

**Budget Consultation 2017-20**

**Equality Impact Assessments**

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## 1. Youth Services

<b>Department:</b> Department for Education and Children	<b>Completed by (lead):</b> Gill Adams	<b>Date of initial assessment:</b> 14 <sup>th</sup> December 2015  <b>Revision Dates:</b> 30 December 2016
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Youth Service use of the Quay Centre, Carmarthen.  2017-18 £20k	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	Existing function	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	The Quay Centre Carmarthen will cease to be used by the Youth Support Service (on or before 31st March 2017) and handed over to the LA Corporate Property Service for alternative use. This may produce income for the County Council. Re distributing activities from The Quay Centre will require some planning and require agreements with other locations and providers and is not guaranteed to be fully cost neutral at this stage. There will be maintenance costs for the service (base heating, rates etc) until such time as the building is sold, therefore an exit strategy is being worked up currently.
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<p><b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b></p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups (see guidance notes)</p>		<p><b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b></p> <p><b>Please indicate high (H) medium (M), low (L), no effect (N) for each.</b></p>	<p><b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b></p>		<p><b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b></p>
			<p><b>Risks</b></p>	<p><b>Positive effects</b></p>	
<p><b>P</b></p>	<p><b>Age</b></p>	<p>L</p>	<p>The Quay Centre is used for post 16 Youth Work currently; this includes a ‘drop in’ for young people and young adults once per week; Youth Workers also carry out one to one work with young people and young adults within the building. The building is also used for staff meetings and meetings with partners and stakeholders.</p>	<p>Relocation opportunities are being investigated within the town. Talks are being advanced with one location for accommodating youth activity, which is more central and, arguably, more suitable for Youth service activity compared to the Quay Centre. Other locations are also being investigated for specific activity such as adult</p>	<p>Transition plan to be formulated so that potentially vulnerable young people are not untowardly affected during the move to the new location.</p>

<b>r a</b>				group usage.	
	<b>Disability</b>	N			
	<b>Gender reassignment</b>	N			
	<b>Race</b>	N			
	<b>Religion/Belief</b>	N			
	<b>Pregnancy and maternity</b>	N			
	<b>Sexual Orientation</b>	N			
	<b>Sex</b>	N			
	<b>Welsh language</b>	N			
	<b>Any other area</b>	N			Currently no Youth Service staff are based at the Quay Centre; their office base is Parc Dewi Sant and therefore there would be no impact upon their office location.

<b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b>	<b>NO</b>
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<p><b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b></p> <p>Exploration of alternative venues for the delivery of the work currently undertaken at The Quay Centre. There are alternative suitable facilities available within Carmarthen town centre which can be explored as alternative venues for the engagement of young people and adults by Youth Workers.</p> <p>Meeting rooms are available at Parc Dewi Sant and therefore there should be no negative impact in terms of arranging and holding staff and partnership meetings.</p>			
<p><b>7. Procurement</b></p> <p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service.</p> <p>Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.</p>			
<p><b>8. Human resources</b></p> <p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service?</p>			
<p><b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment?</b> (recommended if one or more H under section 2)</p>			NO
<p><b>Approved by:</b></p> <p>Head of Service</p>	<p>Aeron Rees</p>	<p><b>Date:</b></p> <p>30 December 2016</p>	

## 2. Out of County Placements

<b>Department:</b> Education & Children	<b>Completed by (lead):</b> Stefan Smith	<b>Date of initial assessment:</b> 30 December 2016  <b>Revision Dates:</b>
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Out of County placements  2019-20: £148k budget reduction	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	New decision	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	Seek to reduce the number of children or young people placed in specialist provision out of county by developing local services, including highly skilled foster placements.		
<b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b>  (1) eliminate unlawful discrimination, harassment and victimisation;  (2) advance equality of opportunity between	<b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.</b>	<b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b>	<b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b>

different groups; and <b>(3)</b> foster good relations between different groups (see guidance notes)			<b>Risks</b>	<b>Positive effects</b>	
<b>Protected characteristics</b>	<b>Age</b>	N			
	<b>Disability</b>	N			
	<b>Gender reassignment</b>	N			
	<b>Race</b>	N			
	<b>Religion/Belief</b>	N			
	<b>Pregnancy and maternity</b>	N			
	<b>Sexual Orientation</b>	N			
	<b>Sex</b>	N			
	<b>Welsh language</b>	N			
	<b>Any other area</b>	N			

<b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
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6. What action(s) will you take to reduce any disproportionately negative impact, if any? N/A			
7. Procurement Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.			
8. Human resources Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? N			
9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Approved by: Head of Service	Stefan Smith, Head of Children's Services	Date:	30 December 2016



### 3. School Improvement (ERW)

<b>Department:</b> Education & Children	<b>Completed by (lead):</b> Gareth Morgans	<b>Date of initial assessment:</b> 20 December 2016  <b>Revision Dates:</b>
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	School Improvement (ERW)  2019-20: £150k budget reduction	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	New decision	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	Review annual financial contribution to ERW on the assumption that school standards remain high and continue to improve through enhanced school to school support and collaboration, reducing the need for external intervention.		
<b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b>  (1) eliminate unlawful discrimination, harassment and victimisation;  (2) advance equality of opportunity between	<b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.</b>	<b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b>	<b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b>

different groups; and <b>(3)</b> foster good relations between different groups (see guidance notes)			<b>Risks</b>	<b>Positive effects</b>	
<b>Protected characteristics</b>	<b>Age</b>	N			
	<b>Disability</b>	N			
	<b>Gender reassignment</b>	N			
	<b>Race</b>	N			
	<b>Religion/Belief</b>	N			
	<b>Pregnancy and maternity</b>	N			
	<b>Sexual Orientation</b>	N			
	<b>Sex</b>	N			
	<b>Welsh language</b>	N			
	<b>Any other area</b>				

<b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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<b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b>			
<b>7. Procurement</b> Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.			
<b>8. Human resources</b> Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service?			
<b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)</b>		YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>Approved by:</b> Head of Service	Gareth Morgans, Interim Director of Education & Children's Services		<b>Date:</b> 20 December 2016

## 4. Libraries

<b>Department:</b> Communities	<b>Completed by (lead):</b> Mark Jewell / Wendy Tiffin/ Steffi James / Estelle Evans.	<b>Date of initial assessment: January 2017</b>  <b>Revision Dates:</b>						
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Library Mobile Service  Decision based on potential Financial saving due to PBB's and improving the mobile service making it fit for the 21 <sup>st</sup> Century, we are looking at opportunities to work with other partners including Goals Club, Community First and Learn Direct and having an IT provision as an added service.							
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	yes							
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>								
<p>Consultation documents, data, statistics, user figures,</p> <p>Our current Mobile Library Service has evolved on an ad-hoc basis with current routes being amended to suit user requirements, which has in turn resulted in an “over provision” of service i.e. one that exceeds the requirements of the WPLS. The current service consists of 4 staff, 4 substantial, ageing and costly vehicles, undertaking 3 or 4 weekly visits to a membership of 1,189 active mobile service users, with 715 stops, over 50 overlapping routes, averaging 1.6 users per stop.</p> <p>The cost per user for the library service as a whole in 2014/15 was £2.88, which meets the median standard set by Welsh Government. The cost per user for the mobile service element was £18.72 per user. This review seeks to reduce mobile service costs considerably, therefore reducing the overall cost per user for the county service as a whole.</p> <p><b>Usage and performance figures for Carmarthenshire Mobile Library Service</b></p> <table border="1" data-bbox="91 1177 2170 1315"> <tr> <td>Visitor figures for 15/16 :</td> <td>12,796</td> </tr> <tr> <td>Items Loaned :</td> <td>63,501</td> </tr> <tr> <td>Carmarthenshire population:</td> <td>183,800</td> </tr> </table>			Visitor figures for 15/16 :	12,796	Items Loaned :	63,501	Carmarthenshire population:	183,800
Visitor figures for 15/16 :	12,796							
Items Loaned :	63,501							
Carmarthenshire population:	183,800							
Local Authorities are required to provide an efficient, effective and comprehensive library service. Underpinning this is a set of nationally agreed <a href="#">Welsh Public Library Standards</a>								

[\(WPLS\)](#) that require an authority such as Carmarthenshire to provide a mix of town, community (branch), mobile, and on-line library services.

Mobile services are a key component in delivering a library service across a county like Carmarthenshire with its urban rural mix. Importantly, if the provision of fixed base community (branch) libraries reduces, then the mobile service plays an even more prominent role in delivering the service in line with statutory requirements.

The standard relating to the location of service points and mobile library stops is according to population density. Carmarthenshire has a population density of 0.8 persons per hectare and our current provision serves 95% of the population within 3 miles (or 15 minutes travelling time by public transport) of a static service point, or within ¼ mile of a mobile library stop. The requirement is to meet 70% of the population, with half day stops, once every 3 weeks, as a minimum.

INDEX/REFERENCE

- CMOB1: CARMARTHEN MOBILE LIBRARY (1)
- CMOB2: CARMARTHEN MOBILE LIBRARY (2)
- CMOB3: CARMARTHEN MOBILE LIBRARY (3)
- LMOB1: LLANELLI MOBILE LIBRARY (1)

Current service provided at all mobile libraries	Visitors per annum	Routes per mobile	Items Loaned per mobile	Current average time at stop
Adult fiction books, adult nonfiction books, children’s books, welsh books, reference books, and Spoken Word stock	<ul style="list-style-type: none"> <li>• CMOB1,CMOB2, CMOB3: 10,661</li> <li>• LMOB1: 2,135</li> </ul>	<ul style="list-style-type: none"> <li>• CMOB1: 16</li> <li>• CMOB2: 16</li> <li>• CMOB3: 16</li> <li>• LMOB1: 9</li> </ul>	<ul style="list-style-type: none"> <li>• CMOB1: 15,188</li> <li>• CMOB2: 15,943</li> <li>• CMOB3: 21,282</li> <li>• LMOB1: 11,088</li> </ul>	<ul style="list-style-type: none"> <li>• CMOB1: approx. 12 mins</li> <li>• CMOB2: approx. 12 mins</li> <li>• CMOB3: approx. 12 mins</li> <li>• LMOB1: 15 minutes</li> </ul>



<p><b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b></p>	<p>The aim of this proposal is to improve the current mobile library service in order to increase usage and improve the overall experience for all users in order to create a one stop shop for our community. The purpose is to focus on providing an improved open access service to the mobile library. This is an opportunity for the mobile library service to be examined fully in order to make better use of the existing provisions. The objective is to have an effective, modern, flexible, comprehensive and reliable mobile library service across Carmarthenshire that will bring the mobile service into the 21st Century introducing additional facilities that will compliment traditional services.</p> <p>In order to improve mobile library services, thorough research has been undertaken to identify underused calls/stops and to make changes to these stops in order to make better use of this valuable service. In addition, we are looking to improve services by adopting a “more than books” service approach, which in the main will bring additionality to the services provided by embracing new technologies; thus allowing for and developing digital literacy across the county.</p> <p>It is of utmost importance that mobile libraries bring maximum benefit to their users. To some people, having access to computers, photocopying and printing facilities for use with services such as; Universal Credit, Citizens Advice, Job Searching could potentially change their lives. Therefore, we are seeking to reduce the number of short household intermittent stops, which will allow for lengthier static periods based around areas/villages, providing greater access to the services provided.</p> <p>The decision to improve the mobile library service will provide many benefits to the local communities of Carmarthenshire. This proposal will give users an opportunity to access all aspects of the service which the current mobile library is restricted to. The library will become more accessible to all who wish to use the service. Not only will the new mobile service provide positive changes for the communities, it will also help reduce costs for Carmarthenshire Libraries.</p> <p>This proposal will create many benefits for our users including access to mobile library stops which will operate on a regular, lengthier and with more accessible locations. The proposal includes the enhancement of ICT within the mobile library service allowing access to a number of online services. In addition, it is proposed that the new service will provide community based events, activities and look to work with new partnerships and stakeholders in order to support the communities of</p>
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Carmarthenshire.

Whilst it is recognised that for some communities, mobile libraries are the only means of accessing library services in an area; an overall strategy needs to be developed that delivers services in line with rural deprivation, digital inclusion, poverty and literacy.

**A Strategy/5 year plan has been approved in order to keep CCC library services relevant and accessible:**

- **The service is to develop around 5 universal offers that promote a core message at national levels, linking with Government Policy, Library Strategies and Frameworks, but allow for adaptation to meet with local needs and priorities.**
- **Categorised into 4 tiers of service provision based on their levels of use, location of the library building and the population served, to deliver the right and effective core offer to the right people at the right place.**

**Tier 1 – Regional Libraries with between 145,00 to over 500,000+ visits per year. (3 of)**

**Tier 2 – Community Libraries open for more than 15 hrs per week. (5 of)**

**Tier 3 – Branch Libraries open for less than 15 hrs per week. (7 + 3)**

**Tier 4 - Mobile libraries (3 of)**

**We Aim To Compare Mobile and Static Services:**

- We aim to Review both branch and new mobile library services usage and positioning as to ascertain their value and contribution within a community; we recognise that some of our “Tier 3” smaller branch libraries now only serve a very small number of borrowers and as such, we need to ensure the continuation of quality library services across the county that are able to demonstrate best value.
- Importantly, if the provision of a fixed base community service changes, then the mobile service plays an even more

		prominent role in delivering Library services in line with statutory requirements.			
<p><b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b></p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p>		<p><b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b></p> <p><b>Please indicate high (H) medium (M), low (L), no effect (N) for each.</b></p>	<p><b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b></p>		<p><b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b></p>
			Risks	Positive effects	
P r	Age	<p>Whilst all age groups currently use the mobile library services, it is anticipated that the extra provision of longer stops will provide people who are currently restricted by the time restrictions to be able to have time to search for employment or benefits.</p>		<p><u>Access to Services</u>                      New routes visiting at least 22 community hubs on a largely weekly (or no less than 3 weekly) basis.                      Extending the time that a mobile library is available within a community hub (half day stops proposed)                      Targeting high footfall areas such as major retail store car parks or Leisure/Wellbeing Centres etc, to attract new and additional users.  <u>Social Isolation</u></p>	



<p>h a</p>			<p>The proposed new mobile Provides people with access to other social networks within the mobile library and will work as a hub for the community.</p> <p><u>Travel Time</u> The new proposed mobile library service will be located at a central place where the majority of the area’s population can access. It is envisaged that every stop will be close to a local bus stop or other amenities.</p> <p><u>Impact on Children and Young People</u> 26.4% of the population are under 24 we will continue to provide the current services to these groups with proposed additional services including ICT, Storytime for preschool children and printing facilities.</p> <p><u>Impact on the older generation</u></p>	<p>With the introduction of ICT we will be able to offer more services for children and families in the proposed new service.</p>
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				<p>Carmarthenshire has a high percentage of retired people living in the county. Carmarthenshire Mobile Library staff will be up skilled and fully trained in all new provisions to support all generations and to provide a community hub.</p>	<p>With the introduction of access to online services through ICT provisions, it will allow for access and support for the older generation in areas such as iPad training and introductions to Family History sessions</p>
	<b>Disability</b>			<p><u>Improved access to information</u>                  Opportunity to signpost users to relevant information about health and well-being services, e.g. local support groups for health conditions or relevant social services information. To work with other CCC &amp; external providers including Ciss and other health related organisations.</p> <p>Support &amp; access to a service for those with mental health issues and it is proposed that the mobile library will support the use of 'Books on Prescription' scheme for those with mild moderate emotional or psychological problems.</p>	

<b>Gender reassignment</b>			The mobile library service will continue to work with Transgender groups in Carmarthenshire.	
<b>Race</b>			Continued and improved use of all services to all groups through working with external partners including Multicultural Network Groups	
<b>Religion/Belief</b>			A large and diverse range of stock will be available on the mobile libraries. Relevant stock can be ordered via our Online Catalogue either on the mobile or online and can be picked up at the mobile. There is no feedback to suggest that there are any underlying issues group.	
<b>Pregnancy and maternity</b>			Bookstart can be issued from the new mobile service to support young parents	
Sexual Orientation			We are not aware that this group would be affected by the proposed new mobile service	
Sex				

	Welsh language	<p><a href="http://www.carmarthenshire.gov.wales/media/68004/WelshLanguageCarms.pdf">http://www.carmarthenshire.gov.wales/media/68004/WelshLanguageCarms.pdf</a></p> <p>According to the above hyperlink it is believed that Carmarthenshire has a high percentage of its overall population speaking welsh. With a population of 183,800 43.9% are welsh speakers.</p>		<p>Carmarthenshire Mobile Libraries will continue to have a welsh language member of staff available. We will continue to provide a good source of welsh fiction and non-fiction books for adults and children. Welsh stock can also be ordered via our online service to be collected at the Mobile Library.</p>	
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<p><b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b></p>	<p>YES <input checked="" type="checkbox"/>                      NO <input type="checkbox"/></p>
<p><b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b></p> <ul style="list-style-type: none"> <li>• We will welcome feedback from the consultation in order to confirm new routes.</li> <li>• <b>Agree a comprehensive new route plan that meets with Welsh Public Library Standards (WPLS) future framework requirements.</b></li> <li>• <b>Improve information, digital and health literacy across the county.</b></li> <li>• <b>Improve employability through access to on-line services and resources through partnership working.</b></li> <li>• <b>Provide social and community links to people who are usually hard to reach.</b></li> </ul>	

- Roll-out new and improved housebound service to meet with user needs and requirements.

**7. Procurement**

Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service.

Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.

**8. Human resources**

Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service?

**9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment?** (recommended if one or more H under section 2)

YES

NO

Approved by:

Head of Service

Date:

## 5. School Meals

<b>Department:</b> Education & Children	<b>Completed by (lead):</b> Helen Bailey / David Astins	<b>Date of initial assessment:</b> 5 <sup>th</sup> November 2014  <b>Revision Dates:</b> 14 <sup>th</sup> December 2015, 19 <sup>th</sup> December 2016
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	School meals service <ul style="list-style-type: none"> <li>• 2016-17 £100k (already delivered)</li> <li>• 2017-18 £100k</li> <li>• 2018-19 £70k</li> </ul>	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	An extension of an existing approach to charging which has seen the cost of school meals rise above inflation in April 2014 (to £2.20 for a primary meal), April 2015 (to £2.30) and April 2016 (to £2.40).	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		
<ul style="list-style-type: none"> <li>• Charging comparisons with other Local Authorities in Wales</li> <li>• Close monitoring of take-up and income following previous price increases – a small (1-2%) decline in take-up has been noted looking at Carmarthenshire as a whole</li> </ul>		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	Increasing the price of a primary school meal by 10p per year for 3 years (to £2.40 in April 2016, £2.50 in April 2017, and £2.60 in April 2018), with equivalent price rises in secondary school cafeterias. This is expected to generate an additional £100,000 of net income per annum, provided there is not a significant drop in take up.		
<b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b>  (1) eliminate unlawful discrimination, harassment and victimisation;	<b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b>  Please indicate high (H) medium (M), low (L), no effect (N) for each.	<b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b>	<b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b>

<p>(2) advance equality of opportunity between different groups; and                       (3) foster good relations between different groups                       (see guidance notes)</p>		H / M / L	Risks	Positive effects	
Protected characteristics	<b>Age</b>	M	Further price increases could have a negative impact on take-up. Some families in 'working poverty', who do not qualify for free school meals, might not be able to afford school meals.		Publicise the availability of Free School Meals so that all who are entitled are aware
	<b>Disability</b>	N			
	<b>Gender reassignment</b>	N			
	<b>Race</b>	N			
	<b>Religion/Belief</b>	N			
	<b>Pregnancy and maternity</b>	N			
	<b>Sexual Orientation</b>	N			
	<b>Sex</b>	N			
	<b>Welsh language</b>	N			

Any other area	N			
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<b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b>	YES <input type="checkbox"/> X                      NO <input type="checkbox"/> Through the Council's budget consultation we have engaged families and also young people through the <i>Insight</i> programme.	
<b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b>		
We will continue to demonstrate that a school meal is still good value for money, being of good nutritional quality.		
<b>7. Procurement</b>		
Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. Procurement of good value products can help keep the costs within the school meals service down. Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.		
<b>8. Human resources</b>		
Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? A fall in take-up / income could lead to a loss in overall hours in the service. This is managed on a location by location basis already, with hours at each location determined by the number of meals served, reviewed 3 times each year.		
<b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)</b>	YES <input type="checkbox"/>	NO <input type="checkbox"/> X



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<b>Approved by:</b>	David Astins Strategic Development Manager	<b>Date:</b> 19 <sup>th</sup> December 2016
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## 6. Older People and Physical Disabilities Day Services

<b>Department:</b> Community Services	<b>Completed by (lead):</b> Sue E Watts	<b>Date of initial assessment:</b> January 2017  <b>Revision Dates:</b>
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Day centre provision	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	Existing function	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		
The Review is being guided by the principles of the Social Services and Wellbeing Act 2014. It will also take into account the Wellbeing of Future Generations Act, in particular, the five ways of working (prevention, long term, integration, collaboration and involvement). The Review will be in line with HDUHB's 'Care Closer to Home' objective		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	<p>To review the current local Authority day care support for older persons within Carmarthenshire assessing against identified potential models of care.</p> <p><b>Proposed outcomes</b></p> <p>To identify a vision and model for providing day opportunities within Carmarthenshire. The models must be provided more efficiently, effectively and equitably and be financially sustainable. The model will include the reviews currently being undertaken in other client groups.</p> <p>To identify an understanding of the needs and demands for older persons day care provision throughout the County</p>
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		To provide a position statement identifying what the current provision provides and what is needed to reform the services			
		To identify further commissioning, community engagement and income opportunities			
<p><b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b></p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p>		<p><b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.</b></p>	<p><b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b></p>		<p><b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b></p>
			Risks	Positive effects	
Protected characteristics	Age	H (older people)	Older people are the core recipient group	The purpose of the Review is to secure improved, person-centred outcomes for older people	Note: budget consultation (2017) shows support from all age groups, including those 65+
	Disability	H	Many users also have disabilities	The Review will explicitly consider the needs of users, including those arising through disability	Note: budget consultation (2017) shows support from disabled respondent
	Gender reassignment	L	No evidence to	The Review will explicitly	

			suggest other than low risk	consider the needs of users, including those arising through	
<b>Race</b>	L		No evidence to suggest other than low risk	The Review will explicitly consider the needs of users, including those arising through	Note: budget consultation (2017) shows concern about the proposal from ethnic minority respondents (though very low response of 3)
<b>Religion/Belief</b>	L		No evidence to suggest other than low risk	The Review will explicitly consider the needs of users, including those arising through	
<b>Pregnancy and maternity</b>	M		Risk arises if changes to staff working practices will be considered (employees predominantly women)		
<b>Sexual Orientation</b>	L		No evidence to suggest other than low risk	The Review will explicitly consider the needs of users, including those arising through sexual	Note: budget consultation (2017) shows support for the proposal from LGB community, though this is lower than the overall level of

				orientation	support
<b>Sex</b>	M	<p>There is a need to ensure provision is equally attractive for men as well as women.</p> <p>Risk arises if changes to staff working practices will be considered (employees predominantly women)</p>		The Review provides an opportunity to examine lower usage amongst men	Note: budget consultation (2017) shows that both genders support the proposal, though women were more strongly in favour
<b>Welsh language</b>	M	Provision must continue to ensure language need is catered to (particularly dementia)		The Review will explicitly consider the needs of users, including those arising through language need	
<b>Any other area</b>	<b>Families and carers</b>			Working co-productively could enhance experience of carers and families. The Review	

				needs to consider responsibilities to carers under the SSWB Act	
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<b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b>		<b>YES</b>			
<b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b>					
This EIA has been developed at the formative stages for the Review, and the issues that have been highlighted will be considered as the Review develops. In this way, disproportionate negative impacts can be addressed if they arise and corrective action taken.					
<b>7. Procurement</b>					
Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service.					
Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.					
<b>8. Human resources</b>					
Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service?					
<b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)</b>		<b>YES</b> <input type="checkbox"/>		<b>NO</b> <input type="checkbox"/>	
<b>Approved by:</b>	Sue E Watts			<b>Date:</b> January 2017	

Head of Service		
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## 7. Parking Services

<b>Department:</b> Environment	<b>Completed by (lead):</b> John McEvoy, Road Safety & Traffic Manager	<b>Date of initial assessment:</b>  <b>Revision Dates:</b>
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Financial savings: £120,000 (by 2019/20).  The County Council provides off street car parking facilities in towns and villages, to support the free movement of traffic and allow town centres to function. There are 57 council car parks in the county, with a total of 4,996 marked bays.	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	No	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		
Budget Budget consultation 2014-15; 2016-19. Car parking review decision report to the Executive Board 4 <sup>th</sup> Oct 2010.		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	Review of revenue options to support transportation and highways related services
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<p><b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b></p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p>		<p><b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b></p> <p><b>Please indicate high (H) medium (M), low (L), no effect (N) for each.</b></p>	<p><b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b></p>		<p><b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b></p>
			Risks	Positive effects	
<p><b>Protected characteristics</b></p>	<b>Age</b>	(1) L (2) N (3) N	N/A	N/A	N/A
	<b>Disability</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Gender reassignment</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Race</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Religion/Belief</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Pregnancy and maternity</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Sexual Orientation</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Sex</b>	(1) L (2) N (3) N	N/A	N/A	N/A

<b>Welsh language</b>	(1) N (2) N (3) N	N/A	N/A	N/A
<b>Any other area</b>	(1) N (2) N (3) N	N/A	N/A	N/A

<p><b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b></p>	<p><b>YES</b> <input checked="" type="checkbox"/>      <b>NO</b> <input type="checkbox"/></p> <p>A public consultation took place between November 2014 and January 2015.</p> <p>The proposed increase in car parking charges resulted in slightly more respondents disagreeing (45.6%) than those in favour (43.3%). Respondents commented that charging was already high and increasing the charge further would deter the public and visitors from shopping in the town centre, and would encourage the use of ‘out of town’ businesses. Other concerns were raised about increase in illegal parking. Some suggestions for reducing the impact included reduced cost of annual parking passes; introduce a very cheap short stay ticket for town centre; improve public transport.</p> <p>A public consultation took place between November 2015 and January 2016.</p> <p>45% of consultees were in favour of the proposal whilst 44% disagreed with it. 11% were neutral to the proposal. This represents a slight shift in opinion from the previous year whereby a slim majority disagreed with the proposal. Key themes from the consultation revealed opposing views – some regarded the charges as ‘prohibitive’, others as ‘reasonable’ in comparison with neighbouring and English authorities. There was some concern that further increases will severely deplete the health of town centres and that the proposal would be a setback for independent shops given tough retail environment. Conversely, some felt that the proposal would ease congestion and encourage use of alternative forms of transport such as buses and walking.</p>
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<p><b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b></p>		
<p><b>7. Procurement</b></p> <p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service.</p> <p>Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.</p> <p>N/A</p>		
<p><b>8. Human resources</b></p> <p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? N/A</p>		
<p><b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)</b></p>	<p><b>YES</b> <input type="checkbox"/></p>	<p><b>NO</b> <input checked="" type="checkbox"/></p>
<p><b>Approved by:</b> Head of Service</p>	<p>S G Pilliner</p>	<p><b>Date:</b> 12<sup>th</sup> January, 2017</p>

## 8. Educational Psychology

<b>Department:</b> Education and Children's Services	<b>Completed by (lead):</b> SS/ Angela Davies (ASD) Principal Educational and Child Psychologist	<b>Date of initial assessment:</b> 14 <sup>th</sup> January 2016  <b>Revision Dates:</b> 30 December 2016
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Educational Psychology 2017-18: £60k budget reduction	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	The services are established; the financial decision is new for 2017/18.	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		
<ul style="list-style-type: none"> <li>see Service Profile 2016-17.</li> </ul>		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	Reduction of one post through review of existing structure; following the departure of one member of staff who has moved out of the county.		
<b>The Public Sector Equality Duty requires the Council to have "due regard" to the need to:-</b>  (1) eliminate unlawful discrimination, harassment and victimisation;	<b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b>  Please indicate high (H) medium (M),	<b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b>	<b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b>

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<p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p>		<p>low (L), no effect (N) for each.</p>	<p>Risks</p>	<p>Positive effects</p>	
<p>P</p>	<p><b>Age</b></p>	<p>M</p>	<p>Possible Impact of reduced service:</p> <ul style="list-style-type: none"> <li>• Later identification of SEN (Special Educational Needs) with less opportunity for prevention</li> <li>• Schools and families less well prepared supported to meet the additional needs of pupils</li> <li>• Impact on education standards, wellbeing and inclusion.</li> <li>• Increased number of statutory assessments of SEN</li> <li>• Increased demands for special provision</li> <li>• Increased exclusions</li> <li>• Increased SEN</li> </ul>	<p>None other than the initial financial saving</p>	<p>There are no alternative services that could provide the same quality of assessment, advice and support. Activity would need to be prioritised to most significant need and earlier preventative work would decrease and lead to less support for schools to raise their capacity to meet the full range of additional learning need inclusively. Parents and pupils would have to fight for scarce resources to meet their needs. We would not be able to meet the increased workforce requirements/duties for the forthcoming ALN Reform in an efficient manner. Therefore there would be a negative impact including potential lack of confidence in a new equality rights based system for identifying and meeting children and young peoples Additional Learning Needs from 0-25.</p>

			<p>Tribunal appeals</p> <ul style="list-style-type: none"> <li>• Out of county residential placements</li> <li>• Increased number of disabled children becoming LAC</li> <li>• Lack of equality of access to the same life chances as their peers</li> </ul>		
	<p><b>Disability</b></p>	<p>M</p>	<p>Possible impact of reduced service:</p> <ul style="list-style-type: none"> <li>• Later identification of SEN with less opportunity for prevention</li> <li>• Schools and families less well prepared supported to meet the additional needs of pupils</li> <li>• Impact on education standards, wellbeing and inclusion.</li> <li>• Increased number of statutory assessments of sen</li> <li>• Increased demands for</li> </ul>	<p>None other than the initial financial saving</p>	<p>There are no alternative services that could provide the same quality of assessment, advice and support. Activity would need to be prioritised to most significant need and earlier and preventative work would decrease and lead to less support for schools to raise their capacity to meet the full range of additional learning need inclusively. Parents and pupils would feel that they have to fight for scarce resources to meet their needs. We would not be able to meet the increased workforce requirements/duties for the forthcoming ALN Reform in an efficient manner. Therefore there would be a systemic negative impact including potential lack of confidence in a new equality rights based system for identifying and meeting children and young peoples Additional Learning Needs</p>

			<ul style="list-style-type: none"> <li>• special provision</li> <li>• Increased exclusions</li> <li>• Increased SEN Tribunal appeals</li> <li>• Out of county residential placements</li> <li>• Increased number of disabled children becoming LAC</li> <li>• Lack of equality of access to the same life chances as their peers</li> <li>• Social isolation for some</li> <li>• Family breakdown for some</li> </ul>		from 0-25.
<b>Gender reassignment</b>	M		Reduced access to specialist consultation for schools and parents where significant additional needs are identified.	None other than the initial financial saving	
<b>Race</b>	M		Reduced access to specialist consultation for schools and parents where significant additional needs are identified.	None other than the initial financial saving	
<b>Religion/Belief</b>	M		Reduced access to specialist consultation for schools and	None other than the initial financial saving	

			parents where significant additional needs are identified.		
<b>Pregnancy and maternity</b>	M		Reduced access to specialist consultation for schools and parents where significant additional needs are identified.	None other than the initial financial saving	
<b>Sexual Orientation</b>	M		Reduced access to specialist consultation for schools and parents where significant additional needs are identified.	None other than the initial financial saving	
<b>Sex</b>	M		Boys tend to be referred more for acting out behavioural difficulties and so girls may have similar needs but not be prioritised.	None other than the initial financial saving	Educational Child Psychologists(ECP) encourage schools to ensure girls needs are identified and significant impact of internal behaviour and wellbeing is also prioritised.
<b>Welsh language</b>	H		Access to Educational and Child Psychologist who is able to function professionally through the medium of Welsh.	None other than the initial financial saving	Two of the three ECPs who have expressed an interest in severance are Welsh speaking and to lose a Welsh speaker would put considerable pressure on service delivery meeting the needs of our bilingual community. We currently have three fluent Welsh speaking ECPs.
<b>Any other area</b>	Parents and carers		Medium risk Impact: <ul style="list-style-type: none"> <li>• Family breakdown</li> <li>• Parent carer's</li> </ul>		There are other services that support parents and carers where children and young people have disability but where there is



			inability to maintain their caring role <ul style="list-style-type: none"> <li>• Out of county residential placements</li> <li>• Increased number of disabled children becoming LAC</li> <li>• Non compliance with Children’s Act, Carer’s and Disabled Children’s Act</li> </ul>		complexity a multiagency approach is required. We would have less service availability to contribute to multiagency planning and problem solving.
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<b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b>	YES                      NO <input checked="" type="checkbox"/>
<b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b>	
<b>7. Procurement</b> Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.	
<b>8. Human resources</b> Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? There may be TUPE implications for some of the services. N	

<b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment?</b> (recommended if one or more H under section 2)	YES	NO <input checked="" type="checkbox"/>
<b>Approved by:</b> Head of Service	Stefan Smith, Head of Children's Services	<b>Date:</b> 30/12/ 2016

### 9a. Sport and Leisure – Community Leisure Centres (Drefach Site only)

<b>Department:</b> Sport and Leisure	<b>Completed by (lead):</b> Berian Allcock	<b>Date of initial assessment:</b> 15/05/2016  <b>Revision Dates:</b>
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Gwendraeth Leisure Centre, Drefach Site	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	Existing Function	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		
Regular meetings with East CCC Property Group (inc. Education and Corporate Property) on all actions relating to the Drefach site, Meetings with Maes y Gwendraeth Senior Management Team and Governing Body, Sport & Leisure Staff Meetings, Customer Survey (to follow);		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	We are seeking to consult on the impact of the closure of the Drefach Site on existing facility staff and users		
<b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b>  (1) eliminate unlawful discrimination, harassment and victimisation;	<b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b>  Please indicate high (H) medium (M),	<b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b>	<b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b>  Existing squash users may have to travel around 11 miles to continue

<p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p>		<p>low (L), no effect (N) for each.</p>	<p><b>Risks</b></p> <p>Existing squash users may have to travel around 11 miles to continue playing squash</p>	<p><b>Positive effects</b></p> <p>Newer and more diverse sporting facilities will be available to the people of the Gwendraeth</p>	<p>playing squash.</p> <p>The consultation will identify whether staff/users with protected characteristics are disproportionately affected. This EIA will be updated accordingly, and any necessary mitigating actions will be identified.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Protected characteristics</p>	<p><b>Age</b></p>	<p>Medium</p>	<p>Older customers may have mobility issues that could impact on their ability to travel further to take part in physical activity.</p>	<p>Newer and more diverse sporting facilities will be available to the people of the Gwendraeth, improving the quality of the experience and access to the facilities.</p>	<p>The consultation will identify whether staff/users with protected characteristics are disproportionately affected. This EIA will be updated accordingly, and any necessary mitigating actions will be identified.</p>
	<p><b>Disability</b></p>	<p><b>High</b></p> <p>Services are specifically for individuals who face a critical or substantial risk to their independence, primarily due to disability or frailty.</p>	<p>Customers with a disability may have mobility/carer issues that could impact on their ability to travel further to take part in physical activity.</p>	<p>Newer and more diverse sporting facilities will be available to the people of the Gwendraeth, improving the quality of the experience and access to the facilities.</p>	<p>The consultation will identify whether staff/users with protected characteristics are disproportionately affected. This EIA will be updated accordingly, and any necessary mitigating actions will be identified.</p>
	<p><b>Gender reassignment</b></p>	<p>Low</p>	<p>Low risk with limited impact on this</p>	<p>Low risk with limited impact on this</p>	<p>N/A</p>

			protected characteristic group	protected characteristic group	
<b>Race</b>	Low		Low risk with limited impact on this protected characteristic group	Low risk with limited impact on this protected characteristic group	N/A
<b>Religion/Belief</b>	Low		Low risk with limited impact on this protected characteristic group	Low risk with limited impact on this protected characteristic group	N/A
<b>Pregnancy and maternity</b>	Low		Low risk with limited impact on this protected characteristic group	Low risk with limited impact on this protected characteristic group	N/A
<b>Sexual Orientation</b>	Low		Low risk with limited impact on this protected	Low risk with limited impact on this protected	N/A

			characteristic group	characteristic group	
<b>Sex</b>	Low	Low risk with limited impact on this protected characteristic group	Low risk with limited impact on this protected characteristic group	N/A	
<b>Welsh language</b>	Medium	<p>There will be a need to ensure that service users are able to access services in the language of their choice.</p> <p>Welsh language requirements will need to be met and the service delivery model adopted will need to deliver Welsh Government</p>	<p>There will be a need to ensure that service users are able to access services in the language of their choice.</p> <p>Welsh language requirements will need to be met and the service delivery model adopted will need to deliver Welsh Government policy requirements.</p>	Any alternative service delivery model developed will need to ensure that Welsh language provision is catered for.	

			policy requirements.		
	Any other area	N/A			

<b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b>	
<p>No disproportionate impact has been identified however actions are in place to mitigate any impact which include:</p> <ul style="list-style-type: none"> <li>• Ensure that there is smooth transition of the existing clubs that use the Drefach Site over to the new Cefneithin Site (awaiting confirmation from the new site that existing bookings will be honoured).</li> <li>• The three part time staff members, if placed at risk, will be placed on the redeployment register and we will make every attempt to displace them to other areas within the service if the decision is to close the Drefach site.</li> <li>• We will appraise the options for existing squash users to ensure that they can continue to participate, if the decision is to close the Drefach site.</li> </ul>	
<b>7. Procurement</b>	
<p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service.</p> <p>N/A</p>	
<b>8. Human resources</b>	
<p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service?</p>	

There may be implications for the **three part time staff members, who will be offered an opportunity to be displaced to other areas within the service, if the decision is to close the Drefach site.**

<b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment?</b> (recommended if one or more H under section 2)	YES <input checked="" type="checkbox"/>	NO
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<b>Approved by:</b> Head of Service	<b>Ian Jones</b>	<b>Date: 15/05/2016</b>
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### 9b. Sport and Leisure – Community Leisure Centres (St Clears only)

<b>Department:</b> Sport and Leisure	<b>Completed by (lead):</b> Gary Price	<b>Date of initial assessment:</b> 3/1/17  <b>Revision Dates:</b>
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	St Clears Leisure Centre	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	Existing Function	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		
<ul style="list-style-type: none"> <li>● Review of the provision of S&amp;L activity at St Clears Leisure Centre</li> <li>● Sport &amp; Leisure management meetings</li> <li>● St Clears Town Council consultation</li> <li>● Corporate property</li> </ul>		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	We are seeking to consult on the impact of the closure of the St Clears Leisure Centre on existing facility staff and users
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<p><b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b></p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups (see guidance notes)</p>		<p><b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b></p> <p><b>Please indicate high (H) medium (M), low (L), no effect (N) for each.</b></p>	<p><b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b></p>		<p><b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b></p>
<p><b>Protected characteristics</b></p>			<p>Risks</p>	<p>Positive effects</p>	
		<p><b>Age</b></p>	<p>Medium</p>	<p>Existing Centre users may have to travel between 5 and 11 miles to participate in similar activities, options being Whitland or Carmarthen.</p>	<p>Newer and more diverse sporting facilities will be available to those travelling to Carmarthen.</p>
<p><b>Disability</b></p>	<p><b>High</b></p> <p>Services are specifically for individuals who face a critical or substantial risk to their independence, primarily due to disability or frailty.</p>	<p>Older customers may have mobility issues that could impact on their ability to travel further to take part in physical activity.</p>	<p>Customers with a disability may have mobility/carer issues that could impact on their ability to travel further to take part in physical activity.</p>	<p>Newer and more diverse sporting facilities will be available to those travelling to Carmarthen. Additional activities available would include swimming pool related exercise.</p>	<p><b>The consultation will identify whether staff/users with protected characteristics are disproportionately affected. This EIA will be updated accordingly, and any necessary mitigating actions will be identified.</b></p>

			Current disability sessions that occur during the daytime may not have hall/room hire available at alternative venues stated due to School dual use at Carmarthen and Whitland		
<b>Gender reassignment</b>	Low		Low risk with limited impact on this protected characteristic group	Low risk with limited impact on this protected characteristic group	N/A
<b>Race</b>	Low		Low risk with limited impact on this protected characteristic group	Low risk with limited impact on this protected characteristic group	N/A
<b>Religion/Belief</b>	Low		Low risk with limited	Low risk with limited	N/A

			impact on this protected characteristic group	impact on this protected characteristic group	
<b>Pregnancy and maternity</b>	Low	Low risk with limited impact on this protected characteristic group	Low risk with limited impact on this protected characteristic group	N/A	
<b>Sexual Orientation</b>	Low	Low risk with limited impact on this protected characteristic group	Low risk with limited impact on this protected characteristic group	N/A	
<b>Sex</b>	Low	Low risk with limited impact on this protected characteristic group	Low risk with limited impact on this protected characteristic group	N/A	
<b>Welsh language</b>	Medium	There will be a need to ensure that service users are	There will be a need to ensure that service users are able to access	Any alternative service delivery model developed will need to ensure that Welsh language	

			<p>able to access services in the language of their choice.</p> <p>Welsh language requirements will need to be met and the service delivery model adopted will need to deliver Welsh Government policy requirements.</p>	<p>services in the language of their choice.</p> <p>Welsh language requirements will need to be met and the service delivery model adopted will need to deliver Welsh Government policy requirements.</p>	<p>provision is catered for.</p>
	<b>Pre School Education</b>	<b>High</b>	<p>The Centre currently accommodates the St Clears Meithrin School and Ty y Fi pre-School Groups, current availability within the area is limited to re-locate</p>		<p>The consultation will identify whether staff/users with protected characteristics are disproportionately affected. This EIA will be updated accordingly, and any necessary mitigating actions will be identified.</p>

Any other area	N/A			
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<b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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<p><b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b></p> <ul style="list-style-type: none"> <li>• Ensure that there is smooth transition of the existing clubs/groups/users that use the St Clears Site over to the alternative venues at Whitland and Carmarthen (confirmation from the alternative sites that existing bookings can be honoured will need to be investigated).</li> <li>• Day time venues will need to be sought for Disabled groups currently using St Clears</li> <li>• The three part time staff members, if placed at risk, will be placed on the redeployment register and we will make every attempt to displace them to other areas within the service if the decision is to close the St Clears site.</li> <li>• We will appraise the options for existing users to ensure that they can continue to participate, if the decision is to close the St Clears site.</li> </ul>
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<p><b>7. Procurement</b></p> <p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service.</p> <p>N/A</p>
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<p><b>8. Human resources</b></p> <p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service?</p> <p>There may be implications for the three part time staff members, who will be offered an opportunity to be displaced to other areas within the service, if the decision is to close the St Clears site.</p>
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<b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment?</b> (recommended if one or more H under section 2)	YES <input checked="" type="checkbox"/>	NO
Approved by: Head of Service	Ian Jones	Date: 3/1/17

## 10. Cleansing

<b>Department:</b> Environment	<b>Completed by (lead):</b> Daniel W John, Waste Services Manager	<b>Date of initial assessment:</b>  <b>Revision Dates:</b>
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Financial savings: £164,000 (by 2019/20)  The cleansing service provides the sweeping and de-littering of streets and footways. It includes mechanical sweeping of highways, footways and pedestrianised town centre areas, hand litter picking and emptying bins, chewing gum removal, graffiti and illegal poster removal, clearing up illegal dumping of rubbish and dog mess.	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	No	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		
Budget Budget consultation 2013/14; 2014/15; 2015-18; 2016-19.		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	Review and reconfigure routine schedule of mechanical sweeping in residential areas with a view to undertaking sweeping and cleansing work on a reactive basis in the future, potentially adopting a zoned approach. In order to achieve the savings identified, the number of mechanical sweepers will need to be reduced, together with a number of drivers through voluntary severance.  This will affect all residents of Carmarthenshire and anyone who visits the county on business or within tourism as it will result in a higher level of litter on the streets. Furthermore a decrease in the cleansing index scores.
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<p><b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b></p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p>		<p><b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b></p> <p><b>Please indicate high (H) medium (M), low (L), no effect (N) for each.</b></p>	<p><b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b></p>		<p><b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b></p>
			Risks	Positive effects	
<p><b>Protected characteristics</b></p>	<b>Age</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Disability</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Gender reassignment</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Race</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Religion/Belief</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Pregnancy and maternity</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Sexual Orientation</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Sex</b>	(1) N (2) N (3) N	N/A	N/A	N/A
	<b>Welsh language</b>	(1) N (2) N (3) N	N/A	N/A	N/A

Any other area	(1) N (2) N (3) N	N/A	N/A	N/A
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<p><b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b></p>	<p><b>YES</b> <input checked="" type="checkbox"/>      <b>NO</b> <input type="checkbox"/></p> <p>A public consultation took place between November 2014 and January 2015.</p> <p>44% of consultees were in disagreement with the proposal whilst only 33% were in favour. 23% were neutral to the proposal. It was felt that the emphasis should be on ‘Standards not schedules’; potential impact on civic pride, public health and reputation of county, thwarting efforts to attract tourists and businesses. There was concern that the service is not adequate in rural areas and that the proposal may lead to a rise in fly-tipping and anti-social behaviour. Some said that it was fair compromise assuming obligations are met and that communities should take more responsibility for keeping their area clean. Suggestions include: increase littering fines; better monitoring in town centres; charge nominal fee for blue recycling bags and invest money in cleansing services; outsource costs; responsibility to be taken up by businesses (e.g., fast food), local communities / local councils, JSA claimants / offenders, or volunteers.</p> <p>Another public consultation took place between November 2015 and January 2016 which included some additional Environmental Enforcement proposals.</p> <p>On that occasion 46% of consultees were in disagreement with the proposals with only 32% in favour. 22% were neutral to the proposal. Key themes from the consultation were similar to the previous exercise with the general view that the degree of savings does not justify probable impacts. Routine street cleaning and emptying bins of litter is an important Council function, irrespective of area and that poor cleanliness standards will lead to more littering.</p>
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<p><b>6. What action(s) will you take to reduce any disproportionately negative impact, if any? N/A</b></p>		
<p><b>7. Procurement</b></p> <p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal / service.</p> <p>Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice. N/A</p>		
<p><b>8. Human resources</b></p> <p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? N/A</p>		
<p><b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)</b></p>	<p><b>YES</b> <input type="checkbox"/></p>	<p><b>NO</b> <input checked="" type="checkbox"/></p>
<p><b>Approved by:</b> Head of Service</p>	<p>Ainsley Williams</p>	<p><b>Date:</b> 12<sup>th</sup> January, 2017</p>

## 11. School Transport Policy Review

<b>Department:</b> Technical Services	<b>Completed by (lead):</b> Alwyn Evans, Passenger Transport Manager	<b>Date of initial assessment:</b> November 2013  <b>Revision Dates:</b> May 2014; June 2015;
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Financial savings: Yr 3 £65,000 (2019/20); (with £412,000 in 2020/21).  Discretionary provision of transport in the post-16 sector.	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	Changes to existing policy	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		
Budget Budget Consultation 2013/14; Budget Consultation 2014/15; Comprehensive Policy Consultation 2015/16; Budget Consultation 2015/16.		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	Charging / removal of support for discretionary post-16 transport service from 1 <sup>st</sup> September 2019.  A research exercise undertaken in 2015 found that there was a varied approach to this discretionary service throughout Wales, with eight of the twenty two Local Authorities charging for the post 16 transport service. The charges imposed by these Local Authorities range from £60 - £380, with thirteen Welsh Local Authorities stating that they are revising their current arrangements. This exercise is due to be undertaken again in Jan 2017, results to be confirmed.  The proposal for charging is acceptable under legislation which allows charging for post 16 travel, The Learner Travel Operational Guidance 2009, Section 2.23 states:  'When the Local Authority uses its discretion in making learner travel arrangements (under section 6), a charge can be made for
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		these arrangements. For learners who are not of compulsory school age, there is no restriction on charging. With regard to children of compulsory school age, charging must be in accordance with sections 455 and 456 of the Education Act 1996 (as amended by section 22 of the Measure). The means to charge, or pay all or part of a learner’s travel expenses, provides flexibility for local authorities to put in place travel arrangements that exceed the statutory requirements set by sections 3 and 4 of the Measure’.			
<p><b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b></p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p>		<p><b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b></p> <p><b>Please indicate high (H) medium (M), low (L), no effect (N) for each.</b></p>	<p><b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b></p>		<p><b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b></p>
			Risks	Positive effects	
Protected characteristics	Age	(1) N (2) M (3) N	Services are used by post-16 students and there is a risk that there would be no transport available to their chosen school/college. Further consultation will be undertaken with the students during September 2015 to identify any potential issues.		<p>Transport provision is not a statutory requirement.</p> <p>Other LAs across Wales already charge or are considering a charge or removal of the service.</p>

<b>Disability</b>	(1) N (2) N (3) N	Potential Impact on SEN transport will be evaluated during the consultation process.	N/A	Potential to exempt SEN students form a charge. Further Legal input is being obtained.
<b>Gender reassignment</b>	(1) N (2) N (3) N	There is no impact in terms of gender reassignment as the proposal makes no differentiation to the right to join the scheme, transport provided or charging for the service based on gender reassignment. There is no data available for 16+ students of gender reassignment.	N/A	N/A
<b>Race</b>	(1) N (2) N (3) N	A full analysis is to be undertaken prior to formal consultation.	N/A	N/A
<b>Religion/Belief</b>	(1) N (2) N (3) N	No differentiation is made to the right to join the scheme, transport provided or the charging system based on the grounds of religion or belief including a lack of belief.	N/A	N/A

<b>Pregnancy and maternity</b>	(1) N (2) N (3) N	No differentiation is made to the right to join the scheme, transport provided or the charging system based on the grounds of pregnancy and maternity.	N/A	N/A
<b>Sexual Orientation</b>	(1) N (2) N (3) N	No differentiation is made to the right to join the scheme, transport provided or the charging system based on the grounds of sexual orientation.	N/A	N/A
<b>Sex</b>	(1) N (2) N (3) N	No differentiation is made to the right to join the scheme, transport provided or the charging system based on the grounds of sex.	N/A	N/A
<b>Welsh language</b>	(1) N (2) N (3) N	No differentiation is made to the right to join the scheme, transport provided or the charging system based on the grounds of Welsh Language.	N/A	N/A
<b>Any other area</b>	(1) N (2) M (3) N	Students from families with a low income may be affected, but those	N/A	Students and their families should be made aware of available grants and support for school and college

			who meet the free school meals criteria will be exempt from the proposed charge.		transport.
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<p><b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b></p>	<p><b>YES</b> <input checked="" type="checkbox"/>      <b>NO</b> <input type="checkbox"/></p> <p>The public consultation undertaken in 2013/14 resulted in 50.3% of respondents supporting this proposal, with 34.8% in disagreement – this response was further supported in the latest budget consultation (14/15), with 53% in support of either removal or charging for the service, with 29% in disagreement. Following the 2013/14 consultation, some respondents stated that the proposal would have a negative impact on those unable to pay and those in rural areas, given lack of suitable alternatives; while others said that it will affect participation rates. Some respondents felt that it must not be allowed to affect Welsh medium provision. It was suggested that if a charging option was to be introduced that it should be means tested to ensure low income families would not be disproportionately affected. The majority of these views were repeated during the 2014/15 consultation also.</p> <p>During 2014/15 respondents also noted their concern in relation to urban/rural divide and the potential for the increase in the number of young people classified as NEET (Not in Education or Training). Some comments received in support of the proposal included the benefit of encouraging young people to manage money responsibly; the saving was necessary to protect front line services and college users should bear some of the costs in order to maintain the service. The Youth Council raised concerns in relation to the proposal resulting in the constraint of take-up of further education opportunities and force students to select courses that do not suit their career path (as may not be offered within nearest college).</p> <p>A comprehensive statutory consultation was undertaken during September 2015, which included a wide range of stakeholders including: all post-16 institutions where we currently send learners; all Carmarthenshire secondary schools; future post-16 students; learners and parents of learners;</p>
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	<p>school staff and Governors (through provision of drop-in sessions at each of the sites); etc The consultation and engagement process included options for completing a questionnaire online, by post or in person at a drop-in session. A drop-in session was held at each of the County’s secondary schools and colleges and will be open for anyone to attend. The consultation will be widely promoted through local press, literature to all schools and colleges (approximately 17,000 postcards) the Council’s website, primary school web sites and social media. As a result of this exercise 576 questionnaires were completed. 62% of respondents were students; 33% were a parent/guardian; and the remainder (5%) were made up of teachers/lecturers and ‘other’. When asked the question: “The options being considered are ceasing the service altogether or charging to ensure it continues. Which do you think is the best approach?” 7% wanted to cease the service, 19% wanted to introduce charges; whilst the majority (74%) chose ‘other’. The majority of respondents that chose ‘other’ specified that they wished to see the service maintained in its existing format. When participants were asked if they would you consider using the service if you had to pay, 19% said Yes and 81% said No. 70% of respondents said that the introduction of charges would deter students from attending school / college.</p> <p>A public budget consultation took place between November 2015 and January 2016. 54% of consultees were in favour of the proposal whilst 29% disagreed with it. 17% were neutral to the proposal. Some respondents felt the proposal was reasonable as further education is not mandatory. Others suggested that college users should bear some of the cost in order to maintain the service. Other comments included: savings necessary to protect front-line services; urban/rural divide and imbalance with an adverse impact on rural residents; discriminates Welsh speaking sixth formers in schools.</p>
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**6. What action(s) will you take to reduce any disproportionately negative impact, if any?**

We will promote the different grants that are available to some students, such as, students of low income families are eligible for EMA (Education Maintenance Allowance) which is intended to “help with the costs of further education”.

Any charge will be introduced on a phased approach to impose minimum impact.

The fee proposed is a flat rate in order to avoid penalising those in rural areas with greater distances to travel and less alternatives.

The proposed fee has been kept as low as possible and is cheaper than equivalent public transport even for the shortest journeys

Those students that are eligible for free school meals will be exempt from the charge.

We will encourage operators to offer and develop public transport options where possible. The withdrawal of free transport may have a beneficial effect by encouraging growth of the public transport network with subsequent benefits to all members of the community.

**7. Procurement**

**Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service.**

**Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice. N/A**

**8. Human resources**

**Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? N/A**

**9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)**

**YES**

**NO**

**Approved by:**  
Head of Service

S G Pilliner

**Date:**

**12<sup>th</sup> January, 2017**

## 12. Music Service

<b>Department:</b> Education & Children	<b>Completed by (lead):</b> Aeron Rees	<b>Date of initial assessment:</b> 30 December 2016  <b>Revision Dates:</b>
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Music Service  2017-18 £30k  2019-20 £100k	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	New decision	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		
Consultative discussions with:  Chief Education Officer; Music Service Coordinator; DMT; Members' Challenge Session; ECS Scrutiny Committee; Insight Session with sixth formers		

<b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b>	The primary aim of this proposal is driven by a corporate request to find departmental savings. Additional income to be generated by increasing the charge to schools by £2 per hour, from £57 to £59. This may mean schools will pass the extra charge on to parents for additional lessons by changing their Parental Charging policy. The service is also proposing to generate further income by charging parents of participating pupils £10 per term for the junior county ensembles. Both proposals may place additional burdens on schools and/or families. The schools' increase could pose a risk to the continuation of the service. This potentially conflicts with our vision to evolve and develop innovative and sector leading Music Service provision in Carmarthenshire, in tune with the new curriculum for Wales and a renewed focus on pupils' creative and aesthetic development.
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<p><b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b></p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups (see guidance notes)</p>		<p><b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.</b></p>	<p><b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b></p>		<p><b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b></p>
			<p><b>Risks</b></p>	<p><b>Positive effects</b></p>	
<p><b>Protected characteristics</b></p>	<p><b>Age</b></p>	<p>High</p>	<p>Peripatetic music tuition is offered to upper primary and secondary pupils. A diminished service may discriminate against 8-18 year olds who might find that schools and / or parents may not be able to afford the elevated costs for the service. (see also 'any other area' below)</p>	<p>Increasing the cost of the service could have positive benefits in that pupils will be more prepared to practice and attend lessons if a charge were to be applied.</p>	<p>Advice given to schools about charging policies</p> <p>Evolving the service to other areas of delivery such as developing curriculum tuition for all pupils</p>

<b>Disability</b>	Low	The Music Service have plans to expand its repertoire in respect of Music Therapy and Music for harder to reach groups, such as pupils with ALN. These plans may need to be shelved.		
<b>Gender reassignment</b>	None			
<b>Race</b>	None			
<b>Religion/Belief</b>	None			
<b>Pregnancy and maternity</b>	None			
<b>Sexual Orientation</b>	None			
<b>Sex</b>	Medium	Proportionally, more females receive peripatetic tuition than males – this is especially true of choral tuition. This		

			could cut off an important extra-curricular avenue for girls, especially those not predisposed to engage with other activities such as sport in schools.		
	<b>Welsh language</b>	Medium	<p>Welsh medium schools are generally strong buyers of the service, as advocates of the cultural curriculum. The decision could risk the ability of schools and individuals to complete in local and National Eisteddfodau, which is an integral component of many schools' pupil experiential provision.</p> <p>The decision could</p>	<p>This could motivate school staff to get more involved – though this is also fraught with risk, as it could affect teacher workload and pose a challenge to standards if music tuition is deferred to non-specialists</p>	<p>Conduct an audit of Eisteddfod-related activity currently supported by the service and plan proactively around any findings</p>

			discriminate against Welsh speakers or, alternatively, motivate schools to concentrate upon those cultural experiences, to the detriment of non-Welsh speakers		
	<b>Any other area</b>	High	<p><i>(Age related – for children and young people of statutory school age – 3-16)</i></p> <p>This decision may well affect low income groups and / or pupils who may find themselves in schools with challenging financial issues. This will be compounded by schools facing other budgetary cutbacks deciding not to renew</p>	Increasing the cost of the service could have positive benefits in that pupils would be more prepared to practice and attend lessons if a charge were to be applied.	<p>Encourage schools to use EIG grant funding to support eFSM pupils who might experience additional difficulties accessing the service.</p> <p>Music service could diversify into targeted supply cover provision, staff development; in providing bespoke activities in tune with the emerging aesthetic and creative curriculum espoused by the Donaldson report and the Lead Creative Schools programme.</p> <p>The Music Service Parents and</p>

			<p>the Music SLA. There is already evidence for this, which is predicted to escalate in the current financial climate.</p> <p>Carmarthenshire's Music SLA is amongst the highest in Wales and any further increases to the SLA by cutting back on core funding could prove fatal.</p> <p>There is a clear risk therefore of discrimination on economic grounds for the school-aged population.</p> <p>Schools may refuse to administer a charging policy to parents on</p>		<p>Friends group may need to raise more funds and officers may need to seek alternative sources of grant funding.</p>
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			<p>moral grounds and, where a charging policy is applied, parents may be unwilling or unable to afford the extra cost of tuition.</p> <p>Parents may not be able to afford supporting their child to attend county orchestras, choirs and ensembles – thus leading to diminished opportunities and a dip in standards.</p> <p>Schools may experience further difficulties in staging concerts and productions.</p>		
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<p><b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b></p>	<p>YES <input checked="" type="checkbox"/> x                      NO <input type="checkbox"/></p>	
<p><b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b></p> <p>Consult with the Music Service Management Group; further consultation with Head teachers and the Strategy and Budget Forum. Write to parents, explaining the position and canvassing their support; work with schools to formulate creative charging policies and options for parents to pay. Evolve the music service to new delivery areas and develop the curriculum provision component – so that the service can be deployed by schools to deliver the statutory curriculum as well as peripatetic and county ensembles i.e. attempting to consolidate Music Service income. Investigate further cost-finding efficiencies e.g. through enhanced cross-border collaboration.</p>		
<p><b>7. Procurement</b></p> <p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service.</p> <p>Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.</p>		
<p><b>8. Human resources</b></p> <p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service?</p> <p>There may be cut backs in Music Service staffing, though all steps will be taken to avoid compulsory redundancy.</p>		
<p><b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)</b></p>	<p>YES <input checked="" type="checkbox"/> x</p>	<p>NO <input type="checkbox"/></p>
<p><b>Approved by:</b></p> <p>Head of Service</p>	<p>Aeron Rees</p>	<p><b>Date:</b></p> <p>30 December 2016</p>



## Music Service - Detailed Equalities Impact Assessment Template

<b>Department:</b>	Please see initial impact assessment
<b>Completed by (lead):</b>	Aeron Rees
<b>Date of Detailed assessment:</b>	31.12.16
<b>Area to be assessed: (<i>Policy, function, procedure, practice or a financial decision</i>)</b>	Please see initial impact assessment
<b>Is this existing or new function/policy/Procedure/ practice</b>	Please see initial impact assessment

<b>1. Describe the aims, objectives or purpose of the function/policy, practice or procedure and who is intended to benefit.</b>	<p>Please see initial impact assessment</p> <p>Additionally, the primary aim is to contribute departmental savings as requested corporately. Ways to work more efficiently and effectively are being pursued: seeking to maximise income and cut costs. Above all, we're looking to enhance and develop the Music Service not to close it down. This entails looking for creative solutions so that very high standards are maintained and that the profile of Music in Carmarthenshire schools goes from strength to strength.</p> <p>We wish to: build upon recent successes (Music for Youth – Birmingham Symphony Hall and Albert Hall; Cor Cymru); are taking the Senior Orchestra to New York to perform in a premiere with the UN School; will be taking the Senior Choir to Llangollen International Eisteddfod and will be rebranding the county Big band as Carmarthenshire Youth Jazz orchestra in advance of UK-level competition next year.</p> <p>These exciting opportunities fly in the face of the very challenging fiscal challenge presented and we wish to minimise any negative</p>
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	<p>effect on current and past achievements.</p>
<p><b>2. Please list any existing documents, evidence, research which have been used to inform the Detailed equality impact assessment.</b> (This must include relevant data used in this assessment)</p>	<p><b>Analysis of SLA charging data on a national scale indicates that Carmarthenshire, at £57/hour, has a rate which ranks amongst the highest in Wales. This is compounded by the fact that Music Services in Carmarthenshire receive a lower amount of core funding than a number of other centrally funded authorities. The Music Service saw a drop in ‘buy back’ from schools of just over 8% during the 2016/17 academic year. This is attributed to: (i) added financial pressures on schools; (ii) A large number of primary school closures and secondary school mergers over the last four years having had a significant impact on the service.</b></p> <p><b>Additionally, over 60% of the SLAs were returned after the 31.3.16 deadline, making forward planning for MS SLT very difficult.</b></p> <p><b>It is anticipated, from corporate documentation, that schools will be required to find some £15.487 million in efficiencies over the next 3 years. Almost inevitably, this will lead to reduced buy back. Additionally, if the SLA is to go up £3 to £59/hour, it could well prove unsustainable for an additional percentage of schools. It is already anticipated that there will be a 10% fall in SLA buy-back for 2017/18 at the current SLA tariff. This will inevitably lead to staffing reductions, which will result in a diminished service and possible shortage of coverage in many areas of specialism.</b></p>
<p><b>3. Has any consultation, involvement been undertaken with the protected characteristics to inform this assessment?</b> (please provide details, who and how consulted)</p>	<p>Young people were consulted at the Insight event, held on 8.12.16. Sixth formers from across the county were consulted on a whole host of proposed county council efficiencies. With respect to the Music Service, young people told us that it was a very valued service and that this area of curriculum delivery should not be treated any differently to other areas of learning such as PE and sport. At least one group voted against the proposal.</p> <p>Further imminent stakeholder consultation is planned.</p>
<p><b>4. What is the actual/likely impact?</b></p>	<p>Less schools buying in the Music Service; Less young people benefitting from instrumental provision; staffing reductions; a dip in standards; less county-wide activity with respect to ensembles, choir and orchestras; potential de-construction of one of the most successful music services in Wales (reaching 6.000 pupils weekly, from 90 of our schools i.e. 73%); challenges to delivering the</p>

	statutory music national curriculum at Key Stage 2.			
<b>5. What actions are proposed to address the impact? (The actions needs to be specific, measurable and outcome based)</b>	<b>What are we going to do</b>	<b>Who will be responsible</b>	<b>When will it be completed</b>	<b>How will we know we have achieved our objective</b>
	Further Consultation, esp. with parents of junior county ensemble pupils re £10 termly charge and termly, rather than weekly, rehearsals	Mr Gareth Kirby (GK), Music Services Coordinator	January 2017	Termly rehearsals should yield £25-30K saving  Parents agree to £10 termly charge
	Incentivise early return of SLAs	GK and MS SLT	c. End of March 2017	75%-100% of SLAs returned by deadline
	Complete Music Curriculum review and offer a revised menu of provision to schools	GK and task and finish Group	Early February 2017	T&F group produce report with recommendations to evolve Music Service delivery in Carmarthenshire
	Model Phasing in the SLA increase (yr1: no change; yr2: +£1.00; Yr. 3: &1.00)	GK, and Susannah Nolan, Group Accountant	January 2017	Modelling exercise provides sustainable solution and is consulted upon (Strategy

				and Budget Forum; Head teachers and Governors)
	Review MS staffing and voluntary reductions, initially from the vocal team	GK, AR and Julie Stuart, Principal HR Officer	March 2017	Staffing possibly rationalised by voluntary reduction
	Continue to investigate efficiencies through cross border collaborative working	GK	April 2017	Carmarthenshire plays an active and lead role in discussions, with recommendations for genuine efficiencies by cross-border working
<b>6. How will actions be monitored?</b>	<p>Regular updates and timetabled supervision sessions (GK and AR)</p> <p>Progress reported to DMT</p> <p>Substantive proposals to remodel service, outcome of curriculum review and cross border recommendations reported to scrutiny at the end of the first quarter of the new financial year / performance cycle.</p>			
<b>Approved by:</b> Head of Service	Aeron Rees		Date: 31.12.16	

### 13. Housing and Public Protection – Grants to the Voluntary Sector

<b>Contact Name</b>	<b>Roger Edmunds</b>	<b>Title</b>	<b>TS MANAGER</b>
<b>Budget title</b>	<b>Citizens Advice Service</b>		
<b>Amount £</b>	<b>100000</b>		
<b>Saving £</b>	<b>100000</b>		
<b>Description</b>	<b>General/Core Citizens Advice and Welfare Rights (which is restricted funding)</b>		
<p><b>Will this proposal have an adverse impact on any of the protected groups (Age, Disability, Gender reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex and Sexual Orientation). Please also give consideration to the Welsh language and the impact on Welsh speakers. Will it impact disproportionately on those in lower income groups?</b></p>			
<b><u>Yes</u></b>	<p>Having managed the previous cut of £95,000 any further reduction in funding will severely impact on the ability to maintain the existing level of service currently being provided. 2015/16 showed an overall recorded contribution to the local economy of £8,179,838. 11,327 people were recorded using the service bringing 14,891 issues. The uniqueness and diversity of this service is highlighted in above figures.</p> <p>The CAB is a leading high street brand that plays a major part in supporting the local community. The service aims stipulate “regardless of Race, Gender, Sexuality or disability and promotes Equality.</p> <p>The Equality Act 2010 introduced a new public sector “equality duty” the aim is to “ensure that public authorities and those carrying out a</p>		



	<p>public function consider how they can positively contribute to a fairer society through advancing equality and good relations”. The law also requires that “Due Regard” be demonstrated in the decision making process. The CAB service aims and principles supports these requirements and through their work they support Carmarthenshire County Council to deliver and meet their requirements this is a seamless partnership. To withdraw/reduce Core funding would fundamentally demonstrate a negative contribution to a “Fairer Society” by withdrawing/reducing the availability of the service to those in most need who would be the hardest hit.</p> <p>There is a Welsh language policy, and at present the service is delivered in the medium of Welsh and English from each office. Withdrawal of funding would impact on the ability to commit to this level. There is a dedicated welfare benefit telephone advice service, of which two of the three specialists are Welsh speaking. The protected groups as above are the higher proportion of service users at approximately 70% of service users.</p>
<b>No</b>	
<b>If Yes, please briefly describe the nature of the impact. Which groups are likely to be affected and in what way?</b>	
<b>Description of impact</b>	<p>Any reduction of funding would impact in the following way:</p> <ul style="list-style-type: none"> <li>• Reduce the number of hours the service is available to all above protected groups in the community</li> <li>• Withdrawal of the dedicated Welfare Benefits and Money Advice telephone services removes affordable specialist advice to the rural community, lower income and protected groups.</li> <li>• Loss of specials welfare benefit and Debt advisors removes the</li> </ul>

	<p>support mechanism that enables us to prepare and represent those clients with the highest level of need and vulnerability.</p> <ul style="list-style-type: none"> <li>• Loss of outreach services eg: weekly service delivered at the YMCA Llandovery, Advise days held in rural communities, home visits for vulnerable clients that can't leave their homes.</li> <li>• The whole structure and core being of Carmarthenshire CAB will be under threat, this will weaken the service in so many areas. Overall impact “the protected and vulnerable groups will suffer the most”.</li> </ul> <p>The confidence shown by Carmarthenshire County Council to the CAB through Core funding enables us as a one stop partnership delivery service to continue the fight against poverty, support the most venerable and strive to improve the quality of life within our Community. In addition Core funding demonstrates to other funders the confidence the local authority has in Carmarthenshire CAB making them a competitive applicant when competing on the open market for funding projects.</p>
<p><b>Consultation</b>  <b>Have you consulted any of these groups or their representative bodies? If so please give details, What was the outcome?</b></p>	
<p><b>Description of</b></p>	<p><b>Yes met with Director of CAB to discuss proposed cut.</b></p>

<b>consultation</b>	
<b>Mitigation</b> What can be done to mitigate any adverse impact?	
<b>Details of steps to be taken to mitigate any adverse impact</b>	Very little, as the funding supplied by the Authority provides for the core delivery and for Welfare rights benefit to the protected groups and community as a whole, removal of this fund will create collateral issues for other service providers e.g. other benefit providers who if they cannot meet the extra need and capacity and will lead to increased poverty, vulnerability and debt which will in turn impact the local economy.
<b>Context</b> Is this proposal part of a wider plan which would place it in context? (E.g. closure of an individual facility in the context of a wider investment programme).	
<b>Details of context of the proposal</b>	Debt, poverty and reduction in client empowerment County wide. And economic implications for the wider Community but particularly for those in most need.
<b>Monitoring</b> Do you have any plans to monitor the ongoing impact on the affected group(s)?	
	Yes
<b>Other information</b> Is there anything else which ought to be recorded?	
<b>Authorised by:</b>	Pp Roger Edmunds.

<b>Head of Service</b>	
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## 14. Special Education Needs

<b>Department:</b> Education & Children	<b>Completed by (lead):</b> Rebecca Williams	<b>Date of initial assessment:</b> 5 <sup>th</sup> November 2014  <b>Revision Dates:</b> 16/12/2015, December 2016
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Special Educational Needs  2017-18: £70k budget reduction	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>		New decision
<b>What evidence has been used to inform the assessment and policy? (please list only)</b>		
<ul style="list-style-type: none"> <li>• Draft Additional Learning Needs Education Tribunal (Wales) Bill</li> <li>• Welsh Government ALN White Paper on ALN Reform (July 2014)</li> <li>• Data on falling requests for Statutory Assessment – ALN Inclusion Panel Minutes for April 2014 – October 2014</li> <li>• ALN Annual Report 2013 – 2014</li> <li>• Supporting children with Speech Language and Communication Needs (SLCNs) within integrated children’s services (Gascoigne 2006)</li> <li>• The Bercow Report (Bercow 2008) – overview of provision for children and young people with SLCN</li> <li>• The Better Communication Research Programme : Improving provision for CYP with SLCN</li> <li>• What really makes a difference for CYP with SLCN? Delivering services for maximum impact (Gascoigne)</li> <li>• Evidence of consultation with elected members via the Education and Children’s Services Scrutiny Committee</li> </ul>		

<p><b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b></p>	<p>Reduce the core budget to schools. This would be distributed between 82 schools (all those with more than 100 pupils). Each school affected would need to reassess their provision, or realign budgets in order to make up for the shortfall. This could result in less 1:1 support sessions, reduced Teaching Assistant support or reduced hours for Additional Learning Needs Coordinators to support learners.</p> <p>The action is proposed due to the current and impending challenges for this service in the next three years which include:</p> <ul style="list-style-type: none"> <li>• Reducing local authority budgets</li> <li>• Reducing Welsh Government budgets/grants</li> <li>• In line with WG White paper on ALN Reform WG/LA strategy of meeting needs of CYP with ALN outside of statutory processes</li> <li>• ALN Reform envisages that schools will build capacity to deal with all ALN needs at a local level</li> <li>• Delegation of funding to schools, tightening of statementing criteria and more ALNs being met outside statutory systems will lead to more flexible use of school-based resources (including improvements in the use of learning support - for example deployment of TAs) and pooling of resources for collaborative ALN work between school clusters which in turn will lead to efficiencies</li> <li>• Improvements in impact monitoring systems and greater flexibility in the management of ALN provision in schools will lead to more effective use of resources in schools</li> </ul> <p><u>Secondary Speech and Language provision</u></p> <ul style="list-style-type: none"> <li>• The Speech and Language provision for CYP with specific language/speech/communication needs (SLCN) is currently being reviewed and it is proposed that changes should be made to the service for secondary age pupils with language and communication needs. The evidence around Speech and Language Therapy intervention and provision for pupils with SLCNs suggests that early, intense and frequent intervention is most effective. As pupils move up through the school system, their needs become much more functional and strategy-based and there is less evidence for direct unit</li> </ul>
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		<p>intervention at a secondary level.</p> <ul style="list-style-type: none"> <li>To this end it is proposed that the secondary language unit at Bro Dinefwr will be phased out over the next two years. Secondary schools across the LA will be supported, to include additional training if required, to develop their capacity to provide appropriate language support for pupils with specific language impairment/SLCNs in order to access the mainstream curriculum and extra-curricular activities.</li> </ul>			
<p><b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b></p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p>		<p><b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b></p> <p><b>Please indicate high (H) medium (M), low (L), no effect (N) for each.</b></p>	<p><b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b></p>		<p><b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b></p>
P	Age	H	<p><b>Risks</b></p> <p>The range of provision and training to meet the needs of school-aged CYP with ALNs may be reduced in some smaller mainstream schools who may be unable to meet their statutory duties and as a result under the Equality Act. Potential increase in appeals to SENTW</p>	<p><b>Positive effects</b></p> <p>Schools will build capacity to offer a range of interventions and strategies to meet the needs of all pupils with ALN in the most cost efficient manner. Well-documented research suggests that secondary aged pupils with SLCNs have their needs met more effectively with their peers in mainstream</p>	<p>LA is ultimately responsible for ensuring that schools meet pupils’ ALNs and make appropriate provision in line with parental preference – there are no mitigating factors.</p>

d			<p>against LA decisions. High cost to LA in man-power/legal fees in defending Tribunal cases</p> <p>Secondary aged pupils with SLCNs will no longer be offered the choice to attend a specialist language unit setting with specialist staff and high pupil/staff teaching ratio.</p> <p>Potential cost to schools of additional learning support in secondary schools/cost to LA of providing ELKLAN/Afaisic Language training</p>		
	<b>Disability</b>	M	<p>Some small schools may be unable to meet the needs of some pupils with a disability due to insufficient resources – this would mean they would be discriminated against in accessing local provision.</p> <p>In larger schools a reduction in resources may lead to discrimination in the</p>	<p>Secondary pupils with SLCNs will be supported in local mainstream schools with appropriate strategies/interventions to meet need.</p>	<p>Discussions with schools to ensure timely planning is undertaken to ensure the necessary curricular and building adaptations for pupils with a range of disabilities.</p>



			form of reduced opportunities		
<b>Gender reassignment</b>	L		Less resources available for awareness raising	NA	NA
<b>Race</b>	L		As above	NA	NA
<b>Religion/Belief</b>	L		As above	NA	NA
<b>Pregnancy and maternity</b>	L		Secondary schools may not be able to provide support in line with statutory obligations	NA	NA
<b>Sexual Orientation</b>	L		Less resources available for awareness raising	NA	NA
<b>Sex</b>	L		NA	NA	NA
<b>Welsh language</b>	M		Welsh language pupils with ALN may have reduced access to the full range of ALN provision	NA	NA
<b>Any other area</b>					

<b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b>	YES <input checked="" type="checkbox"/> CCC staff/elected members/Head teachers in schools NO <input checked="" type="checkbox"/> CYP, families and
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	wider disabled community
<p><b>6. What action(s) will you take to reduce any disproportionately negative impact, if any? Identify training opportunities to train school based staff to build capacity</b></p> <ul style="list-style-type: none"> <li>• Strategy to convert existing statements to IDPs releasing funding currently tied up in individual support</li> <li>• Cease statements for targeted ALN groups/individuals (eg Dyslexia, SLCNs)</li> <li>• Bro Dinefwr secondary language unit – redeploy specialist language teacher/TAs to support pupils with SLCNs in mainstream secondary schools</li> </ul>	
<p><b>7. Procurement</b></p> <p><b>None</b></p> <p><b>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service.</b></p> <p><b>Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.</b></p>	
<p><b>8. Human resources</b></p> <p><b>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service?</b></p> <p>Yes – the changes have the potential to impact on workforce deployment in mainstream schools (deployment of fewer Teaching Assistants)</p> <p>Bro Dinefwr secondary language unit – redeployment of specialist staff</p> <ul style="list-style-type: none"> <li>• Specialist Teacher x 1 (fte)</li> <li>• TA2 x1(fte)</li> <li>• TA3 x 1 (fte)</li> </ul>	
<p><b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed</b></p>	

2017-20 Budget Consultation: Equality Impact Assessments

<b>Impact Assessment?</b> (recommended if one or more H under section 2)		<b>YES</b> <input type="checkbox"/>	<b>NO</b> <input checked="" type="checkbox"/>
<b>Approved by:</b> Head of Service	Gareth Morgans, Chief Education Officer	<b>Date:</b> 7 <sup>th</sup> January 2016	

### 15. Delegated Schools Budget

<b>Department:</b> Education & Children	<b>Completed by (lead):</b> Gareth Morgans	<b>Date of initial assessment:</b> November 18 <sup>th</sup> , 2015  <b>Revision Dates:</b>
<b>Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)</b>	Delegated schools budget 2017-18: £3,779,000 2018-19: £3,485,000 2019-20: £3,487,000 <b>2019-20 Additional £500k (New Policy)</b>  Over the next three years this equates to a reduction per pupil to the value of approximately £400.	
<b>Is this existing or new function/policy, procedure, practice or decision?</b>	Existing policy proposal and a <b><i>New policy proposal</i></b>	
<b>What evidence has been used to inform the assessment and policy? (please list only)</b> <ul style="list-style-type: none"> <li>• School Funding arrangements in Wales.</li> <li>• Carmarthenshire’s Scheme for Financing Schools</li> <li>• Consultation with school leaders, Governors and staff from the Education Service.</li> </ul>		

<p><b>1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.</b></p>	<p>Reduced school budgets will lead to schools having to review their spending and to consider staffing levels, class sizes and provision.</p> <p>To manage this level of reduction there will be an impact on staffing as a high % of a school's budget is used to employ staff. A reduction of £3.7m in the first year could possibility result in 60 teachers or 130 support staff (or a combination) being made redundant.</p> <p>Schools have been encouraged to work in partnership and collaborate with other schools in matters of resourcing and employment, however the scale of the budget reduction will result in some redundancies.</p> <p>Reduced provision could impact on the high standards achieved by Carmarthenshire's learners and the support provided for pupils.</p>							
<p><b>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</b></p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p>	<p><b>2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty?</b></p> <p><b>Please indicate high (H) medium (M), low (L), no effect (N) for each.</b></p>	<p><b>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</b></p> <table border="1" data-bbox="1097 1066 1731 1308"> <tr> <td data-bbox="1097 1066 1393 1308"><b>Risks</b></td> <td data-bbox="1402 1066 1731 1308"><b>Positive effects</b></td> </tr> <tr> <td> </td> <td> </td> </tr> </table>		<b>Risks</b>	<b>Positive effects</b>			<p><b>4. If there is a disproportionately negative impact what mitigating factors have you considered?</b></p>
<b>Risks</b>	<b>Positive effects</b>							

Protected characteristics	<b>Age</b>	H	Reduced funding will lead to schools needing to review their budgets. This could lead to reduction in staffing levels, increased class sizes and reduced provision.	Schools will need to work collaboratively and consider joint posts, cooperation on back office support, specific areas of responsibility and possibly shared/improved leadership.	Schools and the County Council will need to be proactive in planning for this budget reduction. A TIC Post is being recruited to develop ideas to mitigate impact on front line services to learners.
	<b>Disability</b>	H	The support and provision for pupils could be affected.	Review of current systems and structures and collaboration with other settings.	The County Council will have to ensure that schools meet the diverse needs of all pupils and hold school leaders to account.
	<b>Gender reassignment</b>	N			
	<b>Race</b>	M	There could be a reduction in funding to support EAL/Gypsy Travellers.		Finance and Education colleagues to find ways of protecting this element of the Education Improvement Grant funding.
	<b>Religion/Belief</b>	N			
	<b>Pregnancy and maternity</b>	N			
	<b>Sexual Orientation</b>	N			
	<b>Sex</b>	M	A high % of school staff are female. A reduced budget could mean a reduced workforce with females being affected.		Ensure appropriate support and challenge from Human Resources section in respect of redundancy process and equality issues.
	<b>Welsh language</b>	M	Non-Welsh speaking staff might be at a disadvantage as schools remodel to		Ensure appropriate support and challenge from Human Resources section in respect of redundancy process and equality issues.

			manage with reduced resources and implement Welsh Government and local strategies.		
	<b>Any other area</b>	N			

<b>5. Has there been any consultation/engagement with the appropriate protected characteristics?</b>		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<b>6. What action(s) will you take to reduce any disproportionately negative impact, if any?</b> Ensure challenge and support to schools from respective divisions e.g. HR, Inclusion, Finance to ensure that pupils and staff are treated fairly and consistently.			
<b>7. Procurement</b> Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.			
<b>8. Human resources</b> Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? Schools will require HR support when remodelling/reducing staffing complement to ensure that all staff are treated fairly and consistently.			
<b>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment?</b> (recommended if one or more H under section 2)		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Approved by:</b>			

Head of Service	<b>Gareth Morgans</b>	<b>Date: 20-12-16</b>
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