

Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: The establishment of specialist provision for secondary age pupils with autistic spectrum disorder (ASD) at Dwr y Felin Comprehensive School.

Service Area: Strategic School Improvement Programme (SSIP)

Directorate: Education, Leisure & Lifelong learning

2. Does the initiative affect:

| | Yes | No |
|--------------------------------------|-----|----|
| Service users | x | |
| Staff | x | |
| Wider community | x | |
| Internal administrative process only | | x |

3. Does the initiative impact on people because of their:

| | Yes | No | None/ Negligible | Don't Know | Impact H/M/L | Reasons for your decision (including evidence)/How might it impact? |
|-----|-----|----|---------------------|---------------|-----------------|--|
| Age | x | | | | H | Should the proposal be approved then there will be an impact upon pupils aged 11-16 with ASD, and on those attending Dwr y Felin Comprehensive school. Increasing numbers of pupils with ASD has led to pressure on current provisions and this proposal seeks to address identified need for further provision for pupils with ASD, specifically for secondary aged pupils, with the aim of ensuring best possible outcomes for pupils. |

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| | | | | | <p>Admission to the provision would be via a special admission panel of the Council and specific entry and exit criteria would apply.</p> <p>Pupils at the proposed provision will benefit from being taught by specialist staff, experienced in working with pupils with ASD needs.</p> <p>As a self-contained provision, the facility will not have a direct impact on the SEN provision of Dwr y Felin Comprehensive School where pupils with additional learning needs, including children with statements of special educational needs, are supported in a mainstream setting with appropriate funding for this purpose. However, the specialist knowledge and skills-set of the staff employed to work at the provision will be available to share with mainstream staff and, as such, will indirectly benefit SEN provision at the school.</p> <p>It is also envisaged that the provision will be able to provide support and training for other mainstream primary schools across Neath Port Talbot, building skills, competencies, expertise and capacity of all staff working with children with ASD</p> |
| Disability | x | | | H | <p>The Council's arrangements for education across the county borough include those children and young people with a disability. The proposed provision will specifically provide education for pupils with an additional learning need, therefore the impact on these pupils is likely to be high.</p> <p>Data indicates that there are currently 434 pupils with ASD in Neath Port Talbot, an increase of almost 47% since 2012. (PLASC Jan 2019)</p> <p>This proposal will seek to address the needs of these pupils and future pupils identified as having ASD by providing a provision designed to meet their needs.</p> |

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| | | | | | | <p>The new facility will be fully compliant in terms of requirements for disabled users.</p> <p>The Council is required to have regard for the needs of disabled learners and learners with learning difficulties when assessing transport needs.</p> <p>This will be explored further as part of the full assessment.</p> |
| Gender Reassignment | | | | x | L | <p>This is not a criterion considered in terms of the Council's education arrangements either for pupils or school staff.</p> <p>However it is possible that the planned refurbishment may provide facilities that will facilitate easier management of the practicalities of gender reassignment through opportunities for private changing and toilet facilities.</p> <p>This will be explored further as part of the full assessment</p> |
| Marriage/Civil Partnership | | x | | | | <p>This is not a criterion that will be impacted upon by this proposal</p> |
| Pregnancy/Maternity | | x | | | | <p>This is not a criterion that will be impacted upon by this proposal</p> |
| Race | | | | x | M | <p>There could be an impact on pupils or staff users of the new provision depending on the pupils and staff who are yet to be identified.</p> <p>This will be explored further as part of the full assessment.</p> |
| Religion/Belief | | | | x | M | <p>Pupils and staff of any religion or belief would be eligible for admission to the provision and it is expected that the Council's educational arrangements will meet the needs of pupils or staff members of different religions or with different beliefs. This will be explored further as part of</p> |

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| | | | | | | the full assessment when potential pupils and staff are identified. |
| Sex | | | | x | H | There is a potential impact as current data (Plasc Jan 2019) indicates are 242 pupils with a statement for ASD and of these 198 are boys and 44 are girls. This would suggest that the proposed provision may have greater numbers of male than female pupils attending. This could indicate a disproportionate impact on sex and will need further exploration as part of the full assessment. |
| Sexual orientation | | x | | | | This is not a criterion that will be impacted upon by this proposal |

4. Does the initiative impact on:

| | Yes | No | None/ Negligible | Don't know | Impact H/M/L | Reasons for your decision (including evidence used) / How might it impact? |
|---|-----|----|---------------------|---------------|-----------------|--|
| People's opportunities to use the Welsh language | | | | x | H | It is expected that provision will be made for pupils to continue their education through the medium of English or Welsh on entry to the provision and that staff will be available to support either language. Welsh language will also be taught as a second language in line with national curriculum requirements This will be explored further as part of the full assessment. |
| Treating the Welsh language no less favourably than English | | | | x | H | It is expected that provision will be made for pupils to continue their education through the medium of English or Welsh on entry to the provision and that staff will be available to support either language. Welsh language will also be taught as a second language in line with national curriculum requirements This will be explored further as part of the full assessment. |

5. Does the initiative impact on biodiversity:

| | Yes | No | None/ Negligible | Don't know | Impact H/M/L | Reasons for your decision (including evidence) / How might it impact? |
|--|-----|----|---------------------|---------------|-----------------|--|
| To maintain and enhance biodiversity | | X | | | | There will be no change as a result of this proposal |
| To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc. | | X | | | | There will be no change as a result of this proposal |

6. Does the initiative embrace the sustainable development principle (5 ways of working):

| | Yes | No | Details |
|---|-----|----|--|
| Long term - how the initiative supports the long term well-being of people | x | | The proposal if implemented will positively impact on pupils aged 11-16 with ASD by creating a new provision that will be able to meet the needs of its pupils at the time of its establishment and for pupils who may require specialist support in the future. This will be explored further as part of the full assessment if the proposal is approved and developed. |
| Integration - how the initiative impacts upon our wellbeing objectives | x | | The Strategic School Improvement Programme and its related projects are included in the Directorate's plans which link to the Council's wellbeing objectives. This proposal is likely to positively impact on Wellbeing Objective 1 in particular should it proceed. This will be explored further as |

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| | | | part of the full assessment if the proposal is approved and developed. |
| Involvement - how people have been involved in developing the initiative | x | | Informal conversations with schools, headteachers, and officers working within the Inclusion and Education Development services have provided positive feedback to initial thoughts on developing a proposal to establish a provision for pupils aged 11-16 with ASD. Full consultation is required for this proposal where views from all stakeholders will be gathered and will further inform the proposal and the full assessment. |
| Collaboration - how we have worked with other services/organisations to find shared sustainable solutions | x | | Full consultation is required for this proposal where views from all stakeholders including other services and organisations will be gathered. This will further inform the full assessment. |
| Prevention - how the initiative will prevent problems occurring or getting worse | x | | It is intended that if the proposal to a new provision for secondary age pupils with ASD is progressed then it should alleviate the current pressures on schools and the local authority faced as a result of growing numbers of pupils with ASD. By providing specialist teaching facilities with appropriately trained and experienced staff it is expected that the educational opportunities for such pupils will improve. Additionally such an establishment should be able to provide greater training and support for mainstream staff across the local authority. |

7. Declaration - based on above assessment (tick as appropriate):

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| A full impact assessment (second stage) is not required | <input type="checkbox"/> |
| Reasons for this conclusion | |
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|---|-------------------------------------|
| A full impact assessment (second stage) is required | <input checked="" type="checkbox"/> |
| Reasons for this conclusion | |
| <p>Should the proposal proceed it is likely to have an impact on pupils, staff and other potential users of the new school. The proposal may also impact on opportunities to use the Welsh language. It is unknown whether the proposal would impact on biodiversity. Further consideration of how the proposal embraces the sustainable development principle is needed.</p> <p>Following full consultation where views of all stakeholders will be gathered, greater information will be available which will further help to inform the full assessment.</p> | |

| | Name | Position | Signature | Date |
|---------------|--------------------|--------------------------|------------------|--------------------------------|
| Completed by | Rhiannon Crowhurst | Programme Manager SSIP | | 4 th September 2019 |
| Signed off by | Andrew Thomas | Head of Service/Director | | 4 th September 2019 |