

Caerphilly County Borough Council - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

PLEASE NOTE: Section 3 Socio-economic Duty only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

1. Proposal Details			
Lead Officer	Head of Service	Service Area & Department	Date
Sarah Mutch	Keri Cole	Education and Corporate Services	14/9/2021

What is the proposal to be assessed? <i>Provide brief details of the proposal and provide a link to any relevant report or documents.</i>
<p>The Welsh in Education Strategic Plan (WESP) 2022-2032</p> <p>We have an ambitious target to increase the number of pupils taught through the medium of Welsh by 2032 and have developed high level actions through all aspects of our Welsh in Education Strategic Plan to achieve this.</p> <p>This plan outlines how we intend to work with the Welsh Government and a wide range of stakeholders to work towards delivering the Cymraeg 2050 ambition of 1 million Welsh speakers as well as the Programme for Government 2021-2026. The funding will support our aspirations for the Wellbeing of Future Generations Act for a vibrant culture and thriving Welsh language regardless of your socio demographic context. This plan is intrinsically linked to delivering our integrated targets, using the sustainable development principles, across the Caerphilly county borough including Childcare Sufficiency Assessment plan 2022-2027, the Welsh Language Strategy 2022-2027 and our Caerphilly Corporate Plan 2018-2023 especially Objective 1 Improve Education Opportunities for All and the Strategic Equality Plan 2020-2024 Objective 5 – Welsh Language.</p> <p>Our 10year target over the lifespan of this plan is to increase the places in year 1 to between 26% (520) and 30% (600) of children in Welsh medium education by 2030/31.</p>

The minimum target of 26% for learners in year 1 by 2032 is set by Welsh Government in order to meet the 1 million Welsh speakers by 2050 target. In order to meet this ambitious target, we will need to build a new Primary School and expand others to create the places. In addition, we will need a communication plan to increase the take up of those places and our starting point will need additional provision in Ti a Fi and Cylchoedd in the early years.

When we expand our Welsh medium provision, we will also need to expand our Welsh speaking workforce along with a substantial number of other actions highlighted at the end of each outcome area of the plan.

2. 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 of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one protected characteristic.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Age <i>(people of all ages)</i>	The WESP proposes to increase the number of Welsh medium Education places so will positively affect children and young people who wish to access Welsh medium Education. There is a focus on increasing the size of the Welsh speaking workforce and so there is a positive impact for the working age population.	There is a recognition in the WESP that increasing the numbers in Welsh medium Education needs planned incremental transition to manage the potential negative impact on English medium primary schools.	The Welsh Government target for us of a minimum 26% learners in Welsh medium Education in the year 1 cohort by 2032. This will require an additional primary school as well as expansion of existing schools to create the spaces.
Disability <i>(people with disabilities/ long term conditions)</i>	Outcome area 6 has a specific focus on provision for learners with Additional Learning Needs to ensure inclusive and specialist Welsh medium Education provision.		Over recent plans we have developed appropriate specialist provisions in Ysgol Cwm Derwen and Ysgol Gyfun Cwm Rhymni to ensure a holistic inclusive approach for all children throughout Education. The specialist provision will enable children regardless of their circumstances, developmental or medical needs to access Welsh language provision.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Gender Reassignment <i>(anybody who's gender identity or gender expression is different to the sex they were assigned at birth)</i>	Neutral impact		
Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</i>	Neutral impact		
Pregnancy and Maternity <i>(women who are pregnant and/or on maternity leave)</i>	Neutral impact		
Race <i>(people from black, Asian and minority ethnic communities and different racial backgrounds)</i>	Neutral impact		
Religion or Belief <i>(people with different religions and beliefs including people with no beliefs)</i>	Neutral impact		
Sex <i>(women and men, girls and boys and those who self-identify their gender)</i>	Neutral impact		
Sexual Orientation <i>(lesbian, gay, bisexual, heterosexual, other)</i>	Neutral impact		

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 vulnerable groups and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

<u>Socio-economic Disadvantage</u>	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Low Income / Income Poverty (<i>cannot afford to maintain regular payments such as bills, food, clothing, transport etc.</i>)	Additional Welsh medium Primary School will potentially support improved transport times for children to their school. The transport policy will still support those from low income households who require transport to school to access it, so is likely to have slightly positive or a neutral impact.		
Low and/or No Wealth (<i>enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future</i>)	Neutral impact		
Material Deprivation (<i>unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.</i>)	Neutral impact		

<u>Socio-economic Disadvantage</u>	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Area Deprivation (<i>where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?</i>)	Neutral impact		
Socio-economic Background (<i>social class i.e. parents education, employment and income</i>)	Neutral impact		
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 impact		

4. Corporate Plan – Council’s Well-being Objectives

(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) Well-being Objectives

Objective 1 - Improve education opportunities for all	The WESP addresses many aspects of Objective 1 improving education opportunities for all positively impacting learning in Welsh language provision including development of school buildings, childcare, and outcomes for learners.
Objective 2 - Enabling employment	The WESP recognises the importance of and need for developing the Welsh speaking workforce and as such will deliver on some aspects within Objective 2.
Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people’s well-being	No impact

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment	No impact
Objective 5 - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015	No impact
Objective 6 - Support citizens to remain independent and improve their well-being	No impact

4a. Links to any other relevant Council Policy

(How does your proposal deliver against any other relevant Council Policy?)





The WESP is linked closely with the Welsh Language Strategy and the Childcare Sufficiency Assessment, which are both currently being updated and reviewed for the next five-year plans.

In addition there are close links to:

- CCBC Strategic Equality Plan 2020-2024
- CCBC Welsh Language Strategy 2022-2027
- Welsh Government Cymraeg 2050 Strategy
- CCBC Corporate Wellbeing Plan
- Education Shared Ambitions Strategy
- 21st Century schools programme Band B
- Welsh medium capital programme
- Childcare capital programme
- ALN Act and ALN transformation regional plan

5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working (ICLIP)

(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)

<u>Ways of Working</u>	How have you used the Sustainable Development Principles in forming the proposal?
<p>Long Term</p> 	<p>Long term – this Welsh in Education Strategic Plan is over a ten-year period but also part of an ambitious longer-term commitment in the Education and Corporate Services directorate to develop our Education system to be of the highest quality to meet the progressive needs of our learners. The system recognises the importance of developing our school environments, embedding early years in education as well as opportunities outside of schools for young people and families to embed Welsh language in our communities.</p>
<p>Prevention</p> 	<p>Prevention – the outcomes reach across all demographic contexts and family circumstances and are essential in preventing detrimental impacts for children and young people. The plan includes giving all children a best start in life, through to those who may follow a less traditional academic path and those who may wish to learn Welsh later in life. Over recent plans we have developed appropriate specialist provisions in Ysgol Cwm Derwen and Ysgol Gyfun Cwm Rhymni to ensure a holistic inclusive approach for all children throughout Education. The specialist provision will enable children regardless of their circumstances, developmental or medical needs to access Welsh language provision. Our communication plan will promote the provision we have available within the borough to families to support their Education choices and encourage children and young people to embrace opportunities offered in bilingual communities.</p>
<p>Integration</p> 	<p>Integration – many outcomes are cross cutting over different plans and strategies with common integrated outcomes and indicators. It is essential to link across the various plans including Welsh Language Strategy, Childcare Sufficiency Assessment, Corporate Wellbeing Objective, and the Welsh Government programme for government to ensure we are effectively delivering on integrated outcome areas.</p>
<p>Collaboration</p> 	<p>Collaboration – there are a wide range of committed partners to delivering our Welsh in Education Strategic Plan starting with our children, young people, and families in our communities. There are many targets in our plan that will require different evolving collaborations to achieve. We have a long history of positive collaborations across the region to develop our early years Additional Learning Needs resources for the childcare sector, sharing good practice and resources across our school communities, as well as promotional activity through our Welsh policy officer’s group.</p>

Involvement



Consider the **Involvement** – there are many stakeholders critical to achieving our overarching targets of 26% Welsh medium education places in our year 1 by 2031. The Welsh Education Forum (WEF) involves various members from across Education teams, Policy, Senior Leadership Teams representing Schools, Councillors, Parent Network, Menter Iaith Caerffili, Mudiad Meithrin, Rhieni dros Addyg Gymraeg (RhAG), Cymraeg i Blant, Urdd Gobaith Cymru, Coleg y Cymoedd, South East Wales Education Achievement Service, and Welsh Government. The old saying ‘it takes a village to raise a child’ holds true and the Welsh Education Forum is ever evolving to include new members who have an interest in delivering towards our targets in the Welsh in Education Strategic Plan and supporting our communication plan to promote the benefits of developing a bilingual community. There are good links between the Welsh Language forum and the Welsh Education Forum to ensure a consistent coordinated approach to promotional work.

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

Well-being Goals

Does the proposal maximise our contribution to the Well-being Goal and how?

A Prosperous Wales

An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work

The WESP aims to develop appropriately skilled children, young people and adults for a bilingual workforce.

A Resilient Wales

A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)

Any Primary School development will include environmental impact surveys and build conditions on the build to ensure high quality capital schemes.

A Healthier Wales

A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood

The WESP will support the development of appropriate learning environments to support the wellbeing of all learners

A More Equal Wales

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)

The WESP will support the development of appropriate provision for all learners including those most able or more vulnerable

<u>Well-being Goals</u>	Does the proposal maximise our contribution to the Well-being Goal and how?
<p>A Wales of Cohesive Communities <i>Attractive, viable, safe and well-connected communities</i></p>	<p>All Welsh medium capital projects will support the development of attractive, viable, safe and well-connected communities.</p>
<p>A Wales of Vibrant Culture and Thriving Welsh Language <i>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation</i></p>	<p>The WESP shows our commitment to supporting the Welsh culture as well as increasing the places available in Welsh medium provision to support the Welsh Government's commitment to 1 million Welsh speakers by 2050.</p>
<p>A Globally Responsible Wales <i>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being</i></p>	<p>All capital projects will consider the environmental impact of any proposals.</p>

7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) [Policy Making Standards - Good Practice Advice Document](#)



Requirement	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view? <i>e.g the WESP, TAN20, LDP, Pupil Level Annual School Census</i>
Links with Welsh Government's Cymraeg 2050 Strategy and CCBC's Five Year Welsh Language Strategy 2017-2022 and the Language Profile	Positive impacts as detailed in the WESP		The WESP describes many actions required to meet our minimum 26% target for year 1 cohort by 2032 which will support the Cymraeg 2050 strategy, develop a skilled workforce for the future.
Compliance with the Welsh Language Standards. <i>Specifically Standards 88 - 93</i>	Positive impact.		The draft WESP has been developed in partnership with the Welsh Education Forum and the Fforwm Iaith, ensuring key stakeholders for delivering on the actions are responsible for its delivery and success. There is a bilingual consultation process and it remains interlinked with a number of key CCBC strategies including the Welsh Language Strategy 2022-2027
Opportunities to promote the Welsh language <i>e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community</i>	The WESP will actively encourage and promote the use of our services in Welsh to see an increase in demand over time		
Opportunities for persons to use the Welsh language <i>e.g. staff, residents and visitors</i>	The WESP will support the rights of Welsh speakers to use Welsh when accessing Education and for staff to use Welsh at Work		
Treating the Welsh language no less favourably than the English language	Positive intended impact on increasing the use of Welsh		

7a. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and b) treating the Welsh language no less favourably than the English language.

The WESP demonstrates our commitment to increasing the number of Welsh speakers throughout the borough by 2032 towards the national 1 million Welsh speakers by 2050. The WESP has sections focussed on Education provision as well as early years and community provision and the opportunities for Welsh speaking workforce moving forward.

8. Data and Information

(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants’ reports etc.)

Data/evidence <i>(Please provide link to report if appropriate)</i>	Key relevant findings	How has the data/evidence informed this proposal?
Welsh Government guidance containing the 26% target calculation alongside current data sets within the body of the WESP with the data set hyperlinks.	The data shows where high level actions are required which are included in each of the 7 outcome areas	The data shows what actions were needed to meet the 26% target for year 1 learners taught through the medium of Welsh by 2032.

Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled?

Details of further consultation can be included in Section 9.

The census data is 2011 and so may need consideration once 2021 data is released to understand language trends in the borough.

9. Consultation

(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, [The Gunning Principles](#) must be adhered to. Consider the [Consultation and Engagement Framework](#). Please note that this may need to be updated as the proposal develops and to strengthen the assessment.

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

Consultation will open from October to December for an 8 week period and has a mix of statutory required stakeholders via direct consultation email as well as members of the public via the Council consultation webpage. Statutory Stakeholders are: neighbouring local authorities, head teachers and governing bodies of schools maintained by the authority, further education sector institutions within the area, the Welsh Language Commissioner, Early Years Development Childcare Partnership, Her Majesty's Chief Inspector of Education and Training in Wales, providers of initial school teacher training, and appropriate organisations providing services to children and young people.

The Welsh in Education Strategic Plan contains all the information and targets to enable consultees to raise aspects needing more information or additional actions.

Yet to be known from wider stakeholders. However, all Welsh Education Forum members shaped the draft WESP for consultation.

Aiming to consider comments for amendments to the WESP prior to submission to Welsh Government in January 2022.

10. Monitoring and Review	
How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?	Annual reports will be submitted to Welsh Government and uploaded to website. The Welsh Education Forum will monitor updates from members against action areas termly.
What are the practical arrangements for monitoring?	The WESP is required to start implementation from September 2022 and will be monitored termly with annual reports submitted to Welsh Government.
How will the results of the monitoring be used to develop future proposals?	At year five there is the opportunity to review the actions and targets and amend if progress and data shows it to be necessary.
When is the proposal due to be reviewed?	Reviewed annually and at year 5
Who is responsible for ensuring this happens?	Lead officer and Welsh Education Forum

11. Recommendation and Reasoning



Implement proposal with no amendments



Implement proposal taking account of the mitigating actions outlined



Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage

Have you contacted relevant officers for advice and guidance?

Yes

No

12. Reason(s) for Recommendation

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

The Welsh in Education Strategic Plan stimulates demand for Welsh medium provision and Welsh language Education to enable positive engagement across all communities with the Welsh language. There are substantive positive impacts for the Welsh in Education Strategic Plan including promoting and supporting development of the Welsh language across communities through Welsh medium schools and Further Education as well wider community support for parents to develop their Welsh language skills. There are substantive links to the equalities, 21st Century Schools and CCBC Welsh Language strategies as well as the Welsh Governments strategy for 1 million Welsh speakers by 2050. The Welsh in Education Strategic Plan 2022-2032 has updated information regarding the current position in each outcome area and has identified high level actions in order to meet the minimum 26% of the year 1 cohort taught through the medium of Welsh target by 2032. The consultation period has opened and is being circulated to all required consultees as well as being available to the public via our council website.

13. Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time)

Version No.	Author	Brief description of the amendments/update	Revision Date
1.	Sarah Mutch	Final version to accompany the WESP and committee services report although does not yet include consultation comments which is live currently	15/10/2021
2.	Sarah Mutch	Updated version following feedback	19/10/2021

Integrated Impact Assessment Author

Name:	Sarah Mutch
Job Title:	Early Years and Partnerships Manager
Date:	14/9/2021

Head of Service Approval

Name:	Keri Cole
Job Title:	Chief Education Officer

Signature:		Date:	
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