

Education Impact Assessment

Impact Area	*RAG	Key Impacts	Identified Needs / Actions	Responsible
Learners	Amber	Impact of missed time in school – education, social, emotional, physical and mental health implications (short and long-term).	<p>Develop a recovery and renewal plan with a focus on education and wellbeing.</p> <p>Link with national and regional priorities.</p> <p>Undertake stakeholder engagement to facilitate learning from experience, and renewal of practice.</p> <p>Partnership work with the EAS to broker support in line with the EAS Business Plan.</p>	Head of School Improvement and Inclusion
Vulnerable learners	Red	<p>Impact of missed time in school – education, social, emotional, physical and mental health.</p> <p>For those with disabilities and additional needs, provision and processes have been restricted.</p>	<p>Develop recovery and renewal plan with a focus on provision for vulnerable learners.</p> <p>Link with national and regional priorities.</p> <p>Undertake stakeholder engagement to facilitate learning from experience, and renewal of practice.</p> <p>Partnership work with Social Services, Health and Safety and the EAS to broker support.</p>	Head of School Improvement and Inclusion

*R – significant impact; A – moderate impact; G – no or limited impact

School staff	Amber	<p>Impact of missed time in school – professional development, social, emotional, physical/mental health and general wellbeing in line with the need to adapt to blended learning.</p> <p>Staff childcare implications relating to school closure.</p> <p>LA's and schools have been required to establish and implement control and safety measures to support clinically vulnerable staff. This has impacted upon both staff and school operations.</p> <p>For those with disabilities and additional needs, provision and processes have been restricted.</p>	<p>Develop recovery and renewal plan</p> <p>Link with national and regional priorities.</p> <p>Undertake stakeholder engagement to facilitate learning from experience, and renewal of practice.</p> <p>Partnership work with OD, Health & Safety and the EAS to broker support.</p>	Head of School Improvement and Inclusion
Childcare	Red	After school and pre-school provision which has been reduced and/or is not available due to COVID restrictions	Childcare operational plans and risk assessments to be reviewed and monitored by the Childcare Sub-group.	Service Manager - ET and BC
Staff training	Red	Staff training needs aligned to operations are not all currently adapted to be delivered online i.e. first aid and RPI	Training plan review in partnership with Health and Safety and OD colleagues.	Head of School Improvement and Inclusion/ Service Manager -ET and BC
Education assets and site management	Amber	Statutory functions, testing and inspection (Health and Safety, Fire Risk Assessment, maintenance and site management, ventilation), operations are regularly reviewed in line with the latest guidance and governed by risk assessments	<p>Review school operational plans and WG guidance to inform priorities and changes to local guidance and operations.</p> <p>Review guidance and associated policy, risk assessment and operational plan bi-monthly, in partnership</p>	Service Manager - ET and BC

*R – significant impact; A – moderate impact; G – no or limited impact

			with Health and Safety and the Technical Working Group.	
School operations	Red/Amber	<p>Catering, cleaning, access to school sites, movement in and around the school, trips and visits, visitors, refuse, PPE and resources are all under continual review. These areas are subject to risk assessment and reduced operation in line with the COVID alert level implementation. Changes to the school day have been implemented throughout the school estate to support staggered start and finish times.</p> <p>Changes to statutory functions and regulations which affect school operation e.g. school admissions.</p> <p>ICT infrastructure, devices, access to resources, systems and software for both pupils and staff in line with digital exclusion and blended learning are continually reviewed to support inclusion.</p> <p>Home to school and post 16 transport operations, have been restricted, reconfigured and subject to detailed risk assessment.</p>	<p>Operational plan to be monitored, provision, guidance and policy to be adapted accordingly.</p> <p>Regular monitoring required as above</p> <p>ICT Plan and associated strategy to be developed in partnership with SRS and the ICT Strategy Group.</p> <p>Monthly review in line with the latest regulations. Procurement and operations review</p>	Service Manager ET and BC
School support services	Red	<p>School support service operation i.e. Educational Psychology, ALN, Social Services etc. has been prohibited due to lack of access, which has affected pupil and family engagement and progress.</p> <p>Transition at all phases has been affected by key support services having restricted/no access to schools.</p> <p>Human Resource management processes and engagement via OD are now online focused, but will require review to support effective school operations that were paused due to COVID.</p>	<p>Inclusion Service review to be undertaken.</p> <p>Transition to be developed.</p> <p>Work with OD to undertake an impact associated and establish an operational plan around schools.</p>	Head of School Improvement and Inclusion/ Service Manager ET and BC

*R – significant impact; A – moderate impact; G – no or limited impact

		<p>Wellbeing support services require monitoring in terms of access and uptake.</p> <p>Additional insurance and financial implications for schools as a result of the pandemic.</p> <p>EAS support for schools has transitioned to online with a deficit to levels of engagement and to the brokerage of relevant support at all levels e.g. LNS Schools.</p>	<p>Working with Finance and Insurance colleagues to undertake an impact assessment, in order to inform future planning.</p>	
School accountability services	Red	<p>EAS Challenge Advisors have not been able to hold schools to account and school's data monitoring has been suspended.</p> <p>Esytyn has suspended inspection resulting in risks to school – particularly those in a category, who are in for longer than planned.</p>	<p>Review EAS Business Plan in line with WG regulations and guidance.</p> <p>Multi-agency partnership working with Estyn in order to support schools causing concern.</p>	Head of School Improvement and Inclusion
School leadership	Amber	<p>School governance has been adapted online, therefore, the evidence base is largely restricted to Headteacher report and narrative.</p> <p>Support for current and new school leaders has been limited to online, and school to school working opportunities have mainly focused on wellbeing and operational issues.</p>	<p>Work with the EAS to review current practice for governance and school leadership.</p>	Head of School Improvement and Inclusion
Poverty	Red	<p>Family entitlement to benefits has increased across Blaenau Gwent and the region, including free school meals. Additional funding has been allocated to support these families, however, many schemes are not sustainable and so the ongoing impact will need to be assessed.</p>	<p>Working with Finance and Benefits colleagues to undertake an impact assessment, in order to inform future planning.</p>	Service Manager ET and BC/ Head of School Improvement and Inclusion
School community	Red	<p>Limited face to face contact and the shift to online engagement has challenged communication and relationships.</p>	<p>Provide support for individual schools to address barriers to parent engagement in partnership with the EAS.</p>	Head of School Improvement and Inclusion

*R – significant impact; A – moderate impact; G – no or limited impact

School development	Amber	School development plans have had to be largely adapted in order to react to COVID-19.	Provide support for individual schools to address barriers to parent engagement in partnership with the EAS.	Head of School Improvement and Inclusion
Safeguarding - children	Red	School closure has meant that children and young people are at greater risk of harm e.g. adverse childhood experiences (ACEs). Service support intelligence and capability has been restricted.	Supporting Schools to ensure that they are able to effectively identify and manage risks, via structure an effective multi-agency approach.	Head of School Improvement and Inclusion/ Service Manager ET and BC
Safeguarding - adults	Red	Vulnerable adults are more exposed to risk factors with limited access to support services.	Supporting Schools to ensure that they are able to effectively identify and manage risks, via structure an effective multi-agency approach.	Head of School Improvement and Inclusion/ Service Manager ET and BC
Voluntary/Third Sector/ Charities work and engagement	Red	Opportunities to engage partners have been restricted significantly due to operational implications associated with COVID-19.	Establish a stakeholder re-engagement and support plan for Education and schools.	Head of School Improvement and Inclusion/ Service Manager ET and BC
Preventative health measures	Red	School-based preventative strategies to support healthcare needs of pupils have either been stopped or largely disrupted by COVID-19 i.e. vaccinations, growth and development checks, dental health, period equity etc.	Work closely with ABUHB, Public Health Wales and associated partners to review and develop a school health plan .	Head of School Improvement and Inclusion/Service Manager ET and BC
COVID control measures	Amber	LA's and schools have implemented a series of control measures in order to manage community health i.e. vaccinations, Lateral flow tests, use of PPE, positive case management and risk assessment.	Review and evaluate existing control measures in line with the latest guidance, regulations and associated operational plans, in order to inform business continuity planning.	Service Manager ET and BC/Health and Safety

*R – significant impact; A – moderate impact; G – no or limited impact

Review of Implementation - Areas that have worked well				
Relationships and Engagement with headteachers	Green	Throughout the course of the pandemic relationships, communication and engagement with school leaders has improved significantly. School leaders have had the opportunity to work together with the Council, shaping provision and informing key developments throughout the response period. In addition, they have been empowered to share and seek solutions to issues which have emerged, whilst working closely with the Council to achieve consistency in delivery methods etc.	Continue with the current engagement format to aid recover and ensure effective engagement and participation opportunities are in place for/with school leaders	Head of School Improvement and Inclusion/ Service Manager ET and BC
Digital inclusion	Amber	Throughout the course of the pandemic both Welsh Government and the Council have worked to secure and invest in devices and connectivity to address digital disadvantage. As a result, there is now an improved understanding of the level of digital disadvantage throughout the school estate. In addition, there are established methods and solutions by which the impact of digital disadvantage can be addressed.	Ensure a full review of provision and requirements takes place, to aid device/provision sustainability plans in line with the Education ICT Strategy and blended learning developments.	Service Manager ET and BC/ Head of School Improvement and Inclusion
Business continuity – service design and delivery	Amber	Both schools and associated Council services have established effective service design and delivery models, along with business continuity arrangements, ensuring effective response to the pandemic.	Continue to review operational and business continuity plans, to ensure that alert level response and associated delivery can be managed effectively.	Service Manager ET and BC
Learners	Amber	Many pupils have developed skills through engaging with distance learning e.g. resilience and time management.	Continue to build on these skills in a face-to-face setting, ensure schools provide catch up support for pupils who have not developed such skills/not engaged well with distance learning	Head of School Improvement and Inclusion
Teaching staff	Amber	Many teachers and teaching assistants have developed their use of ICT to deliver learning, many schools have used ICT in creative and engaging ways to encourage, motivate and support learning.	Continue to build on these skills in a face-to-face setting. Work with the EAS to ensure blended learning continues to	Head of School Improvement and Inclusion

*R – significant impact; A – moderate impact; G – no or limited impact

			be a key priority in school development planning	
--	--	--	---	--

DRAFT

*R – significant impact; A – moderate impact; G – no or limited impact