

Policy/Strategy/Project/Procedure/Service/Function Title: Improving provision for children and young people with additional learning needs (ALN) 2018-22
New/Existing/Updating/Amending

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Nick Batchelar	Job Title: Director
Service Team: Education and Lifelong Learning	Directorate: Education and Lifelong Learning
Assessment Date: July 2018	

1. Aims and Objectives

What are the objectives of the Policy / Strategy / Project / Procedure / Service / Function?

<p>To improve outcomes for children and young people with ALN by ensuring sufficient and suitable special school and specialist resource base places.</p>

2. Background Information

Please provide background information on the Policy / Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

<p>The number of funded special school or specialist resource base places in Cardiff schools has increased by 103 places over a five year period.</p> <p>Despite the growth in places, there is evidence to suggest this has not been sufficient to meet existing need. For example, the 63% rise in the cost of supporting mainstream statements, and increased reliance on places in the</p>
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independent sector suggests there are pupils in our mainstream schools and in 'out of county' settings who would benefit from access to a Cardiff special school or specialist resource base place.

Over the next 5-10 years, revenue and capital investment will be needed to ensure sufficient and suitable specialist support for the growing population of learners with additional learner needs, and to reduce reliance on the independent sector. Increased demand is anticipated for learners with:

- Emotional health and wellbeing needs
- Complex learning disabilities
- Autism spectrum conditions

Failure to invest in Cardiff-maintained provision over the next 3-4 years will lead to the Council becoming increasingly reliant on independent special school providers in order to meet the Council's statutory responsibilities.

Over reliance on independent places would have the following implications and risks:

- higher revenue costs to the Council
- inability to offer places according to parental preference

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3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years			N/A
18 - 65 years			N/A
Over 65 years			N/A

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The ALN strategic priorities are concerned with provision of education for school-aged children and young people, and would only be expected to impact this age group. There are no differential impacts from an equality perspective.

What action(s) can you take to address the differential impact?

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3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment	Yes		
Physical Impairment	Yes		
Visual Impairment	Yes		
Learning Disability	Yes		
Long-Standing Illness or Health Condition	Yes		
Mental Health	Yes		
Substance Dependence		No	
Other	Yes (autism spectrum conditions)		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The impact will be positive: the goal is to ensure that any child or young person with a disability or long-standing health condition can access appropriate specialist provision if required.

What action(s) can you take to address the differential impact?

The majority of children and young people with disabilities do not require specialist placement in order to access education and fulfil their potential. A range of support services and systems, and funding streams are in place to ensure all Cardiff schools can identify and meet the additional needs of all learners in their schools. The ALN Strategic priorities include objectives to further develop and strengthen these systems.

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3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)			N/A

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

N/A

What action(s) can you take to address the differential impact?

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3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			N/A
Civil Partnership			N/A

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

N/A

What action(s) can you take to address the differential impact?

N/A

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			
Maternity			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

N/A

What action(s) can you take to address the differential impact?

3.6 Race

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		No	

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Mixed / Multiple Ethnic Groups		No	
Asian / Asian British		No	
Black / African / Caribbean / Black British		No	
Other Ethnic Groups		No	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Special schools in Cardiff for children with complex learning disabilities or autism spectrum conditions have a higher than average BME population.

All pupils, of all ethnicities, will continue to have access to specialist provision, in all settings, on an equal basis.

What action(s) can you take to address the differential impact?

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3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		No	
Christian		No	
Hindu		No	
Humanist		No	
Jewish		No	
Muslim		No	
Sikh		No	
Other		No	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

All special school and specialist resource base places are community places. Admission is managed by the local authority in accordance with the statutory framework for special educational needs.

One proposal in the report is to open an SRB at St Mary the Virgin Church in Wales School. Although the SRB would be hosted in a voluntary aided school, admissions would be managed by the local authority on the same basis as for all SRBs.

All pupils, of whatever religious or non-religious backgrounds, will continue to have access to specialist provision, in all settings, on an equal basis.

What action(s) can you take to address the differential impact?

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3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men			N/A
Women			N/A

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

N/A

What action(s) can you take to address the differential impact?

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3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following people?

	Yes	No	N/A
Bisexual			N/A
Gay Men			N/A
Gay Women/Lesbians			N/A
Heterosexual/Straight			N/A

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

N/A

What action(s) can you take to address the differential impact?

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3.10 Welsh Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language	Yes		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposed actions include expanding specialist resource base places for children and young people in the Welsh medium sector.

The incidence of additional learning needs, and demand for specialist places is lower in the Welsh medium sector than in English medium schools. However, demand is rising, and is expected to rise further.

What action(s) can you take to address the differential impact?

The impact will be positive and will help to ensure that children and young people with additional learning needs will have an equal opportunity to choose education in the medium of Welsh.

Work will also be done to improve the quality and availability of information for parents/ carers and others about the range of specialist support, resources and specialist provision available in the medium of Welsh.

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4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

A full public consultation has been undertaken. Details of this can be seen in the Cabinet Report Improving Provision for Children and Young People with Additional Learning Needs (ALN) 2018-22 – Post Consultation Report (April 2018)

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5. Summary of Actions To Be Taken [from the Actions listed in the Sections above]

These actions should be included in your Directorate's Equality Action Plan for the year, monitored on a regular basis and reported in your Directorate Equality Annual Report.

Groups	Actions
Age	
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Welsh Language	
Generic Over-Arching [applicable to all the above groups]	

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6. ACTIONS TO BE CONSIDERED IN THE FUTURE

List here any actions that you could not take in the immediate future, but which have arisen as issues to be considered for future service developments

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Jennie Hughes	Date: July 2018
Designation: Senior Achievement Leader Inclusion	
Approved By: Nick Batchelar	
Designation: Director	
Service Area: Education and Lifelong Learning Service	

- 7.1 On completion of this Assessment, please send it to equalityteam@cardiff.gov.uk, who will publish it on the Council's Website.

For further information or assistance, please contact the Equality Team 029 2087 2536 or email equalityteam@cardiff.gov.uk.