

Caerphilly County Borough Council - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

PLEASE NOTE: Section 3 *Socio-economic Duty* only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. See page 6 of the [Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance](#).

1. Proposal Details

Lead Officer	Head of Service	Service Area & Department	Date
Sarah Ellis	Keri Cole	Learning Education and Inclusion	19.5.21

Is this proposal a... (please tick relevant box)

Policy	Strategy / Plan <input type="checkbox"/>	Practice	Procedure	Restructure	Project x
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What is the proposal to be assessed? *Provide brief details of the proposal and provide a link to any relevant report or documents.*

The second satellite class of Trinity Fields School at St Cenydd

2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one protected characteristic.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Age (<i>people of all ages</i>)	Positive, creates additional capacity.		The proposal to develop a second satellite class at St Cenydd supports the needs of children with Additional Learning Needs (ALN). The proposals align with the ALN and Tribunal Act 2018, Wellbeing of Future Generations Act and Social Services and Wellbeing Act.
Disability (<i>people with disabilities/ long term conditions</i>)	Positive		As above.
Gender Reassignment (<i>anybody who’s gender identity or gender expression is different to the sex they were assigned at birth</i>)	Positive		As above.
Marriage or Civil Partnership (<i>people who are married or in a civil partnership</i>)	NA		There are no links
Pregnancy and Maternity (<i>women who are pregnant and/or on maternity leave</i>)	NA		As above.

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<p>Race (<i>people from black, Asian and minority ethnic communities and different racial backgrounds</i>)</p>	<p>Positive</p>		<p>As above</p>
<p><u>Protected Characteristics</u></p>	<p>Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?</p>	<p>If there are negative impacts how will these be mitigated?</p>	<p>What evidence has been used to support this view?</p>
<p>Religion or Belief (<i>people with different religions and beliefs including people with no beliefs</i>)</p>	<p>positive</p>		<p>The development reinforces the LA position that no one is discriminated against by virtue of a protected characteristic.</p>
<p>Sex (<i>women and men, girls and boys and those who self-identify their gender</i>)</p>	<p>positive</p>		<p>As above</p>
<p>Sexual Orientation (<i>lesbian, gay, bisexual, heterosexual</i>)</p>	<p>positive</p>		<p>As above</p>

3. Socio-economic Duty (Strategic Decisions Only)

(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

<u>Socio-economic Disadvantage</u>	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
<p>Low Income / Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i></p>	<p>Positive: Supporting wellbeing and providing appropriate educational opportunities will improve life chances.</p>		<ul style="list-style-type: none"> • Research and psychological theory / practice highlights the importance of wellbeing and the development of appropriate high quality teaching and learning opportunities as a foundation for development.
<u>Socio-economic Disadvantage</u>	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
<p>Low and/or No Wealth <i>(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)</i></p>	<p>Positive: The approach is accessible to all children regardless of any specific socio-economic disadvantage</p>		

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Material Deprivation (<i>unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.</i>)	As above		
Area Deprivation (<i>where you live (rural areas), where you work (accessibility of public transport)</i>)	As above		
Socio-economic Background (<i>social class i.e. parents education, employment and income</i>)	As above		
Socio-economic Disadvantage (<i>What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged</i>)	The approach is designed to support the wellbeing and inclusion of all children, and ensure access to excellent teaching and learning opportunities		The development of the satellite class places the access to high quality teaching and learning opportunities, inclusions and wellbeing of children front and centre in the work of the LA, schools and provisions. There is direct link with the Additional Learning Needs (ALN) Act. The proposals align with the Wellbeing of Future Generations Act and Social Services and Wellbeing Act.

4. Corporate Plan – Council’s Well-being Objectives

(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) Well-being Objectives

Objective 1 - Improve education opportunities for all	The LA works in partnership with all schools and education providers to ensure that the needs of children with ALN are identified and provision is in place. This approach promotes equality of opportunity, inclusion and wellbeing.
Objective 2 - Enabling employment	Improved educational outcomes are linked to improved employment prospects.
Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people’s well-being	n/a
Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment	n/a
Objective 5 - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015	n/a
Objective 6 - Support citizens to remain independent and improve their well-being	n/a






4a. Links to any other relevant Council Policy

(How does your proposal deliver against any other relevant Council Policy?)

The development of the satellite class aligns with the Corporate Plan, Shared Ambitions, the Strategic Equality Plan and the Inclusion Compendium, providing every learner, irrespective of characteristics, with the best life chances

5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working (ICLIP)

(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)

<u>Ways of Working</u>	How have you used the Sustainable Development Principles in forming the proposal?
<p>Long Term</p> 	<ul style="list-style-type: none"> Supporting partnerships and working with schools to promote inclusion and wellbeing of children at the centre of everything we do. Promoting early intervention and the use of appropriate strategies to support learner needs is crucial to the effective implementation of a sustainable hub and spoke model.
<p>Prevention</p> 	<ul style="list-style-type: none"> Identifying needs, implementing effective support and working collaboratively with schools, and all other service providers will be essential in continuing to promote the hub and spoke model.
<p>Integration</p> 	<ul style="list-style-type: none"> The development of the satellite class promotes existing integration and effective use of Council Services.
<p>Collaboration</p> 	<ul style="list-style-type: none"> Keeping the child at the centre, promoting person centred practice, working collaboratively with schools and partners such as health and social care, and parents / carers provides a more cohesive approach to early intervention and identification within the education system.
<p>Involvement</p> 	<ul style="list-style-type: none"> The LA, schools children, parents / carers and partners need to be full and active participants in this development to ensure its success.

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6. Well-being of Future Generations (Wales) Act 2015

<u>Well-being Goals</u>	Does the proposal maximise our contribution to the Well-being Goal and how?
<p>A Prosperous Wales <i>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work</i></p>	<p>This approach demonstrates that Caerphilly County Borough Council is committed to ensuring that children within the Borough have equality of opportunity in access to education and training.</p>
<p>A Resilient Wales <i>A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)</i></p>	<p>This approach focuses on inclusion and wellbeing and contributes to the development of resilient communities.</p>
<p>A Healthier Wales <i>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood</i></p>	<p>This approach focuses on person centred practice, equality of opportunity, inclusion and wellbeing and contributes to the development of a healthier and more equal Wales.</p>

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A More Equal Wales

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)

This approach supports equity and equality, puts the child at the centre and promotes a philosophy that all children are supported to fulfil their potential.

<u>Well-being Goals</u>	Does the proposal maximise our contribution to the Well-being Goal and how?
<p>A Wales of Cohesive Communities <i>Attractive, viable, safe and well-connected communities</i></p>	<p>This approach recognises that developing communities where positive adult relationships with children support and nurture their development is essential.</p>
<p>A Wales of Vibrant Culture and Thriving Welsh Language <i>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation</i></p>	<p>All schools are required to promote Welsh culture and heritage through the Cwricwlwm Cymreig.</p>
<p>A Globally Responsible Wales <i>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being</i></p>	<p>The aim of the approach is to ensure that there is a focus on inclusion and that good practice is embedded in schools.</p>

7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) [insert link to WL Commissioners Policy Making Standards Guidance](#)



Requirement	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view? <i>e.g the WESP, TAN20, LDP, Pupil Level Annual School Census</i>
Links with Welsh Government's Cymraeg 2050 Strategy and CCBC's Five Year Welsh Language Strategy 2017-2022 and the Language Profile	Neutral.		
Compliance with the Welsh Language Standards . <i>Specifically Standards 88 - 93</i>	Neutral – as above		
Opportunities to promote the Welsh language <i>e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community</i>	Neutral – as above		
Opportunities for persons to use the Welsh language <i>e.g. staff, residents and visitors</i>	Neutral – as above		
Treating the Welsh language no less favourably than the English language	Neutral – as above		

7a. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and b) treating the Welsh language no less favourably than the English language.

The approach does not treat the Welsh Language less favourably

8. Data and Information

(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)

Data/evidence <i>(Please provide link to report if appropriate)</i>	Key relevant findings	How has the data/evidence informed this proposal?
<ul style="list-style-type: none"> Estyn Inspection outcomes linked to Trinity Fields school and the approach of developing satellite provision. 	<ul style="list-style-type: none"> the importance of early intervention, partnership working and appropriate support being in place. 	Evidence supports the development of the LA approach.

Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled?

Details of further consultation can be included in Section 9.

No

9. Consultation

(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, [The Gunning Principles](#) must be adhered to. Consider the [Consultation and Engagement Framework](#). Please note that this may need to be updated as the proposal develops and to strengthen the assessment.

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

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Who was consulted?

Ian Elliott – Headteacher of Trinity Fields

Mike Cook (Chair of Governors) – Trinity Fields

Rebecca Collins – Headteacher of St Cenydd

Governing Body of both schools

When were they consulted did the consultation take place at the formative stage and was adequate time given for consultees to consider and respond?

Consultation was undertaken at the initial stages of exploring the further development of a second satellite class.

Was sufficient information provided to consultees to allow them to make an informed decision on the proposal?

What were the key findings?

Both Governing Bodies are in agreement

How have the consultation findings been taken into account?

10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?	The second satellite class at St Cenydd will be led by the Headteacher of Trinity Fields School and all relevant monitoring and evaluation processes will be in place in line with the Estyn schools Inspection framework. There will be a partnership agreement in place between the LA and schools.
What are the practical arrangements for monitoring?	As above
How will the results of the monitoring be used to develop future proposals?	The outcome of monitoring will be used to further develop appropriate intervention and support for children and inform developments in excellent teaching and learning as well as the overall approach of the hub and spoke model.
When is the proposal due to be reviewed?	The partnership agreement will be reviewed annually.
Who is responsible for ensuring this happens?	The Author of this report and other relevant LA officers will ensure that the review is in place.

11. Recommendation and Reasoning

<input type="checkbox"/>	Implement proposal with no amendments
	Implement proposal taking account of the mitigating actions outlined
	Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage

Have you contacted relevant officers for advice and guidance?	Yes <input type="checkbox"/>	No
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12. Reason(s) for Recommendation

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

It is the recommendation that Members endorse the proposal regarding the Local Authority Approach to development of the hub and spoke model and the second satellite class at St Cenydd School. The approach keeps children at the centre, promotes equality of opportunity and the importance of partnership working between those who support children.

The information gathered and reviewed as part of this IIA and through the consultation supports the benefits of developing our approach to supporting children in this way.

Members are asked to consider this Integrated Impact Assessment alongside the Cabinet Report in support of progressing to develop the class in readiness for September 2021.

13. Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time)

Version No.	Author	Brief description of the amendments/update	Revision Date
1	Sarah Ellis		18/4/2021

Integrated Impact Assessment Author

Name:	Sarah Ellis
Job Title:	Lead for Inclusion and ALN
Date:	19.5.21

Head of Service Approval

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Name:	Keri Cole		
Job Title:	Chief Education Officer		
Signature:		Date:	