

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Please read the accompanying guidance before completing the form.

This **Impact Assessment (IA)** toolkit incorporates a range of legislative requirements that support effective decision making and ensure compliance with all relevant legislation. **Draft versions of the assessment should be watermarked as "Draft" and retained for completeness. However, only the final version will be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.**

Service Area	Education	Head of Service	Lynette Lovell	Portfolio Holder	Clr Phyl Davies
Proposal	Schools Opening for Additional Fourth Week in July 2020				
Outline Summary / Description of Proposal					
All schools in Powys open for the voluntary fourth week in July 2020 (20 th - 24 th) for 'Check In, Catch Up and Prepare' sessions for all learners, and the October half-term is extended by an additional week (19 -23 October 2020).					

1. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Job Title	Date
1.0	Lynette Lovell	(Interim) Chief Education Officer	17.06.2020

2. Profile of savings delivery (if applicable)

2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
£	£	£	£	£	£

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Staff consultation required	Local authority staff undertook full consultation with headteachers and key partners including Unions

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4. Impact on Other Service Areas

Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?) PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY					
Adult Services	<input type="checkbox"/>	Education	<input type="checkbox"/>	Legal and Democratic Services	<input type="checkbox"/>
Children's Services	<input checked="" type="checkbox"/>	Finance	<input type="checkbox"/>	Property, Planning and Public Protection	<input checked="" type="checkbox"/>
Commissioning	<input type="checkbox"/>	Highways, Transportation and Recycling	<input type="checkbox"/>	Transformation and Communications	<input type="checkbox"/>
Digital Services	<input type="checkbox"/>	Housing and Community Development	<input type="checkbox"/>	Workforce and OD	<input type="checkbox"/>
Data Protection Impact Assessment					
Will the proposal involve processing the personal details of individuals? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> continuation of current, established school processes					
Is Powys County Council the data controller? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> continuation of current, established school processes					
If you have answered yes to either of the above you will be required to complete, as a minimum, the screening questions on the data protection impact assessment. For further advice please contact the Data Compliance Team.					

4a Geographical Locations

What geographical area(s) will be impacted by the proposal? (Chose all those applicable)							
Powys	<input checked="" type="checkbox"/>	Brecon	<input type="checkbox"/>	Llandrindod and Rhayader	<input type="checkbox"/>	Machynlleth	<input type="checkbox"/>
		Builth and Llanwrtyd	<input type="checkbox"/>	Llanfair Caereinion	<input type="checkbox"/>	Newtown	<input type="checkbox"/>
North	<input type="checkbox"/>	Crickhowell	<input type="checkbox"/>	Llanfyllin	<input type="checkbox"/>	Welshpool and Montgomery	<input type="checkbox"/>
Mid	<input type="checkbox"/>	Hay and Talgarth	<input type="checkbox"/>	Llanidloes	<input type="checkbox"/>	Ystradgynlais	<input type="checkbox"/>
South	<input type="checkbox"/>	Knighton and Presteigne	<input type="checkbox"/>				

5. How does your proposal impact on Vision 2025?

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<p>The Economy We will develop a vibrant economy</p>	<p>Where required, work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Health and Care We will lead the way in providing effective, integrated health and care in a rural environment</p>	<p>Opening for the fourth voluntary week in July 2020 ensures that sufficient time is available to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all including our most vulnerable learners and those with SEN / ALN, supporting equity of access to the prescribed school-based provision. In addition, this extra week ensures that our pupils are better equipped for the next phase of blended learning than they were at the start of the pandemic.</p> <p>At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month.</p>	<p>Good</p>	<p>Learners will be brought back into carefully-managed school environments after an unprecedented length of detachment from schools, with growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, concern for colleagues.</p> <p>Multi-agency support for our most vulnerable learners and those with SEN / ALN will continue to adapt responsively to the needs of our learners to ensure they have appropriate support during this challenging time, for example as part of the Team Around the Cluster model.</p> <p>Work closely with all key partners to provide additional emergency childcare capacity in July to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.</p>	<p>Very Good</p>

Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<p>Learning and skills We will strengthen learning and skills</p>	<p>Opening for the fourth voluntary week in July 2020 ensures that sufficient time is available to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all including our most vulnerable learners and those with SEN / ALN, supporting equity of access to the prescribed school-based provision. In addition, this extra week ensures that our pupils are better equipped for the next phase of blended learning than they were at the start of the pandemic.</p> <p>At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month.</p>	<p>Good</p>	<p>Learners will be brought back into carefully-managed school environments after an unprecedented length of detachment from schools, with growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, concern for colleagues.</p> <p>Multi-agency support for our most vulnerable learners and those with SEN / ALN will continue to adapt responsively to the needs of our learners to ensure they have appropriate support during this challenging time, for example as part of the Team Around the Cluster model.</p> <p>Work closely with all key partners to provide additional emergency childcare capacity in July to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.</p>	<p>Very Good</p>

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Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Residents and Communities We will support our residents and communities</p>	<p>Opening for the fourth voluntary week in July 2020 ensures that sufficient time is available to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all including our most vulnerable learners and those with SEN / ALN, supporting equity of access to the prescribed school-based provision. In addition, this extra week ensures that our pupils are better equipped for the next phase of blended learning than they were at the start of the pandemic.</p> <p>At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month, protecting our residents and communities.</p>	<p>Good</p>	<p>Continue to respond proactively to the challenges posed by the pandemic, whilst still delivering a high-quality provision which focuses on the needs of the learner.</p>	<p>Very Good</p>

Source of Outline Evidence to support judgements

The outline evidence is:

- Welsh Government guidance for schools including the maximum of 30% of learners on site at any one time and the Check In and Catch Up approach to support pupil well-being
[Keep Education Safe: Operational Guidance for Settings and Schools \(COVID-19\)](#)
[Schools increasing operations from 29 June: coronavirus: Frequently asked questions about how schools can work from 29 June 2020](#)
- Welsh Government social distancing guidelines
- the number of learners to provide Check In, Catch Up and Prepare' sessions for
- the number of vulnerable learners
- the number of parents indicating that they would like to access the emergency childcare provision during the 'Check In, Catch Up and Prepare' period
- the varying size and capacity of individual schools
- the number of schools' staff available to provide support for Check In and Catch Up, emergency childcare for vulnerable learners and the learners of key workers, and blended learning
- the number of schools' staff who are self-isolating or shielding
- discussions with headteachers and Unions

6. How does your proposal impact on the Welsh Government's well-being goals?

Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.	Sufficient time is available during July 2020 for schools to provide the appropriate amount of 'Check In, Catch Up' sessions for all learners.	Good	Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.	Very Good
A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).		Choose an item.		Choose an item.

<p>A healthier Wales: A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>Support learner well-being during ‘Check In, Catch Up and Prepare’ sessions and the return towards normality as we start to transition out of the lockdown phase of the response to the Covid-19 pandemic. This will be achieved by:</p> <ul style="list-style-type: none"> • Bringing learners back into carefully-managed school environments after an unprecedented length of detachment from schools, with growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, concern for colleagues. • Seeking to use this additional time to help support learners with their wellbeing, but also to build up their skills for what might be a further extended period of distance and blended learning. Many colleagues have expressed concerns particularly about the wellbeing of and support for learners in the current year 10 and year 12. The unpredictability that faces that group for the next year is a serious concern, given the significance of that year in their lives. Our secondary schools are fully committed to supporting them, and can use the additional time in July to help equip them to be the best they can be in facing the coming months, helping them with planning their work and embedding their skills for further blended learning. 	<p>Good</p>	<p>Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of ‘Check In, Catch Up and Prepare’ sessions for their learners and assist residents to return to work.</p> <p>Continue to respond proactively to the challenges posed by the pandemic, whilst still delivering a high-quality provision which focuses on the needs of the learner.</p>	<p>Very Good</p>
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p>At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in</p>	<p>Good</p>	<p>Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of ‘Check In, Catch Up and Prepare’ sessions for their learners and assist support residents</p>	<p>Very Good</p>

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
	that month. In addition, our pupils are better equipped for the next phase of blended learning than they were at the start of the pandemic		and communities to commence the recovery from lock down on a local basis.	
A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being. Human Rights - is about being proactive (see guidance) UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.	Opening for the fourth voluntary week in July supports equity of access to the prescribed school-based provision, enabling school to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all learners. At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month. In addition, our pupils are better equipped for the next phase of blended learning than they were at the start of the pandemic.	Good	Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist support residents and communities to commence the recovery from lock down on a local basis.	Very Good
A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i>				
Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language	Opening for the fourth voluntary week in July provides learners with an additional opportunity to access on-site Welsh provision education prior to the summer break.	Good	In addition, the Athrawon Bro staff will support the staffing in the additional Emergency Childcare Hubs, which will allow for Welsh-medium support as well as a promotion of incidental usage of the Welsh language.	Very Good
Opportunities to promote the Welsh language	As above	Good	As above	Very Good
People are encouraged to do sport, art and recreation.	Opening for the fourth voluntary week in July provides learners with an additional opportunity to access activities such as sports, arts and recreation as part of the 'Check In, Catch Up and Prepare' sessions.	Good	Schools will continue to link with key partners such as the Sports Development Team supports this aim.	Very Good

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). <i>Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).</i>				
Age		Choose an item.		Choose an item.
Disability	<p>Opening for the fourth voluntary week in July supports equity of access to the prescribed school-based provision, enabling school to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all including our most vulnerable learners and those with SEN / ALN.</p> <p>Learners will be brought back into carefully-managed school environments after an unprecedented length of detachment from schools, with growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, concern for colleagues.</p>	Good	Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for all including our most vulnerable learners and those with SEN / ALN.	Very Good
Gender reassignment		Choose an item.		Choose an item.
Marriage or civil partnership		Choose an item.		Choose an item.
Race		Choose an item.		Choose an item.
Religion or belief		Choose an item.		Choose an item.
Sex		Choose an item.		Choose an item.
Sexual Orientation		Choose an item.		Choose an item.
Pregnancy and Maternity		Choose an item.		Choose an item.

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<i>Socio-economic duty</i>	Opening all schools in Powys for the additional voluntary week supports key workers to return to work providing essential services and contributing to the re-establishment of the local economy	Very Good	Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.	Very Good

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Source of Outline Evidence to support judgements

The outline evidence is:

- Welsh Government guidance for schools including the maximum of 30% of learners on site at any one time and the Check In and Catch Up approach to support pupil well-being
[Keep Education Safe: Operational Guidance for Settings and Schools \(COVID-19\)](#)
[Schools increasing operations from 29 June: coronavirus: Frequently asked questions about how schools can work from 29 June 2020](#)
- Welsh Government social distancing guidelines
- the number of learners to provide Check In, Catch Up and Prepare' sessions for
- the number of vulnerable learners
- the number of parents indicating that they would like to access the emergency childcare provision during the 'Check In, Catch Up and Prepare' period
- the varying size and capacity of individual schools
- the number of schools' staff available to provide support for Check In and Catch Up, emergency childcare for vulnerable learners and the learners of key workers, and blended learning
- the number of schools' staff who are self-isolating or shielding
- discussions with headteachers and Unions

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
<i>Long Term: Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</i>	Opening all Powys schools for the voluntary fourth week in July 2020 (20th- 24th) would support learners with their wellbeing and also to build up their skills for distance and blended learning should further lockdown measures be introduced.	Good	Continue to respond proactively to the challenges posed by the pandemic, whilst still delivering a high-quality provision which focuses on the needs of the learner.	Very Good

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Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Collaboration: Working with others in a collaborative way to find shared sustainable solutions.	Extensive consultation and collaborative working with headteachers and Unions has established the approach that all schools in Powys will open for the voluntary fourth week in July 2020 (20 th - 24 th) for 'Check In, Catch Up and Prepare' sessions for all learners, and offset this with the additional week in October half-term (19 -23 October 2020).	Good	Work closely with all key partners to provide additional emergency childcare capacity to enable schools to maximise the number of 'Check In, Catch Up and Prepare' sessions for their learners and assist residents to return to work.	Very Good
Involvement (including Communication and Engagement): Involving a diversity of the population in the decisions that affect them including: Unpaid Carers: Ensuring that unpaid carers views are sought and taken into account	Stakeholders have been provided with effective communication and engagement opportunities and informed of the plans to enable them to make decisions based on their personal circumstances.	Good	Regular, continuous communication will be undertaken to inform, engage and mitigate any negative impacts that may be experienced.	Very Good
Prevention: Understanding the root causes of issues to prevent them from occurring including: Safeguarding: Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.	All policies, guidelines, procedures, and protocols are underpinned by Welsh Government guidance and developed in collaboration with headteachers and key partners including Unions. All established safeguarding measures are in place and have been adapted where necessary in response to the Welsh Government guidelines regarding COVID-19.	Good	Welsh Government guidance regarding the re-opening of schools and educational provision will be taken in account and applied to policies, guidelines, procedures and protocols as appropriate. Continue to respond proactively to the challenges posed by the pandemic, whilst still delivering a high-quality provision which focuses on the needs of the learner.	Very Good
Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.	This proposal has been agreed following extensive collaboration with schools' staff and other key partners such as Unions and will be implemented based on the requirements and needs of learners and the well-objectives of the authority.	Good	To meet the needs of well-being goals and objectives in the future, similar integrated approaches will be undertaken to provide a positive and effective outcome. Continue to respond proactively to the challenges posed by the pandemic, whilst still delivering a high-quality provision which focuses on the needs of the learner.	Very Good

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Powys County Council Workforce: What Impact will this change have on the Workforce?	In consultation with headteachers and Unions, it was agreed to proceed with the voluntary fourth week, as it prioritises wellbeing and further allows schools to respond to learners needs. The additional time in July will allow the school workforce to be better prepared for September, helping them with planning their work and embedding their skills for further blended learning.	Good	At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month. Continue to respond proactively to the challenges posed by the pandemic, whilst supporting our workforce to deliver a high-quality provision which focuses on the needs of the learner.	Very Good
Payroll: How will this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?	Whilst the reopening of all schools in Powys for the fourth week in the summer 2019/20 term is voluntary, staff will not be at a financial loss, because October half-term will have an additional week. The current statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread, therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month, protecting our staff and learners when there is a forecast rise in the infection rate.	Good	Continue to respond proactively to the challenges posed by the pandemic, whilst supporting our workforce to deliver a high-quality provision in a safe working environment.	Very Good
Welsh Language impact on staff	The reopening of all schools in Powys for the fourth voluntary week in July 2020 provides an additional period of time for Welsh speaking staff to support learners in Welsh provision.	Good		Choose an item.

Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?		Choose an item.		Choose an item.
Source of Outline Evidence to support judgements				
The outline evidence is: <ul style="list-style-type: none"> Welsh Government guidance for schools including the maximum of 30% of learners on site at any one time and the Check In and Catch Up approach to support pupil well-being Keep Education Safe: Operational Guidance for Settings and Schools (COVID-19) Schools increasing operations from 29 June: coronavirus: Frequently asked questions about how schools can work from 29 June 2020 Welsh Government social distancing guidelines the number of learners to provide Check In, Catch Up and Prepare' sessions for the number of vulnerable learners the number of parents indicating that they would like to access the emergency childcare provision during the 'Check In, Catch Up and Prepare' period the varying size and capacity of individual schools the number of schools' staff available to provide support for Check In and Catch Up, emergency childcare for vulnerable learners and the learners of key workers, and blended learning the number of schools' staff who are self-isolating or shielding discussions with headteachers and Unions 				

8. What is the impact of this proposal on our communities?

Communities	How does the proposal impact on residents and community?	<u>IMPACT</u> See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> See impact definitions in guidance document	Source of Outline Evidence to support judgement
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<p>All schools in Powys open for the voluntary fourth week in July 2020 (20th- 24th) for 'Check In, Catch Up and Prepare' sessions for all learners</p>	<p>An additional school week in July 2020 will:</p> <ul style="list-style-type: none"> • support our schools to provide the appropriate number of 'Check In, Catch Up and Prepare' sessions for all learners • enable schools to have additional time to provide appropriate support to our vulnerable learners • enable teaching staff to bring learners back into carefully-managed school environments after an unprecedented length of detachment from schools, providing support when there has been growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, colleagues • enable teaching staff to use this time to help support learners with their wellbeing, but also to build up their skills for what might be a further extended period of distance and blended learning. • support learners, residents and communities to commence the recovery from lock down on a local basis 	<p>Moderate</p>	<p>The statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread, therefore, the use of the week in July will be offset by an additional half-term week in October will see our schools closed for two weeks in that month. This approach seeks to make good use of schools during a time when the R rate and infections across Wales (outside Anglesey's hotspot) is at a low point, giving us more certainty than we may have later in the year.</p> <p>Continue to respond proactively to the challenges posed by the pandemic, whilst supporting schools' staff to deliver a high-quality provision which focuses on the needs of the learner.</p> <p>Should the Welsh Government guidance regarding the re-opening of schools and educational provision alter, regular and robust communication and engagement will be undertaken with headteachers and key partners, including Unions, to respond appropriately.</p>	<p>Minor</p>	<p>As per the outline evidence listed on pages 6, 12 and 15 of this Impact Assessment</p>
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9. What are the risks to service delivery or the council following implementation of this proposal?

Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)
The extending of the Summer term 2019/20 for a fourth week in July 2020 (20 th - 24 th) may not be supported by teaching staff, which could reduce the amount of time available to offer the appropriate number of 'Check In, Catch Up and Prepare' sessions for all learners.	Possible x major = 12	Extensive consultation and collaborative working with headteachers and Unions was used to fully explore the options available and it was agreed that schools in Powys will opening for the voluntary fourth week in July 2020 (20 th - 24 th) would support learners with their wellbeing and also to build up their skills for distance and blended learning.	Insignificant x rare = 1
Allocating a two-week half-term holiday in October reduces the number of school days in the Autumn term 2020/21, which may impact on the teaching and learning during that term.	Moderate x possible = 9	At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread, therefore, with learner and staff safety in mind, it was agreed to offset the voluntary fourth week in July with an additional week in October half-term. Seeking to make good use of schools during a time when the R rate and infections across Wales (outside Anglesey's hotspot) is at a low point, gives us more certainty than we may have later in the year. In addition, our pupils are now well equipped for the next phase of blended learning should site based education not be possible for periods of time due to the pandemic.	Minor x possible = 6

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10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:
<p>The decision to open all schools in Powys open for the voluntary fourth week in July 2020 (20th- 24th) for 'Check In, Catch Up and Prepare' sessions for all learners, and extend the October half-term by an additional week (19 -23 October 2020) was taken in order to:</p> <ul style="list-style-type: none"> • Make good use of schools during a time when the R rate and infections across Wales (outside Anglesey's hotspot) is at a low point, giving us more certainty than we may have later in the year. • Bring learners back into carefully-managed school environments after an unprecedented length of detachment from schools, with growing concerns about the mental health and wellbeing of many of our children and young people, and in some cases, concern for colleagues. • Seek to use this time to help support learners with their wellbeing, but also to build up their skills for what might be a further extended period of distance and blended learning. Many colleagues have expressed concerns particularly about the wellbeing of and support for learners in the current year 10 and year 12. The unpredictability that faces that group for the next year is a serious concern, given the significance of that year in their lives. Our secondary schools are fully committed to supporting them, and can use the additional time in July to help equip them to be the best they can be in facing the coming months, helping them with planning their work and embedding their skills for further blended learning. • Allocate a two-week half-term holiday in October. At the moment, the statistical modelling is suggesting that October might be a particularly difficult time in terms of pandemic spread. Therefore, the use of the week in July, offset by an additional half-term week in October, will see our schools closed for two weeks in that month. In addition, our pupils are better equipped for the next phase of blended learning than they could have imagined back in March. 	

11. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?
As per the outline evidence listed on pages 6, 12, and 15 of this Impact Assessment.

12. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?
Headteachers, Schools Service SSMT, Silver, and Gold are monitoring the impact of this decision. In addition, any further Welsh Government guidance regarding the re-opening of schools and educational provision will be taken in account and applied as appropriate.
Please state when this Impact Assessment will be reviewed.
This is a one-off decision, but the impact assessment will be revisited in the Autumn prior to the additional week of half-term.

13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Quibell		17.07.2020
Head of Service:	Lynette Lovell		
Portfolio Holder:	CLlr Phyl Davies		

14. Governance

Decision to be made by

Portfolio Holder

Date required

FORM ENDS

DRAFT