

Education Impact Assessment (Working Document)

Impact Area	*RAG	Key Impacts	Identified Needs / Actions	Responsible	Success Criteria (indication we have recovered)	Measure - separate meeting to be held with AP / GW / ME	2019/20 Outturn	2020/21 Outturn	Tolerance
Priority Areas									
1. Learner Wellbeing	Red	<ul style="list-style-type: none"> Mental health (short and long-term) Emotional and physical health Engagement with school and peers Social skills and language acquisition 	As detailed within the learner theme below.	As detailed within the learner theme below.	<ul style="list-style-type: none"> Improved learner wellbeing 	<ul style="list-style-type: none"> Qualitative wellbeing surveys Attendance and exclusion rates SEN data (ELSA) Access to counselling services Schools baseline data (emotional and skills upon entry) Speech and language support data Early years and pre-school uptake 			

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						<ul style="list-style-type: none"> Nursery uptake 			
2. Vulnerable Learners	Red	<ul style="list-style-type: none"> Increased vulnerability Neglect Domestic violence and family issues Social exclusion and isolation Poverty Unidentified needs (short and long-term) Hard to access specialist provision resulting in provision needing to be increased. 	As detailed within the vulnerable learner theme below.	As detailed within the vulnerable learner theme below.	<ul style="list-style-type: none"> Vulnerable learners are identified and supported 	<ul style="list-style-type: none"> Free school meals data SEN and ALN Data Admissions data Attendance and exclusion data Referral data (i.e. Social Services) RPI data Digitally Disadvantage data 			
3. Academic progress	Red	<ul style="list-style-type: none"> Learners not achieving expected progress/levels Pupils that did not engage with blended learning Impact upon transition (both entry into statutory education and 	As detailed within the learner theme below.	As detailed within the learner theme below.	<ul style="list-style-type: none"> Learners make expected progress 	<ul style="list-style-type: none"> School data (upon re-introduction) 			

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		<p>school leaver transition)</p> <ul style="list-style-type: none"> • Increased numbers of electively home educated pupils • Resources to support progression 							
4. School operations	Red	<ul style="list-style-type: none"> • Schools ability to fulfil the statutory obligations associated with curriculum and ALN reform • Reduced options and increased control measures within each school setting • Staffing considerations (wellbeing, resource availability, skillsets) • Reduced capacity and availability within support services. 	As detailed within themes 3,6,7 and 8 below.	As detailed within themes 3,6,7 and 8 below.	<ul style="list-style-type: none"> • Increased school operations to facilitate effectively delivery • Effective implementation of ALN and Curriculum reform 	<ul style="list-style-type: none"> • Operational plans – increased operations within school settings • Progression data aligned to the implementation of curriculum and ALN reform • Staff wellbeing survey • School workforce position statements • EAS staff training 			

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						records/engagement <ul style="list-style-type: none"> Support service data 			
Key Themes									
1. 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		<p>PIs for consideration:</p> <ul style="list-style-type: none"> Educational attainment Surveys CAMHS referrals EOTAS 			
2. Vulnerable learners	Red	Impact of missed time in school – education, social, emotional, physical and mental health.	Develop recovery and renewal plan with a focus on provision for vulnerable learners.	Head of School Improvement and Inclusion		<p>PIs for consideration:</p> <ul style="list-style-type: none"> Educational attainment Surveys 			

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		For those with disabilities and additional needs, provision and processes have been restricted.	<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>			<ul style="list-style-type: none"> CAMHS referrals 			
3. 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</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 &</p>	Head of School Improvement and Inclusion					

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		to establish and implement control and safety measures to support clinically vulnerable staff. This has impacted upon both staff and school operations. For those with disabilities and additional needs, provision and processes have been restricted.	Safety and the EAS to broker support.						
4. 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		PIs for Consideration: <ul style="list-style-type: none"> Breakfast clubs After school clubs 			
5. 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		PIs for Consideration: <ul style="list-style-type: none"> Training uptake DBS compliance 			
6. Education assets and site management	Amber	Statutory functions, testing and inspection (Health and Safety, Fire Risk Assessment, maintenance and site management,	Review school operational plans and WG guidance to inform priorities and changes to local guidance and operations.	Service Manager - ET and BC		PIs for Consideration: <ul style="list-style-type: none"> Maintenance within the schools Fire risk assessments 			

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		ventilation), operations are regularly reviewed in line with the latest guidance and governed by risk assessments	Review guidance and associated policy, risk assessment and operational plan bi-monthly, in partnership with Health and Safety and the Technical Working Group.			<ul style="list-style-type: none"> • 21st Century Schools 			
7. School operations	Red/Amber	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>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		<p>PIs for Consideration:</p> <ul style="list-style-type: none"> • ICT provision • Grants • training 			

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		<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>						
8. 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</p>	<p>Inclusion Service review to be undertaken.</p> <p>Transition to be developed.</p>	<p>Head of School Improvement and Inclusion/ Service Manager ET and BC</p>		<p>PIs to consider:</p> <ul style="list-style-type: none"> • Transitions • Educational Psychology referrals • Safeguarding referrals 		

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		<p>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. 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. EAS support for schools has transitioned to</p>	<p>Work with OD to undertake an impact associated and establish an operational plan around schools.</p> <p>Working with Finance and Insurance colleagues to undertake an impact assessment, in order to inform future planning.</p>						
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		online with a deficit to levels of engagement and to the brokerage of relevant support at all levels e.g. LNS Schools.							
9. 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>Esytn 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		<p>PIs for Consideration:</p> <ul style="list-style-type: none"> Schools causing concern 			
10. School leadership	Amber	School governance has been adapted online, therefore, the evidence base is largely restricted to Headteacher report and narrative.	Work with the EAS to review current practice for governance and school leadership.	Head of School Improvement and Inclusion					

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		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.							
11. Poverty	Red	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.	Working with Finance and Benefits colleagues to undertake an impact assessment, in order to inform future planning.	Service Manager ET and BC/ Head of School Improvement and Inclusion		PIs to consider: <ul style="list-style-type: none"> • FSM • Impact assessment of benefit uptake 			
12. School community	Red	Limited face to face contact and the shift to online engagement has challenged communication and relationships.	Provide support for individual schools to address barriers to parent engagement in partnership with the EAS.	Head of School Improvement and Inclusion					
13. School development	Amber	School development plans have had to be largely adapted in	Provide support for individual schools in	Head of School Improvement and Inclusion					

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		order to react to COVID-19.	partnership with the EAS.						
14. 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		PIs to consider: <ul style="list-style-type: none"> • Safeguarding • ACEs 			
15. 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		PIs to consider: Referrals to safeguarding			
16. 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					
17. Preventative health measures	Red	School-based preventative strategies to support healthcare needs of pupils have either been stopped or	Work closely with ABUHB, Public Health Wales and associated partners to review and	Head of School Improvement and Inclusion/Service Manager ET and BC					

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		largely disrupted by COVID-19 i.e. vaccinations, growth and development checks, dental health, period equity etc.	develop a school health plan .						
18. 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		PIs to consider: <ul style="list-style-type: none"> • COVID cases • LFT 			
Recovery Review - 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	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					

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		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.			
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	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	

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		addition, there are established methods and solutions by which the impact of digital disadvantage can be addressed.			
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	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	

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		ICT in creative and engaging ways to encourage, motivate and support learning.	be a key priority in school development planning		
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