

<b><u>BLAENAU GWENT COUNTY BOROUGH COUNCIL</u></b>	
<b>Report to</b>	<b>The Chair and Members of the Executive Committee</b>
<b>Report Subject</b>	<b>Statutory Notice Objection Report - Improving Provision and Building Capacity for Children and Young People with Social, Emotional, and/or Behavioural Difficulties (SEBD)</b>
<b>Report Author</b>	<b>Lynn Phillips, Head of Education Transformation and Performance</b>
<b>Report date</b>	<b>1<sup>st</sup> March 2017</b>
<b>Directorate</b>	<b>Education</b>
<b>Executive Portfolio</b>	<b>Education, Active Living and Learning</b>
<b>Date of meeting</b>	<b>6<sup>th</sup> March 2017</b>
<b>Date signed off by Monitoring Officer</b> ( <i>please note for decision making reports only, to be submitted by Performance Team</i> )	
<b>Date signed off by Section 151 Officer</b> ( <i>as above</i> )	

<b>Date signed off by Chair</b> (for all reports, to be submitted by Performance Team)	
<b>Key words</b>	<b>SEBD Formal Consultation.</b> <b>Statutory Notice.</b> <b>Objection Report.</b> <b>Implementation. Decision Notification</b>

### Report Information Summary

<b>1.</b>	<b>Purpose of Report*</b>
1.1	The purpose of the report is to present the outcome of the Statutory Notice period on the proposal to create a delivery model to improve provision and build capacity for children and young people with Social and Emotional, and/or Behavioural Difficulties (SEBD) and to seek a determination on the way forward from the Executive Committee.
<b>2.</b>	<b>Scope of the Report*</b>
2.1	On Wednesday 21 <sup>st</sup> September 2016, the Executive Committee endorsed the Education Directorate's request to proceed to a formal consultation process to create a delivery model to improve provision and build capacity for children and young people with Social, Emotional, and/or Behavioural Difficulties (SEBD). This proposal complies with the School Standards and Organisation (Wales) Act 2013 and the Welsh Government School Organisation Code 006/2013.
2.2	On Wednesday 18 <sup>th</sup> January 2017, the Executive Committee was presented with the consultation feedback report and agreed to proceed to Statutory Notice from the 30 <sup>th</sup> January 2017.
2.3	This report presents the outcome of the Statutory Notice period and any objections received within the period of Monday 30 <sup>th</sup> January 2017 to Tuesday 28 <sup>th</sup> February 2017. The report also recommends to proceed with the next steps in relation to improving provision for children and young people with SEBD needs.

<b>3.</b>	<b>Contribution to the National Well-Being Goals – Detail attached as Appendix 1</b>
	Attached as <b>Appendix 1</b>
<b>4.</b>	<b>Recommendation(s) / Endorsement by other groups, e.g. CMT/Committees/Other groups*</b>
4.1	<p>The SEBD proposal has been taken forward in line with Welsh Government's School Organisation Code (2013). In January 2017, the Corporate Management Team (CMT) and the Executive (18<sup>th</sup> January 2017) accepted the following recommendations;</p> <ul style="list-style-type: none"><li>• to proceed with the option to discontinue the Glyncoed Primary School Resource Base and the Pupil Referral Units (PRU) at Canolfan Yr Afon Fach and Canolfan Yr Afon located at the Thomas Richards Centre, Tredegar and the former Pontygof school site, along with the Stewards House, Ebbw Vale;</li><li>• from the 1<sup>st</sup> September 2017, establishes a maintained English medium 3-16 Community Special School that can also cater for Welsh Medium learners with SEBD, resulting in an integrated provision and a permanent Resource Base. The provision will also act as a centre of excellence to support mainstream schools in building capacity for SEBD pupils. The provision will be located on the following sites: Thomas Richards Centre, Tredegar; the former Pontygof school site; Stewards House site, Ebbw Vale; and, a vocational provision at a site to be determined;</li><li>• publishes a statutory notice in respect of the proposal on 30<sup>th</sup> January 2017 for a period of 28 days; and,</li><li>• that the Executive Committee receives an objection report in respect of the proposal, should formal objections be received.</li></ul>
<b>5.</b>	<b>Recommendation/s for Consideration*</b>
5.1	<p>It is recommended that the Executive Committee approves each of the proposals in the statutory notice and determines that they should be implemented including :</p> <ul style="list-style-type: none"><li>• to proceed with the proposal to establish a new 3-16 SEBD English medium community special school by 1<sup>st</sup> September 2017;</li><li>• to establish a temporary Governing Body with immediate effect for the SEBD School; and,</li><li>• that the Council's Scrutiny 'call-in' procedure in this instance is</li></ul>

	not adhered to, due to a conflict with the Welsh Government's School Organisation Code 006/2013 where the decision notification has to be shared with consultees within 7 days of the decision being made, which in this instance is the 6 <sup>th</sup> March 2017.
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### Why this topic is a priority for the Council?\*

Report author to identify links to the main corporate strategies.

Single Integrated Plan (SIP)	Corporate Improvement Plan (CIP)	Performance Management Improvement Framework (PMIF)	Operating Model	Transforming Blaenau Gwent (TBG Programme)	Relevant legislation	Other (please state)
X	X				X	Estyn Rec 6

### Reporting Pathway\*

Report author to identify proposed reporting pathway. (To identify dates where relevant)

Directorate Management Team (DMT)	Corporate Management Team (CMT)	Audit	Democratic Services Committee	Scrutiny	Executive	Council	Other (please state)
X	X				X		

\*Denotes mandatory section

## Main Report

<b>1. Background and Context*</b>	
1.1	Children and young people who have SEBD can experience social, emotional and/or behavioural difficulties. This can mean that they often face barriers which cause them a greater difficulty in learning and adjusting to a learning environment, than their peers. The needs of pupils with SEBD can vary greatly and this has different effects upon their education, such as social engagement with their peers, staff etc. There are a wide range of characteristics associated with the term SEBD including: anxiety, school phobia, challenging and complex behaviours. This proposal seeks to offer a local solution for Blaenau Gwent, in supporting pupils with SEBD to fulfil their potential, by offering a flexible, coordinated range of support to meet their varied needs.
1.2	In November 2015, Estyn's monitoring visit report against the seven recommendations of the 2013 inspection concluded that in respect of recommendation 6 (ALN provision), limited progress had been made and commented that 'the quality of provision at the pupil referral unit (PRU) has improved steadily since its inspection in 2014. The authority has worked well with the PRU and management committee to support these improvements. However, work to reorganise provision for pupils with social, emotional and behavioural difficulties (SEBD) across the authority is at a very early stage. Overall, provision for pupils with SEBD does not meet the current identified need. The authority does not do enough to support schools to manage pupils with challenging behaviour within the mainstream setting.'
1.3	During spring and early summer term 2016, several work strands in relation to SEBD were progressed. In particular a concept paper was developed and extensive engagement with a range of stakeholders took place. The overwhelming view was that the provision described in the model was needed and that further work should be done to reduce the £1m revenue funding gap that was identified at the time, so that the proposal would be affordable and address the urgent need for permanency in the placement for the small number of children and young people for whom mainstream schooling is not appropriate.
1.4	This report is cognisant of the Council's financial position detailed within the Medium Term Financial Strategy (MTFS) for

	<p>the period 2017 to 2020, which forecasts a 30%+ reduction in the overall revenue budget.</p>																														
1.5	<p>Consequently, the original SEBD concept paper has been significantly re-worked to take account of the need for the proposed provision to be as cost effective and affordable as possible, whilst addressing identified need and functioning within the context of significant financial challenges faced by the Council as a whole.</p>																														
1.6	<p>The current provision for SEBD at Canolfan y Afon Pupil Referral Centre and transitional accommodation at the recently registered Thomas Richards Centre is set out below:</p> <table border="1"><thead><tr><th></th><th>Foundation Phase 3-6 years</th><th>Key stage 2 7- 11 years</th><th>Key stage 3 11-14 years</th><th>Key stage 4 14-16 years</th><th>Total</th></tr></thead><tbody><tr><td>Turnaround PRU type provision</td><td>4</td><td>11</td><td>14</td><td>23</td><td>52</td></tr><tr><td>Permanent (currently not available unless out of county)</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Community/Home Tuition</td><td>0</td><td>0</td><td>5</td><td>6</td><td>11</td></tr><tr><td>Total Numbers educated as at 1<sup>st</sup> July 2016</td><td></td><td></td><td></td><td></td><td>63</td></tr></tbody></table>		Foundation Phase 3-6 years	Key stage 2 7- 11 years	Key stage 3 11-14 years	Key stage 4 14-16 years	Total	Turnaround PRU type provision	4	11	14	23	52	Permanent (currently not available unless out of county)	0	0	0	0	0	Community/Home Tuition	0	0	5	6	11	Total Numbers educated as at 1 <sup>st</sup> July 2016					63
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1.7	<p>From the above table, it is clear that whilst there is clearly provision for 'turnaround' pupils, there is no provision for any permanent places in the current arrangements. This gap in service provision, therefore, remains a significant shortcoming that requires attention.</p>																														
1.8	<p>At 'concept stage' the aspiration was for the establishment of a 3-19 SEBD school. However, due to the aforementioned reasons, the concept has been significantly re-worked and the proposal now seeks to establish a 3-16 school, on a much reduced scale, but with a recognition of the need to provide a level of permanency (i.e. placed in a county provision as opposed to an 'out of county' provision) for those pupils who require a specialist placement. This arrangement, however, does not discount further development for the provision at the school at some point in time in the future.</p>																														

1.9	The SEBD formal consultation concluded on the 12 <sup>th</sup> December 2016 and the consultation report was presented and subsequently agreed by the Executive Committee on 18 <sup>th</sup> January 2017.
1.10	The Executive Committee approved the publication of the Statutory Notice which was published on Monday 30 <sup>th</sup> January 2017, with a 28-day objection period ending on Tuesday 28 <sup>th</sup> February 2017. This Statutory Notice period is in line with the requirements of Welsh Government's School Organisation Code (2013).
<b>2.</b>	<b>Performance Evidence and Information*</b>
2.1	<b>Statutory Notice:</b>  The outcome of the Statutory Notice period is detailed in section 2.2 and the fact that no objections were received indicates a high-level of support for the development for a new 3-16 SEBD School.  The Statutory Notice period ran from 30 <sup>th</sup> January 2017 to Tuesday 28 <sup>th</sup> February 2017. The formal consultation report was published live on the Council's website on Monday 30 <sup>th</sup> January 2017 along with the Statutory Notice. Consultees/stakeholders were given the opportunity of objecting to the proposals in the Statutory Notice by emailing the Education Transformation team or by post to the Head of Education Transformation and Performance by the 28 <sup>th</sup> February. This timeframe is known as the objection period.
2.2	<b>Statutory Notice and Objections received</b>  During the objection period the Council did not receive any objections to the proposal. <b>Appendix 2</b>
<b>3.</b>	<b>Risk Implications*</b>
3.1	The risks are summarised below and are taken from the project's risk register. These risks will be managed in accordance with the Council's agreed risk management process.  • <b>If the proposal does not go ahead:</b> Response-the data clearly shows the SEBD demand exists. If the Council are

	<p>unable to meet these needs appropriately, liability for out of county placement costs will increase and in turn could impact upon other ALN provision or place cost pressure burdens on the Council</p> <ul style="list-style-type: none"><li>• <b>Failure to make progress on Estyn inspection recommendation 6</b> – Response-the establishment of a single coherent Learning Community will better meet the needs of learners with SEBD and will improve capacity building for SEBD provision in mainstream schools. The current PRU is likely to be the subject of an Estyn inspection in 2017, as it was registered in the Spring Term 2016 to accommodate Foundation Phase and KS2 pupils. There is also a pressing need to secure permanency for SEBD pupils.</li></ul>
<b>4.</b>	<b>Financial Implications* (to include any VAT implications)</b>
4.1	The project's capital costs for establishing the provision for the model have been secured circa £400,000. The revenue costs for the new proposal have been based on the difference between funding for the current arrangements and the new SEBD proposal. The calculation sets out clearly that the proposal is now affordable.
4.2	The revenue funding for the SEBD school will create a cost pressure of £158,000, which will be funded directly from the ISB. Funding the £158,000 from the ISB would translate to an additional draw on the ISB of approximately £11,000 for secondary, £4,000 for primary, £25,000 for middle schools and £1,700 for special schools. All schools have been consulted on the new proposals and the funding mechanism via both Headteacher meetings and the ALN QA Group, prior to the commencement of the statutory consultation process. The principle of securing revenue funding from a top slice of the ISB has been agreed through the School Budget Forum consultation process.
<b>5.</b>	<b>Staffing/Workforce Development Implications*</b>
5.1	There are no direct staffing / workforce implications arising from this report, although should the proposal be approved there will be staffing / workforce implications in creating a new SEBD school which will be managed through involvement with Organisational Development colleagues and Temporary Governing Body.

<b>6.</b>	<b>Options for Consideration</b>
6.1	<p>There are two options for Members to consider associated with this report;</p> <ul style="list-style-type: none"> <li>• Option 1- to accept the recommendations to implement the proposals in the Statutory Notice including establishing a new SEBD 3-16 School;</li> <li>• Option 2 - reject the implementation of the SEBD 3-16 School, and to look at alternative progression routes.</li> </ul>
<b>7.</b>	<b>Impact Assessment Against Proposals / Options*</b>
7.1	<p><b>• Thinking for the long term</b>  <i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs</i></p> <p>The SEBD proposal will address the current and future needs for pupils with Social, Emotional and Behavioural Difficulties and the Education Transition team will make arrangements for transition into the new school by September 2017. There is a duty placed upon the Council to ensure sufficient provision to meet anticipated demand.</p> <p><b>• Taking an integrated approach</b>  <i>Considering how the Council's well-being objectives may impact upon each of the well-being goals, on other objectives, or on the objectives of other public bodies</i></p> <p>The Council, Education Directorate and the 21<sup>st</sup> Century Schools Programme Board take the view that well-planned changes to the provision of school places contributes extensively to raising standards and improving the wellbeing of learners. Learning is a key theme in Blaenau Gwent's Single Integrated Plan (SIP) and the Learning theme partnership has developed a Wellbeing for Learning strategy.</p> <p><b>• Taking a preventative approach</b>  <i>How acting to prevent problems occurring or getting worse may help the Council to meet its objectives</i></p> <p>Implementing the 3-16 SEBD school will support Education's priority to cater effectively for more vulnerable learners in the County Borough.</p> <p><b>• Collaborating</b>  <i>Acting in collaboration with any other person (or different parts of the Council itself) that could help the Council to meet its well-being objectives</i></p> <p>The implementation of the SEBD 3-16 School will be strategically managed by the 21<sup>st</sup> Century Schools Programme Board, which has representation from both internal and external partners. In conjunction with this overarching board, a SEBD transition planning group will be established.</p>

	<ul style="list-style-type: none"><li><b>Involvement</b> <i>The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the Council serves</i></li></ul> <p>The WG School Organisation Code (2013) requires proposers involved in school organisation proposals to communicate and consult with all key stakeholders at every step of the process. There is on-going engagement sessions with stakeholders on the Education Directorate's vision for this proposal, which will be used to inform the strategic direction for the service in the future.</p>
7.2	<b>Equality Impact Assessment (EQIA)</b> An EQIA is carried out when a policy or practice is proposed or being reviewed, and looks for evidence of positive or adverse impact against people or groups from the nine protected characteristics. The Council also factors the Welsh Language into the Impact Assessment Process, to assist with meeting the requirements of the Welsh Language Standards 2015. The Council must carry out EQIAs on policies, procedures, functions, service delivery and financial savings proposals.  The EQIA is attached as <b>Appendix 3</b>
<b>8.</b>	<b>Conclusion*</b>
8.1	The Council agreed the model to improve provision for children with ALN in July 2015. Since this time, the Council has completed statutory consultation in line with the requirements of the Welsh Government's School Organisation Code and has not received any objections to Statutory Notice that was published on 30 <sup>th</sup> January 2017. Consequently, the Executive are requested to approve the proposals in the Statutory Notice, determine that they should be implemented and proceed with the SEBD school proposal, which will improve provision for children and young people with SEBD needs and in doing so will also respond to the previous Estyn recommendation relating to ALN.

\*Denotes mandatory section

## Appendix 1

Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals.		
Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there anyway to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<b>A prosperous Wales</b> An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.	High quality education is a fundamental pre-requisite of ensuring future local and national prosperity through the provision of an informed and well-educated workforce and society. The Local Authority's statutory role to provide school places and to monitor and evaluate school performance is fundamental to ensuring that all schools provide high quality education provision. The SEBD 3-16 special school will aim to improve the overall quality of the school estate and will contribute to using resources more effectively eg. Shared resources.	Continued development of Local Authority monitoring, evaluation and intervention processes across the school estate will further support the maintenance of high quality education
<b>A resilient Wales</b> A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).	Promoting the natural use of the environment is a key principle of the 21 <sup>st</sup> Century Schools Programme eg. forest schools initiative.	Creating community focussed schools will enhance our use of the natural environment.
<b>A healthier Wales</b> A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.	The SEBD 3-16 School will provide facilities to enhance physical and emotional wellbeing of some of the most vulnerable pupils in the County Borough. A key part of the school curriculum is the development of pupils physical and mental well-being. The council delivers the Healthy Schools programme to schools as a part of the National Healthy Schools framework, and is also working with schools to secure pupils' wellbeing. Monitoring and evaluation is a key feature moving forward.	Continued development of Local Authority monitoring, evaluation and intervention processes will further support the maintenance of high quality education.

<b>Description of the Well-being goals</b>	<b>How will your project / activity deliver benefits to our communities under the national well-being goals?</b>	<b>Is there anyway to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?</b>
<b>A more equal Wales</b> A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).	Local Authority monitoring activity through the EAS Challenge Adviser work includes criteria relating specifically to pupils' socio economic backgrounds such as pupils receiving Free School Meals. The School Organisation Policy will contribute directly to ensuring that all pupils fulfil their potential.	Continued development of Local Authority monitoring, evaluation and intervention processes will further support the maintenance of high quality education
<b>A Wales of cohesive communities</b> Attractive, viable, safe and well-connected communities.	The 21 <sup>st</sup> Century Schools Programme is primarily driven by a requirement to improve the quality of learning environments for learners. The all-through 3-16 approach also promotes well-connected communities. All schools are required to ensure appropriate health and safety and safeguarding arrangements and also to ensure links with local communities and industries.	Continued development of Local Authority monitoring, evaluation and intervention processes will further support the maintenance of high quality education.
<b>A Wales of vibrant culture and thriving Welsh language</b> A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.	All schools are required to promote Welsh culture and heritage through the Cwricwlwm Cymreig and to ensure that pupils are able to learn and practice the Welsh Language. This forms a part of the Local Authority monitoring, evaluation and support activity through the regional Education Achievement Service	Continued development of Local Authority monitoring, evaluation and intervention processes will further support the maintenance of high quality education
<b>A globally responsible Wales</b> A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.	Ensuring high quality education is fundamental to securing the economic, social and cultural wellbeing of future generations. The Local Authority monitoring, evaluation and intervention programme ensures that schools requiring support are identified so that support and focus can be targeted at appropriate schools. The school curriculum includes focus on social, environmental and cultural well-being, and these aspects are monitored as a part of the programme.	Continued development of Local Authority monitoring, evaluation and intervention processes will further support the maintenance of high quality education

1<sup>st</sup> March 2017  
Sharon Northall/Lynn Phillips

## APPENDIX 2. OBJECTION REPORT ON THE PROPOSAL TO ESTABLISH A 3-16 SEBD Learning Community Special School

Under section 49 of the School Standards & Organisation (Wales) Act 2013, proposers must publish a summary of the statutory obligations and the proposer's responses to those objections.

Total number of objections received:		0		
Ranked	Objection:	LA response	Numbers of written responses rising the point	% of responses Raising the point
<strong>Strategy, Consultation and Statutory Notice Processes</strong>				

## Appendix 3 - UNDERSTANDING EACH PROTECTED CHARACTERISTICS

For further information and definitions on related issues e.g. discrimination, harassment, and victimisation please consult the Equality Glossary provided with this toolkit.

<b>Race</b>	For the purpose of the Equality Act 2010 'race' includes colour, nationality and ethnic or national origins. A racial group can be made up of two or more different racial groups (e.g. Black Britons).
<b>Disability</b>	Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.
<b>Sex (e.g. inequality between males &amp; females)</b>	It is unlawful to discriminate against people because of their gender. We should prevent discrimination in recruitment and selection, determining pay, training and development, selection for promotion, discipline and grievances, countering bullying and harassment. Many employers have also found that making changes to their working practices makes good business sense and helps them attract the best people, including provisions for flexible working for people with caring responsibilities.
<b>Age</b>	The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it, i.e. if you can demonstrate that it is a proportionate means of meeting a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.
<b>Sexual Orientation</b>	Legal protection from discrimination on the basis of sexual orientation applies to everyone, whatever their sexual orientation. This form of discrimination includes being treated less favourably because; you are lesbian, gay, bisexual or straight; people think you are lesbian, gay, bisexual or straight; or you are associated with someone who is lesbian, gay, bisexual or straight, for example a friend, relative or colleague. The law applies to direct and indirect discrimination as well as to harassment and victimisation.

<b>Religion/Belief</b>	In the Equality Act, religion includes any religion. It also includes a lack of religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or a lack of such belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Humanism is a protected philosophical belief but <b>political beliefs would not be protected.</b>
<b>Gender reassignment status</b>	The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change their gender. The Act no longer requires a person to be under medical supervision to be protected – so a woman who decides to live permanently as a man but does not undergo any medical procedures. It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured. Medical procedures for reassignment such as hormone treatment should not be treated as a 'lifestyle' choice.
<b>marriage and civil partnership</b>	Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.
<b>pregnancy and maternity</b>	A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination.
<b>Welsh Language</b>	The Welsh Language Act 1993 places a legal duty on public authorities to promote the use of the Welsh Language and to treat the Welsh and English languages equally. It offers the public the right to choose which language to use in their dealings with the Council. It recognises that Members of the public can express their views and needs better in their preferred language. It recognises that enabling the public to use their preferred language is a matter of good practice, not a concession. It sets out how the Council will implement that principle in the provision of bilingual services to the public in Wales, taking account of the developing linguistic nature of the County Borough.



## **Article I. Equality Impact Assessment Template Form**

### **Description of Assessment (Please specify below)**

This assessment is being undertaken in line with the development of a 3-16 learning community (school) for Social, Emotional Behavioural Difficulties (SEBD) in Blaenau Gwent County Borough Council. It is proposed that school reorganisation takes place involving:

1. The closure of the resource base at Glyncroft Primary School and existing Pupil Referral Unit (PRU) provisions.
2. The creation of a 3-16 Learning Community, which has one management and single governance structure. The Learning Community will have several sites, as follows: Thomas Richards Centre, Tredegar; former Pontypridd Primary School site, Ebbw Vale; Stewards House Ebbw Vale; and, vocational provision at a site to be determined. The Learning Community would offer high standards of education, including:
  - (a) education and other services for pupils with social, emotional and behavioural needs (tailored support including anxiety, medical needs, behavioural provision):
    - o long term Learning Community placements for pupils aged 3-16 who require continued specialist support and would not thrive within mainstream education (there would be 24 long-term places available);
    - o Turnaround provision, where children and young people are intensively supported to work towards transition into mainstream school setting. The mainstream school would also be supported to provide the best placement for pupils aged 3-16 (there would be 40 'turnaround' pupil places). The management of turnaround provision would focus on the needs of the individual, which has the potential to be different for each pupil;
    - o early intervention focus to support pupils development, engagement with education, outcomes and address their individual needs; and,
    - o a multi-agency approach to the delivery of therapies, wider support, collaboration with schools and partner agencies including Psychology Services, Health, among others.
3. The creation of a centre of excellence, which will support pupils with SEBD and staff to achieve the best outcomes possible. This will be delivered:
  - o Within Mainstream schools – through support which is established to meet the needs of pupils and staff, and school-to-school working.
  - o With teaching staff - through training, networking, advice, support and continuing professional development programmes.
  - o With parents, carers and families – through multi-agency focused work, support and signposting.
4. Bringing together resources, expertise, schools and ideas to create better communication and opportunities.

The primary impact will be associated with the governance and management structures within the school, along with standards and admission arrangements; it will also have implications in terms of physical, teaching and other resource allocation. The formal consultation concluded in December 2016 and the statutory notice period for the proposal run from Monday 30<sup>th</sup> January 2017 – Tuesday 28<sup>th</sup> February please visit [www.blaenau-gwent.gov.uk/education/18071.asp](http://www.blaenau-gwent.gov.uk/education/18071.asp) for the consultation report and appendices and [www.blaenau-gwent.gov.uk/education/22684.asp](http://www.blaenau-gwent.gov.uk/education/22684.asp) for a copy of the statutory notice.

Many of the proposed changes signify positive potential outcomes for pupils, families and the regeneration of the community. At present equality considerations are limited; however, this may change throughout the process. Therefore, this is a working document that will be reviewed at regular intervals throughout the stages of the proposals development.

(b) Responsible Directorate (*Please specify below*)

Education

(c) Responsible Officer (*Please specify below*)

(d) Head of Education Transformation and Performance

(e) Assessment Date (*Please specify below*)

26/10/2016

(f) Staff Involved in Assessment (*Please specify below*)

Education Transformation Team Leader; 21<sup>st</sup> Century Schools Officer; and 21<sup>st</sup> Century Support Officer. Advice was also sought from the Equalities Officer, Head of Education Transformation and Performance, along with Health and Safety.

## PART 1: SCREENING EXERCISE TO IDENTIFY ADVERSE IMPACT

Does this 'Option' have a <u>positive or an adverse impact</u> on any of the following protected characteristics? (please complete all)		If yes	Please describe what the impact will be?	What is the significance of the impact?	If low, please explain this 'significance' rating. (if 'high' please complete template below)
Race	Yes <input type="checkbox"/> No <input type="checkbox"/>	→		<input type="checkbox"/> High <input type="checkbox"/> Low	
Disability	Yes <input type="checkbox"/> No <input type="checkbox"/>	→		<input type="checkbox"/> High <input type="checkbox"/> Low	
Sex	Yes <input type="checkbox"/> No <input type="checkbox"/>	→		<input type="checkbox"/> High <input type="checkbox"/> Low	
Age	Yes <input type="checkbox"/> No <input type="checkbox"/>	→		<input type="checkbox"/> High <input type="checkbox"/> Low	
Sexual Orientation	Yes <input type="checkbox"/> No <input type="checkbox"/>	→		<input type="checkbox"/> High <input type="checkbox"/> Low	
Religion and Belief	Yes <input type="checkbox"/> No <input type="checkbox"/>	→		<input type="checkbox"/> High <input type="checkbox"/> Low	
Gender Reassignment Status	Yes <input type="checkbox"/> No <input type="checkbox"/>	→		<input type="checkbox"/> High <input type="checkbox"/> Low	

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Marriage and Civil Partnership	Yes <input type="checkbox"/> No <input type="checkbox"/>	→		<input type="checkbox"/> High <input type="checkbox"/> Low	
Pregnancy and Maternity	Yes <input type="checkbox"/> No <input type="checkbox"/>	→		<input type="checkbox"/> High <input type="checkbox"/> Low	
Welsh Language	Yes <input type="checkbox"/> No <input type="checkbox"/>	→		<input type="checkbox"/> High <input type="checkbox"/> Low	

## PART2: 'High Significance' Adverse Impact Template Form

For each protected characteristics where an adverse impact has been identified and this impact has a high significance, a template form must be complete. Therefore, if an option is identified as having a highly significant adverse impact on 'Race' and 'Religion and Belief' a template form must be complete for each protected characteristics.

**Which Protected Characteristics** .....

**Please briefly explain why you have identified this protected characteristic as having a high 'significance' rating**

.....  
.....

**Please briefly explain how the identified impact is likely to affect people?**

.....  
.....

**What further information do you think is necessary understand, support or mitigate the impact of this 'option'? e.g. collection of secondary evidence, undertaking primary research, consulting/engaging with affected people**

**What possible action can be taken to reduce or mitigate the adverse impact of this options (and any associated effects)?**