



Appendix 2

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
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Welsh Language (Wales) Measure 2011
- 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:- Sarah Ellis

Head of Service:- Keri Cole

Service Area and Department:- Education

Date:-25.1.24

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

Change to the current model of home tuition, such that children who require this type of support will receive this via their school rather than through external Education other than at School provision.

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 characteristics**.*

2a Age (people of all ages)

(i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

The proposal seeks to focus on the most efficient and effective use of resource to meet the needs of pupils who cannot attend school for health reasons at a given point in time, or where they have been excluded and according to guidance and require access to work. The proposal does not have any impact on age as a protected characteristic.



(ii) If there are negative impacts how will these be mitigated?

Should the proposals have any negative impacts mitigations will be addressed by the school to ensure that pupils needs are at the centre and appropriate provision is identified. Where appropriate this may involve support from the LA to enable the school to best support the pupil.

(iii) What evidence has been used to support this view?

In line with the ALN Act and the Equality Act, schools and the Local Authority (LA) have a statutory responsibility to identify and meet needs.

2b Disability (*people with disabilities/long term conditions*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

As above

(ii) If there are negative impacts how will these be mitigated?

Should there be any negative impact based on individual disability these will be mitigated through individual discussions regarding the identification of provision to meet need.

(iii) What evidence has been used to support this view?

There is evidence of a very few individual cases that may require specific and ongoing conversations to ensure needs are identified and met. In line with the ALN Act and the Equality Act, schools and the Local Authority (LA) have a statutory responsibility to identify and meet needs.



2c Gender Reassignment (*anybody whose gender identity or gender expression is different to the sex they were assigned at birth*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

As above, if these characteristics are relevant.

- (ii) **If there are negative impacts how will these be mitigated?**

As above

- (iii) **What evidence has been used to support this view?**

As above

2d Marriage or Civil Partnership (*people who are married or in a civil partnership*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

N/A

- (ii) **If there are negative impacts how will these be mitigated?**

- (iii) **What evidence has been used to support this view?**

2e Pregnancy and Maternity (*women who are pregnant and/or on maternity leave*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

The young mum's intervention will continue linked to the EOTAS provision as appropriate and falls outside of the scope of this proposal.

- (ii) **If there are negative impacts how will these be mitigated?**

NA

- (iii) **What evidence has been used to support this view?**

NA



2f Race (*people from black, Asian and minority ethnic communities and different racial backgrounds*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

As above if these characteristics apply.

- (ii) **If there are negative impacts how will these be mitigated?**

As above

- (iii) **What evidence has been used to support this view?**

As above

2g Religion or Belief (*people with different religions and beliefs including people with no beliefs*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

As above

- (ii) **If there are negative impacts how will these be mitigated?**

As above

- (iii) **What evidence has been used to support this view?**

As above

2h Sex (*women and men, girls and boys and those who self-identify their gender*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

As above

- (ii) **If there are negative impacts how will these be mitigated?**

As Above

- (iii) **What evidence has been used to support this view?**

As above



2i Sexual Orientation (*lesbian, gay, bisexual, heterosexual, other*)

- (i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

As above if these characteristics apply.

- (ii) **If there are negative impacts how will these be mitigated?**

As above

- (iii) **What evidence has been used to support this view?**

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 group 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

3a **Low Income / Income Poverty** (*cannot afford to maintain regular payments such as bills, food, clothing, transport etc.*)

(i) **Does the proposal have any positive, negative or neutral impacts on the following and how?**

Neutral

(ii) **If there are negative impacts how will these be mitigated?**

As above

What evidence has been used to support this view?

As above



3b Low and/or No Wealth (*enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As above

- (ii) If there are negative impacts how will these be mitigated?

As above

- (iii) What evidence has been used to support this view?

3c Material Deprivation (*unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As above

- (ii) If there are negative impacts how will these be mitigated?

As above

- (iii) What evidence has been used to support this view?

As above

3d Area Deprivation (*where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As above

- (ii) If there are negative impacts how will these be mitigated?

As above

- (iii) What evidence has been used to support this view?

As above



3e Socio-economic Background (*social class i.e. parents education, employment and income*)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As Above

- (ii) If there are negative impacts how will these be mitigated?

As above

- (iii) What evidence has been used to support this view?

As above

3f Socio-economic Disadvantage (*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) Does the proposal have any positive, negative or neutral impacts on the following and how?

As above.

- (ii) If there are negative impacts how will these be mitigated?

As above

- (iii) What evidence has been used to support this view?

As above



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 pupils are appropriately identified, and provision is in place. The proposals seek to ensure that pupils maintain a sense of belonging to their school and are provided with continuity and breadth of support if they cannot attend for identified medical reasons or as a result of long fixed term exclusions.

Objective 2 - Enabling employment

Improved educational outcomes are linked to improved employment prospects and these proposals aim to ensure continuity of educational offer.

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

NA

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment

NA

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

NA

Objective 6 - Support citizens to remain independent and improve their well-being

This proposal ensures that children with medical needs continue to receive support via their school and where appropriate the school is supported by the LA to ensure appropriate provision is developed by the school and is in place.



4a. Links to any other relevant Council Policy (*How does your proposal deliver against any other relevant Council Policy*)

Strategic Equality Plan 2020-2024

Education Strategy

EOTAS Strategy

Corporate Plan 2018 - 2023

Welsh In Education Strategic Plan 2022 - 2032

Welsh Language Strategy 2022 - 2027

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

How have you used the Sustainable Development Principles in forming the proposal?

Long Term

Supporting partnerships working to identify needs and promote wellbeing of children at the centre of everything we do.

Prevention

Working collaboratively to implement effective intervention strategies is essential in meeting needs.

Collaboration

Working collaboratively with schools and other education settings, parents / carers provides a more cohesive approach to identification of need and ensures appropriate intervention.

Involvement

All LA tutors, the relevant agency, and secondary head teachers, have been involved in consultation. Parents / carers have been advised of proposed changes and have been invited to discuss individual issues and share their child's views. Tutors have been offered opportunities to discuss with their unions and this discussion is ongoing. Information has been shared with trade unions.



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

Does the proposal maximise our contribution to the Well-being Goals and how?

A Prosperous Wales

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.

The proposal ensures that children who cannot attend school for a period of time for specific medical reasons (or where they are excluded for a period of time in accordance with guidance) continue to receive continuity of support for their learning from their school.



A Resilient Wales

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)

NA

A Healthier Wales

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

As above

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)

The proposal ensures that the needs of learners continue to be met, thus mitigating any risk linked to longer term implications for educational outcomes and for young people fulfilling their potential.

A Wales of Cohesive Communities

Attractive, viable, safe and well-connected communities

As above

A Wales of Vibrant Culture and Thriving Welsh Language

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

All schools are required to promote Welsh culture and heritage through the Cwricwlwm Cymraeg. The approach aligns with the Welsh in Education Strategic Plan and The Welsh Language Strategy.

A Globally Responsible Wales

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.

As above





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) Policy Making Standards - Good Practice Advice Document

7a. Links with Welsh Government's Cymraeg 2050 Strategy and CCBC's Five Year Welsh Language Strategy 2022-2027 and the Language Profile

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

Where any negative impacts are identified these will be addressed through the school with support from the LA where required.

- (iii) What evidence has been used to support this view?

Pupil level data regarding those accessing support through the medium of Welsh.

7b. **Compliance with the Welsh Language Standards.** *Specifically Standards 88–93*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*



7c. Opportunities to promote the Welsh language *e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7d. Opportunities for persons to use the Welsh language *e.g. staff, residents and visitors*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7e. Treating the Welsh language no less favourably than the English language

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral

(ii) If there are negative impacts how will these be mitigated?

(iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*



- 7f. 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.
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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 *(Please provide link to report if appropriate)*

See Education Scrutiny report 20th June 2023

Key relevant findings

How has the data/evidence informed this proposal?

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.*



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?

Consultation has been undertaken with secondary head teachers who are in agreement with the proposals. Parents have been advised of the proposed changes and follow up discussions held where there have been queries. There are a very few specific circumstances where current arrangements will continue.

Tutors have been engaged in group and individual discussions with their Trade Unions and HR. Collective concerns are identified in the Cabinet report. Should the proposals progress collective or individual concerns will be addressed through further individual discussions with trade unions and HR.

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

Consultation has been undertaken throughout the process and has been extended as a result of feedback.

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

Face to face discussion were held with secondary head teachers. Parents / cares were written to and follow up discussions held where requested. Information has been shared with tutors and their views sought. Discussions have been held with the group of tutors and individually, with unions and HR.

What were the key findings?

All secondary head teachers are in agreement with the proposals. A few parents / carers raised queries, and it is recognised that in a very few case it may be appropriate to continue the existing intervention until the final year of formal education in or for very specific medical reasons. Tutors have raised concerns as outlined in the report.



How have the consultation findings been taken into account?

As above.

10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?

The LA will provide guidance in terms of how the approach should be developed and the focus of the funding as outlined in the Cabinet report.

Termly meetings with the lead Local Authority officer and Head Teacher and / or nominated lead in each school will be held to review the development and implementation of the approach, and impact for young people. Good practice will be shared at the Pastoral Leaders forum. Monitoring and review reports will be provided as part of ongoing self-evaluation annually in the Local Authority including how the funding is spent.

What are the practical arrangements for monitoring?

As above.

How will the results of the monitoring be used to develop future proposals?

The information will be used to shape the process going forward and to consider a second phase of implementation for primary aged pupils.

When is the proposal due to be reviewed?

July 2025

Who is responsible for ensuring this happens?

Lead LA Officer, Chief Education Officer, Lead for Inclusion.

11. Recommendation and Reasoning

- Implement proposal taking account of the mitigating actions outlined.

Have you contacted relevant officers for advice and guidance?

- Yes
-



12. Reason(s) for Recommendations

(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).

The proposal focuses on ensuring continuity and effective input is provided to learners. This will be kept under review to ensure any impacts are considered and mitigations put in place.



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) (Add or delete versions as applicable)

➤ Version 1

Author:- Sarah Ellis

Brief description of the amendments/update:-
Explanations and mitigations expanded.

Revision Date:-19.5.23

➤ Version 2

Author:- Sarah Ellis

Brief description of the amendments/update:-
Additions regarding consultation.

Revision Date: 6.6.23

➤ Version 3

Author:- Sarah Ellis

Brief description of the amendments/update:-
Additions regarding consultation.

Revision date: 25.1.24



Integrated Impact Assessment Author

Name:- Sarah Ellis

Job Title:- Lead for Inclusion and ALN

Date:-25.1.24

Head of Service Approval

Name:- Keri Cole

Job Title:- Chief Education Officer

Signature:-

Date:-25.1.24