

## Integrated Impact Assessment (IIA)

This Integrated Impact Assessment considers the duties and requirements of the following legislation in order to inform and ensure effective decision making and compliance:

- Equality Act 2010
- Welsh Language Standards (No.1) Regulations 2015
- Well-being of Future Generations (Wales) Act 2015
- Environment (Wales) Act 2016

### Version Control

Version	Author	Job title	Date
1	R.Crowhurst	Head of Service	2022
2	K Windsor- Brown	Transformation Coordinator	2023
3	K Windsor- Brown	Transformation Coordinator	2024

### 1. Details of the initiative

	<b>Title of the Initiative: Welsh in Education Strategic Plan</b>
	<b>Area: Transformation</b>
<b>1b</b>	<b>Directorate: ELLLS</b>
<b>1c</b>	<b>Summary of the initiative:</b> Plan for developing Welsh language across education settings
<b>1d</b>	<b>Who will be directly affected by this initiative?</b> Preschool, primary secondary and post 16 pupils
<b>1e</b>	<b>When and how were people consulted?</b> Consultation between November 2021 and January 2022
<b>1f</b>	<b>What were the outcomes of the consultation?</b> The plan received widespread support and approval

### 2. Evidence

**What evidence was used in assessing the initiative?**

The following evidence, information and data was used before and during the process of completing the WESP document. As a result, the WESP aligns itself to:

- The Well-being of Future Generations (Wales) Act 2015
- 'A Wales of Vibrant Culture and Thriving Welsh Language'
- Prosperity for All: the national strategy and the programme for Government, Taking Wales forward 2016-2021
- Welsh Government’s national Welsh language strategy ‘Cymraeg 2050: A million Welsh speakers by 2050’
- Education in Wales: Our National Mission, Action Plan 2017-21- A desire for learners to become increasingly bilingual and commitments to encourage teachers with some ability to speak Welsh to further develop their skills
- The Welsh in Education, Action Plan 2017-21- Sets the direction for the development of Welsh-medium education
- Neath Port Talbot Welsh Language Promotion Strategy

Further data was also collated from the NPT Childcare Sufficiency Assessment 2017, NPT Childcare CIW data 2021, NPT Local Development Plan, PLASC, 2011 Census, Family Information Service and a range of third-party partners including Mudiad Meithrin, Menter Iaith, Urdd and Academi Hywel Teifi.

**3. Equalities**

a) How does the initiative impact on people who share a **protected characteristic**?

Protected Characteristic	+	-	+/-	Why will it have this impact?
Age	x			The proposal will have a positive impact on children and young people of all ages. As a result of the WESP, the Council is expected to improve Welsh medium and Welsh language education and increase the number of learners in Welsh medium education.

			<p>The outcomes reflect a learner’s education journey and are consistent with the policy areas of Cymraeg 2050 and Education in Wales: Our National Mission. They include:</p> <ul style="list-style-type: none"> <li>• Outcome 1: More nursery children/three-year-olds receive their education through the medium of Welsh</li> <li>• Outcome 2: More reception class children/five-year-olds receive their education through the medium of Welsh</li> <li>• Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another (Foundation Phase to Key Stage 4)</li> <li>• Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh (Key Stage 3 and 4)</li> <li>• Outcome 5: More opportunities for learners to use Welsh in different contexts in school (Foundation Phase to Key Stage 4)</li> <li>• Outcome 6: 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 (Pre-school age to Key Stage 4)</li> <li>• Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh (Pre-school age to Key Stage 4)</li> </ul> <p>In addition, there may be a positive impact on adults and older children if the Welsh language is learnt by younger children and spoken within the home setting.</p>
Disability	x		As a result of the Additional Learning Needs and Educational Tribunal Act (Wales) 2018, significant changes are underway in relation to the statutory provision required to meet the needs of all learners with additional learning needs (ALN). All services

			<p>within the local authority will be required to consider whether the child or young person needs ALP (Additional Learning Provision) in Welsh.</p> <p>Outcome 6 in the WESP is concerned with ensuring an increase in the provision of Welsh-medium education for pupils with ALN. Targets in this section includes providing support for teachers within Welsh-medium mainstream schools. This will enhance the Inclusive Learning Provision (ILP) and Additional learning Needs Provision (ALP) offer within Welsh- Medium schools and Early Years settings, as set out in the new ALN Code for Wales 2021.</p> <p>The Council's WESP outlines the aim to invest in a bilingual specialist provision and specialist staff within the local authority or with regional partners, to secure the capacity to deliver a Welsh medium specialist provision for children and young people with more complex additional learning needs.</p> <p>Consultation replies stated that specific Welsh-medium Additional Learning Needs provision was needed throughout the Local Authority to ensure equal access to ALN pupils in Welsh-medium education. The WESP has been amended accordingly with the inclusion of two Welsh-medium support centres to be established during the 10-year plan.</p>
Gender reassignment		x	This is not a criterion considered in terms of the Council's education arrangements either for pupils or school staff, however, it is expected that all NPTCBC schools meet the needs of pupils and staff who are transgender.
Marriage & civil partnership		x	This is not a criterion that will be impacted upon by this proposal
Pregnancy and maternity		x	This is not a criterion that will be impacted upon by this proposal
Race	x		It is evident from WM school data that families from different ethnic backgrounds choose WM education, with many English families moving to the area and making the informed decision to educate their children in WM schools. Both the WESP and the Neath Port Talbot Welsh Language Strategy aim to inform and support these families when making the decision about choosing WM education. These aims

			<p>significantly alleviate concerns and it is anticipated that this will lead to an increase in the number of pupils from ethnic backgrounds attending WM education.</p> <p>As part of the outcomes of the WESP there should be a promotion of increasing Welsh language across all ethnic groups, supported by the provision of Welsh language immersion centres across the local authority area.</p>
Religion or belief		x	<p>This is not a criterion that will be impacted upon by this proposal, however, it is expected that the Council's educational arrangements across Welsh-medium and English-medium schools will meet the needs of pupils or staff members of different religions or with different beliefs.</p>
Sex	x		<p>Outcomes in the WESP aim to provide a plethora of opportunities for both boys and girls to develop and use Welsh outside of the classroom through cultural and sporting activities within school and in the wider community. These opportunities ensure that learners, both boys and girls, have access to the Welsh language both formally and informally, which could lead to an increase in the use of Welsh in the wider community.</p> <p>Transition data shows that there is no clear year on year trend of a specific sex transitioning from Welsh-medium Key Stage 2 education to English- medium education at Key Stage 3. Annual data shows a fluctuation of both sexes from a minority of schools transitioning to English-medium secondary education. This has been addressed in Outcome 3 with specific targets set for retaining all pupils within Welsh-medium education from one key stage to the next.</p>
Sexual orientation		x	<p>This is not a criterion that will be impacted upon by this proposal</p>

**What action will be taken to improve positive or mitigate negative impacts?**

**To improve positive impacts\_**

- The Council has produced a Welsh in Education Strategic Plan document for 2022-2032, this document sets out all actions that will be taken to improve Welsh language outcomes in education and should be read in conjunction with this IIA.
- The WESP forum will monitor transition rates for pupils choosing to be educated through the medium of Welsh and will also monitor the Welsh in Education Strategic Plan document over a ten-year period (2022-2032) and mitigate any negative impacts by amending the Strategic Plan.

b) How will the initiative assist or inhibit the ability to meet the **Public Sector Equality Duty**?

<b>Public Sector Equality Duty (PSED)</b>	<b>+</b>	<b>-</b>	<b>+/-</b>	<b>Why will it have this impact?</b>
To eliminate discrimination, harassment, and victimisation	x			As part of the WESP outcomes there should be a promotion of increasing Welsh language across all community groups, supported by the provision of Welsh language immersion centres across the local authority area. This provides opportunities across all communities and promotes the elimination of discrimination, harassment, and victimisation.
To advance equality of opportunity between different groups	x			The WESP aims to develop and expand the opportunities for using the Welsh language across all community groups. Additional information can be found in the outcomes of the WESP document.
To foster good relations between different groups	x			Opportunities are present in the WESP to ensure that groups work together to promote and develop the Welsh language, for example Welsh-medium schools supporting English –medium schools to further develop pupil and staff Welsh language skills.

**What action will be taken to improve positive or mitigate negative impacts?**

The WESP document is a 10 year plan with seven outcomes, each containing actions. This document will be monitored by both Members and the WESP forum.

**4. Community Cohesion/Social Exclusion/Poverty**

	+	-	+/-	Why will it have this impact?
Community Cohesion	x			The WESP aims to promote community cohesion by creating opportunities to work together towards a common aim, developing the Welsh language. Specific actions within the WESP promote community cohesion, for example, Menter Iaith's family activity sessions/ days e.g. fun days, singing sessions; The Urdd's Community Department providing arts opportunities and arranging activities to encourage and enable children and young people to socialise through the medium of Welsh outside the classroom; further development of Ty'r Gwrhyd's community groups, including Merched y Wawr, Cylch Darllen Cwm Tawe and papur bro <i>Llais</i> , and activities including regular book launches, small art exhibitions, cultural and literary events and creative activities for children and young people. These activities aim to forge good relationships between Welsh-medium and English-medium communities.
Social Exclusion	x			There could be a positive effect on social exclusion through reaching the targets as stated in the WESP document, coupled with Welsh Government's desire for additional Welsh speakers across communities in Wales.

Poverty			x	No impact on poverty because of the WESP has been identified.
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**What action will be taken to improve positive or mitigate negative impacts?**

The WESP document is a 10 year plan with seven outcomes, each containing actions. This document will be monitored by the Members, Welsh Government and the WESP forum.

**5. Welsh**

	+	-	+/-	Why will it have this effect?
What effect does the initiative have on: – people’s opportunities to use the Welsh language	x			<p>The WESP overarching ten year target in Neath Port Talbot is to increase the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 (PLASC 2021) to 31% (460 pupils) by 2032. Outcome 5 in the WESP seeks to provide more opportunities for learners to use Welsh in different contexts in school.</p> <p>The targets for this outcome have been developed alongside the targets set out in the Neath Port Talbot Welsh Language Strategy (alongside Priority 1) with emphasis on promoting and facilitating the use of the Welsh language and increase its use in everyday life within schools and also within the wider community.</p> <p>It also aims to promote the Curriculum for Wales Framework by ensuring that All learners should have appropriate pathways for learning Welsh and English to enable them to develop the confidence to use both languages in everyday life. It aims to</p>



			<p>support learners to use Welsh confidently and appreciate its usefulness to communication in a bilingual Wales.</p> <p>The Authority recognises that having varied opportunities to use the Welsh language in different contexts within the school environment is key to promoting confidence. Learners, parents and carers will need to be supported and encouraged to participate in a variety of experiences and opportunities through the medium of Welsh in order to improve their confidence in the language.</p> <p>The WESP therefore should impact positively on people’s opportunities to use the Welsh language.</p>
<p>– treating the Welsh and English languages equally</p>	<p>x</p>		<p>The WESP includes the aim to create and provide opportunities and experiences for all learners and the wider community to use Welsh and be part of Welsh life in order to increase confidence in the Welsh language and to feel a sense of belonging.</p> <p>By September 2022, all Welsh and English medium schools have reviewed and revisited previous Siarter Iaith/ Cymraeg Campus targets and will achieve the pre Covid standards.</p> <p>By September 2024, the Siarter Iaith/ Cymraeg Campus will be an integral part of planning for the Curriculum for Wales within all schools, with an emphasis on a whole school progression approach (supported by our Welsh in Education officer and Curriculum Development Officer (Welsh in English medium)). This will increase learner and staff confidence in using the Welsh language and impact positively on the ethos of all schools.</p> <p>Siarter Iaith/ Cymraeg Campus action plans/strategies are used to ensure regular opportunities for learners, staff and the wider community to engage in activities that increase confidence in the Welsh language and promote Welsh modern culture and history. This will lead to an increased awareness of the relevance/ importance of Welsh in their everyday lives. This will be monitored and supported by our Welsh in Education officer and Curriculum Development Officer (Welsh in English medium).</p>

				The WESP therefore should impact positively on treating the Welsh language no less favourably than English.
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**What action will be taken to improve positive or mitigate negative impacts?**

The WESP document is a 10 year plan with seven outcomes, each containing actions. This document will be monitored by Members, Welsh Government and the WESP forum.

**6. Biodiversity**

How will the initiative assist or inhibit the ability to meet the **Biodiversity Duty**?

<b>Biodiversity Duty</b>	<b>+</b>	<b>-</b>	<b>+/-</b>	<b>Why will it have this impact?</b>
To maintain and enhance biodiversity			X	This is not a criterion that will be impacted upon by this proposal
To promote the resilience of ecosystems, i.e. supporting protection of the wider			X	This is not a criterion that will be impacted upon by this proposal

environment, such as air quality, flood alleviation, etc.				
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<b>What action will be taken to improve positive or mitigate negative impacts?</b>

## 7. Well-being of Future Generations

How have the five ways of working been applied in the development of the initiative?

Ways of Working	Details
i. <b>Long term</b> – looking at least 10 years (and up to 25 years) ahead	The WESP is expected to positively impact on pupils aged 3-18 and on older children and adults, and will aim to will improve wellbeing through the promotion of the development of the Welsh language leading to increased opportunities to participate in the language and culture of Wales
ii. <b>Prevention</b> – preventing problems occurring or getting worse	The WESP directly supports wellbeing objective 1 – ‘to improve the wellbeing of children and young people’ through the provision of enhanced opportunities and provision for current and future generations of primary aged pupils. It also supports wellbeing objective 2 –‘to improve the wellbeing of all adults who live in the county borough’ and wellbeing objective 3 ‘to develop the local economy and environment so that the wellbeing of people can be improved’, particularly through WESP Outcomes 5 and 7.

<p>iii. <b>Collaboration</b> – working with other services internal or external</p>	<p>The WESP is always developed in consultation with both internal and external Welsh language groups and communities. The WESP forum comprises Neath Port Talbot officers and school and early years representatives, along with a number of external groups and organisations who have collectively developed actions within the WESP.</p>
<p>iv. <b>Involvement</b> – involving people, ensuring they reflect the diversity of the population</p>	<p>As above, a range of stakeholders have been actively involved in developing the WESP. The WESP has been subject to a comprehensive public consultation with a wide range of stakeholders for a nine week period between 5<sup>th</sup> November 2021 and 7<sup>th</sup> January 2022.</p> <p>Based on the statutory requirements set out in the Welsh in Education Strategic Planning regulations (Wales) 2019 (“<i>the 2019 Regulations</i>”) local authorities must consult with a range of stakeholders.</p>
<p>v. <b>Integration</b> – making connections to maximise contribution to:</p>	<p>Welsh-medium education is an integral and essential part of the learning offer in Neath Port Talbot and all children should benefit from the opportunity to learn, appreciate and understand their lives through the medium of Welsh. This principle is underpinned by ensuring universal access to this provision across the county borough. Neath Port Talbot Council recognises that language and culture are critical parts of an individual's identity and is committed to promoting and celebrating Welsh language learning across all phases and sectors. The WESP aims to provide greater opportunities to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life.</p>
<p><b>Council’s well-being objectives</b></p>	<p>The WESP directly contributes to wellbeing objective 1 – ‘all children have the best start in life and also supports wellbeing objective 2 –‘all our communities will be thriving and sustainable’ and wellbeing objective 3 - ‘Our local environment, culture and heritage can be enjoyed by future generations’,</p>
<p><b>Other public bodies objectives</b></p>	<p>The strategy supports and complements the Public Services Board’s wellbeing objectives</p>

## 8. Monitoring Arrangements

Provide information on the monitoring arrangements to:

Monitor the impact of the initiative on Equalities, Community Cohesion, the Welsh Measure, Biodiversity Duty and the Wellbeing Objectives.

Progress of the plan will be monitored by WESP forum members and annually by elected members and Welsh Government

### 9. Assessment Conclusions

Please provide details of the conclusions reached in relation to each element of the assessment:

	<b>Conclusion</b>
<b>Equalities</b>	Positive impacts in relation to age, disability, race and sex; neutral impacts on all others. The WESP is a 10 year plan and will continue to be monitored during that period for any mitigating actions where necessary including changes to the strategic plan.
<b>Community Cohesion/ Social Exclusion/Poverty</b>	Positive impact
<b>Welsh</b>	Positive impacts
<b>Biodiversity</b>	No Impact
<b>Well-being of Future Generations</b>	Positive impact

### Overall Conclusion

Please indicate the conclusion reached:

- **Continue** - as planned as no problems and all opportunities have been maximised x
- **Make adjustments** - as potential problems/missed opportunities/negative impacts have been identified along with mitigating actions
- **Justification** - for continuing with the initiative even though there is a potential for negative impacts or missed opportunities
- **STOP** - redraft the initiative as actual or potential unlawful discrimination has been identified

Please provide details of the overall conclusion reached in relation to the initiative

Implementing the WESP will result in positive impacts on most protected groups and on the development of the Welsh language. It will also ensure compliance with the requirements imposed upon the council by Section 84 of the School Standards and Organisation (Wales) Act 2013 and the WESP (Wales) Regulations 2019.

### 10. Actions

What actions are required in relation to obtaining further data/information, to reduce or remove negative impacts or improve positive impacts?

Action	Who will be responsible for seeing it is done?	When will it be done by?	How will we know we have achieved our objective?
Monitoring the outcomes in the WESP	Members, Welsh Government and the WESP forum	Annually over the 10 year plan	Targets set in the strategic plan are achieved

### 11. Sign off

Version 1	Name	Position	Signature	Date
Completed by	Rhiannon Crowhurst	Head of Service		2022
Signed off by	Andrew Thomas	Director		2022

<b>Version 2</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>	<b>Date</b>
<b>Completed by</b>	<b>Kate Windsor-Brown</b>	<b>Head of Service</b>		<b>2023</b>
<b>Signed off by</b>	<b>Andrew Thomas</b>	<b>Director</b>		<b>2023</b>

<b>Version 3</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>	<b>Date</b>
<b>Completed by</b>	<b>Kate Windsor-Brown</b>	<b>Head of Service</b>		<b>2024</b>
<b>Signed off by</b>	<b>Andrew Thomas</b>	<b>Director</b>		<b>2024</b>