

Appendix B - Integrated Impact Assessment Screening Form

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: Vulnerable Learners Service, Education Directorate

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- 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

(b) Please name and fully describe initiative here:

The report is seeking approval for the Vulnerable Learners Service Inclusion Strategy which brings together a range of strategies, policies and procedures in one cohesive document. All of these strategies, policies and procedures have been through the IIA process in their own right and the intention of this strategy is to ensure that they are all drawn together in one comprehensive plan. Essentially, there is nothing in the strategy which is new but, it provides a mechanism to draw all the strands together and allow for tracking of progress and impact. The strategy meets the requirements of a range of public service duties including:

- Human Rights Act 1998
- The Children's Act 2004
- Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- Wellbeing of Future Generations Act 2015
- The School Admission Code 2013

The messages in the document have been strengthened further by the subsequent:

- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Curriculum for Wales Curriculum and Assessment (Wales) Act 2021

The impact on this strategy is intended to be wholly positive for vulnerable learners and so an impact tracker is included to measure progress and impact. To do this the strategy outlines 5 key priorities and detailed what is needed to be undertaken and what impact is required. The priorities are:

- Promoting attendance
- Promoting inclusion
- Embedding effective universal provision while supporting sufficient specialist places
- Embedding a shared inclusion ethos

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- Emotional health and psychological wellbeing (EHPW) whole school approach

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

| | High Impact | | Medium Impact | | Low Impact | | Needs further investigation |
|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-----------------------------|
| | + | - | + | - | + | - | |
| Children/young people (0-18) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Older people (50+) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any other age group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Future Generations (yet to be born) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disability | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Race (including refugees) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Asylum seekers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gypsies & travellers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Religion or (non-)belief | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sexual Orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gender reassignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Welsh Language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Poverty/social exclusion | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Carers (inc. young carers) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Community cohesion | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Marriage & civil partnership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pregnancy and maternity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q3 What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches?

Please provide details below – either of your activities or your reasons for not undertaking involvement

The Inclusion Strategy encompasses a range of multi agency and partnership working so there is significant stakeholder input across every strand of each of the five key priorities.

The work has been co-constructed with partners and agencies as follows:

- Child and Family Services specifically Early Help Hubs
- Schools including the PRU and Special School
- Children and Young People via the Corporate Parenting Board.
- Youth Justice Service
- Swansea Parent Carer Forum
- National Health Service

The involvement has been in the form of co-construction of documents, policies and communications. This has been done via workshops, partnership networks and virtual networks. Strategies encompassed in the document are all co-constructed with partners and consulted upon. Many strands within the document are also represented in the work of the Regional Partnership Board, Western Bay Safeguarding Board and Welsh Government workstreams.

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Co-construction and multi agency partnership work underpins every element of the strategy both in the planning, development and implementation. The draft strategy has been considered by:

- Director of Social Services and Head of Child and Family Services
- Director of Education
- Corporate Development Committee
- Cabinet Member for Education and Learning
- Swansea Parent Carer Forum
- ALN Strategic Board
- All manager in Vulnerable Learners Service.

Q4 Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan's Well-being Objectives when considered together?
Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
Yes No
- c) Does the initiative apply each of the five ways of working?
Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
Yes No

Q5 What is the potential risk of the initiative? (Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...)

High risk

Medium risk

Low risk

Q6 Will this initiative have an impact (however minor) on any other Council service?

Yes No **If yes, please provide details below**

There will be an impact on schools but it is anticipated that this will be a positive impact. The positive impact will include:

- Increased attendance of children and young people
- Reduced exclusions, both fixed term and permanent
- Support for schools to enhance their provision for children with additional learning needs
- Support for schools to keep learners safe and to respond effectively and appropriately to cases of peer on peer harassment.

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- Development of whole school approaches to supporting emotional health and wellbeing.

The impact section in the document linked to each of the five priorities details the impact on schools and school communities and these are all positive impacts bringing benefits to our most vulnerable learners.

Q7 What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

There is significant positive impact including:

- Improved reintegration rates from the PRU
- At least maintain the positive all-Wales position in relation to fixed term exclusions
- A reduction in permanent exclusions within the authority
- Every school to have quality assured nurture provision which enables more learners to maintain good patterns of behaviour and attendance
- Central oversight of PSPs
 - Completed Peer on Peer action plan
 - Decisions and policies which have been coproduced with children, young people and their families
 - Ensuring children and young people receive counselling in a timely manner.
 - A reduction in EBSA and improved attendance across all schools
 - Sustained attendance at key transition points

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Outcome of Screening

Q8 Please describe the outcome of your screening below:

- **Summary of impacts identified and mitigation needed (Q2)**
- **Summary of involvement (Q3)**
- **WFG considerations (Q4)**
- **Any risks identified (Q5)**
- **Cumulative impact (Q7)**

Summary of impacts: Low negative impact. Where there is impact it will be high positive. This is about internal arrangements and better ways to meet learner need the work is already in place and this is a document to bring together existing strategies and workstreams. Where there is impact it is high positive and this will be monitored via the impact tracker. The reason why the impact is high positive is because the entire document is based on making improvements for the support for vulnerable learners with a learner centred approach being advocated throughout. The entire reason for pulling all these strategies, policies and procedures together in one strategy is to ensure the very best outcomes for vulnerable learners and support the Education Directorate to meet its aim of Excellent Education for All by Working Together. It is a document entirely focused on meeting learner need.

Summary of involvement: The Inclusion Strategy encompasses a range of multi agency and partnership working so there is significant stakeholder input across every strand of each of the five key priorities and it is underpinned by principles of co-production. Key stakeholders include:

The work has been co-constructed with partners and agencies as follows:

- Child and Family Services specifically Early Help Hubs
- Schools including the PRU and Special School
- Children and Young People via the Corporate Parenting Board.
- Youth Justice Service
- Swansea Parent Carer Forum
- National Health Service
- Western Bay Safeguarding Board

WFG considerations: The Wellbeing of Future Generations has been fully considered and this strategy meets the expectations of that in every way. The work is embedded in providing better outcomes for both current and future generations.

Summary of risks: No risks have been identified.

Cumulative impact: No negative impact is envisaged although there will be positive impact as the entire document is designed to bring together strategies, policies and procedures together which improve the experience and outcome of vulnerable learners. This desired impact is improved education and wellbeing for vulnerable learners. The multi agency and co production approaches will strengthen this impact and aim to ensure cohesive, coordinated approaches.

Full IIA to be completed

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Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

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| Screening completed by: |
| Name: Kate Phillips |
| Job title: Head of Vulnerable Learners Service |
| Date: 19.04.2023 |
| Approval by Head of Service: |
| Name: |
| Position: |
| Date: |

Please return the completed form to accesstoservices@swansea.gov.uk