

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	18.4.21

Is this proposal a... (please tick relevant box)
Policy Strategy / Plan <input checked="" type="checkbox"/> Practice Procedure Restructure Project

What is the proposal to be assessed? *Provide brief details of the proposal and provide a link to any relevant report or documents.*

The new Inclusion Compendium.

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		The Inclusion compendium places the wellbeing of children front and centre in the work of the LA, schools and provisions. There is direct link with vulnerable children and learners with Additional Learning Needs (ALN). The proposals align with the 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.

Race (<i>people from black, Asian and minority ethnic communities and different racial backgrounds</i>)	Positive		As above
<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?
Religion or Belief (<i>people with different religions and beliefs including people with no beliefs</i>)	positive		The strategy and compendium reinforces the LA position that no one is discriminated against by virtue of a protected characteristic.
Sex (<i>women and men, girls and boys and those who self-identify their gender</i>)	positive		As above
Sexual Orientation (<i>lesbian, gay, bisexual, heterosexual</i>)	positive		As above

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?
Low Income / Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i>	Positive: Supporting wellbeing and providing appropriate educational opportunities will improve life chances.		<ul style="list-style-type: none"> • Research and psychological theory / practice highlights the importance of wellbeing in providing a foundation for development including learning. • Estyn reports emphasises the importance of wellbeing
<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?
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>	Positive: The approach is accessible to all children regardless of any specific socio-economic disadvantage		
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		

<p>Socio-economic Background <i>(social class i.e. parents education, employment and income)</i></p>	As above		
<p>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></p>	The approach is designed to support the wellbeing, inclusion and support of all children.		The Inclusion compendium places the wellbeing of children front and centre in the work of the LA, schools and provisions. There is direct link with vulnerable children and learners with Additional Learning Needs (ALN). 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](#)

<p>Objective 1 - Improve education opportunities for all</p>	<p>The LA works in partnership with all schools and education providers to ensure that the needs of vulnerable children and those with ALN are identified and provision is in place. This approach promotes wellbeing and positive relationships between children and adults, building a sense of belonging, safety and agency.</p> <p>This approach will underpin improved access to educational opportunities, identification and support for specific groups and a reduction in exclusions.</p>
<p>Objective 2 - Enabling employment</p>	<p>Improved educational outcomes are linked to improved employment prospects.</p>
<p>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</p>	<p>n/a</p>
<p>Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment</p>	<p>n/a</p>
<p>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</p>	<p>n/a</p>
<p>Objective 6 - Support citizens to remain independent and improve their well-being</p>	<p>n/a</p>





4a. Links to any other relevant Council Policy


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

The Inclusion compendium aligns with the Corporate Plan, Shared Ambitions and Strategic Equality Plan provide 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> 	<p>Consider the long-term impact of the proposal on the ability of communities to secure their well-being.</p> <ul style="list-style-type: none"> Supporting partnerships and working with schools to promote wellbeing of children at the centre of everything we do. Promoting positive relationships, early intervention and the use of appropriate strategies to support learner needs within their mainstream settings is crucial to the effective implementation of a sustainable model.
<p>Prevention</p> 	<p>Consider how the proposal is preventing problems from occurring or getting worse</p> <ul style="list-style-type: none"> Implementing effective early intervention strategies and support, working collaboratively with schools, and all other service providers will be essential in embedding this approach
<p>Integration</p> 	<p>Consider how your proposal will impact on other services provided in our communities (these might be Council services or services delivered by other organisations or groups)</p> <ul style="list-style-type: none"> The wellbeing and behaviour of all Caerphilly learners leads to a more prosperous and healthy adult population
<p>Collaboration</p> 	<p>Consider how you are working with Council services or services delivered by other organisations or groups in our communities.</p> <ul style="list-style-type: none"> Working collaboratively with schools, other education settings, other agencies such as health and social care, and parents / carers provides a more cohesive approach to early intervention and needs identified within the education system.

<p>Involvement</p> 	<p>Consider how you involve people who have an interest in this proposal and ensure that they represent the diversity of our communities.</p> <ul style="list-style-type: none"> The LA, schools and provisions, 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>Efficient use of resources, skilled, educated people generates wealth and provides jobs</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>Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p> <p>This approach focuses on wellbeing as of critical importance in developing healthy behaviours and academic achievement, contributing 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>People's physical and mental well-being is maximised and health impacts are understood</p> <p>This approach focuses on wellbeing as of critical importance contributing to the development of a healthier and more equal Wales.</p>

<p>A More Equal Wales <i>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)</i></p>	<p>People can fulfil their potential no matter what their background or circumstances. This includes the protected characteristics listed in Q2 above. Also consider the cumulative impacts.</p> <p>This approach supports equity and equality, including supporting schools and providers to identify and support specific groups of disadvantaged and vulnerable learners.</p>

<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>Communities are attractive, viable, safe and well connected.</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>Culture, heritage and the Welsh language are promoted and protected. People are encouraged to participate in sport, art and recreation.</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>Taking account of impact on global well-being when considering local social, economic and environmental well-being.</p> <p>The aim of the approach is to ensure that there is a focus on well-being and that good practice is embedded in schools and other service providers</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. The compendium is available in Welsh to support schools, families and children whose first language or language preference is Welsh		
Compliance with the Welsh Language Standards . <i>Specifically Standards 88 - 93</i>	Neutral – as above	Ensure correspondence and details on the website is bilingual even if the proposal has no impact on the Welsh language e.g road resurfacing works	
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.

Impact on the use of Welsh, sustainability of Welsh speaking communities, numbers and/or percentages of Welsh speakers, fluency and confidence of Welsh speakers and learners to use Welsh, transmission of Welsh at home/from one generation to the next, using Welsh in the workplace, increase Welsh language digital media infrastructure and/or media, promoting Welsh in everyday life and its status
 All documentation is available through the medium of Welsh. The approach itself has no negative effect.

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?
<p>What data / evidence was used? Provide links to any reports if appropriate e.g. Household Survey 2017</p> <ul style="list-style-type: none"> • Estyn Inspection outcomes • Estyn reports • Research • Exclusion data • ACES reports • Welsh Government statistical releases (EOTAS and Exclusions) 	<p>What were the key findings? What did the data / evidence used tell you? Key findings include:</p> <ul style="list-style-type: none"> • wellbeing underpins all development • the impact of ACES • the importance of developing positive relationships between adults and children • levels of exclusions that are too high • the importance of early intervention, partnership working and appropriate support being in place. 	<p>How has the data / evidence available helped inform the proposal? Did it support the proposal and how? If the data / evidence didn't support the proposal why was this? Evidence supports the development of the LA approach.</p>

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.

Are there any gaps in the existing data and how will you go about filling these gaps?

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.

Who was consulted?

The Inclusion compendium has been developed in consultation with :

Rebecca Collins – Head Teacher St Cenydd Comprehensive

Lee Jarvis – Head Teacher St Martins Comprehensive

Stephen Diehl – Head Teacher Bedwas Comprehensive

Helen Harding – Acting Head Teacher Lewis Girls

Jason Hicks – Head Teacher Islwyn High School

Chris Parry – Head Teacher Lewis School Pengam

Jane Wilkie – Head Teacher Blackwood Comprehensive

Nerys Davies – Heolddu Comprehensive

Richard Owen – Idris Davies School

Andrew Thompson – Head Teacher Newbridge Comprehensive

John Kendall – Head Teacher Risca Comprehensive

Matthew Webb – Head Teacher Ysgol Gyfyn Cwm Rhymney

Ian Elliott – Head Teacher Trinity Fields School and Resource Centre

Chris Aplin – Teacher in charge (The Leaning Centre)

Mark Jones – Head Teacher Plasylfelin Primary
Craig George – Head Teacher Rhiw Sir Dafydd Primary
Kath Matthews – Head Teacher Ysgol Gynradd Gymraeg Cwm Derwen
Lisa Greenhalgh– Head Teacher Llancaeath Primary
Lisa Jones– Head Teacher Greenhill Primary
Ceri Evans– Senior Management Team Idris Davies School
Victoria Jenkins-Delf– Head Teacher Bedwas Infant School
Sophie Goodliffe– Head Teacher Tynywern Primary
Susan Martin– Head Teacher Deri Primary
Lindsey Pritchard– Head Teacher Markham Primary
Karen Davies– Head Teacher Blackwood Primary
Sarah-Jane Waters– Head Teacher Tynewydd Primary
Gareth Rees– Head Teacher Cwm Ifor Primary
Kate Bennett– Head Teacher Panside Primary
Sarah Edmunds– Head Teacher Ysgol Ifor Bach
Sample of primary and secondary pupils from EOTAS provisions
Parent Network
Governor Network
Liz Gregory – Clinical Lead - Psychology ABUHB
Gemma Burns – CAMHS lead for Whole School Approach to mental health ABUHB
Unions
Kolade Gamel – assistant general Manager (Interim) Families and Therapies Division. ABUHB
Tracey Pead – Regional Transformation Lead

Consultation regarding the Inclusion compendium has been undertaken with:

Christina HARRY, Chief Executive

Richard Edmunds, Corporate Director, Education and Corporate Services

Dave Street, Corporate Director Social Services

Keri Cole, Chief Education Officer

Rob Tranter, Head of Legal Services

Steve Harris, Head of Corporate Finance

Sue Richards, Head of Education Planning & Strategy

Sarah Mutch, Early Years Manager

Jane Southcombe, Finance Manager

Paul Warren, Lead for School Improvement

Councillor Teresa Parry, Chair Education for Life Scrutiny Committee

Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee

Councillor Ross Whiting, Cabinet Member for Education & Achievement

Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)

Ros Roberts, Performance Management

Kath Beaven – Lead for wellbeing and Equity (EAS)

Debbie Hartevelde – Managing Director EAS

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 developing the Inclusion compendium and during its development with consultees as outlined above.

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

The suit of documents comprising the Inclusion Compendium was shared with consultees and consultation meeting were held in order to explore the documents in more detail.

What were the key findings?

Consultees were in agreement that this approach is based on sound principles and values and aligned with key national and local developments.

How have the consultation findings been taken into account?

All feedback has been considered and where appropriate incorporated into the final documents.

10. Monitoring and Review

<p>How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?</p>	<p>For example, what monitoring will be used? How frequent? Implementation will be supported across all schools and the LA will work with schools to evaluate the impact using a thorough mechanism of self-evaluation, quantitative and qualitative information. Amendments to the strategy and guidance will be made based on national and local developments.</p>
<p>What are the practical arrangements for monitoring?</p>	<p>For example, who will put this in place? When will it start? Schools will be supported through existing and developing mechanisms to evaluate the provision, and intervention in place for all children. Evaluation will focus on the impact of this approach and be gathered through stakeholder feedback and relevant data.</p>
<p>How will the results of the monitoring be used to develop future proposals?</p>	<p>The outcome of monitoring will be used to further develop appropriate intervention and support for children and schools / providers across the LA.</p>
<p>When is the proposal due to be reviewed?</p>	<p>Initial feedback will be reported following the first year of implementation</p>
<p>Who is responsible for ensuring this happens?</p>	<p>The Author of this report and other relevant LA officers will ensure that the review is in place.</p>

11. Recommendation and Reasoning

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

No

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).

Include here a conclusion to your IIA. What is it telling you? How has the data / evidence used helped you to make the decision for Section 11 above? Mention any significant impacts (positive, negative or neutral) if any negative ones identified, how have they been mitigated to lessen the impact? The summary you provide here will be copied into your report going forward for a decision through the committee process, therefore this section must be concise but informative.

It is the recommendation that Members endorse the proposal regarding the Local Authority Approach to Inclusion, wellbeing and behaviour. 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.

Therefore, Members are asked to consider this Integrated Impact Assessment alongside the Scrutiny Report in support of progressing to implementation from the Autumn Term 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:	18.4.21

Head of Service Approval

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