



Integrated Impact Assessment Template

(incorporating Equalities, Socio-economic Duty, Future Generations, Welsh Language Measures, Corporate Parenting)

<p>Name of the Officer Morwenna Wagstaff</p> <p>Phone no: 01633 644032 E-mail: MorwennaWagstaff@Monmoutshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal</p> <p>To make use of an existing MCC school site to develop specialist provision for children with social, emotional and mental health needs (SEMH).</p>
<p>Name of Service area</p> <p>Inclusion Service, Children, Learning, Skills and Economy (CLSE)</p>	<p>Date</p> <p>29th May 2026</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.

<u>Protected Characteristics</u>	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?
<p>Age <i>Consider the impact on our community in relation to age, e.g. how do we engage with older and younger people about our services, access issues etc. Also consider what issues there are for employment and training.</i></p>	<p>The provision will focus on primary aged learners and support them to be able to return to a suitable school environment.</p> <p>This is an identified insufficiency in our review of additional learning provision, as provision for this identified group of learners exists at secondary phase of education through a school based alternative provision model.</p>	<p>None identified at this stage.</p>	<p>N/A</p>

<u>Protected Characteristics</u>	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?
<p>Disability <i>Consider the impact and what issues there are around each of the disability needs groups e.g. access to buildings/services, how we provide services and the way we do this; producing information in alternative formats, employment issues etc.</i></p>	<p>Children with disabilities (specifically those with needs in the areas of SEMH and neuro-divergence), as defined by law, living in Monmouthshire, will benefit from having suitable education provision within Monmouthshire, which promotes their learning and wellbeing.</p>	<p>None identified at this stage.</p>	<p>N/A</p>
<p>Gender reassignment <i>Consider the provision of inclusive services for transgender people and groups. Also consider what issues there are for employment and training.</i></p>	<p>The provision will promote equality and diversity for all children placed within the provision, this includes suitable facilities.</p>	<p>None identified at this stage.</p>	<p>N/A</p>
<p>Marriage or civil partnership <i>Same-sex couples registered as civil partners have the same rights as married couples and must be provided with the same benefits, such as survivor pensions, flexible working, maternity/paternity pay and healthcare insurance. Consider the impact of your proposal on these rights.</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<u>Protected Characteristics</u>	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?
Pregnancy or maternity <i>A woman is protected from discrimination during her pregnancy, maternity leave and 26 weeks from the day she gives birth. Including the provision of services, goods and facilities and recreational or training facilities. Consider the impact of your proposal on these protections.</i>	N/A	N/A	N/A
Race <i>What will the proposal do to promote race equality with the aim of eliminating unlawful discrimination, promoting equality of opportunity and promoting good relations between different racial groups. Think about the potential to affect racial groups differently. Possible issues include providing translation/interpreting services, cultural issues and customs, access to services, issues relating to Asylum Seeker, Refugee, Gypsy & Traveler, migrant communities and recording of racist incidents etc.</i>	The provision further promotes inclusion for all learners in vulnerable groups and equality for opportunity for all. The development of this environment supports the promotion of good relationships between all racial groups. Where necessary translation and interpretation services will be provided to ensure equal access to those who are identified to access this provision.	None identified at this stage.	N/A
Religion or Belief <i>Consider the impact e.g. dietary issues, religious holidays or days associated with religious observance, cultural issues and customs. Also consider what issues there are for employment and training.</i>	The provision will foster tolerance and acceptance that stems from promoting person-centered practice. This includes appropriate curriculum development to support acceptance and understanding.	None identified at this stage.	N/A

<u>Protected Characteristics</u>	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?
Sex <i>Consider what issues there are for men and women. Will this impact disproportionately on one group more than another e.g. equal pay, responsibilities for dependents, issues for carers, access to training, employment issues.</i>	The the development of this provision is of equal benefit to both male and female children and employees.	None identified at this stage.	N/A
Sexual Orientation <i>Consider the provision of inclusive services for e.g. older and younger people from the Lesbia, Gay and Bi-sexual communities. Also consider what issues there are for employment and training.</i>	Principles embedded in the Inclusion Strategy will be applied to ensure that this provision will respond appropriately and sensitively to any gender orientation issues that children / young people may present with.	None identified at this stage.	N/A

2. The Socio-economic Duty

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.

Socio-economic disadvantage can be defined as living in less favorable social and economic circumstances than others in society. It also includes social justice, which is about reducing inequalities by working towards more equal distribution of wealth and opportunities so everyone can achieve their full potential.

Consider how the proposal could affect the following vulnerable groups:

Armed Forces Community (including veterans)

Single parents

Vulnerable families

Single adult households

Carers

Students

People living in the most deprived areas

Pensioners

Homeless People

People misusing substances

People who have experienced the asylum system

People involved in the criminal justice system

<u>Socio-economic Duty</u>	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 from socio economic disadvantage.	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts in relation to the Socio-economic disadvantage?
<p><i>Think of what evidence you have about socio-economic disadvantage and inequalities of outcome in relation to this proposal. Will it impact disproportionately on certain groups? Can the proposals be improved to reduce inequalities of outcome?</i></p>	<p>The principles of the Inclusion Strategy applied to the provision actively promote strategies and approaches that address children who are experiencing socio-economic disadvantage and who have ALN.</p> <p>Development of this provision will support reducing inequalities and have a positive impact on these groups of children in terms of social and academic outcomes.</p>	<p>None identified at this stage.</p>	<p>N/A</p>

3. Policy making and the Welsh language

What are the effects that the proposals would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English? How could positive effects be increased, or negative effects be mitigated? Explain how you believe the proposals could be improved so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

<p>How does your proposal impact on the following aspects of the Council's Welsh Language Standards:</p>	<p>Describe the positive impacts of this proposal</p>	<p>Describe the negative impacts of this proposal</p>	<p>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts</p>
<p>Policy Making: <i>Consider what impact this policy decision will have on the Welsh Language. This includes opportunities for people to use the language, opportunities to promote the language and treating the language no less favourably than the English language. Include any data and evidence e.g. WESP, Census Data, Cymraeg 2050, Welsh Language Strategy.</i></p>	<p>The provision reflects the priorities around the Welsh language as reflected in the ALNET legislation.</p> <p>All policy information will be available through the medium of Welsh.</p>	<p>N/A</p>	<p>N/A</p>
<p>Operational: Recruitment & Training of workforce <i>Carefully consider whether vacant posts require Welsh language skills as a desirable or essential skill. This is especially pertinent with front line roles as more than 10 % of the population of Monmouthshire speak Welsh. Also, when assessing the need for Welsh language skills keep in mind the existing Welsh language skills within the workforce. In service areas where there is a current lack of Welsh language skills, posts should be advertised as Welsh language essential. Additionally, consider where further training may be needed to increase the number of staff who can speak Welsh and to enhance the skills of current Welsh speakers.</i></p>	<p>Recruitment to posts in the Inclusion Service always includes the ability to communicate in Welsh as desirable in the job descriptions. Staff are made aware of the opportunity to learn Welsh through MCC supported training.</p>	<p>We have limited officers within the Inclusion Service who currently speak Welsh.</p>	<p>Opportunities for staff working within the Inclusion Service to learn Welsh are optimised.</p>
<p>Service Delivery: Use of Welsh language in service delivery <i>When advertising our services you must promote the fact that people can deal with the council in Welsh by</i></p>	<p>Parents/carers are informed that they can access relevant services in Welsh. All written communications are available in Welsh. All information on the website is available in Welsh and English.</p>	<p>The capacity to deliver all aspects of Inclusion service support through Welsh are limited.</p>	<p>Where possible, we utilise Welsh speaking officers to deliver the Welsh additional learning provision identified through Individual Development Plans.</p>

<i>phone, email, twitter, Facebook, letters, forms, website transactions etc.</i>	The additional learning provision identified in Individual Development Plans as requiring delivery through the medium of Welsh will be secured in Welsh where possible.		We ensure our materials/ resources are all translated into Welsh and available to all.
---	---	--	--


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!




<u>Well Being Goals</u>	Describe the positive impacts the proposal has on the wellbeing goal.	Describe the negative impacts the proposal has on the wellbeing goal.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales <i>An innovative, productive and low carbon society which recognises global limits and uses resources efficiently (including acting on climate change); a skilled and well-educated population in an economy which generates wealth and provides jobs.</i>	The development of this provision will contribute to the efficient use of resources by creating impactful provision that will keep children with SEMH needs in county, therefore decreasing the use and number of out of county specialist places and wider commissioned alternative providers.	None identified at this stage.	N/A
A resilient Wales <i>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).</i>	Keeping children with complex additional learning needs in the area of SEMH and neuro-divergence within Monmouthshire, and close to their communities will reduce transport times and costs. This will have a positive impact in relation to reducing emissions and promoting active travel.	None identified at this stage.	N/A
A healthier Wales <i>People's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</i>	Promoting a more inclusive culture through access to specialist provision within Monmouthshire, which has links with mainstream schools and communities, will have a positive	None identified at this stage.	N/A

<u>Well Being Goals</u>	Describe the positive impacts the proposal has on the wellbeing goal.	Describe the negative impacts the proposal has on the wellbeing goal.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	impact on the wellbeing of children with additional learning needs and their families.		
A Wales of cohesive communities <i>Communities are attractive, viable, safe and well connected</i>	The development of this provision contributes to a cohesive, inclusive model of education which ensures that more of our children with additional learning needs can access provision within Monmouthshire and have their needs effectively met.	None identified at this stage.	N/A
A globally responsible Wales <i>Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</i>	More local provision will mean a likely reduction in distances travelled, thereby contributing to a reduction in harmful nitrogen dioxide emissions.	None identified at this stage.	N/A
A Wales of vibrant culture and thriving Welsh language <i>Promotes and protects culture, heritage and the Welsh language, and participation in the arts, and sports and recreation</i>	The development of this promotes and supports the opportunity for more children with ALN to follow the Curriculum for Wales, to learn Welsh and be encouraged to participate in sport, art and recreation related to Welsh culture.	None identified at this stage.	N/A
A more equal Wales <i>People can fulfil their potential no matter what their background or circumstances. (This includes the protected characteristics listed in Section 1 above. You can add more detail there. Don't forget to</i>	The development of this provision reduced insufficiencies in school provision to meet ALN and therefore promotes equal and inclusive educational provision for children with	None identified at this stage.	N/A

<u>Well Being Goals</u>	Describe the positive impacts the proposal has on the wellbeing goal.	Describe the negative impacts the proposal has on the wellbeing goal.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<i>think about the impacts on poverty)</i>	disabilities/ ALN regardless of their background or circumstances.		

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

<u>Sustainable Development Principles</u>	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><i>We are required to look beyond the usual short term timescales for financial planning and political cycles and instead plan with the longer term in mind (guidance says at least 10 years, but preferably 25)</i></p>	<p>Development of a suitable environment for SEMH provision demonstrates an investment in equality of opportunity for Monmouthshire children with ALN through access to suitable provision within Monmouthshire which will support improved engagement in learning, attendance and reduced exclusions. In the longer term this will have an impact on learner outcomes and positive engagement in education.</p>	<p>None identified at this stage.</p>

<p><u>Sustainable Development Principles</u></p>	<p>Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.</p>	<p>Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?</p>
 <p>Working together with other partners to deliver objectives</p> <p>Collaboration</p>	<p>Developing this provision will involve working closely with a range of partners in schools and other services to deliver improved educational facilities, targeted interventions and to ensure better access to specialist provision for children with ALN.</p>	<p>Working with social care and health to ensure wider support for families of these children to positively impact their lives outside of school.</p>
 <p>Involving those with an interest and seeking their views</p> <p><i>Who are the stakeholders who will be affected by your proposal? Have they been involved? Do those people reflect the diversity of the area which is served?</i></p> <p>Involvement</p>	<p>The principle stakeholders are parents/carers of children with ALN. Other stakeholders include the Cysgod Y Coed staff and its Management Committee, schools, governing bodies, social care and health services. The Participation Policy sets out the ways in which the Inclusion Service will gain the views of these groups.</p>	<p>Continued engagement with all stakeholders to review and refine the provision and its impact.</p>
 <p>Putting resources into preventing problems occurring or getting worse</p> <p>Prevention</p>	<p>The Inclusion Service is committed to the development of more local specialist provision. This investment will improve existing provision and provide more local specialist educational environments for children with complex needs. This will help prevent waiting lists for specialist provision and possible requests for expensive specialist out of county provision or provision through alternative providers.</p>	<p>Continued forecasting work (where possible) to ensure we have the resources to meet the need to allow us to be less reactionary.</p>

<p><u>Sustainable Development Principles</u></p>	<p>Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.</p>	<p>Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?</p>
<div data-bbox="107 284 286 466" data-label="Image"> </div> <p data-bbox="136 480 259 504">Integration</p> <p data-bbox="309 256 607 403">Considering impact on all wellbeing goals together and on other bodies</p> <p data-bbox="309 440 607 539"><i>Focus here on how you will better integrate the Wellbeing Goals impacts</i></p> <p data-bbox="107 549 589 715"><i>on people, economy and environment described above and balance any competing impacts. Think about impacts the proposal may have on other organisations</i></p>	<p data-bbox="633 256 1330 501">More inclusive local provision for children with ALN will have a positive impact on the health and well-being of children with complex needs living in Monmouthshire as they will have access to more local specialist provision that can meet their educational and social emotional needs.</p>	<p data-bbox="1352 256 1621 288">None at this stage.</p>

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

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
<p><u>Safeguarding</u> <i>Safeguarding in this context applies to children (not yet reached 18th birthday) and adult at risk (identified as a person over the age of 18 and who (a) is experiencing or is at risk of abuse or neglect, (b) has needs for care and support (whether or not the authority is meeting any of those needs), and (c) as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.) Safeguarding is about ensuring that everything is in place to promote the well-being of children and adults at risk, preventing them from being harmed and protecting those who are at risk of abuse and neglect.</i></p>	<p>All Inclusion Service staff are guided by Wales Safeguarding Procedures at all times, and the Inclusion Strategy ensures everything necessary is in place to ensure the well-being of children at risk of harm or neglect.</p>	<p>None identified at this stage.</p>	<p>N/A</p>

<p><u>Corporate Parenting, Care Leavers and Care Experienced People</u></p> <p><i>This relates to those children who are 'looked after' by the Local Authority either through voluntary arrangements with their parents or through a Court Order. The Council has a corporate duty to consider 'children who are looked after especially and to promote their welfare (in a way, as though those children were their own). It also relates to care experienced people (people who have spent time in care when they were under 18 years old). The Council must consider how to help overcome the disadvantages and discrimination they experience.</i></p>	<p>The Inclusion Strategy refers directly to the importance of ensuring the welfare of children who are looked after (CLA) and care experienced as a priority. The Inclusion Service has officers dedicated to supporting CLA and working with other supporting agencies.</p>	<p>None identified at this stage.</p>	<p>N/A</p>
---	---	---------------------------------------	------------

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

This will include your baseline position, measures and studies that have informed your thinking and the recommendation you are making. It should allow you to identify whether any changes resulting from the implementation of the recommendation have had a positive or negative effect. Key strategies and documents that may help you include: Community and Corporate Plan, Asset Management Strategy, Digital and Data Strategy, Medium Term Financial Strategy, People Strategy, Socially Responsible Procurement Strategy: [Enabling Strategies](#) See Guidance for more examples.

- Current pupil data – including exclusion data, outcome and progress information captured through person-centered reviews (including pupil and parent/ carer voice)
- Additional Learning Provision Reviews (duty under Chapter 7 of the ALN Code) - primary clusters, out of county specialist provisions and alternative providers
- Analysis of resources allocated to alternative providers commissioned and specialist placements
- Inclusion Service evaluation reports, including the Inclusion Service Business Plan
- PLASC data around SEMH needs
- ALN Data – placement information

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?

This section should summarise the key issues arising from the evaluation. This summary must be included in the Committee Report Template

Positive Impacts:

- Addressing an insufficiency in additional learning provision, as identified through the duty on LAs to keep additional learning provision under review (ALNET Act 2018)
- Developing an impactful provision to keep more children in Monmouthshire for their education
- High quality local specialist provision means there is less reliance on expensive, out of county specialist provision and commissioned alternative providers
- Ensuring children have a suitable peer group
- Continued links with mainstream schools
- An inclusive culture advances equality of opportunity between people who share a relevant protected characteristic and those who do not
- An inclusive and tolerant culture fosters good relations between people who share a protected characteristic and those who do not
- High quality specialist provision supports recruitment and retention of highly qualified staff and the development of best ALN practice across specialist settings
- Educating children in vulnerable groups, including those with ALN, close to their communities will result in a reduction in travel time and transport costs and associated pollution

9. 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?
Develop a suitable environment for SEMH provision	September 2026	Dr M Wagstaff

10. VERSION CONTROL: The Integrated Impact Assessment 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.

Version No.	Decision making stage <i>e.g. budget mandate, DMT, SLT, Scrutiny, Cabinet etc</i>	Date considered	Brief description of any amendments made following consideration
1	Children, Learning, Skills & Economy DMT	29.05.26	