

Children's Rights Impact Assessment

1. Policy objectives

- What decision are you impact assessing?

To improve outcomes for disabled children and young people living in Wales

2. Gathering evidence and engaging with children and young People

The Disability Rights Taskforce have worked closely with the Disability Disparity Unit to look at research and data and co-worked closely with other Welsh Government policy officials to refocus and refresh a number of actions which target and address the specific barriers experienced by disabled children and young people.

The Minister-led Disability Rights Taskforce was set up following *The Locked Out: Liberating Disabled People's Lives and Rights in Wales beyond COVID-19' report*. The Taskforce brought together people with lived experience, Welsh Government Officials and representative organisations to identify the issues and barriers affecting the lives of many disabled people in Wales. A Children and Young People Working Group was set up to hear from organisations who work closely with disabled children and young people as well as direct feedback from disabled young people. We are held a workshop for parent/carers of disabled children to hear their views.

The proposals will help to ensure that the best interest of disabled children and young people are at the heart of consideration. The Disabled People's Rights Plan has a person-centred approach. A number of actions relate to children, including deaf children having equal access to education provision including sufficient number of teachers trained in British Sign Language (BSL), as well as Welsh Government to review non-academic and alternative (EOTAS) pathways, such as vocational training, apprenticeships, internships or entrepreneurship. These proposals cover early years, primary, secondary, young adults and disabled people wanting to return to education in adult life.

There are no foreseen negative impacts as a result of the proposals.

The Children and Young People group's output included participation from children. Additionally, a subgroup meeting was held to hear lived experiences and perceived barriers exclusively from parents/carers/advocates of disabled children.

To better inform the outputs of the Children and Young People working group, the Disability Rights Taskforce team engaged with a sample of volunteer schools; Ysgol Ty Coch - Special school for ages 3-19 in Pontypridd, Ysgol y Deri - Special school for ages 3-19 in Penarth, Greenfields school - Special school for ages 3-19 in Merthyr Tydfil to capture the perspectives of children and young people themselves on disability and impairments.

We have worked with Children in Wales to hold a session with the Young Wales Forum at its residential event on the work of the Disability Rights Taskforce. The

group discussed the barriers and challenges disabled children and young people may face at home, in school settings, and in the community.

Additionally, one of our Children and Young People Working Group chairs is a disabled young person who has recently graduated from university. This decision was made to ensure that the voices and experiences of disabled young people are heard and meaningfully represented.

3. Analysing the evidence and assessing the impact

- Using the evidence you have gathered, what impact is your policy likely to have on children and young people? What steps will you take to mitigate and/or reduce any negative effects?

The impact on disabled children and young people will be positive. It is intended that the actions will have a positive effect on disabled children and young people resulting in disabled children and children being less marginalised which will ultimately alleviate negative outcomes and relationships within society.

- How does your proposal enhance or challenge children's rights, as stipulated by the UNCRC articles and its Optional Protocols? Please refer to the to see which ones apply to your own policy.

UNCRC Articles or Optional Protocol	Enhances (X)	Challenges (X)	Explanation
<i>Article 1-6</i>	X		The Welsh Government observes these articles in taking forward the policy proposals. The actions in this plan will ensure that disabled young people are aware of their rights, entitlements and responsibilities.
<i>Article 12</i>	X		Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.
<i>Article 28 and 29</i>	X		Children have a right to education. Education should develop each child's needs and personality to the full.

Article 31	X		<p>There are a number of actions in the plan which support disabled children and young people's learning and development, with an aim to ensure disabled children can reach their full potential.</p> <p>All children have a right to relax and play and join in a wide range of activities. There are actions to support this right: by ensuring Deaf children have equal access to education provision, including sufficient number of teachers trained in British Sign Language (BSL) in early years. This ensuring deaf children are not missing out on a wide range of activities and underperforming due to lack of communication between peers and pupils. Also, supporting children's access to childcare and play opportunities.</p>
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The consultation on the Disabled People's Rights Plan will begin in early spring. We'll actively involve disabled children and young people to gather their perspectives working with Children in Wales, ensuring the voices of disabled children are heard on our proposals. Their input will share our decisions within the plan.

Monitoring and Review

An External Advisory Board will be set up to provide advice and support on the implementation, delivery, and impact of the Disabled People's Rights Plan. The Welsh Government's Disability Disparity Evidence Unit has also set out how to monitor the outcomes of this plan, to introduce greater transparency about progress to achieving our ambition, and to alert us at an early stage if gaps appear so we can act. This Plan is a ten-year vision, responding to what we learn over time. We will continue to work closely with disabled people and their organisations, as well as other partners, to monitor and review our implementation and impact.