

# Fairness and Equalities Impact Assessment (FEIA)

This is an integrated Impact Assessment which aims to ensure Newport City Council makes decisions which are fair, take account of relevant evidence, and seek to secure the best outcomes for our communities. **An FEIA should be used to inform the first steps of decision-making, at concept stage, not when a decision is already made, or at the point when it cannot be influenced.** This impact assessment considers our legislative responsibilities under:

- The Equality Act (2010), including the Socio-economic Duty
- The Wellbeing of Future Generations (Wales) Act (2015)
- The Welsh Language (Wales) Measure (2011)

The FEIA process is not intended to prevent decisions being made, but to ensure we have considered their potential impact. An FEIA also helps us to focus on how we can reduce any negative impacts and provides us with evidence that we have met our legal duties.

*For support to complete your FEIA, please contact the [Connected Communities Team](#)*

## What do we mean by Fairness?

The Newport Fairness Commission is an independent body which advises the council on the best use of resources and powers to achieve the fairest outcomes for local people. The Fairness Commission has established four **Principles of Fairness** which should be considered as part of any decisions that the council make – the questions below are useful to reflect on before you start your FEIA.

<b>Equity</b>	Are people being treated in a consistent way, whilst acknowledging their differences (for example, need, barriers to accessing services)?
	Will the gap between those with more, and those with less be reduced?
	Have the interests of different groups affected (including minority or disadvantaged communities) been taken into account?
<b>Priority</b>	Have the needs of the most disadvantaged and vulnerable across the city been given priority?
	Have you considered possible indirect consequences for minority/disadvantaged communities when other priorities are directing decisions?
<b>Inclusion</b>	Will the voices of all those affected by your decision be heard?
	Are people able to participate in and shape a service, as well as receiving it?
	Have you considered the impact of your decision on the relationship between communities, and the spaces they share?
<b>Communication</b>	Are decisions being made transparently and consistently?
	How will decisions be communicated to people who are affected in a clear way, with the opportunity for feedback?

## Part 1: Identification

Name of person completing the FEIA	<b>Kirsty Jones</b>
Role of person completing the FEIA	<b>Education Transformation Officer</b>
Date of completion	<b>30/11/2021</b>
Head of Service who has approved this FEIA	<b>Sarah Morgan</b>

**1. What is being assessed?** *(Please double click on the relevant box(es) (X) and select 'checked' as appropriate)*

- New or revised policies, practices or procedures (which modify service delivery or employment practices)
- Service review or re-organisation proposals which affect the community and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- Decisions affecting service users, employees or the wider community including (de)commissioning or revising services
- New project proposals affecting staff, communities or access to the built environment
- Public events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Service Boards
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other *please explain in the box below:*

## 2. Please describe the overall aims, objectives and intended outcomes of your decision

Newport City Council has consulted on a *draft* Welsh in Education Strategic Plan (WESP), this took place over an 8-week consultation period that ran 27<sup>th</sup> September 2021 – 22<sup>nd</sup> November 2021. Following a consideration of the responses received, some amendments have been made to the individual outcome areas, and the revised plan will now be put forward for approval by the Council's Cabinet. Once approved, the final Plan will be submitted to Welsh Government for consideration and comment.

The *Welsh in Education Strategic Plans (Wales) Regulations 2019* require Local Authorities to **set a ten-year target** outlining the expected increase in Year 1 children who are taught through the medium of Welsh in the local authority's area during the lifespan of a Plan.

Section 84 of The School Standards and Organisation (Wales) Act 2013 requires a local authority to prepare a Welsh in Education Strategic Plan and outlines that the Plan must contain:

- a. A local authority's proposals on how it will carry out its education functions to:
  - i. Improve the planning of the provision of education through the medium of Welsh in its area;
  - ii. Improve the standards of Welsh-medium education and of the teaching of Welsh in its area;
- b. The local authority's targets for improving the planning of the provision of Welsh-medium education in its area and for improving the standards of that education and of the teaching of Welsh in its area;
- c. Report on the progress made to meet the targets contained in the previous Plan or previous revised Plan.

Section 85 of the 2013 Act requires each local authority to submit its Plan to Welsh Ministers for approval.

The Welsh Government set prescribed targets and placed local authorities into groups based on their current percentage of pupil's taught through the medium of Welsh. Newport City Council has been placed in group 4 and therefore needs a minimum of 6 percentage points increase, outlined in the table below. The 2032 target number is based on our current cohort:

PLASC Year	Cohort	Percentage of cohort	Number of Year 1 Pupils
2021 Baseline	1988	5.1	101
2032 Target	1988	11.1	221

**3. Who are the main stakeholders who may be impacted by your decision and what data do you hold on them? Consider communities of place (people who live in the same geographic area) and communities of interest (people who share particular characteristics but may live in different geographic areas). Stakeholders may include residents, local businesses, community groups, staff or partners.**

The main stakeholders are determined by the Welsh Government guidance and are as follows:

- a) neighbouring local authorities;
- b) heads of all schools maintained by the authority;
- c) the governing bodies of all schools maintained by the authority;
- d) all further education sector institutions within the area;
- e) in respect of any foundation school or voluntary school in the area –
  - i. the person responsible for appointing governors
  - ii. if the school has a religious character, the relevant religious body;
- f) The Welsh Language Commissioner (within the meaning of section 2 of the Welsh Language (Wales) Measure 2011);
- g) The Early Years Development and Childcare Partnership (within the meaning of "Early years development and Childcare Partnership" in section 119 of the Act 1998);
- h) Her Majesty's Chief Inspector of Education and Training in Wales;
- i) providers of initial school teacher training;
- j) such organisations providing services to children and young people as the local authority considers appropriate; and
- k) such other persons or bodies as appear to the local authority to be appropriate.

However, the Council identified other stakeholders that they also felt important to engage with as part of this consultation process. These additional consultees are outlined in detail in the Consultation Report.

The local authority published all consultation information, including three versions of the Plan, on its website to encourage members of the public to contribute comments to the consultation. To reach the digitally excluded, a small number of hard copies were made available in a range of locations across the city. In order to reach current and prospective parents, the consultation was also shared through schools, early years settings and the local health board.

In development of this Welsh in Education Strategic Plan (WESP), every opportunity was made for Newport's Welsh Education Forum (WEF) members to contribute towards the shaping the Council's ongoing commitment to developing Welsh-medium education across Newport, and meeting the targets set out in Cymraeg 2050. WEF members include:

- Newport City Council officers
- Headteachers from Newport's Welsh-medium and English-medium primary and secondary schools
- Mudiad Meithrin
- Rhieni Dros Addysg Gymraeg (RhAG)
- Urdd Gobaith Cymru
- Menter Iaith Casnewydd
- Education Achievement Service for South East Wales
- Coleg Gwent
- University of South Wales
- Welsh Government

The WEF is key in ensuring that the ambitious targets outlined in the plan can be achieved, and that there is a shared ownership amongst the Local Authority and partners therefore around delivery of this plan.

## Part 2: Engagement

When completing this section, you need to consider whether you have sufficient information about the views and experiences of people who your decision will impact upon. If you don't, you may need to undertake a period of engagement/consultation before continuing. An FEIA is a live document, so can be updated with consultation findings, and amended as needed during the decision-making process.

The council has a duty to consult and engage with people who may experience inequalities as a result of your decision. This includes people **who share Protected Characteristics** (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who **have lived experience of socio-economic disadvantage**. The council's Youth Promise also requires us to ensure **all young people in Newport are listened to and included in decisions affecting them**.

The council also has a duty to ensure that any consultation is available bilingually (in Welsh as well as English), and you may like to consider any other community languages that are spoken by people who may be impacted by your decision. Below are some questions that should be included in any public consultation relating to a decision which may impact on the use of Welsh language in Newport:

1. Do you believe that the proposed decision/policy will have a positive or negative effect on opportunities to use the Welsh language?
2. If you think it will have a negative effect, what steps could we take to lessen or remove this and improve positive effects?
3. Do you believe that the proposed decision/policy will treat the Welsh language less favourably than the English language?

### **1. How have you engaged with people who may be affected by your decision (the stakeholders you have identified)?**

In the development of this Welsh in Education Strategic Plan (WESP), every opportunity was made for Newport's Welsh Education Forum (WEF) members to contribute towards the shaping the Council's ongoing commitment to developing Welsh-medium education across Newport, and meeting the targets set out in Cymraeg 2050. The WEF is key in ensuring that the ambitious targets outlined in the plan can be achieved, and that there is a shared ownership amongst the Local Authority and partners therefore around delivery of this plan. The WESP that was published for consultation was developed via a Newport City Council steering group holding several workshops with the WEF and wider stakeholders. The outcome areas of the WESP were split in to four groups and those with relevant expertise attended those specific workshops. From initial development at these workshops, a draft plan was devised. The draft was shared for comment with the WEF in July and changes were made to form the current document that was published for consultation.

The consultation period gave identified stakeholders and members of the public an opportunity to comment on the draft plan. WEF members were able to give further input at this stage. The consultation ran for 8 weeks from 27<sup>th</sup> September – 22<sup>nd</sup> November 2021 which was the length of time provided in guidance received from Welsh Government.

Identified stakeholders were notified of the consultation via email with the relevant information attached. A poster display was set up at the Newport Central Library. Poster displays, QR Code flyers and Children & Young People copies of the document were arranged at Community Hubs, Flying Start

settings and Early Years / Childcare providers. The consultation was also publicised via the Newport City Council website, through its social media channels, and via Newport Matters, Staff News and the Intranet Homepage. Responses could be submitted by completing the online pro-forma; emailing [school.reorg@newport.gov.uk](mailto:school.reorg@newport.gov.uk), or by writing to Education Transformation Officer, Room 425w, Civic Centre, Godfrey Road, Newport, NP20 4UR.

Pupil voice sessions were offered to all Secondary schools in Newport with 6 schools taking up the offer. Council officers met with the 6 school councils virtually using Microsoft Teams due to the current public health situation. These sessions gave pupils the opportunity to share their thoughts and ask questions of council officers. Questions and comments raised during the sessions have been recorded in the WESP consultation report.

The responses received have been used to consider whether any changes need to be made to the Plan, and this final version of the Plan will be taken to the Council's Cabinet for approval. The Council's Cabinet will consider the revised Plan at its January 2022 meeting and following this, the Plan will be submitted to Welsh Government in advance of the stipulated deadline of 31 January 2022. Following this, the Welsh Ministers may:

- approve the Plan as submitted,
- approve the Plan with modifications, or
- reject the Plan and prepare another Plan which is to be treated as the authority's approved Plan

The approved plan will run from September 2022 until August 2032.

## **2. What do you know about the views or experiences of people who may be affected by your decision?**

Newport's Welsh Education Forum (WEF) share a wide range of positive views and experiences in relation to the WESP. The members are knowledgeable and experienced in all aspects of Welsh-medium education and support across the city. Stakeholders such as Coleg Gwent and University of South Wales have the experience in training a future workforce in help with the development of Welsh-medium education.

The plan includes the establishment of Ysgol Gymraeg Nant Gwenlli which is opening at a seedling site in Caerleon in September 2021 and will move to its permanent site in Pillgwenlly in 2023. According to Newport's 2015 ward profile for Caerleon, 9.8% of people can speak Welsh which is above the Newport average of 9.3% but much below the Wales average of 19%. In the Pillgwenlly ward, there are 88.0% of people who have no skills in Welsh which is above the Newport average of 87.3% and the Wales average of 73.9%.

Ward profiles for all wards across Newport are available for information on those affected by the plan where needed.

Overall a total of 73 responses were received during the consultation. 63 (86%) were received in English, 9 (13%) were in received in Welsh and 1 (1%) was received bilingually. 65 of the response were submitted via the online response pro-forma and 8 written responses were submitted via email.

32 respondents (equivalent to 44%) supported the proposal. 41 respondents (equivalent to 56%) did not support it. It is noted that 22 (54%) of the respondents who stated they did not support the draft WESP made comments which indicated that their response was to a greater or lesser degree a response to Welsh Government's Cymraeg 2050 strategy, rather than the Council's draft WESP.

## Part 3: Assessment

This section requires you to assess the potential impact of your decision on a range of groups who may experience specific disadvantages. Your assessment should be supported by evidence – either from your own engagement/consultation, similar or previous engagement, what you already know about the people who access your service, or from local and national sources of information.

Useful documents which set out information about how communities are impacted by inequalities include [EHRC – Is Wales Fairer?](#) and the council’s [COVID-19 Community Impact Assessment](#). Your decision may have both positive and negative impacts – if this is the case, please place a cross in both boxes.

### 1. Impact on people that share Protected Characteristics

[Protected Characteristics](#) are defined under the Equality Act 2010, and describe groups of people who are protected from discrimination, either in the workplace, or through the provision of goods and services. The council must consider how decisions may impact on people differently because of a protected characteristic, and how any negative impact could be reduced. National guidance on assessing equality impacts and the Public Sector Equality Duty can be found [here](#). You can also access further advice and examples of positive and negative impacts [here](#).

Protected characteristic	Impact:			<p><b>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</b></p> <ol style="list-style-type: none"> <li>Promote equal opportunity across different groups</li> <li>Promote community cohesion</li> <li>Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol>
	Positive	Negative	Neither	
<b>Age</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The WESP in large part is concerned with school age children and increasing demand for Welsh-medium education. The WESP, will have a positive impact on this protected characteristic by providing greater choice and opportunities in education and employment for people of all ages.
<b>Disability</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Outcome 6 of the WESP specifically includes relevant strategies and plans to support children with Additional Learning Needs who attend or will attend Welsh Medium education.

Protected characteristic	Impact:			<p><b>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</b></p> <ol style="list-style-type: none"> <li>1. Promote equal opportunity across different groups</li> <li>2. Promote community cohesion</li> <li>3. Help eliminate unlawful discrimination/ harassment/ victimisation</li> </ol>
	Positive	Negative	Neither	
<b>Gender Reassignment/ Transgender</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
<b>Marriage or civil partnership</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
<b>Pregnancy or maternity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
<b>Race</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Children from minority ethnic communities are currently underrepresented in Welsh Medium education compared to English Medium. During the period of the plan Ysgol Gymraeg Nant Gwenlli (YGNG) will move to its permanent location in the Pillgwenlly area of Newport. Pillgwenlly is an ethnically diverse area of Newport so therefore it is hoped YGNG will increase take up of Welsh-medium education in Black, Asian and minority ethnic communities.
<b>Religion or Belief or non-belief</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
<b>Sex</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.
<b>Sexual Orientation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.

## 2. Impact on Welsh Language

The Welsh Language (Wales) Measure specifies that for all policy decisions, the council must consider the effects (both positive and negative) on the Welsh language. For further guidance on Welsh language considerations see [here](#).

	Impact:			
	Positive	Negative	Neither	
<b>Welsh Language</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The plan has a direct positive impact on the Welsh-language.</p> <p>The WESP commits to increasing the number of pupils in Welsh-medium education in Newport. This will be measured overall by year 1 learners. The plan aims to increase the number of year 1 learners by 6 percentage points. The WESP commits to positively impact the Welsh language across 7 outcomes by:</p> <ul style="list-style-type: none"> <li>• Increasing the number of nursery children/ three-year-olds receiving their education through the medium of Welsh (Outcome 1)</li> <li>• Increasing the number of reception class children/ five-year-olds receiving their education through the medium of Welsh (Outcome 2)</li> <li>• Increasing the number of children continuing to improve their Welsh language skills when transferring from one stage of their statutory education to another (Outcome 3)</li> <li>• Increasing the number of learners studying for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh (Outcome 4)</li> <li>• Increasing the number of opportunities for learners to use Welsh in different contexts in school (Outcome 5)</li> <li>• Increasing in the provision of Welsh-medium education for pupils with additional learning needs (Outcome 6)</li> <li>• Increasing the number of teaching staff able to teach Welsh (as a subject) and teaching through the medium of Welsh (Outcome 7)</li> </ul>

**1. Please describe how you have ensured your engagement has considered the view of Welsh speakers in Newport.**

In development of this Welsh in Education Strategic Plan (WESP), every opportunity was made for Newport's Welsh Education Forum (WEF) members to contribute towards the shaping the Council's ongoing commitment to developing Welsh-medium education across Newport. There are a large proportion of Welsh speakers as members of the WEF who have been fully involved in sharing their views.

The consultation was run bilingually and shared with all schools including Welsh-medium schools. Stakeholders also included Welsh speaking organisations which captured the views of Welsh speakers across Newport.

The pupil voice session at Ysgol Gyfun Gwent Is Coed was conducted bilingually, so that pupils could discuss the draft WESP in Welsh, with Welsh-speaking officers from Newport City Council.

### 3. The Sustainable Development Principle

The Well-being of Future Generations Act puts in place a sustainable development principle which helps organisations consider the impact they could have on people living in Wales in the future, and ensure they are focused on tackling long-term challenges. Below, consider how your decision promotes, advances, or contradicts the [5 ways of working](#) which underpin the sustainable development principle. You can access further guidance on considering the sustainable development principle [here](#).

<p>Long term</p> 	<p><i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</i></p>	<p>The plan covers a span of 10 years. It provides specific focus and targets across 7 outcome areas taking in to account the current situation looking ahead to targets and outcomes at 5 years and 10 years down the line. The plan will continue to support the Welsh Government vision of 1 million Welsh speakers by 2050 (Cymraeg 2050).</p>
<p>Prevention</p> 	<p><i>Putting resources into preventing problems occurring or getting worse</i></p>	<p>The progress of the plan will be subject to annual reviews. This will ensure a clear pathway towards the end of the plan and further. The review will ensure development of mitigations to avoid moving off targets further down the line. Implementation of the WESP will help ensure sufficiency of provision to enable growth.</p>
<p>Integration</p> 	<p><i>Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</i></p>	<p>The plan will have a positive impact on the well-being goals for Wales and Newport's wellbeing objectives. The plan will ensure a prosperous Wales where there will development of a bilingually educated population which will lead to employment opportunities allowing people to prosper through work. The plan will ensure a more equal Wales, allowing families from any background have increasing opportunities through a choice of language in their child's education. By expanding the provision of Welsh-medium education in a number of communities in the plan, communities will become connected through their education choices. The plan will promote and protect Welsh culture and heritage as well as the Welsh language, this will encourage people to participate in the Welsh traditions such as the arts, sports and recreation. The plan takes responsibility in improving the economic, social, environmental and cultural well-being of Wales which in turn will have a positive contribution to global well-being.</p>

<p>Collaboration</p> 	<p><i>Working together to deliver objectives.</i></p>	<p>Partnership with key stakeholders is critical to the successful delivery of the WESP. The Welsh in Education Forum in Newport is a requirement but member's feedback on the WESP has been critical in shaping it. These partners will also ensure that the objectives set out in the WESP are delivered.</p>
<p>Involvement</p> 	<p><i>Involving those with an interest and seeking their view - ensuring that those people reflect the diversity of the area.</i></p>	<p>Meetings with the WEF are held quarterly and are chaired by the Chief Education Officer. Members of the WEF are also involved, day to day in delivering the objectives set out in the WESP. The period of consultation and engagement before the WESP is adopted provides an opportunity for the wider community to be involved in the process.</p>

## 4. Socio-economic Duty

The [Socio-economic Duty](#) is set out in the Equality Act 2010, and requires the council, when making strategic decisions, to pay due regard to the need to reduce the inequalities of outcome that result from socio-economic disadvantage. Inequalities of outcome are felt most acutely in areas such as health, education, work, living standards, justice and personal security, and participation.

A 'strategic decision' is defined by Welsh Government as a decision **which affects how the council fulfils its statutory purpose over a significant period of time and does not include routine 'day to day' decisions**. Strategic decisions include:

- Corporate plans
- Setting wellbeing, equality and other strategic objectives
- Changes to, or development of public services
- Strategic financial planning
- Strategic policy development

If you do not think your decision meets this definition, and you do not plan on carrying out a Socio-economic Duty Assessment in this section, please provide your rationale below. Any decision which is presented to a Cabinet Member, at Cabinet or Council will be viewed as a strategic decision.

If your decision does meet the definition, please consider the impact of your decision on the socio-economically disadvantaged groups, and areas of inequality that may arise from socio-economic disadvantage contained in the matrix below. The groups listed are not exhaustive and you should consider any additional groups relevant to your decision who may experience socio-economic disadvantage in the following ways:

- **Low Income/Income Poverty** - cannot afford to maintain regular payments such as bills, food, clothing, transport etc.
- **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
- **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.)
- **Area Deprivation** - where you live (rural areas), where you work (accessibility of public transport)
- Socio-economic Background – for example, parents' education, employment and income

Indicate a positive or negative impact, or both where they apply, and the severity of this impact by coding the sections of the grid based on the below. *If there is no/neutral impact, please leave blank.*

Negative Impact		Positive Impact	
N1	Negative impact – mild	P1	Positive impact – mild
N2	Negative impact – moderate	P2	Positive impact – moderate
N3	Negative impact – significant	P3	Positive impact – significant
N4	Potential for negative impact (but unsure)	P4	Potential for positive impact (but unsure)

Areas of inequality that may arise from socio-economic disadvantage – definitions							
<b>Education</b> :The capability to be knowledgeable, to understand and reason, and to have the skills and opportunity to participate in the labour market and in society							
<b>Work</b> : The capability to work in just and favourable conditions, to have the value of your work recognised, even if unpaid, to not be prevented from working and to be free from slavery, forced labour and other forms of exploitation							
<b>Living Standards</b> : The capability to enjoy a comfortable standard of living, in appropriate housing, with independence and security, and to be cared for and supported when necessary.							
<b>Justice, Personal Security and Community Safety</b> : The capability to avoid premature mortality, live in security, and knowing you will be protected and treated fairly by the law							
<b>Health</b> : The capability to be healthy, physically and mentally, being free in matters of sexual relationships and reproduction, and having autonomy over care and treatment and being cared for in the final stages of your life							
<b>Participation</b> : The capability to participate in decision making and in communities, access services, know your privacy will be respected, and express yourself							
Groups							
	Areas of inequality						
	Living Standards	Work	Health	Education	Justice and community safety	Participation	Physical Environment
Children living in poverty	P4			P2		P1	
Low income households without dependent children		P1		P2		P1	
Unemployed young people		P1		P2		P1	
Long term unemployed		P1		P2		P1	
Homeless households						P1	
Refugees, migrants and asylum seekers	P4			P2		P1	
Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA				P2		P1	

People on Universal Credit / income related benefits		P1		P2		P1	
Adults with no qualifications or low qualifications		P1		P1		P1	
People living in low quality housing or in Houses of Multiple Occupation						P1	

**1. What evidence do you have about socioeconomic disadvantage and inequalities of outcome in relation to this decision?**

The plan is anticipated to reduce inequalities of outcome for several groups that are likely to experience socio-economic disadvantage against a number of areas.

As an 'Education' plan, it will reduce potential inequalities of outcome in education by increasing choice and improving standards. This will positively impact on wellbeing goals a prosperous Wales and a more equal Wales and the wellbeing objective to improve skills, educational outcomes and employment opportunities.

The plan will reduce potential inequalities of outcome in participation by increasing choice and providing more local opportunities to learn and engage using the Welsh language. This will positively impact on wellbeing goals a Wales of vibrant culture and thriving Welsh Language and a Wales of cohesive communities and wellbeing objectives to improve skills, educational outcomes and employment opportunities and to build cohesive and sustainable communities.

The plan will reduce potential inequalities of outcome in living standards by encouraging a thriving community of Welsh speakers. This will positively impact on wellbeing goals and a Wales of cohesive communities and a Wales of vibrant culture and thriving Welsh Language and wellbeing objectives to enable people to be healthy, independent and resilient.

The plan will reduce potential inequalities of outcome in work by equipping the next generation with bilingual skills to improve job opportunities in the public sector. This will positively impact on wellbeing goals a prosperous Wales and a more equal Wales and wellbeing objectives to improve skills, educational outcomes and employment opportunities and to promote economic growth and regeneration while protecting the environment.

**2. Please describe how you have ensured your engagement has considered the views of people living in Newport who are affected by socio-economic disadvantage.**

The Consultation was available for all group across Newport. There were versions of the document available in the form of the full version, an executive summary, and a shortened easy read version aimed at children and young people. These documents were available digitally and in hard format on a variety of digital platforms online and at various locations across the city. This enabled people from all groups to access the consultation.

**3. Does this decision contribute to a cumulative impact?**

This decision does not contribute to a cumulative impact – all outcomes will be positive.

### Part 3: Actions and Outcomes

Considering any negative impacts that you have identified, indicate below how you will reduce these, and how you will monitor potential impact. Further guidance on how to complete your action plan can be found [here](#).

IMPACT ON PEOPLE THAT SHARE PROTECTED CHARACTERISTICS			
Summary of impact	Action to reduce negative impact	How this impact will be monitored	Owner
IMPACT ON WELSH LANGUAGE			
Summary of impact	Action to reduce negative impact	How this impact will be monitored	Owner
SOCIO-ECONOMIC IMPACTS			

Summary of impact	Action to reduce negative impact	How this impact will be monitored	Owner
SUSTAINABLE DEVELOPMENT PRINCIPLE			
Summary of impact	Action to reduce negative impact	How this impact will be monitored	Owner

Once your FEIA is complete, please forward to [ncequality@newport.gov.uk](mailto:ncequality@newport.gov.uk)