

# Public Document Pack



Cyngor Sir  
**CEREDIGION**  
County Council

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Aberaeron, Ceredigion SA46 0PA  
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Date Not Specified

Lisa Evans

01545 570881

Dear Sir / Madam

I write to inform you that a Meeting of the Learning Communities Overview and Scrutiny Committee will be held HYBRID - NEUADD CYNGOR CEREDIGION, PENMORFA, ABERAERON / REMOTELY VIA VIDEO CONFERENCE on Thursday, 8 December 2022 at 10.00 am for the transaction of the following business:

1. **Apologies**
2. **Disclosures of personal interest (including whipping declarations)**  
**Members are reminded of their personal responsibility to declare any personal and prejudicial interest in respect of matters contained in this agenda in accordance with the provisions of the Local Government Act 2000, the Council's Constitution and the Members Code of Conduct. In addition, Members must declare any prohibited party whip which the Member has been given in relation to the meeting as per the Local Government (Wales) Measure 2011**
3. **The current referral pathway to a diagnosis of autism (Pages 3 - 10)**
4. **Deprivation and Equity Strategy (Pages 11 - 68)**
5. **Ceredigion Youth Council Meeting Minutes (21.10.22) (Pages 69 - 84)**
6. **A verbal update on the grants available to schools**
7. **To confirm minutes of the previous meeting and to consider any matters arising from those Minutes (Pages 85 - 88)**
8. **To consider the draft Forward Work Programme (Pages 89 - 94)**

Members are reminded to sign the Attendance Register

A Translation Services will be provided at this meeting and those present are welcome to speak in Welsh or English at the meeting.

Yours faithfully

A handwritten signature in black ink that reads "L Edwards". The signature is written in a cursive, flowing style.

**Miss Lowri Edwards**  
**Corporate Lead Officer: Democratic Services**

**To: Chairman and Members of Learning Communities Overview and  
Scrutiny Committee**

The remaining Members of the Council for information only.

## Cyngor Sir CEREDIGION County Council

**REPORT TO:** Learning Communities Overview and Scrutiny Committee

**DATE:** 8 December 2022

**LOCATION:** Hybrid

**TITLE:** The current referral pathway to a diagnosis of autism

**PURPOSE OF REPORT:** To provide information on the current referral pathway to a diagnosis of autism. To look at the challenges and how the Schools Services is meeting the needs of children who have or who are waiting for a diagnosis.

**REASON SCRUTINY HAVE REQUESTED THE INFORMATION:** The current waiting time for a diagnosis of autism is extremely long and assurance is required that the educational needs of Children and Young People with autism are being met.

### **BACKGROUND:**

Autism is a lifelong developmental condition which affects how people communicate and interact with the world. One in a hundred people are on the autistic spectrum – with some people facing greater challenges than others as a result of this condition. For some, their difficulties make accessing the usual curriculum very difficult and specialist provision is required. For others, they thrive in educational tasks because of their particular focus, attention to detail and tenacity.

Children and young people who are suspected of having autism may demonstrate differences in social communication, in their behaviour patterns which may involve interests or involvements in repetitive and restricted activities and/or sensory differences. Up until recently, all Ceredigion children and young people were referred to our local Social Communication Assessment Team (SCAT) via our paediatric health secretary. The SCAT consists of a consultant paediatrician (with specialism in autism); a highly specialist speech and language therapist (SALT); an educational psychologist; representation from Team Around the Family (TAF) and a member of the Children's Disability Team. Referrals are sent to the paediatrician who meets with the child and parents to gather information before deciding on the appropriateness of the referral to SCAT. Once the child's name is on the SCAT list, multi-disciplinary assessments and information is gathered to determine whether the diagnosis is appropriate. While this process progresses, the children are regularly reviewed by the team at the meetings. Once a decision is made as to the appropriateness of the diagnosis or not, parents are informed by the paediatrician and another professional from health or education of the decision. At this point, parents may decide that they would rather not have the formal diagnosis but permission for the information on the child's needs to be shared is usually given.

Until recently, the length of time that a child/young person remained on the Ceredigion SCAT list (from referral to diagnosis) was approximately twelve months (with approximately 100 children and young people on the list), with some receiving a diagnosis much sooner than others.

In 2015, policy development for the establishment of Neurodevelopmental (ND) services across Health Boards in Wales started with the launch of the Together for Children and Young People programme (T4CYP) which was to reshape and refocus emotional and mental health services for children and young people and to improve access and support for young people and families. One of the programme's priorities was improving ND services, and the work stream, to support this. This included plans for developing care pathways for autistic children and young people.

The Hywel Dda ND service was launched in November 2015 and it follows a nationally agreed model around service configuration and diagnostic pathways which promotes equitable access for diagnostic assessment. The T4CYP programme was extended for a further 2 years in 2019 to further develop the work around ND services. The ND service complies with the National Institute for Health Care Excellence (NICE) guidance around diagnostic assessment and good practice.

From the outset, Carmarthenshire and Pembrokeshire transferred their referrals for ASC to the new NDT (Neurodevelopmental Team). The two local authorities already had very long waiting lists for assessment before the establishment of the service. Ceredigion preferred its method of assessment and for many years continued with the SCAT service for all pupils as it was felt to meeting the needs of the children and young people. However, Hywel Dda felt that it was important that the service delivery model was consistent and equitable across its footprint and a decision was taken by the Health Board that all assessments for ASC were to be undertaken by its central NDT. In 2020, the majority of Ceredigion's children and young people awaiting assessment were therefore transferred to the NDT.

## **CURRENT SITUATION:**

Although the majority of referrals for an ASC assessment are now referred via the central NDT, Ceredigion continues to run the SCAT and undertakes assessments for those children who are under the age of five years.

169 pupils have a diagnosis of autism in Ceredigion schools currently.

There are currently 2192 children and young people in the Hywel Dda Health Board area who are awaiting an assessment via the NDT. This equates to over a three year wait. 143 of those on the waiting list are Ceredigion pupils.

A Welsh Government Demand and Capacity Review was commissioned and completed in March 2022. Emerging findings suggest that the demand for ND services across Wales does not match capacity. Further investment has been pledged by Welsh Government over the next 3 years to continue to develop services.

How does this impact children and young people in Ceredigion schools?

It is important to state, from the outset, that provisions and interventions in School Services are not dependent on a diagnosis of autism. Schools respond to the needs of the individual child in their community, irrespective of diagnosis. The lengthy waiting list for a diagnosis, therefore, has little impact on the support which a child with social communication difficulties receives at school.

Educational Psychologists (EPs), Advisory Teachers and SALT (and occasionally Physiotherapists, Occupational Therapists, Inclusion Officers and Key Workers etc) work together to assess and identify the needs of the individuals and person centred planning meetings held at schools ensure that the child, their family and professionals work towards outcomes which are important to the child.

Supporting schools to understand and support pupils with ASC has been high on School Services' agenda for a number of years and schools have been encouraged to attain the Autism Wales 'Autism Aware Certificate.' 70% of schools in Ceredigion have now attained that award and some schools are in the process of completion. Ceredigion also invested in training a number of Autism Champions in schools. These teaching assistants (TAs) received training on individual differences and support strategies by specialist education staff and partner agencies within the Health Service (e.g. SALT and Occupational Therapy). The Autism Champions are on hand within those schools to offer everyday advice and strategies.

Numerous training packages in the form of playlists have also been produced by specialist staff within the Additional Learning Needs (ALN) Department to provide teaching staff and school personnel with information and useful strategies:

- Making Reasonable Adjustments
- Simple Differentiation Strategies
- Teaching for Neurodiversity
- Autism in Girls
- Executive Functioning Skills in the Classroom
- An introduction to Sensory Processing Difficulties
- Sensory Play
- Sensory Circuits
- Writing Sensory Stories
- Developing Early Language Skills
- An introduction to speech, language and communication needs
- Top tips and useful resources for supporting learners with ALN in the classroom
- What is anxiety and how can I support an anxious pupil in my class?
- Emotionally Based School Avoidance

We work closely with our speech and language therapists who offer training to schools at all levels of communication need:

- ELKLAN training to TAs (specific programme to develop the speech, language and communication skills)
- Attention Autism
- Intensive Interaction training (for pupils who are pre-verbal)
- Total Communication strategies, including signing, communication boards etc.
- Communication devices and appropriate software

- Talkabout (social communication groups)

For those pupils who require more intensive/ specialist educational provision, School Services offer Specialist Resource Centres (SRCs) at primary and secondary level. These centres are staffed by trained and experienced specialist staff. Children and young people do not need a diagnosis to access these provisions.

We are very proud to say that Ceredigion is an inclusive authority and we all work together to ensure that the needs of our pupils are met locally. Despite not having any special schools, we only have one pupil currently educated in a specialist school out of county because of the severity and complexity of need.

### Support for Parents

The Team Around the Family Service (TAF) offers a 10 week programme to the parents of children/ young people who have either received a diagnosis or who are waiting on the SCAT/NDT list. This is a comprehensive programme, with each topic covered being delivered by a range of professionals from Health, Education and Social Services. The programme covers:

- The Road to Diagnosis
- Social Communication, Social Interaction and Social Imagination
- Sensory Needs
- Sensory Needs in Education and Behavioural responses and strategies
- Dietary Differences
- Bowel and Bladder Needs
- Occupational Therapy Needs
- Educational Psychology perspective
- Speech and Language and Communication Needs
- Nurturing Ourselves and Further Support

Parents can also enquire about further support via Clic. Requests are considered and a proportional response is applied. On diagnosis parents are offered an information pack. Further assessments by Social Services may be offered to parents under the Social Services and Wellbeing Act to determine whether further support is necessary for the child/young person and their family to help the individual to meet their outcomes to achieve well-being. Some may be supported through Direct Payments or by accessing DASH play schemes or through respite. Close collaboration with health colleagues allows for targeted support in specific areas of development of the individual's skills.

**WELLBEING OF FUTURE GENERATIONS:**

**Has an Integrated Impact Assessment been completed? If not, please state why**

**Summary:**

**Long term:**

**Integration:**

**Collaboration:**

**Involvement:**

**Prevention:**

**RECOMMENDATION (S):**

To be informed on the current referral pathway to a diagnosis of autism in Ceredigion .

To be informed on how the Schools Services is meeting the needs of children who have or who are waiting for a diagnosis.

**REASON FOR RECOMMENDATION (S):**

To raise awareness of the current referral pathway and the support that is being provided by the Ceredigion Schools services.

**Contact Name:** Angharad Behnan  
**Designation:** Principle Education Psychologist  
**Date of Report:**

**Acronyms:**

Autism Spectrum Condition (ASC)  
Social Communication Assessment Team (SCAT)  
Speech and language therapist (SALT)  
Neurodevelopmental (ND) Team Around the Family (TAF)

teaching assistants (TAs)  
Occupational Therapy (OT)  
Additional Learning Needs  
(ALN)  
Specialist Resource  
Centres (SRCs)  
Educational Psychologists  
(EPs)  
National Institute for Health  
Care Excellence (NICE)  
The Team Around the  
Family Service (TAF)

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| <b>Cyngor Sir CEREDIGION County Council</b>            |  |
|--|--|
| <b>REPORT TO:</b>                                      | <b>Learning Communities Overview and Scrutiny Committee</b>  |
| <b>DATE:</b>   | <b>8<sup>th</sup> December 2022</b>  |
| <b>LOCATION:</b>                                       | <b>Hybrid</b>  |
| <b>TITLE:</b>  | <p>Deprivation and Equity Strategy</p>  <p>Equity and Deprivation Strategy (</p>  |
| <b>PURPOSE OF REPORT:</b>                              | To provide information on new guidance strategy for schools to support young people experiencing deprivation. To encourage schools to consider and plan actions to meet the challenge of securing equity for all children and young people.  |
| <b>REASON SCRUTINY HAVE REQUESTED THE INFORMATION:</b> | Post Covid-19, the gap in attainment and opportunity between disadvantaged and more privileged learners has widened. Outcomes at GCSE suggests the deprivation gap in education in Wales is current around 24 months' worth of academic progress. The cost-of-living crisis is only serving to widen any pre-existing attainment and opportunity gap found within education.   |
| <b>BACKGROUND:</b>                                     | <p>Supporting disadvantaged learners effectively is paramount to ensuring equity in education. Without effective support, disadvantaged learners are disproportionately affected when compared to their peers.</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>The current Minister for Education, Jeremy Miles, has spoken regularly about his commitment to supporting vulnerable and disadvantaged learners:</p> <ul style="list-style-type: none"> <li>• <i>"Tackling the impact of poverty on attainment is at the heart of our national mission in education."</i></li> </ul> |

- *"We know from research and inspection evidence that schools that couple effective learning and teaching with a focus on community engagement are most effective in overcoming the impact of poverty on educational attainment. We will therefore want to see schools operate as community-focused schools, reaching out to parents and carers and engaging with the whole community."*
- *"Tackling the impact of poverty on attainment is essential if we are to achieve high standards and aspirations for all. We know that the life chances of children and young people are hugely influenced by their home and community and that teachers need more support in addressing the issues some children and young people face."*

The new Curriculum for Wales asks that schools and teachers offer a broad and balanced curriculum full of learner experience. Fair and equal access to opportunity should sit at the heart of all decision making. This document encourages schools to consider an equitable approach to education and offers opportunity for wider discussion.

**CURRENT SITUATION:**

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.

Ceredigion's Corporate Strategy recognises the need to support disadvantaged and vulnerable learners / families. 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. Ceredigion's Strategic Equality Plan, 'A Fair and Equal Ceredigion' underpins the key themes presented in the guidance whilst recognising key government documents, such as The Wellbeing of Future Generations Act 2015 and The Equality Act 2010.

Ceredigion's 2021/22 Self-Assessment Report (Annual Review of Performance and Well-being Objectives) also prioritises the need to support learners of all ages and backgrounds to engage with education and training and recognises the need to protect people from poverty.

A key objective for the Schools and Culture Service is to support equity for all learners, especially following Covid-19 and the additional challenges disadvantaged learners face. As a result, an objective for the service was to prepare a Deprivation Strategy for schools to secure an equitable education provision for all learners.

The Deprivation and Equity Strategy sits alongside a body of wider work that looks to better support our more disadvantaged learners. There is a key message at its core – disadvantaged learners need more support, more often, to have the same opportunities as their peers.

There are a number of Education / School based policies that sit alongside this document. These include, but are not limited to:

- Child Protection and Safeguarding Policy
- Curriculum Policy
- Equality Policy
- Pupil Discipline Policy
- Ceredigion Principles and Expectations of Maintained Schools for Pupils with Additional Learning Needs 2021/ Special Educational Needs Policy
- Attendance Policy
- Looked After Children Policy

Recognition and understanding of the additional challenges faced by young people in Ceredigion is increasing. The Education and Culture Service is committed to increasing and enhancing the understanding of deprivation to support in targeting provision. Free School Meals (FSM) has historically been used to measure educational disadvantaged. Recently, schools are being encouraged to consider this data alongside Welsh Index of Multiple Deprivation (2019) data, which is more skilled at recognising deprivation across multiple indicators. Rural poverty

stands-out as a county-wide issues and schools are beginning to consider the use of specific grant funding to overcome more regional barriers to further develop a well-rounded and equitable education for all. Moreover, WIMD data identifies issues such as poor housing, income, and community safety. Low earnings, the lack of affordable childcare, Universal Credit reduction and high housing costs / affordability mean that poverty is one of the biggest challenges faced by the local authority.

From the moment young people arrive at school, every effort must be made in an attempt to irradicate any barrier faced at home. This document supports schools to continue to develop the principles of equity for the benefit of individuals' needs.

|   |  |     |
|---|--|-----|
| <b>WELLBEING OF FUTURE GENERATIONS:</b> | <b>Has an Integrated Impact Assessment been completed? If, not, please state why</b> | Yes |
|   | <b>Summary:</b>  |     |
|   | <b>Long term:</b>  |     |
|   | <b>Integration:</b>  |     |
|   | <b>Collaboration:</b>  |     |
|   | <b>Involvement:</b>  |     |
|   | <b>Prevention:</b>   |     |

**RECOMMENDATION (S):**

1. To agree to adopt the contents of the Ceredigion strategy for schools on Deprivation and Equity.
2. 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/

**REASON FOR RECOMMENDATION (S):**

To ensure that schools have an appropriate and evidence-based strategy to support disadvantaged pupils.

|                        |   |
|------------------------|---|
| <b>Contact Name:</b>   | Gareth Lewis  |
| <b>Designation:</b>    | Deprivation and Rural Challenges Coordinator                          |
| <b>Date of Report:</b> | December 2022   |
| <b>Acronyms:</b>       | FSM – Free School Meals<br>WIMD – Welsh Index of Multiple Deprivation |

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# Mid Wales Partnership Equity and Deprivation Strategy

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## Rationale

Education in Wales: Our National Mission (2017) states clearly the importance of 'strong and inclusive schools committed to excellence, equity and well-being'. A key action from the document is to ensure we partner equity with excellence, identifying new and effective ways to measure and improve learner well-being. The purpose of this strategy is to promote the importance of equality and offer clear approaches for school evaluation and improvement.

*'We are committed to the success and well-being of every learner, regardless of background or personal circumstance. Equity and excellence go hand in hand'*

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*hand, and we cannot have one at the expense of the other. Geography, deprivation or childhood experiences should not prevent learners from reaching their potential'. (Welsh Government, 2017)*

School contexts vary widely, and each school will be at a different stage of their improvement journey. This strategy aims to promote positive discussion around the topic of equity, high quality teaching and learner wellbeing. Vitally, these discussions should include engagement with wider stakeholders, such as pupils, parents, and governors. The strategy challenges teachers and school leaders to consider effective and progressive ways to meet the needs of all learners.

Raising awareness of the challenges and barriers faced by disadvantaged learners allows school practitioners and the schools wider community to contribute collaboratively towards inclusivity and equality. Equity in education means that personal or social circumstances such as gender, ethnic origin, or family background, are not obstacles to achieving educational potential (fairness) and that all individuals reach at least a basic minimum level of skills (inclusion) (OECD, 2012).

If used well, schools will use information in the strategy to make informed decisions about current practice. Areas to improve will be identified and actioned purposefully via self-evaluation procedures and robust improvement planning. Effective practice will include wider discussions on areas to develop with wider stakeholders alongside evidence-based research on how to promote equity across the school.

In the same way that support for young people should be unique and carefully considered; the recommendations, considerations and ideas within this strategy are designed to be opportunities for further consideration and lead staff towards professional enquiry. They are not meant to be prescriptive and should be carefully considered, tailored, adapted or ignored to meet the developing needs and context of each educational establishment.

**This strategy is to be considered alongside the following key documents:**

| <b>Ceredigion</b>  | <b>Powys</b> |
|--|--------------|
| <ul style="list-style-type: none"><li>• Child Protection and Safeguarding Policy</li><li>• Curriculum Policy</li><li>• Equality Policy</li><li>• Pupil Discipline Policy</li></ul> |              |

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|  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Ceredigion Principles and Expectations of Maintained Schools for Pupils with Additional Learning Needs 2021/ Special Educational Needs Policy</li><li>• Attendance Policy</li><li>• Looked After Children Policy</li><li>• Ceredigion Corporate Strategy</li><li>• Ceredigion Local Wellbeing Plan</li></ul> |  |
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| 4    | High-Quality Teaching       |   |
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## **Pupil Voice – the challenges faced living in Ceredigion:**

*Where we live is really nice, but it can be hard too. Sometimes when we finish after school stuff the pupils that live in the town can walk home easily and other pupils have to wait for a bus or a lift. I think this puts some pupils off.*

*I think there should be more religious buildings, like mosques and synagogues, around where we live. I think it would mean more people would move to the area.*

*I think that we have good sports facilities, but they are always just redeveloped to bring them up to a standard that is fine. They are never made to be amazing; they are just sort of made to be acceptable.*

*There aren't many hospitals or health facilities where we live, I think this could be improved. We also don't really have a dentist, that could be better.*

*Some pupils definitely have an easier time at school than others. For example, sometimes there is only one person in a class that has come from a small school and then there are lots of others from a big primary school. I think it's harder for the smaller schools because they have less friends when they move.*

*There aren't many jobs around here. Not just for adults but for pupils as well. I think there should be more things like science and maths jobs in Ceredigion so that people stay more local. If we go to University, we also have to pay more to go because we would have accommodation costs because there isn't a university in this town.*

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## Timeline for Development of Strategy



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## Equity

Equitable schools understand advantages and barriers exist in education, acknowledge each learner has different personal and social characteristics, and make a commitment to correct this imbalance. It is impossible to view equity, high-quality teaching, and wellbeing as separate entities. Instead, high-quality teaching, wellbeing and equity should be considered collectively. Put simply, you cannot have an excellent school without equal consideration for equity, wellbeing, and high-quality teaching.

There is no official definition of equity found in educational policy in Wales. For the purpose of this document, equity in school will be defined as:

*An environment where all learners, despite personal or social circumstances, have access to excellent learning, opportunity, and support. Diversity is celebrated and the school works tirelessly to challenge bias, bullying, prejudice or stereotyping based on protected characteristics. Pupil and parent voice is promoted, and all staff recognise that disadvantaged learners require more support, more often.*

As schools work towards creating an equitable environment, it is important to remember that creating an equitable school doesn't lead to equal outcomes. The role of the schools is to ensure each learner has fair opportunity to succeed and effective planning and school improvement strategies are established to support this. Moreover, equity for all means learners should all be treated differently to support their specific, ever-changing needs. Each learner is entitled to a bespoke, person-centred education to meet their specific needs. At times, the school will be required to provide well-planned, additional support for disadvantaged learners.

Deprivation in education can manifest itself in many ways. Schools and school staff must be practiced at recognising vulnerabilities and have strong strategies in place to offer young people. It is a common misconception that deprivation is exclusively associated with poverty. It is true, of course, that disadvantaged learners can live in poverty; however, true disadvantage spans far wider. In Mid Wales, for example, all learners must overcome rural poverty due to poor access to services and opportunities when compared to other learners across urban parts of Wales. An equitable education provision recognises disadvantage and works tirelessly to ensure barriers to success are limited, or overcome, in all aspects of school life.

## Well-being

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Well-being encompasses the physical, mental, emotional, and social health of an individual. Positive well-being is portrayed in an ambitious and enterprising individual who is confident and capable to contribute creatively to their own and others' lives, making informed, ethical decisions based on their skills, knowledge, and experiences to overcome difficulties and solve problems, resulting in them leading a happy and healthy life supporting those around them.

There are numerous studies that show good learner wellbeing is a key contributor to learner attainment. The framework guidance on embedding a whole-school approach to mental health and emotional well-being (2021) references a document that states:

*“The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full academic potential.”*

It continues to say:

*“Academic success has a strong positive impact on children’s subjective sense of how good they feel their lives are (life satisfaction) and is linked to higher levels of wellbeing in adulthood. In turn children’s overall level of wellbeing impacts on their behaviour and engagement in school and their ability to acquire academic competence in the first place.”*

Schools often recognise that disadvantaged learners are more likely to suffer from poor mental health. In a study by the Department for Education, The Impact of Pupils Behaviour and Wellbeing on Educational Outcomes (2012) found that young people with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school. Moreover, it continues to explain that as children move through the school system, emotional and behavioural wellbeing become more important in explaining school engagement, while demographic and other characteristics become less important. Thus, for schools to reduce any attainment gap and truly support disadvantage learners, an ethos where wellbeing is prioritised must be universally accepted to ensure improvements in attendance and successful engagement with the curriculum.

## **High Quality Teaching**

It is widely accepted that high-quality teaching is the most important factor in improving learner attainment. This is especially true for our disadvantaged learners and reinforces the need for excellent classroom teachers to provide truly equitable education. Teachers must be equipped to

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provide high-quality teaching through a variety of creative and engaging strategies that meet the needs of all learners. A high focus on teacher quality is crucial given the evidence on the importance of teacher quality and lower levels of teacher quality in more deprived areas (Hanushek and Rivkin, 2006). Retention and recruitment of high-quality staff is essential when supporting the most disadvantaged.

All professionals working with young people need sound understanding of truly impactful strategies that support all learners, but especially our most disadvantaged, to access education fully. Senior leaders have a duty to ensure teachers are suitably supported to access training material and should be considerate of the needs of the most disadvantaged when deciding on CPD opportunities.

The gap in performance between disadvantaged and non-disadvantaged learners in Wales is clear. In a recent study by the Education Policy Institute (2022), it was found that the disadvantage gap at GCSE is about 22-23 months of educational progress and pupils from disadvantaged backgrounds are much less likely to reach the top quintile of GCSE scores. A key finding from the study states:

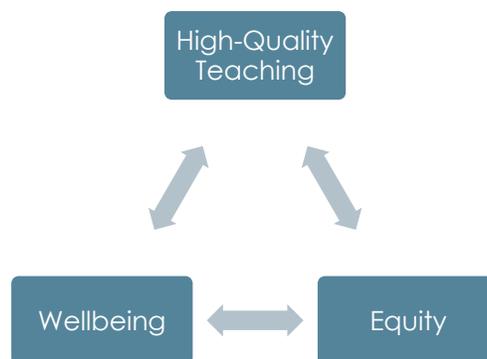
*“A high focus on teacher quality is crucial. This may include policies designed to improve recruitment and retention of high-quality teachers in more deprived areas, such as salary supplements, and access to high-quality professional development.”*

It is essential, therefore, that disadvantaged young people have the best teachers. To achieve this, there must be a commitment from schools to offer excellent professional development opportunities and work hard to retain the best staff.

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## Why is equity, well-being and high-quality teaching key to success?

Wellbeing, equity, and high-quality teaching are intrinsically linked, and it would be misleading to enquire about one without a consideration for the other. Research confirms this statement and excellent practice occurs when schools support young people in an environment where all elements have equal weighing. When learners feel valued and respected within an environment and feel a sense of belonging and connected to the school community, they are more likely to make academic, social, and emotional progress. Schools have a duty to set high standards in each of these areas. This is reinforced within the Additional Learning Needs and Tribunal Act (2018) that states the Act will play a crucial role in enabling the curriculum to deliver strong and inclusive schools committed to excellence, equity, and well-being.



| Equity, Well-being and High-Quality Teaching |   |          |   |          |
|--|---|----------|---|----------|
|  | 1 (Weaker) looks like   |          | 4 (Stronger) looks like   |          |
| <b>Description</b>                           | Equity, Wellbeing and Teaching are discussed separately by different staff across the school. There is poor opportunity for sharing of practice. The readiness and opportunity for young people to engage with learning is considered separately to pedagogy. Additionality of support is rarely considered.  |          | Staff understand that equity, wellbeing and teaching should be considered together. There is regular opportunity for lead practitioners to work collaboratively and share understanding of good practice. There is a shared understanding that 'readiness to learn' is as important as the learning itself. Providing additional support for disadvantaged learners is regularly considered and actioned. |          |
| <b>Evaluation</b>                            | <b>1</b>  | <b>2</b> | <b>3</b>  | <b>4</b> |
| <b>Any comments:</b>                         |   |          |   |          |
| <b>Questions to consider:</b>                | <ul style="list-style-type: none"> <li>• Is learner wellbeing, high quality teaching and equity given priority in your use of grant spending?</li> <li>• How well does the school curriculum support and consider learner wellbeing and equity?</li> <li>• How well does the school and the curriculum develop healthy attitudes and behaviours?</li> <li>• How well does the schools approach ensure equity for <u>all</u> learners in relation to: <ul style="list-style-type: none"> <li>○ Access to learning experience and resource?</li> <li>○ Celebrating diversity and learners with protected characteristics?</li> <li>○ Learners living in poverty?</li> <li>○ Learners being able to influence what they learn?</li> <li>○ Transition activities and progression to post-16?</li> <li>○ Working with parents and other partners?</li> </ul> </li> </ul> |          |   |          |

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# Strategies to Support Equity in Education

## Leadership

Effective leadership allows teachers and students to develop alongside each other. Leaders should strive to develop a culture of research, collaboration and innovation that results in professional improvements that make a difference in the classroom. When done well, this is underpinned by effective systems, policies and procedures that are equitable and inclusive. A strong school vision should lead to high-quality teaching that is influenced by research driven pedagogical principles in effectively resourced and engaging learning environments. Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress (Department for Education, 2015).

Equity, as mentioned previously, is only possible alongside careful consideration for learner wellbeing and high-quality teaching and learning. Leaders must use evidence and expertise to create an environment where all learners can reach potential. Effective practice sees schools work co-constructively with other settings and stakeholders whilst involving young people in decision making processes. Senior leaders in more successful schools tend to share their thinking and work collaboratively with staff, pupils, parents, families and the local community. Leaders must ensure their schools are linked into a number of networks such as local school clusters, teaching school networks, online forums and national education events and also work to seek out new ideas and put systems in place for staff to share best practice (Department for Education, 2015). The most disadvantaged learners are disproportionately affected by poor schooling, and it is the role of leaders to develop an environment that allows fair and equitable opportunities for all.

The Education Policy Institute (2022) states that targeted extra funding at more deprived schools has been shown to be effective at narrowing the disadvantage gap. More funding should be specifically targeted at pupils experiencing disadvantage. However, the effective use of funds to target disadvantaged students and students with additional learning needs requires the right skills, guidance and strategic planning. Estyn's evaluations of better-achieving local authorities found that high-quality leadership at the local and school level when planning for spending can make a difference in student outcomes (Estyn, 2010).

**The Mid-Wales Partnership will:**

- 
- Identify examples of good practice of leadership at senior and middle management
  - Establish leadership Networks to share effective practice, share ideas and build outward facing schools
  - Provide school leaders with effective leadership training and professional development opportunities

**What schools should do:**

- Ensure that deprivation and supporting disadvantaged learners is considered across all aspects of school life and connections are made between supporting more vulnerable learners and other pupils at the school
- Facilitate opportunities for staff to attend training and read guidance / research on supporting disadvantaged and vulnerable learners

## Evaluation of current practice:

| Leadership             |   |   |  |   |
|------------------------|---|---|--|---|
|                        | 1 (Weaker) looks like   |   | 4 (Stronger) looks like  |   |
| Description            | The needs of the schools disadvantaged learners are considered by few. All aspects of school life (curriculum, teaching and learning, supporting mental health and wellbeing etc) are considered discretely and there is little opportunity for wider discussion.   |   | All of senior and middle management consider the needs of disadvantaged learners. Senior leaders make strategic decisions that promote holistic support from every member of staff in the school. CPD opportunities are effective and meet then needs of the school and wider community. |   |
| Evaluation             | 1   | 2 | 3  | 4 |
| Any comments:          |   |   |  |   |
| Questions to consider: | <ul style="list-style-type: none"> <li>• How well does leadership establish equitable systems, policies and procedures to ensure excellent teaching of disadvantaged learners?</li> <li>• How well does leadership establish equitable systems, policies and procedures to prioritise learner wellbeing?</li> <li>• How well does leadership include stakeholders in equitable decision-making processes?</li> <li>• How effective is leadership in engaging stakeholders with the development of community schools?</li> <li>• How well does leadership influence and improve teaching and learning?</li> <li>• How well does leadership provide professional learning opportunities in relation to equitable practice and supporting disadvantaged learners?</li> </ul> |   |  |   |

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## **Curriculum for Wales**

The Curriculum for Wales sits alongside a broad series of wider reforms across the Welsh Education System. A well planned and equitable curriculum for all is central to all learners engaging with learning and reaching potential. It is important to recognise that a broad and balanced curriculum encompasses all aspects of life within a school community, and a truly broad and balanced curriculum will consider the wider picture - effective break times, morning clubs, extra-curricular activities and more. A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it (Welsh Government, 2020).

Successful curriculum design will also work to narrow the attainment gap. Curriculum development should be at the heart of practitioner, school and national efforts which seek to raise standards for all, tackle the attainment gap, and ensure an education system that is a source of national pride and enjoys public confidence (Welsh Government, 2020). Use of resources to make reasonable adjustments and targeted interventions will support disadvantaged learners to access schools in an equitable manner. For example, the focus on pupil voice and enhanced learner experience in the new curriculum will provide more opportunities for disadvantaged learners to have their voice heard and make links between classroom learner and real-life experiences. For this to be effective, curriculum design must be considered with the poorest learner in mind and engagement with opportunity should not be limited by socio-economic status.

The importance of equity when designing curriculum is important at a strategic level but should also be taught to young people in line with new curriculum expectations. For example, it is statutory for schools to teach Relationships and Sexuality (RSE), where guidance emphasizes the importance of being educated around equity and children's-rights. Learners should develop an understanding of how rights are related to all aspects of RSE and contribute to the freedom, dignity, well-being, and safety of all people. This helps learners to understand the importance of equity, recognising the importance of rights in ensuring fair treatment for all (Welsh Government, 2020). At its best, the teaching seen at a classroom level should reflected the equitable ethos of the school.

### **The Mid-Wales Partnership will:**

- Seek effective practice from local, regional and national schools and education providers

- 
- Consider supporting the needs of disadvantaged learners before sharing resources, planning training and engaging with schools

**What schools should do:**

- Consider the needs of disadvantaged learners when planning for effective curriculum delivery
- Make strategic decisions on curriculum development based on evidenced good-practice and ensure the most disadvantaged learners have appropriate support to achieve alongside their more privileged peers
- Provide an environment that celebrates a variety of qualifications and achievements, sets high standards and inspires all learners to succeed

## Evaluation of current practice:

| Curriculum for Wales   |  |   |   |   |
|------------------------|--|---|---|---|
|                        | 1 (Weaker) looks like  |   | 4 (Stronger) looks like   |   |
| Description            | Curriculum development is not supported by evidenced based practice or effective quality assurance activities. The wishes of the learners are not considered and there is little evidence of bespoke, person-centred practice that leads to impactful progress. Engagement with the local community and wider stakeholders is minimal.   |   | The curriculum is designed to supports all learners to achieve and disadvantaged learners are given extra support to facilitate this. The curriculum is engaging and there is strong learner voice. There are strong community links and teachers and senior leaders support engagement with effective learner 'experiences'. Wider stakeholders are invited into the school regularly and engage with relevant and appropriate activities. |   |
| Evaluation             | 1  | 2 | 3   | 4 |
| Any comments:          |  |   |   |   |
| Questions to consider: | <ul style="list-style-type: none"> <li>• How well does the curriculum's design and delivery meet the needs of all learners?</li> <li>• Do all learners have fair and equitable access to a broad and balanced curriculum?</li> <li>• How well does the curriculum enable progression for all learners along the continuum of learning?</li> <li>• How well does the curriculum incorporate opportunity for equitable assessment opportunities?</li> <li>• How well does the school consider a vision for its spending on resource to establish an equitable curriculum?</li> <li>• How well does the school draw on contributions from the community and other partners to develop an equitable curriculum?</li> </ul> |   |   |   |

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## School and the Community

Engagement with the community is essential to building equity in a school. Recognising that the wider community can support all learners, especially those experiencing deprivation, can help build an outward facing school culture that ensures the community and the schoolwork collaboratively to ensure all learners reach their full potential. Establishing a learning environment and a curriculum that reflects the community is a major focus of the new curriculum. The Welsh Government's Implementations and Practical Considerations Guidance (2021) for the Curriculum for Wales states that when developing a curriculum, schools should involve learners, parents, carers, partner agencies and the local community. This is an important means of ensuring the curriculum meets learners' needs and is authentic to their context within the national framework. Schools and practitioners also play a critical role in ensuring learners, parents, carers, and communities understand the vision and ethos underpinning the curriculum. It is recommended throughout the document that the school must also prepare learners to become active members of their community and have opportunities to build relationships with the schools' wider stakeholders to provide rich learning experiences.

Community Schools is an evidenced based strategy supporting the concept of effective community and school links. There are four pillars to effective support - integrated student support, expanded learning time and opportunities, family and community engagement and collaborative leadership and practice. An evidence review of practice by the Learning Policy Institute (2017) found schools with strong community links lead to improvements in school outcomes and contribute to meeting the educational needs of low-achieving learners in high-poverty schools. Moreover, the evidence shows benefit for closing attainment and opportunity gaps for students from low-income families, families from minority ethnic groups and learners with disabilities. Offering integrated support, such as effective counselling, medical support, and assistance with transport show improvements with behaviour, social functioning and academic achievement.

For young learners in rural Wales, it is challenging to connect the knowledge and skills developed in the classroom with prior experiences. At times, learners that live in rural parts of Wales, especially our most disadvantaged, lack life experiences due to the typically isolated nature of their local communities and families. This can result in a reduction in a young person's ability to fully benefit from a broad and balanced education. By living in rural communities, our disadvantaged pupils are not only affected by the current attainment gap in education but are also more likely to suffer from an 'opportunity gap' when compared to peers living in more residential

and urban parts of Wales. Schools must be aware of the benefits of engagement with the community and plan for future engagement whilst working to overcome rural deprivation.

### The Mid-Wales Partnership will:

- Identify examples of good practice in the formation of community schools and ways to overcome potential barriers
- Support creative use of resource to engage with action research opportunities and work alongside schools trying to develop community schools
- Continue to modify strategies with case studies of good practice
- Work to develop action research proposals alongside headteachers and senior leadership teams (suggestions below related to community school and rurality concerns) that encourage development of community schools:

| Idea 1  | Idea 2  | Idea 3   |
|---|---|--|
| Prioritise one afternoon of the week for additional learning opportunities (for example, a Wednesday afternoon) and work with bus and taxi companies to arrange additional routes home later in the afternoon so all learners can engage fairly. Can schools offer rugby clubs, science clubs, choir practice, reading clubs etc after school on the same night and try to extend the school day for one night of the week? | Consider borrowing time from lunches during the week, and set that time aside for learners to have timetabled additional curriculum opportunities on a Friday afternoon (the last 2 lessons of the week) with a focus on learner wellbeing. Each faculty / teacher must offer a club, or a series of clubs, that young people can attend. Moreover, schools could use the community to increase the offer (golf, horse riding, surfing etc) that increases opportunity. | Secondary school staff to work closely with local primary schools and offer clubs in the community after school. Primary schools generally sit within more local communities that disadvantaged people could walk to overcoming potential transport issues. Conversely, primary school staff could support with activities in mainstream schools to support with effective transition. |

What schools should do:

- Consider current practice and question effective ways of extending the school day, bringing the community into the school building, and supporting with additional learning opportunities for adults.
- Speak to other organisations that could benefit from using the school building more regularly to support with reducing the attainment and opportunity gaps (Health Service, Social Care, Youth Service etc)
- Attempt to work alongside other primary schools and secondary schools within your region to try and work towards effective multi-agency support for all learners

### Evaluation of current practice:

| School and the Community |                       |                         |
|--------------------------|-----------------------|-------------------------|
|                          | 1 (Weaker) looks like | 4 (Stronger) looks like |
|                          |                       |                         |

|                               |   |  |          |          |
|-------------------------------|---|--|----------|----------|
| <b>Description</b>            | The school operates without wider community engagement. There is little or no wider use of the school building to support opportunities outside of the school day. Pupil and parent voice is minimal and prescribed, leading to little meaningful change.   | There is a strong link between the school and the community, and the school supports additional learning opportunities for pupils and parents and allows for integration of wider services (health, youth service, social care etc). There is a rich extension of the school day (or additional learning offer). Parent and learner voice are diagnostic and leads to purposeful change. |          |          |
| <b>Evaluation</b>             | <b>1</b>  | <b>2</b>   | <b>3</b> | <b>4</b> |
| <b>Any comments:</b>          |   |  |          |          |
| <b>Questions to consider:</b> | <ul style="list-style-type: none"> <li>• How well is parental voice heard and valued in your school?</li> <li>• Are parents engaged in their children’s learning and in the design of the curriculum?</li> <li>• Do you offer family learning programmes and adult learning opportunities?</li> <li>• Do you regularly engage with youth workers?</li> <li>• Is the school used by the wider community to support clubs, learning opportunities etc?</li> <li>• Have you considered extended and enriched school days?</li> <li>• Do you work the stakeholders to provide wrap around support?</li> <li>• Is there alignment of health and well-being, social and educational services that may be co-located?</li> </ul> |  |          |          |

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## **Regional Inequality**

There are many benefits to living rurally; however, when it comes to offering an equitable education, it can become a barrier to fair opportunity. Rural communities and coastal towns experience different types of deprivation and disadvantage when compared to more populated areas in Wales.

Rural deprivation is a barrier to all learners regardless of socio-economic status, and schools must work creatively to overcome such challenges. Rural deprivation is exacerbated for low-income families and requires a more considered, strategic, and multi-agency support to overcome. For example, transport implications for learners attending after-school activities can mean less opportunity to engage with a wider curriculum offer. Moreover, in-line with learners having planned access to better 'experience' within the new Curriculum for Wales, schools in Mid-Wales have fewer opportunities and poorer transport links to access such opportunities, such as theatres and sporting venues.

Offering opportunities digitally can improve access for some learners; however, this is also more challenging in rural Wales. Although the number of houses with the internet is relatively consistent with the rest of Wales, the speed of connectivity remains slower. This, coupled with other regional issues (such as high house prices, fewer opportunities for work and lower salaries) results in the need for schools and other agencies to make further considerations when supporting young people and their families.

### **What we will do:**

- Support schools to develop a community schools' model specific to rural communities
- Work alongside the Welsh Government to highlight specific issues faced by rural communities

### **What schools should do:**

- Consider the needs of the most disadvantaged learners when making decisions
- Ensure that rural deprivation isn't a barrier to learners accessing education fully
- Offer opportunities for young people (and the wider community, if possible) to use the school when working to overcome regional inequalities

## Evaluation of current practice:

|                               | <b>1 (Weaker) looks like</b>  |          | <b>4 (Stronger) looks like</b>   |          |
|-------------------------------|---|----------|--|----------|
| <b>Description</b>            | There is little consideration for the additional challenges faced when living in rural parts of Wales.  |          | The school considers the challenges faced by living rurally when engaging with young people, parents, carers, and the wider community. |          |
| <b>Evaluation</b>             | <b>1</b>  | <b>2</b> | <b>3</b>   | <b>4</b> |
| <b>Any comments:</b>          |   |          |  |          |
| <b>Questions to consider:</b> | <ul style="list-style-type: none"> <li>• How well does the school consider regional deprivation when coordinating activities, including extracurricular activities?</li> <li>• How well does the school consider barriers to opportunity and experience due to regional deprivation?</li> <li>• How creatively is the school using technology to ensure fair and equitable access to experience?</li> <li>• Does the school consider regional deprivation when coordinating events that attempt to engage parents and stakeholders?</li> <li>• Are disadvantaged learners proportionately represented in extracurricular activities, trips and events that happen outside of school hours?</li> </ul> |          |  |          |

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## **Support and Intervention**

It is wrong to assume that everyone benefits from the same level of support. This is equal treatment of young people, and only works to maintain any gap in social and emotional or academic imbalance. Schools must work to ensure each young person gets specific and targeted support and intervention as required. At times, this will mean some young people will benefit from more support than others. This is an equitable school - where young people that require more support, get more support, on their journey to living a prosperous and fulfilling life.

Learners from low-income families can be disadvantaged from an early age. Studies have found that under-achievement in children in Wales receiving FSM may be a significant problem from nursery class onwards (Joseph Rowntree Foundation, 2013). If unsupported, this trend can continue at GCSE. A study by the National Education Union (2021) found Children accessing Free School Meals are 28% less likely to leave school with 5 A\*-C GCSE grades than their wealthier peers. Schools must become practiced at identifying attainment and wellbeing gaps early and work strategically to overcome these issues. Effective tracking of attainment and wellbeing should inform impactful support and intervention.

Best practice will see schools not only offer support and intervention for learners but consider the impact and effectiveness of support over time. Where possible, schools establish a baseline from which progress can be measured and report regularly on any progress made. Staff leading on support and intervention should use educational research to inform planning and improve learner outcomes.

### **The Mid-Wales Partnership will:**

- Ensure the Additional Learning Needs team supports schools to provide effective and impactful early intervention
- Work alongside schools to upskill staff in delivery of impactful intervention
- Support, track and monitor effective spending of grant funding to facilitate purposeful support and intervention

### **What schools should do:**

- Track and monitor the effectiveness of support and intervention

- 
- Ensure staff delivering support and intervention have engaged with appropriate training, keep accurate records of impact and have adequate time to prepare effective interventions
  - Raise awareness of effective classroom practices that result in equitable learning opportunities (for example: learned helplessness, effective use of teaching assistants etc)

## Evaluation of current practice:

| Support and Intervention |   |   |  |   |
|--------------------------|---|---|--|---|
|                          | 1 (Weaker) looks like   |   | 4 (Stronger) looks like  |   |
| Description              | Staff are poorly supported when delivering support and intervention. Learners progress is not tracked effectively and there is little evidence of impact. Learners are considered for additional support at random and the opinion of the young person and their parents / guardians is not considered. Classroom practice does not support the most disadvantaged learners effectively.  |   | There is clear evidence of impactful support and intervention with learners making excellent progress. The young person, parents / guardians and the school work collectively towards improvements. At a classroom level, teachers can support disadvantaged learners effectively and are aware they are often best placed to provide subject-specific support alongside teaching assistants. Good practice is shared across the school. |   |
| Evaluation               | 1   | 2 | 3  | 4 |
| Any comments:            |   |   |  |   |
| Questions to consider:   | <ul style="list-style-type: none"> <li>• How well are interventions monitored for effectiveness?</li> <li>• Is the school facilitating the most impactful interventions for disadvantaged and vulnerable learners?</li> <li>• Are teachers / school staff aware of the interventions offered by the school?</li> <li>• Is the school working with teachers and teaching assistants collectively to ensure effective classroom-based support and intervention?</li> <li>• Does the school priorities support and intervention appropriately (adequate space for sessions, staff training, reasonable use of grants and budgets etc.)?</li> </ul> |   |  |   |

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## High Aspirations

It is generally accepted that learners who experience deprivation have lower aspirations when compared to their peers. However, this is unproven. In fact, disadvantaged learners have equally high aspirations as non-disadvantaged learners but are more likely to have a negative educational experience and lack the support required to reach their goals. This is more apparent when learners are older and have a better understanding of the disadvantages they are working to overcome (for example, their socio-economic status). Primary school learners are less influenced by this and tend to maintain their higher aspirations than their older peers. Working towards an equitable education means ensuring all learners, especially secondary school learners, are valued, listened to, and driven towards achieving their aspirations throughout education. This is especially true for learners experiencing disadvantage, who will require more focused support and intervention to maintain the aspirations they once held earlier in their journey through education.

Learned helplessness is especially common in disadvantaged learners. The avoidance of challenge, collapse in problem-solving and having a negative outlook on life is synonymous with the lives of disadvantaged youngsters. Uncontrollability is linked with negative emotions and will transfer between situations (home and school) and will be displayed in the classroom. Schools must work to overcome this by offering motivational, cognitive and emotional support that works to overcome such issues. A truly equitable school will provide targeted support that helps disadvantaged learners grow in confidence, realise their potential, and maintain similar aspirations to their more advantaged peers.

### What we will do:

- Work alongside schools to support maintaining learners' aspirations
- Ensure disadvantaged learners have fair and equal access to third party support, such as Careers Wales, to maintain high aspirations and plan for the future

### What schools should do:

- Raise awareness of Learned Helplessness and support staff to be better practiced at engaging disadvantaged learners in their education
- Prioritise building effective relationships with disadvantaged learners to improve confidence, offer advice and maintain high aspirations

**Evaluation of current practice:**

|                               | <b>1 (Weaker) looks like</b>  |          | <b>4 (Stronger) looks like</b>   |          |
|-------------------------------|---|----------|--|----------|
| <b>Description</b>            | Pupil voice is poor, and learners lack confidence to discuss their thoughts and opinions openly with staff. Disadvantaged learners generally have a negative outlook on their life and have little opportunity to discuss this with staff and other professionals.  |          | Learners have strong pupil-voice built on excellent relationships and opportunity. High aspirations are encouraged, maintained, and discussed regularly with teachers and outside agencies (where possible). Many disadvantaged learners discuss their futures positively and with confidence. |          |
| <b>Evaluation</b>             | <b>1</b>  | <b>2</b> | <b>3</b>   | <b>4</b> |
| <b>Any comments:</b>          |   |          |  |          |
| <b>Questions to consider:</b> | <ul style="list-style-type: none"> <li>• How well do our staff promote good relationships with and between learners through their own actions?</li> <li>• How well do learners develop positive relationships with peers and adults?</li> <li>• How well does teaching prepare learners for transition to the next phase of their education/career?</li> <li>• How well does the school collaborate with external agencies to meet the needs of learners, including those with ALN?</li> <li>• How well does the school meet the needs of learners who are disadvantaged by poverty?</li> </ul> |          |  |          |

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## Evaluation and Improvement

Self-evaluation and improvement processes are fundamental to school effectiveness (Welsh Government, 2021) and this process is fundamental to supporting disadvantaged learners and their families. Identification of areas of strength and areas of improvement to drive positive change can help create a school culture where all learners flourish. Effective school improvement processes will ensure equity across all aspects of school life through critically analysis of additionality of support. That is, are disadvantaged learners having the opportunity to access more support, more often, so they have fair opportunity to succeed in line with their more privileged peers?

At its best, schools will not only consider the amount of support, but will monitor its effectiveness and have a clear understanding of desired outcomes. Senior leaders should plan to support disadvantaged learners with high-impact academic and social intervention delivered by the best staff. Improvement planning should also carefully consider equity of opportunity, with schools proactively working to reduce any additional barriers to engaging fully with school life.

Teachers and support staff should also be consistently evaluating their engagement with young people. For example, are lessons planned with the poorest learner in mind (equipment needs, homework expectations etc) and do all pupils have fair access to opportunity in every faculty (opportunities to join school choirs, sports teams, science clubs etc)? Staff should also be considerate of their pedagogy in relation to supporting disadvantaged learners. The pace of the lesson, targeting of learners for questioning, learner feedback, and use of support staff are critical when maintaining aspirations and engaging learners.

### What we will do:

- Support school to identify areas of strength and areas to improve
- Provide each school with a School Support Advisor to support with identification and future planning
- Offer opportunity for schools to engage with specialist staff

### What schools should do:

- Ensuring disadvantaged learners are considered through all school-improvement processes

- 
- Be proactive and identify areas to improve the life of disadvantaged pupils at school
  - Carefully consider the impact of interventions, evaluate outcomes, and use grant funding to make ongoing improvements depending on the needs of the school
  - Ensure all staff and wider stakeholders are aware of strategies to support disadvantaged learners and their families (teachers, support staff, governors etc) and this knowledge is challenged during opportunities for scrutiny and reflection

## Evaluation of current practice:

|                               | <b>1 (Weaker) looks like</b>  |          | <b>4 (Stronger) looks like</b>  |          |
|-------------------------------|---|----------|---|----------|
| <b>Description</b>            | Disadvantaged learners are considered as a separate component to school improvement processes. The impact of support is rarely considered.  |          | Disadvantaged learners are always considered as part of school improvement processes. There is a culture of impactful improvement that allows all pupils, regardless of background, to succeed. |          |
| <b>Evaluation</b>             | <b>1</b>  | <b>2</b> | <b>3</b>  | <b>4</b> |
| <b>Any comments:</b>          |   |          |   |          |
| <b>Questions to consider:</b> | <ul style="list-style-type: none"> <li>• How well does leadership use its vision to underpin a shared sense of purpose, high expectations and positive cultures in all aspects of its work?</li> <li>• How well does leadership establish a clear vision for learning, teaching and the curriculum that secures the best possible progress and wellbeing for all learners?</li> <li>• How well does leadership establish and maintain a positive and inclusive learning and teaching environment?</li> <li>• How well does leadership use professional learning to improve learning, wellbeing, teaching and the curriculum?</li> <li>• How well does leadership establish a culture of collaborative learning and mutual respect within and beyond the school?</li> <li>• How well does leadership establish and apply systems, policies and procedures to achieve its vision for learning, wellbeing, teaching and the curriculum?</li> </ul> |          |   |          |

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## Conclusion

The Equity and Deprivation Strategy is a research informed document, constructed by a range of local authority staff and schools. It recognises that to enable an equitable education, schools are required to carefully consider all aspects of school life. Equity should sit at the heart of decision-making for senior leaders, teachers, governors, and wider stakeholders.

A key focus for schools should not only focus on improving the progress made by disadvantaged learners, but also work tirelessly to narrow any opportunity gap that may arise in education. Throughout this process it should be widely recognised that some learners, at times, will require more help, more support, and more time than others to reach their potential.

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# 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               | -  |

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**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*



| 2. SUSTAINABLE DEVELOPMENT PRINCIPLES: 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><br>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><br>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                                    |

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|   |   |   |  |
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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>  |   |  |
| <b>Involvement</b><br>Involving those with an interest and seeking their views.             | <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. |
| <b>Prevention</b><br>Putting resources into preventing problems occurring or getting worse. | 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.                            |

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|   |   | marked increase in the number of children and young people seeking support with complex emotional and mental health difficulties. |  |
| <b>Integration</b><br>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.   |  |



**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><br/>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>  |



|   |   |   |  |
|---|---|---|--|
| <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><br/>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><br/>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> |



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



| <p><b>3.6. A more equal Wales</b><br/>                 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><br/> <i>You need to consider how might the proposal impact on equality protected groups in accordance with the Equality Act 2010?</i><br/> <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><br/> <b>Please also consider the following guide::</b><br/> <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><br/>                 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="71 989 788 1469"> <thead> <tr> <th></th> <th>Positive</th> <th>Negative</th> <th>None/<br/>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/<br>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/<br>Negligible   |                     |                                    |   |  |  |              |   |  |  |                  |   |  |  |   |  |  |
| Children and Young People up to 18   | X  |  |   |                     |                                    |   |  |  |              |   |  |  |                  |   |  |  |   |  |  |
| People 18-50   | X  |  |   |                     |                                    |   |  |  |              |   |  |  |                  |   |  |  |   |  |  |
| Older People 50+   | X  |  |   |                     |                                    |   |  |  |              |   |  |  |                  |   |  |  |   |  |  |

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

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|  |          |          |                     |     |  |  |
|--|----------|----------|---------------------|-----|--|--|
| <b>Marriage or Civil Partnership</b><br>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/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |
| Civil partnership  | Positive | Negative | None/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |

|  |          |          |                     |     |  |  |
|--|----------|----------|---------------------|-----|--|--|
| <b>Pregnancy or Maternity</b><br>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/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |
| Maternity  | Positive | Negative | None/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |

|  |          |          |                     |     |  |  |
|--|----------|----------|---------------------|-----|--|--|
| <b>Race</b><br>Do you think this proposal will have a positive or a negative impact on race? (Please tick ✓) |          |          |                     | N/A |  |  |
| White  | Positive | Negative | None/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |
| Mixed/Multiple Ethnic Groups   | Positive | Negative | None/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |
| Asian / Asian British  | Positive | Negative | None/<br>Negligible |     |  |  |
|  |          |          |                     |     |  |  |

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|   |          |          |                  |  |  |  |
|---|----------|----------|------------------|--|--|--|
|   |          |          | 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>   |          |          |                  | N/A |  |  |
| Do you think this proposal will have a positive or a negative impact on people with different religions, beliefs or non-beliefs? (Please tick ✓) |          |          |                  |     |  |  |
| 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/            |     |  |  |

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|       |          |          |                     |  |  |  |
|-------|----------|----------|---------------------|--|--|--|
|       |          |          | Negligible          |  |  |  |
|       |          |          | X                   |  |  |  |
| Other | Positive | Negative | None/<br>Negligible |  |  |  |
|       |          |          | X                   |  |  |  |

|  |          |          |                     |     |  |  |
|--|----------|----------|---------------------|-----|--|--|
| <b>Sex</b><br>Do you think this proposal will have a positive or a negative impact on men and/or women?<br>(Please tick ✓) |          |          |                     | N/A |  |  |
| Men  | Positive | Negative | None/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |
| Women  | Positive | Negative | None/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |

|  |          |          |                     |     |  |  |
|--|----------|----------|---------------------|-----|--|--|
| <b>Sexual Orientation</b><br>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/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |
| Gay Men  | Positive | Negative | None/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |
| Gay Women<br>/ Lesbian   | Positive | Negative | None/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |
| Heterosexual<br>/ Straight   | Positive | Negative | None/<br>Negligible |     |  |  |
|  |          |          | X                   |     |  |  |

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**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

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**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.



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.



| <b>3.7. A Wales of vibrant culture and thriving Welsh language</b><br>Culture, heritage and Welsh Language are promoted and protected.<br><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/<br>Negligible | N/A   |   |   |
|   |          |          | X                   |   |   |   |
| Will the proposal have an effect on opportunities for persons to use the Welsh language?  | Positive | Negative | None/<br>Negligible | N/A   |   |   |
|   |          |          | X                   |   |   |   |
| Will the proposal increase or reduce the opportunity for persons to access services through the medium of Welsh?  | Positive | Negative | None/<br>Negligible | N/A   |   |   |
|   |          |          | X                   |   |   |   |
| How will the proposal treat the Welsh language no less favourably than the English language?  | Positive | Negative | None/<br>Negligible | N/A   |   |   |
|   |          |          | X                   |   |   |   |
| Will it preserve promote and enhance local culture and heritage?  | Positive | Negative | None/<br>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       |                  |           |      |

## Cyngor Sir CEREDIGION County Council

**REPORT TO:** Learning Communities Overview and Scrutiny Committee

**DATE:** 8<sup>th</sup> December 2022

**LOCATION:** Online / Chamber, Penmorfa

**TITLE:** Ceredigion Youth Council Meeting Minutes (21.10.22)

**PURPOSE OF REPORT:** For Information

**REASON SCRUTINY HAVE REQUESTED THE INFORMATION:** N/A

### **BACKGROUND:**

One of the duties bestowed on Local Authorities within the Welsh Government - Shared Purpose: Shared Future: Statutory Guidance to the Well-being of Future Generations (Wales) Act 2015 – is Annex B – the **Statutory Guidance On Children And Young People’s Participation**



Annex B.docx

In order to meet one of the requirements of the legislation, Local Authorities are expected to work with relevant partners to:

- *Support a County Youth Forum/Council as a representative body of young people to act as a channel for young people’s views across their local authority and represent those views to local and national decision-making bodies.*
- *They should aim to be as inclusive as possible in terms of geographical spread, age, gender and to represent specialist needs and more marginalised young people.*
- *For County Youth Forums/Councils to operate effectively, they will need to be adequately supported by Local Authorities who should consider what support is required to do this.*
- *They should be informed and linked to their local democratic structures.*
- *They will also need to be effectively linked into national participation structures such as Young Wales, the Children’s Commissioner for Wales and the National Assembly for Wales.*

*Children and young people have the human right to have opinions and for these opinions to matter. It says that the opinions of children and young people should be considered when people make decisions about things that involve them, and they shouldn’t be dismissed out of hand on the grounds of age. It also says children and young people should be given the information they need to make good decisions. **Article 12 (Respect for the view of the child - United Nations Convention on the Rights of the Child (UNCRC))***

**CURRENT SITUATION:**

Ceredigion Youth Work and Engagement Team is responsible for coordinating and managing the Ceredigion Youth Council since it was first established in Autumn 2015. They meet four times a year (once each term) and host an event at the end of their year 'in office'. Youth Council meetings now take place once again in the Chamber in Penmorfa.

**Has an Integrated Impact Assessment been completed? If, not, please state why**

**Summary:**

**WELLBEING OF FUTURE GENERATIONS:**

- Long term:** Balancing short term need with long-term planning for the future
- Integration:** Considering how young people’s well-being may impact upon each of the well-being goals
- Collaboration:** Working with others to create opportunities for young people
- Involvement:** Involving young people and seeking their views
- Prevention:** Providing early intervention to reduce problems from developing

**RECOMMENDATION (S):**

For Elected Members to agree that Ceredigion Youth Council minutes are presented to both the Learning Communities Overview and Scrutiny Committee and Cabinet, for information, each term.

**REASON FOR RECOMMENDATION (S):**

To meet the requirements of the legislation as set out in Annex B of Welsh Government - Shared Purpose: Shared Future: Statutory Guidance to the Well-being of Future Generations (Wales) Act 2015 - Statutory Guidance on Children And Young People’s Participation.

**Contact Name:** Lowri Evans  
**Designation:** Team Manager – Youth Work and Engagement  
**Date of Report:** 14<sup>th</sup> November 2022  
**Acronyms:** N/A

Ceredigion Youth Council Meeting Minutes 21.10.22



Youth Council  
Minutes 21.10.22 [nar

Shared Purpose: Shared Future 3 - Collective role (public services boards)

## **SPSF 3 - ANNEX B STATUTORY GUIDANCE ON CHILDREN AND YOUNG PEOPLE'S PARTICIPATION**

**This statutory guidance is issued in accordance with [Section 17\(3\) of the Children and Families \(Wales\) Measure 2010](#) and applies to local authorities both in respect of local well-being plans, and whenever they take decisions which might affect children and young people.**

Local Authorities have a duty to promote and facilitate participation by children and young people in decisions which might affect them. The legal basis for this duty is Section 12 of the Children and Families (Wales) Measure 2010. It requires Local Authorities to *make such arrangements as they consider suitable to promote and facilitate participation by children in decisions of the authority which might affect them, and to publish and keep up to date information about its arrangements*. These duties can be discharged via the local well-being plan.

The [United Nations Convention on the Rights of the Child \(UNCRC\)](#) ) is an international convention which sets out the civil, political, economic, social and cultural rights of children up to the age of 18. It recognises not only their basic human rights but gives them additional rights to protect them from harm as one of the most vulnerable groups in society. The UNCRC has 54 articles. Articles 1-41 set out how children and young people should be treated. The other 13 articles set out how governments and adults should work together to make sure children and young people can access their rights.

In Wales, the commitment to the UNCRC is enshrined in legislation with [the Rights of Children and Young Persons \(Wales\) Measure 2011](#) . Section 1 of the Measure places a duty on the Welsh Ministers to have due regard to the UNCRC when exercising their functions. This means the Welsh Ministers must consider how what they are doing relates to the rights and obligations in the UNCRC and every opportunity has been taken to identify ways of realising the relevant rights before making decisions. Consequently, this filters down to the local level through legislation, regulation and statutory guidance.

Shared Purpose: Shared Future 3 - Collective role (public services boards)

This guidance relates to children and young people's right to participate which is a fundamental and enabling right as set out in Article 12 of the UNCRC:

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 12 (Respect for the view of the child)**

The articles of the UNCRC have been summarised into [Seven Core Aims](#) which should underpin the working practice of any service provision working with children and young people nationally and locally. Core Aim 5 in particular relates to children and young people's participation with the aim that:

All children and young people are listened to, treated with respect, and have their race and cultural identity recognised.

**Core Aim 5**

## **Requirements**

In order to meet the requirements the legislation, Local Authorities are expected to work with relevant partners to:

- promote and facilitate children and young people's participation within the broad context of the UNCRC, as part of their policies, services and wider citizen engagement. Local Authorities are expected to make sure as many children and young people as possible are aware of their rights as set out in the UNCRC, including their right to participate and for their opinion to be heard, and to be involved in decision-making about policies and services which affect their lives.
- embed children and young people's participation into all aspects of planning, delivering and reviewing services. This should include the assessment of local well-being, the local well-being plan and relevant sub plans;

## Shared Purpose: Shared Future 3 - Collective role (public services boards)

- adopt the [National Participation Standards](#). Support for the National Participation Standards reinforces the commitment to children's rights in Wales and there are many examples of good practice of organisations which have adopted the standards as a means of ensuring participation happens meaningfully and effectively. The expectation is all Local Authorities adopt the Standards when meeting their statutory duty regarding participation of children and young people.
- publish information about the benefits of and arrangements for promoting and facilitating participation in the authority, and disseminating examples of good practice, for instance through websites and newsletters as well as social media and linking in/working with '[Young Wales](#)'. Children and young people themselves can be actively involved in raising awareness of the importance of participation. The Welsh Government has many resources which could support this and could be adapted to suit local needs. As well as using resources and media which is accessible to children and young people information can be included in the public services board's annual progress report;
- ensure information and materials aimed at children and young people are clear and easy to understand, answer their questions and identified needs as well as being accurate, up-to-date, relevant and accessible in terms of language and format;
- ensure a range of opportunities and the appropriate required support are provided for effective participation. The opportunities for children and young people as individuals to participate should be integrated into day to day services as well as specific participation structures such as forums for children, forums for young people, or groups/forums which represent children and young people who are marginalised, vulnerable or have a special interest in a particular issue. These forums and groups have a key role to play in supporting children

Shared Purpose: Shared Future 3 - Collective role (public services boards)

and young people to have a voice and to access their rights as set out in the UNCRC;

- support a County Youth Forum/Council as a representative body of young people to act as a channel for young people's views across their local authority and represent those views to local and national decision-making bodies. They should aim to be as inclusive as possible in terms of geographical spread, age, gender and to represent specialist needs and more marginalised young people. For County Youth Forums/Councils to operate effectively, they will need to be adequately supported by Local Authorities who should consider what support is required to do this. They should be informed and linked to their local democratic structures. They will also need to be effectively linked into national participation structures such as Young Wales, the Children's Commissioner for Wales and the National Assembly for Wales.
- give due consideration to the Welsh language in the promotion and facilitation of participation and as part of preparing the local wellbeing plan, reflecting its official status in Wales and the national well-being goal of 'a thriving Welsh language'.

### **Working with partners**

Whilst this statutory guidance, issued under the [Children and Families \(Wales\) Measure 2010](#) relates only to Local Authorities, we would encourage them to work closely with each of their relevant partners. Working in a multi-agency way is good practice and Section 25 of the [Children Act 2004](#) places a legal duty on local authorities to promote cooperation with a view to improving the wellbeing of children in the area. Furthermore, [Section 38 of the Wellbeing of Future Generations \(Wales\) Act 2015](#) also places a requirement for public services boards to consult in assessing the state of economic, social, environmental and cultural well-being in its area.

Shared Purpose: Shared Future 3 - Collective role (public services boards)

There are many examples of partners contributing to children and young people's participation and mainstreaming it into their areas of work and their arrangements for citizen engagement. Some of these can be found on [www.youngwales.wales](http://www.youngwales.wales) and [www.pupilvoicewales.org.uk](http://www.pupilvoicewales.org.uk).

### **What happens now?**

The scope of the duty to promote and facilitate children and young people's participation is wider than involvement in the local well-being plan. It is important participation becomes part of policy and practice of all local partners. Local Authorities should work with local partners, including children and young people, to ensure participation is promoted and facilitated.

However, the well-being plan could set out how children and young people's participation and engagement is embedded into all aspects of planning, delivering and reviewing services and their "arrangements for promoting and facilitating participation". The public services board's annual progress report could include a summary as to how these statutory duties have been met, and how they can be improved upon. The public services boards annual progress report could consider the protected characteristics in particular with reference to age, specifically reporting on outcomes for children and young people.

The Welsh Government will monitor local arrangements for children and young people's participation. In addition well-being plans provide evidence to Inspectorates and the Welsh Audit Office (WAO) when undertaking reviews of efficiency and effectiveness of local services. Inspectorates and the WAO may also review the outcomes achieved and procedures involved to demonstrate how effectively children and young people are being listened to, involved and engaged. Children and young people have a right to be listened to, have a voice and be able to access opportunities to play an active role in decision making wherever they are – in school, out and about in the community or as users of services.

Our ambition is for every child and young person in Wales to realise their rights as set out in the UNCRC. There may sometimes be barriers to

Shared Purpose: Shared Future 3 - Collective role (public services boards)

achieving this, however, working in a collaborative way, we all have a responsibility and a role in considering ways in which these barriers can be removed or overcome. Wales has been leading the way in children and young people's participation and momentum must be maintained.

Further information on good practice in relation to children and young people's participation can be found on [www.childrensrights.wales](http://www.childrensrights.wales) or [http://www.childrensrights.wales/images/PDF/Participation\\_En2.pdf](http://www.childrensrights.wales/images/PDF/Participation_En2.pdf)

Information, resources, materials and good practice which support participation in Wales are also available at [www.youngwales.wales](http://www.youngwales.wales)

**Meeting Minutes  
Ceredigion Youth Council  
Council Chamber, Penmorfa  
Friday 21 October 2022**

(10:00 – 13.15)

**Present:**

Ysgol Uwchradd Aberteifi  
Ysgol Uwchradd Aberteifi  
Ysgol Gyfun Aberaeron  
Ysgol Gyfun Aberaeron  
Ysgol Gyfun Aberaeron  
Ysgol Bro Pedr  
Ysgol Bro Pedr  
Ysgol Bro Pedr  
Ysgol Gyfun Penweddig  
Ysgol Gyfun Penweddig  
Ysgol Gyfun Penweddig  
Ysgol Gyfun Penweddig  
Ysgol Bro Teifi  
Ysgol Bro Teifi  
Ysgol Bro Teifi  
Ysgol Bro Teifi  
Ysgol Penglais  
Ysgol Penglais  
Ysgol Penglais  
Coleg Ceredigion & Aberystwyth Community Ambassadors  
Coleg Ceredigion & Aberystwyth Community Ambassadors

**Also Present:** Gwion Bowen (Chair and Children and Young People’s Participation Officer, Youth Work and Engagement Service) and Lowri Evans (Team Manager, Youth Work and Engagement Service – Ceredigion County Council)

**Speakers:** Via MS Teams - Richard Timms and Becky Bloor-Steen (Partnership and Business Consultants, WELV Consulting Ltd)

**Apologies:** Lloyd Warburton (MYP - Senedd Cymru), Gethin Jones (Corporate Manager, Support and Prevention Service – Ceredigion County Council), Elen James (Corporate Lead Officer, Porth Cymorth Cynnar – Ceredigion County Council), Lowri Edwards (Corporate Lead Officer, Democratic Services – Ceredigion County Council), (Ysgol Henry Richard) and (Ysgol Henry Richard)

**Meeting Agenda:**



Agenda Cyngor  
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| MINUTES  |   |
|----------|---|
| <b>1</b> | <b>Welcome, Apologies and Introductions</b>                                       |
|          | Gwion Bowen opened the meeting by welcoming the new Youth Council to the Chamber. |

|          |   |
|----------|---|
|          | <p>GB and LE introduced themselves and their roles.</p> <p>Apologies noted by colleagues: Gethin Jones, Elen James and Lowri Edwards. Elen James will try to join virtually.</p> <p>Apologies received from Ysgol Henry Richard representatives whom are unable to attend due to an event happening in the school, but will be present at the next meeting.</p> <p>Apologies also received from Lloyd Warburton, Senedd Cymru’s Member of Youth Parliament for Ceredigion. Lloyd has recently started Aberystwyth University.</p> <p>GB informed the Youth Council of ‘housekeeping’ arrangements.</p> <ul style="list-style-type: none"> <li>• Speakers</li> <li>• Translation devices</li> <li>• Fire Exits</li> <li>• Toilet facilities</li> <li>• Lunch and refreshments</li> </ul> <p>GB explained that there will be guest speakers joining virtually and due to new soft wear in the Chamber a couple of minutes may be needed at the beginning of this slot to ensure sound quality.</p> <p>Youth Council members introduced themselves and which schools / organisations they are representing.</p> <p>GB explained that a register will be going around during the meeting to collect e-mail addresses for correspondence, and LE asked if members could note any dietary requirements for future reference. Membership forms will also be distributed during the meeting or by e-mail in due course.</p> <p>GB explained that following today’s meeting a MS Teams Hwb Channel will be created to share information.</p> |
| <b>2</b> | <b>What is the Youth Council?</b>   |
|          | <p>GB presented to the Youth Council, providing background information and explained the current structure of the Youth Council.</p> <div style="text-align: center;">  <p>Cyfarfod 1af Cyngor<br/>leuencid 2022.23.ppt</p> </div>   |
| <b>3</b> | <b>Workshops: Environment and Period Dignity Sub-Groups</b>   |
|          | <p>GB explained that there are two sub-groups to the Youth Council. Members can choose one in which to participate. The Youth Council split in order to undertake two sub-group workshops.</p>  |

| <u>Environment Sub-Group</u>   | <u>Period Dignity Sub-Group</u>   |
|--|---|
| <p>Participants:</p> <ol style="list-style-type: none"> <li>1. Ysgol Bro Pedr</li> <li>2. Ysgol Bro Pedr</li> <li>3. Ysgol Bro Pedr</li> <li>4. Ysgol Bro Teifi</li> <li>5. Ysgol Bro Teifi</li> <li>6. Ysgol Bro Teifi</li> <li>7. Ysgol Penglais</li> <li>8. Ysgol Penglais</li> </ol> <p>Notes:</p> <div style="text-align: center;"> <br/>           CI Environment Sub Group Workshop Not         </div> | <p>Participants:</p> <ol style="list-style-type: none"> <li>1. Ysgol Uwchradd Aberteifi</li> <li>2. Ysgol Uwchradd Aberteifi</li> <li>3. Ysgol Gyfun Aberaeron</li> <li>4. Ysgol Gyfun Aberaeron</li> <li>5. Ysgol Gyfun Aberaeron</li> <li>6. Ysgol Gyfun Penweddig</li> <li>7. Ysgol Gyfun Penweddig</li> <li>8. Ysgol Gyfun Penweddig</li> <li>9. Ysgol Gyfun Penweddig</li> <li>10. Ysgol Bro Teifi</li> <li>11. Ysgol Penglais</li> <li>12. Coleg Ceredigion &amp; Aberystwyth Community Ambassadors</li> <li>13. Coleg Ceredigion &amp; Aberystwyth Community Ambassadors</li> </ol> <p>Notes:</p> <div style="text-align: center;"> <br/>           CI Period Dignity Sub Group Notes 21.10.22         </div> |

**4 Wales Youth Parliament Update - Information**

In Lloyd Warburton’s absence, GB shared an update from the Wales Youth Parliament on his behalf.

  
 Diweddariad Senedd  
 leuencid Cymru.pptx

**5 Youth Room Feedback - Lampeter Wellbeing Centre**

Feedback wanted from Wellbeing Centres Service in regards to the proposed ‘youth room’ that will be available at Lampeter’s Wellbeing Centre, which is at present in construction. The Wellbeing Centre will take the place of Lampeter Leisure Centre. Leisure facilities plus

meeting rooms and wellbeing areas will be available. As part of this development a designated youth space is proposed, and feedback is sought about what that needs to look like and what furniture/equipment/resources should it have. Question was posed to the Youth Council.



Adborth Ystafell  
leuenctid.pptx

IM (YBP) asked about the timeline of the build and when it will be open to the public.

**Action:** LE will follow up with the Wellbeing Centre Team and extend an invitation to them to the next Youth Council meeting to provide an update.

Thoughts captured during the session will be shared with Lampeter Wellbeing Centre.



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## 6 United Kingdom Youth Parliament (UKYP) Election

GB presented the opportunity for the Youth Council to elect Ceredigion's next UK Youth Parliament, Member of Youth Parliament, who will work alongside Lloyd as the Wales Youth Parliament MYP for 2022-23. Poppy Evans (Ysgol Gyfun Aberaeron), who has recently finished her term as Ceredigion's MYP has moved away to study at University and therefore it is now time to elect a new MYP.



Cyflwyniad ASI - MYP  
Presentation 2022.ppt

GB explained that there is now the opportunity for young people to declare whether they wish to nominate themselves for the UKYP election. Young people who wish to do so will have 30 seconds to 'pitch' why they would like to take on the role to the rest of the Youth Council. The Youth Council will then vote, by placing their ballot papers into the ballot box at the front of the Chamber. Each young person has one vote. The votes will be counted during lunch and the successful candidate will be announced shortly after lunch.

Seven young people put their names forward and were congratulated for doing so, as it is not an easy task to speak in front of so many others especially in a setting like the Chamber. Each young person gave a short explanation to support their application.

(Ysgol Bro Teifi)

(Ysgol Bro Teifi)

(Ysgol Bro Teifi)

(Ysgol Gyfun Penweddig)

|          |  |
|----------|--|
|          | <p>(Ysgol Gyfun Penweddig)<br/> (Ysgol Gyfun Penweddig)<br/> (Ysgol Penglais)<br/> (Ysgol Gyfun Aberaeron)</p> <p>A ballot was held, and it was announced that the successful candidate, who will be this year's Member of UK Youth Parliament for Ceredigion is: <b>Aled Lewis (Ysgol Gyfun Aberaeron)</b>. AL was congratulated, and others were acknowledged for putting themselves forward. Work will be ongoing with AL, and GB and LE will be in touch with AL in due course.</p>  |
| <b>7</b> | <b>Support &amp; Prevention Rural Community Engagement Review Project: WELV Consulting Ltd.</b>  |
|          | <p>WELV Consulting Ltd has been commissioned as part of the 'Support &amp; Prevention Rural Community Engagement Review' project by the Local Authority. Ceredigion County Council have commissioned WELV Consulting Ltd to lead on an independent evaluation and feasibility study of the Councils' Community Engagement and Outreach Provision.</p> <p>The aim of the project is to support the Local Authority in developing stronger, more efficient, and integrated approaches of delivery and management for the benefit of its residents.</p> <p>WELV intend is to engage and capture a wide range of views, from children and young people and also from internal staff and other community partners and stakeholders, along with relevant committees and boards, who will benefit or will be impacted upon through the decisions made based on the recommendations within the review.</p> <p>Becky and Richard joined the meeting on screen via MS Teams, and engaged with the Youth Council on a series of questions around social opportunities in Ceredigion. The Youth Council talked about issues such as transport, facilities, clubs and post-16 education.</p> <p>Becky and Richard asked if there were any further comments that members wanted to make but were not able to due to time limitations, to write a note and LE will share with them after the meeting. LE asked members to leave notes on their tables and they will be collected at the end of the meeting.</p> <p>Becky and Richard also extended an invitation for any young people to visit them at Lampeter Wellbeing Hub. They hope to visit and work from there for two days in December. There was interest from some of the Youth Council to do this, and WELV will confirm these dates with LE as soon as possible, and LE/GB will share with the Youth Council.</p> <p><b>Action:</b> LE/GB to share dates with Youth Council members once received from WELV.</p> <p>The Youth Council were thanked for their contribution and participation in the engagement sessions, and Becky and Richard stated that it was very helpful to them and their evaluation.</p> |
| <b>8</b> | <b>Youth Council Chairperson 2022/23 Election</b>  |
|          | <p>Due to time constraints of today's meeting, this agenda item will be moved to the next meeting.</p>   |

|   |   |
|---|---|
| 9 | <b>Information Sharing and Date of Next Meeting</b>   |
|   | <p>GB shared information about the next meeting which will be held again in the Chamber on the 03/02/2023.</p> <p>Dates of meetings:</p> <p>Meeting 1; 21/10/22<br/> Meeting 2; 03/02/23<br/> Meeting 3; 17/03/23<br/> End of office, Pawb a'i Farn Event; 14/07/23</p> <p>GB explained that sub-groups will meet before the next Youth Council meeting, most likely over MS Teams. Sub-groups may meet more regularly to ensure project / campaign work can progress. More information will follow to sub-groups in due course.</p> <p>GB asked all members to sign out on their way out of Penmorfa and wait for their transport in the reception area.</p> <p>GB thanked the group for a productive and positive first meeting of the Youth Council 2022-23.</p> <p><i>Youth Council meeting minutes are presented to both the Learning Communities Overview and Scrutiny Committee and Full Cabinet, in order to ensure that the views of young people are fed into the democratic process in Ceredigion.</i></p> |

**Minutes of the Meeting of LEARNING COMMUNITIES OVERVIEW  
AND SCRUTINY COMMITTEE**  
held Hybrid - Neuadd Cyngor Ceredigion, Penmorfa, Aberaeron /  
remotely via video conference on 29 September 2022

**PRESENT;** Councillor Chris James (Chair), Councillors Euros Davies, Marc Davies, Meirion Davies, Amanda Edwards, Eryl Evans, Paul Hinge, Geraint Wyn Hughes, and Gareth Lloyd

**Also present :-**Ms Cathryn Charnell White (Co-opted Member)

**Also in attendance:** Councillors Wyn Thomas and Keith Henson (Cabinet Members)

**Officers in attendance:** Mrs Meinir Ebbsworth, Corporate Lead Officer Schools, Mrs Elen James, Corporate Lead Officer – Lifelong Learning & Culture, Ms Aggie Caesar-Homden, Partnership Manager, Regional Skills Partnership, Mrs Lisa Evans, Scrutiny and Standards Officer and Mrs Dana Jones, Democratic and Standards Officer

(10.00-12:20pm)

**1 Apologies**

Councillor Rhodri Davies, Endaf Edwards and Mark Strong apologised for their inability to attend the meeting.

In the absence of the Chair, Councillor Endaf Edwards the meeting was chaired by the vice-chair, Councillor Chris James.

**2 Disclosures of personal interest /prejudicial interest**

Cathryn Charnell White declared a personal interest in item 3 on the agenda.

**3 Regional Skills Partnership Overview Report 2021 - 2022**

Consideration in detail was given to the Regional Skills Partnership Overview Report 2021 – 2022. The report had been presented in order to provide Members of the Committee with an overview and update on progress of the Mid Wales Regional Skills Partnership.

Following questions from the floor, it was AGREED to note the report for information.

**4 2022 GCSE and A Level results**

Consideration was given to the 2022 GCSE and A Level results that were presented to the Committee for transparency. It was reported as a result of the Covid-19 pandemic, external examinations were not held in their traditional form in schools during 2020 or 2021.

It was decided that external examinations would be held during the Summer of 2022, and some modifications were introduced such as reducing the content in some subjects.

It was decided by Qualifications Wales that results at a national level would reflect a roughly midway point between the summer 2019 and summer 2021 results. To that end, it was not possible to compare the results of 2022 with previous years. The provisional percentages for Ceredigion (official data will be available in early October) were presented.

It was AGREED to note the report for information and to congratulate the pupils, teachers and staff on these excellent results following the pandemic.

## **5 Welsh Government School Improvement Guidance**

Consideration was given to the Welsh Government School Improvement Guidance. The report had been presented to the Committee in order to share information regarding a key document on School Improvement which would have implications on how the School improvement Service was implemented in Ceredigion.

It was reported that following a national consultation which came to an end on 15 March 2021, a Guidance Document was published called Welsh Government School Improvement Framework, and this has now been active since September 2022. The document would be statutory from September 2024. The aim of the document was to

- ; • Strengthen the effectiveness of self-evaluation and improve planning within schools.
- Cease with the use of the national school categorisation system and replace with a similar support system without publishing school categories
- Strengthen and provide clarity regarding the split between evaluation activities / improving the accountability of the system
- Earmark the roles and responsibilities of the various bodies clearly in a self - improvement system

The guidance sets out what schools and others in the education system 'must' and 'should' do under the framework for evaluation, improvement and accountability. References to what schools and others 'must' do are underpinned by a statutory obligation. Those actions which the guidance states that schools and others 'should' do is best practice in accordance with the guidance. By issuing school improvement guidance on a non-statutory basis now, we want schools, local authorities, regional consortia, Estyn and diocesan authorities to implement and test the approaches to school improvement and accountability it sets out. They would then evaluate their impact. Following this we plan to update the guidance, building on learning in 2022 to 2023 and 2023 to 2024, and issue it as statutory guidance to come into force in September 2024.

A list of the principle messages were then outlined to Members.

It was AGREED to note the report for information.

**6 Estyn Inspections, Summer Term 2022**

It was AGREED to note the information presented and that the reports were very positive. Congratulations were extended to all schools on their achievements.

It was reported that the press had emphasised on one recommendation in the Penglais School report; and not the report as a whole which was positive, with Estyn requesting two case studies of excellent practice from the schools.

**7 To consider the draft Forward Work Programme**

It was AGREED to note the draft Forward Work Programme as presented subject to the following:-

- That the Equity Workstream visit HCT
- Relationship and Sexuality Education Draft Policy presented to the December meeting
- That an update on the review of post 16 education be presented to the February meeting
- Workstream consider the feedback from schools on the various aspects of their improvement journey following inspections
- A report on Autism and the need to reduce the time required by the Health Board to assess children and the provision for autism within the county
- An update on the grants available to schools be presented to the December meeting prior to the budget setting in February
- The need to clarify that the Asset Panel continue to ringfence monies from the sale of old school buildings to the education budget.

**8 To confirm minutes of the previous meeting and to consider any matters arising from those Minutes**

It was AGREED to confirm as a true record the Minutes of the previous meeting of the committee.

**Confirmed at the Meeting of the Learning Communities Overview and Scrutiny Committee held on 8 December 2022**

Chairman: \_\_\_\_\_

Date: \_\_\_\_\_

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## Cyngor Sir CEREDIGION County Council

**REPORT TO:** Learning Communities Overview and Scrutiny Committee

**DATE:** 8 December 2022

**LOCATION:** Hybrid

**TITLE:** Draft Forward Work Programmes 2022/23

**PURPOSE OF REPORT:** Review the current work programme of the Committee

**REASON SCRUTINY HAVE REQUESTED THE INFORMATION:** The forward work programme of the Committee is reviewed and updated at each meeting

### **BACKGROUND:**

Overview and Scrutiny Committees oversee the work of the Council to make sure that it delivers services in the best way and for the benefit of the local community.

The role of Overview and Scrutiny is to look at the services and issues that affect people in Ceredigion. The process provides the opportunity for Councillors to examine the various functions of the council, to ask questions on how decisions have been made, to consider whether service improvements can be put in place and to make recommendations to this effect.

Scrutiny plays an essential role in promoting accountability, efficiency and effectiveness in the Council's decision making process and the way in which it delivers services.

The main roles of the Overview and Scrutiny Committees:

- Holding the cabinet and officers as decision-makers to account
- Being a 'critical friend', through questioning how decisions have been made to provide a 'check and balance' to decision makers, adding legitimacy to the decision making process
- Undertaking reviews of council services and policy
- Undertaking reviews to develop council services and policies
- Considering any other matter that affects the county
- Ensuring that Ceredigion is performing to the best of its ability and delivering high quality services to its citizens
- Assessing the impact of the Council's policies on local communities and recommending improvement
- Engaging with the public to develop citizen centred policies and services

Effective Overview and Scrutiny can lead to:

- Better decision making
- Improved Service Delivery and Performance
- Robust Policy Development arising from public consultation and input of independent expertise
- Enhanced Democracy, Inclusiveness, Community Leadership and Engagement
- Adds a clear dimension of transparency and accountability to the political workings of the Council
- Provides an opportunity for all Members to develop specialist skills and knowledge that can benefit future policy making and performance monitoring processes
- Creates a culture of evidence based self-challenge

## **CURRENT SITUATION:**

### **Questions to consider when choosing topics**

- Is there a clear objective for examining this topic?
- Are you likely to achieve a desired outcome?
- What are the likely benefits to the Council and the citizens of Ceredigion?
- Is the issue significant?
- Are there links to the Corporate Strategy
- Is it a key issue to the public?
- Have the issues been raised by external audit?
- Is it a poor performing service?

### **Choosing topics**

Overview and Scrutiny Committees should consider information from the Corporate Strategy, Improvement Plan, Strategic Plan, Service Plans, the Corporate Risk Register, budget savings – proposals and impact, Quarterly Corporate Performance Management panel meetings and departmental input in choosing topics and designing their Forward Work Programmes, as well as any continuing work.

## **RECOMMENDATION (S):**

To review and update the current Forward Work Programme.

**Contact Name:** Lisa Evans  
**Designation:** Scrutiny and Standards Officer  
**Date of Report:** 30/11/2022  
**Acronyms:** FWP – Forward Work Programme

Overview and Scrutiny Draft Forward Work Programme 2022/23

| Committee                   | Item (description/title)  | Invited Speakers   | Purpose i.e. monitoring, policy, recommendation |
|-----------------------------|---|--|---|
| <b>Learning Communities</b> |   |  |   |
| 30 June 2022                | <p>Lifelong Learning and Skills Service and Canolfan Eos and Canolfan Aeron (Pupil Referral Units)</p> <p>Update on a new Area School in the Aeron Valley</p> <p>Self-evaluation and Improvement Planning - Schools and Culture Service</p> <p>Mid Wales Education Partnership – Business Plan</p> <p>A Curriculum for Wales update</p> |  |   |
| 29 September 2022           | <p>GCSE and A Level results</p> <p>Regional Skills Partnership</p> <p>School Improvement framework</p>  | <p>Elen James,<br/>Aggie Caesar-Homden<br/>Partnership Manager - Mid<br/>Wales Regional Skills<br/>Partnership</p> |   |

|                               |  |  |            |
|-------------------------------|--|--|------------|
| 8 December 2022               | <p>Youth Council Minutes</p> <p>A report on Autism</p> <p>A verbal update on the grants available to schools</p> <p>Deprivation Strategy</p>   |  |            |
| February ?<br>Special meeting | Post 16 education  |  |            |
| 9 February 2023<br>1.30pm     | Budget preparation   |  |            |
| 30 March 2023                 | Welsh in Education Strategic Plan  |  | Monitoring |
| Future meetings               | <p>Child Sufficiency Assessment</p> <p>Play Sufficiency Assessment</p> <p>Progress against Ceredigion's ALN Principles and Expectations</p> <p>Mid Wales Education Partnership (reported every autumn)</p> |  |            |
|                               |  |  |            |

|             |   |  |  |
|-------------|---|--|--|
| Workstreams | <ol style="list-style-type: none"><li data-bbox="533 197 1189 268">1. Ensure that local and national priorities are delivered effectively</li><li data-bbox="533 309 954 344">2. Ensure equity for all pupils</li><li data-bbox="533 386 1267 456">3. Ensure an effective and efficient infrastructure to meet our priorities</li></ol> |  |  |
|-------------|---|--|--|

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