

Fairness and Equalities Impact Assessment (FEIA)

This is an integrated Impact Assessment which aims to ensure Newport City Council makes decisions which are fair, take account of relevant evidence, and seek to secure the best outcomes for our communities. **An FEIA should be used to inform the first steps of decision-making, at concept stage, not when a decision is already made, or at the point when it cannot be influenced.** This impact assessment considers our legislative responsibilities under:

- The Equality Act (2010), including the Socio-economic Duty
- The Wellbeing of Future Generations (Wales) Act (2015)
- The Welsh Language (Wales) Measure (2011)

The FEIA process is not intended to prevent decisions being made, but to ensure we have considered their potential impact. An FEIA also helps us to focus on how we can reduce any negative impacts and provides us with evidence that we have met our legal duties.

For support to complete your FEIA, please contact the [Equalities Team](#)

What do we mean by Fairness?

The Newport Fairness Commission is an independent body which advises the council on the best use of resources and powers to achieve the fairest outcomes for local people. The Fairness Commission has established four **Principles of Fairness** which should be considered as part of any decisions that the council make – the questions below are useful to reflect on before you start your FEIA.

Equity	Are people being treated in a consistent way, whilst acknowledging their differences (for example, need, barriers to accessing services)?
	Will the gap between those with more, and those with less be reduced?
	Have the interests of different groups affected (including minority or disadvantaged communities) been taken into account?
Priority	Have the needs of the most disadvantaged and vulnerable across the city been given priority?
	Have you considered possible indirect consequences for minority/disadvantaged communities when other priorities are directing decisions?
Inclusion	Will the voices of all those affected by your decision be heard?
	Are people able to participate in and shape a service, as well as receiving it?
	Have you considered the impact of your decision on the relationship between communities, and the spaces they share?
Communication	Are decisions being made transparently and consistently?
	How will decisions be communicated to people who are affected in a clear way, with the opportunity for feedback?

Part 1: Identification

Name of person completing the FEIA	Katy Rees
Role of person completing the FEIA	Assistant Head of Education for Inclusion
Date of completion	February 10th 2023
Head of Service who has approved this FEIA	Sarah Morgan, Chief Education Officer

1. What is being assessed? *(Please double click on the relevant box(es) (X) and select 'checked' as appropriate)*

- New or revised policies, practices or procedures (which modify service delivery or employment practices)
- Service review or re-organisation proposals which affect the community and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- Decisions affecting service users, employees or the wider community including (de)commissioning or revising services
- New project proposals affecting staff, communities or access to the built environment
- Public events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Service Boards
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other *please explain in the box below:*

2. Please describe the overall aims, objectives and intended outcomes of your decision

This proposal describes a reduction in staffing within the education psychology service

The reduction of staffing will reduce the LA ability to meet its statutory requirements in relation to the Additional Learning Needs and Educational Tribunal Act (Wales) 2018 and the Additional Learning Needs Code for Wales 2021 which may impact on children with additional learning needs and their families. This may result in an increase in requests for individual development plans and specialist placements due to schools not having the capacity to meet pupils needs.

The proposal will delete a 0.6FTE educational psychologist post (due to be vacated soon) and a vacant 0.2FTE educational psychologist post. The team will still have 3.8 FTE posts including a principle educational psychologist, a senior psychologist and three educational psychologists (4 staff)

3. Who are the main stakeholders who may be impacted by your decision and what data do you hold on them? Consider communities of place (people who live in the same geographic area) and communities of interest (people who share particular characteristics but may live in different geographic areas). Stakeholders may include residents, local businesses, community groups, staff or partners.

This proposal may impact the following stakeholders:

- All staff within the Education Psychology Team
- Other staff across Education Inclusion and the wider central Education Service
- Schools
- Children with Additional Learning Needs and their families.

Part 2: Engagement

When completing this section, you need to consider whether you have sufficient information about the views and experiences of people who your decision will impact upon. If you don't, you may need to undertake a period of engagement/consultation before continuing. An FEIA is a live document, so can be updated with consultation findings, and amended as needed during the decision-making process.

The council has a duty to consult and engage with people who may experience inequalities as a result of your decision. This includes people **who share Protected Characteristics** (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who **have lived experience of socio-economic disadvantage**. The council's Youth Promise also requires us to ensure **all young people in Newport are listened to and included in decisions affecting them**.

The council also has a duty to ensure that any consultation is available bilingually (in Welsh as well as English), and you may like to consider any other community languages that are spoken by people who may be impacted by your decision. Below are some questions that should be included in any public consultation relating to a decision which may impact on the use of Welsh language in Newport:

1. Do you believe that the proposed decision/policy will have a positive or negative effect on opportunities to use the Welsh language?
2. If you think it will have a negative effect, what steps could we take to lessen or remove this and improve positive effects?
3. Do you believe that the proposed decision/policy will treat the Welsh language less favourably than the English language?

1. How have you engaged with people who may be affected by your decision (the stakeholders you have identified)?

Public engagement was undertaken following Newport City Council Cabinet's agreement of budget proposals as a basis for consultation. This process took two forms: an online public-wide SNAP survey for all citizens and a shortened survey accessible to free bus Wi-Fi users. The opportunity to contribute to the consultation was advertised across various social media platforms (in both Welsh and English). In addition, it was promoted on the landing page of the council website for ease of access.

The main aim of this consultation was to capture the views and opinions of Newport residents on the draft budget and medium-term financial plan, particularly their thoughts on each budget-saving proposal. The consultation ran from 15 December 2022 until 02 February 2023. 1,473 responses were received, including 820 through the online consultation survey and 653 through the bus Wi-Fi survey. The feedback received is reflected in this FEIA and will be considered by Cabinet before agreement on final budget savings proposals (see Table 1).

Table 1: Budget consultation 2023/24 Timetable

Cabinet agrees budget proposals as a basis for consultation	14 December 2022
Consultation Period	14 December 2022 to 2 February 2023
Cabinet considers feedback from consultation and agrees final budget proposals and recommends resulting overall budget and council tax required to full Council	15 February 2023
Council approves the 2022/23 overall budget and resulting council tax level required	28 February 2023

2. What do you know about the views or experiences of people who may be affected by your decision?

Consultation findings

820 responses were received through the online public-wide SNAP survey. This survey specifically asked respondents:

- What they think the Council should do with this saving proposal;
- How important is protecting funding for this service compared to other services in the Council's budget savings proposal; and
- Any other comments about this savings proposal.

Q11a: What do you think the council should do with this saving proposal?

Education Psychology	No. of people	% of people
A: Make the full budget saving	249	42.64%
B: Make a smaller budget saving	98	16.78%
C: Avoid making any budget savings for this service	193	33.05%

D: Not sure	44	7.53%
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NB: There were 236 no responses.

Q11b: How important is protecting funding for this service compared to other services in the council's budget savings proposals for 2023/24?

	No. of people	% of people
1 of most importance	129	24.39%
2	119	22.50%
3	118	22.31%
4	63	11.91%
5 of least importance	100	18.90%

NB: There were 291 no responses.

A selection of comments, in the respondent's own words, that indicate the range of responses received:

- This sounds like a short term gain, long term pain scenario. The overspill of work resulting from the deletion of this post will likely result in temporary resource being called in once the backlog gets too large.
- How can schools meet children's educational needs when there are waiting lists for their needs to be assessed? The pressure placed on schools due to this must be incredible when teachers are having to manage complex needs that often have not been assessed and the relevant support identified.
- As long as the council doesn't have to pay more for outside services going forward.
- Meeting pupil needs should be prioritised. Losing posts just puts pressure on already burdened existing staff.
- Schools will struggle to fully implement the new ALN processes with a further cut to EP services. Our most vulnerable children will not receive the support they require to meet the more complex needs young people are presenting with.
- If post is vacant already the effect will not be felt.

Part 3: Assessment

This section requires you to assess the potential impact of your decision on a range of groups who may experience specific disadvantages. Your assessment should be supported by evidence – either from your own engagement/consultation, similar or previous engagement, what you already know about the people who access your service, or from local and national sources of information.

Useful documents which set out information about how communities are impacted by inequalities include [EHRC – Is Wales Fairer?](#) and the council’s [COVID-19 Community Impact Assessment](#). Your decision may have both positive and negative impacts – if this is the case, please place a cross in both boxes.

1. Impact on people that share Protected Characteristics

[Protected Characteristics](#) are defined under the Equality Act 2010, and describe groups of people who are protected from discrimination, either in the workplace, or through the provision of goods and services. The council must consider how decisions may impact on people differently because of a protected characteristic, and how any negative impact could be reduced. National guidance on assessing equality impacts and the Public Sector Equality Duty can be found [here](#). You can also access further advice and examples of positive and negative impacts [here](#).

Protected characteristic	Impact:			<p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> Promote equal opportunity across different groups Promote community cohesion Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This post provides support to children and young people aged 0-25 with Additional Learning Needs and subsequent advice and training for staff in settings and schools. This is a statutory role and will need to be carried out by existing Educational Psychologists within the Inclusion Team. The impact of this increased volume of work within the remaining team will create a ‘slowing down’ of support for schools and pupils as EP’s cannot carry out any more work due to existing duties. This will also cease any non-essential related work for instance Professional Learning for schoolteachers and teaching assistants which can support schools in improving their strategic and operational approach to high quality inclusion.
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This post provides supports children and young people aged 0-25 with Additional Learning Needs and subsequent advice and training for staff in these settings. This is a statutory role and will need to be carried out by existing

Protected characteristic	Impact:			<p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> Promote equal opportunity across different groups Promote community cohesion Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
				Educational Psychologists within the Inclusion Team. The impact of this increased volume of work within the remaining team will create a 'slowing down' of support for schools and pupils as EP's cannot carry out any more work due to existing duties. This will also cease any non-essential related work for instance Professional Learning for schoolteachers and teaching assistants which can support schools in improving their strategic and operational approach to high quality inclusion.
Gender Reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Children and young people considering gender identity or reassignment can often require support around their emotional health. With less Educational Psychology staff, there will be less opportunities for service users to access support.
Marriage or civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence to suggest that the proposed budget proposal will positively or negatively impact people who share this protected characteristic.
Pregnancy or maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence to suggest that the proposed budget proposal will positively or negatively impact people who share this protected characteristic.
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This post provides support for the identification of pupils with ALN and subsequent advice and training for staff in settings and schools. This is a statutory role and will need to be carried out by existing Educational Psychologists within the wider council Educational Psychology team. The impact of this increased volume of work within the remaining members of the Educational Psychology team will create a 'slowing down' of support for schools and the ceasing of any non-essential ALN work for instance 'inclusion reviews' which can support schools in improving their strategic and operational approach to high quality inclusion.
Religion or Belief or non-belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence to suggest that the proposed budget proposal will positively or negatively impact people who share this protected characteristic.

Protected characteristic	Impact:			<p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> 1. Promote equal opportunity across different groups 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence to suggest that the proposed budget proposal will positively or negatively impact people who share this protected characteristic.
Sexual Orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Children and young people can require support for their emotional health when understanding their sexual orientation. This group of children and young people may not be able to access Educational Psychology support as frequently.

2. Impact on Welsh Language

The Welsh Language (Wales) Measure specifies that for all policy decisions, the council must consider the effects (both positive and negative) on the Welsh language. For further guidance on Welsh language considerations see [here](#).

	Impact:			
	Positive	Negative	Neither	
Welsh Language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This post provides support for the identification and support of pupils with ALN and subsequent advice and training for staff in these settings, including Welsh-medium settings. This is a statutory role and will need to be carried out by existing Educational Psychologists within the wider council team. The impact of this increased volume of work within the remaining team will create a 'slowing down' of support for schools and the ceasing of any non-essential work for instance training and preventative work which can support schools in improving their strategic and operational approach to high quality inclusion. However, a Welsh speaking locum Educational Psychologist has been sourced to support Welsh speaking pupils and their families.

1. Please describe how you have ensured your engagement has considered the view of Welsh speakers in Newport and the impact of your decision on the Welsh language.

Public engagement was undertaken following Newport City Council Cabinet's agreement of budget proposals as a basis for consultation. This process took two forms: an online public-wide SNAP survey for all citizens and a shortened survey accessible to free bus Wi-Fi users. This engagement captured the views and opinions of a wide range of people, including people living in areas of Newport ranked within 10% most deprived in Wales by the WIMD, who are likely to be affected by socio-economic disadvantage.

3. The Sustainable Development Principle

The Well-being of Future Generations Act puts in place a sustainable development principle which helps organisations consider the impact they could have on people living in Wales in the future, and ensure they are focused on tackling long-term challenges. Below, consider how your decision promotes, advances, or contradicts the [5 ways of working](#) which underpin the sustainable development principle. You can access further guidance on considering the sustainable development principle [here](#).

<p>Long term</p> 	<p>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</p>	<p>This proposal is being progressed to support the Education Service contribution to the Council’s overall budget shortfall. The Council must achieve a balanced budget and maintain the best service for its customers. This budget proposal prevents a further, disproportionate funding reduction to wider Council services. No other staffing reductions are proposed within the Educational Psychology Team, and therefore remaining staff will be required to provide a reduced level of advice and support.</p> <p>The statutory elements of the role will need to be carried out by existing Educational Psychologists within the Educational Psychology Team. The impact of this increased volume of work within the remaining Educational Psychology Team will create a ‘slowing down’ of support and training for schools and the ceasing of any non-essential ALN work for instance ‘inclusion reviews’ which can support schools in improving their strategic and operational approach to high quality inclusion.</p>
<p>Prevention</p> 	<p>Putting resources into preventing problems occurring or getting worse</p>	<p>This proposal is being progressed to support the Education Service contribution to the Council’s overall budget shortfall. The Council must achieve a balanced budget and maintain the best service for its customers. This budget proposal prevents a further, disproportionate funding reduction to wider Council services.</p>

		<p>The Educational Psychologists work preventively with schools through training, advice, and support to reduce the risk of disaffected pupils. The Educational Psychology Team will have less capacity to carry out the preventative work in a timely manner due to the reduction of an Educational Psychologist. The impact of this increased volume of work within the remaining Educational Psychology Team will create a ‘slowing down’ of support for schools and the ceasing of any non-essential ALN work</p>
<p>Integration</p> 	<p>Considering how the public body’s well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</p>	<p><u>Wales’ Well-being Goals</u></p> <ul style="list-style-type: none"> • A prosperous Wales <p>No other staffing reductions are proposed within the Educational Psychology Team, and therefore remaining staff will be required to provide a reduced level of advice and support.</p> <ul style="list-style-type: none"> • A resilient Wales <p>Whilst this proposal reduces the capacity of the Educational Psychology Team the remaining members of the team will carry out the statutory functions required however this will affect the preventative support available to schools.</p> <ul style="list-style-type: none"> • A healthier Wales <p>The statutory elements of the role will need to be carried out by existing Educational Psychologists within the Educational Psychology Team. The impact of this increased volume of work within the remaining Educational Psychology Team will create a ‘slowing down’ of support for schools and the ceasing of any non-essential ALN work for instance ‘inclusion reviews’ which can support schools in improving their strategic and operational approach to high quality inclusion.</p> <ul style="list-style-type: none"> • A more equal Wales <p>The council continues to ensure that children and young people with protected characteristics (ALN needs) continue to receive a service with the remaining members of the Educational Psychology Team.</p> <ul style="list-style-type: none"> • A Wales of more cohesive communities

		<p>No other staffing reductions are proposed within the Educational Psychology Team, and therefore remaining staff will be required to provide a reduced level of advice and support.</p> <ul style="list-style-type: none"> • A Wales of vibrant culture and thriving Welsh Language Removal of the post will impact on the dedicated and professional support to settings and schools across the city, including Welsh-medium provisions. However, a Welsh speaking locum Educational Psychologist has been sourced to support Welsh speaking pupils and their families. • A globally responsible Wales This proposal is being progressed to support the Education Service contribution to the Council's overall budget shortfall. The Council must achieve a balanced budget and maintain the best service for its customers. This budget proposal prevents a further, disproportionate funding reduction to wider Council services. <p><u>Newport City Council's Well-being Objectives</u> This proposal will specifically impact on the first of Newport's Wellbeing Objectives in that there could be reduced educational outcomes and employment opportunities for learners.</p>
<p>Collaboration </p>	<p><i>Working together to deliver objectives.</i></p>	<p>This proposal will impact on the Council's ability to collaborate with stakeholders.</p>
<p>Involvement </p>	<p><i>Involving those with an interest and seeking their view - ensuring that those people reflect the diversity of the area.</i></p>	<p>Public engagement was undertaken following Newport City Council Cabinet's agreement of budget proposals as a basis for consultation. This proposal was included as part of the public consultation pack. The main aim of this consultation was to involve and capture the views of all residents, including those who share protected characteristics, are affected by socio-economic disadvantage and are the most vulnerable to the impact of savings proposals</p>

4. Socio-economic Duty

The [Socio-economic Duty](#) is set out in the Equality Act 2010, and requires the council, when making strategic decisions, to pay due regard to the need to reduce the inequalities of outcome that result from socio-economic disadvantage. Inequalities of outcome are felt most acutely in areas such as health, education, work, living standards, justice and personal security, and participation.

A 'strategic decision' is defined by Welsh Government as a decision **which affects how the council fulfils its statutory purpose over a significant period of time and does not include routine 'day to day' decisions.** Strategic decisions include:

- Corporate plans
- Setting wellbeing, equality, and other strategic objectives
- Changes to, or development of public services
- Strategic financial planning
- Strategic policy development

If you do not think your decision meets this definition, and you do not plan on carrying out a Socio-economic Duty Assessment in this section, please provide your rationale below. Any decision which is presented to a Cabinet Member, at Cabinet or Council will be viewed as a strategic decision.

If your decision does meet the definition, please consider the impact of your decision on the socio-economically disadvantaged groups, and areas of inequality that may arise from socio-economic disadvantage contained in the matrix below. The groups listed are not exhaustive and you should consider any additional groups relevant to your decision who may experience socio-economic disadvantage in the following ways:

- **Low Income/Income Poverty** - cannot afford to maintain regular payments such as bills, food, clothing, transport etc.
- **Low and/or no Wealth** - enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future
- **Material Deprivation** - unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)
- **Area Deprivation** - where you live (rural areas), where you work (accessibility of public transport)

- Socio-economic Background – for example, parents’ education, employment and income

Indicate a positive or negative impact, or both where they apply, and the severity of this impact by coding the sections of the grid based on the below. *If there is no/neutral impact, please leave blank.*

Negative Impact		Positive Impact	
N1	Negative impact – mild	P1	Positive impact – mild
N2	Negative impact – moderate	P2	Positive impact – moderate
N3	Negative impact – significant	P3	Positive impact – significant
N4	Potential for negative impact (but unsure)	P4	Potential for positive impact (but unsure)

Areas of inequality that may arise from socio-economic disadvantage – definitions							
Education: The capability to be knowledgeable, to understand and reason, and to have the skills and opportunity to participate in the labour market and in society							
Work: The capability to work in just and favourable conditions, to have the value of your work recognised, even if unpaid, to not be prevented from working and to be free from slavery, forced labour and other forms of exploitation							
Living Standards: The capability to enjoy a comfortable standard of living, in appropriate housing, with independence and security, and to be cared for and supported when necessary.							
Justice, Personal Security and Community Safety: The capability to avoid premature mortality, live in security, and knowing you will be protected and treated fairly by the law							
Health: The capability to be healthy, physically and mentally, being free in matters of sexual relationships and reproduction, and having autonomy over care and treatment and being cared for in the final stages of your life							
Participation: The capability to participate in decision making and in communities, access services, know your privacy will be respected, and express yourself							
Groups	Areas of inequality						
	Living Standards	Work	Health	Education	Justice and community safety	Participation	Physical Environment
Children living in poverty				N3			
Low-income households without dependent children							
Unemployed young people							
Long term unemployed							
Homeless households				N4			
Refugees, migrants, and asylum seekers				N2			

Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA				N4			
People on Universal Credit / income related benefits				N4			
Adults with no qualifications or low qualifications				N2			
People living in low quality housing or in Houses of Multiple Occupation				N2			

1. What evidence do you have about socioeconomic disadvantage and inequalities of outcome in relation to this decision?

The Educational Psychology Team fulfils a statutory duty to support the identification of pupils with ALN as well as providing advice and training for staff within settings, mainstream schools, and special schools in order for pupils to achieve successful educational outcomes. The post of Educational Psychologist provides focused support for particular areas of ALN through clinics, consultations, and observations of pupils to support schools manage pupil need and to support schools to develop their Additional Learning Needs Provision (ALP) and skill level.

2. Please describe how you have ensured your engagement has considered the views of people living in Newport who are affected by socio-economic disadvantage.

Formal consultation took place as part of the Council's budget setting process for 2023/24. This proposal was subject to standard consultation processes as part of the Council's budget setting arrangements for 2023/24 before a decision is taken by Cabinet as to whether or not to proceed with the proposal. This engagement captured the views and opinions of a wide range of people, including people living in areas of Newport ranked within 10% most deprived in Wales by the WIMD, who are likely to be affected by socio-economic disadvantage.

3. Does this decision contribute to a cumulative impact?

This savings proposal is part of a series of council decisions around budget savings that may contribute to a cumulative impact. Residents often access more than one service so as savings proposals are spread across a number of areas it is highly likely there will be a cumulative impact on individuals and families affected by socio-economic disadvantage.

The Council will review the cumulative impact of this decision in relation to all budget savings proposals following Cabinet's agreement of the final budget proposals for 2023 -24. As part of our FEIA process, we will continue to monitor the impact of this budget savings proposal, including any potential

impacts identified at this stage, actual impacts if implemented and the potential cumulative impact. This document will be reviewed and may be updated to reflect any changes.

Part 3: Actions and Outcomes

Considering any negative impacts that you have identified, indicate below how you will reduce these, increase the potential for positive impacts, and how you will monitor those impacts. Further guidance on how to complete your action plan can be found [here](#).

IMPACT ON PEOPLE THAT SHARE PROTECTED CHARACTERISTICS			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner
Age	The Additional Learning Needs and Tribunal (Wales) Act 2018, a new statutory framework for supporting pupils with ALN extended the age range of ALN pupils to 0-25 years. Statutory elements of the role being deleted will need to be carried out by existing Educational Psychologists within the Educational Psychology team. No other staffing reductions are proposed within the Educational Psychology Team, and therefore remaining staff will be required to provide a reduced level of advice and support.	Through monitoring and evaluation of Key Performance Indicators and delivery of statutory functions.	Katy Rees Assistant Head of Education for Inclusion
Disability	This post provides support to children and young people aged 0-25 with Additional Learning Needs and subsequent advice and training for staff in schools. Statutory elements of the role being deleted will need to be carried out by existing Educational Psychologists within the Educational Psychology team. The impact of this increased volume of work within the remaining Educational Psychology Team will create a 'slowing down' of support for schools and the ceasing of any non-essential Educational Psychology work for instance 'inclusion reviews' which can support schools	Through monitoring and evaluation of Key Performance Indicators and delivery of statutory functions.	Katy Rees Assistant Head of Education for Inclusion

	in improving their strategic and operational approach to high quality inclusion.		
Race	This post provides support for the identification of pupils with ALN and subsequent advice and training for staff in settings and schools. This is a statutory role and will need to be carried out by existing Educational Psychologists within the wider council Educational Psychology team. The impact of this increased volume of work within the remaining members of the Educational Psychology team will create a 'slowing down' of support for schools and the ceasing of any non-essential ALN work for instance 'inclusion reviews' which can support schools in improving their strategic and operational approach to high quality inclusion.	Through monitoring and evaluation of Key Performance Indicators and delivery of statutory functions.	Katy Rees Assistant Head of Education for Inclusion
IMPACT ON WELSH LANGUAGE			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner
The Educational Psychology Team fulfils a statutory duty to support the identification of pupils with ALN as well as providing advice and training for staff within settings, mainstream schools including Welsh-medium schools, and special schools in order for pupils to achieve successful educational outcomes.	Statutory elements of the role being deleted will need to be carried out by existing Educational Psychologists within the Educational Psychology team. However, a Welsh speaking locum Educational Psychologist has been sourced to support Welsh speaking pupils and their families.	Through monitoring and evaluation of Key Performance Indicators and delivery of statutory functions.	Katy Rees Assistant Head of Education for Inclusion

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SOCIO-ECONOMIC IMPACTS			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner
The post of Educational Psychologist provides focused support for particular areas of ALN through clinics, consultations, and observations of pupils to support schools manage pupil need and to support schools to develop their Additional Learning Needs Provision (ALP) and skill level.	Statutory elements of the role being deleted will need to be carried out by existing Educational Psychologists within the Educational Psychology team. No other staffing reductions are proposed within the Educational Psychology Team, and therefore remaining staff will be required to provide a reduced level of advice and support.	Through monitoring and evaluation of Key Performance Indicators and delivery of statutory functions.	Katy Rees Assistant Head of Education for Inclusion
SUSTAINABLE DEVELOPMENT PRINCIPLE			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner
This proposal is being progressed to support the Education Service contribution to the Council's overall budget shortfall.	Statutory elements of the role being deleted will need to be carried out by existing Educational Psychologists within the Educational Psychology team. No other staffing reductions are proposed within the Educational Psychology Team, and therefore remaining staff will be required to provide a reduced level of advice and support.	Through monitoring and evaluation of Key Performance Indicators and delivery of statutory functions.	Katy Rees Assistant Head of Education for Inclusion

Once your FEIA is complete, please forward to ncequality@newport.gov.uk