

**SCHOOL ORGANISATION PLANNING: CARDIFF WELSH IN
EDUCATION STRATEGIC PLAN (WESP) 2022-2032**

**EDUCATION, EMPLOYMENT AND SKILLS (COUNCILLOR
SARAH MERRY)**

AGENDA ITEM: 5

Reason for this Report

1. To consider the draft Welsh in Education Strategic Plan (WESP) enclosed in Appendix 1 and approve the formal consultation process.

Background

2. The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050.
3. 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.
4. The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan, the first to have effect from 1 September 2022, subject to the Welsh Ministers' approval. The decision to move away from a 3-year plan to encompass a ten-year period for the forthcoming plans allows for a longer-term strategic view of how to support Welsh in Education in Cardiff at a time of significant change in the education landscape.

The Growth of the Welsh Language and Welsh Language Education in Cardiff

5. Over the last 25 years, the number of Welsh speakers in Cardiff has more than doubled with the latest census figures indicating that over 16% of the city's population have one or more skills in the Welsh language. This means that Cardiff now has the fourth highest number of Welsh speakers in Wales, behind only Carmarthenshire, Gwynedd and Anglesey.

6. This reflects the excellent work taken forward across the city- involving a range of partners- to promote the Welsh language and demonstrates the impact of partnership initiatives such as those progressed by the Bilingual Cardiff Working Group.
7. What is also clear is the central importance of Welsh language education for the growth of the Welsh Language. Census data demonstrates that, amongst 5 to 15 year olds, the proportion of pupils able to speak Welsh has increased from 7.5% in 1981 to 26.7% in 2011. More recent school admissions data also reveals that the numbers of children enrolled in Welsh-medium education increased by 16% (1,752 pupils) between 2012 and 2018.
8. The commitment to making every school in Cardiff a good school, the £280m investment to deliver high quality programme in schools and the continuous improvement in education attainment have all underpinned this growth. As Cardiff looks to the next 10 years, the Council will retain its commitment to making every school in Cardiff a good school whilst ensuring that the Welsh language remains a defining characteristic of education in Cardiff.
9. The Welsh in Education Strategic Plan sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive a Welsh language education, that the number receiving a Welsh language education will increase and that, through the significant use of Welsh in English medium education, all children will feel confident speaking Welsh.

Welsh Education Strategic Plan

Principles

10. As the Council works to deliver its commitments within the WESP, it will do so in accordance with a series of key principles:
 - The “15 minute neighbourhood” principles will be applied to ensure that all learners have access Welsh-medium education within a reasonable distance of their homes.
 - Seek to establish at least 50% of new provision on LDP sites as Welsh-medium.
 - Every child in the city can be educated in the language of their choice with the benefits of a bilingual education actively promoted to all parents from birth.
 - Parents will be supported to transfer their child, or children, to Welsh-medium education at any age, with high quality immersion provided to support in-year transition applications.

- Learners who have been educated through Welsh-medium throughout the primary phase will be proactively supported to continue into Welsh-medium secondary provision.
- The Council will work with a wide range of partners to proactively promote and increase Welsh/English bilingualism.
- All learners will be supported to become confident in at least two languages.
- All Cardiff schools will increase the amount of Welsh taught, used and heard in their schools, consistent with new curriculum for Wales
- Learners with additional learning needs (ALN) will receive equal linguistic opportunity.
- Learners with English or Welsh as additional languages will receive equal linguistic opportunity.
- To facilitate the growth of Welsh medium education we will seek to maintain city wide capacity in the Welsh-medium sector at 10% over the projected intake.

Outcomes

11. To support the planning process, the Welsh Government guidance requests that Plans are arranged around seven outcomes which reflect a learner's education journey and are consistent with the policy areas of Cymraeg 2050 and Education in Wales: Our National mission.
12. Under each of the seven outcome there is information about some of our most recent achievements together with the current position and finally the actions we shall take specific to each over the life of this plan split into two sections of five years.
13. The Council will therefore work towards delivering the following outcomes:
 - More nursery children/ three-year olds receive their education through the medium of Welsh.
 - More reception class children/ five-year olds receive their education through the medium of Welsh.
 - More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.
 - More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
 - More opportunities for learners to use Welsh in different contexts in school.

- An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- An increase in the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

National and Local Targets

14. The Welsh in Education Strategic Plans (Wales) Regulations 2019 require Local Authorities to set a ten year target outlining the expected increase in Year 1 children who are taught through the medium of Welsh in the local authority's area during the lifespan of the Plan.
15. The national target is to:

Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then 40 per cent (about 14,000 in each year group) by 2050.
16. Each local authority must set its target in line with the range provided by the Welsh Government in order to contribute toward the overall national target. This target must be supported by a statement setting out how a Local Authority would achieve the expected increase in the number of Year 1 learners taught through the medium of Welsh during the lifespan of the Plan. This is the overarching ten year target for the 2022 - 2032 WESP.
17. Local Authorities have been grouped into different categories reflecting the differences (and recognising similar elements) between the 22 authorities. The factors considered when grouping included the percentage of learners taught in Welsh in each area, the models of Welsh-medium education provision adopted by Local Authorities, and the linguistic nature of an area.
18. The target set for Cardiff by the Welsh Government is to deliver growth of between 25% and 29% of Year 1 learners educated through the medium of Welsh by the end of the ten year period (a detailed explanation of the methodology implemented for setting this target, alongside Cardiff's projections, is included in Appendix 2).

Promoting the Welsh Language throughout our Education Sector

19. Cardiff has invested significantly in the growth of Welsh-medium both through delivering additional places at entry to primary education and at transfer into secondary education along with establishment of the highly successful immersion provision which has supported and increased number of In-year transfers.

20. Since 2010, Cardiff has increased the Welsh-medium capacity available at entrance to the primary sector by approximate 6 forms of entry (FE) and intakes at reception have grown by an average of approximately 0.25% per year between Sep 2015 and Sep 2020.
21. In the same period, at secondary the authority has established Cardiff's third Welsh-medium school along with adding capacity at one of the established schools resulting in an overall increase of 7FE at entry to year 7.
22. The growth of Welsh medium education is a success that should rightly be celebrated, but it is clear that there is more to do. Whilst there has been an increase in the amount of high-quality provision and take up of Welsh-medium places, there remain challenges associated with continued growth, not least given the declining birth rate populations and the need to meet the needs of our diverse communities.
23. Moving forward we will ensure that, as a diverse city, everyone understands the benefits of a Welsh-medium education and the positive benefits of embracing the Welsh language. This will involve engaging with communities that may not have traditionally considered Welsh-medium education for their children and developing tailored approaches for each community.
24. In addition to increasing the intake of Welsh-medium provision from the early years and at the beginning of statutory education, there is also a need to further consider the potential role of the Welsh Immersion provision as part of a proactive strategy for growth in the future.
25. This is part of a coordinated approach to ensure that families feel confident and supported should they opt for Welsh-medium provision. This will require a dedicated support network which forms part of the formal school offer and the recent pandemic has only served to emphasise the need for intensive language acquisition support of this nature. Further to this, there is a need to emphasise the availability of specialist places within the Welsh-medium sector for children that have Additional Learning Needs (ALN) that will allow them to progress in line with their potential.
26. Consistent with the Council's commitments as a Child Friendly City, the Council will continue to engage with young people and their families on a number of important issues. Understanding the reasons why families have opted for Welsh-medium, or may not have chosen Welsh for their children, remains a priority. There is also a need to understand why young people who may have received Welsh-medium statutory education would choose not to pursue further or higher education through the medium of Welsh. Similarly, there is a need to better understand why some young people may lack the confidence to use any Welsh in their adult careers and what they think we could do to change this.
27. We also recognised that the benefits of hearing, speaking and enjoying learning in Welsh is not confined to those that opt for a Welsh-medium

education. It is important that that the Council set high expectations of how the new curriculum for Wales is to be delivered in terms of providing greater opportunities for language acquisition through learning and using an enhanced the amount of Welsh within our English-medium schools. Prioritising the development of our new dual language model to ensure it is implemented successfully represents a priority if we are to establish this as a template for other new schools in the future. This Strategy therefore reaffirms Cardiff Council commitment to increasing the number of Welsh speakers in the city and enhancing the amount of Welsh used throughout all of our schools and education provisions.

Key Delivery Considerations

28. The WESP must be delivered in the context of wider considerations, which must be fully recognised in order to achieve the Council's aspirations.

- Demographics: In Cardiff, the number and percentage of children entering Welsh-medium primary education citywide has fluctuated between 2009/10 to 2016/17. Consistent with the overall population, the number of children entering Welsh-medium education was on an upward trend. City-wide intakes to primary education in September 2021 to September 2024 are projected to reduce significantly year on year as a consequence of a further fall in the birth rate and changes to migration patterns, which are evidenced in data published by the Office of National Statistics and the most recent NHS GP registration data sets. However, changes to populations are not consistent in all parts of the city.

Birth rate data for children entering primary education from September 2025, to the end of the WESP period in 2032, is not yet available. Birth rate and population data currently available indicates a cyclic pattern in Cardiff, and nationally. In the context of falling intakes to primary education the Council's existing school provision, projections indicate that existing school provision and that already planned will provide a relatively high level of surplus places in Welsh-medium primary schools city-wide to support sustainable growth in the early stages of the plan period.

- Changing Perceptions: The Council is committed to increasing the provision of Welsh language whilst also ensuring that every child in the city can be educated in the language of their choice. Promoting the benefits of a bilingual education to all parents will be crucial. This will require a coordinated approach to ensure that families understand the benefits of speaking more than one language, feel confident and supported should they opt for Welsh-medium provision and have access to a dedicated support network which forms part of the formal school offer.
- Workforce: In order to achieve the ambitious targets set nationally, and to successfully meet our aspirations of Welsh Language education, there is an urgent need to increase the number of fluent

Welsh speaking teachers. This is a national challenge that cannot be overstated and is one which will require a coordinated response from all levels of Government in Wales. The scale of the challenge therefore demands unprecedented levels of collaboration and intervention to ensure that the high quality of Welsh medium education is not diluted and that the amount of Welsh taught across the education system can be enhanced.

Stakeholder Engagement

29. The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.
30. Ahead of guidance being published on the WESP, the Welsh Education Forum established a number of working groups to consider factors that support the growth of Welsh-medium education, including Promotion and Marketing, Parent and Family Support, and Careers and Workforce Planning.
31. A range of fully bilingual stakeholder engagement sessions. These supported further input from the Welsh Education Forum and other key stakeholders. The sessions were intended to bolster awareness amongst the extended group regarding the current position in Cardiff, and to achieve the broader ownership and input of stakeholders that would be directly working to deliver the actions agreed in the final WESP.
32. Attendees included Cardiff Council Elected Members including the Deputy Leader and Cabinet Member for Education; school governing body representatives; Cardiff & Vale UHB; the Director of Education for Cardiff Council; Welsh Government representatives and Council Officers from Cardiff Commitment, Communications, Flying Start, HR People Services, Inclusion Service and School Transport. These sessions built on the information gathered in recent months through working with the Welsh Education Forum members and drawing on their experience and knowledge of the sector in Cardiff and further afield.

Consultation

33. Regulation 9 of Welsh in Education Strategic Plans (Wales) Regulations 2019 sets out the bodies with whom the Local Authority must consult with on the draft Welsh in Education Strategic Plan ahead of submission to Ministers. Public consultation will be undertaken on the draft WESP between with a wide range of stakeholders including elected Members, schools, parents, pupils, the relevant partner organisations and interested parties.

34. The Welsh Government has set out that a consultation on the proposed plan must be undertaken for no less than 8 weeks. The public consultation will largely be conducted online with a webpage to host the draft plan and an online survey to capture the views of interested parties. This model will seek to ensure that all necessary information is easily accessible in one place and residents have a single place to refer to ensure that they have all information to make a considered response.
35. Alongside the online survey, officers will monitor response levels and seek to engage groups who are underrepresented within Welsh-medium provision currently to ensure the plan reflects the Council's ambition to move away from the status quo and ensure that Welsh is a language for all of its citizens.
36. The consultation will be heavily promoted through the Council's communications team with targeted and frequent social media prompts to encourage engagement. Links to the plan and survey webpage will also be circulated to statutory stakeholders named in the guidance including all elected members, schools, WEF members organisations, Estyn and the Cardiff Youth Panel.
37. Following the deadline, responses will be summarised and used to inform the final draft proposed to Cabinet in January 2022 with a requirement for the WESP to be agreed and submitted to the Welsh Government by no later than 31 January 2022.

Local Member consultation (where appropriate)

38. The WESP is a strategic policy document and elected members will be consulted as part of the public consultation.

Scrutiny Consideration

39. The Children and Young People's Scrutiny Committee have received a presentation the key content that is to form the basis of the draft WESP on 21 September 2021 and their comments have been incorporated into the current draft where appropriate. The request has been made to receive the full WESP at consultation to further inform its development ahead of final publication.

Reason for Recommendations

40. To comply with the requirement to prepare and consult on a Welsh in Education Strategic Plan 2022-2032.

Financial Implications

41. The reason for this report is to note the content of the draft Welsh in Education Strategic Plan and required consultation. At present this would not result in a commitment of capital expenditure with no financial implications directly arising from this report.

42. Any additional works to current or new schools or spend undertaken within the Education directorate as a result of WESP will require a full financial evaluation to be undertaken in order to provide assurance of affordability within the education capital programme or met from within existing resource allocations.

Legal Implications (including Equality Impact Assessment where appropriate)

Equality Duty

43. In considering this matter, the Council must have regard to its public sector equality duties under the Equality Act 2010 (including specific Welsh public sector duties). This means the Council must give due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief.
44. When taking strategic decisions, the Council also has a statutory duty to have due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage ('the Socio-Economic Duty' imposed under section 1 of the Equality Act 2010). In considering this, the Council must take into account the statutory guidance issued by the Welsh Ministers (WG42004 A More Equal Wales The Socio-economic Duty Equality Act 2010 (gov.wales) and must be able to demonstrate how it has discharged its duty.

Well-being of Future Generations (Wales) Act 2015

45. The Well-being of Future Generations (Wales) Act 2015 ('the Act') places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.
46. In discharging its duties under the Act, the Council has set and published well-being objectives designed to maximise its contribution to achieving the national well-being goals. The well-being objectives are set out in Cardiff's Corporate Plan 2021-24. When exercising its functions, the Council is required to take all reasonable steps to meet its well-being objectives. This means that the decision makers should consider how the proposed decision will contribute towards meeting the well-being objectives and must be satisfied that all reasonable steps have been taken to meet those objectives.
47. The well-being duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met

without compromising the ability of future generations to meet their own needs. Put simply, this means that Council decision makers must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, the Council must:

- Look to the long term
- Focus on prevention by understanding the root causes of problems
- Deliver an integrated approach to achieving the 7 national well-being goals
- Work in collaboration with others to find shared sustainable solutions
- Involve people from all sections of the community in the decisions which affect them

48. The decision maker must be satisfied that the proposed decision accords with the principles above; and due regard must be given to the Statutory Guidance issued by the Welsh Ministers, which is accessible using the link below: <http://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?lang=en>

General

49. The decision maker should be satisfied that the decision is in accordance with the financial and budgetary policy.
50. The decision maker should also have regard to, when making its decision, to the Council's wider obligations under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards.
51. The report also sets out that consultation is going to be undertaken with the public. Any consultation must be adequate and fair. The carrying out of consultation gives rise to a legitimate expectation that the outcome of the consultation will be considered as part of the decision-making process.

HR Implications

52. To achieve this 10-year strategy, there will need to be a sufficiently skilled workforce who are able to teach Welsh and through the medium of Welsh across the city.
53. HR People Services will continue to support Welsh-medium Head Teachers and Governing Bodies to address any recruitment challenges they may encounter, specifically in relation to the planning and opening of new schools and the expansion of provision in others. Advice will also continue to be available regarding workforce planning and whole school staffing structures.
54. As the Council continues to increase the provision of Welsh across our schools, HR People Services will continue to work with the Education directorate and partners to identify opportunities to develop the current

and future workforce to meet the needs of schools within Cardiff. This will include supporting the increased diversity within the Welsh-medium education workforce.

Property Implications

55. Strategic Estates will support Education colleagues on any land and property requirements to support this Plan.

Traffic and Transport Implications

Transport Policy Context

56. The Council's Transport White Paper sets out the Council's commitment to deliver a range of transformational transport projects to help tackle climate change, air pollution and the adverse impacts of car dependency on people's health.
57. The adopted Local Development Plan sets a target to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026.
58. The Council's Transport White Paper sets a much more ambitious modal shift target and seeks to achieve over 60% of daily work trips to be made by sustainable modes of travel by 2025 with this share increasing to around 75% by 2030.
59. Achieving this target will require changes to the way children travel to school.
60. Travel to school creates considerable pressure on Cardiff's transport network. 30% of all car-based trips during the morning peak are journeys to school. There are around 40,000 car trips to school each day in Cardiff.
61. Yet, journeys to school are often very short: 75% of journeys to education are within 3km of people's homes. More of these journeys could be made by active modes if all schools are well connected to their catchment areas by safe and convenient active travel routes.
62. The Transport White Paper includes the commitment to "Develop Active Travel Plans and accessible walking and cycling routes for all schools by working with children, teachers, parents and governors to promote walking, scooting and cycling to and from schools".

Travel distances

63. It is noted that the average pupil travel distance to Welsh-medium schools is longer than to English-medium schools which are more closely spaced and have smaller catchment areas.
64. Achieving the WESP targets of pupils taught in Welsh-medium schools increasing from 18% in 2021 to 25-29% in 2032 could require increased

numbers of Welsh-medium schools and some English-medium schools changing to Welsh-medium. With an increased distribution of Welsh-medium schools, the average travel distance to Welsh-medium schools could reduce, with a corresponding increase in average travel distance to English-medium schools. As a result, overall average travel to school distances may increase due to the majority of pupils being taught in English-medium schools.

Learner Travel

65. The Welsh Government guidance to WESP requires the Council to set out how it will promote access to education in relation to learner transport. The Council should also consider the impact of school transport policies which may adversely affect transfer rates at Welsh medium schools.
66. Cardiff Council provides free home to school transport to Welsh-medium pupils who are of statutory school age (5 to 16) who live 2 or more miles, primary aged, or 3 or more miles, secondary aged, (measured via the shortest available walking distance) from their nearest appropriate catchment area school for their home address.
67. Cardiff Council's current home to school transport policy states that there are 4 categories/types of the nearest appropriate school. These are:-
 - i. The nearest English-medium Community School
 - ii. The nearest Welsh-medium Community School
 - iii. The nearest Church in Wales School
 - iv. The nearest Roman Catholic School
68. In line with the Council's current policy, free transport is provided to pupils who live more than the statutory walking distances from their nearest appropriate catchment area Welsh-medium school, regardless of a closer English-medium or Faith based school.
69. When new schools are opened and catchment areas are designated for each type/category of school, Cardiff applies the same principle to all schools in that the new catchment area applies to all pupils starting at a school from the September that the change is effective from. The new catchment area also applies to any pupils starting at the school in each subsequent year thereafter.
70. With the average travel to school distance reducing for Welsh-medium pupils, it is expected that there would be a decrease in pupils who qualify for transport to their nearest Welsh-medium school. Conversely, there may be some increase in the numbers of pupils attending English medium schools who qualify for free transport.
71. The Learner Travel implications of proposals for new Welsh medium schools and the conversion of existing English medium schools to Welsh medium will need to be carefully considered at the level of the strategic planning of provision and through each stage of the development of individual projects (new build and changes to existing schools). This will include consideration of cost implications of any increase in entitlement

to free home to school transport and the effect of the Council's home to school transport policies upon access to Welsh medium education.

School Active Travel Plans

72. The Council wants to maximise the numbers of pupils travelling to both Welsh and English medium schools by walking and cycling instead of being driven. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan. Such a plan identifies actions by the school to support and encourage active travel to school and will also identify any improvements to on-site and off-site infrastructure required to facilitate active journeys.
73. Any new school developments or expansion of existing school sites arising from the WESP will provide the opportunity to ensure that active travel infrastructure is properly planned and provided as an essential and integral element of the scheme design.
74. Key to this will be ensuring that the design and layout of buildings and the site access arrangements prioritise travel by active and sustainable modes. Other critical elements will be the location of access points in positions which take account of the alignment of the surrounding network of roads and pathways and which serve to minimise walking and cycling distances and avoid unnecessary detours for people travelling. Development of the proposed new site provides an opportunity to design accesses in more appropriate and convenient locations to suit desire lines.
75. All new Welsh medium schools or schools which have changed/expanded to become Welsh medium will need to have an Active Travel Plan in place from the outset of their operation. An Active Travel Plan for a new school site or a school which has changed to Welsh medium should be informed by a Transport Assessment (for new build or an expansion of an existing site) and any existing Active Travel Plan and developed with full involvement of the pupils and staff and involving pupils and staff in the feeder school populations, where possible. The Active Travel Plan for a secondary school should be linked to the Active Travel Plans for the feeder or cluster schools. This will help to encourage active travel across each age group and ensure that all pupils entering the new school are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers can support the development and implementation of Active Travel Plans. Other support can be offered through the Council's Road Safety Team which delivers National Standards Cycle Training to schools in Cardiff.

Equality Impact Assessment

76. An initial Equality Impact Assessment has been carried out. It concluded that the draft WESP would have a positive impact on the development of the Welsh language and would not negatively affect a particular group in society.

77. The Equality Impact Assessment will be reviewed after consultation.

RECOMMENDATIONS

Cabinet is recommended to:

- (i) Agree to consult on the content of the draft Welsh in Education Strategic Plan (WESP) in autumn 2021.
- (ii) Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation for submission to and consideration by Welsh Ministers

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| SENIOR RESPONSIBLE OFFICER | Melanie Godfrey Director of Education & Lifelong Learning |
| | 8 October 2021 |

The following appendices are attached:

Appendix 1: Cardiff WESP 2022-2032 - Consultation Draft
Appendix 2: Technical Note setting out pupil projections and Welsh Governments Methodology for setting targets

The following background papers have been taken into account:

Welsh Government Guidance on Welsh in Education Strategic Plans, January 2021.
Equality Impact Assessment