

WELSH LANGUAGE IMPACT ASSESSMENT TOOL

This Welsh Language Impact Assessment (WLIS) tool enables RCT Council to consider the principles and requirements of the [Welsh Language Standards \(No.1\) Regulations 2015](#) to ensure compliance with the [Welsh Language \(Wales\) Measure 2011](#).

Stage 1 – Information Gathering

NOTE: As you complete this tool you will be asked for **evidence to support your views**. Please see [Welsh Language Impact Assessment Guidance](#) for more information on data sources.

Proposal Name:	CONSULTATION ON THE PROPOSALS TO REALIGN ADDITIONAL LEARNING NEEDS MAINSTREAM LEARNING SUPPORT CLASS PROVISION WITHIN RHONDDA CYNON TAF
Department	Access & Inclusion Service
Service Director	Gaynor Davies
Officer Completing the WLIA	Lisa Carter
Email	Lisa.c.carter@rctcbc.gov.uk
Phone	01443 744344
Brief Description	<p>To realign current provision to meet the demand for specialist placements. This will be achieved by the following adjustments to LSC provision:</p> <ul style="list-style-type: none"> • To relocate the Observation and Assessment LSC at Penrhiwceiber Primary School to Abercynon Community Primary School taking effect from April 2024. • To transfer the LSC for pupils Year 3-6 with Autistic Spectrum Disorder (ASD) at Abercynon Community Primary School to create a through provision at Primary Phase at Perthcelyn Primary School taking effect from April 2024. • To establish one Early Years Assessment & Intervention LSC for pupils under statutory school age with significant presenting needs at Abercynon Primary School. The proposal will take effect from April 2024. • To establish two Primary Phase Welsh medium LSCs at the new Welsh medium primary school in Rhydyfelin for pupils with significant ALN. The proposal will take effect from September 2024.

	<ul style="list-style-type: none"> To establish one LSC for pupils Year 7 – 11 with ASD at the new 3-16 school on the Hawthorn Primary/High School site taking effect from September 2024.
Date	16/03/2023
Please outline who this proposal affects? (Service Users, Employees, Wider Community)	Pupils with Additional Learning Needs requiring specialist provision, their parents/carers and the wider additional learning needs community.

What are the aims of the policy, and how do these relate to the Welsh Language?	Currently Welsh medium pupils with significant additional learning needs who would meet the criteria for English medium Primary Phase LSC provision are supported by a specialist peripatetic team, through an inclusive delivery support model. In line with the requirements of Additional Learning Needs and Education Tribunal Act (ALNET) 2018, which stipulates that all LAs must develop bilingual ALN provision, and the Council’s vision to increase the number of Welsh medium learners, our proposal seeks to create additional Welsh medium LSCs to support those learners identified as meeting LSC criteria. The host school will be the new Welsh medium primary school at Rhydyfelin. The LSCs will support 18 pupils with significant additional learning needs in the Primary Phase.
Who will benefit / Could the policy affect Welsh language groups? If so, list them here.	<ul style="list-style-type: none"> Welsh medium learners with significant additional learning needs. Early Years pre-statutory school age pupils presenting significant needs. Year 7- 11 (formerly Key Stage 3/4) English medium pupils with ASD. Pupils at the hosting schools Parent/carers of pupils attending hosting schools and those with children/young people with significant additional learning needs Staff at hosting schools The hosting schools are: Abercynon Primary Community School, Perthcelyn Primary School, new Welsh medium primary school at Rhydyfelin, the new 3-16 school on the Hawthorn Primary/High School site.
Current linguistic profile of the geographical area(s) concerned	Every ten years the nation sets aside one day for the Census – a count of all people and households. The Census is a key source of information about the number of people who can speak Welsh.

The 2021 Census indicated that of the 230,316 residents and at least 3 years of age living in the County Borough of Rhondda Cynon Taf, 12.4% (28,556) were able to speak Welsh, whilst the remaining 87.6% (201,760) were not able to speak Welsh. This can be compared to the all-Wales figures that showed of the 2,867,609 residents living Wales and at least 3 years of age, 18.1% (518,977) were able to speak Welsh, whilst the remaining 81.9% (2,867,609) were not able to speak Welsh.

The table that follows illustrates the Welsh language skills of residents living in the County Borough of Rhondda Cynon Taf and is obtained from the 2021 Census.

Table 1: Welsh Language Skills of Residents – (%)

	Total Residents Living in the County Borough of Rhondda Cynon Taf	All Wales
Can Speak, Read and Write Welsh	10.1%	14.8%
Can Speak and Read but Cannot Write Welsh	0.7%	1.2%
Can Speak but Cannot Read or Write Welsh	1.4%	2.4%
Can read but cannot speak or write Welsh	1.6%	1.4%
Can write but cannot speak or read Welsh	0.2%	0.2%
Can read and write but cannot speak Welsh	0.5%	0.6%
Can Understand Spoken Welsh Only	4.0%	5.5%
Other Combination of Skills	0.1%	0.2%
No Skills	81.3%	77.1%

Total	100.0%	100.0%
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The Annual Population Survey¹ collects information about respondents' Welsh speaking ability and also includes a question on how often people speak Welsh. It is updated quarterly, so is a more up-to-date source than the Census. The most recent Annual Population Survey, for the quarter ending June 2022, reported that 20.5% of respondents living in the County Borough of Rhondda Cynon Taf said they could speak Welsh, this is compared to the all Wales percentage of 29.7% of respondents. This can be further broken down to the data contained in the table that follows:

Table 2: Welsh Language Skills of Residents – (%)

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Can Read Welsh	17.9%	26.0%
Can Write Welsh	17.2%	24.0%
Can Understand Spoken Welsh	24.1%	33.4%

The data demonstrates that in each Welsh language skill area, the 'all Wales' percentages are notably higher than the County Borough percentages. However, the current data shows a significant increase in the number of residents that can read, write and understand spoken Welsh since the last census in 2021.

When asked about their frequency of speaking Welsh, the table that follows shows a breakdown of responses of respondents living in the County Borough of Rhondda Cynon Taf compared to the all Wales responses.

Table 3: Welsh Language Skills of Residents – (%)

¹ [Annual Population Survey](#)

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Speak Welsh Daily	7.4%	14.8%
Speak Welsh Weekly	5.0%	5.6%
Use it Less Often	6.1%	7.6%

The data demonstrates that the percentage of respondents that speak Welsh daily is far lower for the County Borough than the all-Wales percentage.

The Welsh Language Use Survey² for the years 2013 to 2015, contains detailed information about Welsh speakers' fluency and their use of the Welsh language in a range of settings. When looking where respondents living in Wales learned to speak Welsh, the majority, 45.0%, learned to speak Welsh at home, followed by 26.0% who learned to speak Welsh at nursery school and primary school between the ages of 2 to 10 and 14.0% who learned to speak Welsh at secondary school at the age of 11 plus. The remaining 2.0% learned to speak Welsh in other settings, including at 'Welsh for Adults' courses.

Proposals such as this not only responds to this general gap but also provides targeted specialist Welsh medium LSC provision for learners with significant additional learning needs in a 21st Century School environment.

Other relevant data or research

Having reviewed internal data it was noted that due to a lack of Welsh medium LSC provision, 7% of the total number of pupils accessing specialist settings have previously attended Welsh medium provision.

² [Welsh Language Use Survey 2013 to 2015](#)

Stage 2 – Impact Assessment

In this section you need to consider the impact, the evidence and any action you are taking for improvement. This is to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language (Wales) Measure 2011.

Please note there is a separate impact assessment for Equality and Socio-Economic duty that must also be completed for policy proposals.

Remember that effects that are positive for some groups could be detrimental to others - even among Welsh language groups. Consider the effects on different groups. For example, a proposal may be beneficial to Welsh learners, but not to Welsh speakers.

Will the proposed action affect any or all of the following?

	Does the proposal have any positive, negative or neutral impacts?	Describe why it will have a positive/negative or neutral impact on the Welsh language.	What evidence do you have to support this view?	What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?
<p>Opportunities for persons to use the Welsh language</p> <p>e.g. staff, residents and visitors</p> <p>The rights of Welsh speakers and learners to use Welsh when dealing with the council and for staff to use Welsh at Work</p>	<p>Positive</p>	<p>The proposal includes the creation of new Primary Phase Welsh medium provisions for pupils with significant additional learning needs. Learners attending the provisions will be educated via the medium of Welsh.</p> <p>The LSC pupils will be able to access a range of additional extra-curricular activities.</p>		<p>Evaluate the impact of the LSCs and monitor the number of pupils referred to the Welsh medium LSC provisions with a potential view to extend Welsh medium provision within the borough if the need arises.</p> <p>Inclusion with mainstream pupils is a key principle of hosting specialist ALN</p>

				provision in a mainstream school
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Stage 2 – Impact Assessment

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<p>Numbers and / or percentages of Welsh speakers e.g Welsh Medium Education / Study Opportunities. Links with the Welsh Government's Cymraeg 2050 Strategy / RCTCBC Five Year Welsh Language Strategy</p>	Positive	The proposed new LSCs will provide 18 specialist Welsh medium placement opportunities and 22 English medium placement opportunities for pupils with significant additional learning needs.	RCT spends in the region of £4.7 million annually on the provision of LSCs. There are currently approximately 403 pupils accessing the 45 LSC English medium provisions within RCT across a range of needs.	Evaluate the impact of the LSCs and monitor the number of pupils referred to the Primary Phase Welsh medium LSCs provision with a potential view to extend Welsh medium provision within the borough if the need arises.
<p>Opportunities to promote the Welsh language e.g. status, use of Welsh language services, use of Welsh in everyday life in work and in the community</p> <p>Actively encourage and promote the use of our services in Welsh to see an increase in demand over time</p>	Positive	Creating additional specialist Welsh medium LSCs for pupils with significant additional learning needs will enhance pupils' opportunities to continue to learn via the medium of Welsh but in a dedicated class setting alongside their peers who also have additional learning needs rather than via peripatetic teaching.	Currently Welsh medium pupils with significant additional learning needs who would meet the criteria for LSC provision within English medium settings are supported by a specialist peripatetic team. The team provide support through an inclusive delivery model whereby pupils are provided with specialist support within their mainstream settings.	Evaluate the impact of the LSCs and monitor the number of pupils referred to the Primary Phase Welsh medium LSCs provision with a potential view to extend Welsh medium provision within the borough if the need arises.

Stage 2 – Impact Assessment

Will the proposed action affect any or all of the following?

	Does the proposal have any positive, negative or neutral impacts?	Describe why it will have a positive/negative or neutral impact on the Welsh language.	What evidence do you have to support this view?	What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?
<p>Compliance with the Council’s Statutory Welsh Language Standards e.g increasing or reducing the Council’s ability to deliver services through the Medium of Welsh.</p> <p>Consider the rights of Welsh speakers to use Welsh when dealing with the Council and for staff to use Welsh at Work</p>	Positive	<p>The LSCs will have a positive impact on the Welsh Language as it will allow 18 learners to access full time Welsh medium specialist provision.</p> <p>It will also create 4 new Welsh speaking posts: 2 teaching and 2 non-teaching who will support the pupils attending the provisions, thus increasing the LA’s ability to deliver services through the medium of Welsh.</p>	<p>There is a new legislative duty under the Additional Learning Needs and Education Tribunal Wales (ALNET) Act 2018 that requires the LA to provide a bi-lingual ALN system.</p>	<p>Monitor demand and assess the need for specialist Welsh medium LSC provision</p>
<p>Treating the Welsh language, no less favourably than the English language</p>	Positive	<p>Whilst there are 45 English medium LSCs RCT does not currently have Primary Phase Welsh medium LSC provision</p>	<p>As previously noted the LA does not currently have Welsh medium Primary Phase LSC provision. This proposal seeks to rectify the inequality.</p>	<p>Monitor demand and assess the need for specialist Welsh medium LSC provision</p>

for pupils with additional learning needs.

Stage 3 - Strengthening the proposal

Having listed actions in section 2 which may mitigate any negative impacts or better contribute to positive impacts – please record below which ones you will imbed into the policy proposal and who will be responsible for them.

Also consider is the proposal necessary? Would it be possible to meet demand without any new developments? Could other existing provision be used? Where should the development be?

What are you going to do?	When are you going to do it?	Who is responsible?
Consultation and engagement with stakeholders (as set out in statutory Consultation Document).	The consultation will start on 5 th June and will be completed at 5pm on 14 th July 2023. The feedback from the consultation will be collated and summarised, and a report presented to the Council’s Cabinet in Sept 2023.	Access & Inclusion Service
Learners at hosting schools	<p>The Council has acknowledged that the voice of children and young people is about involving them as active participants in the development, delivery, management and improvement of their educational and learner experience.</p> <p>Children and young people have a right to express their views in all matters affecting them and for their views to be heard and given due consideration in accordance with their age and maturity. As such, the Council’s Access & Inclusion Service will ensure that suitable arrangements are made to involve learners as active participants throughout this consultation process, and if a decision is made to progress the proposal, throughout the implementation process.</p>	Access & Inclusion Service

Stage 4 – Review

As part of the Welsh Language, Equalities and Socio Economic Duty Impact Assessment Process all proposals that fall within the definition of

Significant Key Decision should present at the Officer Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your report is finalised and published for SLT/Cabinet approval.

If this proposal is a Key Strategic Decision please forward your impact assessment to CouncilBusiness@rctcbc.gov.uk for an Officer Review Panel to be organised to discuss your proposal. [See our guidance document](#) for more information on what a Significant Key Decision is.

For all policy proposals, whether it is a Significant Key Decision or not you are required to forward this assessment to Welsh Language services in the first instance for some initial guidance and feedback.

It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable Welsh language considerations wherever possible. Please ensure you update the relevant sections below

Welsh Language Services Comments	Date Considered	Brief description of any amendments made following Welsh Language Services feedback
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

Stage 5 – Monitoring, Evaluating and Reviewing

How and who will you monitor the impact and effectiveness of the proposal?

Officers from the Access & Inclusion Service will monitor the proposal throughout the consultation and implementation period.

The Access & Inclusion Service will undertake a 'Lessons Learnt' review at the end of the implementation phase and this will feed into future projects so that each project improves and benefits from lessons learnt (positive and negative) during previous projects.

Stage 6 – Summary of Impacts for the Proposal

Provide below a summary of the impact assessment. This summary should be included in the Welsh Language Considerations section of the SLT/Cabinet report template. The impact assessment should be published alongside the report.

In summary, the Welsh Language Impact Assessment identifies only positive impacts with no negative or neutral impacts upon the Welsh Language.

- The impact on Welsh medium Primary Phase pupils with significant additional learning needs is extremely positive as they will have the full benefit of being educated in Welsh medium specialist LSC provisions alongside their mainstream peers through an inclusive model, hosted by a mainstream school.
- The proposal seeks to create Welsh medium specialist LSC provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (ALNET) Act (2018) to develop a bilingual Additional Learning Needs (ALN) system. It also aims to assist with the delivery of strategic priorities within RCTCBC's WESP
- There is an expectation that pupils in all LSCs will have mainstream inclusion opportunities. The LSCs are integral to the ethos of the host schools and families and pupils are treated equitably alongside mainstream peers. The development of Welsh medium LSCs will ensure the LA has LSCs based in a fully accessible and high quality educational environments that has benefited from significant 21st Century Modernisation and Investment.
- The proposals also have a positive impact for pupils attending English medium provision due to the proposed increase in Early Years and ASD placements.

Stage 7 – Sign Off			
Name of Officer completing the WLIA	Lisa Carter	Service Director Name:	Gaynor Davies
Position	Inclusion Co-ordinator	I recommend that the proposal: (Highlight decision)	Is implemented with no amendments
			Is implemented taking into account the mitigating actions outlined
			Is rejected due to disproportionate negative impacts on the Welsh language
Signature		Service Director Signature	
Date		Date	