inclusion Enrichment Team is likely to have an impact on the local authority's ability to complete its statutory duties in a timely manner or reduce the support to schools or parents. The Inclusion Enrichment Team would continue to work across all schools, but would

only attend Statement reviews of pupils causing concern and any non-statutory work may have to be reduced. Direct support and advice for schools and parents may have to be reduced.

9 Monitoring, evaluating and reviewing

Progress against Key Performance Indicators relating to Additional Learning Needs support, out of county placements and Statements issued within the 26-week statutory period are monitored and reviewed termly through Central Education rigorous monitoring processes.

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

Each school would be expected to have strategic inclusion plans and provision. This quality of these plans and provision will be monitored via Challenge Adviser and Local Authority meetings. Schools with the greatest level of support will be prioritised.

10 Involvement

This proposal is being made as part of the Council's 2020/21 budget process which will include consultation and engagement with relevant key stakeholders. All impacted staff were included to identify where savings could be made.

11 Summary of Impact (for inclusion in any report)

Equality Act 2010 AND Welsh Language

The proposal will have an impact on the Inclusion Enrichment Services for Children and Young People. The impact will negatively affect children and young people with diagnosis or underlying disabilities and Additional Learning Needs as there will be a reduction in the support provided to families and schools. Any delays in the Statutory process may result in an additional number of pupils reporting as school phobic / refusers as well as potentially increasing the number of pupil exclusions.