

Integrated Impact Assessment Screening Form – Appendix E

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

Which service area and directorate are you from?

Service Area: Education Directorate – All service areas

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:

Three new policies/strategies have been developed following the work of the Education & Skills Corporate Delivery Committee in 2022-2023:

- Leadership Handbook
- Attendance Policy
- Governing Body Support Strategy

The leadership handbook has been developed to support new and experienced leaders in all schools by providing key information in one single place. This includes requirements for finance, premises management, HR and links to other key areas of advice. The handbook is a live version which is regularly updated to reduce the workload burden on school leaders to source the correct information required.

The attendance policy is a specific workstream under 'Promoting Attendance' delivered as part of the Vulnerable Learners Service Inclusion Strategy, approved by Cabinet in June 2023. This strategy underwent its own IIA screening and outlined key duties the admissions policy would contribute to. The impact on this strategy is intended to be wholly positive for vulnerable learners, where an impact tracker has been included to measures progress and impact.

The governing body support strategy has been developed to support new and experienced school governors, particularly following significant change across the education landscape in Wales. These changes include the introduction of the Curriculum for Wales, the commencement of the Additional Learning Needs and Educational Tribunal Act and the removal of school categorisation.

The proposed documents support the requirements of a range of key duties, including:

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- Education Act 2002
- School Standards and Organisation (Wales) Act 2013
- 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 Education (Pupil Registration) (Wales) Regulations 2010
- The Education (Penalty Notices) (Wales) Regulations 2013
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Curriculum for Wales Curriculum and Assessment (Wales) Act 2021
- School Government (Terms of Reference) (Wales) Regulation 2000 and School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002
- The School Governors’ Annual Reports (Wales) Regulation 2011
- The Relaxation of School Reporting Requirements (Wales) (Coronavirus) Regulations 2020
- Health and Safety at Work Act 1974
- The Staffing of Maintained Schools (Wales) Regulations 2006
- The School Information (Wales) Regulations 2011

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 aims behind the development of all three documents has been shared with the Education and Skills Corporate Delivery Committee, who have provided feedback and suggestions to further develop the proposed work.

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The leadership handbook has been developed following engagement with school leaders, primarily headteachers, who have shared their experiences and challenges faced via a range of mechanisms, including headteacher meetings and engagement with the School Improvement Team. As part of the development of the handbook, wider services across the Council have been engaged with.

The attendance policy is a workstream delivered under the Inclusion Strategy, which has been subject to significant stakeholder input, detailed in its own IIA screening shared with Cabinet in June 2023. The attendance policy itself has been developed with involvement of headteachers, the Education Welfare team and other staff in the Education Directorate, staff from Child and Family Services and the Swansea Parent Carer Forum in the form of workshops and co-construction of the policy.

The governing body support strategy has been developed with engagement from the Education & Skills CDC, the School Improvement Team and other staff in the Education Directorate. A chairs of governors event is planned to take place at the end of the summer term and the specific workstreams contained within the action plan to the strategy will seek to engage with governors and other key stakeholders as part of their development.

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 should be a positive impact by implementing all three documents.

Schools should receive a positive impact by the provision of further support for school leaders, within the school and also school governance. Improved attendance would have a positive impact on schools and wider services across the Council who provide significant support to learners and their families with low attendance.

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The leadership handbook should provide clear guidance to school leaders which should reduce queries to wider Council services around correct procedures and ensure consistent messaging is shared between services and schools.

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?

There should be significant positive impact by implementing all three documents.

New and existing school leaders will benefit from clear advice and guidance in the leadership handbook and benefit from a reduction in workload to source this information.

New and existing school governors will benefit from a new strategy that aims to provide support and training, whilst undertaking their roles that are voluntary but hold important responsibility.

Schools, learners and their families will benefit from a clear attendance policy that aims to support learners to attend school. These learners are often vulnerable due to other factors and supporting them and their families can result in wider benefits including a reduction in Emotionally-Based School Avoidance (EBSA), behaviour and exclusions and sustained attendance at key transition points.

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: There should be low negative impact to implementing any of these documents, which aim to have a highly positive impact.

The inclusion handbook should benefit school leaders in their day-to-day management of schools and find all the information they need in one place. This document will remain live and updated regularly. Involvement will continue through the existing mechanisms to ensure voices are heard and the handbook will continue to be updated and improved as a result of their feedback.

The attendance policy aims to have a highly positive impact on children and young people, their families and schools. The policy will be published on the Council's website to ensure clear and consistent policy and processes are available to all. The policy aims to support these vulnerable learners in order to help them to have positive outcomes throughout school life and in readiness for leaving statutory education. Engagement mechanisms, including the voices of children and young people, will continue to take place in order to gain feedback on the delivery of the policy and regularly review services to support this work to ensure it meets the needs of children and young people.

The governing body support strategy aims to have a highly positive impact on governing bodies by providing them with support, guidance and training. This in turn enhances their ability to undertake their role in ensuring schools receive suitable support and challenge effectively and undertake their statutory responsibilities.

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Summary of involvement:

Appropriate involvement mechanisms have been utilised to develop the proposed documents, which have been detailed above. The Education Directorate will continue to engage with key stakeholders to review and enhance the support provided around them.

WFG considerations: The Wellbeing of Future Generations has been fully considered and these documents have all been developed to ensure that either directly or indirectly, their work is embedded in providing better outcomes for both current and future generations.

Summary of risks: No risks have been identified in putting these documents into action.

Cumulative impact: The cumulative impact would be highly positive. These documents are designed to provide clear advice, guidance and support in order to meet the support children and young people.

Full IIA to be completed

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.

Screening completed by:
Name: Sarah Hughes
Job title: Team Manager, Education Strategy
Date: 03/07/23
Approval by Head of Service:
Name: Rhodri Jones
Position: Head of Achievement and Partnership
Date: 03/07/2023

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