

## Impact Assessment - First Stage

### 1. Details of the initiative

<p><b>1. Initiative description and summary:</b> the establishment of specialist provision for primary age pupils with autistic spectrum disorder (ASD) at Blaenhonddan Primary School, and to increase the number of pupil places at Ysgol Maes Y Coed from 90 to 115.</p>
<p><b>Service Area:</b> Strategic School Improvement Programme (SSIP)</p>
<p><b>Directorate:</b> Education, Leisure &amp; Lifelong learning</p>

### 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	Increasing numbers of pupils with ASD, social communication difficulties, severe learning difficulties, behavioural or sensory difficulties and profound and multiple learning difficulties has led to pressure on current provisions and this proposal seeks to address identified need for further provision with the aim of ensuring best possible outcomes for pupils. Should the proposal be approved then there will be a positive

					<p>impact upon pupils aged 3-11 with ASD across NPT, and on those attending Blaenhonddan Primary school. Additionally this would have a positive impact on pupils with Social Communication Difficulties, severe learning difficulties, behavioural or sensory difficulties and profound and multiple learning difficulties in Ysgol Maes Y Coed. The additional capacity in Maes y Coed will add to the existing provision available on site.</p> <p>Admission to the provisions would be via a special admission panel of the Council and specific entry and exit criteria would apply.</p> <p>Pupils at the proposed provisions will benefit from being taught by specialist staff, experienced in working with pupils with additional needs.</p>
Disability	x				<p>H</p> <p>The Council's arrangements for education across the county borough include those children and young people with a disability. The proposed new provision in Blaenhonddan Primary and additional capacity in Maes y Coed will specifically provide education for pupils with additional learning needs, therefore the impact on these pupils is likely to be high.</p> <p>Through a robust tracking and monitoring system, Local Authority data indicates that there are pressures in relation to specialist planned places which will continue into the academic year 2024/2025. Analysis of the available data has highlighted that:</p> <p>This proposal will seek to address the needs of these pupils and future pupils identified as having ASD, Social Communication Difficulties, severe learning difficulties, behavioural or sensory difficulties and profound and multiple learning difficulties by providing provisions designed to meet their needs.</p>

						<p>The new facilities 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>

						the full assessment when potential pupils and staff are identified.
Sex				x	H	There is a potential impact as current data (Plasc Jan 2023) indicates that there are 319 pupils with a statement for ASD and of these 251 are boys and 68 are girls. There are an additional 4 boys with LA maintained IDPs for ASD. 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				Provision will be made for pupils to continue their education through the medium of English or Welsh on entry to the provision and it is expected 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
Treating the Welsh language no less favourably than English		x				Provision will be made for pupils to continue their education through the medium of English or Welsh on entry to the provision and It is expected that 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

**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):**

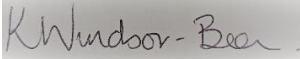
	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people	x		The proposal if implemented will positively impact on both primary and secondary age pupils with ASD, Social Communication Difficulties, severe learning difficulties, behavioural or sensory difficulties and profound and multiple learning difficulties by increasing capacity and 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.

<p><b>Integration</b> - how the initiative impacts upon our wellbeing objectives</p>	<p>x</p>		<p>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 part of the full assessment if the proposal is approved and developed.</p>
<p><b>Involvement</b> - how people have been involved in developing the initiative</p>	<p>x</p>		<p>Informal conversations with schools, headteachers, governing bodies and officers working within the Inclusion and Education Development services have provided positive feedback to initial thoughts on developing a proposal to establish these provisions. 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.</p>
<p><b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions</p>	<p>x</p>		<p>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.</p>
<p><b>Prevention</b> - how the initiative will prevent problems occurring or getting worse</p>	<p>x</p>		<p>It is intended that if the proposals are 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, Social Communication Difficulties, severe learning difficulties, behavioural or sensory difficulties and profound and multiple learning difficulties. 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 establishments should be able to provide greater training and support for mainstream staff across the local authority.</p>

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

A full impact assessment (second stage) <b>is not</b> required	<input type="checkbox"/>
Reasons for this conclusion	

A full impact assessment (second stage) <b>is</b> required	<input checked="" type="checkbox"/>
Reasons for this conclusion	
<p>Should the proposals proceed it is likely to have an impact on pupils, staff and other potential users of the facilities. 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>	

	<b>Name</b>	<b>Position</b>	<b>Signature</b>	<b>Date</b>
Completed by	Kate Windsor Brown	Transformation Co-ordinator		17.05.23
Signed off by	Rhiannon Crowhurst	Head of Service	R.R. Crowhurst	17.05.23