

Integrated Impact Assessment (IIA)

The Integrated Impact Assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of statutory legislation, such as the Equality Act 2010. It consists of 10 main sections as outlined below:

You are only required to complete Section 1, 2, 3 or 4, if relevant, and it is appropriate to do so.

You must complete sections 5,6 & 7 as they are mandatory.

- Section 1 - Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Section 2 - Welsh Language (Wales) Measure 2011 and Welsh Language Standards
- Section 3 - Socio-economic Duty
- Section 4 - Children’s Rights Approach – The Right Way
- Section 5 - Data
- Section 6 - Consultation
- Section 7 - Decision

Lead Officer	Head of Service	Service Area & Department	Date
Service Manager for Inclusion, Julie Sambrook	Interim Head of Service, Kelly Mackay	School Improvement & Inclusion	September 2023

Briefly outline the proposal indicating what change or decision is to be made, also provide any documentation that may be used to support this. **What is the proposal that needs to be assessed?**

Inclusion Strategy and associated Policies and Guidance including:

ALN Policy

ALN Early Years Guidance

Exclusion Guidance

EOTAS Policy

EHE Policy

The Inclusion Strategy is a reviewed document for 2023/24; this strategy encompasses all policies, guidance and processes within the Inclusion Service Area, which is multi-faceted and wide ranging; a selection of which, as listed above, have been reviewed and updated according to changes in Welsh Government guidance and the continuation of ALN legislation implementation.

Section 1 – Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

Briefly outline below if there will be any positive or negative impacts, on any groups of people with protected characteristics, who are covered by the Equality Act 2010, as a result of the proposal being considered.

Protected characteristics	Will the proposal have any positive impacts on those with a protected characteristics?	Will the proposal have any negative impacts on those with a protected characteristics?	Outline how the proposal could maximise any positive impacts or minimise any negative impact. Please indicate any views evidence you have that supports this.
Age <i>(people of all ages)</i>	Yes	No	All of the policies reviewed are put in to place to ensure positive impact on all of the learners within Blaenau Gwent. The policies are reviewed to ensure that they include and are cognisant of any recent updates/guidance and legislation.
Disability <i>(people with disabilities/ long term conditions)</i>	Yes	No	AS ABOVE
Gender Reassignment <i>(anybody who's gender identity or gender expression is different to the sex they were assigned at birth)</i>	Yes	No	As above

Protected characteristics	Will the proposal have any positive impacts on those with a protected characteristics?	Will the proposal have any negative impacts on those with a protected characteristics?	Outline how the proposal could maximise any positive impacts or minimise any negative impact. Please indicate any views evidence you have that supports this.
Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</i>	Yes	No	All of the policies reviewed are put in to place to ensure positive impact on all of the learners within Blaenau Gwent. The policies are reviewed to ensure that they include and are cognisant of any recent updates/guidance and legislation.
Pregnancy and Maternity <i>(women who are pregnant and/or on maternity leave)</i>	Yes	No	All of the policies reviewed are put in to place to ensure positive impact on all of the learners within Blaenau Gwent. The policies are reviewed to ensure that they include and are cognisant of any recent updates/guidance and legislation.
Race <i>(people from black, Asian and minority ethnic communities and different racial backgrounds)</i>	Yes	No	All of the policies reviewed are put in to place to ensure positive impact on all of the learners within Blaenau Gwent. The policies are reviewed to ensure that they include and are cognisant of any recent updates/guidance and legislation.
Religion or Belief <i>(people with different religions and beliefs including people with no beliefs)</i>	Yes	No	All of the policies reviewed are put in to place to ensure positive impact on all of the learners within Blaenau Gwent. The policies are reviewed to ensure that they include and are cognisant of any recent updates/guidance and legislation.

Protected characteristics	Will the proposal have any positive impacts on those with a protected characteristics?	Will the proposal have any negative impacts on those with a protected characteristics?	Outline how the proposal could maximise any positive impacts or minimise any negative impact. Please indicate any views evidence you have that supports this.
Sex <i>(women and men, girls and boys and those who self-identify their gender)</i>	Yes	No	All of the policies reviewed are put in to place to ensure positive impact on all of the learners within Blaenau Gwent. The policies are reviewed to ensure that they include and are cognisant of any recent updates/guidance and legislation.
Sexual Orientation <i>(lesbian, gay, bisexual, heterosexual, other)</i>	Yes	No	All of the policies reviewed are put in to place to ensure positive impact on all of the learners within Blaenau Gwent. The policies are reviewed to ensure that they include and are cognisant of any recent updates/guidance and legislation.

Section 2 - Welsh Language (Wales) Measure 2011 and Welsh Language Standards

The Welsh Language Measure 2011 and the [Welsh Language Standards](#) require the Council to have 'due regard' for any positive or negative impacts that proposal may have on opportunities to use the Welsh language.

Requirements	Does the proposal have any positive, negative, or neutral impacts with regards to the below?	What can be done to mitigate any negative impacts?	Please demonstrate any evidence used to form this opinion.
<p>Compliance with the Welsh Language Standards. <i>For example, Standards 88 - 93 – policy development and review of existing policies)</i></p>	Neutral		All policies are translated in to the Welsh language
<p>What opportunities are there to promote the Welsh Language? <i>For example, status, use of Welsh language services, use of Welsh in everyday life in work / community</i></p>	No - All policies are now translated in to the Welsh language		
<p>What opportunities are there for a person to use the Welsh Language? <i>For example, staff, residents and visitors</i></p>	Policies are provided in both English and Welsh Language		
<p>Is the Welsh language being treated no less favourably than the English language?</p>	No		

Section 3 - Socio-economic Duty (Strategic Decisions Only – Please refer to our Corporate Reporting Guidance)

Welsh Government's [Socio-economic Duty](#) provides a framework to ensure tackling inequality of outcome is at the forefront of decision making.

Please consider how your proposal could affect the following groups:

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system
- People misusing substances

Socio Economic Disadvantages	Will the proposal have a positive, negative, or neutral impact?	How could you mitigate the negative impacts outlined?	Please highlight any evidence that has been considered (quantitative or qualitative)
<p>Low Income / Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i></p>	<p>Positive</p>		<p>All of the policies reviewed are put in to place to ensure positive impact on all of the learners within Blaenau Gwent. The policies are reviewed to ensure that they include and are cognisant of any recent updates/guidance and legislation.</p>
<p>Low and/or No Wealth <i>(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)</i></p>	<p>Positive</p>		
<p>Material Deprivation <i>(unable to access basic goods and services i.e., financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i></p>	<p>Positive</p>		
<p>Area Deprivation <i>(where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?</i></p>	<p>Positive</p>		

Socio-economic Background <i>(social class i.e., parents' education, employment and income)</i>			
	Positive		
Socio-economic Disadvantage <i>(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)</i>			
	Positive		

Section 4 – Children’s Rights Approach - [The Right Way](#)

The Children’s Rights Approach – The Right Way is a framework for working with children, grounded in the UN Convention on the Rights of the Child (UNCRC). It places the UNCRC at the core of planning and service delivery and integrates children’s rights into every aspect of decision-making, policy and practice. The Right Way focuses on three main them Participation, Provision and Protection.

Protected characteristics	Will the proposal have any positive impacts on	Will the proposal have any negative impacts on the Children’s Rights Approach?	Outline how the proposal could maximise any positive impacts or minimise any negative impact. Please indicate any views evidence you have that supports this.
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	the Children's Rights Approach?		
Participation (child or young person as someone who actively contributes to society as a citizen)	Yes	No	Person Centred approaches
Provision (the basic rights of children and young people to survive and develop)	Yes	No	All of the policies reviewed are put in to place to ensure positive impact on all of the learners within Blaenau Gwent. The policies are reviewed to ensure that they include and are cognisant of any recent updates/guidance and legislation.
Protection (children and young people are protected against exploitation, abuse or discrimination)	Yes	No	All of the policies reviewed are put in to place to ensure positive impact on all of the learners within Blaenau Gwent. The policies are reviewed to ensure that they include and are cognisant of any recent updates/guidance and legislation. Including safeguarding.

Section 5 - Data

Please outline any data or evidence that has been used to develop the proposal. For example, this can be previous consultations, national/regional/local data, pilot projects, reports, feedback from clients etc.

What data/evidence was used? - provide any links.	What were the key findings?	How has the data/evidence informed this proposal?
<p>Inclusion and Pupil Support WG 2016 https://gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf</p>	<p>1.1.2 Effective inclusive schools and local authorities have:</p> <ul style="list-style-type: none"> • coherent plans for the development of inclusion linked to school improvement strategies • key personnel to drive forward inclusion and school improvement • a broad, balanced and relevant curriculum differentiated to meet the needs of all pupils, as well as access to and recognition of extra-curricular activities • high expectations and targets for inclusion • strategies to address the training and development needs of staff and governors • clear strategies to listen to the views of children and young people in order to best meet their needs • proactive joint-working practices which involve parents/carers and partner agencies. 	<p>Inclusion Strategy and associated listed policies, guidance and processes were developed using National Legislative Policy & Guidance in a Blaenau Gwent context. This has now been reviewed to ensure that BG Strategy still aligns.</p>

ALNET 2018

Vulnerable and Disadvantaged Learners WG 2020

<https://gov.wales/sites/default/files/publications/2020-08/guidance-supporting-vulnerable-disadvantaged-learners.pdf>

<https://gov.wales/sites/default/files/publications/2019-11/exclusion-from-schools-pupil-referral-units.pdf>

Legislative background for vulnerable learners.
Preparing an approach from September 2020 on the back on COVID pandemic lockdown.
Preparing for another lockdown and the use of blended learning.

Under section 52(4) of the Education Act 2002, headteachers, teachers in charge of a PRU, governing bodies, LAs and independent appeal panels must by law have regard to this guidance when making decisions on exclusion and administering the exclusion procedures and appeals. There is a strong expectation that the guidance will be followed unless there is good reason to depart from it. The guidance is not exhaustive and judgements will need to take account of the circumstances of individual cases. These procedures apply to all maintained schools, including nursery

<p>https://www.gov.wales/sites/default/files/consultations/2023-06/consultation-document-belonging-engaging-and-participating-guidance_0.pdf</p> <p>https://www.gov.wales/sites/default/files/publications/2023-05/elective-home-education-guidance-may-2023.pdf</p>	<p>schools and PRUs, and all learners in them, including any who are below or above compulsory school age.</p> <p>Updates to attendance guidance</p> <p>Updates to EHE guidance regarding 'suitable education'</p>	
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Are there any data or information gaps and if so what are they and how do you intend to address them?		
N/A		

N/A

Section 6 - Consultation.

Using the questions below please provide details of any planned consultations or consultations that have been undertaken to support the proposal, referring to the Gunning Principles as appropriate:

Principle 1: Consultation must take place when the proposals are still at a formative stage. You must not have already made up your mind.

Principle 2: Sufficient reasons must be put forward to allow for intelligent consideration and response. Have people been given the information and opportunity to influence?

Principle 3: Adequate time must be given for consideration and response. Is the consultation long enough bearing in mind the circumstances?

Principle 4: The product of consultation must be conscientiously taken into account when finalising the decision

Please consider the following questions:

1. Who did you consult?

Liaised with officers within School Improvement and Inclusion Team from Education Directorate and colleagues from the Social Services Directorate, Early Years.

DMT/CLT

2. When did the consultation take place and was adequate time given for a response?

Summer 2023

3. Was there enough information provided to respond effectively?

Yes

4. What were the findings?

Strategy and associated policies and guidance required reviewing and updating to reflect new WG guidance.

5. Have the findings been considered with regards to the decision?

Yes

Section 7 - Decision

Using the information you have gathered from sections 1-9 please state in the table below whether you are able to proceed with the proposal.

Continue with the proposal in its current form	Yes
Continue with proposal but take into account reasonable steps to mitigate any negative impacts of the proposal	N/A

Please contact Policy & Partnerships should you require any further advice or guidance on completing your assessment via lissa.friel@blaenau-gwent.gov.uk