



SPECIAL EDUCATION FOR LIFE SCRUTINY COMMITTEE – 7TH DECEMBER 2017

**SUBJECT: MEDIUM TERM FINANCIAL PLAN – SAVINGS PROPOSALS FOR
2018/19**

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To provide Members with details of the Directorates 2018/19 savings proposals to support the Authority's Medium Term Financial Plan (MTFP).

2. SUMMARY

- 2.1 The report provides details of the savings proposals, presented to Cabinet on 15th November 2017, for Members to consider prior to a final decision in February 2018.

3. LINKS TO STRATEGY

- 3.1 The report considers the use of resources within the Directorate to ensure that key strategies are achieved.
- 3.2 Effective financial planning and financial controls contribute to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015. In particular, as follows:
- A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.
 - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is; and
 - A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

4. THE REPORT

- 4.1 The Directorate's savings proposals for 2018/19 can be summarised as follows:

Description	£'000
<i>Savings with no direct public impact</i>	802
<i>Savings proposals with a public impact</i>	
<u>Low Impact</u>	
• Library book fund reduction	25

Medium Impact

• Maintenance of school buildings (50/50 funding with schools)	333
• Specific Learning Difficulties Support	66
• School Improvement Initiatives	120
• Libraries – removal of newspapers & reduction in online subscriptions	20
• Youth Service – reduced contribution to GAVO for Holiday Scheme post	15

Total savings proposals **1,381**

4.2 The total proposed savings of £1.381m include savings proposals of £802k, these proposals are not expected to have an impact on the public and as in previous years have been consolidated into a single line for reporting purposes. These “nil impact” savings consist in the main of vacancy management, budget realignment & minor changes to service provision.

4.3 Proposals that will have a Public Impact

4.3.1 The remaining savings proposals of £579k will impact on the public to varying degrees. The remainder of this report focuses on these proposals.

4.3.2 Library Book Fund Reduction £25k (Public Impact: Low)

The County Borough Library Service proposes to reduce its book fund by an amount of £25k in 2018/19, against existing budget provision of £380k. The proposal is to top slice equally across all areas of stock with little to no direct effect on customer provision.

This budget reduction represents 6.5% of the overall resource allocation and due to the proposed method of reduction no individual customer grouping or communities will be adversely disadvantaged. The Library Service will seek to affect increased discounts from book suppliers wherever possible and strategically purchase a greater portion of paper book items that are less expensive.

4.3.3 Maintenance of School Buildings – 50/50 Funding with Schools £333k (Public Impact: Medium)

Following the introduction of the Fair Funding Regulations in 2000, the Directorate retained a residual revenue budget to assist with supporting lower value capital schemes. In recent years this budget has typically been used to enhance the core capital programme by offering assistance on a 50/50 basis to support school projects. Schools presently submit bids annually in the Autumn term for consideration for the following financial year. This proposal will have little or no impact upon compliance with statutory maintenance but will adversely affect school condition survey work.

The proposal involves removing the budget of £333k in its entirety in 2018/19. It is acknowledged that this will have an adverse effect on school buildings with the potential to accelerate their depreciation and worsen their general condition.

To mitigate this effect, it is proposed that consideration is given to utilising Local Management of Schools (LMS) contingency balances to support continued investment with schools in school buildings. It is specifically suggested that a sum of £830k is earmarked over 3 years (£330k in year 1 and £250k in each of the following 2 years) to support schemes, particularly with regards to bids relating to fire risk and health & safety works.

The letter requesting bids from schools for 2018/19 projects has already been sent out to schools on the basis of 50/50 funding. It is therefore suggested that the 50/50 commitment is retained for 2018/19 but funded from LMS Contingency.

This arrangement would have the benefit of continuing to support school capital projects but utilising LMS contingency funds for the Central Education proportion, thereby fulfilling the MTFP proposals.

4.3.4 SPLD Teachers Team (Specific Learning Difficulties) – Removal of Vacant Posts - £66k (Public Impact: Medium)

The SPLD Teachers Team currently has a structure which equate to 10.2 full time equivalents. Following the retirement of 2 postholders (equating to 1.4 FTE's), it is proposed that these vacant posts are deleted from the structure contributing a saving of £66k towards the Directorates savings target. In 2017/18 the budget for this Team is £484k.

The Team work with Schools supporting children with disabilities and with a range of additional learning needs. For those children / young people with the most complex needs and with a Statement of Special Educational Need (legal document), there are no consequences relating to this proposal. The provision of support would only be changed following a Statement Review.

For children / young people at School Action Plus (SA+), it is the schools responsibility to ensure that the needs of pupils with additional needs are met, working closely with the Local Authority to ensure that appropriate support / interventions are in place. Again service delivery will be unaffected for this group by this proposal.

Whilst there is a potential for this to impact on the children & young people who meet the criteria for support, existing staff members and schools, this is not currently the case. This scenario would only arise if there were a significant increase in the number of referrals, there are currently no capacity issues. The only notable difference following the retirement of the 2 postholders is that the Team has not provided any additional generic support, however this support is already provided by the Advisory Teacher Team.

Current service delivery will be unaffected by the proposal as the posts are already vacant.

4.3.5 School Improvement Initiatives – Budget Reduction - £120k (Public Impact: Medium)

This proposal is to reduce the budget available for targeted School Improvement Initiatives, in 2017/18 the budget is £250k. This funding is directed by the Chief Education Officer and is targeted at Schools which get into difficulty from a school improvement point of view. As a result of decreasing numbers of schools at higher risk categories, this level of reduction is achievable at this time. The need to utilise this budget varies from year to year and the level of funding provided to support a school is reviewed and assessed on a case by case basis.

Traditionally funding has been used to support additional staffing (teachers / teaching assistants) for specified interventions for pupils or improve a particular learning environment which has been highlighted as in need. It has also been used to purchase vital resources to build leadership capacity and mentoring on a temporary basis.

In the short term it is not anticipated that there will be any significant impact by reducing this budget provision, although this position is dependent on circumstances in our schools. This budget reduction has been identified as low impact in the short term, assuming that the Chief Education Officer could request approval for use of Education balances. However, this is not a long term solution, hence the assessment rising to a potential medium impact in the future.

4.3.6 Libraries – Removal of Newspapers and Reduction in Online Subscriptions - £20k (Public Impact: Medium)

This savings proposal includes the withdrawal of hard copy newspapers (local & national) from all Library sites (£10k) and a reduction in online subscriptions (£10k). This proposal is for the removal of the full £10k budget provision for newspapers and £10k of a £15k budget for subscriptions.

The removal of hard copy daily newspapers across all 18 static libraries will impact on customers who visit to read this material. However the following mitigating steps will be introduced and managed in advance of the withdrawal of newspapers to assist all users in adjusting to the changes in provision:

- Staff in libraries will promote access to online newspaper editions both of local and national titles where they are freely available.
- In each library at least one internet terminal will be allocated to newspaper access on a booking basis and all 250 computers provided in the County Boroughs libraries will clearly promote online editions of popular titles.
- Customers who require mediated access to online newspaper titles will be assisted by library staff, again supporting the transition to the alternative provision.
- Subject to the outcome of this proposal, the intention would be to introduce the above adjustments for at least 2 months prior to the final date of hardcopy newspaper removal.

In addition to the proposed withdrawal of newspapers, reductions in online information subscriptions, withdrawal from the pan UK Inter-Library Loans system “Unity” and other back office savings associated with book stock processing will provide a further £10k saving.

The withdrawal of a number of online information databases (including Britannica) will not disproportionately impact on any customer grouping or community within the County Borough. The level of present usage of Britannica and Law & Rights online does not merit their continued provision at a cost of £1.68 per use for the electronic encyclopaedia. Alternative free online resources such as Wikipedia will be promoted to customers who may require this type of service.

The impact of streamlining inter library loan arrangements and licensing costs for online catalogue records will have a small effect on some individual customers who may wish to request books or other materials that prove challenging to source via the South Wales Cooperative Library inter lending initiative. It is anticipated that the South Wales Library Scheme would be able to accommodate 97% of all future customer requests based on performance data for 2015 to 2017.

Whilst staff in libraries may be affected by the introduction of new processes and methods of working in respect of requests and new stock purchased, this change is considered to be relatively minor.

4.3.7 Youth Service – Reduction in Contribution to GAVO for Holiday Scheme Co-Ordinator - £15k (Public Impact: Medium)

Since 2008, the Youth Service has supported the employment of a full time Holiday Scheme Co-Ordinator (employed by GAVO) whose function is to advise and support any groups considering the provision of School holiday period-specific activity for children and young people between the ages of 8 to 18 years. Although a Steering Group to inform this role has been in place since inception, this has not completely enabled the role to be focussed on holiday specific activity support as originally envisaged.

The proposal would reduce the current funding of £40k in 2017/18 to £25k for 2018/19, prior to 2017/18 financial support from the Authority was £50k. This level of reduction is intended to strike a balance between making the necessary savings and enabling in part a level of continued support of a partner group.

The “medium” impact assessment is not in relation to the impact on service users but refers to the potential impact on GAVO. There will be minimal impact on service users, as the Youth Service would take up any shortfall in capacity.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 Effective financial management is a key element in ensuring that the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015 are met.

6. EQUALITIES IMPLICATIONS

- 6.1 An equalities impact assessment has been completed for all the 2018/19 savings proposals that are expected to have an impact on the public. This is to ensure that decisions that affect different individuals and groups are assessed at an appropriate and relevant level and at the correct stage in the process. Details contained in appendix 1 to 5.
- 6.2 Consultation with residents, when done in accordance with the Council's Public Engagement Strategy and the Equalities Consultation and Monitoring Guidance, also ensures that every resident, regardless of circumstances, has the opportunity to have their views heard and considered in the Council's decision-making process.

7. FINANCIAL IMPLICATIONS

- 7.1 As detailed throughout the report.

8. PERSONNEL IMPLICATIONS

- 8.1 The personnel implications of any agreed savings will be managed in accordance with the Council's HR Policies.

9. CONSULTATIONS

- 9.1 Consultation discussions and responses have been reflected in this report.
- 9.2 The Authority's wider budget consultation is running from 13th November 2017 to the 8th January 2018, details included in Draft Budget Proposals to Cabinet on 15th November 2017.

10. RECOMMENDATIONS

- 10.1 Members of the Scrutiny Committee are asked to consider and comment upon the range of savings proposals outlined in this report.
- 10.2 Members support a report to Cabinet recommending use of a total of £830k of LMS contingency balances, towards the maintenance of school buildings for a period of 3 years.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To ensure that the views of the Scrutiny Committee are considered prior to savings proposals being presented to Cabinet on 14th February 2018 and then Council on the 20th February 2018.

12. STATUTORY POWER

- 12.1 The Local Government Acts 1998 and 2003.

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Consultees: Chris Burns, Interim Chief Executive
Keri Cole, Chief Education Officer
Sue Richards, Interim Head of Service – Education, Planning and Strategy
Gareth H Evans, Senior Manager Libraries
Paul O’Neill, Senior Youth Service Manager
Sarah Ellis, Lead for Inclusion and ALN
Councillor Philippa Marsden, Cabinet Member for Education & Lifelong Learning
Stephen R Harris, Acting Head of Corporate Finance
Councillor Barbara Jones, Deputy Leader and Cabinet Member for Corporate Services
Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)
Lynne Donovan, Acting Head of HR and Organisational Development

Appendices:

Appendix 1: Equality Impact Assessment – Library Service Savings Proposals
Appendix 2: Equality Impact Assessment – Maintenance of School Buildings Proposal
Appendix 3: Equality Impact Assessment – SPLD Team – Vacant Posts Proposal
Appendix 4: Equality Impact Assessment – School Improvement Initiative Reduction
Appendix 5: Equality Impact Assessment – Youth Service – Reduction in funding GAVO

EQUALITY IMPACT ASSESSMENT FORM

April 2016

THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

NAME OF NEW OR REVISED PROPOSAL *	Education and Lifelong Learning 2018-19 Saving Proposals: Low Impact – Reduction in Book Fund £25,000 Medium Impact – Reduction in Newspapers & Online Subscriptions £20,000
DIRECTORATE	Education and Lifelong Learning
SERVICE AREA	Libraries
CONTACT OFFICER	Gareth Evans Senior Manager Libraries Lisa Thomas Acting Senior Manager Libraries
DATE FOR NEXT REVIEW OR REVISION	6 monthly review in the first instance, followed by annual for a 2 year period.

***Throughout this Equalities Impact Assessment Form, 'proposal' is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

INTRODUCTION

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The form should be used if you have identified a need for a full EIA following the screening process covered in the [Equalities Implications in Committee Reports](#) guidance document (available on the [Equalities and Welsh Language Portal](#) on the Council's intranet).

The EIA should highlight any areas of risk and maximise the benefits of proposals in terms of Equalities. It therefore helps to ensure that the Council has considered everyone who might be affected by the proposal.

It also helps the Council to meet its legal responsibilities under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, the Welsh Language (Wales) Measure 2011 and supports the wider aims of the Well-being of Future Generations (Wales) Act 2015. There is also a requirement under Human Rights legislation for Local Authorities to consider Human Rights in developing proposals.

Specifically, Section 147 of the Equality Act 2010 is the provision that requires decision-makers to have 'due regard' to the equality implications of their decisions and Welsh Language Standards 88-97 require specific consideration of Welsh speakers under the Welsh Language Standards (No.1) Regulations 2015.

The Older People's Commissioner for Wales has also published 'Good Practice Guidance for Equality and Human Rights Impact Assessments and Scrutinising Changes to Community Services in Wales' to ensure that Local Authorities, and other service providers, carry out thorough and robust impact assessments and scrutiny when changes to community services are proposed, and that every consideration is given to mitigate the impact on older people and propose alternative approaches to service delivery.

The Council's work across Equalities, Welsh Language and Human Rights is covered in more detail through the [Equalities and Welsh Language Objectives and Action Plan 2016-2020](#).

This approach strengthens work to promote Equalities by helping to identify and address any potential discriminatory effects before introducing something new or changing working practices, and reduces the risk of potential legal challenges.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the [Equalities and Welsh Language Portal](#) and the Council's Equalities and Welsh Language team can offer support as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact equalities@caerphilly.gov.uk for assistance.

PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve? <i>(Please give a brief description of the purpose of the new or updated proposal by way of introduction.)</i></p> <p>Education and Lifelong Learning 2018-19 Saving Proposals:</p> <p>Low Impact – Reduction in Book fund £25,000</p> <p>This saving proposal area includes:</p> <ul style="list-style-type: none">• Top slicing of book fund expenditure to equally impact all areas of stock with little to no direct effect on customer provision. <p>Medium Impact – Reduction in Newspapers & Online Subscriptions £20,000</p> <p>This saving proposal area includes:</p> <ul style="list-style-type: none">• Withdrawal of remaining hard copy Newspapers both local and national from all Library sites.• Reduction in online information subscriptions including Britannica.• Withdrawal from pan UK Inter-Library Loans system 'Unity'.• Reduction in licencing costs for the processing of new catalogue records for local and ephemeral items.
2	<p>Who are the service users affected by the proposal? <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc.)</i></p> <p>Low Impact – Reduction in Book fund £25,000</p> <p>No individual customer groupings or communities will be adversely disadvantaged. The budget reduction proposed, £25,000, represents 6.5% of the overall resource allocation and will be top sliced equally to ensure the minimum impact on the number and quality of materials acquired for the public.</p> <p>The County Borough Library Service will seek to affect increased discounts from book suppliers wherever possible and strategically purchase a greater proportion of paperback items that are less expensive.</p> <p>Customers generally may experience longer waiting times for new or requested items of stock though this should be extremely rare as the level of saving outlined will be minimal.</p>

Medium Impact – Reduction in Newspapers & Online Subscriptions £20,000 in total

Withdrawal of remaining hard copy Newspapers both local and national from all Library sites (£10k).

It is anticipated that there will be some direct impact from the withdrawal of daily Newspapers across all 18 static libraries. Customers who visit Libraries to read these materials will be affected in the first instance by the lack of hard copy resources. It should however be noted that the following mitigating steps will be introduced and managed in advance of the withdrawal of Newspapers to assist all users to adjust to the changes in provision:

1. Staff at Libraries will promote access to online Newspaper editions both of local and national titles where they are freely available.
2. In each Library at least one Internet Terminal will be allocated to Newspaper access on a booking basis and all 250 computers provided in the County Boroughs Libraries will clearly promote online editions of popular titles thus increasing the level of access that the wider public currently have to these resources.
3. Customers who require supported access to online Newspaper titles will be assisted by Library staff to make the transition to the alternative provision.
4. The above measures will be introduced 2 months before the date of final Newspaper withdrawal to support the transition period for those customers worst affected.

Reduction in online information subscriptions including Britannica (£10k).

The withdrawal of a number of online information databases will not disproportionately impact on any one customer grouping or community within the County Borough. The level of present usage of Britannica and Law & Rights Online does not merit their continued provision with a cost of £1.68 per use for the electronic Encyclopaedia. Alternative free online resources such as Wikipedia will be promoted to customers who may require this type of service.

A number of other Online information tools will be retained including:

- Go Citizen (Citizenship resource)
- Driving Theory Test
- Ancestry/Find my Past (Genealogical resources)

Withdrawal from pan UK Inter-Library Loans system 'Unity' and other back office savings associated with book stock processing.

The impact of streamlining inter library loan arrangements and licencing costs for online catalogue records will have a small effect on some individual customers who may wish to request books or other materials that prove challenging to source via the South Wales cooperative Library inter lending initiative 'Books 4 U'. If the materials required are deemed urgent then the option to borrow materials from the British

Library will be considered on a needs basis. It is anticipated that the South Wales Library scheme 'Books 4 U' can accommodate 97% of all future customer requests based on performance data for 2015 to 2017. The cost of 'Books 4 U' is relatively minor for each Local Authority partner.

Staff in Libraries may be affected by the introduction of new processes and methods of working in respect of requests and new stock purchased, though this is considered to be relatively minor.

IMPACT ON THE PUBLIC AND STAFF

3	<p>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals? <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>No individual customer groupings will be disadvantaged by either the low or medium impact saving proposals identified in 2 above.</p> <p>As noted in section 2 a number of contingency measures will be put in place to ensure customers are able to adjust successfully to Newspaper online and to address urgent book or other material requests that cannot be sourced within the South Wales area.</p>
	<p>Actions required:</p> <p>See section 2 for detailed actions proposed by the County Borough Library Service.</p>

4	<p>What are the consequences of the above for specific groups? <i>(Has the service delivery been examined to assess if there is any indirect affect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's disability, race, gender, sexuality, age, language, religion/belief?)</i></p> <p>As noted above no individuals or groups regardless of race, gender, sexuality, age, language, or religious belief will be adversely disadvantaged by the saving proposals and operational changes outlined in this Equality Impact Assessment.</p> <p>Reductions to the book fund will be managed across all areas of spend equally and represent 6.5% of the total allocation for 2017-18.</p> <p>Hard copy Newspapers once removed will be provided via free online editions where available and promoted to all with staff guided assistance.</p>
	<p>Actions required:</p> <p>Not Applicable.</p>

5	<p>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Equalities and Welsh Language Portal)</i></p> <p>No impact anticipated from saving proposals for 2018-19.</p>
	<p>Actions required:</p> <p>Not applicable.</p>

INFORMATION COLLECTION

6	<p>Is full information and analysis of users of the service available?</p> <p><i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more groups? If so, what has been done to address any difference in take up of the service? Does any savings proposals include an analysis of those affected?)</i></p> <p>The saving proposals under consideration are not focused on one user group or community they address areas of provision that are universally accessed and the changes envisaged can be managed in new/different ways that will support customer to maintain their access to books, online content, and resources in different formats.</p>
	<p>Actions required:</p> <p>See above.</p>

CONSULTATION

7	<p>What consultation has taken place? <i>(What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have the Council's Equalities staff been consulted? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>No specific consultation on the book fund reduction planned has taken place as the savings identified will have little or no impact on individual users.</p> <p>The process of reducing and shortly withdrawing the Newspaper resource fund has taken place over a number of years as Journal and Paper subscriptions have seen managed reductions.</p> <p>Consultation with residents, when done in accordance with the Council's Public Engagement Strategy and the Equalities Consultation and Monitoring Guidance, also ensures that every resident, regardless of circumstances, has the opportunity to have their views heard and considered in the Council's decision-making process.</p>
	<p>Actions required:</p> <p>During the roll-out period of online Newspaper resources, and withdrawal of hard copy print titles, customer comments and experiences will be assessed to review if any transitional improvements can be made.</p>

MONITORING AND REVIEW

8	<p>How will the proposal be monitored? <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>Customer feedback for both low and medium impact proposals will be collected as part of the Library Services normal operation. All service points operate user surveys as a matter of course and comments made are given appropriate consideration and responses. The impact of small book fund reductions and amendments to electronic information offer should lead to few or no complaints as alternative delivery routes or stock sourcing will be employed to ensure continuity in the Library offer.</p> <p>The withdrawal of hard copy Newspapers will be managed in parallel to the promotion of free online editions where available, this will allow customers time to adjust to the changes in provision and for the Library Service to consider any comments received.</p>
	<p>Actions required:</p> <p>See above.</p>

<p>9</p>	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>All customer comments will be considered and responded to separately. The feedback from the withdrawal of hard copy Newspapers will be assessed closely and any additional mitigating actions required introduced to support customers to continue to benefit from up to date information albeit in a different format.</p> <p>The number of requests for book and other materials will be monitored as part of the County Borough Library Service's Annual Public Library Standards return and if needed alternative sourcing options considered including loans from the British Library in exceptional cases.</p> <p>The County Borough Library Service consults its customers on a bi-annual basis by Children and Adult Public Library User Surveys that are nationally recognised. Both survey forms include satisfaction questions relating to choice of stock and information provision.</p>
	<p>Actions required:</p> <p>See above.</p>

<p>10</p>	<p>Have any support / guidance / training requirements been identified? <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>Not at this time.</p>
	<p>Actions required:</p> <p>Not applicable.</p>

<p>11</p>	<p>Where you have identified mitigating factors in previous answers that lessen the impact on any particular group in the community, or have identified any elsewhere, please summarise them here.</p> <p>Low Impact – Reduction in Book fund £25,000</p> <p>No individual customer groupings or communities will be adversely disadvantaged. The budget reduction proposed, £25,000, represents 6.5% of the overall resource allocation and will be top sliced equally to ensure the minimum impact on the number and quality of materials acquired for the public.</p>
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Customers generally may experience longer waiting times for new or requested items of stock though this should be extremely rare as the level of saving outlined will be minimal.

Medium Impact – Reduction in Newspapers & Online Subscriptions £20,000 in total

Withdrawal of remaining hard copy Newspapers both local and national from all Library sites (£10k).

It is anticipated that there will be some direct impact from the withdrawal of daily Newspapers across all 18 static libraries. Customers who visit Libraries to read these materials will be affected in the first instance by the lack of hard copy resources. It should however be noted that the following mitigating steps will be introduced and managed in advance of the withdrawal of Newspapers to assist all users to adjust to the changes in provision:

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4. The above measures will be introduced 2 months before the date of final Newspaper withdrawal to support the transition period for those customers worst affected.

Reduction in online information subscriptions including Britannica (£10k).

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Staff in Libraries may be affected by the introduction of new processes and methods of working in respect of requests and new stock purchased, though this is considered to be relatively minor.

12 What wider use will you make of this Equality Impact Assessment?

(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)

Copies of this Equality Impact Assessment will be made available for public inspection and feedback in all 18 static Library locations.

EIA included in Report to Education for Life Scrutiny 7th December 2017.

Actions required:

- EIA, when completed, to be returned to equalities@caerphilly.gov.uk for publishing on the Council's website.

Completed by:	Gareth Evans
Date:	15 th November 2017
Position:	Senior Manager Libraries
Name of Head of Service:	Sue Richards

EQUALITY IMPACT ASSESSMENT FORM

April 2016

THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

NAME OF NEW OR REVISED PROPOSAL *	Maintenance of School Buildings – 50/50 funding with Schools (£333k)
DIRECTORATE	Education and Lifelong Learning
SERVICE AREA	Planning & Strategy
CONTACT OFFICER	Sue Richards, Interim Head of Service – Education, Planning & Strategy
DATE FOR NEXT REVIEW OR REVISION	Autumn 2018

***Throughout this Equalities Impact Assessment Form, 'proposal' is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

INTRODUCTION

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

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The EIA should highlight any areas of risk and maximise the benefits of proposals in terms of Equalities. It therefore helps to ensure that the Council has considered everyone who might be affected by the proposal.

It also helps the Council to meet its legal responsibilities under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, the Welsh Language (Wales) Measure 2011 and supports the wider aims of the Well-being of Future Generations (Wales) Act 2015. There is also a requirement under Human Rights legislation for Local Authorities to consider Human Rights in developing proposals.

Specifically, Section 147 of the Equality Act 2010 is the provision that requires decision-makers to have 'due regard' to the equality implications of their decisions and Welsh Language Standards 88-97 require specific consideration of Welsh speakers under the Welsh Language Standards (No.1) Regulations 2015.

The Older People's Commissioner for Wales has also published 'Good Practice Guidance for Equality and Human Rights Impact Assessments and Scrutinising Changes to Community Services in Wales' to ensure that Local Authorities, and other service providers, carry out thorough and robust impact assessments and scrutiny when changes to community services are proposed, and that every consideration is given to mitigate the impact on older people and propose alternative approaches to service delivery.

The Council's work across Equalities, Welsh Language and Human Rights is covered in more detail through the [Equalities and Welsh Language Objectives and Action Plan 2016-2020](#).

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When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the [Equalities and Welsh Language Portal](#) and the Council's Equalities and Welsh Language team can offer support as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

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PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve? <i>(Please give a brief description of the purpose of the new or updated proposal by way of introduction.)</i></p> <p>This proposal involves removing in full the £333k budget currently utilised towards jointly funded school projects of a capital nature.</p> <p>In recent years this budget has been typically used to enhance the core capital programme by offering assistance on a 50/50 basis to support school projects.</p> <p>Schools presently submit bids annually in the Autumn Term for consideration for the following financial year.</p>
2	<p>Who are the service users affected by the proposal? <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc.)</i></p> <p>It is acknowledged that this proposal will have an adverse effect on school buildings with the potential to accelerate their depreciation and worsen their general condition.</p> <p>Schools will be impacted as it removes a current source of 50/50 funding, accepting that this funding is subject to a bid process.</p> <p>To mitigate this effect, it is proposed that consideration is given to utilising Local Management of Schools (LMS) contingency balances to support continued investment with schools in school buildings.</p> <p>It is suggested that a sum of £830k is earmarked over 3 years [Year 1 - £330k; Year 2 - £250k; Year 3 - £250k] to support building related schemes, particularly with regards to bids relating to fire risk and health & safety works.</p> <p>This arrangement would have the benefit of continuing to support school capital projects but utilising LMS contingency funds for the Central Education proportion, thus fulfilling the MTFP proposals.</p>

IMPACT ON THE PUBLIC AND STAFF

3	<p>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals? <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>Subject to the appropriate approval to utilise LMS contingency balances, all Schools through a bidding process, would be able to apply for funding. Priority being given to applications relating to fire safety and health & safety projects.</p>
	<p>Actions required:</p> <p>Report to Cabinet with regards to the proposal to access LMS Contingency balances for a period of 3 years.</p>
4	<p>What are the consequences of the above for specific groups? <i>(Has the service delivery been examined to assess if there is any indirect affect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's disability, race, gender, sexuality, age, language, religion/belief?)</i></p> <p>Subject to the approval of the use of balances, low impact in the first few years. In the medium to longer term potential significant impact with regards to pressure on school budgets and the condition of buildings.</p> <p>In future years increased pressure on capital spend requirements, impacting on the Education capital budget.</p>
	<p>Actions required:</p> <p>No further actions currently.</p>

5	<p>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Equalities and Welsh Language Portal)</i></p> <p>Not Applicable</p>
	<p>Actions required:</p> <p>Not Applicable</p>

INFORMATION COLLECTION

6	<p>Is full information and analysis of users of the service available?</p> <p><i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more groups? If so, what has been done to address any difference in take up of the service? Does any savings proposals include an analysis of those affected?)</i></p> <p>In the short term, subject to the approval of the use of LMS Contingency balances, minimal impact on users / schools.</p>
	<p>Actions required:</p> <p>Report to Cabinet with regards to the proposal to access LMS Contingency balances for a period of 3 years.</p>

CONSULTATION

7	<p>What consultation has taken place? <i>(What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have the Council's Equalities staff been consulted? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>Savings proposals for 2018/19 will be presented to Education for Life Scrutiny on 7th December 2017.</p> <p>Consultation with residents, when done in accordance with the Council's Public Engagement Strategy and the Equalities Consultation and Monitoring Guidance, also ensures that every resident, regardless of circumstances, has the opportunity to have their views heard and considered in the Council's decision-making process.</p>
	<p>Actions required:</p> <p>As above.</p>

MONITORING AND REVIEW

8	<p>How will the proposal be monitored? <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <ul style="list-style-type: none">- Feedback from Scrutiny Members- Feedback from Schools- Condition Surveys (as part of normal cycle)- Regular meetings with Property Services
	<p>Actions required:</p> <p>Ongoing monitoring as part of normal service delivery.</p>

<p>9</p>	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <ul style="list-style-type: none"> - Feedback from Schools - Condition Surveys (as part of normal cycle) - Regular meetings with Property Services
	<p>Actions required:</p> <p>Ongoing monitoring as part of normal service delivery.</p>

<p>10</p>	<p>Have any support / guidance / training requirements been identified? <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>Not applicable.</p>
	<p>Actions required:</p> <p>Not applicable.</p>

11	<p>Where you have identified mitigating factors in previous answers that lessen the impact on any particular group in the community, or have identified any elsewhere, please summarise them here.</p> <p>To mitigate this effect, it is proposed that consideration is given to utilising Local Management of Schools (LMS) contingency balances to support continued investment with schools in school buildings.</p> <p>It is suggested that a sum of £830k is earmarked over 3 years [Year 1 - £330k; Year 2 - £250k; Year 3 - £250k] to support building related schemes, particularly with regards to bids relating to fire risk and health & safety works.</p>
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12	<p>What wider use will you make of this Equality Impact Assessment? <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>EIA included in Report to Education for Life Scrutiny 7th December 2017.</p>
	<p>Actions required:</p> <ul style="list-style-type: none"> EIA, when completed, to be returned to equalities@caerphilly.gov.uk for publishing on the Council's website.

Completed by:	Jane Southcombe
Date:	27 th November 2017
Position:	Finance Manager (Education & Lifelong Learning & Schools)
Name of Head of Service:	Sue Richards

EQUALITY IMPACT ASSESSMENT FORM

April 2016

THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

NAME OF NEW OR REVISED PROPOSAL*	SPLD (Specific Learning Difficulties) Teachers Team (£66k)
DIRECTORATE	Education & Lifelong Learning
SERVICE AREA	Inclusion Services
CONTACT OFFICER	Sarah Ellis, Lead for Inclusion and ALN
DATE FOR NEXT REVIEW OR REVISION	Review at the end of academic year 2017/18.

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INTRODUCTION

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The EIA should highlight any areas of risk and maximise the benefits of proposals in terms of Equalities. It therefore helps to ensure that the Council has considered everyone who might be affected by the proposal.

It also helps the Council to meet its legal responsibilities under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, the Welsh Language (Wales) Measure 2011 and supports the wider aims of the Well-being of Future Generations (Wales) Act 2015. There is also a requirement under Human Rights legislation for Local Authorities to consider Human Rights in developing proposals.

Specifically, Section 147 of the Equality Act 2010 is the provision that requires decision-makers to have 'due regard' to the equality implications of their decisions and Welsh Language Standards 88-97 require specific consideration of Welsh speakers under the Welsh Language Standards (No.1) Regulations 2015.

The Older People's Commissioner for Wales has also published 'Good Practice Guidance for Equality and Human Rights Impact Assessments and Scrutinising Changes to Community Services in Wales' to ensure that Local Authorities, and other service providers, carry out thorough and robust impact assessments and scrutiny when changes to community services are proposed, and that every consideration is given to mitigate the impact on older people and propose alternative approaches to service delivery.

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PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve? <i>(Please give a brief description of the purpose of the new or updated proposal by way of introduction.)</i></p> <p>The Spld teacher team has a full time equivalency of 10.2 with 1.4 vacant posts. The proposal is to contribute to the savings proposals for 2018/2019 by deleting these vacant posts from the structure thus saving £66k.</p>
2	<p>Who are the service users affected by the proposal? <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc.)</i></p> <p>Those who may be affected by this proposal:</p> <ul style="list-style-type: none">• Existing staff members• Children and young people who meet the criteria for input from the SPld team• Schools <p>Whilst there is a potential for this savings proposal to impact on children & young people who meet the criteria for support, existing staff members and schools, this is not currently the case. There are currently no capacity issues, consequently current service delivery will be unaffected by the proposal as the posts are already vacant.</p>

IMPACT ON THE PUBLIC AND STAFF

<p>3</p>	<p>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals? <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>Any potential reduction in the staffing complement will need to consider the impact on the groups identified above. It is considered that the proposals will not have any detrimental effect on the service to schools or young people. These posts are already vacant. Service users will continue to have access to appropriate intervention based on identified criteria as is currently the case.</p>
	<p>Actions required: The LA will need to consider timely and effective support to ensure that needs are met. Any further reduction may necessitate a review of criteria / access to the service.</p>

<p>4</p>	<p>What are the consequences of the above for specific groups? <i>(Has the service delivery been examined to assess if there is any indirect affect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's disability, race, gender, sexuality, age, language, religion/belief?)</i></p> <p>Children with disabilities and with a range of additional learning needs access support from schools and the Local Authority (LA) as appropriate. Children/ young people with the most complex needs usually have a statement of special educational need (in accordance with the SEN Code of Practice for Wales). This is a legal document which sets out the child/ young person's needs and the provision necessary to meet them. There would be no direct effect of the proposal for children/young people with statements as if it is considered that they require specific support this is written into the statement. This provision can only be changed following a review. There are no consequences relating to the proposal for this group.</p> <p>For children/ young people at School Action plus (SA+) (in accordance with the SEN Code of Practice for Wales), it is the schools responsibility to ensure that the needs of pupils with additional needs are met working with the LA to ensure appropriate support / interventions are in place.</p> <p>Service delivery will be unaffected by the proposal as the posts are already vacant.</p>
	<p>Actions required: No further actions required.</p>

5	<p>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Equalities and Welsh Language Portal)</i></p> <p>The proposal would not have any effect on the opportunities for persons to use the Welsh language or contribute to Welsh language being treated less favourably than the English language.</p>
	<p>Actions required:</p> <p>No further actions required.</p>

INFORMATION COLLECTION

6	<p>Is full information and analysis of users of the service available?</p> <p><i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more groups? If so, what has been done to address any difference in take up of the service? Does any savings proposals include an analysis of those affected?)</i></p> <p>Reduction of the service due to retirements has meant that the SPLD teachers do not provide generic support. This is already provided by the Advisory Teacher (AT) team. These two posts are already vacant and there has been no impact on service delivery to the cohort of children identified as having Spld. Information indicates that referrals for the SPld service have reduced in 17/18 to date compared with 16/17. It is hypothesised that this may have been impacted by changes in service delivery, referral mechanisms and alignment of services across Education Psychology Service / AT's.</p>
	<p>Actions required:</p> <p>No further actions required.</p>

CONSULTATION

7	<p>What consultation has taken place? <i>(What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have the Council's Equalities staff been consulted? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>There has been no consultation with service users.</p> <p>Savings proposals for 2018/19 will be presented to Education for Life Scrutiny on 7th December 2017.</p> <p>Consultation with residents, when done in accordance with the Council's Public Engagement Strategy and the Equalities Consultation and Monitoring Guidance, also ensures that every resident, regardless of circumstances, has the opportunity to have their views heard and considered in the Council's decision-making process.</p>
	<p>Actions required:</p> <p>Report to Education For Life Scrutiny 7th December 2017.</p>

MONITORING AND REVIEW

8	<p>How will the proposal be monitored? <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>No specific monitoring required above normal service delivery monitoring.</p>
	<p>Actions required:</p> <p>No further actions required.</p>

<p>9</p>	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>Not applicable</p>
	<p>Actions required:</p> <p>Not applicable.</p>

<p>10</p>	<p>Have any support / guidance / training requirements been identified? <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>No training requirements from this proposal.</p>
	<p>Actions required:</p> <p>Not applicable.</p>

11	<p>Where you have identified mitigating factors in previous answers that lessen the impact on any particular group in the community, or have identified any elsewhere, please summarise them here.</p> <p>Based on current levels of demand, it is considered that this proposal will not have any detrimental effect on the service to children & young people, schools and staff.</p>
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12	<p>What wider use will you make of this Equality Impact Assessment? <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>On-going review as part of normal service delivery.</p> <p>Report to Education For Life Scrutiny 7th December 2017.</p>
	<p>Actions required:</p> <ul style="list-style-type: none"> EIA, when completed, to be returned to equalities@caerphilly.gov.uk for publishing on the Council's website.

Completed by:	Sarah Ellis
Date:	27 th November 2017
Position:	Lead for Inclusion & ALN
Name of Head of Service:	Keri Cole

EQUALITY IMPACT ASSESSMENT FORM

April 2016

THE COUNCIL'S EQUALITIES STATEMENT

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NAME OF NEW OR REVISED PROPOSAL *	School Improvement Initiatives – Budget Reduction (£120k)
DIRECTORATE	Education and Lifelong Learning
SERVICE AREA	Learning, Education & Inclusion
CONTACT OFFICER	Keri Cole
DATE FOR NEXT REVIEW OR REVISION	Termly Review

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It also helps the Council to meet its legal responsibilities under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, the Welsh Language (Wales) Measure 2011 and supports the wider aims of the Well-being of Future Generations (Wales) Act 2015. There is also a requirement under Human Rights legislation for Local Authorities to consider Human Rights in developing proposals.

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PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve? <i>(Please give a brief description of the purpose of the new or updated proposal by way of introduction.)</i></p> <p>This proposal is to reduce the funding (currently £250k) set aside to support schools which get into difficulty from a school improvement point of view. These situations are normally linked to inspection outcomes and more recently to national categorisation.</p> <p>As a result of decreasing numbers of schools in higher risk categories this level of reduction is achievable at this time.</p> <p>However, this is on the condition that should “emergency” funds be required, there is a potential to access funding from reserves, subject to the appropriate approval.</p>
2	<p>Who are the service users affected by the proposal? <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc.)</i></p> <p>Funding has been used to support additional staffing (teachers / teaching assistants) for specified interventions for pupils. It has sometimes been used to improve a particular learning environment which has been highlighted as in need. It has also been used to purchase vital resources to build leadership capacity and mentoring on a temporary basis.</p>

IMPACT ON THE PUBLIC AND STAFF

3	<p>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals? <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>As described previously, this allocation of funding is linked to the delivery of Post Inspection Action Plans and national categorisation.</p>
	<p>Actions required:</p> <p>Ongoing monitoring with EAS (Education Achievement Service).</p>
4	<p>What are the consequences of the above for specific groups? <i>(Has the service delivery been examined to assess if there is any indirect affect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's disability, race, gender, sexuality, age, language, religion/belief?)</i></p> <p>None anticipated currently.</p>
	<p>Actions required:</p> <p>None</p>

5	<p>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Equalities and Welsh Language Portal)</i></p> <p>None</p>
	<p>Actions required:</p>

INFORMATION COLLECTION

6	<p>Is full information and analysis of users of the service available?</p> <p><i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more groups? If so, what has been done to address any difference in take up of the service? Does any savings proposals include an analysis of those affected?)</i></p> <p>Estyn Reports (available on the Estyn website) and national categorisation information (available on My Local School website).</p>
	<p>Actions required:</p> <p>None.</p>

CONSULTATION

7	<p>What consultation has taken place? <i>(What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have the Council's Equalities staff been consulted? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>Savings proposals for 2018/19 will be presented to Education for Life Scrutiny on 7th December 2017.</p> <p>Consultation with residents, when done in accordance with the Council's Public Engagement Strategy and the Equalities Consultation and Monitoring Guidance, also ensures that every resident, regardless of circumstances, has the opportunity to have their views heard and considered in the Council's decision-making process.</p>
	<p>Actions required:</p> <p>As above.</p>

MONITORING AND REVIEW

8	<p>How will the proposal be monitored? <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>This area of need is monitored through monthly intervention panels with Cabinet Member, Chair of Scrutiny, EAS, LA Senior Staff, Headteachers and Chair of Governors of identified schools. It will also be monitored through "schools causing concerns" meetings between the Local Authority and EAS.</p>
	<p>Actions required:</p> <p>As above.</p>

<p>9</p>	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>Evaluations incorporated into the outcomes of intervention planning meeting process and the schools causing concern regional meetings.</p>
	<p>Actions required:</p> <p>As above.</p>

<p>10</p>	<p>Have any support / guidance / training requirements been identified? <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>Not applicable.</p>
	<p>Actions required:</p>

11	<p>Where you have identified mitigating factors in previous answers that lessen the impact on any particular group in the community, or have identified any elsewhere, please summarise them here.</p> <p>Reduction in the number of schools identified to access this funding, means that individual schools can still be supported.</p>
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12	<p>What wider use will you make of this Equality Impact Assessment? <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>EIA included in Report to Education for Life Scrutiny 7th December 2017.</p>
	<p>Actions required:</p> <ul style="list-style-type: none"> EIA, when completed, to be returned to equalities@caerphilly.gov.uk for publishing on the Council's website.

Completed by:	Jane Southcombe
Date:	28 th November 2017
Position:	Finance Manager (Education & Lifelong Learning and Schools)
Name of Head of Service:	Keri Cole

EQUALITY IMPACT ASSESSMENT FORM

April 2016

THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

NAME OF NEW OR REVISED PROPOSAL *	GAVO Holiday Scheme Coordinator funding (Gwent Association of Voluntary Organisations) - £15k
DIRECTORATE	Education & Lifelong Learning
SERVICE AREA	Youth Service
CONTACT OFFICER	Paul O'Neill
DATE FOR NEXT REVIEW OR REVISION	Annual review as part of normal cycle.

***Throughout this Equalities Impact Assessment Form, 'proposal' is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

INTRODUCTION

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The form should be used if you have identified a need for a full EIA following the screening process covered in the [Equalities Implications in Committee Reports](#) guidance document (available on the [Equalities and Welsh Language Portal](#) on the Council's intranet).

The EIA should highlight any areas of risk and maximise the benefits of proposals in terms of Equalities. It therefore helps to ensure that the Council has considered everyone who might be affected by the proposal.

It also helps the Council to meet its legal responsibilities under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, the Welsh Language (Wales) Measure 2011 and supports the wider aims of the Well-being of Future Generations (Wales) Act 2015. There is also a requirement under Human Rights legislation for Local Authorities to consider Human Rights in developing proposals.

Specifically, Section 147 of the Equality Act 2010 is the provision that requires decision-makers to have 'due regard' to the equality implications of their decisions and Welsh Language Standards 88-97 require specific consideration of Welsh speakers under the Welsh Language Standards (No.1) Regulations 2015.

The Older People's Commissioner for Wales has also published 'Good Practice Guidance for Equality and Human Rights Impact Assessments and Scrutinising Changes to Community Services in Wales' to ensure that Local Authorities, and other service providers, carry out thorough and robust impact assessments and scrutiny when changes to community services are proposed, and that every consideration is given to mitigate the impact on older people and propose alternative approaches to service delivery.

The Council's work across Equalities, Welsh Language and Human Rights is covered in more detail through the [Equalities and Welsh Language Objectives and Action Plan 2016-2020](#).

This approach strengthens work to promote Equalities by helping to identify and address any potential discriminatory effects before introducing something new or changing working practices, and reduces the risk of potential legal challenges.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the [Equalities and Welsh Language Portal](#) and the Council's Equalities and Welsh Language team can offer support as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact equalities@caerphilly.gov.uk for assistance.

PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve? <i>(Please give a brief description of the purpose of the new or updated proposal by way of introduction.)</i></p> <p>The continued grant funding to an external partner, though at a reduced level, that will support the GAVO role of Holiday scheme coordinator.</p>
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2	<p>Who are the service users affected by the proposal? <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc.)</i></p> <p>Broadly, those requiring support to deliver activities in school holiday periods could be affected, should the proposed reduction in funding support impact on the continuation of the service by the host agency. No equalities-related impact is anticipated.</p>
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IMPACT ON THE PUBLIC AND STAFF

3	<p>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals? <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>The proposals ensure that all have equal access to the service and that no particular group or type of individual is affected to any greater extent than any other.</p>
	<p>Actions required:</p> <ul style="list-style-type: none">• Confirm host agency's intentions regarding the continuation of this service.• As necessary, arrange for coverage of any subsequently outstanding key elements of the post by the Youth Service.
4	<p>What are the consequences of the above for specific groups? <i>(Has the service delivery been examined to assess if there is any indirect affect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's disability, race, gender, sexuality, age, language, religion/belief?)</i></p> <p>Output/results of the work-streams associated with this post have been reviewed in this light and there are no diversity-related implications.</p>
	<p>Actions required:</p> <p>None</p>

<p>5</p>	<p>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Equalities and Welsh Language Portal)</i></p> <p>No impact.</p>
	<p>Actions required:</p> <p>None</p>

INFORMATION COLLECTION

<p>6</p>	<p>Is full information and analysis of users of the service available?</p> <p><i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more groups? If so, what has been done to address any difference in take up of the service? Does any savings proposals include an analysis of those affected?)</i></p> <p>The group support nature of the role is such that individual users are not engaged, therefore individual beneficiary profiles are not available. However, there is no apparent imbalance in the support available to participating groups of any kind.</p>
	<p>Actions required:</p> <p>None.</p>

CONSULTATION

7	<p>What consultation has taken place? <i>(What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have the Council's Equalities staff been consulted? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>Initial discussions have been held with GAVO around the principle of reducing funding.</p> <p>Savings proposals for 2018/19 will be presented to Education for Life Scrutiny on 7th December 2017.</p> <p>Consultation with residents, when done in accordance with the Council's Public Engagement Strategy and the Equalities Consultation and Monitoring Guidance, also ensures that every resident, regardless of circumstances, has the opportunity to have their views heard and considered in the Council's decision-making process.</p>
	<p>Actions required:</p> <p>Discussions ongoing with GAVO.</p>

MONITORING AND REVIEW

8	<p>How will the proposal be monitored? <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>There is in place a system of contact and support between the host agency (GAVO) and the funding agency (CCBC Youth Service) which remains regardless of funding levels.</p>
	<p>Actions required:</p> <p>Ensure that monitoring arrangements remain in place.</p>

<p>9</p>	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>The activity and function of this post is subject to formalised annual review and also via a steering group mechanism.</p>
	<p>Actions required:</p> <p>Ensure that the annual review process and other support mechanisms remains in place.</p>
<p>10</p>	<p>Have any support / guidance / training requirements been identified? <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>N/A in this respect.</p>
	<p>Actions required:</p> <p>None</p>

11	<p>Where you have identified mitigating factors in previous answers that lessen the impact on any particular group in the community, or have identified any elsewhere, please summarise them here.</p> <p>There will be minimal impact on service users, as the Youth Service would take up any shortfall in capacity.</p>
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12	<p>What wider use will you make of this Equality Impact Assessment? <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>To be applied in all relevant cases.</p> <p>EIA included in Report to Education for Life Scrutiny 7th December 2017.</p>
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	<p>Actions required:</p> <ul style="list-style-type: none"> EIA, when completed, to be returned to equalities@caerphilly.gov.uk for publishing on the Council's website.
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Completed by:	Paul O'Neill
Date:	22/11/17
Position:	Senior Youth Service Manager
Name of Head of Service:	Keri Cole