



<p><b>Name of the Officer</b> completing the evaluation Nikki Wellington</p> <p>Phone no: 07766504389 E-mail: <a href="mailto:nicolawellington@monmouthshire.gov.uk">nicolawellington@monmouthshire.gov.uk</a></p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>The proposal is to consult on changes to the schools funding formula for delegating funding to support pupils with Additional Learning Needs (ALN) to allow more flexibility for schools in determining how that funding is used and to provide longer term planning.</p>
<p><b>Name of Service area</b> Additional Learning Needs / Schools and Finance</p>	<p><b>Date</b> 23rd December 2021</p>

1. **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.

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	The proposal will affect all pupils of primary and secondary school age. The proposal will give schools more flexibility for using their funding to support pupils with ALN. It is envisaged that given this flexibility pupils will more moderate learning needs can be supported.	It may be perceived by giving schools more delegated funding there will be less monitoring by the Local Authority to ensure that needs are met. This may lead to a greater number of complaints from parents which could ultimately lead to an increase in tribunals.	The new ALN code clearly sets out the responsibilities for schools and the Local Authority. The Local Authority will still have the role to monitor the spend to ensure that needs are being met.

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?
Disability	The proposal will support a more flexible approach by schools to support pupils with ALN, the new code clearly identifies who is responsible in providing support for these pupils. Schools will be able to use the funding to address the pupils need. Schools already oversee the day-to-day education of these pupils; the current system is very rigid requiring funding to be spent in a way which may not provide the best benefits.	It may be perceived by giving schools more delegated funding there will be less monitoring by the Local Authority to ensure that needs are met. This may lead to a greater number of complaints from parents which could ultimately lead to an increase in tribunals.	The new ALN code clearly sets out the responsibilities for schools and the Local Authority. The Local Authority will still have the role to monitor the spend to ensure that needs are being met.
Gender reassignment	Neutral		
Marriage or civil partnership	Neutral		
Pregnancy or maternity	Neutral		
Race	Neutral.		
Religion or Belief	Neutral		

<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>
Sex	Neutral		
Sexual Orientation	Neutral		

## 2. he Socio-economic Duty and Social Justice

	Describe any positive impacts your proposal has in respect of people suffering socio economic disadvantage	Describe any negative impacts your proposal has in respect of people suffering socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
<b>Socio-economic Duty and Social Justice</b>	With the increase in flexibility of funding there may be opportunities to increase employment in the local area. Traditionally these roles are part time which would allow people with caring responsibilities to fulfill these roles, therefore increasing household income.	If funding is reduced this may result in job losses, traditionally these posts are part time. If this should happen this could lead to increase financial pressures for families.	The proposals will see transition funding in place to limit the effects of any increases / decreases over a 3-year period. Where redundancies do occur the protection of employment policy will be followed.

The Socio-economic Duty requires public bodies to have due regard to the need to reduce inequalities of outcome which result from socio-economic disadvantage when taking key decisions This duty aligns with our commitment as an authority to Social Justice.

### 3. Policy making and the Welsh language.


<b>How does your proposal impact on the following aspects of the Council's Welsh Language Standards:</b>	<b>Describe the positive impacts of this proposal</b>	<b>Describe the negative impacts of this proposal</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts</b>
<b>Policy Making</b>  Effects on the use of the Welsh language,  Promoting Welsh language  Treating the Welsh language no less favorably	There is already a strong Welsh Culture in our schools with the Welsh Language being taught in all our schools. The flexible of the funding may allow greater access to Welsh resources. The Welsh medium schools may be able to use this funding to employ additional Welsh speaking teaching assistants to be used across the whole schools to support learners.	If funding is reduced this may result in job losses, traditionally these posts are part time. If this should happen this could lead to increase financial pressures for families.	The proposals will see transition funding in place to limit the effects of any increases / decreases over a 3-year period. Where redundancies do occur the protection of employment policy will be followed.
<b>Operational</b>  Recruitment & Training of workforce	The Welsh medium schools may be able to use this funding to employ additional Welsh speaking teaching assistants to be used across the whole schools to support learners. If there are opportunities to employ additional staff this may open opportunities for additional training to learn the Welsh language and to learn about the Welsh culture.	It is sometimes difficult to attract a Welsh speaking workforce which may limit the opportunities for employment.	There are many opportunities for employees to learn Welsh and schools actively encourage this.
<b>Service delivery</b>  Use of Welsh language in service delivery  Promoting use of the language	Any vacancies will be advertised in both English and Welsh. There is already a strong Welsh Culture in our schools with the Welsh Language being taught in all our schools.	It is sometimes difficult to attract a Welsh speaking workforce which may limit the opportunities for employment.	There are many opportunities for employees to learn Welsh and schools actively encourage this.





**4. 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. There's no need to put something in every box if it is not relevant!

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?
<b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs	The proposal may allow additional employment opportunities. This will lead to increases in the household income. Where funding is reduced, this may lead to redundancies.	The proposals will see transition funding in place to limit the effects of any increases / decreases over a 3-year period. Where redundancies do occur the protection of employment policy will be followed.
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	Neutral	
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	The proposal will allow greater flexibility in meeting the needs of pupils will ALN. This will allow solutions to be put in at a local level with discussions with both parents / carers and the Local Authority. There will be less need to complete forms to obtain funding and will allow schools to plan further ahead.	It may be perceived by giving schools more delegated funding there will be less monitoring by the Local Authority to ensure that needs are met. This may lead to a greater number of complaints from parents which could ultimately lead to an increase in tribunals. The new ALN code clearly sets out the responsibilities for schools and the Local Authority. The Local Authority will still have the role to monitor the spend to ensure that needs are being met.
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	The proposal will allow the flexibility to meet the need of the pupil and should also allow the pupil to remain in their local school.	Should the needs not be able to be met in their local school the pupil will be able to access the correct provision in a specialist provision. This will not automatically lead to a clawing back of funding but allow the school to reinvest that funding to support other pupils.
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	There is already a strong Welsh Culture in our schools with the Welsh Language being taught in all our schools. The flexible of the funding may allow greater access to Welsh resources. The Welsh medium schools may be able to use this funding to employ additional Welsh	The proposals will see transition funding in place to limit the effects of any increases / decreases over a 3-year period. Where redundancies do occur the protection of employment policy will be followed.

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?
	speaking teaching assistants to be used across the whole schools to support learners	
<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	There is already a strong Welsh Culture in our schools with the Welsh Language being taught in all our schools. The flexible of the funding may allow greater access to Welsh resources. This funding will open more opportunities to support pupils, and this may be through sport, art and recreation.	
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	The funding is designed to allow all pupils that are support through this to meet their full potential and remain within their local community to be supported by their peer groups.	Should the needs not be able to be met in their local school the pupil will be able to access the correct provision in a specialist provision.

**5. 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>Balancing short term need with long term and planning for the future</p>	<p>The proposal will be reviewed after one year, should it be agreed to continue then schools will be able to plan their resources going forward to meet the need. There will be no clawing back of funding if a pupil leaves unless the funding is in place to support a pupil on a one-to-one basis. This will open longer employment opportunities.</p>	<p>The longer-term funding will allow schools to plan for future need, therefore where staff do leave the vacancy can be reviewed to avoid making redundancies later on. The proposals will see transition funding in place to limit the effects of any increases / decreases over a 3-year period. Where redundancies do occur the protection of employment policy will be followed.</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>Working together with other partners to deliver objectives</p> <p><b>Collaboration</b></p>		
 <p>Involving those with an interest and seeking their views</p> <p><b>Involvement</b></p>	<p>The proposal has been developed by a working group of Headteachers, Additional Learning Need Co-Ordinator's and the Local Authority. There is a wide range of consultees that are listed in the paper and all their views will be heard and consider prior to the final proposal being developed.</p>	
 <p>Putting resources into preventing problems occurring or getting worse</p> <p><b>Prevention</b></p>	<p>Early intervention for pupils with ALN should lead to them getting the support they need to fulfill their potential. Early intervention should also lead to an earlier diagnosis allowing support at an early age. The flexibility of this funding will allow support to be stepped up or down to meet the need of the pupil.</p>	<p>It may be perceived by giving schools more delegated funding there will be less monitoring by the Local Authority to ensure that needs are met. This may lead to a greater number of complaints from parents which could ultimately lead to an increase in tribunals. The new ALN code clearly sets out the responsibilities for schools and the Local Authority. The Local Authority will still have the role to monitor the spend to ensure that needs are being met.</p>
 <p>Considering impact on all wellbeing goals together and on other bodies</p> <p><b>Integration</b></p>	<p>For pupils with ALN there may be a need to take advice and support from health. The flexibility in the funding will allow schools to consider this advice and to support the pupil appropriately.</p>	<p>Any reduction in funding will be phased over a three-year period to allow a long-term panning window to work with partners to meet the needs.</p>



**6. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?**

	<b>Describe any positive impacts your proposal has</b>	<b>Describe any negative impacts your proposal has</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	Schools have very robust safeguarding policies in place to protect pupils. All of these are regularly reviewed by the Local Authority and the Governing Body. These policies are visible to parents. This proposal does not seek to change any of this.	None	All staff are fully trained in these policies and they receive regular update training. All staff have the necessary safeguarding checks in place before they are employed.
Corporate Parenting	Schools are aware of all LAC in their school, again they have clear policies to support these pupils, this proposal does not seek to change any of this.	None	All staff are fully trained in these policies and they receive regular update training.

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

<ul style="list-style-type: none"> <li>- Financial data</li> <li>- Additional Learning Needs data</li> <li>- Feedback from working group</li> <li>- Current funding model</li> <li>- Feedback from Monmouthshire Association of Primary Schools (MAPS)</li> <li>- Feedback from Secondary Headteachers</li> <li>- 5 year ALN financial forecasting model</li> <li>- Medium term financial plan</li> <li>- Consultations from neighbouring Local Authorities.</li> </ul>
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**8. 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 main positives impact of this proposal is the increased flexibility afforded to schools to allow them to manage their funding to meet the needs of pupils with additional learning needs, staff may be retained which will allow pupils to benefit from the training and development that has been invested. Schools will not need to apply for funding for each pupil therefore reducing the administration around the process of funding. It will be possible to support pupils at an early stage and not require waiting for the whole assessment process to be completed prior to any funding being offered.

The main negative impacts of this proposal are where a school receives less funding there is a risk that staff may be made redundant. It may also be perceived that as schools are assessing what support is needed this will not be consistent over Monmouthshire, it may also be perceived by parents that Monmouthshire will not be monitoring that process.

To mitigate against the negative impacts there will be transition funding in place for a number of years to ensure that there is careful planning around staffing to avoid redundancies. The new Additional Learning Needs act sets out clearly the responsibilities of the school and Local Authority and how this is monitored. All schools received training and support from the Local Authority on what support may be required and this will continue and strengthen.

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

<b>What are you going to do</b>	<b>When are you going to do it?</b>	<b>Who is responsible</b>
Consultation	6th January 2022 – 11th February 2022	Nikki Wellington
Feedback to School Budget Finance Forum	16th February 2022	Nikki Wellington
Final proposal presented to cabinet	2nd March 2022	Cabinet
Complete review of proposals and implement any changes	December 2022	Working Group

**10. VERSION CONTROL: The Equality and Future Generations Evaluation should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision making process. It is important to keep a record of this process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.**

<b>Version No.</b>	<b>Decision making stage</b>	<b>Date considered</b>	<b>Brief description of any amendments made following consideration</b>
1	Consultation	6th January 2022	None.

<b>2</b>	Cabinet	11th February 2022	Dates updated in 'what are you going to do'