

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



This **Integrated Impact Assessment tool** incorporates the principles of the Well-being of Future Generations (Wales) Act 2015 and the Sustainable Development Principles, the Equality Act 2010 and the Welsh Language Measure 2011 (Welsh Language Standards requirements) and Risk Management in order to inform effective decision making and ensuring compliance with respective legislation.

## 1. PROPOSAL DETAILS: (Policy/Change Objective/Budget saving)

Proposal Title	Deprivation and Equity Strategy				
Service Area	Schools Service	Corporate Lead Officer	Meinir Ebbsworth	Strategic Director	Barry Rees
Name of Officer completing the IIA	Eirian Davies	E-mail	Eirian.davies@ceredigion.gov.uk	Phone no	01970 633606

Please give a brief description of the purpose of the proposal

The purpose of the new Guidance Strategy is to support young people experiencing deprivation in order to reduce the attainment gap between disadvantaged and more privileged learners.

Who will be directly affected by this proposal? (e.g. The general public, specific sections of the public such as youth groups, carers, road users, people using country parks, people on benefits, staff members or those who fall under the protected characteristics groups as defined by the Equality Act and for whom the authority must have due regard).

Young people living in deprivation and disadvantaged learners will be supported in all aspects of school life in order to better enable them to reach their full potential. It will ensure that rural deprivation is not a barrier to learners or their families in accessing education fully. Staff will be provided with training and read guidance/research on supporting disadvantaged and vulnerable learners. Learners of all ages will be supported to learn through bringing community groups into school buildings and collaboration with other organisations to regularly support with reducing the attainment and opportunity gaps

**VERSION CONTROL:** The IIA should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development, Welsh language and equality considerations wherever possible.

Author	Decision making stage	Version number	Date considered	Brief description of any amendments made following consideration
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Eirian Davies	<i>Prepare draft for Learning Communities Overview and Scrutiny Committee</i>	1	18/11/22	Headteachers, schools and stakeholders already engaged with and contributed to the information contained within the Strategy.

## COUNCIL STRATEGIC OBJECTIVES: Which of the Council's Strategic Objectives does the proposal address and how?

Boosting the Economy	The strategy will help to eradicate poverty in Ceredigion through supporting disadvantaged families and provide job opportunities.
Creating caring and Healthy Communities	The Corporate Strategy mentions the need to protect people from poverty, promote healthier lifestyles, support wellbeing, and protect the most vulnerable through early support and intervention.
Providing best start in life and enabling learning at all ages	The strategy will help ensure that all children have the best possible start in life regardless of whether they are disadvantaged/ living in poverty. It will enable people of all ages to access learning through community focussed schools.
Promoting Environmental and Community Resilience	-

**NOTE:** As you complete this tool you will be asked for **evidence to support your views**. These need to include your baseline position, measures and studies that have informed your thinking and the judgement you are making. It should allow you to identify whether any changes resulting from the implementation of the recommendation will have a positive or negative effect. Data sources include for example:

- *Quantitative data - data that provides numerical information, e.g. population figures, number of users/non-users*
- *Qualitative data – data that furnishes evidence of people's perception/views of the service/policy, e.g. analysis of complaints, outcomes of focus groups, surveys*
- *Local population data from the census figures (such as Ceredigion Welsh language Profile and Ceredigion Demographic Equality data)*
- *National Household survey data*
- *Service User data*
- *Feedback from consultation and engagement campaigns*
- *Recommendations from Scrutiny*
- *Comparisons with similar policies in other authorities*
- *Academic publications, research reports, consultants' reports, and reports on any consultation with e.g. trade unions or the voluntary and community sectors, 'Is Wales Fairer' document.*
- *Welsh Language skills data for Council staff*



<b>2. SUSTAINABLE DEVELOPMENT PRINCIPLES:</b> How has your proposal embedded and prioritised the five sustainable development principles, as outlined in the Well-being of Future Generations (Wales) Act 2015, in its development?			
Sustainable Development Principle	Does the proposal demonstrate you have met this principle? If yes, describe how. If not, explain why.	What evidence do you have to support this view?	What action (s) can you take to mitigate any negative impacts or better contribute to the principle?
<b>Long Term</b> Balancing short term need with long term and planning for the future.	The data shows that if nothing is done to tackle deprivation that the situation will get worse. The strategy seeks to provide a long term solution to the issue of deprivation.	Outcome data at GCSE demonstrates the current gap in achievement. Pre-pandemic data shows that in Wales, the disadvantage gap in results was about 22-23 months of educational progress in 2019, and only very slightly down on 24 months in 2011. Moreover, the persistent disadvantage gap (that is, pupils who were eligible for FSM for 80% of their time in school) was about 29 months of educational progress in 2019, which is also unchanged from the level in 2011. Only 4 per cent of pupils experiencing persistent disadvantage in Wales end up in the top quintile of GCSE scores in 2019.	Support schools to implement the Strategy
<b>Collaboration</b> Working together with other partners to deliver.	<ul style="list-style-type: none"> <li>Collaboration with schools through providing schools with the resources and guidance to support disadvantaged learners</li> </ul>	Community focussed schools in other LA's	Support organisations to assist schools to implement the strategy

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

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	<ul style="list-style-type: none"> <li>• Opportunity for schools to collaborate with Health service, Social Care, Youth service etc in order that they can use the school building to support with reducing the attainment and opportunity gaps</li> </ul>		
<p><b>Involvement</b> Involving those with an interest and seeking their views.</p>	<ul style="list-style-type: none"> <li>• Working partnerships with headteachers and stakeholders established and decision on which areas to focus on (Summer 2022)</li> <li>• Gather learner voice and option across each area of focus and build ideas, comments and wishes into strategy (Summer 2022)</li> <li>• Opportunity for schools to engage with the strategy and provide feedback (Sept 2022)</li> </ul>	Feedback from schools/ headteachers/ learners	Ensure that schools and headteachers are continually engaged as the Strategy develops and evolves.
<p><b>Prevention</b> Putting resources into preventing problems occurring or getting worse.</p>	Data shows that if nothing is done to tackle deprivation that the situation will get worse i.e. the gap between disadvantaged and more privileged learners.	The Ceredigion Local Wellbeing plan 2023-2028 National Data notes that there are currently 3,450 pupils in Ceredigion that are living in poverty. Nearly one third of households in Ceredigion are living in poverty. Between 2018 and 2022, the number of households living in poverty has increased by 9%. Given the current cost of living crisis, it is widely recognised that this figure will further increase. There is a strong correlation between Covid-19, poverty, and the wellbeing mental health of individuals. Since the pandemic, there has been a	Support schools to start implementing the Strategy as soon as possible.

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



		marked increase in the number of children and young people seeking support with complex emotional and mental health difficulties.	
<b>Integration</b> Positively impacting on people, economy, environment and culture and trying to benefit all three.	The Strategy will positively impact on people, economy and environment.	There is a clear link between deprivation and access to services.	

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



**3. WELL-BEING GOALS:** Does your proposal deliver any of the seven National Well-being Goals for Wales as outlined on the Well-being of Future Generations (Wales) Act 2015? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. We need to ensure that the steps we take to meet one of the goals aren't detrimental to meeting another.

Well-being Goal	Does the proposal contribute to this goal? Describe the positive or negative impacts-	What evidence do you have to support this view?	What action (s) can you take to mitigate any negative impacts or better contribute to the goal?
<p><b>3.1. A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs.</p>	<p>Addressing deprivation and supporting disadvantaged learners will help create a skilled workforce, thus resulting in a prosperous Wales.</p>	<p>Outcome data at GCSE demonstrates the current gap in achievement. Pre-pandemic data shows that in Wales, the disadvantage gap in results was about 22-23 months of educational progress in 2019, and only very slightly down on 24 months in 2011. Moreover, the persistent disadvantage gap (that is, pupils who were eligible for FSM for 80% of their time in school) was about 29 months of educational progress in 2019, which is also unchanged from the level in 2011. Only 4 per cent of pupils experiencing persistent disadvantage in Wales end up in the top quintile of GCSE scores in 2019.</p>	<p>Start implementing the Strategy</p>
<p><b>3.2. A resilient Wales</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



<p>Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change).</p>			
<p><b>3.3. A healthier Wales</b> People's physical and mental wellbeing is maximised and health impacts are understood.</p>	<p>The Strategy will help protect people from poverty, promote healthier lifestyles, support wellbeing, and protect the most vulnerable through early support and intervention.</p>	<p>The Ceredigion Local Wellbeing plan 2023-2028 National Data notes that there are currently 3,450 pupils in Ceredigion that are living in poverty. Nearly one third of households in Ceredigion are living in poverty. Between 2018 and 2022, the number of households living in poverty has increased by 9%. Given the current cost of living crisis, it is widely recognised that this figure will further increase. There is a strong correlation between Covid-19, poverty, and the wellbeing mental health of individuals. Since the pandemic, there has been a marked increase in the number of children and young people seeking support with complex emotional and mental health difficulties</p>	<p>Start implementing the strategy</p>
<p><b>3.4. A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected.</p>	<p>Learners of all ages will be supported to learn through bringing community groups into school buildings and collaboration with other organisations</p>		<p>Start implementing the strategy</p>

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



	to regularly support with reducing the attainment and opportunity gaps.		
<b>3.5. A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental well-being.	N/A		

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



<p><b>3.6. A more equal Wales</b>                  People can fulfil their potential no matter what their background or circumstances.</p> <p><i>In this section you need to consider the impact on equality groups, the evidence and any action you are taking for improvement.</i>  <i>You need to consider how might the proposal impact on equality protected groups in accordance with the Equality Act 2010?</i>  <i>These include the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or beliefs, gender, sexual orientation.</i>  <b>Please also consider the following guide::</b>  <a href="#">Equality Human Rights - Assessing Impact &amp; Equality Duty</a></p>	<p>Describe why it will have a positive/negative or negligible impact.</p> <p><i>Using your evidence consider the impact for each of the protected groups. You will need to consider do these groups have equal access to the service, or do they need to receive the service in a different way from other people because of their protected characteristics. It is not acceptable to state simply that a proposal will universally benefit/disadvantage everyone. You should demonstrate that you have considered all the available evidence and address any gaps or disparities revealed.</i></p>	<p>What evidence do you have to support this view?</p> <p><i>Gathering Equality data and evidence is vital for an IIA. You should consider who uses or is likely to use the service. Failure to use <u>data</u> or <u>engage</u> where change is planned can leave decisions open to legal challenge. Please link to <b>involvement</b> box within this template. Please also consider the general guidance.</i></p>	<p>What action (s) can you take to mitigate any negative impacts or better contribute to positive impacts?</p> <p><i>These actions can include a range of positive actions which allows the organisation to treat individuals according to their needs, even when that might mean treating some more favourably than others, in order for them to have a good outcome. You may also have actions to identify any gaps in data or an action to engage with those who will/likely to be effected by the proposal. These actions need to link to Section 4 of this template.</i></p>																
<p><b>Age</b>                  Do you think this proposal will have a positive or a negative impact on people because of their age? (Please tick ✓)</p> <table border="1" data-bbox="76 995 786 1469"> <thead> <tr> <th></th> <th>Positive</th> <th>Negative</th> <th>None/ Negligible</th> </tr> </thead> <tbody> <tr> <td>Children and Young People up to 18</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>People 18-50</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Older People 50+</td> <td>X</td> <td></td> <td></td> </tr> </tbody> </table>		Positive	Negative	None/ Negligible	Children and Young People up to 18	X			People 18-50	X			Older People 50+	X			<p>Young people living in deprivation and disadvantaged learners will be supported in all aspects of school life in order to better enable them to reach their full potential.</p> <p>Learners of all ages will be supported to learn through bringing community groups into school buildings and collaboration with other organisations to regularly support with reducing the attainment and opportunity gaps</p>		<p>Support schools to implement the Strategy</p>
	Positive	Negative	None/ Negligible																
Children and Young People up to 18	X																		
People 18-50	X																		
Older People 50+	X																		

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<b>Disability</b> Do you think this proposal will have a positive or a negative impact on people because of their disability? (Please tick ✓)				N/A		
Hearing Impairment	Positive	Negative	None/ Negligible			
			X			
Physical Impairment	Positive	Negative	None/ Negligible			
			X			
Visual Impairment	Positive	Negative	None/ Negligible			
			X			
Learning Disability	Positive	Negative	None/ Negligible			
			X			
Long Standing Illness	Positive	Negative	None/ Negligible			
			X			
Mental Health	Positive	Negative	None/ Negligible			
			X			
Other	Positive	Negative	None/ Negligible			
			X			
<b>Transgender</b> Do you think this proposal will have a positive or a negative impact on transgender people? (Please tick ✓)				N/A.		
Transgender	Positive	Negative	None/ Negligible			
			X			

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



<b>Marriage or Civil Partnership</b> Do you think this proposal will have a positive or a negative impact on marriage or Civil partnership? (Please tick ✓)				N/A		
Marriage	Positive	Negative	None/ Negligible			
			X			
Civil partnership	Positive	Negative	None/ Negligible			
			X			
<b>Pregnancy or Maternity</b> Do you think this proposal will have a positive or a negative impact on pregnancy or maternity? (Please tick ✓)				N/A		
Pregnancy	Positive	Negative	None/ Negligible			
			X			
Maternity	Positive	Negative	None/ Negligible			
			X			
<b>Race</b> Do you think this proposal will have a positive or a negative impact on race? (Please tick ✓)				N/A		
White	Positive	Negative	None/ Negligible			
			X			
Mixed/Multiple Ethnic Groups	Positive	Negative	None/ Negligible			
			X			
Asian / Asian British	Positive	Negative	None/ Negligible			

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



			X			
Black / African / Caribbean / Black British	Positive	Negative	None/ Negligible			
			X			
Other Ethnic Groups	Positive	Negative	None/ Negligible			
			X			

<b>Religion or non-beliefs</b> Do you think this proposal will have a positive or a negative impact on people with different religions, beliefs or non-beliefs? (Please tick ✓)				N/A		
Christian	Positive	Negative	None/ Negligible			
			X			
Buddhist	Positive	Negative	None/ Negligible			
			X			
Hindu	Positive	Negative	None/ Negligible			
			X			
Humanist	Positive	Negative	None/ Negligible			
			X			
Jewish	Positive	Negative	None/ Negligible			
			X			
Muslim	Positive	Negative	None/ Negligible			
			X			
Sikh	Positive	Negative	None/ Negligible			
			X			
Non-belief	Positive	Negative	None/			

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



			Negligible			
			X			
Other	Positive	Negative	None/ Negligible			
			X			
<b>Sex</b> Do you think this proposal will have a positive or a negative impact on men and/or women? (Please tick ✓)				N/A		
Men	Positive	Negative	None/ Negligible			
			X			
Women	Positive	Negative	None/ Negligible			
			X			
<b>Sexual Orientation</b> Do you think this proposal will have a positive or a negative impact on people with different sexual orientation? (Please tick ✓)				N/A		
Bisexual	Positive	Negative	None/ Negligible			
			X			
Gay Men	Positive	Negative	None/ Negligible			
			X			
Gay Women / Lesbian	Positive	Negative	None/ Negligible			
			X			
Heterosexual / Straight	Positive	Negative	None/ Negligible			
			X			



**Having due regards in relation to the three aims of the Equality Duty - determine whether the proposal will assist or inhibit your ability to eliminate discrimination; advance equality and foster good relations.**

**3.6.2. How could/does the proposal help advance/promote equality of opportunity?**

*You should consider whether the proposal will help you to:*

- Remove or minimise disadvantage
- To meet the needs of people with certain characteristics
- Encourage increased participation of people with particular characteristics

The strategy helps to ensure equality by reducing the gap between disadvantaged and more privileged learners.

**3.6.3. How could/does the proposal/decision help to eliminate unlawful discrimination, harassment, or victimisation?**

*You should consider whether there is evidence to indicate that:*

- The proposal may result in less favourable treatment for people with certain characteristics
- The proposal may give rise to indirect discrimination
- The proposal is more likely to assist or impeded you in making reasonable adjustments

N/A

**3.6.4. How could/does the proposal impact on advancing/promoting good relations and wider community cohesion?**

*You should consider whether the proposal will help you to:*

- Tackle prejudice
- Promote understanding

Learners of all ages will be supported to learn through bringing community groups into school buildings and collaboration with other organisations to regularly support with reducing the attainment and opportunity gaps

**Having due regard of the Socio-Economic Duty of the Equality Act 2010.**

**Socio-Economic Disadvantage is living in less favourable social and economic circumstances than others in the same society.**

*As a listed public body, Ceredigion County Council is required to have due regard to the Socio-Economic Duty of the Equality Act 2010. Effectively this means carrying out a poverty impact assessment. The duty covers all people who suffer socio-economic disadvantage, including people with protected characteristics.*

**3.6.5 What evidence do you have about socio-economic disadvantage and inequalities of outcome in relation to the proposal?**

Describe why it will have a positive/negative or negligible impact.

Outcome data at GCSE demonstrates the current gap in achievement. Pre-pandemic data shows that in Wales, the disadvantage gap in results was about 22-23 months of educational progress in 2019, and only very slightly down on 24 months in 2011. Moreover, the persistent disadvantage gap (that is, pupils who were eligible for FSM for 80% of their time in school) was about 29 months of educational progress in 2019, which is also unchanged from the level in 2011. Only 4 per cent of pupils experiencing persistent disadvantage in Wales end up in the top quintile of GCSE scores in 2019.

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



What evidence do you have to support this view?

The Ceredigion Local Wellbeing plan 2023-2028 National Data notes that there are currently 3,450 pupils in Ceredigion that are living in poverty. Nearly one third of households in Ceredigion are living in poverty. Between 2018 and 2022, the number of households living in poverty has increased by 9%. Given the current cost of living crisis, it is widely recognised that this figure will further increase. There is a strong correlation between Covid-19, poverty, and the wellbeing mental health of individuals. Since the pandemic, there has been a marked increase in the number of children and young people seeking support with complex emotional and mental health difficulties.

What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?

The Strategy will help address the attainment gap.

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



<b>3.7. A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh Language are promoted and protected. <i>In this section you need to consider the impact, the evidence and any action you are taking for improvement. This in order to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language Measure 2011.</i>				Describe why it will have a positive/negative or negligible impact.	What evidence do you have to support this view?	What action (s) can you take to mitigate any negative impacts or better contribute to positive impacts?
Will the proposal be delivered bilingually (Welsh & English)?	Positive	Negative	None/ Negligible X	N/A		
Will the proposal have an effect on opportunities for persons to use the Welsh language?	Positive	Negative	None/ Negligible X	N/A		
Will the proposal increase or reduce the opportunity for persons to access services through the medium of Welsh?	Positive	Negative	None/ Negligible X	N/A		
How will the proposal treat the Welsh language no less favourably than the English language?	Positive	Negative	None/ Negligible X	N/A		
Will it preserve promote and enhance local culture and heritage?	Positive	Negative	None/ Negligible	N/A		



**4. STRENGTHENING THE PROPOSAL:** If the proposal is likely to have a negative impact on any of the above (including any of the protected characteristics), what practical changes/actions could help reduce or remove any negative impacts as identified in sections 2 and 3?

**4.1 Actions.**

What are you going to do?	When are you going to do it?	Who is responsible?	Progress
N/A			

**4.2. If no action is to be taken to remove or mitigate negative impacts please justify why.**

*(Please remember that if you have identified unlawful discrimination, immediate and potential, as a result of this proposal, the proposal must be changed or revised).*

N/A

**4.3. Monitoring, evaluating and reviewing.**

*How will you monitor the impact and effectiveness of the proposal?*

That an annual report on progress against the Ceredigion Deprivation and Equity Strategy be presented to the Schools, and the Learning Communities Overview and Scrutiny Committee/

**5. RISK:** What is the risk associated with this proposal?

Impact Criteria	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very High
Likelihood Criteria	1 - Unlikely to occur	2 - Lower than average chance of occurrence	3 - Even chance of occurrence	4 - Higher than average chance of occurrence	5 - Expected to occur
Risk Description	Impact (severity)		Probability (deliverability)		Risk Score

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



That schools are unable to implement the strategy resulting in a greater gap in attainment	4	2	8

Does your proposal have a potential impact on another Service area?

NO

## 6. SIGN OFF

Position	Name	Signature	Date
Service Manager	Gillian Evans		
Corporate Lead Officer	Meinir Ebbsworth		
Strategic Director	Barry Rees		
Portfolio Holder			