

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

Equality & Socio-Economic Impact Assessment



DRAFT

July 2021



RHONDDA CYNON TAF

EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO ECONOMIC DUTY

(REVISED MARCH 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance please contact the Diversity and Inclusion Team on 01443 444529.

An Equality Impact Assessment must be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the:

- Well-being of Future Generations (Wales) Act 2015.

The 'A More Equal Wales – Mapping Duties' guide highlights the alignment of our duties in respect of the above-mentioned legislation.

SECTION 1 – PROPOSAL DETAILS

Lead Officer: Grace Zecca-Hanagan.

Service Director: Andrea Richards.

Service Area: 21st Century Schools and Transformation.

Date: 21st June 2021.

1. a) What are you assessing for impact?

Strategy / Plan	Service Re-Model / Discontinuation of Service	Policy / Procedure	Practice	Information / Position Statement
X				

1. b) What is the name of the proposal?

Welsh in Education Strategic Plan (WESP).

1. c) Please provide an overview of the proposal providing any supporting links to reports or documents.

Section 84 of The School Standards and Organisation (Wales) Act 2013¹ requires Local Authorities (LAs) to prepare a WESP. The WESP must contain proposals and targets to improve the:

1. Planning and standards of Welsh medium education and teaching; and
2. Report on progress made to meet the targets of the previous WESP.

¹ [School Standards and Organisation \(Wales\) Act 2013](#)

Since our first WESP was submitted to the Welsh Government (WG) in 2016, there have been significant changes in the Welsh medium education sector at local and national levels. These changes have been mainly influenced by WG legislation, in particular the new Welsh in Education Action Plan² and further implementation of the 21st Century Schools and Colleges Programme³.

The WG has also updated the regulations regarding WESPs, with the WESP (Wales) Regulations 2019⁴ and the WESP (Wales) (Amendment) (Coronavirus) Regulations 2020⁵ focusing on four proposals. The principal two being:

1. Extending the duration of the WESP from its current three year implementation cycle to a ten year implementation cycle; and
2. The removal of the current duty on LAs to plan their provision of Welsh medium education based on demand, with the requirement that LAs achieve targets set by the WG which aim to increase the percentage of year one learners in Welsh medium education over the duration of the WESP.

Our target, during the ten year lifespan of this WESP, that has been set by the WG, is to:

Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.

This target is based on contributing to the overall long term target, set out in Cymraeg 2050 – A Million Welsh Speakers⁶ of one million people in Wales being Welsh speakers by 2050.

As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how LAs are expected to improve Welsh medium and Welsh language education in their locality. The priorities are:

1. Outcome 1: More nursery / three year old learners receive their education through the medium of Welsh.
2. Outcome 2: More reception / five year old learners receive their education through the medium of Welsh.
3. Outcome 3: More learners continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.

² [Welsh in Education Action Plan](#)

³ [21st Century Schools and Colleges Programme](#)

⁴ [The Welsh in Education Strategic Plan \(Wales\) Regulations 2019](#)

⁵ [The Welsh in Education Strategic Plan \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

⁶ [Cymraeg 2050 – A Million Welsh Speakers](#)

4. Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
5. Outcome 5: More opportunities for learners to use Welsh in different contexts in school.
6. Outcome 6: An increase in the provision of Welsh medium education for learners with additional learning needs.
7. Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.

The main strategies and policies that are linked with the WESP are:

National:

- Wellbeing of Future Generations (Wales) Act 2015.
- Prosperity for All: The National Strategy – 2017.
- The Programme for Government: Taking Wales Forward – 2016 to 2021.
- Cymraeg 2050: A Million Welsh Speakers.
- The School Standards and Organisation (Wales) Act 2013.
- The Welsh in Education Strategic Plans and Assessing the Demand (Wales) Regulations 2013.
- Professor Donaldson’s Independent Review of Curriculum and Assessment Arrangements in Wales – 2015.
- Curriculum for Wales – 2022.
- Cymraeg 2050 Action Plan – 2019.
- Education in Wales – Our National Vision – 2017 to 2021.
- Welsh in Education Action Plan – 2017 to 2021.
- Welsh Medium Capital Grant.
- Childcare Act 2006.
- WG Childcare Offer.
- Reducing Infant Class Sizes.
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- Special Educational Needs Code of Practice for Wales.

Regional:

- CSC JES: Business Plan – 2021 to 2022.
- Cwm Taf Public Services Board: Wellbeing Plan – 2018 to 2023.

Local:

- RCTCBC Corporate Plan – 2020 to 2024: Making a Difference.
- RCTCBC Local Development Plan – 2006 to 2021.
- RCTCBC Education and Inclusion Services’ Directorate’s Strategic Business Plan: Every School a Great School.
- RCTCBC Welsh Language Promotion Strategy – 2016 to 2021.
- RCTCBC WESP – 2017 to 2020.
- RCTCBC Childcare Sufficiency Assessment – 2017 to 2022.

More specifically:

- Prosperity for All: The National Strategy and The Programme for Government: Taking Wales Forward aim to drive forward improvements to the Welsh economy and public services. One of the priorities is to enable all learners to be able to use the Welsh language when they leave school.
- Cymraeg 2050 – A Million Welsh Speakers, sets out the WGs ambition for reaching one million Welsh speakers by 2050 and encouraging more people to use and speak Welsh in their everyday lives.
- Education in Wales – Our National Mission, sets out how the education sector will move forward to ensure that the new curriculum is implemented effectively. The intention is for learners to become increasingly bilingual with a strong grasp for other languages. To support this, the Welsh in Education Action Plan and Cymraeg 2050 Action Plan sets the direction for the development of Welsh medium education.

There are links to the Council’s Corporate Plan for the period between 2020 to 2024, specifically the priority:

- Prosperity – Creating the opportunity for people and businesses to be innovative, entrepreneurial and fulfil their potential and prosper:
 - Ensuring we have good schools, so all children have access to a great education.

Likewise, the Council’s Five Year Welsh Language Promotion Strategy for the period between 2016 to 2021 facilitates and promotes the Welsh language in the County Borough.

1. d) Please outline where delivery of this proposal is affected by legislation or other drivers such as code of practice.

- Section 84 of The School Standards and Organisation (Wales) Act 2013.
- The WESP (Wales) Regulations 2019.
- The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020.

1. e) Please outline who this proposal affects:

- Service users: X
- Employees: X
- Wider community: X

SECTION 2 – SCREENING TEST – IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED

Screening is used to determine whether the initiative has positive, negative or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact upon a group with a particular characteristic in a specific way.

Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality opportunity between different groups; and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

Protected Characteristics	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Age (<i>Specific age groups i.e., young people or older people</i>).	Positive.	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.	The Council has the highest percentage of statutory school aged learners who access their learning through Welsh medium primary, middle and secondary schools across each of the five LA areas that comprise the Central South Consortium Joint Education Service (CSC JES) for the previous three academic years.

			<p>There are seventeen Welsh medium primary schools located throughout the County Borough. There are two all through schools for 3 to 19 year olds, three dual language primary schools for 3 to 11 year olds and twelve primary schools for 3 to 11 year olds. The total number of primary school aged learners attending schools in the County Borough, split by English and Welsh medium for the previous three academic years has remained stable.</p> <p>There are four Welsh medium secondary schools located throughout the County Borough. There are two all through schools for 3 to 19 year olds and two secondary schools for 11 to 19 years olds. The total number of secondary school aged learners attending schools in the County Borough, split by English and Welsh medium for the previous three academic years has remained stable.</p> <p>The Council's target, during the ten year lifespan of this WESP, is to:</p>
--	--	--	---

			<p><i>Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.</i></p> <p>As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how LAs are expected to improve Welsh medium and Welsh language education in their locality. The priorities linked to this characteristic are:</p> <ol style="list-style-type: none"> 1. Outcome 1: More nursery / three year old learners receive their education through the medium of Welsh. 2. Outcome 2: More reception / five year old learners receive their education through the medium of Welsh. 3. Outcome 4: More learners study for assessed qualifications in
--	--	--	--

			<p>Welsh (as a subject) and subjects through the medium of Welsh.</p> <p>At the end of the lifespan of this WESP, the Council will have delivered a number of projects funded via the WG Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme. These projects support capital works that facilitate growth in Welsh medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites. The projects comprise:</p> <ul style="list-style-type: none"> • Dolau Primary School (including Welsh unit). • Ysgol Gynradd Gymraeg Abercynon. • Ysgol Gynradd Gymraeg Aberdar. • Ysgol Gynradd Gymraeg Evan James. • Ysgol Gynradd Gymraeg Ynyswen. • Ysgol Gynradd Gymunedol Gymraeg Llantrisant. • Ysgol Llanhari.
--	--	--	---

			<p>In addition, The Council's ambitious Band B 21st Century Schools and Colleges Programme, alongside funding directly from the Council, will:</p> <ul style="list-style-type: none">• Amend the language medium of Penderyn Community Primary School from a dual language primary school to a Welsh medium primary school (following the opening of Hirwaun Primary School). The catchment area of Penderyn Community Primary School will also be extended.• Deliver an extension to Ysgol Gynradd Gymraeg Aberdar.• Deliver a new Welsh medium primary school for Ysgol Gynradd Gymraeg Llyn y Forwyn.• Deliver a new Welsh medium primary school on the current Heol y Celyn Primary School site, to accommodate pupils currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium pupils attending the dual
--	--	--	--

			<p>language Heol y Celyn Primary School.</p> <ul style="list-style-type: none"> • Deliver a new dual language primary school, in the first instance, as an extension to the dual language primary school Dolau Primary School, as part an extensive housing development. • Undertake a feasibility study to invest in either refurbishing the existing Ysgol Gyfun Cwm Rhondda or to relocate the school to a new 21st Century standard school to be built in the Rhondda. • Improve and extend accommodation with a new sports facility for Ysgol Gyfun Rhydywaun. <p>These projects will create additional learner places, increasing the capacity of Welsh medium primary and secondary schools.</p> <p>All Welsh medium secondary schools work collaboratively with one another and other providers, including Coleg Y Cymoed, to provide Welsh first language, Welsh Second Language and</p>
--	--	--	---

			<p>subjects through the medium of Welsh at GCSE, AS and A Level. However, at present, collaboration can be difficult due to their locations and proximity to one another. Options to maintain and broaden GCSE, AS and A Level provision will be further explored. Options to be explored could include the E-sgol project, which was launched by Ceredigion County Council in 2018. The E-sgol project formed as part of the WG Rural Education Action Plan – 2018, and provides GCSE, AS and A Level learners with the provision of a broader range of GCSE, AS and A Level subjects through virtual pedagogy via the use of Microsoft Teams through Hwb.</p> <p>Whilst the school environment provides learners with the opportunity to use the Welsh language within different contexts, one of the aims within the Cymraeg 2050 Work Programme is to embed positive Welsh language use, supported by formal and informal opportunities to use the Welsh language socially. A lack of opportunity to use the Welsh</p>
--	--	--	--

			language leads to a lack of confidence and the erosion of Welsh language skills, as such and in order to achieve the vision of one million people in Wales being Welsh speakers by 2050, it is necessary to increase the number of opportunities for learners to use Welsh in different contexts. Learners, along with parents / carers and the wider community will be supported and encouraged to participate in wide range of cultural, social and sporting activities through the medium of Welsh within their primary and secondary school in order to improve their confidence and retain their fluency in the Welsh language.
Disability (<i>People with visible and non-visible disabilities or long-term health conditions</i>).	Positive.	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.	Considerable changes are underway in relation to the statutory provision required to meet the needs of learners with Additional Learning Needs (ALN). The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the ALNET Act 2018) was introduced in January 2018 and will be implemented in September 2021. The ALNET Act 2018 requires LAs to keep the arrangements for supporting

			<p>learners with ALN under review and consider whether these arrangements are sufficient. It includes a statutory requirement to take reasonable steps to create a Welsh medium and bilingual system of support for learners with ALN. The ALNET Act 2018 is supported by new regulations, including secondary legislation and a new statutory ALN Code (The New Code).</p> <p>For learners with significant ALN, who experience difficulties in coping in mainstream primary and secondary schools, specialist provisions are required. There are a range of specialist provisions located throughout the County Borough which include:</p> <ul style="list-style-type: none"> • 44 Learning Support Classes (LSCs). • 2 Pupil Referral Units (PRUs). • 4 Special Schools. <p>Placements within these specialist provisions are agreed by the Council's Access and Inclusion Service Panels.</p>
--	--	--	--

			<p>In addition, approximately £3.4 million Additional Needs Funding (ANF) is available to mainstream primary and secondary schools to ensure robust, inclusive provision for learners who attend mainstream primary and secondary schools with severe and persistent ALN.</p> <p>Welsh medium learners with ALN, who experience difficulties within mainstream primary and secondary schools and require more specialist support, are supported by a specialist peripatetic team – the Welsh Complex Needs Team (WCNT). The WCNT, which includes a Welsh medium specialist teacher and two Learning Support Assistants, provide support through an inclusive delivery model, whereby learners are provided with specialist support within their mainstream primary and secondary schools. During the academic year 2019 / 2020, the WCNT supported a number of learners. Analysis suggests that learners accessing support from the WCNT were making progress that was comparable to that of their peers in</p>
--	--	--	---

			<p>equivalent English medium primary and secondary school settings. Further analysis suggests that this inclusive model adopted in Welsh medium primary and secondary schools has been very positive.</p> <p>At the end of the lifespan of this WESP, the Council will have robust processes in place to ensure that all reasonable steps are taken to secure Welsh medium and bilingual ALN provision and will endeavour to provide sufficient ALN provision for learners, who request it, through the medium of Welsh along with a workforce of sufficient size and capability.</p>
Gender Reassignment (<i>Anybody who's gender identity or gender expression is different to the sex they were assigned at birth including non-binary identities</i>).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Marriage or Civil Partnership (<i>People who are married or in a civil partnership</i>).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Pregnancy or Maternity (<i>Women who are pregnant / on maternity leave</i>).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

Race (<i>Ethnic and racial groups i.e., Gypsy, Roma and Travellers</i>).	Neutral.	Based on 2020 data, there are four authorised and two unauthorised sites in the County Borough where Gypsy, Roma and Travellers reside. Based on 2019 data, there are fifteen primary and secondary school aged learners attending primary and secondary schools across the County Borough.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Religion or Belief (<i>People with different religions and philosophical beliefs including people with no beliefs</i>).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Sex (<i>Women and men, girls and boys</i>).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Sexual Orientation (<i>bisexual, gay, lesbian, straight</i>).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

In addition, due to Council commitments made to the following groups of people we would like you to consider impacts upon them:

Protected Characteristics	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Armed Forces Community (<i>Anyone who is serving, has</i>	Neutral.	Based on 2021 data, there are 114 school aged learners who are	There is no evidence to suggest that the proposal will have an

<i>served, family members and the bereaved).</i>		<p>service children attending 48 English and Welsh medium primary and secondary schools across the County Borough.</p> <p>In total, there are 32 school aged learners who are service children attending 10 Welsh medium primary and secondary schools across the County Borough with 19 primary school aged learners and 13 secondary school aged learners.</p>	impact on people that share this characteristic.
Carers (<i>Anyone of any age who provides unpaid care</i>).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

If the initial screening test has identified negative impacts, then a full Equality Impact Assessment (section 4) must be undertaken. However, if after undertaking the above screening test you determine a full Equality Impact Assessment is not relevant please provide an adequate explanation below:

No negative impacts have been identified. Therefore, the Council will continue to implement the draft WESP. The evidence to support these conclusions is fully outlined in the draft WESP and the Cabinet report date 20th July 2021. This Equality and Socio-economic Impact Assessment is a live document and as such it will be reviewed by the Council's 21st Century Schools Team at key points, subject to securing Cabinet approval to engage and consult with a wide range of stakeholders on the draft WESP.

Are you happy you have sufficient evidence to justify your decision? Yes: X No:

Name: Grace Zecca-Hanagan.

Position: 21st Century Schools.

Date: 21st June 2021.

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE – there is a separate impact assessment for Welsh Language. This must also be completed for proposals. Section 3 Socio-economic Duty needs only to be completed if proposals are of a strategic nature of when reviewing previous strategic decisions. Definition of a ‘strategic nature’ is available on page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)

The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional groups and the impact your proposal may or may not have on them:

<ul style="list-style-type: none"> • Single parents and vulnerable families. • Pensioners. • Looked after children. • Homeless people. • Students. • Single adult households. 	<ul style="list-style-type: none"> • People living in the most deprived areas in Wales. • People with low literacy and numeracy. • People who have experienced the asylum system. • People misusing substances. • People of all ages leaving a care setting. • People involved in the criminal justice system.
---	--

Socio-economic disadvantage	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Low income / income poverty <i>(Cannot afford to maintain payments such as bills, food, clothing, transport etc.).</i>	Neutral.	The Learner Travel (Wales) Measure 2008 (the Measure) places a statutory duty on all LAs to provide learners with free transport to their nearest suitable school if	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

		<p>they reside beyond safe walking distance to that school. The term suitable school applies to the catchment area for English and Welsh medium, dual language or voluntary aided (faith) mainstream primary, secondary, special school / class or PRU as appropriate. The law relating to safe walking distance is defined as two miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.</p> <p>The Council has exercised the discretionary powers afforded to it under the Measure to make a more generous provision to learners as set out below:</p> <ul style="list-style-type: none">• The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at one and a half miles, instead of two miles.• Free transport to the nearest suitable school, where places are available, is provided to learners who meet the one and	
--	--	--	--

		<p>a half mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday).</p> <ul style="list-style-type: none">• The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at two miles instead of three miles.• Free transport is provided to post 16 learners who meet the two mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education (the last Friday in June of the school year in which a learner reaches the age of 16). This provision applies to full time attendance at the nearest school or college to the learner's home at which the approved course of study that they wish to pursue is offered.• Free transport to their nearest suitable school is provided to	
--	--	---	--

		<p>learners (as set out above) in accordance with their preferred religious denomination.</p> <p>The Council's Learner Travel Policy, Information and Arrangements contains information and advice to parents / carers and learners on how the policy is practically implemented and ensures that it is applied consistently and equitably.</p> <p>The Council's current policy is that learners attending the nearest Welsh medium or dual language school receive free transport in accordance with its agreed policy on walking distance and safe routes.</p> <p>The discretionary elements of the Council's policy are not currently subject to review, but there is an appreciation that if they were to be reviewed in the future, any changes to discretionary provision could have an adverse effect on Welsh medium education. Any proposed changes would be subject to a consultation with parents / carers and learners and, if agreed, would</p>	
--	--	--	--

		usually apply from the start of a school year and would have regard to the Learner Travel Statutory Provision and Operational Guidance – June 2014.	
Low and / or no wealth (<i>Enough money to meet basic living costs and pay bills but have no savings to deal with an unexpected spends and no provisions for the future</i>).	Neutral/	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Material deprivation (<i>Unable to access basic goods i.e., financial products like life insurance, repair / replace broken electrical goods, warm home, hobbies etc.</i>).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Area deprivation (<i>Where you live (rural areas) where you work (accessibility of public transport)</i>).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Socio-economic background (<i>Social class i.e., parents' education, employment and income</i>).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
Socio-economic disadvantage (<i>What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged</i>)	Neutral	The Welsh Index of Multiple Deprivation (WIMD) is the official measure of relative deprivation for small areas, also known as Lower Super Output Areas (LSOAs). There are 1,909 LSOAs. The WIMD is currently made up of eight separate domains, compiled	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

		<p>from a range of indicators. The domains are:</p> <ol style="list-style-type: none"> 1. Income. 2. Employment. 3. Health. 4. Education. 5. Access to Services. 6. Housing. 7. Community Safety. 8. Physical Environment. <p>WIMD provides insight into area-based deprivation by measuring concentrations of deprivation. However, many non-deprived people live in deprived areas, and many deprived people live in non-deprived areas. The WIMD is a way of identifying areas in the order of most to least deprived. It does not provide a measure of the level of deprivation in an area, but rather whether an area is more or less deprived relative to all other areas in Wales.</p> <p>Based on 2019 data, 18.0% of LSOAs in the County Borough are in the most deprived 10.0% of LSOA in Wales.</p>	
--	--	--	--

SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT

You should use the information gathered at the screening stage to assist you in identifying possible negative / adverse impacts and clearly identify which groups are affected.

4. a) In terms of disproportionate / negative / adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate for each group identified. Attached a separate action plan where impacts are substantial.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

4. b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

4. c) Give sufficient detail of data or research that has led to your reasoning, in particular, the sources used for establishing the demographics of service users / staff.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

4. d) Give details of how you engaged with services users / staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

4. e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?

Yes: X No:

SECTION 5 – MONITORING AND REVIEW

5. a) Please outline how the implementation of the proposal will be monitored:

In accordance with the WESP (Wales) Regulations 2019, the Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. Of particular importance in the formulation, implementation and evaluation of this WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

Alongside, the WESP Strategic Group and of upmost importance to the success of this WESP is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

In Addition to the WESP Strategic Group and Marketing and Promotion Sub Group, where and when necessary, the Council will establish 'task and finish' Sub Groups comprised of officers from the Council, along with officers from a number of external groups and organisations. Each Sub Group will be tasked with the achievement of specified objectives and guided by a Terms of Reference.

5. b) When is the evaluation of the proposal due to be reviewed?

From 2023 onwards, the Council will implement two main methods of reporting on the progress of this WESP:

1. Annual Work Plan (AWP).
2. Annual Progress Report (APR).

The AWP is intended to be a practical working document to help keep track of progress in the short term and will be utilised by the WESP Strategic Group to track progress of this WESP.

The WESP (Wales) Regulations 2019 require LAs to review their WESP and submit an APR, based on that review, to the WG by 31st July each year. The APR is intended to capture the key achievements in relation to the WESP.

Whilst the statutory responsibility for the WESP sits with the Council, a range of external groups and organisations have a key role in formulating, implementing and evaluating its progress regularly throughout its lifespan.

5. c) Who is responsible for the monitoring and review of the proposal?

21st Century Schools Team.

5. d) How will the results of the monitoring be used to develop future proposals?

The Councils target, during the ten year lifespan of the WESP, that has been set by the WG, contributes to the overall long term target, set out in Cymraeg 2050 – A Million Welsh Speakers, of one million people in Wales being Welsh speakers by 2050. In order to achieve this long term target, the WG has set out a series of targets, in ten yearly increments. The Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP.

SECTION 6 – REVIEW

As part of the Impact Assessment process all proposals that fall within the determination of ‘Key Decisions’ must be submitted to the Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your proposal is finalised and published for SLT / Cabinet approval.

If this proposal is a ‘Key Decisions’ please forward your impact assessment to Councilbusiness@rctcbc.gov.uk for a Review Panel to be organised to discuss your proposal. The EqIA guidance document provides more information on what a Key Decision is.

It is important to keep a record of this process so you can demonstrate how you have considered equality and socio-economic outcomes. Please ensure you update the relevant sections below:

Officer Review Panel Comments	Date Considered	Brief description of any amendments made following Officer Review Panel considerations
Consultation Comments	Date Considered	Brief description of any amendments made following consultation

SECTION 7 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the Equality Impact Assessment. This summary should be included in the equality and socio-economic impact section of the Cabinet report template. The Equality Impact Assessment should be published alongside the report.

In summary, this Equality and Socio Economic Impact Assessment identifies positive and neutral impacts, and no negative impacts upon the protected characteristics.

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.

Likewise, 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.

As the Council looks to the future, it wants to build on what it has achieved to date and make sure that every town and community in the County Borough is a great place to live, work and play. The Council's ambition is for everyone to be as healthy, independent and prosperous as possible throughout their lives. Enabling access to a good education, developing skills and decent employment opportunities are all priority areas.

Integral to achieving this ambition is the vision that:

There are good schools, so all children and young people, whatever their learning need is, have equitable access to good English and Welsh medium education.

The Council will deliver this vision by supporting children to have the best start in life and be ready for learning through an improved early years' system, supporting families through the childcare offer and by investing in new and significantly improved school and community facilities through the 21st Century Schools and Colleges Programme.

The Council will show clear leadership and commitment in its vision for Welsh medium education and, as such, our target is to:

Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.

The achievement of this target will require a multifaceted approach. Ensuring the availability of Welsh medium education in the right location from the initial early years, through to primary and secondary education, then progressing through to higher and further education for all learners, whatever their learning need, is fundamental to contributing towards the vision of one million people in Wales being Welsh speakers by 2050.

Recognising the importance of Cymraeg 2050, and how essential the education system is to achieve its vision, the WESP sets out the Council's ten year plan for increasing and improving the planning of the provision of Welsh medium and Welsh language education. It builds on the work of the previous WESP for the period between 2017 to 2022 and sets out a workplan which demonstrates how the Council intends to achieve its ten year vision.

In developing this WESP, all current and relevant local, regional and national legislation, strategies, policies and action plans have been taken into consideration in order to encourage and facilitate long term growth in Welsh medium and Welsh language education, including the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010. The Council has and will continue to ensure there is a clear alignment with all current and relevant local, regional and national legislation, strategies, policies and action plans that impact upon Welsh medium and Welsh language education.

SECTION 8 – AUTHORISATIONS

Lead Officer:

Name:

Position:

Date:

I recommend that the proposal:

Is implemented with no amendments:

Is implemented taking into account the mitigating actions outlined:

Is rejected due to disproportionate negative impacts on protected groups of socio-economic disadvantage:

Head of Service / Director Approval:

Name:

Position:

Date:

Please submit this impact assessment with any SLT / Cabinet reports.