

Equality Impact Assessment
Corporate Assessment Template



Appendix 6

Strategy Title: Welsh in Education Strategic Plan 2022-32
Updating: Welsh in Education Strategic Plan 2017-20

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Catherine Canning	Job Title: Policy Officer
Service Team: School Organisation Planning	Service Area: Education
Assessment Date:	

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

The purpose of the WESP is to improve opportunities for local authorities to plan Welsh-medium education provision in order to support the current and future expectation for growth in Welsh-medium education.

Improving the planning of Welsh-medium education also supports Cardiff Council’s contribution to the Welsh Government’s long-term national ambition for the Welsh language as set out in the Cymraeg 2050: A Million Welsh speakers strategy.

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.]

All Local Authorities in Wales are required to prepare a Welsh in Education Strategic Plan under Section 84 of The School Standards and Organisation (Wales) Act 2013.

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.

In preparing this plan there has been a series of engagement exercises with partners

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and local stakeholders to inform the development of a strategy for Cardiff. Currently preparing to take the draft plan to consultation with a wide range of local stakeholders including young people, parents and schools alongside Cardiff Welsh Education Forum Members.

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
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.

As the plan focuses on statutory education, it is likely to have an impact on those under 18 who are and will be in statutory education over the next 10 years. It is possible that this could have a differential positive impact with increased access to opportunities to experience and use the Welsh language

It is not foreseen that this will have a differential negative impact on any of the above groups.

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

3.2 Disability

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

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	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	

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

Outcome 6 of the plan specifically relates to the further development of Welsh-Medium provision for pupils with ALN in line with ALNET. It is expected that the creation of new specialist places for pupils with ALN will support further access to provision in the Welsh Language.
Furthermore work to ensure that pupils with ALN feel supported to continue their education within Welsh-Medium and feel successful in their learning will have a positive impact on ensuring continuity and stability within their educational journey.

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

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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.

It is not foreseen that there would be any differential or negative impact on transgender people.

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What action(s) can you take to address the differential impact?
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.
It is not foreseen that this policy would have a differential impact on those in a marriage or civil partnership
What action(s) can you take to address the differential impact?
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
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evidence, if any.
It is not foreseen that this would have any negative impact on pregnancy and maternity. There is potential that actions taken to support the promotion of Welsh-medium including the pilot Early Identification Scheme could have a positive impact on new parents as this will share information about accessing education and inform future provision.
What action(s) can you take to address the differential impact?
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.
The strategy will apply to all community schools and will seek to increase awareness and engagement with the Welsh language for all pupils. It is possible that our plan to consult with parents from minority backgrounds about their views on education provision and preferences will support future planning which appropriately meets the needs of the community. Within the plan it is identified that there is a need for greater promotion of Welsh-medium education to all families, in particular those who are identified as underrepresented within the sector. It is possible this will have a positive impact as it will seek to address harmful myths and misconceptions and allow families to feel that they have a greater choice of schools for their children.

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

Continue to monitor the cohorts of pupils accessing Welsh medium education, continue to work with partner organisations to promote a diverse range of Welsh speakers and role models, work with families to ensure that they are aware of the educational opportunities available to their child

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.

It is not foreseen that this will have a differential impact on people of faith or none as the focus of this strategy is community schools where young people of all backgrounds are able to learn together.

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

N/A

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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.

It is not foreseen that this would have any differential impact on the basis of gender.

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

N/A

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/Lesbians		x	
Heterosexual/Straight		x	

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

It is not foreseen that this would have a differential impact on people of different sexual orientations

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

N/A

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3.10 Socio-economic Duty

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the Socio-economic Duty?

	Yes	No	N/A
	X		

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

The plan will apply to all community schools in Cardiff. We hope to consult comprehensively with communities and groups which are underrepresented in Welsh-medium education to better understand their views on their preferences for education for their children. Across Cardiff, there is a notable difference between the number of children receiving free school meals in Welsh-medium schools when contrasted with the profile of the catchment areas they serve. Through engaging with families and communities it will allow us to plan more appropriately to meet their preferences and support consideration of and access to a wider variety of local schools.

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

Continue to monitor the cohorts of pupils accessing Welsh medium education, continue to work with partner organisations to promote a diverse range of Welsh speakers and role models, work with families to ensure that they are aware of the educational opportunities available to their child

3.11 Welsh Language

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

	Yes	No	N/A
	X		

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

This strategy will seek to have a positive impact on the Welsh language by encouraging an increase in its prominence within all schools within Cardiff. The outcomes within the strategy seek to increase the number of children accessing their education through the medium of well, supporting those young people to develop higher level skills in Welsh, develop greater levels of support within the Welsh-medium sector for pupils with ALN and increasing the workforce opportunities to increase Welsh in schools. The Plan will sit alongside the Welsh Language strategy, supporting common goals towards the national targets of Cymraeg 2050.

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

Enact the plan and ensure actions to support the Welsh Language have the intended positive impact

4. Consultation and Engagement

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

Stakeholder engagement sessions with partners and interested groups were undertaken in July 2021
A full 8 week public consultation was held in October to December 2021 with responses feeding into the final submission to Welsh Government in Jan 2022. Efforts were made to ensure a broad range of views were captured including promotion through social media, community groups, school and partner organisation networks.

The Big Welsh Conversation was held with young people in December 2021 with 2656 responses received. Pupils from 80% (16/20) secondary school took part as well as 12 primary schools. These schools included Welsh and English medium as well as faith schools.

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

Groups	Actions
Age	
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	Continue to monitor the cohorts of pupils accessing Welsh medium education, continue to work with partner organisations to promote a diverse range of Welsh speakers and role models, work with families to ensure that they are aware of the educational opportunities available to their child
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Duty	Continue to monitor the cohorts of pupils accessing Welsh medium education, continue to work with partner organisations to promote a diverse range of Welsh speakers and role models, work with families to ensure that they are aware of the educational opportunities available to their child
Welsh Language	Enact the plan and ensure actions to support the Welsh Language have the intended positive impact
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 : Catherine Canning	Date: 15/1/2022
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Designation: School Organisation Planning	
Approved By:	
Designation: School Organisation Planning	
Service Area: Education and Life Long Learning	

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 2536 / 3262 or email equalityteam@cardiff.gov.uk