



monmouthshire  
sir fynwy

## Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer</b> Nikki Wellington</p> <p><b>Phone no:</b> 01633 644549 <b>E-mail:</b> nicolawellington@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To remodel the inclusion model for Monmouthshire to ensure that provision is developed in county to ensure that pupils are able to remain within Monmouthshire.</p>
<p><b>Name of Service</b> CYP Finance</p>	<p><b>Date Future Generations Evaluation</b> 9<sup>th</sup> February 2018 and updated in August 2018 following the consultation response.</p>




***NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc***



- 1. Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>With this proposal, there will be new opportunities for jobs. Staff will be offered training for the skills required in this new model to support the pupils.</p>	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	No impact	No impact
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>Where possible the needs of the pupils will be met in county, near to their homes and local communities. This will have a positive effect on wellbeing for families.</p> <p>There may be a few pupils, whose needs are best met outside of the county. This will be done in full consultation with all parties concerned.</p>	All needs will be considered and the views of parents and children will be central to decision making process to ensure that the education placement is the most appropriate for the pupil and their identified needs.
<p><b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected</p>	Pupils will be supported by their local community, they will remain with their peer group where possible.	
<p><b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>		
<p><b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	By remaining in their local communities wherever possible, pupils will be able to engage, participate and embrace the Welsh culture and heritage.	
<p><b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances</p>		

## 2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>Because the provision will be within Monmouthshire, the needs of the child will be known and where appropriate, it will be easier to plan for the longer-term needs of that pupil.</p>	
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>Partners such as Social Services and Health are key partners in securing success and they will be consulted at all stages and their views will discussed and considered when determining the most appropriate provision to meet the needs of the pupil.</p>	
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>All partners and key stakeholders will be consulted, along with parents and parent advocacy groups such as SNAP. The views of children and young people will be listened to and will form a central part of the decision making process.</p>	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p data-bbox="152 608 291 635"><b>Prevention</b></p> <p data-bbox="342 368 504 667">Putting resources into preventing problems occurring or getting worse</p>	<p data-bbox="544 256 1312 440">The needs of the pupil will be identified at the earliest point of need irrespective of where that occurs. This will enable interventions to be put in place so that pupils have the support they need at the earliest opportunity to ensure maximum benefit.</p> <p data-bbox="544 480 1323 778">The proposed range of provision across the county will mean that pupils can be offered short term provision if required. This means that pupils will have appropriate support within the provision and outreach support to make a successful transition back into school when appropriate. Outreach support will ensure that staff will be provided with training and guidance to effectively support the pupil back into school. This is not possible with our current model.</p>	
 <p data-bbox="152 1059 300 1086"><b>Integration</b></p> <p data-bbox="342 820 517 1078">Considering impact on all wellbeing goals together and on other bodies</p>	<p data-bbox="544 820 1323 967">All partners will work together and therefore the partners will have a clear understanding of the needs of that pupil so that they can collectively act in the best interests of the child or young person in determining the most suitable provision.</p> <p data-bbox="544 975 1272 1078">This will allow them to better meet the child or young person's educational needs as well as their wider social, emotional and community needs.</p>	

**3. Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<i>The proposed model will have a positive impact on our young people. The model will allow pupils be educated in their local community where possible and to remain with their peer groups.</i>	<i>It is not anticipated that pupils that are already settled in an out of county school will be moved back in county. However there may be circumstances where their needs can now be met in county, in these circumstances there may be an opportunity to move the pupil. This may cause concerns for the pupil.</i>	<i>The interests of the pupil will be heard and their opinion will be key to any decision so it is made in the best interest of that pupil.</i>
Disability	<i>Pupils needs will be identified earlier and support provided at an earlier age. The model will look to support pupils in their local communities where possible.</i>	<i>It is not anticipated that pupils that are already settled in an out of county school will be moved back in county. However there may be circumstances where their needs can now be met in county, in these circumstances there may be an opportunity to move the pupil. This may cause concerns for the pupil.</i>	<i>The interests of the pupil will be heard and their opinion will be key to any decision so it is made in the best interest of that pupil.</i>
Gender reassignment			
Marriage or civil partnership			
Pregnancy or maternity			
Race			
Religion or Belief			
Sex			

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Sexual Orientation			
Welsh Language	<i>Where pupils are able to be educated within Monmouthshire they will follow the Welsh curriculum. This will include learning the Welsh Language and Culture of Wales.</i>		

4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	<i>Given that the pupils will be educated within Monmouthshire where possible, Monmouthshire's safeguarding policies will apply and we will be able to monitor better.</i>		
Corporate Parenting	<i>Given that the pupils will be educated within Monmouthshire where possible, Monmouthshire's policies will apply and we will be able to monitor better.</i>		

5. What evidence and data has informed the development of your proposal?

Pupil data.  
 Review of current and future needs.  
 Current provision within our schools.  
 Current and and future budgets.  
 Working groups with Heads, parent advocacy  
 Exclusion data.

**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

The positive impact is the proposal to identify needs at an earlier age and to educate pupils in their own communities, where possible. This will have a positive impact on the wellbeing of the pupils and their families. The main negative impact is the potential redundancies for staff where they cannot be redeployed,

**7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

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

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**8. MONITORING:** The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated on:	August 2020.
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**9. VERSION CONTROL:** The Future Generations Evaluation 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 wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1.0	Cabinet.	7 <sup>th</sup> March 2018.	
2.0	Cabinet	5th September 2018	Following the consultation period a number of concerns were raised. As a result of evaluating these concerns recommendations will be made to cabinet to determine how to take the review forward. These are detailed in the cabinet report but a summary is shown below:



## Summary of amendments:

### 1.1 The recommendation is to publish the proposal as consulted on and to agree to publish statutory notices as required:

*Proposal to change the designation of the Special Needs Resource Base at Deri View Primary School to accommodate children with Autistic Spectrum Disorder, Speech Language and Communication Difficulties to also include an assessment centre.*

*Increase the capacity of Overmonnow Special Needs Resource Base from 20 to 24 and change the type of provision offered in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.*

*Proposal to establish inclusion centres in our four secondary schools.*

### 1.2 The recommendation is to publish the proposals with the following modification:

*Proposal to change the type of provision offered at Monmouth and Caldicot Special Need Resource Base to cater for complex needs including Severe Learning Difficulties, Autistic Spectrum Disorder, Speech language and Communication disorder, Profound and Multiple Learning Difficulties and Physical and Medical Difficulties.*

*The modification is to recommend that Profound and Multiple Learning Difficulties be removed from the proposal.*

*Increase the capacity of Pembroke Special Need Resource Base from 20 to 24 and change the type of provision offered in order to cater for Complex Needs including: Severe Learning Difficulties, Autistic Spectrum Disorder, Speech Language and Communication Disorder, Profound and Multiple Learning Difficulties, Physical and Medical Difficulties.*

*The modification is to recommend that the capacity will remain at 20 places.*

### 1.3 The recommendation is to significantly recast the proposal and re-consult.

*Proposal to establish a new special school that will deliver the full range of provision on the site of Mounton House.*

*Proposal to establish a Special Needs Resource Base in the south of the county to accommodate children with Autistic Spectrum Disorder, Speech Language and Communication difficulties to also include an assessment centre.*

*The proposal to establish two regional Primary Pupil Referral Units, one in the north and one in the south of the county.*

**1.4 The recommendation is to abandon this proposal and maintain the status quo.**

*Proposal for the new special school to manage the Special Needs Resource Bases based in our local schools.*

*The proposal to establish Secondary Pupil referral units, one in the north and one in the south of the county.*