



## Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer</b> completing the evaluation Stephanie Hawkins</p> <p><b>Phone no:</b> 01633 644486 <b>E-mail:</b></p>	<p><b>Please give a brief description of the aims of the proposal.</b></p> <p><b>Mandate B20</b></p> <p>The objective of the proposal is to review the current specialist provision Monmouthshire provides for children with special educational needs both within Monmouthshire and outside of the Local Authority. We need to ensure that the provision provided for our children and young people is fit for purpose, meets the needs of our community, is robust, flexible and sustainable both now and in the future.</p> <p>The proposal is as described below: 2016-2017</p> <ul style="list-style-type: none"><li>• To close the Special Needs Resource Base at Deri View Primary School for pupils aged 4 to 11 years with moderate learning difficulties and social, emotional and behavioral difficulties.</li></ul>
<p><b>Name of Service</b></p> <p>Additional Learning Needs - CYP</p>	<p><b>Date Future Generations Evaluation</b> form completed</p> <p>14 September 2015</p>

- 1. Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>The proposal will offer an inclusive education as close to home and the local community as possible.</p> <p>There may be some staff redundancies as the skill set and expertise for teaching staff may be different.</p>	<p>No negative actions</p> <p>All staff will be subject to Monmouthshire Staff protection of Employment Policy and will be supported with re-deployment.</p>
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>N/A</p>	
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>Children being educated in mainstream school will have access to a wider peer group, which will fulfill Authorities ambition for greater cohesion.</p>	<p>All extra circular activities will accessible to all children at the school and we will encourage as many as possible to participate fully.</p>
<p><b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected</p>	<p>N/A</p>	
<p><b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>	<p>N/A</p>	
<p><b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People</p>	<p>There are great opportunities for children to access sport, art and recreation within a fully inclusive mainstream setting.</p>	<p>All sport, art, &amp; recreation activities will be accessible to all children at the school and we will encourage as many as possible to participate fully.</p>

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
are encouraged to do sport, art and recreation		
<p><b>A more equal Wales</b>            People can fulfil their potential no matter what their background or circumstances</p>	<p>Positive: As more of our children will be educated in mainstream schools in Wales our children will benefit from our culture where children and young people meet their potential via our teaching standards. In our mainstream school there is a greater range of diversity, culture and opportunities to share experience.</p>	

**2. How has your proposal embedded and prioritised the sustainable governance principles in its development?**

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p>Balancing short term need with long term and planning for the future</p>	<p>This proposal will enhance the inclusion agenda and ensure it meets Monmouthshire and Welsh Government long term strategic aims for full inclusion.</p>	<p>We are ensuring we plan and take into account any changes, by being flexible and actively listening to our communities. This is stage 3 of the ALN review therefore we already have completed extensive consultation and we will continue to consult during the development of stage 3.</p>
 <p>Working together with other partners to deliver objectives</p>	<p>We'll continue to collaborate with children's services and work in line with their strategy of educating Monmouthshire children in mainstream schools within their own communities.</p>	<p>We continue to work with our partners in Health and Social Care to plan the education of our most vulnerable pupils.</p>
 <p>Involving those with an interest and seeking their views</p>	<p>In line with the statutory consultation we will carry out extensive engagement and statutory consultation. (See timetable for statutory consultation)</p>	<p>We continue to work with schools and the community as well as counsellors to ensure all have a voice and are able to feed back to us. We will continue to listen and shape our services following the consultation.</p>

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
 <p data-bbox="159 352 293 379">Prevention</p> <p data-bbox="331 217 674 325">Putting resources into preventing problems occurring or getting worse</p>	<p data-bbox="707 212 1328 357">Monmouthshire schools have a delegated budget to utilize to support special needs pupils at 'school action' and 'school action plus' of the SEN Code of Practice. ( Wales),</p>	<p data-bbox="1350 212 2110 373">We will are planning to work even closer with schools and clusters to support schools make best use of their resources. The Local Authority has a responsibility to support all schools with budget planning and managing change.</p>
 <p data-bbox="159 560 293 587">Integration</p> <p data-bbox="331 424 674 569">Positively impacting on people, economy and environment and trying to benefit all three</p>	<p data-bbox="707 456 1290 523">More children will be included in mainstream education.</p>	<p data-bbox="1350 432 2110 561">During our monitoring and evaluation it is even more evident that children will benefit from being educated in their local school. Less children will be travelling round the county, this will also have social and financial benefits.</p>

**3. Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Age	n/a	No	
Disability	Monmouthshire will continue to meet the needs of all children with disabilities.	n/a	n/a
Gender reassignment	n/a	n/a	n/a
Marriage or civil partnership	n/a	n/a	n/a
Race	n/a	n/a	n/a
Religion or Belief	n/a	n/a	n/a
Sex	n/a	n/a	n/a
Sexual Orientation	n/a	N/a	n/a
Welsh Language	We will continue to follow our policy to teach Welsh in all Monmouthshire schools.	n/a	n/a

4. **Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities?** For more information please see the guidance note <http://hub/corporatedocs/Democratic%20Services/Equality%20impact%20assessment%20and%20safeguarding.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	Staff will deliver specific safeguarding duties and ensure the school's systems and processes that need to be in place to keep learners safe are robust and resilient. School staff have the knowledge and understanding of statutory guidance in Wales which applies to all educational settings. All school staff will understand their responsibility in regards to abuse and neglect.	To our knowledge there are no negative impacts that would affect safeguarding.	We positively promote safeguarding as everyone's responsibility. We provide regular training, regular updates and audits to ensure all of our provision is as safe as can be. Systems will be regularly reviewed by the school and Estyn.
Corporate Parenting	The council has a corporate duty to consider Looked After Children especially and promote their welfare (as though those children were their own).	To our knowledge there are no negative impacts that would affect corporate parenting.	We continue to review the impact of all our decisions that may affect Looked After Children. We will highlight any negative impacts should they be evident.

**5. What evidence and data has informed the development of your proposal?**

We engaged (2014 and 2015) with children and young people, parents and staff regarding their views on how the Local Authority should continue to meet the needs of children with learning disabilities.

We have used Estyn and School data to shape our proposal.

**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

The main positive of this proposal is that Monmouthshire will close a special needs resource base which does not meet the needs of children and young people within the County as is evidenced by the decline in pupils who attend the base. Due to all the evidence gathering, information, outcome data and consultation the impact on this decision will be limited and the evidence suggests this solution meets the needs of Monmouthshire Children.

We recognise that the inclusion of this small number of pupils into mainstream may have a distracting influence in the classroom for other pupils. We believe this potential impact is minimal due to the small number of children and in order to mitigate against this we will ensure that the support provided is of a specialist nature and that training is provided to mainstream staff the school if required. This will only potentially impact one school in Monmouthshire ( Deri View) where there is significant experience and skills available to fully support this transition. There will be minimal disruption for the pupils as they are already familiar with the building, teaching & support staff and other pupils

**7. Actions. As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

<b>What are you going to do</b>	<b>When are you going to do it?</b>	<b>Who is responsible</b>	<b>Progress</b>
Ensure the LA follows the Statutory guidelines covering school closure.( 2 classes SNRB)	Within the attached timeline, Appendix 1	Stephanie Hawkins	Progress will be measured by pupil attainment against teacher targets.
Ensure that the transition plan is carried out to minimize any potential disruption to all pupils and staff.	Plan will be developed with the team once the statutory consultation is completed and well in advance of start of the transition process.	Stephanie Hawkins	Progress measured against the plan. Review of effectiveness following integration. ( in line with agreed outcomes)
To ensure any identified training needs are delivered	This will be developed as part of the transition plan and in line with the time scales above		As above. This will be continuously reviewed and monitored in line with current performance management processes.

**8. Monitoring: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

<b>The impacts of this proposal will be evaluated on:</b>	Regularly, in line with the Service Improvement Plan
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