

# 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	Sheree Davies
Role of person completing the FEIA	<b>Education Information and Development Officer</b>
Date of completion	<b>13<sup>th</sup> February 2024</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

The intended outcome is that Cabinet agrees the investment objectives upon which Newport City Council's Sustainable Communities for Learning 9-year rolling programme is based and confirm that the Strategic Outline Programme can be submitted to Welsh Government for consideration.

Welsh Government's Sustainable Communities for Learning Programme provides match funded investment for school infrastructure improvements at a 65% intervention rate. The next wave of this scheme – a 9-year rolling programme – is due to begin in April 2024. The new 9-year programme will be driven by the Council's wellbeing goals, and the need to plan long-term sustainable education provision in accordance with the Wellbeing of Future Generations (Wales) Act.

The new rolling programme represents significant investment in the school estate in excess of £100m over the next 9 years. The strategy continues to build on the key themes from the Band B programme around the sufficiency of school places in the right locations and the creation of new and inspiring learning environments to replace those that are old and tired. However, the new programme will also align with the targets outlined in the Council's Climate Change Plan, making best use of opportunities to support the ambition to become carbon neutral by 2030. The investment objectives are:

- To provide new education facilities to replace poor condition and end-of-life buildings.
- To ensure a sufficiency of Welsh-medium and English-medium secondary school places to meet anticipated demand.
- To promote inclusion, support learners with Additional Learning Needs and encourage community access of school buildings.
- To contribute to the Council's carbon reduction strategy by delivering carbon-neutral buildings.

## 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 key stakeholders are:

- Newport City Council
- Welsh Government
- Children and families living in Newport
- Staff at Newport schools

The various projects included within the programme will impact people from across the whole of Newport.

The last 20 years has seen a significant growth in Newport's population, with a 6.4% increase from 2001 to 2011, and then 9.5% increase from 2011 to 2021 (ONS National Census 2021). Population estimates produced in 2020 indicated an anticipated population growth for Newport of 15% between 2018 and 2045; equating to 0.6% per annum. However, a review of these estimates shows that population growth in Newport between 2018 and 2021 was underestimated. It is therefore considered a more likely growth rate for the period is in the region of 0.75% p/a.

In January 2018, the total number of pupils attending Newport schools aged between 4 and 18 years old was 23,456, this increased to 25,066 in January 2023. The majority of the increase was secondary aged pupils increasing by 1,283 to 11,235 in January 2023; an increase of 12.89%. By 2028, the Newport Transformation & Intelligence pupil forecasts are predicting secondary aged pupil numbers to reach 11,747, another 4.56% increase.

The table below shows that over the last 5 years, there has been an increase in percentage of pupils eligible for Free School Meals across Newport and Wales.

<b>Free School Meals (FSM)</b>						
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Primary School - Newport</b>	19.2%	19.3%	19.6%	21.5%	22.4%	23.3%
<b>Primary School - Wales</b>	18.4%	18.5%	19.3%	21.3%	23.0%	23.7%
<b>Secondary School - Newport</b>	17.5%	17.3%	17.7%	19.5%	20.8%	21.8%
<b>Secondary School - Wales</b>	16.6%	16.5%	17.0%	18.7%	20.4%	21.2%

The table below shows the proportion of pupils for whom English is an additional language. For primary pupils in Newport and Wales, this has varied over the last 5 years. In secondary, the percentage for both Newport and Wales has increased.

<b>English as an additional language (EAL)</b>						
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Primary School - Newport</b>	18.1%	17.8%	18.0%	17.4%	16.9%	17.4%
<b>Primary School - Wales</b>	6.2%	6.0%	6.1%	6.0%	6.1%	6.7%
<b>Secondary School - Newport</b>	11.5%	12.6%	13.1%	14.0%	14.8%	14.8%
<b>Secondary School - Wales</b>	3.0%	2.9%	2.8%	2.9%	3.0%	3.4%

## 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)?**

At this stage the intended outcome is that Cabinet agrees the investment objectives upon which Newport City Council's Sustainable Communities for Learning 9-year rolling programme is based and confirm that the Strategic Outline Programme can be submitted to Welsh Government for consideration. Therefore, stakeholders who will be affected by the programme have not yet been consulted with. Once Welsh Government and Newport City Council agree on the Strategic Outline Programme, full public consultations will be undertaken in accordance with the requirements of the statutory School Organisation Code at project level.

During the consultation period of each project, stakeholders will have the opportunity to learn about each proposal, ask questions, and make comments that will be recorded and summarised in consultation reports. Stakeholders will be notified of each stage of the consultation period by email. Social media platforms such as 'X' formerly known as Twitter and Facebook will also share information on the proposal. Drop-in sessions will be arranged for anyone affected by the proposal and Council officers will be on hand to answer any questions. Pupil voice sessions will also be arranged at any affected school.

Following consultation, if the decision is taken to proceed, a statutory notice will be published which will give 28 days for people to express their views on the proposal in the form of supporting or objecting to the proposal. If no objections are received, Newport City Council's Cabinet Member for Education and Early Years will make the decision as to whether to proceed. If any objections are received and not subsequently withdrawn during this notice period, the Council's Cabinet will determine the final decision.

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

At this stage the intended outcome is that Cabinet agrees that the investment objectives upon which Newport City Council's Sustainable Communities for Learning 9-year rolling programme is based and confirm that the Strategic Outline Programme can be submitted to Welsh Government for consideration. Therefore, stakeholders who will be affected by the programme have not yet been consulted with. Once Welsh Government and Newport City Council agree on the Strategic Outline Programme, full public consultations will be undertaken in accordance with the requirements of the statutory School Organisation Code at project level.

The people most likely to be affected by the Sustainable Communities for learning Programme are young people of, or approaching school age, their families and carers, and people working or looking to work in Newport schools.

## 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 programme will see a positive impact on pupils of all ages across Newport. Across the programme, we will see a net increase in pupils places for both primary and secondary provision. This could allow more pupils to attend a school closer to their home.
<b>Disability</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All new and refurbished school buildings will be fully accessible and fully compliant to the Equality Act 2010. This will include accessible toilets and changing facilities.

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	
				<p>Newport City Council's ALN and Inclusion strategy seeks to support pupils to access education provision alongside their peers in local mainstream community schools, as far as is reasonably possible. This approach will be further supported through the rolling programme, aiming to deliver a sufficiency of ALN provision in mainstream education settings at primary and secondary phase, in the local community.</p> <p>As part of our Sustainable Communities for Learning Programme, following the relocation of Ysgol Gymraeg Nant Gwenlli, it is proposed that the Hadrian Close building in Caerleon will be adapted and repurposed as a KS2 satellite base of Ysgol Bryn Derw. This will have a positive impact on pupils currently living in Newport with a diagnosis of ASD, as an additional 40 pupil places would be added to the school.</p>
<b>Gender Reassignment</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.</p> <p>The Council's toilet provision strategy for schools is sensitive to gender identity. It supports equal provision for transgender and non-binary members of the community.</p>
<b>Marriage or civil partnership</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.</p>
<b>Pregnancy or maternity</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Part of the programme will establish more school places across Newport. This could therefore have a positive impact on families with and/or planning to have children in the area.</p>
<b>Race</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>There is no evidence that suggests the proposal will have a disproportionate impact on people that share this Protected Characteristic.</p>



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>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>As part of the Strategic Outline Programme, securing a pathway for further growth of Welsh-medium education in Newport will be a priority across primary and secondary provision.</p> <p><b>Primary provision</b> Over the ten-year period, the Council will promote and support the growth of Ysgol Gymraeg Nant Gwenlli, providing additional capacity in the centre of the city. The Council will also develop and deliver plans to provide additional Welsh-medium primary education equivalent to two-forms of entry across the city.</p> <p><b>Secondary provision</b> The Council will develop plans to provide additional capacity in the region of 500 new places to support the future growth of Welsh-medium secondary provision in accordance with the Council's WESP. This will ensure there are sufficient places available to facilitate the planned growth as larger primary phase cohorts transition from Year 6 into secondary education from September 2030 and to support our ambitions for growth in the primary sector.</p> <p>Newport has a stronger, more ambitious Welsh Education Strategic Plan (WESP) and the Sustainable Communities for Learning Programme will play an integral role in delivering an enhanced offer to ensure larger cohorts of pupils can transition into Welsh-medium secondary education.</p>

	Impact:														
	Positive	Negative	Neither												
			<p><b>Cymraeg 2050 and the WESP</b></p> <p>The Strategic Outline Programme will be the primary delivery agent for the Council’s Welsh in Education Strategic Plan. The programme will secure a growth pathway for Welsh-medium primary and secondary education delivery into the next decade, ensuring Newport makes the necessary contribution to the achievement of Cymraeg 2050. The Strategic Outline Programme will be integral to the delivery of additional capacity to ensure there is a clear and supported 3-19 pathway for increasing numbers of Welsh-medium learners.</p> <p><b>Welsh in Education Strategic Plan (WESP) Action Plan</b></p> <p>Newport City Council’s WESP outlines a planned increase of 6 percentage points of its 2021 Year 1 cohort baseline, outlined in the table below.</p> <table border="1"> <thead> <tr> <th>PLASC Year</th> <th>Cohort</th> <th>Percentage of cohort</th> <th>Number of Year 1 Pupils</th> </tr> </thead> <tbody> <tr> <td><b>2021 Baseline</b></td> <td>1988</td> <td>5.1</td> <td>101</td> </tr> <tr> <td><b>2032 Target</b></td> <td>1988</td> <td>11.1</td> <td>221</td> </tr> </tbody> </table> <p>As of September 2020, there were 112 Year 1 Welsh-medium places available across Newport. The minimum additionality therefore currently equates to 109 pupil places by 2032.</p> <p>60 of these additional places will eventually be provided through Ysgol Gymraeg Nant Gwenlli which opened in September 2021 and will increase the number of Welsh-medium primary school places available across the City by 54%.</p> <p>Outcome 2 measures the number of reception class children/ five-year-olds who receive their education through the medium of Welsh. The aspired growth is as follows:</p>	PLASC Year	Cohort	Percentage of cohort	Number of Year 1 Pupils	<b>2021 Baseline</b>	1988	5.1	101	<b>2032 Target</b>	1988	11.1	221
PLASC Year	Cohort	Percentage of cohort	Number of Year 1 Pupils												
<b>2021 Baseline</b>	1988	5.1	101												
<b>2032 Target</b>	1988	11.1	221												

	Impact:												
	Positive	Negative	Neither	2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
				121	6.10%	131	6.60%	151	7.60%	161	8.10%	171	8.60%
				2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
				183	9.20%	194	9.80%	206	10.40%	220	11.10%	220	11.10%
				<p>The overall WESP target requires Newport to have 11.1% of the 2031-2032 year cohort to receive their education through the medium of Welsh. This cohort will be in Reception during 2030-2031 therefore the growth model above is required.</p> <p>Current planning of developer led provision in the east of the city is expected to deliver 30 of the Welsh-medium places that we aspire to deliver within the first five years of the WESP. To meet our WESP targets, at least a further 30 places per year group will be required across the city by 2032. By increasing the number of Welsh-medium pupil places will have a positive impact on pupils as it will give them an increased choice when choosing Welsh-medium education.</p> <p>Delivering increased Welsh-medium primary provision will ultimately have an impact on Welsh-medium secondary provision. Currently, Ysgol Gyfun Gwent Is Coed (YGGIC) can accommodate 900 pupils on site and has a PAN of 150. The aspirational targets in the WESP mean that eventually, YGGIC will not have sufficient space in its current site or building, and it is expected that this PAN will be exceeded in September 2031. However, at this point there is expected to still be space remaining across the school due to lower numbers in higher year groups. It is then expected that the total capacity of the school (900) will be exceeded in 2033. The programme will need to support the development of Welsh-medium secondary provision to align with the aspirations of the WESP to increase the capacity of YGGIC. This will form a central part of our secondary-phase proposals for the rolling programme. This will have a positive impact of secondary aged pupils as it will provide the opportunity to a larger group of pupils to learn in Welsh.</p>									

	Impact:			
	Positive	Negative	Neither	
				<p><b>Welsh-medium ALN Provision</b></p> <p>In Newport, Welsh-medium ALN provision is growing with the Council's Welsh in Education Strategic Plan (WESP) setting out a commitment to open a Welsh-medium Primary Learning Resource Base (LRB) at Ysgol Gymraeg Nant Gwenlli, for pupils whose needs can be met through specialist provision in a mainstream school setting, and an assessment of pupil needs will inform the appropriate time for this to be established.</p> <p>As part of the programme, specific consideration will be given to the need to establish a Welsh-medium ALN class for our secondary-age learners with ALN, following the planned establishment of an ALN class at Ysgol Gymraeg Nant Gwenlli. This will have a positive impact on pupils with ALN as it will give the opportunity to both primary and secondary aged pupils to attend a Welsh-medium learning resource base.</p> <p>The increase in Welsh-medium education provision will lead to an increase in the number of jobs requiring Welsh language skills and will have a positive effect on making the Welsh language more visible.</p>

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

Any documentation will be bilingual and any responses are welcomed to be submitted in Welsh and if requested, a response will be provided in Welsh.




In order to ensure that an equitable programme is achieved in both Welsh and English, Newport City Council:



- Will ensure all publicly available documentation will be available bilingually
- Will ensure all stakeholder emails are bilingual

- Will ensure there will be a Welsh language version of any relevant web pages
- Will provide translation services if drop in sessions are required
- Will encourage stakeholders to respond in Welsh

### 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 programme represents a long-term investment in education infrastructure, with objectives informed by medium to long term pupil population forecasts. Wherever possible, investment will focus on provision of new buildings with a 60 year design life.</p>
<p>Prevention</p> 	<p><i>Putting resources into preventing problems occurring or getting worse</i></p>	<p>Ensuring sufficiency of school places for a growing population, the programme will also address building condition concerns and reduce the backlog maintenance burden.</p> <p>New carbon neutral education facilities will help reduce Newport's carbon footprint and prepare for a sustainable future preventing further environmental damage.</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>Supporting delivery of the Curriculum for Wales in modern and sustainable learning environments.</p> <p>This Strategic Outline Programme supports the “A prosperous Wales”, “A more equal Wales” and “A Wales of cohesive communities” Well-being Goals and has no adverse effect on any of the other Well-being Goals.</p>

<p>Collaboration</p> 	<p><i>Working together to deliver objectives.</i></p>	<p>The Strategic Outline Programme is delivered by Welsh Government and Newport City Council working in partnership. The Council will work with school leadership teams, the Welsh in Education Forum, Newport Norse and other service areas on proposals at project level.</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>Newport City Council will engage with stakeholders at project level. During the consultation stages there will be drop-in sessions for stakeholders to find out more about the proposals and ask questions. Pupil voice sessions will also be held with any affected schools.</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		P3		P2	P3		P4	P3



Low income households without dependent children							
Unemployed young people		P4					
Long term unemployed		P4					
Homeless households							
Refugees, migrants and asylum seekers	P4	P4	P4	P4	P4	P4	P4
Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA	P4		P2	P4		P2	P2
People on Universal Credit / income related benefits	P4			P4			
Adults with no qualifications or low qualifications							
People living in low quality housing or in Houses of Multiple Occupation	P4			P4			

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

As an 'Education' plan, it will reduce potential inequalities of outcome in education by increasing the number of Welsh-medium and English-medium places across the city and improving education facilities. Some local communities in Newport are characterised by relatively high levels of socioeconomic disadvantage and the programme will help provide an environment in which children can thrive and make real progress in both academic and personal development. 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.

**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.**

At this stage the intended outcome is that Cabinet agrees the investment objectives upon which Newport City Council's Sustainable Communities for Learning 9-year rolling programme is based and confirm that the Strategic Outline Programme can be submitted to Welsh Government for consideration. Therefore, stakeholders who will be affected by the programme have not yet been consulted with. Once Welsh Government and Newport City Council agree on the Strategic Outline Programme, full public consultations will be undertaken in accordance with the requirements of the statutory School Organisation Code at project level.

Once public consultations take place, information will be made available for and shared with all groups across Newport. Versions of the documents available in the form of the full version and a shortened easy read version aimed at children and young people will be available. These documents will be available digitally and in hard format on a variety of digital platforms online and at various locations across the city. On the inside cover of the consultation documents, a list of languages will be provided that the document can be translated into on request. This will enable people from all groups to access the consultations.

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

No

**Part 3: Actions and Outcomes**

Considering any negative impacts that you have identified, indicate below how you will reduce these, increase the potential for positive impacts, and how you will monitor those impacts. 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 / opportunities to increase positive impacts	How this impact will be monitored	Owner
IMPACT ON WELSH LANGUAGE			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner
SOCIO-ECONOMIC IMPACTS			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner

SUSTAINABLE DEVELOPMENT PRINCIPLE			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner

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