

Appendix 'A'

Merthyr Tydfil County Borough Council - Integrated Impact Assessment

(Includes Well-being of Future Generations, Protected Characteristics, Welsh Language, Socio-economic Disadvantage, Decarbonisation, Sustainability and Biodiversity, Consultation/Engagement and Data/Evidence).



Before completing this Integrated Impact Assessment (IIA), please refer to the corresponding **guidance document**, which provides essential background information. An IIA MUST be completed for:

- Any Council / Cabinet report.
- Any strategic decisions being taken where due regard is required to reduce inequalities of outcome resulting from socio-economic disadvantage.
- Any project (i.e. something that has a start and end date and is different from day to day business).
- Where you are implementing significant change e.g. service provision.

This IIA helps to support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation. This IIA must be completed at the start of any project or proposal.

Title of Report / Project:	Learning Resource Base Provision – Dowlais Primary School & Cyfarthfa High School					
Service:	Education – ALN & Inclusion					
Officer completing IIA:	Gavin Metherringham / Helen Griffiths					
Lead Officer / Project Manager:	Helen Griffiths, Anthony Lewis Gavin Metherringham					
IIA completion date:	17 th October 2024					
Type of proposal: (please place an X in the relevant box)	<input type="checkbox"/>	Policy	<input type="checkbox"/>	Strategy	<input type="checkbox"/>	Plan
	<input type="checkbox"/>	Practice	<input type="checkbox"/>	Restructure	<input type="checkbox"/>	Procedure
	<input checked="" type="checkbox"/>	Other (please identify):				
Give a brief description of the proposal including the aims, and any links to relevant reports or documents:	To establish a Foundation Phase Learning Resource Base for ASD pupils at Dowlais Primary School and a complex ASD Learning Resource Base at Cyfarthfa High School. These provisions are to meet the demand for specialist ALN provision within the LA.					

How does your proposal help to deliver any or all of the Council's Well-being Objectives?

Well-being Objectives	Does your proposal have a positive or negative impact on the Council's Well-being Objectives? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	
	Positive	Negative	Neutral		
_____	X			By establishing the two provisions we will ensure that pupils requiring specialist ALN placements in LRBs will be educated within mainstream schools. Additional provision at Foundation Phase and in secondary will strengthen the range of provision available in Merthyr Tydfil for pupils.	
_____	X			By establishing these LRBs we will provide two small class environments with a high adult to pupil ratio, meeting the ALN needs of pupils and providing opportunities for integration into mainstream classes where/when appropriate. This will increase the availability of appropriate provision supporting pupils to improve their educational outcomes including their health and wellbeing.	Establishing appropriate LRB provision will enable more children to develop and thrive, with mainstream access when/where possible, and have increased access to a diverse and inclusive specialist provision.
			X	Neutral impact	
			X	Neutral impact	

Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):

Communication with all stakeholders including proposal development and drop in consultation events

2. Sustainable Development Principles (The Five Ways of Working)

Does your proposal demonstrate you have met the sustainable development principles (five ways of working)?

The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how any proposals improve the social, economic, environmental and cultural well-being, whilst also looking to the future, planning for the long term and ensuring that we do not compromise the ability of future generations to meet their own needs. Please consider the national well-being goals when completing this section.

Five Ways of Working	How does your proposal demonstrate you have met the five ways of working when developing the proposal?	Are there any additional actions to be taken to better contribute to the five ways of working and/or mitigate any negative impacts? How will you know when this has been achieved?
Long Term - Thinking and planning for the long term, balancing short term and long term needs.	This proposal has been developed with long-term aims in mind rather than being based on short-term demands. Establishing appropriate provision to allow for effective transition and maintained specialist placement provides a consistent approach to need going forward.	Once demand is established and the provision embedded future need for additional LRB places will need to be strategically reviewed.
Prevention - Preventing problems occurring or getting worse.	This proposal will help ensure pupils with additional learning needs have access to suitable provision within appropriate environments to meet their ALN needs.	The demand and supply of LRB places will require periodic strategic review
Integration - Impact on our well-being objectives, national well-being goals and the well-being objectives of other public bodies.	This proposal ensures that the ALN needs of pupils are met in a setting that provides maximum opportunity for involvement with mainstream education activities and engagement.	N/a
Collaboration - Acting in collaboration with others inside and outside the Council.	This proposal has been developed in collaboration between with senior Education staff, lead ALN and POSP officers.	Ongoing collaboration with host LRB schools and LA teams will ensure evaluations of the effectiveness of provision is timely and impactful.

Involvement - Involving people with an interest in achieving the well-being goals and who reflect the diversity of our communities.	A statutory consultation process is being undertaken including consultation with all stakeholders required by the statutory code and the general public.	The Consultation Report will be shared with stakeholders prior to the publication of the statutory notice.
Sources of evidence to support the above (please use this information when completing the section ‘Data and Evidence’): Consultation Document		

3. Protected Characteristics (including Welsh Language)

Does your proposal directly impact on service users, employees and/or the wider community, including the nine protected characteristic groups and Welsh language as identified below?

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 and foster good relations between different groups. Please note that an individual may have more than one protected characteristic.

Protected Characteristics	Does your proposal have a positive or negative impact on service users, employees and/or the wider community, including the nine protected characteristic groups and Welsh language? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? How will you know when this has been achieved?
	Positive	Negative	Neutral		
Age - People of all ages.	X			The establishment of specialist LRB provision will ensure that more pupils aged 3-7 and 11-16 with additional learning needs will have their needs met in an appropriate environment	
Disability - People with disabilities/long term conditions.	X			The establishment of specialist LRB provision will ensure that pupils with additional learning needs will have their needs met in an appropriate environment.	
Gender Reassignment - People whose gender identity or gender expression is different to the sex they were assigned at birth.			X	Not relevant to proposal	
Marriage and Civil Partnership - People who are married or in a civil partnership.			X	Not relevant to proposal	
Pregnancy and Maternity - Women who are pregnant and/or on maternity leave.			X	Not relevant to proposal	
Race - People from black, Asian and minority ethnic communities and different racial backgrounds.			X	Not relevant to proposal	
Religion or Belief - People with different religions and beliefs including people with no beliefs.			X	Not relevant to proposal	
Sex (Gender) - Women and men, girls and boys and those who self-identify their gender.			X	Not relevant to proposal	

Sexual Orientation - Lesbian, gay, bisexual, heterosexual.			X	Not relevant to proposal	
Welsh Language The Welsh Language Wales 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.					
Welsh Language - Opportunities for people to use and promote the Welsh language, treating the Welsh language no less favourably than the English language, compliance with Welsh Language Standards, links with internal and external Welsh Language strategies.			X	Not relevant to proposal	
Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'): Consultation document assessment of advantages / disadvantages and risks/benefits Consultation feedback received					

4. Socio-economic Disadvantage (Strategic Decisions)

Does your proposal impact/deliver better outcomes for those who are experiencing socio-economic disadvantage?

The Socio-economic Duty places a responsibility on the Council to have 'due regard' to how we can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions. This duty gives us an opportunity to do things differently and put tackling inequality 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: Single parents and vulnerable families, pensioners, carers, looked after children, single adult households, armed forces community, people with low literacy/numeracy, people who are homeless, people who have experienced the asylum system, students, people of all ages leaving a care setting, people living in the most deprived areas of Wales, people misusing substances, people involved in the criminal justice system, people who are not in education, employment or training. Please see the guidance document for more information.

Socio-economic Disadvantage	Does your proposal have a positive or negative impact on socio-economic disadvantage for service users, employees and/or the wider community? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to positive impacts and/or mitigate any negative impacts? What steps will be taken to reduce inequalities of outcome? How will you know when this has been achieved?
	Positive	Negative	Neutral		

Low Income/Income Poverty - Unable to afford to maintain regular payments such as bills, food, clothing, transport, other essential items etc.			X	<p>This proposal has a neutral impact on those experiencing socio-economic disadvantage.</p> <p>The proposal does not address specific inequalities experienced by those who are subject to socio-economic disadvantage.</p>	N/a
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 provision for the future.			X	As above	N/a
Material Deprivation - Unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies etc.			X	As above	N/a
Area Deprivation - Where you live e.g. rural areas, and where you work e.g. accessibility of public transport.			X	As above	N/a
Socio-economic Background - Social class i.e. parents' education, employment and income.			X	As above	N/a
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?			X	As above	N/a
Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'): n/a					

5. Decarbonisation and Climate Change Objectives

Does your proposal help to deliver the Council's Decarbonisation Plan?

How does your proposal impact on the 6 key themes to help achieve the Council's commitment to become carbon neutral by 2030?

Welsh Government is aiming to achieve a carbon neutral public sector by 2030. This is driven by key legislation including:

In response to this the Council has developed a Net Zero Roadmap with a themed approach to deliver our Decarbonisation Plan. This will be delivered through the 6 key themes below:

Decarbonisation Plan Theme Areas	Does your proposal have a positive or negative impact on the Council's Decarbonisation Plan? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	
	Positive	Negative	Neutral		
Theme 1 – Buildings and Planning Reducing or removing GHG emissions from existing property portfolio and new developments e.g. heat pump systems, solar panels.			X	Proposal has no impact	N/A
			X	Proposal has no impact	
			X	Proposal has no impact	N/A
			X	Proposal has no impact	N/A

Reduce and remove GHG emissions from leisure facilities e.g. low carbon options in new building or refurbishments (N.B. only complete this section if direct impact on Leisure Trust).					
Theme 5 – Land Management Maximising the Council's land to increase biodiversity in open spaces, parks and woodlands.			X	Proposal has no impact	N/a
Theme 6 – Governance The Council is required to measure and report carbon emissions and carbon absorption. Are there outputs that can be captured and recorded from this project/decision?			X	Proposal has no impact	N/a

Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):
n/a

6. Biodiversity and resilience of Ecosystems

How does your proposal impact on Biodiversity and therefore the resilience of Ecosystems?

Under Section 6 of the Environment (Wales) Act 2016 we must seek to maintain and enhance Biodiversity within the proper exercise of our functions. In doing so, we must also seek to promote the resilience of Ecosystems.

Biodiversity and resilience of Ecosystems	What is the expected impact on Biodiversity? Please place an X in the relevant box.			Why have you come to this decision? Please provide an explanation.	What actions have been/will be taken to better contribute to the maintenance and enhancement of Biodiversity? How do you know when this has been achieved?
	Maintained	Enhanced	Reduced		
To maintain and enhance Biodiversity (and therefore promote the resilience of Ecosystems).	X			No impact on biodiversity	N/A

Sources of evidence to support the above (please use this information when completing the section 'Data and Evidence'):

There may be a legal requirement to consult in some instances, or a legitimate expectation that consultation will take place. Where it has been determined that

Please consider: Protected Characteristic groups, those who are experiencing socio-economic disadvantage, communities and places of interest, other stakeholders, forums, community groups and community councils. Please see the guidance document for more information.

Consultation and Engagement					Who was consulted/engaged with? Was
	Undertaken		Not required		
Requirement for consultation and/or engagement to be undertaken, or a legitimate expectation that it will take place.		X		<p>A statutory public consultation is required to change the profile of a school as per the Statutory School Organisation Code 011/2018.</p> <p>Consultation ‘Drop In’ Events 20th November 2024 – Dowlais Primary School TBC – Cyfarthfa High School</p>	The consultation is due to take place from 11 th November to 22 nd December 2024

Sources of evidence to support the above (please use this information when completing the section ‘Data and Evidence’):

Consider consultation document

8. Data and Evidence

What data or other evidence has been used to inform the development of the proposal?

Evidence may include the outcome of previous consultation or engagement exercises, existing databases, pilot projects, review of customer complaints and compliments and other service user feedback, national and regional data, academic publications and reports, future trends, horizon scanning, business plans etc. Consider the sources of evidence from all of the sections in your explanation.

Data and Evidence	Has data and evidence been used in order to inform the proposal? Please place an X in the relevant box.		What data or other evidence has been used to inform the development of the proposal? What have been the key findings of this data and evidence? Has this data and evidence helped to inform the proposal?	How has the data and evidence helped to inform the proposal? If the data and evidence did not support the proposal, why was this? Have there been any gaps identified? If so, what steps will be taken to cover the identified gaps?
	Yes	No		
Data and evidence used in order to inform the proposal.	X		ALN data has been used and analysed to determine the level of need required.	Data used to map provision need across schools and additional specialist provision.

Sources of evidence to support the above:

Consultation Document

9. Summary

As a result of completing this IIA, please identify below;

- The number of positive, negative or neutral scores for the Council's Well-being objectives, the sustainable development principles, protected characteristics including Welsh Language and Socio-economic disadvantage.
- If consultation and/or engagement has been undertaken, is due to take place or is not required.
- If data and evidence has been used in order to inform the proposal.
- If the proposal maintains, enhances or reduces the resilience of ecosystems.

The table below should then be included in the related Council/Cabinet report.

	Positive Impacts	Negative Impacts	Neutral
1. Merthyr Tydfil Well-being Objectives	2 of 4	0 of 4	2 of 4
2. Sustainable Development Principles	5 of 5	0 of 5	0 of 5
3. Protected Characteristics (including Welsh Language)	2 of 10	0 of 10	8 of 10
4. Socio-economic Disadvantage	0 of 6	0 of 6	6 of 6
5. Decarbonisation	0 of 6	0 of 6	6 of 6
6. Biodiversity and the resilience of Ecosystems	Maintained	Enhanced	Reduced
	1 of 1	0 of 1	0 of 1
7. Consultation and Engagement	Undertaken	Due to be Undertaken	Not Required
	0 of 1	1 of 1	0 of 1
8. Data and Evidence	Yes		No
	1 of 1		0 of 1
Summary			
The main positive impacts are:	The proposal establishes two new provisions, building on successful pilot provisions during the 23/24 academic year. It increases the number of schools that have both Foundation Phase and Key Stage 2 provision, allowing for pupils to remain in one school. It also creates new specialist provision at secondary for pupils with complex ASD needs which, were those needs not met within such a provision would potentially require those pupils to be educated outside of the county borough.		
The main negative impacts are:	No negative impacts have been identified.		

10. Actions

Based on the summary of your positive and negative impacts identified in the Summary section above, will you need to make changes to your proposal to better contribute to positive impacts and/or mitigate any negative impacts?

Please identify any further actions you will need to undertake to better inform this proposal e.g. whether further consultation is required or more data and evidence is required to better inform the proposal.

What are you going to do?	Estimated completion date	Who will be responsible?	Timelines/Milestones e.g. 6 months/over a year, etc.	Progress

11. Version Control

The IIA should be used at the earliest stages of the development of the proposal and decision making process, and then honed and refined throughout to strengthen and shape the proposal. This section will act as an audit trail to evidence how the IIA has been developed over time.

Please use the table below to keep a record of this process so that we can demonstrate how we have delivered the sustainable development principles.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1.0	Publication of consultation document		N/a

12. Monitoring and Review

The implementation and the impact of the proposal should be monitored and reviewed throughout the development of the proposal.

Please identify how the proposal will be monitored and reviewed as it progresses, including the implementation of any amendments identified.

<u>How will the implementation and the impact of the proposal and any amendments be monitored?</u>	The proposal will be monitored in response to consultation feedback
<u>When will the proposal be reviewed? How frequently will this take place?</u>	During the consultation period and prior to the publication of the consultation report in January 2025
<u>Who is responsible for monitoring and reviewing the proposal?</u>	Helen Griffiths / Anthony Lewis, School Planning Gavin Metherringham, ALN& Inclusion

13. <u>IIA Approval</u>					
IIA Approved by:		Job Title:	Director of Education	IIA Approval date:	