

Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?

Title: Cardiff Education: Collaboration and Federation Strategy

Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

New

Existing

Directorate/Service Area:

Education and Lifelong Learning

Who is developing the proposal?

Name: Richard Portas

Job Title: Programme Director – SOP

Responsible Lead Officer (Director or Assistant Director):

Melanie Godfrey
Director of Education and Lifelong Learning

Cabinet Portfolio:

Education (Councillor Sarah Merry)

Authorisation	
Completed By:	Rosalie Phillips
Job Title:	Project Officer
Date:	30 January 2024
Approved By:	
Job Title:	

Document History – do not edit

The Single Impact Assessment (SIA) can be strengthened as time progresses, helping shape the proposal. Version control will provide a useful audit trail of how the SIA has developed. Draft versions of the assessment should be retained for completeness, however only the final version will be publicly available. Draft versions may be provided to regulators if appropriate.

Version	Author	Job Title	Date
1	Fiona Gibson	Senior Corporate Policy Officer	12/10/2022
2	Fiona Gibson	Senior Corporate Policy Officer	12/04/2023
3	Fiona Gibson	Senior Corporate Policy Officer	12/12/2023

2. Overview of the Proposal

What action is the Council considering and why?

Please provide a detailed outline of the proposal. This information will support your findings in the impact assessments.

In October 2019, Cabinet approved the Cardiff 2030 renewed vision for education and learning in the city. This has provided a framework for continued consolidation of progress, supported educational improvement over the last 4 years.

Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced through Estyn reports which has been driven by strong leaders and governors across our schools. Every school in Cardiff works in partnership with others whether with families and organisations in their local community, with their secondary school transitions or with other schools with a view to enhancing opportunities for learners and staff.

However, the pandemic required schools to adopt radically different ways of working with significant use of online teaching and learning albeit for many the abrupt transition did not enable all to benefit from the same input as they would in school. Whilst the vast majority of learners have experienced greater stability with the return to consistent in school learning over the last two years, the Covid legacy continues with HMCI for Wales reporting how learners have been impacted by 'lost learning' and how this have been accompanied by persistently high levels of absenteeism and school refusal associated with anxiety returning to the school environment.

The number of learners in Cardiff with complex ALN requiring specialist provision was already steadily increasing before 2020. Post pandemic rates have risen faster rather than abated with c3.5% of learners now requiring specialist placements to meet their needs, compared to 2.9% in 2017/18. Responding to these challenges effectively has necessitated careful planning to support learners, their families and the education workforce as they return to the previous norms.

Subsequent to the pandemic the UK has experienced financial challenges with public services under unprecedented pressure particularly in terms of funding for health, social care and education services. Income inequality has risen with more children in Cardiff living in relative low income families (DWP) and a greater proportion of learners eligible for eFSM (Welsh Government 09/2023).

Specifically for Cardiff, the following challenges have been identified:

- Demographic changes – including birth rates that vary by c1000 from the peak to the trough pupil cohorts
- ALN demand – that has outstripped supply of places over many years
- Changes in city-wide and local migration patterns
- National and local commitments and targets for expanding Welsh-medium school provision
- Education estate – that is in poor condition owing to decades of historical underinvestment
- Recruitment and retention challenges – including all levels of staffing

- Financial instability with an increasing number of schools facing budget challenges – consistent with the rest of the UK
- Inequality of provision – including access to Welsh medium education and post 16
- Wellbeing and mental health of young people – that has deteriorated since the pandemic
- Insufficient use of the facilities across our education estate – with a need to enable greater access to physical assets and deliver more value to local communities.

The importance of ensuring learners can benefit from a highly effective education is ever more important if strides are to be made in offsetting disadvantage and support social mobility and cohesion.

The Cardiff Education: Collaboration and Federation Strategy (Appendix 2) has been developed to build upon the recent achievements across Cardiff's schools, to consider the changing demands for the future and to outline the Council's vision to deliver the themes and goals of Cardiff 2030.

In recognising the role of strong leadership and governance in advancing educational outcomes for children and families, Cardiff will look to, through this strategy, enhance collaborative processes to the benefit learners and the education workforce in the city. The strategy will provide a framework to encourage collaborative working and include a toolkit that practitioners should consider in localities across the city.

The benefits of collaboration between schools are now firmly established in Cardiff and backed by national and international research into effective school systems worldwide. This has included the ESTYN thematic review (2019) and the Federation Process of Maintained Schools Guidance for Local Authorities and Schools (2023) which critically considered the research and concluded the following key benefits:

- strong strategic leadership, governance and management structures allowing school-based leaders to focus on teaching, learning and raising standards
- broader learning and social experiences for learners supports improved and more sustainable outcomes
- attractive recruitment opportunities and retention of staff by providing a range of professional learning and new career pathways for staff
- new opportunities for staff to work together, increasing motivation, reducing workload and isolation through shared planning and activities
- the sharing of resources, taking advantage of economies of scale and avoiding the duplication of resources and effort
- shared responsibilities and accountabilities for children across communities rather than just within a specific school for the benefit of all learners
- the offer of extended services across schools and a variety of activities, childcare, parent support and community access which an individual school may not be able to provide supporting community cohesion and helping to sustain education provision

This strategy builds on this evidence, along with incorporating the experience and knowledge of Cardiff and CSC professionals and Cardiff headteachers that are

skilled in collaborative working and that have a demonstrated ability to lead high quality teaching and learning organisations that include two or more schools.

What are the costs and/or savings?

What will the proposal cost and how will it be funded?

How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?

Are there savings and how will these be realised?

The strategy identifies how the sharing of resources, taking advantage of economies of scale and avoiding duplication would have a positive impact on the delegation of resources within the Education budget.

3. Impact Assessments

Which impact assessments do you need to complete to support your proposal?

Further information is included about each assessment at the start of the relevant section.

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more.

The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete.

Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out. For assessments which are not being carried out, please delete the relevant sections on the subsequent pages.

Impact Assessment	Completed: Y/N
A. Equality Impact Assessment	Y
B. Child Rights Impact Assessment	Y
C. Welsh Language Impact Assessment	Y
D. Habitats Regulations Assessment	N
E. Strategic Environmental Assessment	N
F. Data Protection Impact Assessment	N
G. Health Impact Assessment	N

For further information on all the above impact assessments including who to contact for advice, please visit the [Policy Portal](#).

A: Equality Impact Assessment

Guidance in completing this assessment can be accessed [here](#). Please consult the Equality Team for any further assistance with completing this assessment EqualityTeam@cardiff.gov.uk

Under the Equality Act 2010, “differential impact” means that people of a particular protected characteristic (e.g. people of a particular age) will be significantly more affected by the change than other groups.

Impact on the Protected Characteristics

Age

Will this proposal have a **differential impact [positive/negative]** on different age groups?

	Yes	No	N/A
Up 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.

There are no direct impacts arising from the recommendations of this report.

The vision for the Cardiff Education: Collaboration and Federation Strategy is to:

Secure the benefits of Cardiff 2030 for learners and staff through a more localised Education offer via formal collaboration, federation and rationalisation.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council’s policies on equal opportunities.

The Council has a statutory duty to provide pupil places to meet the needs of all pupils in Cardiff. As part of this strategic approach, demand is forecast based on:

- Recent and historic populations known to be living in each area utilising NHS data.
- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools.
- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places.

Demand for places is reviewed on an ongoing basis and proposed changes brought forward as required.

Any proposals that are brought forward within the framework of the strategy would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities

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

N/A

Disability

Will this proposal have a **differential impact [positive/negative]** on disabled people?

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

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

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good practice is followed, including the application of the Council's policies on equal opportunities.

Schools are required to have a Strategic Equality Plan and would work together to ensure that any concerns are addressed.

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

N/A

Gender Reassignment

Will this proposal have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)			X

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

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

N/A

Marriage and Civil Partnership

Will this proposal have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			

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

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The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

Pregnancy and Maternity

Will this proposal have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			
Maternity			

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

There are no direct impacts arising from the recommendations of this report.

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The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

Race

Will this proposal have a **differential impact [positive/negative]** on the following groups?

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

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

There are no direct impacts arising from the recommendations of this report.

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Any proposals that are brought forward within the framework of the strategy would have to be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

Schools serve a diverse range of communities and largely reflect their local population; however. The Equality Act 2010 places a duty on public services to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The Council must therefore ensure, when bringing forward proposals and following implementation of proposals, that schools are supported to meet the diverse needs of the communities in which they are located and that each is able to advance equality of opportunities for all families in the area.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities

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

N/A

Religion, Belief or Non-Belief

Will this proposal have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

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

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

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The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities

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

N/A

Sex

Will this proposal have a **differential impact [positive/negative]** on male, female or non-binary persons?

	Yes	No	N/A
Male persons			
Female persons			
Non-binary persons			

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

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The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities

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

N/A

Sexual Orientation

Will this proposal have a **differential impact [positive/negative]** on people with different sexual orientations?

	Yes	No	N/A
Bi			
Gay			
Lesbian			
Heterosexual			
Other			

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

There are no direct impacts arising from the recommendations of this report.

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The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities

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

N/A

Socio-economic Duty

Is the change anticipated to reduce or contribute to inequality of outcome as a result of socio-economic disadvantage? (e.g. will the change negatively impact on those on low-incomes or those living in deprived areas?)

	Yes	No	N/A
Socio-economic impact			

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

The Cardiff Education: Collaboration and Federation Strategy has been developed to build upon the recent achievements across Cardiff's schools, to consider the changing demands for the future and to outline our vision to deliver the themes and goals of Cardiff 2030.

Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced through Estyn reports. Every school in Cardiff works in partnership with others whether with families and organisations in their local community, with their secondary school transitions or with other schools with a view to enhancing opportunities for learners and staff.

There are also a number of collaboration arrangements and formal federations successfully operating across the city. Much has been learnt from these and there is clear evidence of success with firm benefits in the form of enhanced learning opportunities, a narrowing of the attainment gap for deprived pupils alongside increased scope for professional development of the workforce as well as maximising the skills strong leadership and governance able to achieve improved value for learners and school staff.

Beyond these formal agreements, there are cluster arrangements and sector partnerships aligned within and across age phases. Many of these partnerships are securing benefits from working together to secure additional services and/or access to resources to support learning that may not be affordable for one school alone.

In the current climate, it is apparent that the best way to move forward is for organisations to work together, including schools.

Bringing together the range of data sources in Cardiff we see the following challenges:

- Demographic changes – including birth rates that vary by c1000 from the peak to the trough pupil cohorts
- ALN demand – that has outstripped supply of places over many years
- Changes in city-wide and local migration patterns
- National and local commitments and targets for expanding Welsh-medium school provision
- Education estate – that is in poor condition owing to decades of historical underinvestment
- Recruitment and retention challenges – including all levels of staffing
- Financial instability with an increasing number of schools facing budget challenges – consistent with the rest of the UK
- Inequality of provision – including access to Welsh medium education and post 16
- Wellbeing and mental health of young people – that has deteriorated since the pandemic

- Insufficient use of the facilities across our education estate – with a need to enable greater access to physical assets and deliver more value to local communities.

In recognising the role of strong leadership and governance in advancing educational outcomes for children and families, going forward Cardiff will prioritise harnessing the skills and experience of its most talented education leaders and highly capable governors to support the strategic direction set out in this strategy through further collaborative processes to support and challenge to the benefit our learners and the education workforce in each and every part of the city.

The benefits of collaboration between schools are now firmly established in Cardiff and backed by national and international research into effective school systems worldwide. This strategy builds on this evidence, along with incorporating the experience and knowledge of Cardiff and CSC professionals and Cardiff headteachers that are skilled in collaborative working and that have a demonstrated ability to lead high quality teaching and learning organisations that include two or more schools.

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

N/A

Welsh Language

Will this proposal have a **differential impact [positive/negative]** on the Welsh language?

	Yes	No	N/A
Welsh language			

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

The Welsh Government's Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050.

The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15-year-olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan. Cardiff's Welsh in Education Strategic Plans (WESP) was published on the Council's website on 1 September 2022 following approval by the Welsh Minister in July 2022.

This strategy supports all outcomes of the Cardiff WESP, but it most notably contributes to the increase of the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh. The strategy includes an executive leadership programme that would provide a development route for talented Welsh Medium leaders and governors. In line with the strategy collaborations and federations would also be able develop professional development routes across the organisation that may attract Welsh speaking staff.

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

N/A

Consultation and Engagement

What arrangements have been made to consult/engage with equality/ community organisations, especially those who are representative of those you have identified as being likely to be affected?

There is no requirement for consultation/engagement arising directly out of the recommendations of this report.

The views of stakeholders would be sought as part of any proposed changes arising out of the strategy and would be reviewed as part of the post consultation analysis.

Summary of Actions (Listed in the sections above)

	Actions
Age	
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Impact	
Welsh Language	
Generic/ Over-Arching (applicable to all the above groups)	

Next Steps

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.

Where the Equality Impact Assessment shows negative impacts, you must append the form to the Cabinet or Officer Decision Report.

On completion of this Assessment, please ensure that the whole form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council EqualityTeam@cardiff.gov.uk

CHILD RIGHTS IMPACT ASSESSMENT (CRIA)

Information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Title of policy/strategy/project/procedure/service being assessed:	Cardiff Education: Collaboration and Federation Strategy
Type of Assessment:	New

Who is responsible for developing and implementing the policy/strategy/project/procedure/service?	
Name:	Rosalie Phillips
Job Title:	Senior Project Officer
Service/Team:	School Planning
Directorate:	Education

STAGE 1: PURPOSE/SCOPE

- 1. What is the policy/strategy/project/procedure/service?
Summarise its overall aims and any aims specific to children.**

The Cardiff Education: Collaboration and Federation Strategy has been developed to build upon the recent achievements across Cardiff's schools, to consider the changing demands for the future and to outline our vision to deliver the themes and goals of Cardiff 2030.

Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced through Estyn reports. Every school in Cardiff works in partnership with others whether with families and organisations in their local community, with their secondary school transitions or with other schools with a view to enhancing opportunities for learners and staff.

There are also a number of collaboration arrangements and formal federations successfully operating across the city. Much has been learnt from these and there is clear evidence of success with firm benefits in the form of enhanced learning opportunities, a narrowing of the attainment gap for deprived pupils alongside increased scope for professional development of the workforce as well as maximising the skills strong leadership and governance able to achieve improved value for learners and school staff.

Beyond these formal agreements, there are cluster arrangements and sector partnerships aligned within and across age phases. Many of these partnerships are securing benefits from working together to secure additional services and/or access to resources to support learning that may not be affordable for one school alone.

In the current climate, it is apparent that the best way to move forward is for organisations to work together, including schools.

In recognising the role of strong leadership and governance in advancing educational outcomes for children and families, going forward Cardiff will prioritise harnessing the skills and experience of its most talented education leaders and highly capable governors to support the strategic direction set out in this strategy through further collaborative processes to support and challenge to the benefit our learners and the education workforce in each and every part of the city.

The benefits of collaboration between schools are now firmly established in Cardiff and backed by national and international research into effective school systems worldwide. This strategy builds on this evidence, along with incorporating the experience and knowledge of Cardiff and CSC professionals and Cardiff headteachers that are skilled in collaborative working and that have a demonstrated ability to lead high quality teaching and learning organisations that include two or more schools.

2. Please select the groups of children and young people who will be directly and/or indirectly impacted. Please review after completing the form.

<input checked="" type="checkbox"/> Protected Characteristics	<input checked="" type="checkbox"/> EOTAS
<input checked="" type="checkbox"/> Young Parents	<input checked="" type="checkbox"/> Gypsy Travellers
<input checked="" type="checkbox"/> Children of Single Parents	<input checked="" type="checkbox"/> Asylum Seekers
<input checked="" type="checkbox"/> Southern Arc Children	<input checked="" type="checkbox"/> BAME Community
<input checked="" type="checkbox"/> Children of Deaf Parents	<input checked="" type="checkbox"/> Care Experienced
<input checked="" type="checkbox"/> Young Carers	<input checked="" type="checkbox"/> Pre-School
<input checked="" type="checkbox"/> Primary School	<input checked="" type="checkbox"/> Secondary School
<input checked="" type="checkbox"/> Welsh First Language	<input checked="" type="checkbox"/> Non-Native Speakers of English
<input checked="" type="checkbox"/> Set Locality	<input checked="" type="checkbox"/> Citywide
<input checked="" type="checkbox"/> LGBTQ+	<input checked="" type="checkbox"/> ALN
<input checked="" type="checkbox"/> Youth Justice	Other - Click or tap here to enter other identified groups

STAGE 2: BUILD AND ASSESS

The General Principles of the UNCRC (United Nations Convention on the Rights of the Child) are at the heart of a child rights approach. [This link](#) will take you to a page on our website with a full list of Children’s Rights and supporting information. [Click here](#) to access a list of articles grouped into common themes.

3. What is the likely/ actual impact of the proposal on children’s rights? Is it positive, negative, or neutral?

STAGE 3: VOICE AND EVIDENCE

4. **How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children’s rights?** [i - additional info](#)

The impact on children and young people would be considered by the Council and/ of Governing Bodies of schools in bringing forward specific proposals.

5. **Have you sourced and included the views and experiences of children and young people? What do you know about children and young people’s views and experiences that are relevant to the proposal?** [i - additional info](#)

There is no requirement for consultation/engagement arising directly out of the recommendations of this report. The views of children and young people would be sought as part of any proposed changes arising out of the strategy and would be reviewed as part of the post consultation analysis by the proposing body.

STAGE 4: BUDGET

It is important to consider the resource and budgetary elements which are directly attributed to children and young people to enable oversight.

6. **What is the budget for this policy/ strategy/ project/ procedure/ service? In your answer, include any allocations specifically for children and young people and whether any of the budget will be used to mitigate negative impacts identified above.**

To be updated when Financial Implications confirmed.

STAGE 5: IDENTIFIED ACTIONS

7. **What actions have been identified or changes made to the policy/ strategy/ project/ procedure/ service as a result of this assessment?** [i - additional info](#)

N/a

AUTHORISATION

The template should be completed by the Lead Officer of the identified policy/ strategy/ project/ procedure/ service and approved by the appropriate manager.

Completed By:	Rosalie Phillips
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Submission Date:	01/02/2024
Job Title:	Senior Project Officer
Approved By:	Brett Andrewartha
Job Title:	School Organisation Programme Planning Manager

Governance & Decision-Making

Where it is considered that a CRIA is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Advice & Support

UNICEF Child Rights Impact Assessment Guidance for Local Government:
[Child rights impact assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment)

For further information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff's Policy Team for any assistance with completing this assessment by emailing Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters.

Welsh Language Standards 88-97 (Policy Making)

Cardiff Council's full Compliance Notice can be found [here](#), but the Standards noted above specifically relate to what impact, if any, your proposal (be it a policy decision, new or updated policy or strategy, or a new or updated service delivery provision) has on the Welsh language and on Welsh speakers. The impact identified could be **direct or indirect** and any such evidence must be included.

They are summarised below, and you **must** provide evidence, especially from, but not limited to, any consultation exercises undertaken, in order to support your comments, regardless of whether you are noting a positive, negative or neutral impact.

- Will this proposal impact on a) the opportunities for persons to use the Welsh language and b) treating the Welsh language **no** less favourably than the English language? (Please tick where relevant.)

	Positive	Negative	Neutral
a)	X		
b)	X		

Based on your above answer, please provide supporting comments and evidence in the relevant boxes on the following questions, for each one of the above that you have ticked.

- Could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects?

Could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect?

The Welsh Government's Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050.

The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15-year-olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan. Cardiff's Welsh in Education Strategic Plans (WESP) was published on the Council's website on 1 September 2022 following approval by the Welsh Minister in July 2022.

This strategy supports all outcomes of the Cardiff WESP, but it most notably contributes to the increase of the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

The strategy includes an executive leadership programme that would provide a development route for talented Welsh Medium leaders and governors. In line with the strategy collaborations and federations would also be able develop professional development routes across the organisation that may attract Welsh speaking staff. The strategy seeks to progress models of school collaboration that would address difficulties in recruiting and retaining experienced and skilled professionals. The implementation of changes consistent with the strategy would result in Welsh-medium schools sharing staffing, skills and experience and would support the recruitment and retention of Headteachers, specialist subject teachers and leaders, an experienced and skilled ALN workforce, learning support staff and high calibre governing body members to the sector. This is identified as having a positive impact on the Welsh language.

As Welsh-medium schools are fewer in number than English-medium schools, it may be more difficult for pupils within a federated group of schools to assemble and collaborate for joint projects and events. Where relevant, consideration would need to be given to mitigations, to provide equity with English-medium schools in similar partnerships, such as on-line facilitation of collaboration and/ or support through schools' budgets.

- When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on the Welsh language and for Welsh speakers in the wider community?

Did the consultation seek and give consideration to views on how the proposal could have positive, or increased positive effects?

Did the consultation seek and give consideration to views on how the proposal could have no adverse effects, or decreased adverse effects?

Please include a copy of the relevant consultation question/questions below along with your evidence.

There is no requirement for consultation /engagement arising directly out of the recommendations of this report.

The views of stakeholders would be sought as part of any proposed changes arising out of the strategy and would be reviewed as part of the post consultation analysis.

- If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council’s Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language **no** less favourably than the English language?

Note **N/A** if no awarding of grants was involved.

N/A

- If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language no less favourably than the English language?

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have a positive effect, or increased positive effects?

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have no adverse effect, or decreased adverse effects?

Note **N/A** if no research was undertaken or commissioned.

N/A

Material and Services

In addition to the impact assessment to ensure that the proposal meets the requirements of the Welsh Language Standards, consideration must also be given to the supporting materials and services that may be required.

Click on the following to view further information on specific issues:

- [Correspondence](#) - receiving and replying (emails, letters, online communication).
- [Education Training Courses](#)

- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Procurement Checklist](#)
- [Producing Forms](#)
- [Producing Public Documents](#) - policies, strategies, annual reports, corporate plans, guidelines, notices, codes of practice, consultation papers, licences, certificates, rules, brochures, leaflets, pamphlets or cards, ticket/vouchers.
- [Public Address Announcements](#)
- [Public Messages – electronic – video](#)
- [Publicity & Advertising](#)
- [Reception Services](#)
- [Self Service Machines](#)
- [Signs, Notices & Display Material](#)
- [Social Media](#)
- [Telephone](#) – receiving and answering calls.
- [Websites, Apps and Online Services](#)

Are all supporting materials and services compliant with the requirements of the Welsh language standards? If not, please send any required translation work to Bilingual Cardiff's Translation Log – the request form can be found [here](#).

Yes

Cardiff Council's Welsh Language Skills Strategy

This strategy may be viewed [here](#) and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)
- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?

Yes

Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the form to the Cabinet or Officer Decision Report.

A copy must also be emailed to Bilingual Cardiff's Policy Team [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters](#).