

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.

Equity	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?
Priority	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?
Inclusion	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?
Communication	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	Education Information & Development Officer
Date of completion	20/07/2022
Head of Service who has approved this FEIA	Sarah Morgan

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 to obtain permission to take forward a statutory consultation concerning a proposal to establish a 20 place Autistic Spectrum Disorder (ASD) Additional Learning Needs (ALN) base at Llanwern High School from September 2023. The proposal is considered necessary to appropriately meet the needs of learners entering secondary school who have complex Autism and where additional specialist support is required.

Llanwern High School previously hosted specialist provision for students with a diagnosis of Social Emotional Behavioural Difficulties (SEBD). As part of the budget determinations for the 2017/2018 financial year, Newport City Council's Cabinet took a decision to withdraw the funding associated with this provision. This supported the strategy that individual pupil needs could be better met at more inclusive Additional Learning Needs (ALN) settings within mainstream host schools, and would also reduce the significant operational running costs of the current provision. The provision was closed in April 2018 and the five students accessing the provision transferred to mainstream education with additional support. Four of these pupils lived within the designated catchment area for Llanwern High School, with the fifth within the Lliswerry High School catchment area.

Since the closure of the original specialist provision at Llanwern High School, the pupil cohort in receipt of a formal diagnosis of Autistic Spectrum Disorder (ASD) across Newport has been increasing. Whilst the majority of pupils with this condition are able to attend mainstream schools with varying levels of support, a growing cohort require more specialist provision in order to meet their needs. The identified needs of pupils in Newport schools shows that demand for places in ASD specialist provision is exceeding current provision available within the city.

Newport City Council currently have two specific ASD provisions within the City:

1. Ysgol Bryn Derw is an ASD specific school which was established in 2017. All pupils who attend the school have a formal diagnosis of Autism which is complex in nature and their needs cannot be met at a mainstream or Learning Resource Base (LRB) provision. To meet increasing demand, the capacity of this school has increased from 48 when it opened to 96 from April 2022, firstly through refurbishment of an annexe building within the school grounds and more recently through the creation of a dedicated foundation phase satellite base on the site of the former Kimberley Nursery School. There are currently 86 pupils registered at the school.
2. The John Frost School hosts an ASD-specific learning resource base. All pupils who attend have a formal diagnosis of Autism. The capacity of this base is 20 pupils but as of May 2022, a total of 25 pupils are placed in the base. Llanwern High School is an English-medium, community maintained secondary school, situated in the Llanwern ward of Newport and is one of nine secondary schools within the city. The school accommodates pupils aged between 11-18 years with a capacity of 1,450 pupils and has a Published Admission Number (PAN) of 260.

It is proposed that the new provision will open to four Year 7 pupils from September 2023 to meet the demand anticipated as pupils transition from primary to secondary school. This pattern will continue over the next four years until the full 20-place capacity is realised from September 2027.

This eventual capacity will align with the size of the already established base at The John Frost School and will result in equitable provision on the East and West of the City so that pupils are able to attend a school more local to their home addresses and reduce out-of-county placement and transport costs.

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:

- Pupils and families of pupils with ASD currently in specialist classes in mainstream primary schools across Newport
- Pupils attending Llanwern High School
- Teachers, staff and governors at Llanwern High School
- Teachers, staff and governors at Ysgol Bryn Derw

The statutory Code outlines key stakeholders, however, this list is not exclusive, and the Council has identified and added to this because of feedback received in relation to previous proposals. An invitation to engage with the consultation process will be sent to the following stakeholder groups:

- Parents, carers and guardians of pupils attending all schools affected or potentially affected by this proposal;
- Pupils attending all schools affected or potentially affected by this proposal;
- Parents, carers and guardians of pupils with a diagnosis of ASD and attending specialist classes in mainstream primary schools in Newport and outside the City;
- Members of staff currently employed at all schools affected or potentially affected by this proposal;
- Neighbouring Local Authorities across the South East Wales Consortium area;
- The Headteacher and Governing Bodies of all Newport schools;

- All Newport City Council elected members;
- All Newport Community Councils;
- The Welsh Ministers;
- Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by the school subject to the proposal;
- Other Local Authorities across the South East Wales Consortium region, including relevant Transport departments;
- The South East Wales Education Achievement Service;
- The Church in Wales, Diocese of Monmouth;
- Roman Catholic Archdiocese;
- Estyn;
- Teaching and staff trade unions representing teachers and staff at Ysgol Bryn Derw;
- The Early Years Development and Childcare Partnership
- The Police and Crime Commissioner for Gwent;
- The Welsh Language Commissioner;
- Gwent Police;
- South Wales Fire and Rescue Service;
- Aneurin Bevan University Health Board;
- Public Health Wales;
- Newport Serennu Centre;
- SNAP Cymru;
- Gwent Association of Voluntary Organisations;
- Preventative Services.

Consultation with stakeholder groups will also include pupils of affected and potentially affected schools, by arrangement with school leadership teams.

The people who may be affected by the proposal will most likely live in the East of the City. The proposal is to establish an ASD base at Llanwern High School. This school is listed as an affected school.

The population of the Llanwern ward is growing, with the age range 0-15 noted as growing the most within the ward, the 0-15 population rose by 26.42% between 2011. The Llanwern ward in 2017 also had the highest percentage of under 5 year olds in Newport and the lowest percentage of over 85 year olds of all the wards in Newport. This data shows the ward demographic is weighted towards young families and the building of housing in the area may see this demographic increase further.

The tables below show that over the last 5 years there has been an overall slight increase in the percentage of pupils eligible for Free School Meals at Llanwern High School and across Newport and Wales. The Llanwern High School percentage is notably higher than both the Local Authority average and National average.

Free School Meals (FSM)					
	2017	2018	2019	2020	2021
Llanwern High School	35.4%	33.7%	33.1%	33.7%	36.9%
Newport	18.4%	17.5%	17.3%	17.7%	19.5%
Wales	17.0%	16.6%	16.5%	17.0%	18.7%

Llanwern High School is located in the Ringland ward and the FSM data aligns with the ward profile data that shows the Ringland ward recorded significantly higher working age benefit claimants than the Newport and Wales average, five of the six Lower Super Output Areas (LSOA) recorded more than twice the Newport rate. All six of the Ringland ward LSOAs rank within 'The Welsh Index of Multiple Deprivation' (WIMD) rank range of the 50% most deprived in Wales, this includes Ringland 4 and Ringland 5 ranking in the top 10% most deprived.

The Llanwern High catchment area also covers the Alway ward, and is located within this ward. Ward data shows that three of the six LSOAs recorded significantly higher working age benefit claimant rates than the Newport and Wales average, with Alway 2 and 4 at nearly twice as high. Four of the six LSOAs rank in the WIMD rank range of the 50% most deprived in Wales, including Alway 2 and Alway 4 ranking within the top 10% most deprived.

The proportion of pupils for whom English is an additional language have slightly increased over the past 5 years. The table below shows that the percentage attending Llanwern High School is well below the Local Authority average but is above the national average.

English as an additional language (EAL)					
	2017	2018	2019	2020	2021
Llanwern High School	3.8%	3.9%	3.9%	4.8%	5.3%
Newport	11.1%	11.5%	12.6%	13.1%	14.0%
Wales	3.0%	3.0%	2.9%	2.8%	2.9%

Following this period of formal consultation, a Consultation Report will be prepared and published on the Council website, and will be used to determine whether or not to move to publication of a statutory notice. The FEIA will also be updated at this stage. The publication of a statutory notice enables stakeholders to lodge legal objections against a proposal.

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)?

The Headteacher and Governing Body of Llanwern High School have been engaged and confirmed that they are supportive of this proposal.

If permission to take this proposal forward is granted, the consultation will be undertaken in accordance with the requirements of the statutory School Organisation Code.

The consultation period is an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and summarised in a consultation report.

An invitation to engage in the consultation process will be emailed to the stakeholder list above, including parents/carers of children with ASD, pupils and staff of the identified affected schools. Stakeholder emails will also be sent to Newport City Council education partners. The proposal will be published on the Newport City Council website.

Social media platforms such as Twitter and Facebook will also share information on the proposal.

The consultation documents will contain a consultation response pro-forma that can be submitted to the address provided, via post or email. The responses can also be submitted online from the link provided on the council's school reorganisation web pages. Questions and concerns can also be submitted in writing via post or email.

All consultation documents will be available bilingually in Welsh and English and questions and concerns can be submitted bilingually. Any questions or concerns submitted in Welsh will receive an answer in the same language.

The following documents will be distributed to stakeholders and schools:

- Main consultation document
- A Children and Young People's Everyday Summary version of the consultation document
- An ASD friendly version of the consultation document

Digital copies of the 3 documents will be available online on the Newport City Council website at www.newport.gov.uk/schoolreorganisation. Hard copies can also be requested by emailing school.reorg@newport.gov.uk or by telephoning 01633 656656.

It is proposed that the consultation will involve 2 drop-in sessions with those affected by the proposal. Council officers will be on hand to explain the proposals in more detail and answer any questions or concerns raised by the public. These drop-in sessions will be held at Llanwern High School. Pupil Voice sessions will be offered to Llanwern High School.

Following consultation, Newport City Council's Cabinet Member for Education and Early Years will consider the views expressed and then decide whether to proceed with the proposal. If the decision is taken to proceed, a statutory notice will be published on the Newport City Council website and notices posted on the school gates at all affected schools. The statutory notice period will last for 28 days following the date of publication and enables people to express their views in the form of supporting or objecting to the proposals. If no objections are received following the publication of the statutory notice, the Cabinet Member for Education and Early Years will make the final 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?

The people affected by the decision are school aged children and their families and some of them will be affected by an ASD diagnosis.

Pupils in ASD specialist provision within primary schools across Newport are key stakeholders in this proposal and will likely be the most affected. Currently there are 94 pupils receiving ASD specialist provision, ranging between Reception and Year 6 (ages 4-11). The table below show the 94 pupils broken down by year group.

Primary ASD Pupils in ASD specialist provision within primary schools – May 2022

Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2021/22	7	14	14	15	14	12	18	94

Pupils attending Llanwern High School are also key stakeholders in this proposal, due to the proposed ASD base being situated at the School. There are currently 965 pupils on roll at Llanwern High School in Years 7 – 13 (ages 11-18). The table below shows the total pupil numbers at the school broken down by year group.

Llanwern High School (Whole School)								
Pupil Numbers – January 2022 PLASC								
Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Llanwern High School	186	162	167	162	136	71	81	965

The consultation period is yet to start, and this is the opportunity for the council to gain the views of the people the proposal may affect.

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>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> Promote equal opportunity across different groups Promote community cohesion Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Provision for secondary aged pupils with ASD is currently being provided at Ysgol Bryn Derw - which serves the whole of Newport and supports the provision of education for children aged from 3 to 19 years old – and through an ASD specific resource base for secondary school aged pupils at The John Frost School, although this is currently oversubscribed. The number of pupils that will leave this resource base in the next few years will not free up enough spaces for the number of pupils with ASD currently placed in specialist provision across Newport soon to progress to year 7.</p> <p>The proposal to increase provision with an additional resource base at Llanwern High School will likely have a positive impact in the future for current primary school aged pupils with ASD, when they move into secondary school education. By providing more ASD secondary places within the city, this will allow pupils to attend a school closer to home and minimise the number of pupils having to attend out of County provision.</p>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Provision for secondary aged pupils with ASD is currently being provided at Ysgol Bryn Derw - which serves the whole of Newport and supports the provision of education for children aged from 3 to 19 years old – and through an ASD specific resource base for secondary school aged pupils at The John Frost School, although this is currently oversubscribed</p> <p>Providing an additional resource base at Llanwern High School will provide a clear transition pathway between primary and secondary education phases for pupils with diagnoses of ASD living in the East of the city and reduce the level of reliance on of out of county placements for pupils living in Newport. The new resource base will be fully accessible and DDA compliant. The proposal will therefore have a positive impact on secondary school aged pupils with ASD.</p>
Gender Reassignment	<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.

Protected characteristic	Impact:			<p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> 1. Promote equal opportunity across different groups 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
Marriage or civil partnership	<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.
Pregnancy or maternity	<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.
Race	<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.
Religion or Belief or non-belief	<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.
Sex	<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.
Sexual Orientation	<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	
Welsh Language	<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> <p>The pupils that will be offered places at the ASD base will have transitioned from English-medium primary schools. In English-medium primary schools, English is the school's main language of internal communication as well as with parents and carers. There is recognition that creating a Welsh language ethos within the school will support and encourage positive attitudes towards Welsh language use. A learner in a school of this category will be able to read, write, speak and listen in English according to age and ability, and will have some understanding of Welsh. Welsh will be taught and assessed as part of the Area of Learning and Experience (AoLE) for languages, literacy and communication. At least 15% of the learners' school activities (both curricular and extra-curricular) will be in Welsh, promoting the use of the Welsh language in everyday life. The proposal is likely to increase the number of jobs requiring the Welsh language skill and will encourage teachers and staff at English-medium schools to use the Welsh language more and will provide the opportunity to pass the Welsh language on from one generation to the next.</p> <p>The council's Welsh in Education Strategic Plan (WESP) sets out a commitment to open a Welsh-medium Primary Learning Resource Base at Ysgol Gymraeg Nant Gwenlli, and an assessment of pupil needs will inform the appropriate time for this to be established. The new provision will assist other Welsh-medium schools in identifying pupils with underlying ALN, and a collaborative approach will identify the best ways in which to meet these needs.</p> <p>The development of a primary LRB will impact on secondary provision, therefore consideration will need to be given regarding specialist ALN provision within Ysgol Gyfun Gwent Is Coed for pupils transitioning from the primary sector Learning Resource Base. The development of a Secondary LRB will be reviewed on an</p>

	Impact:			
	Positive	Negative	Neither	
				<p>annual basis in light of data trend analysis following the opening of the Primary LRB. This will ensure that the ALN needs of pupils transitioning to the Secondary School can be met in a timely manner.</p> <p>By establishing a Primary LRB at Ysgol Gymraeg Nant Gwenlli and specialist ALN provision within Ysgol Gyfun Gwent Is Coed in the near future, will promote more opportunities for pupils with ALN to study through the medium of Welsh. The Welsh-medium specialist bases 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> <p>The ALN Act aims to be a bilingual system of support and protects children who need additional learning provision in Welsh. If a child's provision is required to be in Welsh, this must be documented in the Individual Development Plan and 'all reasonable steps' taken to ensure that it's provided.</p> <p>The ALN Act acknowledges there may be circumstances where provision cannot reasonably be provided in Welsh in the case of specialised services or treatments where it is not possible to obtain a Welsh speaking practitioner despite attempts to find one.</p> <p>The proposal has no impact on the Council's plans for growing Welsh-medium education provision across Newport as outlined in our 10-year Welsh in Education Strategic Plan. It is acknowledged that this proposal will not contribute to the Council's targets in relation to Cymraeg 2050.</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.

The consultation will run bilingually, and the views of Welsh speakers can be captured as all consultation documentation will be bilingual and distributed and shared with all schools including Welsh-medium.

The consultation documents will be shared with Newport's Welsh Education Forum (WEF) members via a bilingual email.


All responses are welcomed to be submitted in Welsh and if required a response will be provided in Welsh.





In order to ensure that an equitable consultation 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 the consultation web page on the NCC website
- Will provide translation services at drop-in sessions where appropriate
- Will encourage stakeholders to respond to the consultation in Welsh
- Will ensure the consultation questionnaire asked specific questions in relation to the project's potential positive or negative impact on opportunity to promote and use the Welsh language

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 intended outcome is to establish a 20 place Autistic Spectrum Disorder (ASD) Additional Learning Needs (ALN) base at Llanwern High School from September 2023, to meet the needs of learners entering secondary school who have complex Autism and additional specialist resource is required.</p> <p>Newport City Council has an increasing pupil cohort in receipt of a formal diagnosis of Autistic Spectrum Disorder (ASD). Whilst the majority of pupils with this condition are able to attend mainstream schools with varying levels of support, a growing cohort requires more specialist provision in order to meet their needs. This requirement exceeds provision available within the existing ASD Base at The John Frost School whereas of May 2022, there are 25 pupils in a 20 place provision.</p> <p>The base at Llanwern High School would initially start with 4 places and would grow each academic year by 4 until the base reaches 20 places, taking 5 years.</p> <p>This balances the short term needs over the next 5 years by incrementally increasing the provision each year when required. The provision will remain at 20 places, most likely an average of 4 placements per year group to meet needs over the long term.</p> <p>Demand for Additional Learning Needs places is under continual review and reported through the Council’s Planning of School Places group. Council officers continue to consider further options for future ALN provision in line with demand.</p>
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<p>Prevention</p> 	<p><i>Putting resources into preventing problems occurring or getting worse</i></p>	<p>Establishing an Autistic Spectrum Disorder (ASD) Additional Learning Needs (ALN) base at Llanwern High school will prevent pupils in the future having to travel to out of county placements and will be able to attend a school closer to home.</p> <p>The proposed base at Llanwern High School will also prevent further pressure at the currently oversubscribed base at The John Frost School.</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>A formal statutory consultation will be carried out and supported at each stage by a FEIA to consider the impact of the proposal. This proposal 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>In addition, this proposal supports the Newport City Council Well-being Objective "To improve skills, educational outcomes and employment opportunities".</p> <p>Wellbeing and attitudes to learning have been judged to be excellent at Ysgol Bryn Derw. The ASD base at Llanwern High School will be developed with input and training from Ysgol Bryn Derw to ensure that it will have a positive impact on pupil wellbeing and attitudes to learning, in line with the curriculum.</p>
<p>Collaboration</p> 	<p><i>Working together to deliver objectives.</i></p>	<p>A formal consultation will be carried out with the opportunity for engagement with all stakeholders and supported at each stage by a FEIA to consider impact.</p> <p>The members of the education department, the Special Educational Needs team, Ysgol Bryn Derw and Llanwern High School will work together to deliver the ASD base.</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 (listed in Section 3) and the schools affected by the proposal. Public drop in sessions will be held, where council officers will be on hand to explain the proposal and answer questions.</p>

		<p>The consultation documents will be available online at www.newport.gov.uk/schoolreorganisation and physical consultation documents will be available on request. Several copies of the documents will be delivered to the affected schools.</p> <p>A Children and Young Person's consultation document and an ASD friendly version will be made available and distributed to the affected schools. These will also be provided prior to and at all pupil voice sessions.</p> <p>Pupil Voice sessions will be held at the affected schools to gain the pupils thoughts on the proposals.</p>
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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.

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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
Education : 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
Work : 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
Living Standards : 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.
Justice, Personal Security and Community Safety : The capability to avoid premature mortality, live in security, and knowing you will be protected and treated fairly by the law
Health : 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

Participation: 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			P2	P2		P2	P3
Low income households without dependent children							
Unemployed young people		P4					
Long term unemployed		P4					
Homeless households							
Refugees, migrants and asylum seekers		P4	P4	P2			P2
Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA							
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		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 ASD placements across the city. 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.

Admission to the proposed Autistic Spectrum Disorder (ASD) Additional Learning Needs (ALN) base will not be via the Council's usual admission arrangements. Instead, admission is based on individual need following an assessment undertaken by the Education Inclusion Team. Increased provision for pupils with ASD would have a beneficial impact on equality of access to appropriate education.

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.

The consultation information will be made available and shared with all groups across Newport. Versions of the documents available in the form of the full version, a shortened easy read version aimed at children and young people and an ASD friendly version 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 is provided that the document can be translated into on request. This will enable people from all groups to access the consultation.

3. Does this decision contribute to a cumulative impact?

Yes. This is the third proposal to increase provision for pupils with ASD since the establishment of Ysgol Bryn Derw in 2017. The previous two proposals increased the capacity of Ysgol Bryn Derw from 48 to 68, and from 68 to 96, as outlined in this assessment.

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