

Appendix 4

Welsh in Education Strategic Plan



Cardiff Council

Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - [Equality Impact Assessment](#)**
- **Welsh Government's [Sustainable Development Bill](#)**
- **Welsh Government's Statutory Guidance - [Shared Purpose Shared Delivery](#)**
- **[United Nations Convention on the Rights of the Child](#)**
- **[United Nations Principles for Older Persons](#)**
- **[Welsh Language Measure 2011](#)**
- **[Health Impact Assessment](#)**
- **[Habitats Regulations Assessment](#)**
- **[Strategic Environmental Assessment](#)**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

The Screening Tool can be completed as a self-assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: siadavies@cardiff.gov.uk. Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**



Statutory Screening Tool

Name of Strategy / Policy / Activity: Welsh in Education Strategic Plan	Date of Screening: January 2017
Service Area/Section: Education & Lifelong Learning	Lead Officer: Janine Nightingale
Attendees: Self-assessment	

What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function	Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]
<p>A Welsh in Education Strategic Plan (WESP) is a plan that details the strategic direction for the planning and delivery of Welsh-medium and Welsh-language education in the authority.</p>	<p>This Welsh in Education Strategic Plan (WESP) is for the period 2017-2020 and builds on the momentum and commitments from the predecessor WESP from 2014. Whilst based around the 7 key outcomes it will further develop the Council's vision and enhance the delivery of the growth and provision of Welsh-medium education throughout the city.</p> <p>The City of Cardiff Council is committed to developing a bilingual Cardiff. This Welsh in Education Strategic Plan (WESP) 2017-2020 will help Cardiff to support the Welsh Government's vision to see one million Welsh speakers across Wales by 2050.</p> <p>This WESP is an integral part of the Council's 5-year Bilingual Cardiff Strategy. The Council recognises that a strong and inclusive Welsh medium education sector is vital if Cardiff is to develop as a truly bilingual city where Welsh is a vibrant living language.</p> <p>The Bilingual Cardiff Strategy aims to increase the number of Welsh speakers within Cardiff and to promote the use of the language throughout the city. Cardiff Council recognises that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.</p> <p>The WESP will also contribute to the seven national well-being goals within the Well-being of Future Generations Act, in particular to a prosperous Wales</p>

providing high quality education and training to children and young people with a view to opening up employment, training and further/higher education opportunities in the language of their choice as well as contributing towards Wales having a vibrant culture and a thriving living Welsh language.

Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:

+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
1.1	<p>People in Cardiff are healthy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> 	x				<p>The WESP 2017-2020 will focus on ensuring all learners, regardless of their socio-economic background have an equal chance of achieving their expectations through the delivery of the highest quality Welsh-medium education.</p> <p>The WESP 2017-2020 includes references to Flying Start areas, areas of deprivation, and specifically looks at the number of places available in Welsh for early year's provision. All Flying Start families are asked if they would like their children to take up a place in a Welsh medium childcare setting. The number of places available meets the demand made by FS parents who state Welsh Medium childcare as their preference.</p>
1.2	<p>People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> <i>encouraging walking, cycling, and use of public transport</i> 			x		n.a
				x		n.a

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<i>and improving access to countryside and open space</i>					
	<ul style="list-style-type: none"> • <i>reducing environmental pollution (land, air, noise and water)</i> 			x		n.a
	<ul style="list-style-type: none"> • <i>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</i> 			x		n.a
	<ul style="list-style-type: none"> • <i>encouraging biodiversity</i> 			x		n.a
1.3	People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • <i>reducing crime, fear of crime and increasing safety of individuals</i> • <i>addressing anti-social behaviour</i> • <i>protecting vulnerable adults and children in Cardiff from harm or abuse</i> 			x		n.a.
1.4	Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • <i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i> • <i>Assisting those Not in Education, Employment or Training</i> • <i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i> • <i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i> 	x				<p>The fourth strategic outcome of the WESP is to increase the number of learners aged 14-19 that are studying subjects through the medium of Welsh, in schools, colleges and work-based learning.</p> <p>Outcome five relates to a thriving economy and the strategy mentions that the Council has been preparing sector reports on the Cardiff economy to help schools understand changes in the local labour market and to identify new career opportunities. These will be shared with schools so that a stronger emphasis is placed on workforce planning and skills, as the Council recognise the Welsh Governments aspiration in Successful Futures Strategy that the needs of employers and the workplace are seen as vital if young people are to move smoothly and successfully into employment.</p>
1.5	People in Cardiff achieve their full potential; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • <i>promoting and improving access to life-long learning in Cardiff</i> • <i>raising levels of skills and qualifications</i> 	x				<p>Outcome four in the strategy relates to raising the attainment of 14-16 year olds whilst Outcome five relates to raising attainment levels from Foundation Phase to A 'level.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> giving children the best start improving the understanding of sustainability addressing child poverty (financial poverty, access poverty, participation poverty) the United Nations Convention on the Rights of a Child and Principles for Older persons 					
1.6	Cardiff is a Great Place to Live, Work and Play Consider the potential impact on <ul style="list-style-type: none"> promoting the cultural diversity of Cardiff encouraging participation and access for all to physical activity, leisure & culture play opportunities for Children and Young People protecting and enhancing the landscape and historic heritage of Cardiff promoting the City's international links 	x				The whole ethos of the WESP is to contribute to promoting the cultural diversity of the city, and has the vision: Cardiff's education system will act as a key driver to ensure that children are able to develop their Welsh skills, and create new speakers, to support Welsh Government's vision of having a million Welsh speakers by 2050.
1.7	Cardiff is a fair, just and inclusive society. Consider the potential impact on <ul style="list-style-type: none"> the elimination of discrimination, harassment or victimisation for equality groups 	x				See Equality Impact Assessment below and attached.
	<ul style="list-style-type: none"> has the community or stakeholders been engaged in developing the strategy/policy/activity? how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)? 	x				<p>As a citywide strategy, stakeholders responsible for promoting and facilitating the use of Welsh across the city will share the responsibility to deliver a cross cutting Welsh education strategy.</p> <p>The Welsh Education Forum meets on a termly basis and has members that represent the development of Welsh Language across the city including Mudiad Meithrin, Meter Caerdydd, Bilingual Cardiff, RhAG, Central South Consortium and Welsh head teachers. There were also meetings and workshops held with Welsh head teachers across the city. Both of these forums were engaged and fed into the development of the WESP. These forums will also monitor the delivery of the WESP.</p> <p>Consultation of the WESP was for an 8-week statutory period</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						between 2 nd December 2016 and 27 th January 2017.
	EQUALITY IMPACT ASSESSMENT (This is attached on page XX)					
1.8	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships</p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>strengthening partnerships with business and voluntary sectors</i> <i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i> 	x				As a citywide strategy, the implementation and delivery of the WESP will be shared with numerous stakeholders including Governing Bodies and Head Teachers of Welsh-medium schools, Mudiad Meithrin, Menter Caerdydd, the Family Information Service, the Central South Consortium and the Welsh Education Forum who share the responsibility for promoting and facilitating the use of Welsh across the city. As such, this strategy was consulted on widely with stakeholders during its development.

SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):

The Welsh in Education Strategic Plan is a plan that details the strategic direction for the planning and delivery of Welsh-medium and Welsh-language education in the authority. The Welsh language is one of Wales' treasures. The aim of the Welsh Government Strategy will be to almost double the number of Welsh speakers by the middle of the century. It is commonly accepted that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.

Economic

The effects of the strategy will have a positive effect on the number of children entering Welsh-medium provision as well as improving the awareness of secondary school children to the careers available in the Welsh language. This should prompt an increase of GCSE and A 'level take up and contribute towards developing a thriving and prosperous economy.

Social

It is recognised that ensuring there is sufficient provision available for early year's children and through ensuring increased and clear promotion of the Welsh language and Welsh-medium education sector this will ensure children have the earliest opportunity to develop their Welsh language skills. This strategy will contribute towards enriching the culture of our city making Cardiff a great place to live, work and play.

WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:

N/A

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Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?		x
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

Is a Full Strategic Environmental Assessment Screening Needed?	Yes	No
<ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 		x

If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity, which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email biodiversity@cardiff.gov.uk

Cardiff Council
Equality Impact Assessment
Corporate Template



Policy/Strategy/Project/Procedure/Service/Function Title:

Welsh in Education Strategic Plan (WESP)

New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?

Name: Janine Nightingale	Job Title: Head of Schools Organisation, Access & Planning
Service Team: Schools Organisation, Access & Planning (SOAP)	Service Area: Education and Lifelong Learning

Assessment Date: 08/02/17

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

A Welsh in Education Strategic Plan (WESP) is a plan that details the strategic direction for the planning and delivery of Welsh-medium and Welsh-language education in the authority up to the year 2020.

2. Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

Every three years each local authority in Wales is required to submit a three-year Welsh in Education Strategic Plan (WESP). Cardiff's first WESP was produced in 2014 and covered the period 2014-2017.

Cardiff has a refreshed Welsh in Education Strategic Plan that covers the period 2017-2020. The Plan is underpinned and informed by Welsh Government's current Welsh-medium Education Strategy (April 2010) and policy statement for 2015-16 (March 2016) as well as being an integral part of Cardiff's five year Bilingual Cardiff Strategy (2017-2022).

The Welsh Government's guidance on producing the 2017-2020 Welsh in Education Strategic Plan was issued to Cardiff's Education department in August 2016 based on guidance issued by Welsh Ministers under section 87 of the School Standards and Organisation (Wales) Act 2013. The guidance provides a standard template for the plans with standard measures specified.

There are seven outcomes that are stipulated by the Welsh Government that need to be included (five of which continue to focus on the five outcomes of the Welsh-medium Education Strategy 2010):

• Outcome 1

More seven-year-old children being taught through the medium of Welsh.

- **Outcome 2**
More learners continuing to improve their language skills on transfer from primary school to secondary school.
- **Outcome 3**
More learners aged 14-16 studying for qualifications through the medium of Welsh.
- **Outcome 4**
More learners aged 16-19 studying subjects through the medium of Welsh.
- **Outcome 5**
More learners with improved skills in Welsh.
- **Outcome 6**
Welsh medium provision for learners with additional learning needs (ALN).
- **Outcome 7**
Workforce planning and continuing professional development (CPD).

The aspirations within Cardiff's WESP are in line with Bilingual Cardiff five year strategy and this is reflected through aspirations reflected in both documents.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on younger/older people?

	Yes	No	N/A
3 to 11 years	x		
11 to 18 years	x		
18 - 65 years	x		
Over 65 years			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The WESP is mainly aimed at children aged 2-18 years. The first outcome of the WESP is to increase the numbers of seven-year-old children being taught through the medium of Welsh.

Outcome 2 focusses on maintaining and increasing transfer rates from Welsh-medium primary schools to Welsh-medium secondary schools (pupils aged 11).

Outcome 3 and 4 covers attainment and qualifications for pupils aged 14-19 in both Welsh first and second language.

The WESP mentions Welsh for adults' courses, which could be accessed by older age groups however, the WESP is an integral part of the Bilingual Cardiff strategy 2017-2022 that covers the development of the Welsh language across all age groups.

What action(s) can you take to address the differential impact?

n/a

If no differential impact, explain the reason(s) for this assessment:

3.2 Disability and Access

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment			x
Physical Impairment			x
Visual Impairment			x
Learning Disability			x
Long-Standing Illness or Health Condition			x
Mental Health			x
Substance Misuse			x
Other	x		x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The strategy proposes to provide more ALN provision in the Welsh-medium education sector during the lifetime of the plan.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
n.a.

3.4 Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			x
Civil Partnership			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
n.a.

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			x
Maternity			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
n.a.

3.6 Race

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		x	
Mixed / Multiple Ethnic Groups		x	
Asian / Asian British		x	
Black / African / Caribbean / Black British		x	
Other Ethnic Groups		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
<p>The proposal would not have a differential impact upon one particular ethnic group, as the provision would be available to all. However, an overview of statistics show that there is a lower percentage of children from minority backgrounds that take advantage of Welsh-medium education and it is acknowledged that if pupils are from a Welsh-speaking background they would be able to access a greater range of services through Welsh-medium which would be beneficial.</p> <p>The Council ensures that there is a Welsh Language Immersion Centre for pupils who need to improve their Welsh skills before accessing a Welsh-medium school, ensuring fair access for all.</p>

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		x	
Christian		x	
Hindu		x	
Humanist		x	
Jewish		x	
Muslim		x	
Sikh		x	
Other		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
The proposal would not have a differential impact upon faith, as the provision would be available to all. There are no proposals to introduce Welsh-medium faith schools because these would be voluntary aided schools, which would not be proposed by the Council, they would need to be proposed by the relevant Diocesan Authority.

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		x	
Women		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
The proposal would not have a differential impact upon gender, as the provision would be available to all.

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual			x
Gay Men			x
Gay Women			x
Heterosexual			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
n.a.

3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language	x		
Other languages	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
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This strategy provides a strategic direction for the planning and delivery of Welsh-medium and Welsh-language education in the authority up to the year 2020. An increase of Welsh-medium provision resulted from proposals during the lifetime of the first Plan (2014-17). Targets are included in the WESP 2017-2020 to improve attainment in Welsh language qualifications and as such the WESP 2017-2020 will have a positive impact on the development of the Welsh language.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Meetings and workshops held with Welsh Head teachers from May 2016 - January 2017 and meetings with the Welsh Education forum took place from June 2016 - January 2017 where opportunities for discussion and development of the WESP was a main agenda item.

There were also individual meetings held with Flying Start, Family Information Service, Childcare Business Support, internal council departments such as Education and Economic Development, Mudiad Meithrin, Bilingual Cardiff and the Welsh language Society.

A draft of the strategy was also sent to the Equalities Team for circulation to the chairs of all equality networks.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Angela Withey	Date: February 2017
Designation: Strategic Project Manager, School Organisation, Access & Planning	
Approved By: Janine Nightingale	
Designation: Head of School Organisation, Access & Planning	
Service Area: Education and Lifelong Learning	

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