

Fairness and Equalities Impact Assessment (FEIA)

Version 3.6 May 2017

The purpose of this assessment is to provide balanced information to support decision making and to promote better ways of working in line with equalities (Equalities Act 2010), Welsh language promotion (The Welsh Language (Wales) Measure 2011), sustainable development (Wellbeing of Future Generations (Wales) Act 2015), and the four parameters of debate about fairness identified by the Newport Fairness Commission (NFC Full Report to Council 2013).

Completed by: Richard Sexty **Role:** Education Business Development Officer

Head of Service: Sarah Morgan

Date: 22/05/2019

I confirm that the above Head of Service has agreed the content of this assessment

Yes

When you complete this FEIA, it is your responsibility to submit it to
impact.assessment@newport.gov.uk

1. Name and description of the policy / proposal being assessed. Outline the policy's purpose.

Newport City Council Accessibility Strategy for Schools, 2019-2024.

The preparation of an Accessibility Strategy for Schools by the Local Authority is a requirement under schedule 10 of the Equality Act 2010. It is also identified as an action within Equality Objective 3; Improving access to services, of the council's Strategic Equality Plan.

The children's commissioner has recently written to all Welsh local authorities advising that accessibility strategies should be developed through participation, published and publicised.

The accessibility strategy for schools sets out the roles, responsibilities and aims of the local authority in improving the degree to which all young people are able to achieve their potential through an inclusive education experience. It is intended to underpin and support the delivery of a range of measures to improve equality of opportunity to access an inclusive education which enables them to develop in accordance with their physical, social and emotional needs.

The strategy also sets out the expectations on schools in delivering this strategy, and how they will be supported by the local authority.

The aim of the strategy is to secure improved access to education across 3 themes:

- Physical inclusion

- Information provision
- Communication and transparency

2. Outline how you have/ will involve stakeholders who will be affected by the policy/proposal

The draft strategy was developed through the engagement of a range of stakeholders in a workshop held at GAVO HQ on 25th June 2018. Attendees included representatives from:

- GAVO
- Sparkle (Serennu Children's Centre)
- Newport Parent Groups
- Newport Access Group/Disability Wales
- NCC Preventative Services
- NCC Occupational Therapists
- NCC Children's Rights
- NCC Education Inclusion
- Primary and Secondary school representatives

Engagement with young who have recently been through the education system in Newport was facilitated by Serennu Children's Centre and the views of these people informed the development of the draft accessibility strategy. The strategy was subject to a full public consultation which sought the views of all stakeholders between February and April 2019. The consultation was hosted on the council's website with a notification e-mail containing a link sent to all identified stakeholders. The consultation was also featured in the One Newport bulletin and publicised through the council's twitter feed.

3. What information/evidence do you have on stakeholders? e.g. views, needs, service usage etc. Please include all the evidence you consider relevant.

The stakeholder workshop referenced above provided some insight to the range of needs and to the views of parents and support groups.

As the strategy relates to Newport schools, the stakeholders are children and young people aged between 3-19 years and their families, carers and support groups. As of January 2019, there were 25,976 pupils on roll in Newport schools, of whom 180 were attending a special school. (PLASC 2019) A further 201 primary age pupils and 74 secondary age pupils were placed within Learning Resource Base classes in mainstream schools.

Nationally we know that 6% of the child population under 16 years are registered disabled, while 10% of children under 15 are known to have a mental disorder. It

therefore follows that the strategy relates to the needs of between 6 and 10 percent of our school population – potentially more than 2,500 pupils.





It is noted that disabled adults are more than twice as likely to have no formal qualifications as non-disabled adults. The disability strategy will seek to remove the barriers to achievement.


4. Equalities and Welsh language impact

Protected characteristic	Impact:			Provide further details about the nature of the impact in the section below. Does it: 1. Promote equal opportunity 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation?
	Positive	Negative	Neither	
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The strategy aims to improve equality of opportunity in accessing a stimulating and inclusive education for children between 3 and 19 years. This will also have a positive impact on parents, families, carers and support groups.
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The strategy is intended to improve access to education services for people with disabilities so that they are not disadvantaged or excluded by our buildings, processes or practices.
Gender reassignment/ transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The strategy sets out the vision for improving equality of access for all pupils and responding to social and emotional needs as well as physical needs.
Marriage or civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy or maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other Black background

Protected characteristic	Impact:			Provide further details about the nature of the impact in the section below. Does it: 1. Promote equal opportunity 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation?
	Positive	Negative	Neither	
				E Other ethnic group <input type="checkbox"/> Arab <input type="checkbox"/> Any other ethnic group
Religion or Belief or non-belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex/ Gender Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The strategy sets out the vision for improving equality of access for all pupils and responding to social and emotional needs as well as physical needs.
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The strategy extends to all of our schools and will ensure equality of access to welsh-medium education

5 How has your proposal embedded and prioritised the sustainable development principle in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.
 <p>Long Term</p> <p>Balancing short term need with long term needs</p>	<p><i>The strategy promotes the implementation of policies, training and awareness that will positively change the outlook and culture of our schools. Physical changes made will be designed to deliver permanent improvements for pupils with various needs, to improve access to the school concerned.</i></p>
 <p>Collaboration</p> <p>Working together to deliver objectives</p>	<p><i>The strategy sets out a commitment to working with children, young people, their families and carers when making decisions which are likely to affect the quality and equity of their education provision. The implementation of the strategy will be undertaken in partnership with our schools and occupational therapists, taking into account the needs and desires of the pupil and their family/carers.</i></p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p><i>The stakeholders are the children and young people of Newport, their families and carers. Parents, professionals and support workers have been engaged through the workshop held at GAVO on June 25th. Engagement with young who have recently been through the education system in Newport was facilitated by Serennu Children's Centre and the views of these people informed the development of the draft accessibility strategy. The strategy was subject to a full public consultation which sought the views of all stakeholders between February and April 2019.</i></p>
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p><i>The strategy promotes an inclusive education experience for all. The implementation and delivery of the strategy is expected to ensure an appropriate level of support is provided and have a positive effect on emotional wellbeing. The strategy promotes a pro-active and long term approach to improving access to services.</i></p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.
 <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p><i>The strategy sets out the vision for improving access to education in Newport. This will better enable pupils to achieve their potential and presents a positive contribution towards the realisation of national and local well-being goals -</i></p> <ul style="list-style-type: none"> <i>• A prosperous Wales – school leavers better equipped to be engaged with the local economy.</i> <i>• A resilient Wales – more confident and independent people</i> <i>• A healthier Wales – through access to the full education curriculum</i> <i>• A more equal Wales – through improved equality of access</i> <i>• A Wales of more cohesive communities – through inclusion from the Foundation Phase to ‘A’ level</i> <i>• A Wales of vibrant culture an thriving Welsh Language – embracing diversity and engagement in schools from 3-19</i> <i>• A globally responsible Wales – collectively taking responsibility for our education environment and the wellbeing of pupils, staff and families.</i>

6. Will the proposal/policy have a disproportionate impact on a specific geographical area of Newport?

No, the strategy supports improvement across all education clusters.

6 How does the proposal/policy relate to the parameters of debate about Fairness identified by the Newport Fairness Commission

Parameter 1 – Equal treatment while recognising difference

The aim of the strategy is to improve accessibility to provide an inclusive education system, by removing barriers to learning. It is expected that all reasonable efforts should be made to realise this aim, although it is understood that individual pupils will have

specific needs, and a generic approach to accessibility will not eliminate the future requirement to respond to specific individual needs.

Parameter 2 – Mutual obligations between citizens and government

The authority acknowledges that the efforts of our schools and staff in implementing this strategy must be supported by parents, pupils, carers and support workers in order to be successful and have a significant impact

Parameter 3 – Interdependency and reciprocity within community relations

The aim of the strategy is to improve accessibility to provide an inclusive education system, by removing barriers to learning. It is expected that all reasonable efforts should be made to realise this aim, although it was noted in the stakeholder workshop that the response has to be proportionate and should not unduly disadvantage or adversely affect the experience of the peer group, as to do so would be counter-productive. This consideration needs to be reflected in advice and guidance provided by the LA and other professionals.

Parameter 4 – Transparency and accountability in decision making

The strategy acknowledges and embraces the need to consult with stakeholders in decision making and the need to communicate and provide information clearly.

7 Taking this assessment as a whole, what could be done to mitigate any negative impacts of your policy and better contribute to positive impacts?

The strategy is not expected to deliver any negative outputs

8 Monitoring, evaluating and reviewing

How and when will the impact of the proposal/ policy be monitored and reported on?

The Council's progress in implementing the strategy will be monitored by the accessibility steering group and reported to members through the Council's People Services Capital Programme Board/ Capital Strategic Asset Management Group.

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9 **Involvement**

<p>How will people be advised of the changes and of the FEIA?</p> <p>The draft strategy has been subject to full public consultation. Once adopted it will be published on our website. Stakeholders will be alerted to its publication by e-mail. An annual report will be provided highlighting progress against the targets identified within the strategy.</p>

10 **Summary of Impact (for inclusion in any report)**

<p>Equality Act 2010 AND Welsh Language</p> <p>This strategy is required under Schedule 10 of the Equality Act 2010 and will improve equality of access to both English and Welsh language education.</p>
<p>Wellbeing of Future Generations (Wales) Act 2015</p> <p>The strategy aims to make long term improvements to the accessibility of our schools and the teaching and learning that takes place within them. The strategy is consistent with and supports all 5 sustainability principles of the Wellbeing of Future Generations Act.</p>