

# Public Document Pack



Neuadd Cyngor Ceredigion, Penmorfa,  
Aberaeron, Ceredigion SA46 0PA  
[www.ceredigion.gov.uk](http://www.ceredigion.gov.uk)

9 June 2021

Dear Sir/Madam

I write to inform you that a Meeting of Cabinet will be held remotely by video-conference on Tuesday, 15 June 2021 at 10.00 am for the transaction of the following business:

1. **Apologies**
2. **Personal matters**
3. **Disclosure of Personal/ Prejudicial Interests.**
4. **A verbal update by the Leader of the Council and the Chief Executive in relation to COVID-19.**
5. **To confirm as a true record the Minutes of the previous Meeting of the Cabinet and any matters arising from those Minutes.  
FOR DECISION (Pages 5 - 10)**
6. **Any petitions received**
7. **Reports of any decisions (if any) having been called in from Overview and Scrutiny Committees.**
8. **Any feedback from Overview and Scrutiny Committees not otherwise on the agenda.**
9. **To consider the report of the Corporate Lead Officer for Schools and Culture upon: Partnership Agreement between LA and Schools 2021-24  
FOR DECISION (Pages 11 - 60)**
10. **To consider the report of the Corporate Lead Officer for Schools and Culture upon: School Review Policy  
FOR DECISION (Pages 61 - 166)**
11. **To consider the report of the Corporate Lead Officer for School and Culture upon: 2022-32 Welsh in Education Strategic Plan  
FOR DECISION (Pages 167 - 234)**
12. **To consider the report of the Corporate Lead Officer for Schools and**

**Culture upon: The School Admissions Policy  
FOR DECISION (Pages 235 - 252)**

13. **To consider the report of the Corporate Lead Officer for Democratic Services upon: Annual Monitoring Report - Welsh Language Standards 2020-21  
FOR DECISION (Pages 253 - 290)**
14. **To consider the report of the Corporate Lead Officer for Porth Cynnal upon: Independent Sector Care Home Fees Setting  
FOR DECISION (Pages 291 - 296)**
15. **To consider the report of the Corporate Lead Officer for Porth Cynnal upon: Acquisition of 2 Dispersed Units (Update)  
FOR DECISION (Pages 297 - 302)**
16. **To consider the report of the Corporate Lead Officer, Porth Cynnal upon: Safe Accommodation for complex needs children  
FOR DECISION (Pages 303 - 306)**
17. **To consider the report of the Corporate Lead Officer for Highways and Environmental Services upon: Adoption of Highway – Cwrt Dulas, Lampeter  
FOR DECISION (Pages 307 - 310)**
18. **To consider the report of the Corporate Lead Officer, Economy and Regeneration: Action Plan for achieving Carbon Net Zero by 2030  
FOR DECISION (Pages 311 - 316)**
19. **To consider the report of the Corporate Lead Officer, Economy and Regeneration: UK Government Levelling Up Fund and Community Renewal Fund applications  
FOR DECISION (Pages 317 - 332)**
20. **Appendix for information in relation to Acquisition of 2 Dispersed Units (Update) report  
FOR DECISION (Pages 333 - 336)**
21. **Any other matter the Chairman decides is for the urgent attention of the Cabinet**

A Translation Service will be provided at this meeting and those present are welcome to speak in Welsh or English at the meeting.

Yours faithfully

A handwritten signature in black ink, appearing to read 'L Edwards', written in a cursive style.

**Miss Lowri Edwards**  
**Corporate Lead Officer: Democratic Services**

**To: The Leader of the Council and Members of the Cabinet**  
**The remaining Members of the Council for information**

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Notice of the Decisions of the **Meeting of the CABINET**  
held via video conferencing on **Tuesday, 18 May 2021**

This Notice is published at 5.00pm on Thursday, 20 May 2021. Requests to call-in any decision to be delivered to the Head of Democratic Services by 5.00 pm on Thursday, 27 May 2021. The decisions will come into force (if no valid call-in application is received) on Friday, 28 May 2021

**PRESENT:** Councillor Ellen ap Gwynn (Chair), Councillors Dafydd Edwards, Catherine Hughes, Gareth Lloyd, Catrin Miles, Ray Quant MBE and Alun Williams

**Also in attendance:** Councillors Ceredig Davies, Lynfor Thomas and Ivor Williams.

(10.00 - 11.30 am)

## 1 **Apologies**

Apologies for being unable to attend the meeting were received from Councillor Rhodri Evans and Eifion Evans, Chief Executive.

## 2 **Personal matters**

- i. Condolences were expressed to Wyn and Mary John and their family on the tragic loss of their son.
- ii. Condolences were expressed to Bronwen Morgan (former Chief Executive) and her family on the recent loss of her mother.
- iii. The Housing Service was congratulated on winning a Gold Procurement Award for their 'Cartrefi Cynnes' scheme.
- iv. Ceredigion County Council's Work Welsh Scheme celebrated successes at the National Work Welsh awards. Mariolina Lai, a Day Care Assistant at Min-y-Môr, won the 'Foundation+ level Learner who has made the best progress' award. Alison Newby, a Numeracy, Literacy, and Business Tutor at Dysgu Bro Ceredigion, came second in the award for 'Foundation+ Level Learner who makes the Best Use of Welsh for Work purposes'. Dewi Huw Owen, the Council's Work Welsh Training Officer, placed second for the 'Work Welsh Tutor of the Year' award. Congratulations were extended to all three.
- v. Councillor Lynford Thomas stated that, at the Special Cabinet meeting on 30 March 2021, he inadvertently referred to information which was contained in an exempt report which was not available to the public. He sincerely apologised for the oversight which had contravened the Members' Code of Conduct.

## 3 **Disclosure of Personal/ Prejudicial Interests.**

Councillors Catherine Hughes and Ceredig Davies disclosed a personal/prejudicial interest in item 13 below and withdrew from the meeting whilst the matter was being discussed.

**4 A verbal update by the Leader of the Council and the Chief Executive in relation to COVID-19.**

The Leader of the Council, Ellen ap Gwynn, provided a verbal update in relation to COVID-19. She stated that figures remain low in the county but continued vigilance is needed by all. The vaccine programme continues effectively throughout the county and is set to complete first vaccinations ahead of schedule. Second vaccinations are due to be completed by September.

Hospitality venues may now open fully and up to six people from different households may share a table inside. Up to 30 people can take part in organised indoor activities and up to 50 people can take part in organised outdoor activities.

Testing continues for school staff and secondary school pupils through twice weekly LFD tests. LFD tests are now also available to non-paid carers. Schools are fully open and years 11, 12 and 13 pupils are currently undergoing their assessments.

School playing fields will re-open and be available for community use following the half term break and Aberaeron and Lampeter Leisure Centres along with Lampeter swimming pool will open on 7th June 2021. Significant remedial work is required at Plascrug and alternative arrangements have been made for the use of Penglais Sports Hall.

Face-to-face music lessons in schools are due to be resumed at the end of June.

Safe zones have been adapted and will be in use over the half term holidays and the 6 week school summer holidays.

Indoor visits at Care Homes are now available by prior arrangement and visits indoors will be available where required. Visits in the pods provided at Care Homes continue and will soon become available for longer visits.

**5 To confirm as a true record the Minutes of the Meeting of the Cabinet held on 16 March 2021 and any matters arising from those Minutes.  
DECISION**

To confirm as a true record the Minutes of the Meeting of the Cabinet held on 16 March, 2021.

**Matters Arising:**

(i) There were no matters arising from the minutes.

**6 To confirm as a true record the Minutes of the Special Meeting of the Cabinet held on 30 March 2021 and any matters arising from those Minutes.  
DECISION**

To confirm as a true record the Minutes of the Meeting of the Cabinet held on 30 March, 2021.

**Matters Arising:**

(i) There were no matters arising from the minutes.

**7 Any petitions received: Petition for Road Safety on the B4340**  
It was noted that the above petition had been received and would be dealt with in accordance with the guidelines in the Petitions Protocol.

**8 Reports of any decisions (if any) having been called in from Overview and Scrutiny Committees.**  
None.

**9 Any feedback from Overview and Scrutiny Committees not otherwise on the agenda.**  
Refer to decision 14 below.

**10 To consider the report of the Corporate Lead Officer for Schools and Culture upon: Home to School Transport Policy**  
**DECISION**

- i. To approve the proposal to remove spare seat provision to comply with Public Service Vehicles Accessibility Regulations 2000
- ii. To approve the revised appeals process to reflect the requirements of the Local Authority Constitution
- iii. To approve the revised Home to School Transport Policy, as presented.

***Reason for decision:***

- 1. To comply with Public Service Vehicles Accessibility Regulations 2000*
- 2. To comply with Part 7 of the Local Authority Constitution with regards membership of the Education Transport Appeals Panel*

**11 To consider the report of the Corporate Lead Officer for Schools and Culture upon: LA Representative on Governing Bodies**  
**DECISION**

To confirm the nomination of those named in the report as LA representatives on the Governing Bodies of the relevant School.

***Reason for decision:-***

*To nominate representatives of the LA on Governing Bodies.*

**12 To consider the report of the Corporate Lead Officer for Schools and Culture upon: Ceredigion School's Anti-Bullying Policy**  
**DECISION**

- i. To approve the Guidance for Ceredigion Anti-Bullying Policy Rights, Respect, Equality 2019; and
- ii. To recommend that Ceredigion schools' Governing Bodies adopt the Policy.

***Reason for decision:-***

*To update and share information with Cabinet on the updated Anti-Bullying Guidance document within Ceredigion schools.*

- 13 **To consider the report of the Corporate Lead Officer for Finance and Procurement upon the following matters: Welsh Government's Retail, Leisure and Hospitality Rates Relief Scheme 2021-22**

**DECISION**

To adopt the Welsh Government's Non-Domestic Rates - Retail, Leisure and Hospitality Rates Relief Scheme 2021-22 as a Discretionary Non-Domestic Rates Relief under Section 47 of the Local Government Act 1988.

***Reason for decision:-***

*To support local businesses using available grant funding.*

- 14 **To consider the report of the Corporate Lead Officer for People and Organisation upon: HR Policies: Carers' Policy including feedback from the Corporate Resources Overview and Scrutiny Committee**
- DECISION**

i. To recommend the approval of the Carers' Policy to include the following additions, as recommended by the Corporate Resources Overview and Scrutiny Committee:

- a. Include telephone number for Carers Unit in Para 11.2
- b. Include contact details for Carers Unit in Section 6
- c. Include telephone numbers for NHS Direct in Section 6
- d. Add the following paragraph to Section 9.1:

'During emergency situations, such as the Covid-19 pandemic, enforced homeworking allowed some carers the opportunity of balancing their work and caring responsibilities. The experience allowed a greater understanding of the flexibility available in any given role for both the employee and line manager.'

ii. To note the feedback from the Corporate Resources Overview and Scrutiny Committee.

***Reason for decision:-***

*To recognise and support Council employees who undertake significant caring responsibilities alongside their paid employment.*

- 15 **To consider the report of the Corporate Lead Officer for Highways and Environmental Services upon: Adoption of Coed y Bryn, Aberaeron**
- DECISION**

- i. To authorise the display of a Section 228 Notice and,
- ii. If no objections are received, to proceed with the adoption process.

***Reasons for decision:-***

*To ensure that the Wellbeing of residents is maintained through continued inspection and maintenance of the estate road.*

- 16 **To consider the report of the Corporate Lead Officer for Highways and Environmental Services upon: Transport, sorting, and recycling of Dry Mixed Recyclate**
- DECISION**

- (i) To agree to award the contract to the Most Economically Advantageous Tender, subject to 10 day statutory standstill period

**Reason for decision:-**

*To enable the transport, sorting and recycling of dry mixed recyclate collected at the kerbside.*

- 17 **To consider the report for information purposes of the Corporate Lead Officer for Porth Cynnal upon: CYSUR/CWMPAS Combined Local Operational Group Safeguarding Report, Quarter 3, 2020-21**  
**DECISION**  
i. To note the report for information purposes.
- 18 **To consider the report for information purposes of the Corporate Lead Officer for Porth Cynnal upon: Independent Reviewing Service Performance Management Report, Quarter 3, 2020/21**  
**DECISION**  
i. To note the report for information purposes.
- 19 **To consider the report of the Corporate Lead Officer for Highways and Environmental Services upon: the Procurement Contract - Transport, sorting and recycling of dry mixed recyclates**  
**DECISION**  
i. Not to exclude the public and press from the meeting as the document was not discussed in public.  
ii. To note the information within the report.
- 20 **Any other matter the Chairman decides is for the urgent attention of the Cabinet**  
None.

**Confirmed at the Meeting of the Cabinet held on 15 June 2021**

**Chairman:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## CEREDIGION COUNTY COUNCIL

<b>Report to:</b>	<b>Cabinet</b>
<b>Date of meeting:</b>	<b>15 June 2021</b>
<b>Title:</b>	<b>Partnership Agreement between LA and Schools 2021-24</b>
<b>Purpose of the report:</b>	<b>To approve the Partnership Agreement between the LA and Schools for 2021-24</b>
<b>For:</b>	<b>Decision</b>
<b>Cabinet Portfolio and Cabinet Member:</b>	<b>Cllr Catrin Miles Schools, Lifelong Learning and Skills, Support and Intervention.</b>

### **BACKGROUND:**

Section 197 of the Education Act 2002 is a Wales only provision that empowers the Welsh Government (“WG”) to require that local authorities form a partnership agreement with the governing body of all schools that are maintained by the authority. The purpose of a Partnership Agreement is to enhance and sustain partnership working between the LA and schools.

### **CURRENT SITUATION:**

The Partnership Agreement specifies the arrangements for the review of the agreement and must be reviewed every 3 years.

The proposed Partnership Agreement between the LA and schools is for September 2021 until August 2024. The Partnership Agreement is included in Appendix A.

The main changes in the document can be summarised as follows:

- Changes in Ceredigion contacts/ contact details
- Changes due to change in legislation e.g. ALN Transformation/ GDPR etc
- Changes in School Improvement arrangements due to Ceredigion withdrawing from the ERW consortium

Section 2 of the Partnership Agreement may be further adapted during the period of the Agreement in accordance with the Welsh Government’s ‘School Improvement Guidance: Framework for Evaluation, improvement and Accountability.’

<b>Wellbeing of Future Generations:</b>	<b>Has an Integrated Impact Assessment been completed? If, not, please state why</b>	No as this report does not refer to a Policy or Service Change
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	<b>Summary:</b>	
	<b>Long term:</b>	n/a
	<b>Collaboration:</b>	n/a
	<b>Involvement:</b>	n/a
	<b>Prevention:</b>	n/a
	<b>Integration:</b>	n/a

<b>Recommendation(s):</b>	To approve the Partnership Agreement between the LA and Schools 2021-2024.
<b>Reasons for decision:</b>	In order to proceed with getting the Governing Body of each school to sign the agreement in place for 1 September 2021 onwards.

<b>Overview and Scrutiny:</b>	27 May 2021
<b>Policy Framework:</b>	The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007
<b>Corporate Priorities:</b>	Investing in people's futures
<b>Finance and Procurement implications:</b>	N/A
<b>Legal Implications:</b>	N/A
<b>Staffing implications:</b>	N/A
<b>Property / asset implications:</b>	N/A
<b>Risk(s):</b>	There are implications to failing to review the agreement within the 3 year period.
<b>Statutory Powers:</b>	Education Act 2002
<b>Background Papers:</b>	The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007
<b>Appendices:</b>	Appendix A – Partnership Agreement 2021-2024

<b>Corporate Lead Officer:</b>	Meinir Ebbsworth
<b>Reporting Officer:</b>	Eirian Davies
<b>Date:</b>	30 April 2021





**CEREDIGION COUNTY COUNCIL**

And

**THE GOVERNING BODY OF \_\_\_\_\_ SCHOOL**

**SCHOOL PARTNERSHIP AGREEMENT 2021-2024**

Under

The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007

Mrs Meinir Ebbsworth  
Corporate Lead Officer – Schools  
Ceredigion County Council  
Canolfan Rheidol  
Rhodfa Padarn  
Llanbadarn Fawr  
Aberystwyth  
SY23 3UE

**A PARTNERSHIP AGREEMENT (2021-24) dated the \_\_\_\_\_ 2021**

**BETWEEN:**

**(1) CYNGOR SIR CEREDIGION COUNTY COUNCIL** of Canolfan Rheidol, Rhodfa Padarn,  
Llanbadarn Fawr, Aberystwyth, SY23 3UE ('LA') acting by **Mrs MEINIR EBBSWORTH**  
Corporate Lead Officer - Schools

and

**(2) THE GOVERNING BODY** ('the Governing Body') of \_\_\_\_\_ **SCHOOL**  
(‘the School’) acting by its chair \_\_\_\_\_ [Insert name]

**SIGNED** for and on behalf of **CEREDIGION COUNTY COUNCIL** by Mrs Meinir Ebbsworth

**SIGNED** for and on behalf of the **BOARD OF GOVERNORS** of \_\_\_\_\_  
SCHOOL

\_\_\_\_\_ Chair of Governors

\_\_\_\_\_ Head of School

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# SECTION 1

## I. LEGAL BACKGROUND

1.1 Section 197 of the Education Act 2002 the Welsh Government ('WG') is empowered to require each Welsh local authority ('LA') to enter into a Partnership Agreement with the governing body of each school maintained by that LA. [The Maintained Schools \(Partnership Agreements\) \(Wales\) Regulations 2007](#) regulates the content of each Partnership Agreement.

1.2 A Partnership Agreement sets out how a LA and each governing body are to discharge their respective responsibilities towards a school, whether as prescribed by legislation or as otherwise agreed between the LA and the governing body under a Partnership Agreement.

1.3 If a LA and its governing body fail to reach agreement, the LA may, under s.197(3) of the 2002 Act, draw up a Statement setting out how the LA and the governing body will discharge their respective responsibilities towards a school. The content of a Statement will be the same as a Partnership Agreement.

[School Effectiveness Framework](#)

## II. PURPOSE OF THIS DOCUMENT

2.1 This document constitutes a Partnership Agreement under the above legislation between the LA and the Governing Body, for the benefit of the School.

## III. TERM

3.1 The term of this Agreement is 3 years from 1 September 2021.

## IV. LA'S RESPONSIBILITIES

- 4.1 Ensure and promote effective governance, leadership and management within schools
- 4.2 Intervene in schools where improvements are needed
- 4.3 Agree challenging targets with schools regarding pupil attainment, attendance and behaviour
- 4.4 Challenge every school to improve, and provide graduated and bespoke support as necessary
- 4.5 Support improvements in teaching and learning through local, partnership and national initiatives
- 4.6 Assist and promote the dissemination of good practice between all schools , and provide opportunities for professional development
- 4.7 Offer training, advice and guidance to the School's Safeguarding Children Co-ordinator /Headteacher and the Governing Body's designated Governor for Safeguarding Children.
- 4.8 Support core training for school staff in order to better meet the needs of pupils
- 4.9 Provide pupil progress data and high quality analyses of schools' performance
- 4.10 Validate the school's priority areas and processes and report accordingly to schools, governing bodies, senior LA officers and elected members

- 4.11 Ensure that there are arrangements in place for identifying and providing for pupils with special educational needs
- 4.12 Provide advice, training and appropriate resources to promote the development of Welsh in schools as both a subject and a medium, in line with the Welsh Language in Education Strategy.
- 4.13 Support schools in maintaining high attendance levels
- 4.14 Offer support and advice to headteachers to help them meet WG recommendations regarding exclusion and provide education for pupils that have been permanently excluded from school.
- 4.15 Provide an appropriate number of learning places and ensure an appropriate learning environment for all pupils
- 4.16 Fund schools with a transparent formula
- 4.17 Provide school transport in compliance with the LA's transport policy

## V. GOVERNING BODY'S RESPONSIBILITIES

### Activities

- 5.1 Set aims and objectives, policies and areas for development where appropriate for the school, agreeing priorities for improvement and addressing issues of under-performance, with advice from the headteacher.
- 5.2 Ensure that all pupils have access to a broad and balanced range of curriculum, and that the learning experiences for all pupils are based on a core of developing their literacy, numeracy and digital skills along with the 4 core principles of the Curriculum for Wales
- 5.3 Promote the wellbeing and safeguarding of pupils, including the promotion of healthy eating and nourishment requirements.
- 5.4 Act as a key partner in the school's development, to support and challenge the head teacher and senior leaders in continuous improvement and statutory functions.

### Information and input from:

- ← ● Analysis of pupil progress.
  - Analysis of information from pupils, parents, community, LA, partner schools and others (questionnaires/surveys/reports from School Council/meetings with community members etc.).
  - Termly Headteacher reports on school developments, including pupil behaviour and attendance, staffing matters and attendance.
  - Review of policies (statutory policies annual review, other policies by agreement).
  - After discussion with headteacher and involvement/consultation with staff, pupils, parents and governors, agree and sign off the School Development Plan (SDP). Monitor and review progress regularly via committees and full governing body meetings.
- 
- ← ● Regularly review the development against the school's priorities.
  - Link governor meetings with school staff.
  - Review of the school Self-Evaluation Processes Report (SER) at least annually. (The SER is the governing body and school's internal overview of progress towards their objectives and targets and will inform the SDP. The SER provides governors with an indication of the school's improvement priorities, as listed in the SDP.)

- 5.5 Be accountable for any decisions and actions taken and be prepared to explain its decisions and actions to interested persons.
  - 5.6 Eliminate discrimination in school and promote equal opportunities and good relations between all persons regardless of their differences.
  - 5.7 Elect chair and vice-chair annually.
  - 5.8 Review committee structure, membership and terms of reference.
  - 5.9 Agree the staffing structure for the school aligned with the school's budget and priority areas.
  - 5.10 Appoint staff at the school.
  - 5.11 Play a leading role in staff recruitment and performance management within the principles of safe recruitment and employment law and regulation, including pay, disciplinary and dismissal issues, grievance, and performance management
- Review of the headteacher's performance in the autumn term each year at which his/her objectives and targets will be reviewed and set.
  - ← • Minutes of meetings, including related documents discussed, will be made available to the public on request.
  - All personal information kept by the school is secure and protected from unauthorised access.
  - Annual report to parents/carers adhered to statutory guidance.
  - Equality Policy – The Equality Act 2010
  - ← • <http://www.legislation.gov.uk/wsi/2005/2914/contents/made>
  - ← • Advice from the headteacher.
  - The Staffing of Maintained Schools (Wales) Regulations 2006 (as amended). Appoint a panel of governors to deal with headteacher and deputy headteacher appointment. Agree delegated power to headteacher (if appropriate) for certain appointments.
  - Ensure that all staff have access to professional and valuable learning experiences.

## VI. REVIEW

- 6.1 A review of this Agreement will be undertaken by the LA and the Governing Body not less than 6 months before the expiry date of the term, or immediately should any of the following events occur:
- serious concern over the performance of the School justifying the service of a warning notice under clause 8 below
  - the School goes into special measures, or a requirement for significant improvement is identified by inspection
  - the Welsh Ministers direct closure of the School
  - statutory proposals are made and come into effect leading to:
    - amalgamations of schools
    - changes to ALN provision
    - introduction of permitted pupil selection arrangements (pupil banding)
    - change of language medium of the School
    - where the LA makes, or the Minister approves, school re-organisation proposals which may lead to the establishment, alteration or discontinuance of the School

- the LA uses its power to suspend the Governing Body's right to a delegated budget
- the LA uses its power to appoint additional governors
- consistent and upheld complaints by stakeholders against the School

Once a circumstance triggering a review occurs, the LA and the Governing Body will, within 6 months, implement the review and, if necessary, revise this Agreement or (if applicable) the Statement accordingly

## VII. WARNING NOTICES

7.1 Under s.3 of the School Standards and Organisation (Wales) Act 2013, a warning notice may be given by a local authority to the governing body of a school in any one of the following circumstances.

- **Ground 1:** The standards of performance of pupils at the school are unacceptably low.
- **Ground 2:** There has been a breakdown in the way the school is managed or governed.
- **Ground 3:** The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to severely prejudice, the education of any pupils at the school.
- **Ground 4:** The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
- **Ground 5:** The governing body or head teacher has failed, or is likely to fail, to comply with a duty under the Education Acts.
- **Ground 6:** The governing body or head teacher has acted, or is proposing to act unreasonably, in the exercise of any of its or his or her functions under the Education Acts.

## VIII. COLLABORATION

8.1 The LA and the Governing Body agree that they will work together in good faith and in an open, collaborative and constructive manner under this Partnership Agreement and in a spirit of mutual trust, and will each respond in a timely manner to all reasonable requests from the other.

## IX. FUNCTIONS AND PROTOCOLS

9.1 Details of the LA's current statutory and non-statutory functions, and the protocols and procedures concerning its relationship with and responsibilities to the Governing Body and the School (and vice versa), are set out in the Section 2 of this Agreement, and shall be deemed to be part of this Agreement.

## X. CONTACT

10.1 The Ceredigion contact for each section has been included in Appendix 1.



# SECTION 2

## 1. PUPIL PROGRESS, ATTENDANCE AND EXCLUSION TARGETS

### 1.1 PUPIL PROGRESS

Ensuring and reporting on pupil progress is an integral part of every school and LA improvement strategy. This enables professional learning and resources to be targeted to the appropriate priority areas.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Professional discussion regarding information based on pupil progress</li><li>• Provide professional development and guidance on analysing pupil progress.</li><li>• Collect and collate individual pupil targets annually for statutory school years. [Please note that it is not a statutory requirement to collect targets for 2021. The situation will be reviewed as long term guidance is issued following the Covid-19 period]</li></ul>	<ul style="list-style-type: none"><li>• analyse pupil progress and adapt planning accordingly.</li><li>• Provide relevant information for the LA in electronic form to report on pupil progress.</li><li>• Arrange for school representatives to attend professional development sessions delivered by the LA on pupil progress.</li></ul>

## 2. SCHOOLS' ENTITLEMENT TO LA SUPPORT

### 2.1 ACTION TAKEN BY THE LA TO MONITOR SCHOOLS

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The LA has a key role in monitoring schools.

The monitoring will be undertaken through regular visits and visit report will be shared with the school and governing bodies. The reports will include detail of any follow up support by the LA.

Visits will include focus on the following elements:

- Pupil progress,
- quality of impact of teaching
- quality and impact of leadership
- quality of Curriculum offer
- quality and impact of provision of Inclusion and wellbeing

LA	SCHOOL/GOVERNING BODY
<p><b>Comply with requirements as noted in the WG Circular No.: 28/03, Schools Requiring Special Measures or Significant Improvement following an Inspection under Section 28 of the Education Act 2005.</b></p>	
<p><b>As a matter of urgency the LA will:</b></p> <ul style="list-style-type: none"> <li>• Ensure that the school has an appropriate and detailed Post Inspection Action Plan to address identified shortfalls.</li> <li>• Undertake an urgent review of the school’s staffing structure.</li> <li>• Agree on a level of support for the school through initial and regular meetings including the Headteacher and Chair of Governors (and Diocese in the case of church schools).</li> <li>• Offer, where appropriate, school to school support.</li> <li>• Establish a progress board in line with an agreed remit in order to cooperate to meet recommendations.</li> <li>• Provide significant additional support from the Learning Services as a whole to address specific shortfalls.</li> <li>• Undertake a firmer role in monitoring the school Post Inspection Action Plan and extra visits to assess progress on a regular basis.</li> <li>• The LA will produce an Action Plan to support, challenge and monitor the school’s progress in moving away from statutory categorisation.</li> <li>• The School Support Adviser will provide regular progress reports for the Strategic Director of Learning and Partnerships and Corporate Lead Officer for Schools Service, as well as the Chair of Governors, until the school is deemed ready to be taken out of special measures.</li> <li>• Where a school does not improve, the LA will use its statutory intervention powers.</li> </ul>	<p><b>As a matter of urgency the school must:</b></p> <ul style="list-style-type: none"> <li>• Acknowledge the identified shortfalls and draw up a detailed Post Inspection Action Plan in consultation with the Governors, to address these shortfalls.</li> <li>• Provide a copy of the Action Plan for the School Support Adviser.</li> <li>• Set up a monitoring system to ensure that the Action Plan is implemented within the agreed timetable.</li> <li>• Attend and contribute to any progress boards established.</li> <li>• Provide progress reports for the Learning Communities Overview and Scrutiny Committee as required.</li> </ul>

**Note that the LA has intervention powers that become operational when Estyn has named a school as one that requires special measures or one that needs significant improvement, or when the LA has serious concerns regarding probable outcomes for the school without intervention. These intervention powers are in accordance with the Education and Inspections Act 2006 (Appendix 7) and are implemented by the LA according to the specific matters of concern identified at the school.**

**The LA will use its intervention powers as quickly as possible, starting with formal warnings to improve, to ensure the necessary improvements take place as soon as possible. This should avoid the need for Estyn to place the school in any statutory category.**

### **Supporting Documentation**

[Welsh Government Guidance for Schools Causing Concern](#)

### 3. THE ROLE OF SCHOOLS AND THE LA IN DEVELOPING EFFECTIVE TRANSITION

#### 3.1 KEY STAGE 2 TO KEY STAGE 3

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Cultivate close working relationships between primary and secondary sectors by promoting and supporting effective transfer practices.</li><li>• Ensure that the Transition Plans for the area is suitable and meets statutory requirements.</li><li>• Arrange for pupil data to be transferred between primary and secondary sectors.</li></ul>	<ul style="list-style-type: none"><li>• Maintain and review transition plans in relation to core aspects:<ul style="list-style-type: none"><li>➤ Management and cohesion;</li><li>➤ Joint curriculum planning;</li><li>➤ Teaching and learning;</li><li>➤ Assessing, monitoring and tracking pupil standards and welfare;</li><li>➤ Weighing up the effect on standards;</li><li>➤ Pastoral links;</li><li>➤ Information on pupil achievement, attainment, attendance and behaviour;</li><li>➤ The learning needs of individual pupils.</li></ul></li><li>• Develop consistent approaches to learning, teaching and assessment across Key Stage 2 (KS2) and Key Stage 3 (KS3).</li><li>• Help pupils to make better progress by sharing expertise and ensuring continuity of work plans from KS2 to KS3.</li><li>• Secondary sectors to receive KS2 teacher assessment and Standard Tests ensuring robust moderation arrangements to validate teacher assessments.</li><li>• Ensure pupil cohesion and progress.</li><li>• Provide full information about any pupil's participation in basic skills intervention groups in primary school so that the secondary school can review appropriately to ensure continued support.</li></ul>

#### 3.2 TRANSITION TO ALL KEY STAGES

Secondary Schools are aware of the importance of effective transition arrangements between all key stages. This also involves supporting young people and their parents to choose appropriate courses at Key Stage 4 and 5.

#### Supporting Documentation

[Guidance on the Preparation of Key Stage 2 to Key Stage 3 Transition Plans \(Circular No. 30/ 2006 Welsh Government\)](#)

## 4. SUPPORTING SPECIFIC LEARNING IN SCHOOLS

### 4.1 FOUNDATION PHASE

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Support schools with the implementation of good practise in the Foundation Phase and broker school to school support as required.</li> <li>• Monitor the impact of professional development and appraise the quality of classroom provision.</li> <li>• Provide advisory support following an analysis of needs.</li> <li>• Offer professional development and advice on best practise in assessment to support every learner to make progress</li> <li>• Inform and lead schools on national and local priorities.</li> <li>• .</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all members of staff are able to implement good practice within the Foundation Phase.</li> <li>• Monitor the impact of professional development in the classroom and ensure follow-up actions.</li> <li>• Support, ensure implementation of, and monitor Advisory Team recommendations.</li> <li>• Develop assessment procedures that are intrinsic to curriculum design in which the overarching purpose within the curriculum is to support every learner to make progress</li> <li>• Identify school priorities through the self-evaluation process and target national and local initiatives to raise standards and quality.</li> </ul>

### 4.2 14-19 PROVISION

LA	School/Governing Body
<p>Ensure that schools adhere to the requirements of the Learning and Skills Measure 2009 and provide a suitable Local Curriculum.</p> <p>Promote inclusiveness and ensure that all learners in Ceredigion have fair and equal access to learning paths.</p> <ul style="list-style-type: none"> <li>• Ensure that the courses provided meet requirements and economic development in the County and is linked to the RLSP. (In accordance with LMI research).</li> <li>• Ensure that 14-19 learners have the opportunity to express an opinion through 'Pupils' Voice' questionnaires.</li> <li>• Promote and ensure progress of 14-25 yr olds in education, training or employment.</li> </ul>	<p>Ensure that provision for 14-19 yr olds conform to the Learning and Skills Measure 2009.</p> <ul style="list-style-type: none"> <li>• By cooperating with other establishments, ensure that the 6 elements of the Key 14-19 Learning Paths are accessible and beneficial to all learners.</li> <li>• Promote the school as a learning environment for all. Provide appropriate training skills for learners throughout their school career.</li> <li>• Ensure that all learners leave school with qualifications.</li> <li>• Ensure that a wide range of activities and services of high quality are provided by learners.</li> <li>• Ensure that the 'School Council' is representative and inclusive, and contributes effectively to the running of the school.</li> </ul>

## 5. SUPPORTING VULNERABLE PUPILS

### 5.1 ATTENDANCE

Schools and the LA will agree to set and monitor attendance targets in order to meet national benchmarking targets.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Implement a consistent and common set of attendance procedures .</li> <li>• Monitor and analyse attendance rates relevant data and information shared with schools</li> <li>• Prepare an annual attendance self-evaluation review with each school.</li> <li>• Prepare an action plan for schools with attendance in FSM benchmarking Quartiles 3 and 4 and for those schools who are not implementing consistent attendance procedures.</li> <li>• Prepare half termly attendance reports for Primary Schools highlighting pupils with attendance issues and ongoing cases.</li> <li>• Prepare minutes of weekly attendance meetings with secondary schools highlighting pupils with attendance issues and ongoing cases.</li> <li>• Receive all referrals for investigation in accordance with the LA's Education Inclusion Service's criteria for referral.</li> <li>• Visit schools (Education Inclusion Officers) regularly to provide advice and guidance on improving attendance and related issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a consistent and common set of attendance procedures.</li> <li>• Maintain a complete and accurate register of all enrolled pupils (the school register is a legal document and it is the Headteacher's responsibility to ensure its completion and accuracy.)</li> <li>• Record the attendance of all pupils on the register. Every morning and afternoon session must be recorded during term time using the electronic system.</li> <li>• Headteachers to check the electronic registers at the end of every week to ensure that there are 'no missing marks'.</li> <li>• Regular monitoring of registers and noting pupils with attendance rates below 92%. Following the appropriate procedures and sharing the information with the Education Inclusion Service.</li> <li>• Respond to half termly attendance reports within 10 working days (primary schools only).</li> <li>• Return attendance rates to the LA electronically in accordance with WG guidelines</li> <li>• Headteachers to agree total absenteeism targets with their school governing body annually.</li> <li>• Headteachers to review and monitor attendance rates every term and take action when necessary.</li> <li>• Implement the annual attendance self-evaluation review and implement any action plan that might arise from the self-evaluation.</li> </ul>

#### Supporting Documentation

Attendance Strategy and Attendance Policy Template for Schools

### 5.2 BEHAVIOUR

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Work towards improving educational attainment by decreasing the number of days lost through exclusions by working in guidance with (Partnerships Agreements Wales Regulations 2007).</li> </ul>	<ul style="list-style-type: none"> <li>• Observe WG recommendations regarding exclusion procedures set out in <a href="#">Exclusion from schools and pupil referral units (gov.wales)</a>; or any other subsequent WG documentation.</li> </ul>

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| <ul style="list-style-type: none"> <li>• Offer support and advice to teachers, headteachers and Schools Staff to help them meet WG recommendations regarding exclusion procedures as outlined in <a href="https://gov.wales/exclusion-from-schools-and-pupil-referral-units">Exclusion from schools and pupil referral units(gov.wales)</a>;or other relevant WG documentation.<br/>Work in line with the Families First agenda considering the Team Around the Family/WRAP around approach to support families in need.</li> <li>• Analyse and disseminate comparative data on fixed term and permanent Secondary School exclusions.</li> <li>• Attend all Governor meeting's where permanent exclusions are discussed.</li> <li>• Challenge and support schools that do not meet targets and/ or the needs of children and young people.</li> <li>• Provide through-age, integrated delivery of universal and focussed early support, information, advice and interventions. Improve aspects of an individual's personal, social, educational, physical, mental and emotional wellbeing.</li> <li>• Promote the opportunities for engagement, through an inclusive approach to promote expressive, positive educative experiences through alternative curriculum and work/volunteer opportunities.</li> <li>• Ensure the <a href="https://www.unicef.org/uncrc">UN Convention on the Rights of the Child (UNCRC) - Unicef UK</a> are met throughout this process.</li> <li>• Promote and develop individual and family resilience, empowerment and independence to improve educational attainment, engagement and positive educational experiences.</li> </ul> | <ul style="list-style-type: none"> <li>• Work with Porth Cymorth Cynnar to allocate and deploy staffing support and resources to improve the quality of provision for children and young people as appropriate.</li> <li>• Adhere to Porth Cymorth Cynnar's Professional Panel as outlined in the Terms of Reference.</li> <li>• Work towards providing opportunities for children and young people as outlined in the <a href="https://gov.wales/pupil-inclusion-well-being-behaviour-and-attendance">Pupil inclusion, well-being, behaviour and attendance   Sub-topic   GOV.WALES</a>.</li> <li>• Ensure the <a href="https://www.unicef.org/uncrc">UN Convention on the Rights of the Child (UNCRC) - Unicef UK</a> are met throughout this process.</li> <li>• Actively support the Team Around the Family agenda to implement the Wrap around approach and communicate with additional services to support where appropriate.</li> <li>• Support Porth Cymorth Cynnar staff's safety and wellbeing through appropriate information sharing, up to date risk assessments and following health and safety guidelines.</li> <li>•</li> </ul> |
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The Pupil Discipline and Exclusions Committee is required in law to have a clerk. The person clerking may be the same person that is the clerk to the governing body or it may be a different person.

### Supporting Documentation:

<https://gov.wales/pupil-inclusion-well-being-behaviour-and-attendance>



<https://www.ceredigion.gov.uk/resident/children-young-people-services/youth/>.

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

<https://www.cwvys.org.uk/wp-content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf>

[https://gov.wales/sites/default/files/publications/2019-07/families-first-performance-management-guidance-for-local-authorities\\_0.pdf](https://gov.wales/sites/default/files/publications/2019-07/families-first-performance-management-guidance-for-local-authorities_0.pdf);

### 5.3 POLICY ON A SPECIAL EDUCATIONAL NEEDS PROVISION IN EVERY SCHOOL

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Communicate and provide guidance to early years providers with regard to meeting the needs of pre-school pupils with special educational needs.</li><li>• Develop criteria for schools to earmark pupils at every stage of the ALN Register, and to review provision in line with the ALN Code of Practice for Wales 2002 and in accordance with the LA's ALN Strategy.</li><li>• Hold ALN planning and evaluation of provision meetings with all schools.</li><li>• Offer guidance and support to schools on ways of meeting needs, through a graduated response.</li><li>• Distribute resources to schools to deliver the appropriate level of provision to meet the needs of pupils in accordance with the LA's ALN Strategy.</li><li>• Provide a high level of professional learning for schools and staff, to meet the needs of pupils in accordance with Ceredigion's ALN strategy.</li><li>• Undertake Statutory ALN Assessments as necessary.</li></ul>	<ul style="list-style-type: none"><li>• Nominate a member of the Governing Body with responsibility for Safeguarding Children and ALN.</li><li>• Take inclusive action to meet the special educational needs of all pupils.</li><li>• Earmark pupils whose learning or behaviour is a cause for concern at every stage of the ALN Code of Practice for Wales 2002.</li><li>• Ensure early intervention for pupils who require additional support</li><li>• Provide graduated support for pupils.</li><li>• Where schools are concerned about individual pupils as a result of monitoring and review following intervention, they should refer to the LA's Support Panel, using the Application for Inclusion Support form.</li><li>• Provide educational advice of a high standard as part of the statutory assessment of children's' needs.</li><li>• Where the Special Educational Needs budget is delegated to the school, schools must ensure that they utilise the budget to meet the SEN needs of all pupils at the school.</li></ul>

#### Supporting Documentation:

[Special Educational Needs: Code of Practice for Wales](#)

[Ceredigion's Special Educational Needs Policy/ALN Strategy](#)

## 5.4 SUPPORT FOR LOOKED AFTER CHILDREN (LAC)

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Work closely as community planning partners in a shared responsibility for looked after children.</li> <li>• Establish a clear shared vision and priorities to improve outcomes for looked after children.</li> <li>• Ensure a rigorous and systematic approach to monitoring attainment, academic progress and attendance for looked after children</li> <li>• Ensure a rigorous and systematic approach to the evaluation of services for looked after children.</li> <li>• Provide professional learning opportunities to ensure that all relevant staff are aware of their corporate parenting responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a shared responsibility in identifying and meeting the needs of looked after children and young people and removing the barriers to their success in Education.</li> <li>• Ensure that admissions, programmes of learning and support are arranged and agreed with relevant staff promptly.</li> <li>• Set high expectations for looked after children and establish strong partnership working to meet their needs.</li> <li>• Promote positive attitudes and high expectations for looked after children and recognise and celebrate their achievements.</li> <li>• Ensure Personal Education Plans (PEPS) are completed and the multi-agency review meetings can be attended</li> <li>• Application of exclusion as a sanction and the use of alternatives to fixed term exclusions</li> <li>• Include Looked After Children and listen to their voice.</li> <li>• Each school must have a Designated LAC co-ordinator and this person must be known to all staff</li> </ul>

## 5.5 SUPPORTING EAL PUPILS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• To continue to manage the Ethnic Minority element of the Education Improvement Grant.</li> <li>• Provide regular support to appropriate schools to monitor the progress of the EAL pupils.</li> <li>• Provide advice, support and training on meeting the needs of EAL pupils to access the Curriculum.</li> <li>• Keep up to date with the latest research and information on EAL and share effective practice.</li> <li>• Allocate funding to the schools with highest numbers of EAL pupils to provide appropriate support. Support with provision of specialist services as required e.g. translation and interpretation services, bilingual resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Notify the EAL Advisory service when new pupils arrive and support services are required.</li> <li>• Keep accurate and up to date records of EAL pupils and their levels and share these with the Advisory Service. Examine relevant data to pinpoint areas of concern and respond appropriately to the challenge of addressing these.</li> <li>• Take advantage of training offered to broaden the knowledge base and provide consistency and continuity of provision across schools.</li> <li>• Head teachers to ensure that teachers with EAL pupils in their classes liaise regularly with support staff to make certain provision aids progress and improves access to the curriculum.</li> </ul>

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• The LA's Named Officer for Safeguarding Children can offer advice and guidance to the School's Safeguarding Children Co-ordinator /Headteacher and the Governing Body's Designated Governor for Safeguarding Children.</li> <li>• The LA will offer level 2 training to the Chair of Governing Body and the Designated Governor for Safeguarding, in relation to safe recruitment and the procedures to be followed if there are allegations against members of staff.</li> <li>• The LA will arrange specific training to the School's Safeguarding Children Co-ordinator on a regular basis.</li> <li>• The LA's Named Officer for Safeguarding Children will audit the Safeguarding policies of each school on a yearly basis.</li> </ul>	<ul style="list-style-type: none"> <li>• The Governing Body must nominate a Designated Governor for Safeguarding Children; the School must have a named member of staff with responsibility for Co-ordinating Safeguarding Children within the school. The Named person with responsibility must be known to all staff.</li> <li>• The Headteacher will ensure that the Chair is informed of the allegation and will invite the chair to attend Strategy meetings under Section 5 of the 'Wales Safeguarding Procedures,' where safeguarding allegations/concerns about practitioners and Those in positions of Trust are considered. The Co-ordinator for Safeguarding Children/Headteacher will also be invited to all Strategy meetings.</li> <li>• The Chair and Designated Governor for Safeguarding will be <b>expected to</b> attend level 2 training so that they are conversant with their role and responsibilities.</li> <li>• The School's named Co-ordinator <b>must</b> attend level 2 training so that they are conversant with their role and responsibilities.</li> <li>• All Governors are encouraged to attend level 1 training.</li> </ul>

### Supporting Documentation

<https://gov.wales/sites/default/files/publications/2020-10/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act.pdf>

## 6. WELSH EDUCATION STRATEGY

### 6.1 SUPPORTING AN INCREASE IN THE WELSH MEDIUM PROVISION AND RAISING STANDARDS IN WELSH

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Ensure and monitor that all schools provide accurate information regarding their language definition/designation on PLASC every year; provide information for the public on the nature of the provision across the county in accordance with the relevant designation.</li> <li>• Report on relevant progress against the Ceredigion Welsh Language Strategy and the Welsh in Education Strategic Plan.</li> <li>• Ensure the implementation of Ceredigion Council's School Language Policy in all its schools.</li> <li>• Provide a 'Welsh Language Support Teachers' service to monitor and support progress in Welsh within schools based on need.</li> <li>• Provide appropriate opportunities for primary age latecomers to attend 'canolfannau iaith' to speed up the process of acquiring the language amongst latecomers.</li> <li>• Provide advice, training and appropriate resources to promote the development of Welsh in schools as both a subject and a medium.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an accurate language definition/designation on PLASC every year, and provide relevant information for parents about the school's language provision in accordance with the relevant and agreed designation.</li> <li>• Cooperate, co-plan with the LA to act upon the targets set out in the present Welsh Education Strategic Plans (2022-32).</li> <li>• Cooperate with the LA in successful implementation of its School Language Policy in order to support the vision and ambition to see a million people able to enjoy speaking and using Welsh by 2050</li> <li>• Schools receiving the service to cooperate fully and effectively with 'Athrawon Cefnogi'r Gymraeg' to raise standards in Welsh.</li> <li>• Schools to discuss and promote the advantages of 'Canolfannau iaith' with families and pupils. Schools to monitor the progress of latecomers to the school.</li> <li>• Schools to identify specific development needs and allocate specific budgets to meet training and resource requirements.</li> </ul>

## 7. BUSINESS SUPPORT

### 7.1 DATA / INFORMATION

Including the LA's responsibility to maintain and develop effective information systems with schools, and schools' duty to maintain, update and apply data.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Provide guidance for schools so that they have a clear understanding of their roles, responsibilities and accountability in relation to collecting and maintaining and providing pupil data (Attendance, Key Stage Assessments and Targets, Test Results and Annual Census returns).</li><li>• Maintain a central database of pupil details and manage information on admissions, transfers, Free School Meal eligibility, ALN and LAC Status etc. (Information taken from Parents and Schools).</li><li>• Provide all schools with performance data of a high standard to complement National data. This includes:<ul style="list-style-type: none"><li>○ Detailed reports showing progress across all key stages;</li><li>○ Support for pupil tracking systems, e.g. EhedLin and new KS4/5 indicator</li></ul></li><li>• Make available reports and relevant information received from the WG</li></ul>	<ul style="list-style-type: none"><li>• Undertake pupil assessment arrangements in accordance with agreed programmes and provide the LA with information on performance to enable analysis.</li><li>• Undertake effective continuous appraisal and analysis of data to clearly show the school's strengths and areas for development and weaknesses. Address them and include them in the School Development Plan (SDP).</li><li>• Forward accurate data to the LA within the specified timetable.</li><li>• Check the provisional information provided by WG (SSSP, and NEWBEs etc.) are accurate so as to correctly feed into Final Reports.</li><li>• Regularly maintain pupil data to ensure that pupil details are correct.</li><li>• Register for Data Protection.</li></ul>
<p>The LA also offers full access to pupils' central records via the Teacher Centre (school management information system).</p>	

## 7.2 PREMISES MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide advice and guidance on matters relating to the management of school sites.</li> <li>• Provide funding in school budgets for repairs and maintenance and for capital projects.</li> <li>• Undertake major capital work in relation to school sites.</li> <li>• Provide leadership regarding the landlord's duty and the school's duty as tenant with regard to maintenance.</li> <li>• Advise schools on their responsibilities in relation to repairs and maintenance, and grounds maintenance.</li> <li>• Undertake work in accordance with the Division of Responsibilities between the LA and Schools/Governors as detailed in the document "Responsibility for Repairs and Maintenance within the Schools of the County".</li> <li>• Discuss and advise on minor repairs to school sites.</li> <li>• Arrange regular tests on various appliances.</li> <li>• Arrange various assessments e.g. asbestos, legionella.</li> <li>• Monitor the condition/state of repair of sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform the LA before starting on any maintenance work that involves using power tools.</li> <li>• Ensure that the site is kept in good repair and meets Health and Safety Legislation requirements for sites.</li> <li>• Determine the proportion of the working budget to be allocated for repairs and maintenance.</li> <li>• Agree a maintenance programme.</li> <li>• Draw the LA's attention to matters causing concern in relation to the management of the site and grounds.</li> <li>• Discuss maintenance matters causing concern with relevant Services.</li> <li>• Undertake maintenance work in accordance with the Division of Responsibilities between the LA and Schools/Governors as detailed in the document "Responsibility for Repairs and Maintenance within the Schools of the County".</li> <li>• Take due regard to any assessments on the building before undertaking maintenance work.</li> </ul>
<p>The LA also offers assistance, through the SLA, with all aspects of the work involved in managing the school site.</p> <p><b>Owing to legal requirements and possible outcomes in relation to this area of responsibility, schools/governors are required to give serious consideration to signing an SLA provided by the LA; protecting schools/governors if matters arise that are a cause for concern.</b></p>	

## 7.3 LANDLORD & TENANT MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Advise schools on estate management matters, including queries regarding boundaries, land ownership, rights of way, easements, wayleaves etc.</li> <li>• Discuss terms and sanction leases and agreements with other establishments/partners e.g. Before and After School Clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the LA's attention to matters causing concern in relation to the management of the site and grounds, and advise in advance of any third party agreements intended to be entered into that may affect the land, buildings or any rights reserved.</li> </ul>

## 7.4 INSURANCE MATTERS

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LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>Advise on, and organise buildings and contents insurance.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss insurance needs with the LA</li> </ul>

## 7.5 SCHOOL SITE MANAGEMENT

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In all community schools and voluntary controlled schools, the LA owns the property and has landlord status; the school occupies and uses the site as a tenant. The LA does NOT own the property of voluntary aided schools.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>Provide written consent, as appropriate, for the Governing Body to occupy and use the site.</li> <li>Provide specific guidance under relevant legislation on the use of sites it owns or maintains.</li> <li>In exceptional circumstances, use the powers at its disposal to provide specific guidance on the use of maintained schools.</li> <li>Provide advice and guidance on matters pertaining to hiring school sites – School Lettings Policy.</li> </ul>	<ul style="list-style-type: none"> <li>Bear in mind the benefit of making the site available for community use. However, the Governing Body cannot change the use of, or dispose of any aspect of sites the Authority retains ownership of e.g. playing fields etc., without the written consent of the Authority.</li> <li>Consider a transfer of control agreement if its purpose is to promote community use of the school site – subject to regulations set out in The Control of School Premises (Wales) Regulations 2008.</li> <li>Comply with the LA ‘School Lettings’ policy for arrangements for all short-term, sessional use of maintained school sites (including use associated with the purposes of the school, e.g. parent teacher association fundraising events etc., or events that benefit the community e.g. holiday play scheme activities etc.). The Governing Body should consider the guidelines for setting Rates for this type of use and set them, as well as any conditions of use.</li> </ul>

### Supporting Documentation

[The Control of School Premises \(Wales\) Regulations 2008](#)



## 7.6 HEALTH AND SAFETY MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide advice and guidance on health and safety policies and procedures.</li> <li>• Support the schools to meet their legal duties in respect of health and safety and fire safety</li> <li>• Monitor the situation to ensure compliance with health and safety legislation.</li> <li>• Undertake health and safety inspections.</li> <li>• Provide advice and guidance on health and safety matters.</li> <li>• Provide advice and support on health and safety training requirements.</li> <li>• Assist with carrying out complex risk assessments.</li> <li>• Provide advice on safe working environments for workers, pupils, visitors and others on school premises.</li> <li>• Exercise employer's responsibility for workers' health and safety on site.</li> <li>• Assist with carrying out complex incident investigations</li> <li>• Liaise with enforcement agencies on behalf of the school e.g. Health and Safety Executive, Dyfed Powys Police, Mid and West Wales Fire and Rescue Service etc.</li> <li>• Support and participate in the school's health and safety forum.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop local management arrangements to implement LA health and safety policies and requirements.</li> <li>• Nominate a Governor with responsibility for the school's Health and Safety matters.</li> <li>• Undertake an annual Health and Safety Audit during the Autumn term and ensure this is returned to the LA before the Christmas holidays.</li> <li>• Manage the school site and/or school activities from day to day, adopting safe practices in accordance with risk assessments and/or guidance provided by the LA.</li> <li>• Work in partnership with the LA, including its monitoring arrangements, and notify the Authority of any matters that could jeopardize its ability, as an employer, to comply with its health and safety responsibilities.</li> <li>• Ensure that all accidents, incidents or dangerous conditions are notified and investigated in accordance with relevant procedures.</li> <li>• Encourage workers to take part in health, safety and risk control at the school, and that an effective health and safety committee meet regularly and support managers' efforts to develop a positive health and safety culture.</li> <li>• Ensure a provision for upgrading, repairs and maintenance of the school site and keeping the school safe by:-             <ul style="list-style-type: none"> <li>○ Ensuring that any defects and/or dangerous conditions identified within the workplace(s) are notified and dealt with promptly.</li> <li>○ Undertake inspections and/or walk around the site from time to time to ensure that risk control measures continue to be effective, and that safe exits are provided and maintained (e.g. fire escape routes are clear and fire alarm systems are working).</li> </ul> </li> <li>• Ensure that health and safety regulations are adhered to when undertaking the following:             <ul style="list-style-type: none"> <li>○ Appointing and/or supervising contract workers, and ensuring that only qualified contractors are employed, in accordance with health &amp; safety regulations and/or relevant access;</li> <li>○ Selecting, choosing, accessing and/or introducing tools and/or substances to the workplace.</li> </ul> </li> <li>• Ensure that workers or pupils use any tools, machinery, or dangerous substances in accordance with guidance and/or training provided.</li> </ul>



	<ul style="list-style-type: none"> <li>• Provide appropriate personal protective equipment for workers and pupils, and ensure their use.</li> <li>• Ensure that staff and governors attend health and safety training courses.</li> <li>• Work in partnership with the LA on health and safety inspections and return responses within deadlines.</li> <li>• Safeguarding and Site Control.</li> <li>• Provide an up to date list of trained personnel.</li> <li>• Carry out suitable and sufficient risk assessments with support from the health and safety team</li> <li>• Discuss health and safety issues that are causing concern with the authority.</li> </ul>
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## 7.7 EDUCATIONAL VISITS

<b>LA</b>	<b>SCHOOL/GOVERNING BODY</b>
<ul style="list-style-type: none"> <li>• Provide advice and guidance for all adventurous and overseas educational visits.</li> <li>• Maintain accurate records of all adventurous and overseas educational visits.</li> <li>• Provide approval for educational excursions involving adventurous and overseas educational visits</li> <li>• Undertake sample monitoring of excursions and trips</li> <li>• Assist with risk assessments where required</li> <li>• Assist with incident reporting and investigation</li> <li>• Assist with monitoring and assisting staff with the EVOLVE system</li> <li>• Provide training and support on use of the EVOLVE system to Educational Visits Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all educational visits comply with the Ceredigion County Council Educational Visits Policy.</li> <li>• Notifying the LA of any overseas visits (at least 28 days before visit)</li> <li>• Obtaining LA approval for any visits involving adventurous and overseas educational visits (at least 28 days before visit).</li> </ul>

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Advise school staff on providing a healthy menu that conforms with the requirements of Healthy Eating in Schools (Wales) Measure 2009.</li> <li>• Assess the provision of food standards across the whole school day.</li> <li>• Prepare a menu for pupils who have special dietary needs.</li> <li>• Investigate any complaints about the standard of school meals.</li> <li>• Provide special sessions, for example cooking with the pupils, taster sessions or arrange a special menu to support the curriculum.</li> <li>• Attend parent meetings and school council meetings if required.</li> <li>• Provide advice on healthy packed lunches.</li> <li>• Encourage the take up of school meals.</li> <li>• Monitor the Primary Schools Breakfast Initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect dinner money and complete returns.</li> <li>• Send out letters of notification to parents who are in arrears of school meals payments.</li> <li>• Communicate any concerns regarding the menu or the quality of meals.</li> <li>• Immediate notification if it is not possible to provide hot school meals.</li> <li>• Ensure that the Medically Prescribed Diet Form is completed with doctor's verification for children with special dietary needs and that a copy is sent to the LA immediately <a href="https://www.ceredigion.gov.uk/SiteCollectionDocuments/Resident/Schools%20and%20Education/School%20Information/School%20Meals/special-diet-leaflet-english.pdf">https://www.ceredigion.gov.uk/SiteCollectionDocuments/Resident/Schools%20and%20Education/School%20Information/School%20Meals/special-diet-leaflet-english.pdf</a></li> <li>• To include in the governors' report information on the action taken to promote healthy eating and drinking by pupils of the school.</li> <li>• Encourage the take up of school meals and milk and take reasonable steps to ensure that every pupil who is entitled to receive free school lunches and free school milk does receive them.</li> <li>• Ensure that kitchens meet food hygiene standards for schools that have opted out of the catering service.</li> <li>• Take steps to ensure that pupils who bring packed lunches from home are in line with the Healthy Eating in Schools (Wales) measure 2009 for school lunches and the Healthy Schools Scheme.</li> <li>• Ensure that pupils have easy access at all times to free, fresh drinking water.</li> <li>• Ensure that the LA Catering Service is notified if a request for the hire of the kitchen is received, except in voluntary aided schools</li> </ul> <p>The following matters will be addressed by the LA for schools which take the LA's Catering SLA:</p> <ul style="list-style-type: none"> <li>• Ensure that kitchens meet food hygiene standards and work with schools in any discussions with Environmental Health.</li> <li>• Provide menus and information sheets for parents on healthy eating through the Council/School website.</li> <li>• Ensure the use of LA approved suppliers that have been inspected by third party audit.</li> <li>• Provide alternative arrangements to ensure that pupils are provided with cold meals in the event of an electricity cut or equipment failure.</li> </ul> <p>Provide training for staff on Health and Safety</p>

***For Schools entered into the SLA:***

The statutory responsibility for any food hygiene issues that may arise and responsibility for complying with the statutory obligation of Healthy Eating in Schools (Wales) measure 2009 falls on the LA.

***For Schools not entered into the SLA:***

The Statutory responsibility for any food hygiene issues that may arise and responsibility for complying with the statutory obligation of Healthy Eating in Schools (Wales) measure 2009 falls on the Governing Body and headteacher.

**Supporting documentation**

Appetite for Life Action Plan

**7.9 ACCESS TO EDUCATION: ADMISSIONS POLICY**

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<b>LA</b>	<b>SCHOOL/GOVERNING BODY</b>
<ul style="list-style-type: none"><li>• Provide an appropriate range and number of school places.</li><li>• Coordinate effective arrangements for admitting children to schools.</li><li>• Calculate the school's capacity and admission numbers and ensure county schools are not overcrowded.</li><li>• Prepare and present LA cases to the School Admissions Appeals panel.</li><li>• Represent the LA at the School Admissions Forums – held twice a year.</li></ul>	<ul style="list-style-type: none"><li>• Follow the LA Admission policy. Only admit pupils that have been accepted by the LA Admission Authority.</li><li>• Agree annual admission numbers with the Authority.</li><li>• Manage class sizes appropriately.</li></ul>

**Supporting Documentation**

[Pupil Admission Policy inc. School Capacity and Numbers](#)

## 8. GOVERNORS SUPPORT SERVICE

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide a service to set up Governing Bodies/Shadow Governing Bodies that involves preparing and updating Instruments of Government.</li> <li>• Provide help and advice for Governors and Headteachers on managing regulatory and procedural matters to help them fulfil their roles.</li> <li>• Facilitate Forums to brief governors on new local and national initiatives and to share best practices.</li> <li>• Provide a coordinated Governor training programme to meet LA/WG legislative guidelines.</li> <li>• Offer advice, support and training to Governing Bodies or/and their clerks.</li> <li>• Provide policies, guidance material and resources.</li> <li>• Offer guidance, advice and support on the process of holding governor elections.</li> </ul>	<ul style="list-style-type: none"> <li>• Comply with the <a href="#">WG School Governors Guide to the Law</a></li> <li>• Facilitate good partnership arrangements with other schools, Governing Bodies and the LA.</li> <li>• Work with the LA to improve recruitment and selection procedures and ensure that vacancies are filled at the earliest opportunity with suitably qualified personnel.</li> <li>• Administer the Disclosure Barring Scheme (DBS) checks for necessary governors.</li> <li>• Administer the process of appointing authority governors, and school governors from amongst teachers, staff, parents and co-opted individuals.</li> <li>• Update the LA of Governing Body membership details during the Autumn term and as changes occur.</li> <li>• Implement any new legislative requirements introduced by WG/LA within given timeframes.</li> <li>• Establish compulsory Sub-committees and ensure they undertake their delegated duties.</li> <li>• Complete the Annual Report to Parents, make available on school website and present to the LA.</li> <li>• Provide and approve school budgets.</li> <li>• Produce a termly report to the required standard (as deemed by Local Authority) and submit to the LA and all Governors 2 weeks prior to a Governing Body meeting.</li> <li>• Ensure that all Governor's attend mandatory training as deemed statutory by WG or the LA.</li> <li>• Identify governors to attend specialist training courses as required.</li> <li>• Keep governor records: membership, terms of service and minutes of meetings and send these to the LA termly.</li> <li>• Collect information during termly governor meetings regarding the number of cases of bullying at the school, and report these to the Local Children's Safeguarding Board.</li> </ul>

### **SLA**

Where schools have signed up to the SLA a full clerking service will be provided, otherwise the Governing Body Clerk will be responsible for all Governor Clerking Services.

### **Supporting Documentation**

[Ceredigion Governor's Website](#)

## 9. COMMUNICATION AND ENGAGEMENT STRATEGY

### 9.1 COMMUNICATION ARRANGEMENTS

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School improvement support is managed in true partnership between schools, the authority and the wider community so that the service's operations reflect co-understanding and co-commitment. Consultation and steering groups, including Authority officers and school representatives meet regularly to identify needs, determine provision of services and monitor the standard of delivery.

The LA's communication with schools include:

- Access to Teacher Centre and SIMS (which holds individual pupils and school data)
- Regular business meetings and conferences with headteachers
- Forums e.g. Governors, Finance and Admissions.
- Termly support and meetings with schools and School Support Adviser
- Head teacher focus group
- Email/newsletter and Teams sites communication with schools – Secondary, Primary and Middle
- Quartelry Governor newsletter
- Regular updates via the Ceredigion Press Office

In cooperation with all these groups, strategic and operational plans are produced that show priorities, targets and performance on a yearly basis. Extensive use is made of Governing Body meetings also to improve schools by placing regular items on agendas.

This service provision consultation framework is used to influence future planning with regards to setting priorities, implementing achievement strategies and establishing related achievement targets and criteria. Information is channelled and discussed through regular meetings for staff ensuring maximum participation by colleagues. Officers within Schools and Culture Service play a lead role in this framework of consultation and service provision.

The LA will identify relevant stakeholders and decide on the most appropriate method of communicating with these stakeholders.

#### **Supporting Documentation**

[Ceredigion Language Strategy](#)

[Welsh Government School Organisation Code](#)

## 9.2 COMPLAINTS AND COMPLIMENTS

The statutory responsibility for resolving complaints about schools lies with the Governing Body. However the LA's Complaints and Freedom of Information (FOI) Team is able to provide advice and assistance to the Governing Body if required to ensure that complaints are managed effectively and in accordance with the school's own complaints policy. All schools must have an up-to-date complaints policy which is compliant with Welsh Government's '[Complaints procedures for school governing bodies in Wales](#)' (circular no: 011/2012) and is publicly available.

Advice and support can be offered at any stage of the complaints procedure with regards to the investigation process, how complaints are managed and/or escalated, how to remain resolution-focused, learning lessons from complaints and also to provide guidance on how to write a clear and robust complaints report or response. The Complaints and FOI Team in the LA is also available to provide general guidance on the principles and practice of good complaints handling. The LA will provide complaints handling training to the Governing Body on an annual basis or upon request if required.

The final decision regarding a complaint will rest with the Governing Body (in accordance with WG guidance) and there will be no appeal mechanism available to complainants via the LA. However, if training needs are identified at any time with regard to complaints handling provision this will be arranged upon request from the Governing Body. If the LA comes to the conclusion that the process followed in a specific case was lacking, it may ask the Governing Body to reconsider the matter.

The LA must be informed about any complaints about the Governing Body as a whole or in relation to an alleged criminal offence (as in sections 4.11 and 4.12 of WG guidance).

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Provide assistance, guidance and training to schools and Governing Bodies so they are suitably equipped for dealing with complaints activity.</li><li>• Provide guidance and examples of complaint responses to assist in delivering a high standard of complaints handling.</li><li>• Advise in cases where an independent investigation may be warranted (particularly if the complaint relates to the Governing Body as a whole).</li></ul>	<ul style="list-style-type: none"><li>• Adopt a complaints policy which is compliant with WG guidance and ensure full accessibility to all stakeholders.</li><li>• Follow adopted policies, procedures and practices when dealing with complaints.</li><li>• Request assistance in the event of complex complaints and/or if it is deemed that additional support is required from the LA.</li></ul> <p>Ensure appropriate escalation of complaint to LA in the event of a complaint made against the Governing Body as a whole.</p>

### Supporting Documentation:

[WG School Governing Body Complaints Procedures](#)

## 9.3 FREEDOM OF INFORMATION

Each school has a statutory responsibility to deal with requests for information received by members of the public under the Freedom of Information (FOI) Act 2000. The management of FOI activity is regulated by the Information Commissioner's Office (ICO) who also oversees information requests concerning the General Data Protection Regulation – see separate guidance in 9.4 below.

The objective of FOI legislation is to promote openness and transparency and requires public authorities (such as maintained schools) to develop and abide by an ICO approved publication scheme, and give the general public the right to access information held by public authorities.

The FOI covers all recorded information held by the school, and sets out how you should respond to requests for access to that information. Remember that any request for the release of information under FOI is essentially asking the school to release the information to the public, in general, not just to the requester. FOI legislation states that information can only be withheld from disclosure providing an appropriate exemption can be applied, which deems it unlawful or prejudicial to release that information into the public domain. There are different exemptions that can be relied upon depending on the reasons cited for non-disclosure, some of which may require a Public Interest Test.

The LA's Complaints and FOI Team is able to provide advice to the Governing Body regarding the management of requests under the FOI Act, particularly in instances where an exemption may apply preventing the disclosure of the information sought. The LA can also provide training in respect of FOI to the Governing Body as and when required. However, the school Governing Body has statutory responsibility for the final decision surrounding disclosure of information under FOI and the school's compliance with the legislation.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Provide advice or guidance to schools and Governing Bodies regarding FOI exemptions.</li><li>• Provide training on FOI if required.</li><li>• Provide assistance with the acknowledgement, processing and responding to FOI requests</li></ul>	<ul style="list-style-type: none"><li>• Deal with requests for information in an open and transparent manner.</li><li>• Ensure the school is compliant with FOI legislation/requirements and can distinguish between what is required under FOI and what may be required under GDPR (which is slightly different).</li><li>• Request advice / assistance from the LA regarding the management of information requests under FOI.</li></ul>

### **Additional Guidance:**

[ICO Guidance re FOI for Schools](#)



## 9.4 DATA PROTECTION

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The General Data Protection Regulation (GDPR) is a European regulation which governs the use and processing of personal data both across the EU and within any organisations which process EU citizens' data. Its provision will be incorporated into UK law after Brexit in the UK GDPR.

The Data Protection Act 2018 is the UK Act of Parliament which brought the provisions of the EU GDPR into UK law. The Information Commissioner's Office (ICO) is the supervisory authority which monitors compliance and to whom significant data breaches must be reported.

Schools are public authorities and are legally required to appoint a DPO (Data Protection Officer) to ensure the organisation meets the requirements of GDPR and complies with the Regulation. At present, schools are signatories to an agreement with the local authority, which carries out the data protection function on their behalf.

The school will need to ensure procedures are followed and fully support the DPO in providing time, evidence and resources as necessary.

Schools need to be aware that they will often be the first point of contact for individuals seeking to access personal data and their timely reporting of this to the Data Protection Team is imperative.

Schools collect and use a wide range of information about individuals in order to carry out their functions. Information which allows a living individual to be identified is that individual's personal data.

Processing of personal data must only be undertaken where the school has a lawful basis for carrying out the processing. Personal data to be processed must be limited to what is necessary to carry out the purposes of the processing, must be used only for the purpose for which it was obtained, must be processed securely, and must not be retained for any longer than necessary. Personal data must be processed transparently, and as such schools should make privacy notices documenting their processing publically available for individuals to read.

The Data Protection Act 2018 protects people's right to privacy, sets rules for how organisations in all sectors handle information about identifiable individuals, and provides individuals with rights over how their data is processed.

Individuals are entitled (subject to certain exemptions specified in the Data Protection Act) to request access to information held about them. All such Subject Access Requests should be logged at a corporate level and referred onward immediately to the relevant officer(s) in the Data Protection Team for action. Timeliness is particularly important because the Council must respond to a valid request within legally prescribed time limits. The Local Authority's data protection team supports schools and the governing bodies of the schools to carry out these statutory obligations. In order to assist the schools in meeting their statutory obligations the data protection team will from time to time conduct audits of the schools' processing of personal data.

In the event of a data breach, the Data Protection Team needs to be informed and the Data Protection Officer will carry out an assessment to determine whether the data subject and/or the ICO should be informed of the breach. Where breaches are sufficiently serious to warrant reporting to the ICO, the data protection team must do this within 72 hours of the breach occurring. It is therefore vital that in the event of a data breach occurring, the Authority's data protection team is informed as soon as possible.



The LA's Data Protection Team is able to provide advice and guidance to the Governing Body if required with regard of any data protection matters. The LA can also provide training in respect of data protection to the Governing Body as and when required.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide advice or guidance to schools and Governing Bodies regarding Data Protection.</li> <li>• Provide training on the GDPR, UK GDPR and Data Protection Act 2018 if required.</li> <li>• Support schools to meet their obligations under the Data Protection legislation</li> <li>• Respond to data breaches on behalf of schools</li> </ul>	<ul style="list-style-type: none"> <li>• Refer requests for information to the LA's Data Protection Team</li> <li>• Request advice / assistance from the LA regarding the management of information requests under the DPA 2018.</li> <li>• Report data breaches to the LA's Data Protection Team</li> </ul>

#### **Additional Guidance:**

[ICO Guidance for Schools](#)

### 9.5 DISCIPLINARY MATTERS

The Headteacher and Governing Body are strongly advised to seek the advice of the LA and its Human Resources Officers before the school commences any disciplinary procedures in cases of serious misconduct and during every stage thereafter. The 'All Wales Child Protection Procedures' and 'Welsh Government Disciplinary and dismissal procedures for school staff' should be followed when dealing with disciplinary matters involving Child Protection. This includes where appropriate the need for an external investigation.

Schools do not have to act in accordance with Human Resources advice in disciplinary matters and other employment matters. However, if the school does not act according to the advice given and costs consequently arise from the matter; those costs may be claimed back from the school.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Develop policies, procedures and model practices so that schools are well advised and supported on employment matters.</li> <li>• Promote and monitor policies and practices that ensure equal opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt rules and procedures to regulate the behaviour and discipline of all school staff (schools may adopt LA policies or their own policies).</li> <li>• Follow adopted policies, procedures and practices when dealing with disciplinary matters.</li> <li>• Keep to the terms and conditions of the Human Resources Service Level Agreement (SLA) to develop effective Human Resources policies, procedures and management practices.</li> </ul>

<ul style="list-style-type: none"><li>• If the LA is informed that allegations have been made against a member of staff, the LA will offer advice to the Governing Body.</li></ul>	<ul style="list-style-type: none"><li>• Ensure equal opportunities for all members of staff and students.</li><li>• The Governing Body as an employer should not accept the resignation of a member of staff who is the subject of child protection or criminal investigations. Rather, the governing body should follow disciplinary procedures to ensure that a formal employment record of the investigation and outcome is available.</li></ul>
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### **Supporting Documentation**

[disciplinary-and-dismissal-procedures-for-school-staff\\_0.pdf \(gov.wales\)](#)

School Disciplinary Policy

## 9.6 SAFE RECRUITMENT

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LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• In accordance with safe recruitment protocols – undertake pre-appointment checks including DBS, references and Medical checks for all school staff.</li></ul>	<ul style="list-style-type: none"><li>• Follow adopted policies, procedures and practices when dealing with safe recruitment matters.</li></ul>

It is the school's decision on how it manages its staffing complement, however; there are risks in using supply agencies that are not on the framework as they are not required to follow strict rules associated with safeguarding, fair pay of teaching staff, insurance cover etc. It also means that the school would have to make the following checks each time it uses a supply worker from an agency that is not on the framework:

- check for evidence of the Agency's recognition by the Recruitment & Employment Confederation (REC) <https://www.rec.uk.com/membership/member-directory>
- check that the terms and conditions of the contract with the Supply Agency states that liability insurance rests with the Agency and not with the School
- check the identity of the individual by means of an appropriate, original photo ID
- check the original DBS certificate
- check the individual's right to work in the UK (contact HR if you require assistance in relation to verifying documentation)
- check that appropriate references have been collected and verified by the agency
- check that the agency has carried out a full employment history
- check that the agency has carried out a health check
- check that the agency has verified all certificates
- check that the individual has registered with EWC

### Supporting Documentation

[DBS Safe Recruitment Policy Guidance for headteachers and Governors](#)

[Keeping Learners Safe](#)

## 10. FINANCIAL SERVICES

### 10.1 FINANCIAL MATTERS

Setting targets at individual cohort, school and authority level is an integral part of the Authority's school improvement strategy.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Allocate financial resources to schools in accordance with funding formulae.</li><li>• Maintain a record of funding allocations and summary financial performances for all schools which use the LA's ledger system.</li><li>• Issue an individual annual financial performance schedule to each school which use the LA's ledger system for certification.</li><li>• Challenge schools that are in or are facing financial deficit.</li></ul>	<ul style="list-style-type: none"><li>• Prepare a balanced working budget in accordance with the Scheme for Financing Maintained Schools.</li><li>• Monitor financial performance on a regular basis to ensure that the budget is on target.</li><li>• Sign and return annual financial performance schedule.</li><li>• Maintain a viable level of financial reserves.</li><li>• Inform the LA immediately of any apparent financial deficit.</li><li>• Ensure that all sickness absence and payment documentation is sent on time.</li></ul>

#### Supporting Documentation

Scheme for Financing Maintained Schools

### 10.2 CORPORATE FINANCE

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Offer schools access to the corporate financial management systems.</li><li>• Offer schools banking, payroll and creditor payment services.</li></ul>	<ul style="list-style-type: none"><li>• Ensure that all sickness absence and payment documentation is recorded via the Ceri system.</li></ul>

### 10.3 PAY, BENEFITS AND PENSIONS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>• Offer schools a full payroll service inclusive of all payments and deductions and generation of a monthly payslip</li></ul>	<ul style="list-style-type: none"><li>• Ensure that information is provided to in a timely manner (for example new starters, leavers and changes to contracts)</li><li>• Ensure that all absence information is recorded via the Ceri system</li></ul>

<ul style="list-style-type: none"><li>• Administer the Teachers' Pensions and LGPS pension schemes on behalf of school staff</li><li>• Completion of statutory reports relating to pay and benefits</li></ul>	<ul style="list-style-type: none"><li>• Ensure that all timesheet and expenses based information is authorised and provided through the required channels</li></ul>
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## 11. BUSINESS SUPPORT – SERVICE LEVEL AGREEMENTS

The LA acknowledges the requirements placed upon its Headteachers and Governors, especially in relation to legal responsibilities, and as such it has developed a number of SLA's to provide the required support.

The SLA's reduce the burden of following agreed protocols and ensure that any action taken conforms with legal requirements, and therefore protects Headteachers and Governors where the outcomes of their actions, if the worst should happen, could be challenged in a court of law.

In this context, the LA strongly advises School Governors to sign the SLA's provided, since the consequences of not doing so could lead to significant legal obligations for Headteachers and Governors.

SLA's are available to support schools in their management of:

- Premises
- Finance
- Legal Affairs
- HR and Payroll
- ICT
- Governance
- Catering
- Supply Cover Insurance

Further details and individual SLA contents can be obtained through the responsible sections.

### **For Schools entered into SLA's:**

Should outcomes of actions undertaken be challenged or in instances of misadventure, the legal responsibility falls on the LA.

PLEASE NOTE: If a school incurs financial penalties as a result of following advice under an SLA, then the Council will reimburse the school as appropriate. Failure by the school/governing body to follow advice will leave the governing body liable for all potential penalties incurred as a result of their action/inaction.

### **For Schools not entered into SLA's:**

Should outcomes of actions undertaken be challenged or in instances of misadventure, the legal responsibility falls on the Governing Body and Headteacher.

### **Opt-out of SLA**

The agreement will remain in place from one financial year to another until one or other of the parties indicates that they wish to withdraw from the agreement giving at least three months' notice (i.e. before 1st January for following financial year)

School within the agreement will be informed prior to this date of the proposed method of calculating the cost of the agreement for the following financial year.

## **Application of Service Level Agreements (SLA's) to Schools**

1. Schools are not bound to take up the SLA's offered by the LA. Schools which opt into SLA's with the LA are bound by the terms contained within each SLA, which may allow for variation of terms and conditions.
  2. Schools which opt out of any SLA in contravention of the agreed terms and conditions will be required to meet any additional costs or obligations incurred as a result of their action. Schools may also be bound to certain contracts approved by the Welsh Government for services, irrespective of the agreement of schools.
  3. Schools should note that, although governing bodies are empowered under para 3 s.10 SSAF Act to enter into SLA's or contracts, in most cases they do so on behalf of the LA, as the maintainer of the school and owner of the funds in the budget share. Where the governing body has clear statutory obligations, e.g. contracts made by voluntary aided schools for the employment of staff, the agreement may be made solely on behalf of the governing body.
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## APPENDIX 1 – CEREDIGION CONTACTS (APRIL 2021)

	Section	Contact Name and Job Title	Phone & Email
1.1	Pupil Progress – Attendance & Exclusions	<b>Gillian Evans</b> <i>Corporate Manager – Inclusion and Wellbeing</i>	☎ 01970 633 605 ✉ <a href="mailto:gillian.evans@ceredigion.gov.uk">gillian.evans@ceredigion.gov.uk</a>
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3.2	Transition to all key stages within Secondary Schools	<b>Gareth Lanagan</b> <i>Post 14 Curriculum Co-ordinator</i>	☎ 01970 633 147 ✉ <a href="mailto:gareth.lanagan@ceredigion.gov.uk">gareth.lanagan@ceredigion.gov.uk</a>
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		<i>Behaviour Support Manager – Porth Cymorth Cynnar Support and Prevention</i>	☎ 01545 572 319 ✉ <a href="mailto:david.jones2@ceredigion.gov.uk">david.jones2@ceredigion.gov.uk</a>
5.3	Policy on Special Education Needs provision	<b>Gillian Evans</b> <i>Corporate Manager – Inclusion and Wellbeing</i>	☎ 01970 633 605 ✉ <a href="mailto:gillian.evans@ceredigion.gov.uk">gillian.evans@ceredigion.gov.uk</a>
5.4	Support for Looked After Children (LAC)	<b>Gillian Evans</b> <i>Corporate Manager – Inclusion and Wellbeing</i>  <b>Catrin Petché</b> <i>Team Leader, Education Inclusion Service</i>  <b>Clair Grainger</b> <i>Looked After Children and Well- being Education Inclusion Officer</i>	☎ 01970 633 605 ✉ <a href="mailto:gillian.evans@ceredigion.gov.uk">gillian.evans@ceredigion.gov.uk</a>  ☎ 01970 633 619 ✉ <a href="mailto:Catrin.petché@ceredigion.gov.uk">Catrin.petché@ceredigion.gov.uk</a>  ☎ 01970 633685 ✉ <a href="mailto:clair.grainger@ceredigion.gov.uk">clair.grainger@ceredigion.gov.uk</a>
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7.1	Data/ Information	<b>Gwion Dafydd</b> <i>Corporate Manager – Accountability and Progress</i>	☎ 01970 633630 ✉ <a href="mailto:gwion.dafydd@ceredigion.gov.uk">gwion.dafydd@ceredigion.gov.uk</a>  Helpdesk ☎ 01970 633664 (Office Hours)
7.2	Premises Matters	<b>Nia James</b> <i>Corporate Manager – Learning Resources</i>  <b>Andrew Ginn</b>	☎ 01970 633364 ✉ <a href="mailto:Nia.James@ceredigion.gov.uk">Nia.James@ceredigion.gov.uk</a>  ☎ 01970 6333460

		<p><i>Operations Manager, Economy and Regeneration</i></p> <p><b>Eirian Jones</b></p> <p><i>Building Maintenance Manager</i></p>	<p>✉ <a href="mailto:Andrew.ginn@ceredigion.gov.uk">Andrew.ginn@ceredigion.gov.uk</a></p> <p>☎ 01970 633909</p> <p>✉ <a href="mailto:eirian.jones@ceredigion.gov.uk">eirian.jones@ceredigion.gov.uk</a></p>
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7.8	Catering Service	<p><b>Gill Jones</b></p> <p><i>Catering Services Manager</i></p> <p><b>Mandy Jones</b></p> <p><i>Catering Services Manager</i></p>	<p>☎ 01970 633679</p> <p>✉ <a href="mailto:gill.jones2@ceredigion.gov.uk">gill.jones2@ceredigion.gov.uk</a></p> <p>☎ 01970 633915</p> <p>✉ <a href="mailto:mandy.jones@ceredigion.gov.uk">mandy.jones@ceredigion.gov.uk</a></p>
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		<p><i>Corporate Lead Officer – People &amp; Organisation</i></p> <p><b>Nia Roberts</b></p> <p><i>Principal HR Officer</i></p>	<p>✉ <a href="mailto:geraint.edwards2@ceredigion.gov.uk">geraint.edwards2@ceredigion.gov.uk</a></p> <p>☎ 01970 633683</p> <p>✉ <a href="mailto:Nia.Roberts@ceredigion.gov.uk">Nia.Roberts@ceredigion.gov.uk</a></p>
9.6	Safe Recruitment	<p><b>Geraint Edwards</b></p> <p><i>Corporate Lead Officer – People &amp; Organisation</i></p> <p><b>Nia Roberts</b></p> <p><i>Principal HR Officer</i></p>	<p>☎ 01545 57019</p> <p>✉ <a href="mailto:geraint.edwards2@ceredigion.gov.uk">geraint.edwards2@ceredigion.gov.uk</a></p> <p>☎ 01970 633683</p> <p>✉ <a href="mailto:Nia.Roberts@ceredigion.gov.uk">Nia.Roberts@ceredigion.gov.uk</a></p>
10.1	Financial Matters	<p><b>Chris Hywel Macey</b></p> <p><i>Service Accountant</i></p> <p><b>Carys Fowles</b></p> <p><i>Assistant Accountant</i></p>	<p>☎ 01970 633583</p> <p>✉ <a href="mailto:ChrisHywel.Macey@ceredigion.gov.uk">ChrisHywel.Macey@ceredigion.gov.uk</a></p> <p>☎ 01970 633681</p> <p>✉ <a href="mailto:Carys.Fowles@ceredigion.gov.uk">Carys.Fowles@ceredigion.gov.uk</a></p>
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		<i>Principal HR Officer – Pay and Benefits, , People and Organisation Service</i>	
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## CEREDIGION COUNTY COUNCIL

**Report to:** Cabinet

**Date of meeting:** 15 June 2021

**Title:** School Review Policy

**Purpose of the report:** To seek approval to replace the School Review Policy with the School Organisation Handbook

**For:** Decision

**Cabinet Portfolio and Cabinet Member:** Councillor Catrin Miles,  
Cabinet Member for Schools, Lifelong Learning and Skills, Support and Intervention

### Background

The current School Review Policy (Appendix A) has been in existence since December 2014 and sets out the process when undertaking either an area review or a review of individual schools if there is a decline in pupil numbers, quality and standards of education, financial situation or condition of a school building.

To initiate a review, a consultation paper is presented to a School Review Panel in the first instance. The panel comprises the Cabinet Member for Schools Service, the Chair of the Learning Communities Overview and Scrutiny Committee and 2 other Councillors. Following a detailed review by the panel, their recommendation is presented to Cabinet for a decision on whether to proceed with the proposal.

In November 2018, The Welsh Government updated their statutory code (Appendix B) with regards to school organisation and introduced a presumption against closure clause for rural schools. The definition of a rural school has been determined by the Welsh Government using the Office for National Statistics' rural and urban classification and as a result, 28 schools in Ceredigion have been defined as being rural schools.

### Current Situation

The statutory code requires Local Authorities to follow a more detailed set of procedures and requirements when formulating a rural school proposal and in consulting on and reaching a decision as to whether to implement a rural school closure proposal.

Prior to determining whether to proceed to consultation, a proposal paper must be prepared and presented to Learning Communities Scrutiny Workstream. Following the Scrutiny Workstream meeting, the proposal paper is presented to Cabinet to consider whether to:

- a) Approve the proposal and proceed to statutory consultation

- b) Reject the proposal
- c) Offer an alternative option

The proposal paper will then be presented to Learning Communities Scrutiny Committee prior to undertaking a Statutory Consultation. With the introduction of the statutory code, the School Review Policy is no longer compatible with the requirements of the Welsh Government School Organisation Code and will therefore be replaced with the School Organisation Handbook (Appendix C) which provides a summary of the requirements in relation to any future school organisation proposal

<b>Wellbeing of Future Generations:</b>	<p><b>Has an Integrated Impact Assessment been completed? If, not, please state why</b></p> <p><b>Summary:</b>  <b>Long term:</b>  <b>Collaboration:</b>  <b>Involvement:</b>  <b>Prevention:</b>  <b>Integration:</b></p>	n/a
<b>Recommendation(s):</b>	<p>Members are requested to:</p> <ol style="list-style-type: none"> <li>1. Approve the withdrawal of the School Review Policy (Appendix A)</li> <li>2. Approve the School Organisation Handbook (Appendix C)</li> </ol>	
<b>Reasons for decision:</b>	To comply with the Welsh Government Statutory guidance – ‘School Organisation Code’ 011/2018	
<b>Overview and Scrutiny:</b>	<b>and</b>	Presented to Learning Communities Workstream – 27 January 2021
<b>Policy Framework:</b>		
<b>Corporate Priorities:</b>	Investing in People’s Future	
<b>Finance and Procurement implications:</b>	<b>and</b>	n/a
<b>Legal Implications:</b>		
<b>Staffing implications:</b>	n/a	

**Property / asset implications:** n/a

**Risk(s):** n/a

**Statutory Powers:** School Organisation Code – 011/2018

**Background Papers:** n/a

**Appendices:** Appendix A – School Review Policy  
Appendix B – Welsh Government School Organisation Code 011/2018  
Appendix C – School Organisation Handbook

**Corporate Officer:** **Lead** Meinir Ebbsworth

**Reporting Officer:** Nia James

**Date:** 21 April 2021

**ATODIAD A**

**APPENDIX A**

# CEREDIGION COUNTY COUNCIL



## Learning Services

# SCHOOL REVIEW POLICY

**Approved:** December 2014

Mr J E Evans B.Add, Strategic Director for Learning Services and Partnerships

## STATEMENT OF POLICY

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**Ceredigion County Council will review its schools on a regular basis in order to plan effectively and to restructure for the future.**

### *1. Background and Context:*

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Education has traditionally been and still is a priority for Ceredigion County Council. However, changes in the demographics have forced the Council to reconsider how education can be delivered in a more cost effective way whilst at the same continuing to raise standards and outcomes for all learners.

In order to plan and manage the education service for the future where the learner continues to be the focus, but in an environment and with opportunities to meet the challenges of the 21<sup>st</sup> Century, the Council will regularly review all of its schools, with a view to ensuring that there is a pro-active approach to managing change in light of economic, demographic and educational circumstances.

Although the Welsh Government sets the overall policy and legislative framework for school organisation, local authorities have responsibility for the planning and management of school places and must secure provision efficiently so as to focus resources on improving educational outcomes for young people.

### *The Principles of the Schools Review*

The School Review Policy aims to build upon the principles set out in the previous policy (December 2012) which was developed following an external independent report (published in October 2012), with endorsement from Learning Communities Overview Scrutiny Committee and Cabinet.

Reference should also be made to the principles noted in the 'Developing Education in Ceredigion: Planning Education Provision to 2020' document.

### *Selection and prioritisation of schools for Review*

Each of Ceredigion's six catchment areas will be reviewed periodically. These reviews will be set up to meet the following aims:

- ensure that there is a pro-active approach to managing change and development in light of economic, demographic and educational circumstances;
- reduce the number of spare places;

- continue to avoid a 'one size' fits all settlement and take careful account of local circumstances and context.

In respect of Secondary Education provision, there is a commitment to continue to support Secondary Education in all 6 major market towns for as long as it sustainably possible as noted in the 'Developing Education in Ceredigion: Planning Education Provision to 2020' document.

Whilst carrying out area reviews, consideration will also be given to the Local Authority's vision of delivering value for money, sustainable public services that support a strong economy and healthy environment whilst promoting wellbeing in our people and our communities, as set out in the Corporate Strategy 2013-17.

When a catchment review is undertaken the report will be presented to Cabinet initially and the recommendation shared with the School Review Panel, who will follow the procedure outlined under '2. The School Review Process' below.

However, should there be a decline in either pupil numbers, quality and standards of education, financial situation and/or building conditions of any school, the Local Authority reserves the right to recommend a school for review straight to the Ceredigion School Review Panel.

## *2. The Schools Review Process*

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The schools review process will be open and inclusive and a Ceredigion Schools Review Panel will function to facilitate the process.

The purpose and remit of the School Review Panel is to consider the information provided in the School Review Reports i.e. Consultation Documents (contents of documents noted on page 4 - 5 below) and make recommendations to Cabinet. This will ensure transparency.

The Ceredigion Review Panel will comprise of:

- the Cabinet Member with responsibility for Education
- Three elected council members to be appointed by the Cabinet comprising of the Chair of the Learning Communities Overview and Scrutiny Committee and 2 other Councillors, ensuring Political balance

In addition, the following will be present :

- Officers from the Service (to provide information and advise)
- the local elected member will be invited to participate in discussions (as an observer) and will not be present when the panel are in the process of reaching a recommendation
- Headteacher and Chair of Governing Body of any school under review are given an opportunity to address the Review Panel. They will not be present when the panel are in the process of reaching a recommendation.

## *Procedures*

The Strategic Director for Learning Services and Partnerships will provide a report to the Ceredigion Schools Review Panel. i.e. the Consultation Report

- ✓ The report presented to the School Review Panel will contain the following information:
  - **Description and Benefits** – detailed description of status quo, detailed description of the proposal, the expected benefits and disadvantages of the proposal, any identified risks, and details of any alternatives considered.
  - **Details of affected schools** – names, locations, categories, number of pupils, 5 year forecasts, capacity, language medium (including any impact on Welsh Language Provision)
  - **Quality and standards in education** – likely impact on outcomes, provision, leadership and management. In addition, information from the most recent Estyn report shall be included together with details of school language categorisation. Attention should be drawn to the impact of any proposal on vulnerable groups including children with Special Educational Needs (SEN). Information shall be included on the ability of the school/ schools which are the subject of a proposal to deliver the full curriculum at the foundation phase and each key stage of education, as well as information on the impact of the proposal on educational attainment among children from economically deprived backgrounds.
  - **Finance** – financial cost of proposal and potential savings including the following:
    - Whether the proposal will ensure a fairer and more equitable distribution of funding
    - What effect the proposal will have on surplus provision in the area
    - Whether (and if so, how) the proposal forms part of the 21<sup>st</sup> Century Schools Investment Programme and contributes to the delivery of sustainable schools for the 21<sup>st</sup> Century and to the better strategic



management of the school estate through the removal of backlog maintenance and school buildings which are inefficient or in poor condition

- **Land and buildings** – quality of accommodation, accessibility, and any potential transfer or disposal of land, paying particular attention to any trust issues that may arise
- **Transport** – consideration should be given to the nature of journeys to alternative provision and resulting journey times for pupils, including SEN pupils; in particular whether primary school pupils will have one-way journeys in excess of 45 minutes or secondary school pupils one-way journeys of over an hour
- **Impact Assessments** will be undertaken on the Welsh medium Impact, Community and Equality Impact of a proposal
- **Additional specific factors will need to be taken into account in respect of the following:**
  - School closures
  - add or remove nursery classes
  - reorganisation of secondary school or to add or remove sixth forms
  - proposals to increase provisions in voluntary schools or establish a new voluntary school
  - change of language medium and/or school category
  - reorganisation of SEN provision

The report will be considered by the School Review Panel and a decision reached based solely on the information contained in the report (as outlined above and in the Welsh Government School Organisation Code – July 2013).

The initial meeting of the County's Schools Review Panel and the Governing Body will examine the schools' options for the future, in accordance with the Authority's long-term vision for the education service in Ceredigion, in order to enable the school to meet future challenges.

Following any meetings with the Headteacher and Governing Body, Panel Members will discuss each school individually and when necessary undertake site visits, before coming to a view regarding their future.

The Panel can recommend one of the following:

- To agree with the recommendation set out in the report;
- To reject the recommendation set out in the report; or
- To make further proposals.

- The recommendation of the Review Panel will be communicated with the Headteacher and Chair of Governors during a Feedback Meeting.
- Following the above process, a report will be submitted to the Cabinet to fully consider the relevant report and recommendation of the Review Panel, and they will decide whether to support the recommendation of the panel.
- If the Cabinet decides to proceed with the recommendations, the guidelines as defined in the Welsh Government “School Organisation Code – July 2013” and School Standards Organisation (Wales) Act 2013 will be followed.

**Reference documents:**

Welsh Government School Organisation Code:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en>

Planning Education Provision Council Webpage:

<http://www.ceredigion.gov.uk/English/Resident/Schools-Education/Planning-Education-Provision/Pages/default.aspx>

**ATODIAD B**

**APPENDIX B**

# School Organisation Code



## Statutory Code

Statutory Code document no: 011/2018

Date of issue: November 2018

Replaces statutory code document no: 006/2013

# School Organisation Code

## Audience

Local authorities, governing bodies of maintained schools, diocesan authorities and Estyn.

## Overview

The School Standards and Organisation (Wales) Act 2013 requires that the Welsh Ministers issue a School Organisation Code.

The Code imposes requirements in accordance with which relevant bodies (the Welsh Ministers, local authorities, governing bodies and other promoters) must act. It also includes practical guidance to which relevant bodies must have due regard and sets out the policy context, general principles and factors that should be taken into account by those bringing forward proposals to reconfigure school provision and by those responsible for determining proposals.

## Action required

See above.

## Further information

Enquiries about this document should be directed to:

Schools Effectiveness Division

The Education Directorate

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

Tel: 0300 025 1356/0300 025 7710

e-mail: [SchoolsManagementDivision3@gov.wales](mailto:SchoolsManagementDivision3@gov.wales)

 [@WG\\_Education](https://twitter.com/WG_Education)

 [Facebook/EducationWales](https://www.facebook.com/EducationWales)

## Additional copies

This document can be accessed from the Welsh Government's website at [gov.wales/educationandskills](http://gov.wales/educationandskills)

## Related documents

School Standards and Organisation (Wales) Act 2013

*Defining schools according to Welsh medium provision (2007)*

*Measuring the capacity of schools in Wales* Welsh Government Circular

No: 021/2011 (2011)

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## Summary

This Code on School Organisation (“the Code”) is made under Sections 38 and 39 of the School Standards and Organisation (Wales) Act 2013 (“the 2013 Act”).

Section 38 requires the Welsh Ministers to issue a Code that may impose requirements and include guidelines in respect of school organisation on the following (known collectively in this Code as “relevant bodies”):

- the Welsh Ministers;
- local authorities;
- the governing bodies of maintained schools<sup>1</sup>; and
- the promoters of proposals to establish voluntary schools.

The Code applies to proposals in respect of maintained schools as defined at Section 98 of the 2013 Act. That is a school in Wales, which is a community, foundation or voluntary school, a community special school or a maintained nursery school. This does not include pupil referral units (PRUs).

The first edition of the Code came in to force on 1 October 2013 and applied in respect of all school organisation proposals published by way of statutory notice on or after that day. This is the second edition of the Code and it comes in to force on 1 November 2018 and comes into effect immediately subject to the following paragraph.

If a proposer has commenced consultation before 1 November 2018 the proposal **must** be published and determined in accordance with the first edition of the Code. Consultation will be considered to have commenced where a consultation document, required by section 3.2 of the first edition of the code, has been published.

The Code contains the following elements:

1. It imposes requirements in accordance with which relevant bodies (or persons exercising a function for the purpose of the discharge, by a local authority or the governing body of a maintained school, of functions in Part 2 (changes which require proposals)) must act. Failure by a relevant body to comply with the requirements set out in this Code may result in a complaint to the Welsh Ministers or to the Public Services Ombudsman for Wales. Where mandatory requirements are imposed by the Code or by the 2013 Act or another statute or statutory instrument, it is stated that the relevant bodies **must** comply with the particular provision. Where practices are prohibited, it is stated that the relevant bodies **must not** use this practice.

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<sup>1</sup> The categories of maintained schools in Wales are community, voluntary controlled, voluntary aided, foundation and community special.



2. It includes statutory guidance to which relevant bodies **must** have regard and sets out the policy context, general principles and factors that should be taken into account by those bringing forward proposals to reconfigure school provision and by those responsible for determining proposals. Where guidance is given by the Code, it is stated that relevant bodies **should** follow this guidance unless they can demonstrate that they are justified in not doing so.
3. It provides a description of the statutory requirements set out in the 2013 Act.

The Code builds on good practice which already exists amongst local authorities and others, but does not aim to give exhaustive guidance on all aspects of school organisation. Local authorities and others will need to ensure that in carrying out their school organisation functions they act at all times in ways which are reasonable and founded on the interests of learners.

The Code is primarily designed for the use of the relevant bodies but all those with an interest in school organisation matters may also find it useful.

### **Presumption against the closure of rural schools**

This second edition of the Code makes special arrangements for rural schools (defined within the Code), establishing a procedural presumption against the closure of rural schools. This requires proposers to follow a more detailed set of procedures and requirements in formulating a rural school closure proposal and in consulting on and reaching a decision as to whether to implement a rural school closure proposal. These are set out mainly in sections 1.8 and followed through in sections 3, 5, 7 and Annex A of this Code.

# 1. Development and consideration of proposals

## 1.1 Key background principles and policies

The planning and development of effective school organisation proposals is crucial to the Welsh Government's goal of transforming education in Wales and providing better educational outcomes.

Relevant bodies **should** aim to ensure that proposals support the Welsh Government's commitment to increase school effectiveness, and narrow inequalities in achievement between advantaged and disadvantaged areas, groups and individuals.

A list of legislation, overarching principles and policies which will assist proposers in the development and consideration of proposals is included at annex E. This list is not exhaustive.

## 1.2 Factors to be taken into account in preparing, publishing, approving or determining school organisation proposals

The following paragraphs set out the factors which **should** be taken into account by relevant bodies when exercising their functions of preparing and publishing school organisation proposals, or approving/determining them. Paragraphs 1.3 to 1.6 are applicable in the case of all proposals.

## 1.3 Quality and standards in education

Relevant bodies **should** place the interests of learners above all others. With reference to the five inspection areas of the Office of Her Majesty's Chief Inspector of Education and Training in Wales (Estyn) Common Inspection Framework (as of September 2017), they **should** consider the likely impact of the proposals on:

- standards and progress overall, of specific groups and in skills;
- wellbeing and attitudes to learning;
- teaching and learning experiences (quality of teaching, the breadth, balance and appropriateness of the curriculum, and the provision of skills);
- care support and guidance (tracking, monitoring and the provision of learning support, personal development and safeguarding); and
- leadership and management (quality and effectiveness of leaders and managers, self evaluation processes and improvement planning, professional learning, and use of resources)

at the school or schools which are the subject of the proposals and at any other school or educational institution which is likely to be affected. Relevant bodies

**should** pay particular attention to the impact of the proposals on vulnerable groups, including children with Special Educational Needs (SEN)<sup>2</sup>.

Relevant bodies **should** also consider the ability of the school or schools which are the subject of the proposals to deliver the full curriculum at the foundation phase and each key stage of education. This consideration **should** include the quality of curriculum delivery and the extent to which the structure or size of the school is impacting on this.<sup>3</sup>

Where proposals involve the transfer of learners to alternative provision there **should** normally be evidence that the alternative would deliver outcomes and offer provision at least equivalent to that which is currently available to those learners (including learners with SEN). Advice from Estyn might reasonably be used as evidence in relation to alternative provision which is brand new. Proposers **should** ensure that the disruption to learners is minimised.

In assessing the impact of proposals on quality and standards in education and how effectively the curriculum is being delivered, relevant bodies **should** consider any relevant advice from Estyn, refer to the most recent Estyn reports or other evidence derived from performance monitoring, and take into consideration any other generally available information available on a school's effectiveness.

#### **1.4 Need for places and the impact on accessibility of schools**

Local authorities **must** ensure that there are sufficient schools providing primary and secondary education for their area. Schools are regarded as sufficient if they are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education<sup>4</sup>. In order to fulfil these duties, local authorities **must** ensure that they plan thoroughly and engage fully with relevant partners, including the appropriate religious bodies<sup>5</sup> for schools serving their area which have a designated religious character.

In the light of the above, relevant bodies **should** have regard to the following factors:

Where a school closure<sup>6</sup>, reduction in capacity or age range contraction is proposed:

- whether alternative school-based provision will have sufficient capacity and provide accommodation of at least equivalent quality, for existing and projected pupil numbers;

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<sup>2</sup> The term Special Educational Needs (SEN) may in future be replaced by Additional Needs (AN)

<sup>3</sup> Primary legislation sets out the statutory aims of the school curriculum in Wales at section 99 of the Education Act 2002.

<sup>4</sup> Section 14 of the Education Act 1996.

<sup>5</sup> An appropriate religious body is, in the case of a Church in Wales or Roman Catholic school, the appropriate diocesan authority, or in the case of other schools, the body representing the religion and religious denomination stated in relation to the school in an order made under section 69(3) of the School Standards and Framework Act 1998.

<sup>6</sup> Any reference to 'school closure' included in this document means the discontinuance of a maintained school as set out in section 40 of the 2013 Act.

*In considering proposals relevant bodies **should** have regard to the relevant Building Regulations and associated Building Bulletins, and to the ‘Welsh Government’s circular on ‘Measuring the capacity of schools in Wales’ (Circular No: 021/2011). In addition, the Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to which schools **must** have access. Statutory proposals **should** ensure that these standards are met.*

- with reference to the nature of the schools subject to proposals, whether the alternative school-based provision is sufficient to meet existing and projected demand for schools of the same:
  - a. language category as set out in “Defining schools according to Welsh medium provision” Welsh Assembly Government Information document No: 023/2007 or any successor documents; and
  - b. (if relevant) designated religious character.

*Proposals **should** ensure that the balance of school provision reflects the balance of demand. This means that where school provision is being reduced or removed, alternative school provision of the same nature (language category or, if relevant, religious character), wherever possible, **should** remain available and accessible to pupils in the local area. However in some areas it may not be compatible with the cost effective provision of education to continue to maintain access to schools of the same nature.*

*In all cases, existing pupils of compulsory school age at a school where a school closure, reduction in capacity or age range contraction is proposed **must** be able to continue receiving an education in their current language medium. Specific transition arrangements may be necessary in order to achieve this.*

*Where proposals affect schools where Welsh is a medium of instruction (for subjects other than Welsh) for some or all of the time, local authorities **should** carry out a Welsh Language Impact Assessment.*

*In all cases local authorities should consider:*

- *The extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP).*
- *How the proposal would expand or reduce Welsh language provision and in the case of the latter, set out why provision will be reduced.*

*In the case of proposed school closures local authorities should consider:*

- the nature of journeys to alternative provision and resulting journey times for pupils including SEN pupils; in particular whether primary school pupils will have one-way journeys in excess of 45 minutes or secondary school pupils one way journeys of over an hour.

*Arrangements for accessing the alternative provision should encourage sustainable transport; and **should** address the possible effect of any transport*

*difficulties on pupils' engagement with and attendance at school. Likely walking or cycling routes for safety and accessibility **should** be assessed prior to bringing forward proposals<sup>7</sup>*

Where a new school, increase in capacity or age range expansion is proposed;

- that there is evidence of current or future need/demand in the area for additional places, with reference to the school or proposed school's language category, designated religious character, and the gender intake (i.e. co-educational/single sex);

*The demand for additional provision of any type in an area **should** be assessed and evidenced. (In the case of Welsh medium provision this would include an assessment of the demand for Welsh Medium education conducted in accordance with any regulations made under section 86 of the 2013 Act).*

- whether proposals will improve access for disabled pupils in accordance with requirements under the Equality Act 2010.

## **1.5 Resourcing of education and other financial implications**

It is important that funding for education is cost effective. Relevant bodies **should** take into account the following factors in relation to the resourcing of education:

- What effect proposals will have on surplus places in the area;

*Some spare places are necessary to enable schools to cope with fluctuations in numbers of pupils, but excessive numbers of unused places that could be removed mean that resources are tied up unproductively.*

*Where there are more than 10% surplus places in an area overall, local authorities **should** review their provision and **should** consider whether to make proposals for their removal if this will improve the effectiveness and efficiency of provision. A significant level of surplus provision is defined as 25% or more of a school's capacity (as defined in Circular 21/2011) **and** at least 30 unfilled places.*

*Although local authorities are asked to manage excessive surplus places this does not automatically mean closing schools. Sections 1.7 and 1.8 of the Code encourage proposers to look at other options available to them and their schools, for example clustering, collaboration or federation with other schools to increase the school's viability or making use of the existing buildings as a community resource. They are also encouraged to rationalise school space by co-locating services within the school to offset costs.*

*It **should not** normally be necessary to provide additional places at schools when there are others of the same type with surplus places within a reasonable distance.*

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<sup>7</sup> The Learner Travel Statutory Provision and Operational Guidance June 2014 Chapter 5.

*However, proposals to increase the number of places in response to demand for a particular type of provision, e.g. Welsh medium, may still be appropriate; particularly if effective provision of school places is planned for the local authority area.*

- whether proposals form part of the local authority's 21st Century Schools Investment Programme and contribute to the delivery of sustainable schools for the 21st Century and to the better strategic management of the school estate.

Relevant bodies **should** also take into account the following factors in relation to finance:

- the recurrent costs of proposals over a period of at least 3 years and whether the necessary recurrent funding is available;
- additional transport costs incurred as a result of proposals;

*Proposers **should** take into account the requirement on local authorities to provide free transport provision under the Learner Travel (Wales) Measure 2008 and **should** seek the advice of the relevant local authority transport department in relation to the impact the proposal might have on associated transport costs and their affordability.*

- the capital costs of proposals and whether the necessary capital funding is available;
- the scale of any projected net savings (taking into account school revenue, transport and capital costs);

*In relation to proposals where substantial upfront capital investment is required (for example to support a substantial remodelling, refurbishment or a new build project), the costs and savings of the proposals **should** be calculated over the lifespan of the relevant building, and compared against the costs and savings associated with the maintenance of the status quo.*

- whether, without the proposals, the schools affected would face budget deficits;
- whether any savings in recurrent costs will be retained in the local authority's local schools' budget; and
- whether the proceeds of sales (capital receipts) of redundant sites are to be made available to meet the costs of the proposal or contribute to the costs of future proposals which will promote effective management of school places.

*In general, local authorities **should** look to recycle assets from any surplus school buildings and sites in their ownership into the overall improvement of their schools estate rather than allocate those proceeds to projects outside the education portfolio, although these decisions ultimately rest with local authorities.*

## 1.6 Other general factors

Relevant bodies **should** take into account the following general factors:

- what impact proposals will have on educational attainment among children from economically deprived backgrounds;
- any equality issues, including those identified through equality impact assessments; and
- whether the school or schools involved are subject to any trust or charitable interests which might be affected by the proposals, for example in relation to the use or disposal of land.

*Proposals which affect charities **must** be consistent with charity law or the stated purpose of the charitable trust.<sup>8</sup> Advice **should** be sought from the Charity Commission or the Welsh Ministers (as the Principal Regulator of governing bodies which are charities) where there is any uncertainty.*

*Under section 82 of the School Standards and Framework Act 1998 the Welsh Ministers have the power to order modifications of a trust deed. The power is discretionary and Welsh Ministers would ordinarily expect trustees to approach the Charity Commission first.*

## 1.7 Specific factors in the consideration of school closures

The prime purpose of schools is the provision of education and any case for closure **should** be robust and in the best interests of educational provision in the area. Nevertheless, in some areas, a school may also be the main focal point for community activity, and its closure could have implications beyond the issue of the provision of education. This may be a particular feature in rural areas if school buildings are used as a place to provide services to the local community.

The case prepared by those bringing forward proposals **should** show that the impact of closure on the community has been assessed through the production of a **Community Impact Assessment** and how any community facilities currently provided by the school could be maintained.

When considering whether a closure is appropriate, special attention **should** be given to the following:

- whether the establishment of multi-site schools might be considered as a means of retaining buildings, or the reasons for not pursuing this option;

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<sup>8</sup> All foundation and voluntary school governing bodies are charities under section 23 of the Schools Standards and Framework Act 1998 and community school sites may also be subject to charitable interests.

- whether alternatives to closure, such as clustering, collaboration or federation with other schools, might be considered (taking account of the scope for use of ICT links between school sites) or the reasons for not pursuing these as an alternative;
- whether the possibility of making fuller use of the existing buildings as a community or educational resource could be explored;

(Local authorities **should** consider whether it would be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school);

- the overall effect of closure on the local community (including the loss of school based facilities which are used by the local community; and
- how parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils; particularly any less advantaged pupils) will be helped to participate in after school activities).

Although under the 2013 Act the requirement to consult does not apply to proposals to discontinue small schools with fewer than 10 pupils at the preceding January census point<sup>9</sup> local authorities and governing bodies bringing forward such proposals **must** still take into account the factors set out in this Code.

## 1.8 Presumption against the closure of rural schools

This second edition of the Code makes special arrangements in regard to rural schools establishing a procedural presumption against their closure. This requires proposers to follow a more detailed set of procedures and requirements in formulating a rural school closure proposal and in consulting on and reaching a decision as to whether to implement a rural school closure proposal.

This does not mean that a rural school will never close but the case for closure must be strong and all viable alternatives to closure must have been conscientiously considered by the proposer, including federation.

### Designation of 'rural school' for the purposes of the presumption against closure

A rural school for the purposes of the presumption against closure is identified using the Office for National Statistics' rural and urban classification, as being located within villages in the sparsest context, other (hamlet or dispersed) in sparsest context and other (hamlet or dispersed) in less sparse context

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<sup>9</sup> Section 56 of the 2013 Act defines a 'small school', for the purposes of deciding whether consultation is required, as a school with fewer than 10 registered pupils on the third Tuesday in January immediately preceding the date on which the proposals are made.



A list of schools derived from this classification is attached at annex F. Proposers should refer to the designation and the list of schools to establish whether the proposed closure under consideration concerns a rural school and the procedural presumption against closure applies.

### **Specific further steps required to be taken by the proposer in formulating a rural school proposal**

As well as taking into account the factors in chapter 1 (paragraphs 1.3 to 1.6) which are relevant in the case of all proposals the proposer is required to follow the further steps below where the proposal relates to the possible closure of a rural school.

#### **Formulating the proposal**

Where the proposer is considering formulating a proposal to close a rural school, the proposer must clearly identify the reasons for formulating the proposal. This will be the key challenges which the school faces and the proposer wishes to address by proposing closure of the school.

The proposer is required to consider these reasons when making their decision on a proposal or any reasonable alternatives, so it is important that they are as clear and specific as possible. For example, reasons might relate to a falling school roll, difficulties delivering the curriculum or concerns about the school building.

Rather than simply stating that the school is no longer viable, the proposer should carefully consider and set out the reasons why it considers the school is no longer viable.

#### **Identifying reasonable alternatives**

The proposer must identify any reasonable alternatives to the proposal which might also address the reason for formulating the proposal. It is important to ensure that all reasonable alternatives identified are properly explored **before** the proposer decides to proceed to consult on closure.

The aim is to ensure that when an option to close a rural school is proposed, the decision to consult on that option is only taken after very careful consideration, and after all other reasonable alternatives have been considered and a clear assessment undertaken of their merits and viability.

Federation has been shown to have particular benefits for rural schools. Proposers **must** show how they have considered federation as an alternative to closure of a rural school.

Schools are major public and community assets; it is important that their future is considered not just from an education perspective, but across the full range of a local authority's responsibilities. Consideration of alternatives to closure could include whether there is scope for the school to be better integrated into a local authority's wider asset management and community planning process. This could for example, include building effective links with local community regeneration strategies.

Examples of alternatives to closure that might merit consideration include:

- clustering, collaboration with other schools (taking account of the scope for use of ICT links between school sites);
- Using the school as a 'community hub' to accommodate and support provision of a range of community services, e.g. health, childcare facilities, family and adult learning, community education, sport, recreation, social activity etc.
- Whether it would be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school);
- Whether the establishment of multi-site schools might be considered as a means of retaining buildings:

As with all closure proposals the proposer must prepare a community impact assessment to explore the overall and long term impact on people and the community of the closure of the rural school and the loss of the building as a community facility. Examples of what the proposer **should** consider as part of the Community Impact Assessment are included at Annex C.

Once the proposer has identified all the reasonable alternatives, the proposer **must** assess for each alternative its

- likely impact on Quality and Standards in Education;
- likely impact on the community; and
- likely effect of different travelling arrangements.

### **Preparing a proposal paper for the decision maker**

Before determining whether to proceed to consultation in accordance with chapter 3 of this code, the person(s) who determine whether or not a proposal should proceed to consultation must be presented with a paper ("the proposal paper") which, in addition to detailing the general factors in paragraphs 1.3 to 1.6 of Chapter 1 of this Code must also include:

- The reason for the closure proposal
- A list of the reasonable alternatives to closure that have been identified; and
- An assessment of the following for each of reasonable alternatives that has been identified:
  - The likely impact on Quality and Standards in Education.
  - The likely impact on the community.
  - The likely effect of different travelling arrangements;

The proposer should not make a decision as to whether to proceed to consultation until these preliminary requirements have been carried out and unless they are satisfied that implementation is the most appropriate response to address the key challenges identified as the reason for proposing discontinuance of the school.

Although under the 2013 Act the requirement to consult does not apply to proposals to discontinue small schools with fewer than 10 pupils at the preceding January census point<sup>10</sup> local authorities and governing bodies bringing forward such proposals **should** still take into account the factors set out in Chapter 1 of this Code when developing and considering proposals. If the school is on the list of “rural schools” this includes satisfying the requirements set out in 1.8 “*Presumption against the closure of rural schools*”.

## **1.9 Specific factors to be taken into account for proposals to add or remove nursery classes**

Relevant bodies **should** take into account the following specific factors:

- the standard of nursery education and the sufficiency of accommodation and facilities offered, both in the classroom and outdoors, and the viability of any school that wishes to add nursery places;
- whether there is a need for additional nursery places in the area;
- the levels of demand for certain types of nursery education e.g. Welsh medium or provision with a religious character;
- the effect of the proposals on other institutions, including private and third sector providers; and
- the extent to which proposals will integrate early years education with childcare services or are consistent with an integrated approach.

## **1.10 Specific factors to be taken into account for proposals to reorganise secondary schools or to add or remove sixth forms**

Relevant bodies **should** take into account the following specific factors:

- whether proposals will lead to an improvement in the educational or training achievements of persons who are above compulsory school age but below the age of 19;
- whether proposals will contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14-19 year old learners;
- whether proposals are likely to lead to increased participation in learning by pupils beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel;

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<sup>10</sup> Section 56 of the 2013 Act defines a ‘small school’, for the purposes of deciding whether consultation is required, as a school with fewer than 10 registered pupils on the third Tuesday in January immediately preceding the date on which the proposals are made..

- the extent to which proposals contribute to the 14-19 agenda taking account of the views of regional 14-19 networks.;
- the effect of proposals on 11-16 provision in schools;
- how proposals would affect the viability of institutions already providing good-quality post-16 provision, including school sixth forms, Further Education Institutions and private training organisations;
- how proposals might affect the sustainability or enhancement of Welsh medium provision in the regional 14-19 network and wider area and promote access to availability of Welsh medium courses in post-16 education;
- the extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post-16 organisation; and
- how proposals might affect the discretionary transport provision a local authority may provide to learners<sup>11</sup> above compulsory school age.

### **1.11 Specific factors to be taken into account for proposals to increase provision in voluntary schools or establish a new voluntary school**

Relevant bodies **should** take into account whether:

- the local authority has confirmed that it will meet its liability to maintain the school;
- the governing body of a voluntary aided school will be able to meet its financial responsibilities for repairs and capital work; and
- the proposed land tenure arrangements give the school sufficient security of occupation of the site.

*Where land tenure arrangements are not settled those determining proposals might indicate that they are minded to approve the proposals subject to satisfactory resolution of those issues. Such a decision could be appropriate where the promoters are unwilling to incur legal expenses to resolve the tenure issue until they know that there is a strong likelihood that the proposals will be approved.*

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<sup>11</sup> Section 6 of the Learner Travel (Wales) Measure 2008 gives a local authority the power to provide discretionary transport where they think fit to facilitate the travel of learners. Paragraphs 1.98 – 1.105 of the Welsh Government Learner Travel Statutory Provision and Operational Guidance 2014 provide further guidance on this provision.

## 1.12 Specific factors in the consideration of proposals for the change of language medium

Relevant bodies **should** take into account the following specific factors:

- the extent to which existing provision by the local authority of education in the medium of English and/or Welsh exceeds or falls short of demand or projected demand from parents for that type of provision, and the contribution the proposal would make to remedying that situation.
- the extent to which the proposal would support the targets in a local authority's Welsh in Education Strategic Plan (WESP).

## 1.13 Specific factors in the consideration of proposals for the change of school category

Relevant bodies **should** take into account the following specific factors:

- all categories of school - community, foundation, voluntary controlled or voluntary aided - are of equal status;
- all permissible proposals to change the category of a school will be considered on their individual merits<sup>12</sup> ; and
- whether any benefits can be identified.

*Changing category has the potential to cause disruption to the running of the school and/or place added burdens on the governing body and/or add complexity to school reorganisation or admissions. Therefore, there **should** be a presumption against changes where benefits cannot be identified.*

- Whether any trust deed relating to the school allows for the change of category proposed. If there is any doubt, or if a variation in the trust deed is clearly necessary, proposers **should** make early contact with the Charity Commission.

## 1.14 Additional factors to be taken into account in preparing, publishing, approving or determining proposals for the reorganisation of SEN provision

### Policies and principles

The principles and plans set out elsewhere in this Code **should** be taken into account in the consideration of proposals for the reorganisation of maintained special schools and specialist resource bases in mainstream schools.

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<sup>12</sup> Schools are not permitted to change their category to foundation and schools with a religious character may not become community schools.

Relevant bodies **should** consider how proposals fit with the local authority's plans for promoting inclusion (i.e. providing for a higher proportion of pupils with SEN to attend mainstream settings) wherever that is appropriate in meeting a child or young person's individual needs, and with its overall strategy for ensuring adequate provision for the full range of SEN.

Relevant bodies **should** have regard to the factors set out below in relation to proposals affecting special schools and specialist resource bases in mainstream schools.

### **Standards of provision**

In addition to the usual considerations in relation to standards of provision, relevant bodies **should** consider:

- whether proposals will improve standards of accommodation for pupils with SEN, including building accessibility;
- how proposals will address any health, safety and welfare issues;
- how proposals, where appropriate, will support increased inclusion; and
- the impact of proposals on other SEN provision within the immediate and wider local authority area including out of county where appropriate.

### **Need for places and the impact on accessibility of schools**

In addition to the considerations listed in 1.4, relevant bodies **should** consider:

- whether there is a need for a particular type of SEN provision within the area;
- whether there is surplus SEN provision within the area;
- whether SEN provision would be more effective or efficient if regional provision were made; and
- the impact of proposals on the transportation of learners with SEN.

### **Other factors**

Relevant bodies **should** consider:

- how changes to SEN provision in schools are likely to impact on all other services provided in an area for pupils with disabilities and/or SEN.

## **1.15 Factors to be taken into account in approving/determining school organisation proposals**

When approving proposals, relevant bodies who are the proposer:

- **must** consider whether there are any other related proposals;
- **must** ensure that the statutory consultation has been conducted in accordance with this Code (the requirement to consult does not apply to proposals to discontinue a school which is a small school);
- **must** ensure that the proposal has been published in accordance with this Code and the notice contains all the required information;
- **must** consider the consultation document and consultation report;
- **must** consider the objections and the objection report and any responses to the notice supporting the proposals;
- **should** consider, in the case of a proposal to change the category of a school, whether, there are any benefits. If no benefits can be identified, such proposals **should not** be approved; and
- **must not** approve change of category proposals where a variation in the trust deed is necessary but has not yet taken place.

When determining proposals relevant bodies:

- **must** consider whether there are any other related proposals;
- **must** consider the extent to which the statutory consultation has been conducted in accordance with this Code (the requirement to consult does not apply to proposals to discontinue a school which is a small school);
- **must** consider the extent to which the proposal has been published in accordance with this Code and whether the notice contains all the required information;
- **must** consider the consultation document and consultation report;
- **must** consider the objections and the objection report and any responses to the notice supporting the proposals;
- **should** consider, in the case of a proposal to change the category of a school, whether, there are any benefits. If no benefits can be identified, such proposals **should not** be approved; and
- **must not** approve change of category proposals where a variation in the trust deed is necessary but has not yet taken place.

## **2. Changes that require proposals**

Statutory procedures are usually necessary to make significant changes to schools. The procedures are designed to enable changes to be made where they are considered necessary, but in a way which protects the interests of learners and allows interested parties the opportunity to have their say in the process.

### **2.1 Elements of school reorganisation that require the publication of proposals**

Proposals **must** be published for the following elements of school reorganisation:

1. the opening of a maintained school (including a special school);
2. the closing of a maintained school (including a special school);
3. to make a regulated alteration to a maintained school; and
4. to change the category of a maintained school<sup>13</sup>.

### **2.2 Proposals to change the category of a school**

The governing bodies of maintained schools may make proposals to change the category of their school. However, it should be noted that no alteration may be made to a maintained school that changes its designated religious character or causes it to acquire or lose a designated religious character. Community schools are not permitted to have a religious character. It is not possible for voluntary aided, voluntary controlled or foundation schools with a designated religious character to become a community school through a change of category proposal. Similarly community schools cannot become voluntary schools with a designated religious character. No proposals may be made for any category of school to become a foundation school.

### **2.3 Regulated alterations**

Schedule 2 to the 2013 Act describes a number of regulated alterations to maintained schools (including special schools) which must not be carried out unless the relevant local authority and/or the governing body have complied with the requirements imposed by this Code. Although the regulated alterations are described below reference should also be made to Schedule 2 to the 2013 Act.

#### **Regulated alterations to community, foundation, voluntary schools, community special schools and maintained nursery schools**

- the transfer of any school to a new site or sites unless a main entrance of the school on its new site or sites would be within 1.609344 kilometres (one mile) of any of a main entrance of the school on its current site or sites;

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<sup>13</sup> Except to foundation – the 2013 Act prohibits schools from changing their category to foundation.



- changing a school (including a special school) from single-sex to mixed or vice-versa. (A school is treated as admitting pupils of one sex only if the admission of pupils of the other sex is limited to pupils over compulsory school age, and does not exceed 25% of the age group in question).

**Regulated alterations to community, foundation, voluntary schools, and community special schools**

- a change in the age range of a school (including a special school) by a year or more (not including the introduction or discontinuation of part-time or full-time Further Education or changes to provision for pupils over compulsory school age who are repeating a course of education completed before they reached the end of compulsory school age);
- the introduction of, or ending of, sixth form provision at a school;
- the alteration of the medium of instruction of a class of pupils in an age group or groups (including nursery pupils) at a primary school (or primary education in relation to middle or special schools) which falls within the description in column 1 of the table below so that it falls within the description in the corresponding entry in column 2.

<b>Column 1</b>	<b>Column 2</b>
At least 20% but no more than 80% of the teaching is conducted through the medium of English.	An increase or decrease of more than 20% in the teaching which is conducted through the medium of Welsh.
At least 20% but no more than 80% of the teaching is conducted through the medium of Welsh.	An increase or decrease of more than 20% in the teaching which is conducted through the medium of English.
More than 80% of the teaching is conducted through the medium of English, and some teaching is conducted through the medium of Welsh.	An increase of more than 10% in the teaching which is conducted through the medium of Welsh.
More than 80% of the teaching is conducted through the medium of Welsh, and some teaching is conducted through the medium of English.	An increase of more than 10% in the teaching which is conducted through the medium of English.
No teaching is conducted through the medium of Welsh.	More than 10% of the teaching is conducted through the medium of Welsh.
No teaching is conducted through the medium of English.	More than 10% of the teaching is conducted through the medium of English.
Some teaching is conducted through the medium of English.	No teaching is conducted through the medium of English.
Some teaching is conducted through the medium of Welsh.	No teaching is conducted through the medium of Welsh.

- the alteration of the teaching of pupils in a year group at a secondary school (or secondary education in relation to middle or special schools) which falls within the description in column 1 of the table below so that it falls within the description in the corresponding entry in column 2.

<b>Column 1</b>	<b>Column 2</b>
Five or more relevant subjects are taught (wholly or mainly) through the medium of Welsh to any pupils.	A decrease by four or more in the number of the relevant subjects taught (wholly or mainly) through the medium of Welsh to any pupils.
Five or more relevant subjects are taught (wholly or mainly) through the medium of English to any pupils.	A decrease by four or more in the number of the relevant subjects taught (wholly or mainly) through the medium of English to any pupils.
Every relevant subject is taught (wholly or mainly) through the medium of Welsh to all pupils.	Three or more relevant subjects are taught (wholly or mainly) through the medium of English to any pupils.
Every relevant subject is taught (wholly or mainly) through the medium of English to all pupils.	Three or more relevant subjects are taught (wholly or mainly) through the medium of Welsh to any pupils.
One or more relevant subject is taught (wholly or mainly) through the medium of Welsh to any pupils.	No relevant subject is taught (wholly or mainly) through the medium of Welsh to any pupils.
One or more relevant subject is taught (wholly or mainly) through the medium of English to any pupils.	No relevant subject is taught (wholly or mainly) through the medium of English to any pupils.

(Relevant subjects are defined as any subjects apart from English and Welsh which are taught at a school).

### **Regulated alterations to community, foundation and voluntary schools**

- an enlargement of the premises of a school (excluding nursery and special schools), which would increase the capacity of the school by at least 25% or 200 pupils as compared with the school's capacity on the appropriate date. In determining an increase in capacity all enlargements that have taken place since the appropriate date are to be taken into account together with the proposed enlargement. The "appropriate date" is the latest date of:
  - the date falling five years before the date on which it is planned to implement the proposals to make the enlargement;
  - the date when the school first admitted pupils;

- the date (or the latest date) when any previous statutory proposals that involved enlarging the premises of the school were implemented. This includes where there has been a previous decrease in a school's capacity in the last five years.

For the purposes of an enlargement of school premises "capacity" is to be determined in accordance with the formulae set out from time to time by the Welsh Ministers (currently Circular No: 21/2011);

A "temporary enlargement" is the enlargement of a school's premises which it is anticipated, at the time of its making, will be in place for fewer than three years.

- the making permanent of a temporary enlargement of the school where that temporary enlargement would have been a regulated alteration when undertaken but for the fact that it was temporary;
- the reduction in the physical capacity of a mainstream school, except where the proposed capacity will be greater than the highest number of pupils on roll at the school at any time in the previous two school years prior to the publication of the proposal. In this context, "capacity" is to be determined in accordance with the formulae set out from time to time by the Welsh Ministers (currently Welsh Government Circular No: 21/2011 Measuring the Capacity of Schools in Wales)<sup>14</sup>;
- the introduction or removal of SEN provision or any change in the type of such provision. This is where the provision is in a mainstream school but the pupils who are admitted are in addition to admission number of the school. The provision **must** also be recognised by the local authority as reserved for pupils with SEN;
- the introduction or ending of banding arrangements for the admission of pupils into a mainstream school (under section 101 of the School Standards and Framework Act 1998 (the 1998 Act));
- the introduction or ending of boarding, or an increase or decrease in boarding provision in mainstream schools by 50 pupils or 50% of capacity, whichever is the greater;

### **Regulated alterations to community special schools**

- for special schools (except where the school is in a hospital) an increase in the number of pupils for whom the school makes provision which, when taken together with all such previous increases in the number of pupils, would increase the number of pupils by 10% or the relevant number of such pupils (whichever is the lesser). The relevant number is 5 where the school only makes boarding provision, and is 20 in other cases. Any

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<sup>14</sup> The effect of this is that where schools have spare capacity that capacity can be removed without the need for a statutory proposal. However, where schools are full or near full, a proposal must be published to reduce the school's capacity.

previous increase in the number of pupils is taken from the appropriate date. The appropriate date is whichever is the latest date of the following:

- 19 January 2012;
  - the date when the school first admitted pupils; and
  - the date (or the latest date) when any previous statutory proposals that involved enlarging the premises of the school were implemented.
- for a special school, the introduction or ending of boarding provision, or the alteration of boarding provision such that the number of pupils for whom provision is made is increased or decreased by 5 pupils;
  - a change in the type of special educational needs for which a special school makes provision;

### **Regulated alterations to maintained nursery schools**

- the enlargement, or making permanent of a temporary enlargement, of the teaching space at a nursery school, by 50% or more;
- the addition or removal of provision (in a nursery school) which is recognised by the local authority as reserved for pupils with special educational needs, or any change in the type of such provision;
- for a nursery school at which a group of pupils is taught wholly or mainly through the medium of Welsh, an alteration so that all the pupils are taught wholly or mainly through the medium of English;
- for a nursery school at which a group of pupils is taught wholly or mainly through the medium of English, an alteration so that all the pupils are taught wholly or mainly through the medium of Welsh.

## **2.4 Who can make a proposal?**

A local authority may make proposals to:

- establish, discontinue or make a regulated alteration (see 3.3 of Code) to community or maintained nursery schools;
- discontinue a voluntary or foundation school;
- increase or decrease the capacity of a foundation or voluntary school without a religious character.

Governing bodies of foundation or voluntary schools may make proposals to:

- discontinue their school;
- make a regulated alteration to their school.

Any person may make proposals to establish a new voluntary school. However, local authorities **should** work with the relevant religious body when the proposal is to establish a voluntary school with a religious character.

No new foundation school or foundation special school may be established in Wales.

Local authorities may also make proposals to add or remove school sixth forms at voluntary and foundation secondary schools, but only if they have first gained the consent of the Welsh Ministers to do so. Consent **must** be sought by means of a written application that clearly sets out the local authority's rationale for the proposal.

In addition, the 2013 Act provides the Welsh Ministers with the power to make proposals to:

- a) remedy excessive or insufficient provision of school places (where they have already issued a direction to a local authority or governing body to that effect) (section 59);
- b) secure regional provision for special educational needs (where they have already issued a direction to a local authority/local authorities/governing bodies to that effect) (section 68); and
- c) add or remove school sixth forms (section 71) .

## 3. Consultation

### 3.1 Principles

Section 48 of the 2013 Act requires that before school organisation proposals are published under sections 41-45, they **must** first be subject to consultation. In addition, proposals published under section 68 by the Welsh Ministers to secure regional provision for special educational needs or published under section 71 to reorganise sixth forms **must** also be subject to prior consultation.

The requirement to consult does not apply to proposals to discontinue a small school<sup>15</sup> made under section 43. However, where a closure proposal relates to a small school with fewer than 10 pupils which is designated as a rural school local authorities and governing bodies bringing forward such proposals **should** still take into account the factors set out in Chapter 1 this Code, including the further requirements which relate to the closure of rural schools set out in 1.8 “*Presumption against the closure of rural schools*”.

Case law has established that the consultation process **should**:

- be undertaken when proposals are still at a formative stage;
- include sufficient reasons and information for particular proposals to enable intelligent consideration and response;
- provide adequate time for consideration and response; and;
- ensure that the product of consultation is conscientiously taken into account when the ultimate decision is taken.

The process and guidance which follow have been developed with due regard to the principles listed above. Those considering bringing forward proposals will need to be fully aware of this process and guidance. However, proposers **must** be mindful of the four underlying principles and take any necessary additional steps to ensure that those principles are fully upheld.

### 3.2 Attention to detail

It is essential that proposers seek and achieve high standards both in the information that underpins school consultations and in the consultation documents that are published. These will be examined closely by communities, school staff and parents, and errors in details can easily undermine confidence in a proposal. Failure to provide accurate, high quality consultation documents can result in consultations being abandoned, taking much longer than expected and to increased conflict with communities.

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<sup>15</sup> The 2013 Act defines a small school as a school with fewer than 10 registered pupils on the third Tuesday in the January immediately preceding the date on which the proposals are made. This date is chosen as it is the date that all schools in Wales are required to submit the Pupil Level Annual Census to the Welsh Government; this includes the number of pupils on roll.

From time to time proposers will have conducted 'informal' consultation with particular stakeholders at an earlier stage in the development of proposals. Such consultation **must not** be seen as a substitute for any part of the formal consultation processes set out below.

### 3.3 Procedures

There is no requirement for proposers to hold consultation meetings although there will be circumstances where proposers will consider that meeting with certain groups of consultees will assist greatly in the dissemination of information and provide a suitable platform for the consultees to make their views known.

Proposers may use other ways to engage consultees as they think appropriate. For example, open days or 'drop-in' sessions might provide interested parties with a convenient way to access information seek clarification and provide comments.

In the case of proposals to reorganise schools for which land and/or buildings are held on trust or which have a designated religious character, the proposer **must** conduct consultation with the trustees and/or appropriate religious body before the consultation document is published. The proposer **must** allow 28 days for the receipt of comments and **must** have due regard to those comments before any decision is made to proceed to general consultation.

Where, in the course of consultation, a new option emerges which the proposers decide to pursue, they **must** consult afresh on this option before proceeding to publication.

### 3.4 Consultation document

Those bringing forward statutory proposals **must** publish a consultation document in hard copy and electronically on their website or that of the relevant local authority. Hard copies **must** be available on request. Consideration **should** be given to publishing in other formats where accessibility might otherwise be an issue.

The consultation document **must** be published on a school day of the school or schools subject to the proposal and consultees **must** be given at least 42 days to respond to the document, with at least 20 of these being school days.<sup>16</sup> Consultation documents should not be published on a school day which includes a school session which is devoted (wholly or mainly) to improving teaching standards or management practices of staff at the school (INSET days).

The following **must** be advised by letter or email of the availability of the consultation document and that recipients can, if they wish, obtain a hard copy of the consultation document on request (but see also section 3 on Consultation with Children and Young People):

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<sup>16</sup> A school day is defined in section 579 of the Education Act 1996 as any day on which at that school there is a school session. A school session can be a morning session or an afternoon session, so a school day is any day when the school meets for all or part of the day.

- Parents (and where possible prospective parents) carers and guardians, and staff members of schools affected by the proposals;
- in the case of proposals affecting secondary provision, parents of pupils attending primary schools from which pupils normally transfer to that secondary school;
- the maintaining or proposed maintaining authority for any school likely to be affected by the proposals;
- any other local authority (including those in England, where appropriate) likely to be affected - including in the case of dedicated SEN provision any authority placing or likely to place pupils with SEN in it;
- the Church in Wales and Roman Catholic Diocesan Authority for the area in which any school likely to be affected is located;
- any other appropriate religious body for any school likely to be affected by the proposals;
- the governing body of any school which is the subject of the proposals;
- the governing body of other schools which the proposer consider are likely to be affected by the proposals;
- the Welsh Ministers\*;
- Constituency and Regional Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals;
- Estyn;
- teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposals;
- the relevant Regional Education Consortium;
- the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals;
- any community or town council for the area served by/ intended to be served by any school which is the subject of the proposals;
- in the case of proposals affecting nursery provision any independent or voluntary providers who may be affected including Mudiad Meithrin;
- in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present;
- in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest;
- in the case of proposals affecting secondary provision, any further education institutions serving the area of the school; and



- in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner.

\* In the case of the Welsh Ministers emails should be sent to the following Welsh Government mailbox: [Schoolsmanagementdivision3@gov.wales](mailto:Schoolsmanagementdivision3@gov.wales). It is not necessary to send emails to individual Welsh Ministers.

In the case of all proposals, the consultation document **must** contain the following information:

### **Description and Benefits**

- a detailed description of the status quo setting out its strengths and weaknesses and the reasons why change is considered necessary;
- a detailed description of the proposal or proposals (a proposer may consult on more than one potential proposal), the projected timetable for statutory procedures and for implementation of the proposals and any proposed interim arrangements which might be necessary for their implementation. In describing the proposals, proposers **should** normally refer to them using the terms set out in this Code (e.g. school closure) but where two or more existing schools become one school operating on more than one site (e.g. where former infant and junior schools become a primary school) the terms 'merger' or 'amalgamation' might be used;
- the expected benefits of the proposals and disadvantages when compared with the status quo;
- any risks associated with the proposals and any measures required to manage these;
- a description of any alternatives considered and the reasons why these have been discounted (but see para 1.8 "*Presumption against the closure of rural schools*");
- information on any changes to learner travel arrangements were the proposals to be implemented and the impact on accessibility of provision.

### **Details of affected schools**

- the names, locations and categories (i.e. community, voluntary controlled, voluntary aided, foundation) of all existing schools likely to be affected by the proposals (for example, in the case of a proposal to close a school information **should** be provided about all the surrounding schools to which it might reasonably be considered that pupils may wish to transfer);

- the number of pupils on roll currently<sup>17</sup> and the figures recorded for the previous four annual school censuses at all existing schools likely to be affected by the proposals;
- five year forecasts of pupil rolls at all existing schools likely to be affected by the proposals both currently (i.e. based on the existing configuration of schools) and if the proposals are implemented;
- the pupil places capacity<sup>18</sup> of all existing schools likely to be affected by the proposals;
- the number of nursery places at any existing school likely to be affected by the proposals;
- information about the quality of accommodation at all existing schools likely to be affected by the proposals including reference to the local authority's most recent condition survey using the categories of the original 21<sup>st</sup> Century Schools Survey;
- the language medium of all existing schools likely to be affected by the proposals (using the Welsh Government Circular 23/2007 "Defining schools according to Welsh medium provision").

### **Quality and standards in education**

- an analysis of the likely impact of the proposals on the quality of the following (reference to relevant Estyn five inspection areas are included in brackets):
  - a) standards (standards and progress overall, of specific groups and in skills); wellbeing and attitudes to learning;
  - b) teaching and learning experiences (quality of teaching, the breadth, balance and appropriateness of the curriculum, and the provision of skills;
  - c) care support and guidance (tracking, monitoring and the provision of learning support, personal development and safeguarding); and
  - d) leadership and management (quality and effectiveness of leaders and managers, self evaluation processes and improvement planning, professional learning, and use of resources)

at the school or schools which are the subject of the proposals and at any other school or educational institution which is likely to be affected.

- information from the most recent Estyn reports for each school likely to be affected;
- the likely impact of the proposals on the ability of school or schools which are the subject of the proposals or any other school which is likely to be

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<sup>17</sup> For primary schools, the number of nursery pupils should be shown separately and excluded from forecasts.

<sup>18</sup> The Welsh Government Circular 21/2011 "Measuring the Capacity of Schools in Wales".

affected, to deliver the full curriculum at the foundation phase and each key stage of education.

### **Welsh in Education Strategic Plan (WESP)**

- the extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan.
- How the proposal would expand or reduce Welsh language provision. In the case of the latter, set out why provision will be reduced.

### **Finance**

- the financial costs of the proposal and any potential savings (including where appropriate the current costs per pupil and the projected costs upon completion) – capital and recurrent (including school transport and staff costs);
- the sources from which capital funding will be provided;
- how any capital receipts or recurrent costs savings will be deployed;

### **Land and buildings**

- details of any potential transfer or disposal of land or buildings that may need to occur as a result of the proposals.

### **Consultation details**

- details of how people can make their views known including the address to which comments in writing can be made and the deadline for those comments;
- details of how people can ask further questions about the proposals or suggest alternatives to the proposals;
- a statement to the effect that responses to consultation will not be counted as objections to the proposal and that objections can only be registered following publication of the notice;
- an explanation of the publication process, the making of objections and determination of published proposals.
- a space for consultees to respond to the consultation
- an opportunity for consultees to register their wish to be notified of publication of the consultation report.

Where proposals involve establishing a new school the following information **must** also be included in the consultation document:

- the new school's:
  - a. proposed admission number and admission arrangements;

- b. age range;
- c. pupil places capacity and/or number of nursery places;
- d. location;
- e. category (i.e. Community, Voluntary Aided or Voluntary Controlled);
- f. language category (as defined by Information document No. 023/2007);
- g. details of the proposed accommodation to include a list of proposed facilities;
- h. in the case of a special educational needs (SEN) resource base in a mainstream school or a special school, information on the special needs of the pupils proposed to be admitted;
- i. home to school transport arrangements (including any transitional arrangements) and the local authority's transport policy.<sup>19</sup>

Where proposals involve the closure of a school the following information **must** be included in the consultation document:

- details of any alternatives to closure that have been considered and the reasons why these have not been taken forward (but see para 1.8 "*Presumption against the closure of rural schools*"); ;
- the impact of proposals on the local community, the likely impact on staff of schools named in proposals;
- in the case of alternative provision:
  - a. the name and location of the proposed alternative provision;
  - b. a comparison of the quality and standard of education provided at the school from which pupils would be transferred and the proposed alternative school or schools and an outline of any steps necessary in order to ensure that any shortcomings in the latter are addressed;
  - c. admission arrangements at the proposed alternative school;
  - d. a comparison of the quality of accommodation at the school from which pupils would be transferred and at the proposed alternative and an outline of any steps necessary in order to ensure that any shortcomings in the latter are addressed;
  - e. information on any building works necessary to ensure that transferred children can be accommodated at the alternative provision;
  - f. the impact on pupils' journeys to school and on school transport costs;

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<sup>19</sup> Section 3 of the Learner Travel (Wales) Measure 2008 sets a threshold for entitlement for free home to school transport provision at 2 miles or further for primary education and 3 miles or further for compulsory aged secondary school education.

g. information regarding available walking routes to the alternative provision;

h. the language medium at the proposed alternative school.

Where proposals involve the closure of a rural school and the decision has been made to consult on the proposal, the following information **must** be contained in the consultation document along with the information that **must** be contained for all proposals:

- The reason for the closure proposal (i.e. a description of the key challenges that the school faces and the proposer wishes to address);
- The alternatives to closure that have been identified and an assessment of these alternatives to include:
  - the likely impact on quality and standards in education,
  - the likely impact on the community and
  - the likely effect of different travelling arrangements.

In addition consultees must be informed of their opportunity to:

- make representations regarding the alternatives to closure that have been identified by the proposer as well as the main proposal;
- suggest other alternatives to closure which would address the reasons for closure (i.e. the key challenges the school faces which the proposer is seeking to address).

Where the proposal concerns adding or removing nursery provision. The following information **must** be included in the consultation document:

- the sufficiency of accommodation and facilities offered, both in the classroom and outdoors, and the viability of any school that wishes to add nursery places;
- whether there is a need for additional nursery places in the area;
- the levels of demand for certain types of nursery education e.g. Welsh medium or provision with a religious character;
- the effect of the proposals on other institutions, including private and third sector providers; and
- the extent to which proposals will integrate early years education with childcare services or are consistent with an integrated approach.

Where the proposal concerns adding or removing sixth form provision. The following information **must** be included in the consultation document:

- whether proposals will lead to an improvement in the educational or training achievements of persons who are above compulsory school age but below the age of 19 in the area;
- whether proposals will contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14-19 year old learners;
- whether proposals are likely to lead to increased participation in learning by pupils beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel;
- the extent to which proposals contribute to the 14-19 agenda taking account of the views of local 14-19 networks and learning partnerships;
- the effect of proposals on 11-16 provision in schools;
- how proposals would affect the viability of institutions already providing good-quality post-16 provision, including school sixth forms, Further Education Institutions and private training organisations;
- how proposals might affect the sustainability or enhancement of Welsh medium provision in the local 14-19 network and wider area and promote access to availability of Welsh medium courses in post-16 education;
- the extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post-16 organisation; and
- how proposals might affect the discretionary transport provision a local authority may provide to learners<sup>20</sup> above compulsory school age.

Where proposals relate to a special school or involve specialist resource bases attached to mainstream schools the following information **must** be included in the consultation document:

- the impact on SEN provision;
- how proposals will contribute more generally to enhancing the quality of education and support for children with SEN.

Where the proposal concerns a change of language medium. The following information **must** be included in the consultation document:

- projected demand from parents for the type of provision proposed; and

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<sup>20</sup> Section 6 of the Learner Travel (Wales) Measure 2008 gives a local authority the power to provide discretionary transport where they think fit to facilitate the travel of learners. Paragraphs 1.98 – 1.105 of the Welsh Government Learner Travel Statutory Provision and Operational Guidance 2014 provides further guidance on this provision.

- the extent to which existing provision, of the type proposed exceeds or falls short of demand or projected demand.

Where any school involved or affected provides teaching through the medium of Welsh the following information **must** be included in the consultation document:

- an assessment of the impact of proposal on the Welsh language ( a Welsh language impact assessment must be included either in the main part of the consultation document or as an Annex ); and
- an explanation of how the proposal forms part of the WESP.

Where the proposal concerns a school with a designated religious character the following information **must** be included in the consultation document:

- the impact on availability and access to places at a school with the same designated religious character.

Where the proposal concerns a change of category the following information **must** be included in the consultation document:

- the effect of the change of category on governance arrangements and the governing body's powers over policies and arrangements in respect of admissions, employment and the curriculum; and
- any proposed changes to policies and arrangements in respect of admissions, employment and the curriculum.

In some circumstances, proposers may consider it appropriate to consult on a range of options rather than one specific proposal, but in such cases, all of the information set out above **must** be provided in relation to each of the identified options.

### **3.5 Consultation with children and young people**

Proposers **must** also make suitable arrangements to consult with pupils of any affected school (or part of a school in the case of provision reserved for children with SEN) and, where possible, with children and young people who are likely to attend those schools. As a minimum, this **must** include consultation with the school councils of the affected schools, but **should** also include consultation with individual learners where this is appropriate and practicable. Governing bodies **must** help facilitate this aspect of the consultation.

The information given to children and young people **must** be presented in such a way that it is relevant to their age and level of likely understanding and allows them to reach an informed opinion. The agreed children and young people's participation standards for Wales are available on the Welsh Government's website; proposers **should** refer to these and act in accordance with them.

<https://gov.wales/topics/people-and-communities/people/children-and-young-people/rights/ParticipationforChildrenandYoungPeople/?lang=en>

If consulting with individual learners, proposers **should** produce and distribute a version or versions of the consultation document appropriate to the age/ages of the children and young people affected. The consultation document **should** also clearly explain to children and young people the difference between the consultation and objection periods and how and when they can object to proposals. Where necessary, proposers **should** provide assistance to children and young people who wish to submit a consultation response.

### 3.6 Consultation reports

The proposer **must** publish a consultation report on their website or that of the relevant local authority. The report **must** be published at least two weeks prior to the publication of a statutory notice:

- summarising each of the issues raised by consultees;
- responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons;
- setting out Estyn's response to the consultation in full; and
- responding to Estyn's response by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons.

The consultation report might also make recommendations – for example, to the local authority's executive or the governing body – about how to proceed i.e. to publish the proposals as consulted on with any appropriate modifications, to abandon the proposals and retain the status quo or to significantly recast the proposals and re-consult.

Proposers **must** ensure that any views expressed by children and young people affected by the proposals are highlighted in the consultation report and that it is accessible to them.

Where the proposal relates to the closure of a rural school in addition to the steps to be taken in respect of the consultation report for all schools the following special requirements apply:

Following the consultation period, when the proposer is reviewing the proposal prior to publication the proposer is required to carry out a further assessment for the proposal and each of the alternatives that were set out in the proposal paper. This involves the same matters that the proposer was required to assess in formulating the proposal:

- the likely impact on quality and standards in education,
- the likely impact on the community and
- the likely effect of different travelling arrangements.

The purpose of this further assessment is to take account of any further information that has come forward through the consultation or otherwise.



In its consultation report, the proposer is required to explain its assessment of the proposal and the reasonable alternatives identified, how this assessment differs from their earlier assessment (if at all) and its assessment of any further reasonable alternatives. Finally, the proposer is required to confirm whether it considers the implementation of the proposal, (wholly or partly) to be the most appropriate response to the reasons it identified for the proposal and give reasons for its conclusion.

Although under the 2013 Act the requirement to consult does not apply to proposals to discontinue small schools with fewer than 10 pupils at the preceding January census point<sup>21</sup> local authorities and governing bodies bringing forward such proposals **should** still take into account the factors set out in Chapter 1 of this Code when developing and considering proposals. If the school is on the list of “rural schools” this includes satisfying the requirements at 1.8 “*Presumption against the closure of rural schools*”.

The consultation report **must** be published electronically, either on the proposer’s website or on the relevant local authority’s website. In addition, hard copies **must** be available on request. This **must** take place before any proposal is published.

The following **must** be advised by letter or email of the availability of the consultation report:

- parents (and where possible prospective parents) carers and guardians, and staff members of schools which are subject to the proposals;
- in the case of proposals affecting secondary provision, parents of pupils attending primary schools from which pupils normally transfer to that secondary school; and
- consultees who had requested notification.
- the maintaining or proposed maintaining authority for any school likely to be affected by the proposals;
- any other local authority (including, those in England, where appropriate) likely to be affected – including in the case of dedicated SEN provision any authority placing or likely to place statement pupils in it;
- the Church in Wales and Roman Catholic Diocesan Authority for the area in which any school likely to be affected is located;
- any other appropriate religious body for any school likely to be affected by the proposals;
- the governing body of any school which is the subject of the proposals;
- the governing body of other schools which the proposer considers are likely to be affected by the proposals;

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<sup>21</sup> Section 56 of the 2013 Act defines a ‘small school’, for the purposes of deciding whether consultation is required, as a school with fewer than 10 registered pupils on the third Tuesday in January immediately preceding the date on which the proposals are made.

- the Welsh Ministers\*;
- Constituency and Regional Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals;
- Estyn;
- teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposals;
- the relevant Regional Education Consortium;
- the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals;
- any community or town council for the area served by/ intended to be served by any school which is the subject of the proposals;
- in the case of proposals affecting nursery provision any independent or voluntary providers who may be affected including Mudiad Meithrin;
- in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present;
- in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest;
- in the case of proposals affecting secondary provision, any further education institutions serving the area of the school; and
- in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner.

\* In the case of the Welsh Ministers emails should be sent to the following Welsh Government mailbox: [Schoolsmanagementdivision3@gov.wales](mailto:Schoolsmanagementdivision3@gov.wales). It is not necessary to send emails to individual Ministers.

Unless proposers have applied for and been granted a time extension by the Welsh Ministers, proposals **must** be published within 26 weeks of the end of the period allowed for consultation responses, otherwise the proposals will lapse and a new consultation document **must** be issued to revive them.

Applications to the Welsh Ministers for a time extension **must** be made in writing before the 26 week period has elapsed and **must** set out the reasons why an extension is considered necessary. In deciding whether to approve an extension, the Welsh Ministers will take into account the reasons given for the application, the nature of the proposals and any other relevant factors. The Welsh Ministers would be unlikely to approve any application which would result in more than a year

elapsing between the end of the period allowed for consultation responses and the publication of a statutory notice.

Statutory proposals are sometimes brought forward as a result of strategic reviews into school provision carried out by local authorities. Whilst it is good practice to consult on such reviews, such consultation **must not** take the place of the formal consultation necessary on individual proposals as required by the Code.

Where the prospective proposers are not a local authority they **should** discuss their intentions with the local authority which would maintain any proposed new or altered provision at an early stage, i.e. before formal consultation commences.

Proposers **should not** refer to the period allowed for objections as the consultation period. The term consultation only applies to the period before final decisions are made to proceed to publish a proposal.

Consultees can submit views either in favour of or against a proposal. Consultees **should** be advised that unfavourable comments made during the consultation period will not be treated as objections and that if they wish to object, that they need to do so in writing during the statutory objection period. If consultees submit a request during the objection period that a response submitted at consultation stage should be treated as an objection, this **should** normally be accepted. Those responsible for publishing proposals **should** make every effort to ensure that those who have expressed opposition or concern during the consultation period are aware that statutory notices have been published.

## 4. Publication of statutory proposals

### 4.1 Manner of publication

If the proposer decides to proceed with a proposal they **must** publish the proposal<sup>22</sup> by way of a notice (referred to in this Code as a “statutory notice”).

The statutory notice **must** be published on a school day but not on a school day which includes a session which is devoted (wholly or mainly) to improving teaching standards or management practices of staff at the school (INSET days).

The objection period (see 4.2) **must** include 15 school days<sup>23</sup> (in addition to the day on which it is published).

The statutory notice **must** be published:

- i. on the proposer’s website (if it has one);
- ii. on the website of the existing/proposed maintaining local authority, where the local authority is not the proposer;
- iii. by being posted at or near the main entrance to any existing school which is the subject of the proposal, or, if there is more than one main entrance, all of them;
- iv. where a new school is being established, in a conspicuous place in the area to be served by the school;
- v. by providing any school which is the subject of proposals with copies of the notice to distribute to pupils, parents carers and guardians, and staff members (the schools may distribute the notice by email);
- vi. in the case of proposals affecting secondary provision, parents of pupils attending primary schools from which pupils normally transfer to that secondary school.

Furthermore, on the day that the statutory notice is published, the following **must** be sent either a hard copy of the notice or be emailed a link to the relevant website:

- the maintaining or proposed maintaining authority for any school likely to be affected by the proposals;
- any other local authority (including, where appropriate, a local authority in England) likely to be affected - including in the case of dedicated SEN provision any authority placing or likely to place pupils with SEN in it;
- the Church in Wales and Roman Catholic Diocesan Authority for the area in which any school likely to be affected is located;

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<sup>22</sup> Section 48 2013 Act.

<sup>23</sup> A school day is defined in section 579 of the Education Act 1996 as any day on which at that school there is a school session. A school session can be a morning session or an afternoon session, so a school day is any day when the school meets for all or part of the day.

- any other appropriate religious body for any school likely to be affected by the proposals;
- the governing body of any school which is the subject of the proposals
- other schools which the proposers consider are likely to be affected by the proposals;
- the Welsh Ministers\*;
- Constituency and Regional Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals;
- Estyn;
- teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposals;
- the relevant Regional Education Consortium;
- the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals;
- any community or town council for the area served by/ intended to be served by any school which is the subject of the proposals;
- in the case of proposals affecting nursery provision, any independent or voluntary providers who may be affected including Mudiad Meithrin;
- in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present;
- in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest;
- in the case of proposals affecting secondary provision, any further education institutions serving the area of the school; and
- in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner.

\* In the case of the Welsh Ministers emails should be sent to the following Welsh Government mailbox: [Schoolsmanagementdivision3@gov.wales](mailto:Schoolsmanagementdivision3@gov.wales) It is not necessary to send emails to individual Ministers.

It is no longer a requirement to publish the proposal in a newspaper.

## 4.2 Length of objection period

The 2013 Act provides that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections **must** be made in writing or by email, and sent to the proposer before the end of 28 days beginning with the day on which the notice was published ("the objection period").

### 4.3 Content of published statutory notice

The published statutory notice **must** contain the following information:

- the name of the persons or body publishing the proposal;
- the planned date of implementation (or dates if implementation is to be staged);
- details of how to obtain a copy of the consultation report;
- the date by which objections should be sent and the address to send them to, including the relevant email address.

Additionally

- a statutory notice for a proposal to establish a new school **must** state:
  - the proposed language category of the school as defined by Information Document No: 023/2007;
  - the name of the proposed maintaining local authority;
  - the location of the site of the school (and where appropriate the postal address);
  - whether the school will be single or mixed sex;
  - the age range of the school;
  - the category of the school - community, voluntary aided, voluntary controlled, community special;
  - whether the governing body or the local authority will be the admission authority;
  - the proposed arrangements for transport of pupils;
  - the admission number for each relevant age group in the first year of implementation or at each stage of implementation - “admission number” is to be determined in accordance with the calculation set out from time to time by the Welsh Ministers (currently contained in the Welsh Government Circular No: 21/2011);
  - the proposed capacity of the school – “capacity” is to be determined in accordance with the formulae set out from time to time by the Welsh Ministers (currently Welsh Government Circular No: 21/2011);
  - for a special school, information on the type of SEN for which provision will be made;
  - whether the school will have a religious character, and if so the nature of that character and the proposed appropriate religious body;
  - whether the admission arrangements of the school will make any provision for selection by ability permitted by section 101 of the School Standards and Framework act 1998 (pupil banding);

- in the case of a new voluntary school, whether the proposals are to be implemented by the local authority or the promoters and, if the proposals are to be implemented by both, the extent to which they are to be implemented by each such body.
- A statutory notice for a proposal to alter a school or change its category **must** state:
  - the name and address of the school subject to the proposal;
  - the name of the maintaining local authority;
  - a description of the proposed alteration or change of category;
  - where the alteration involves enlargement, or a reduction in capacity, the current number of pupils, the capacity of the school and the proposed capacity – “capacity” is to be determined in accordance with the formulae set out from time to time by the Welsh Ministers (currently Welsh Government Circular No: 21/2011);
  - the number of pupils to be admitted in each relevant age group in the first year of implementation or at each stage of implementation;
  - in the case of a change in the type of SEN provision, the alternative provision for pupils and the impact on school transport; and
  - any implications the alteration might have on home to school transport provision.
- A statutory notice for a proposal to discontinue a school **must** state:
  - the name and address of school to be closed;
  - the name of the maintaining local authority;
  - the school’s religious character if it has one, and if so, the appropriate religious body;
  - details of the alternative school/s which pupils can attend, including any interim arrangements and the language category of the alternative school/s as defined by Information Document No: 023/2007;
  - details of any measures being taken to increase the number of places available in alternative schools; and
  - arrangements for transport of pupils to alternative schools.

**Note:** Sometimes a proposal will need to incorporate two separate elements, e.g. a school might transfer to a new site and also be enlarged. In this case two proposals, which can be incorporated into one statutory notice, may be necessary.

Annex B comprises several recommended statutory notice templates which proposers may find helpful in the construction of a statutory notice.

## 5. Determining proposals (other than proposals made by the Welsh Ministers)

### 5.1 Objection reports

Under section 49 of the 2013 Act when objections have been received proposers **must** publish a summary of the statutory objections and the proposer's response to those objections ("the Objection Report"). This **must** take place:

(a) in the case of a local authority that is required to determine its own proposals under section 53 of the Act (see 5.4 below), before the end of 7 days beginning with the day of its determination; and

(b) in all other cases, before the end of 28 days beginning with the end of the objection period.

The Objection Report **must** be published by being posted:

- i. on the proposer's website (if it has one);
- ii. on the website of the existing/proposed maintaining local authority, where this differs from i. above.

In addition, hard copies **must** be made available on request.

The following **must** be advised by letter or email of the availability of the Objection Report:

- Parents (and where possible prospective parents) carers and guardians, and staff members of schools which are the subject of the proposals;
- in the case of proposals affecting secondary provision, parents of pupils attending primary schools from which pupils normally transfer to that secondary school;
- the maintaining or proposed maintaining authority for any school likely to be affected by the proposals;
- any other local authority (including, where appropriate, a local authority in England) likely to be affected - including in the case of dedicated SEN provision any authority placing or likely to place pupils with SEN in it;
- the Church in Wales and Roman Catholic Diocesan Authority for the area in which any school likely to be affected is located;
- any other appropriate religious body for any school likely to be affected by the proposals;
- the governing body of any school which is the subject of the proposals;
- the governing body of other schools which the proposer consider are likely to be affected by the proposals;
- the Welsh Ministers\*;



- Constituency and Regional Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals;
- Estyn;
- teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposal;
- the relevant Regional Education Consortium;
- the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals;
- any community or town council for the area served by/ intended to be served by any school which is the subject of the proposals;
- in the case of proposals affecting nursery provision any independent or voluntary providers who may be affected, including Mudiad Meithrin;
- in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present;
- in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest in the case of proposals affecting secondary provision, any further education institutions serving the area of the school;
- in the case of proposals affecting secondary provision, any further education institutions serving the area of the school; and
- in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner.

\* In the case of the "Welsh Ministers" emails should be sent to the following Welsh Government mailbox: [Schoolsmanagementdivision3@gov.wales](mailto:Schoolsmanagementdivision3@gov.wales) It is not necessary to send emails to individual Ministers.

## **5.2 Approval by the Welsh Ministers (section 50 of the 2013 Act)**

Proposals require approval by the Welsh Ministers under section 50 of the 2013 Act if:

- (a) the proposals affect sixth form education; or
- (b) the proposals have been made by a proposer other than the relevant local authority and an objection has been made by that authority and has not been withdrawn in writing before the end of 28 days beginning with the end of the objection period.

Proposals affect sixth form education if:

- (a) they are proposals to establish or discontinue a school providing education suitable only to the requirements of persons above compulsory school age; or
- (b) they are proposals to make a regulated alteration to a school, the effect of which would be that provision of education suitable to the requirements of persons above compulsory school age at the school increases or decreases.

Where a proposal requires approval by the Welsh Ministers, the proposers **must** notify the Welsh Ministers within 35 days of the end of the objection period and forward to them copies of the statutory objections in addition to the objection report set out at paragraph 5.1. The proposer **must** also send to the Welsh Ministers any proposals which it considers are related to the proposals requiring determination. The Welsh Ministers will then decide whether these other proposals require determination by them.

A proposal shall be regarded as “related” if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal. Where proposals are “related”, the decisions should be compatible.

The Welsh Ministers may decide to approve, reject or approve the proposals with modifications.

Modifications would normally only include changes to matters such as the timing of implementation or admission numbers. The Welsh Ministers **must not** make modifications that would in effect substitute a new proposal for the proposal which was published. Before making any modification, the Welsh Ministers **must** first consult with the proposer and the relevant governing body/ies and local authority (where they are not the proposers), and obtain the proposer’s agreement to the modification.

Approvals can be made conditional on a specified event occurring by a specified date.

### **5.3 Approval by the local authority (section 51 of the 2013 Act)**

Proposals published under section 48 require approval under section 51 of the 2013 Act if:

- (a) they do not require approval by the Welsh Ministers;
- (b) they have been made by a proposer other than the relevant local authority; and
- (c) an objection to the proposals has been made and has not been withdrawn in writing before the end of 28 days beginning with the end of the objection period.

## Procedures

Where proposals require approval by the local authority, the proposer **must** notify the local authority of a proposal requiring approval and forward to them the documents listed below within 35 days of the end of the objection period:

- a copy of the consultation document;
- a copy of the consultation report;
- a copy of the published notice;
- a copy of the objection report;
- copies of the statutory objections;
- copies of all of the above in relation to any proposals which are related to the proposals requiring approval.

Local authorities **must** decide whether any related proposals sent to them require their approval.

They **must** deal with all proposals which require approval without delay in so far as that is compatible with the proper consideration of the issues. In any event, the local authority **must** issue its decision, within 16 weeks (112 days) beginning with of the end of the objection period. However a failure to comply with that time limit does not affect the validity of any decision reached.

Local authorities **must** decide whether to approve, reject or approve with modifications, the proposals.

Modifications can only include changes to matters related to implementation such as changes to admission numbers or to the timing of implementation. The local authority **must not** make modifications that would, in effect, substitute a new proposal for the proposal which was published. Before making any modification, the local authority **must** first consult with the proposer and obtain their consent to the modification. They **must** also obtain the consent of the Welsh Ministers. If consent cannot be obtained, and the local authority believes that the proposals are not acceptable in their published state, they **must** reject the proposals. The local authority **must** also consult with the governing body of any school to which the proposals relate (where the governing body is not the proposer).

Approvals may be made conditional on a specified event occurring by a specified date.

### 5.4 Determination by proposers (section 53 of the 2013 Act)

Where proposals do not require approval under section 50 and 51 of the 2013 Act, they fall to be determined by the proposer.

Under section 53 of the 2013 Act, determination by the proposer **must** be made within 16 weeks (112 days) of the end of the objection period. Where the proposer fails to determine the proposal within the period of 16 weeks it is taken to have

withdrawn the proposal and it is required to republish the proposals if it wishes to proceed.

Where a local authority's proposals have received objections, and require determination under section 53 of the 2013 Act, the local authority **must** not approach the determination of these proposals with a closed mind. Objections **must** be conscientiously considered alongside the arguments in respect of the proposals and in the light of the factors set out in section 1.3 – 1.14 of this Code. In these cases the objection report **must** be published at the same time as the decision is issued rather than within 28 days beginning with the end of the objection period.

## 5.5 Local authority decision making

Where local authorities are required to approve or determine proposals which have received objections, an amendment<sup>24</sup> to Schedule 2 to the Local Authority (Executive Arrangements) (Functions and Responsibilities) (Wales) Regulations 2007 (as amended) permits the local authority's executive to exercise this function. Executives and/or Cabinets are already responsible for overseeing school organisation planning, including decisions to consult on and to publish school organisation proposals and will have a well developed understanding of school organisation issues. This understanding, combined with their more general experience of decision making and the fact that they are democratically accountable to the local electorate, makes executives well placed to decide whether or not contested school organisation proposals should be approved.

However, if they choose to do so, local authorities will not be prevented by Schedule 2 to the relevant regulations from adopting alternative, locally agreed processes for taking such decisions. These might include the formation of a local decision making committee, potentially in collaboration with other local authorities in their region.

Where local authorities choose to follow this route, they will need to consider carefully how they will ensure that such bodies deliver fair and robust decision making.

Annex D provides details of a possible model for a local decision making committee.

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<sup>24</sup> The Local Authorities (Executive Arrangements) (Functions and Responsibilities) (Wales) (Amendment) Regulations 2013 No.2438 (W. 235).

## 5.6 Decision notification

Decisions (in relation to proposals which require approval or determination) **must** be made and issued in the form of a decision letter. The decision letter **must** set out clearly the reasons for the decision with reference to sections 1.3 to 1.6 of this Code and the specific factors in sections 1.7 to 1.14 [which includes the additional factors to be considered and requirements in relation to the closure of rural schools].

Additionally a decision letter for a proposal to discontinue a school designated as a rural school must state why the proposer is satisfied that such implementation is the most appropriate response to the reasons it identified for formulating the proposal.

Decision letters **must** be published electronically on the proposer's website (if it has one) and that of the relevant local authority (if different).

The following **must** be advised by letter or email of the availability of the decision letter:

- Parents (and where possible prospective parents) carers and guardians, and staff members of schools which are the subject of the proposals;
- In the case of proposals affecting secondary provision, parents of pupils attending primary schools from which pupils normally transfer to that secondary school;
- the maintaining or proposed maintaining authority for any school likely to be affected by the proposals;
- any other local authority (including, where appropriate, a local authority in England) likely to be affected - including in the case of dedicated SEN provision any authority placing or likely to place pupils with SEN in it;
- the Church in Wales and Roman Catholic Diocesan Authority for the area in which any school likely to be affected is located;
- any other appropriate religious body for any school likely to be affected by the proposals;
- the governing body of any school which is the subject of the proposals;
- the governing body of other schools which the proposer considers are likely to be affected by the proposals;
- the Welsh Ministers;
- Constituency and Regional Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals;
- Estyn;
- teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposals;
- the relevant Regional Education Consortium;

- the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals;
- any community or town council for the area served by/ intended to be served by any school which is the subject of the proposals;
- in the case of proposals affecting nursery provision, any independent or voluntary providers who may be affected including Mudiad Meithrin;
- in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present;
- in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest;
- in the case of proposals affecting secondary provision, any further education institutions serving the area of the school; and
- in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner.

\* In the case of the Welsh Ministers emails should be sent to the following Welsh Government mailbox: [Schoolsmanagementdivision3@gov.wales](mailto:Schoolsmanagementdivision3@gov.wales) It is not necessary to send emails to individual Ministers.

## 5.7 Referral of local authority decisions to the Welsh Ministers

Under section 54 of the 2013 Act where proposals have been approved or rejected by a local authority the following bodies may, before the end of 28 days beginning with the day of the decision, refer the proposals to the Welsh Ministers for consideration:

- i. Another local authority affected by the proposals;
- ii. The appropriate religious body for any school affected;
- iii. The governing body of a voluntary or foundation school subject to the proposals;
- iv. A trust holding property on behalf of a voluntary or foundation school subject to the proposals; and
- v. A further education institution affected by the proposals.

Referrals should be sent by email to the Welsh Government mailbox [schoolsmanagementdivision3@gov.wales](mailto:schoolsmanagementdivision3@gov.wales). The body referring the decision **should** inform the relevant local authority that a referral has been made.

The body making the referral will need to set out in a letter why they believe that the decision reached by the local authority is wrong.

The Welsh Ministers will decide whether the bodies referred to in i, ii and iv are affected by the proposals and therefore require consideration.

Where a proposal requires consideration by the Welsh Ministers, the local authority **must** provide them, on request, with copies of the statutory objections and any other information considered necessary by the Welsh Ministers.

Where a proposal requires their consideration the Welsh Ministers may decide to approve, reject or approve the proposals with modifications.

Modifications would normally only include changes to matters such as the timing of implementation or admission numbers. The Welsh Ministers **must not** make modifications that would in effect substitute a new proposal for the proposal which was published. Before making any modification, the Welsh Ministers **must** first consult with the proposer and the relevant governing body/ies and local authority (where they are not the proposers), and obtain the proposer's agreement to the modification.

Approvals can be made conditional on a specified event occurring by a specified date.

Proposals to discontinue a small school<sup>25</sup> may not be referred to the Welsh Ministers.

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<sup>25</sup> Under section 54 of the 2013 Act proposals made under section 43 or 44 to discontinue a school which is a small school (see section 56) may not be referred to the Welsh Ministers under this section. Section 56 defines a small school as a school with fewer than 10 registered pupils on the third Tuesday in January immediately preceding the date on which the proposals are made.

## 6. Implementing proposals

### 6.1 Implementation – general

Proposals **must** normally be implemented as determined or approved (with or without modifications). Proposers **should** notify the Welsh Ministers by email when a proposal is implemented. Emails should be sent to the following Welsh Government mailbox: [Schoolsmanagementdivision3@gov.wales](mailto:Schoolsmanagementdivision3@gov.wales). It is not necessary to send emails to individual Welsh Ministers.

However, under Section 55 of the 2013 Act if a proposer is satisfied, after consultation with any affected governing body, that a proposal would be unreasonably difficult to implement on the original implementation date, or that circumstances have so altered since the proposal was approved that its implementation on the original date was inappropriate, it may modify the proposal so that its implementation is delayed by up to three years.

If a proposer is satisfied, after consultation with any affected governing body, either that implementation of proposals would be unreasonably difficult or that circumstances have so altered since the proposals were approved that their implementation would be inappropriate altogether, it may determine that the proposals should be abandoned.

In the case of proposals to close a school, and after consultation with any affected governing body, a proposer may also determine to bring forward implementation by a period of up to 13 weeks. Implementation **must** only be brought forward where a school has no remaining pupils on roll or so few pupils that delivery of the curriculum is severely compromised.

Where proposals have received approval by the local authority (under section 51 of the 2013 Act) or the Welsh Ministers (under section 50 of the 2013 Act), proposers **must** only make a determination to delay, bring forward or abandon a proposal with the agreement of the Welsh Ministers. Any such application for agreement **must** be made in writing with the proposer's reasons clearly set out.

Where a proposal has been determined by the local authority under section 53 of the 2013 Act the local authority itself may determine to delay, bring forward or abandon the proposal.

Notification of any determination to delay, bring forward or abandon a proposal **must** be given to relevant parties including the Welsh Ministers, Estyn, the maintaining local authority, and the governing bodies, parents, pupils and staff of any affected school, as appropriate, within seven days of it being made. The notification **must** set out, briefly, the reasons for that determination.

If a proposal has been approved by the Welsh Ministers or by a local authority subject to a specified event occurring by a specified date, and that condition is not met by that date, the proposals **must** be considered as rejected unless the proposer has sought and received agreement from the Welsh Ministers or the local authority to have that condition varied by the substitution of a later date.



## 6.2 Implementation – change of category

Part 3 of Schedule 5 to the 2013 Act sets out full details relating to the transfer of land. Any transfers will take place on the implementation date. Where a community school becomes a voluntary aided or voluntary controlled school, any land other than playing fields held by a local authority transfers automatically to the school's trustees.

Where a foundation, voluntary aided or voluntary controlled school without a religious character becomes a community school any publicly funded land transfers automatically to the local authority. Publicly funded land is defined in schedule 4 to the 2013 Act and includes land provided by the local authority or by means of a capital grant (within the meaning of Chapter 6 of Part 3 to the Education Act 1996). Any other land held by trustees or the governing body **must** be transferred to the local authority by means of a transfer agreement to be drawn up by the parties. Such a transfer may be subject to an agreed payment by the local authority. If the parties are unable to reach agreement in relation to a transfer, either party may apply to the Welsh Ministers to exclude the transfer of any area of land. The Welsh Ministers **must** then decide whether or not to direct its exclusion.

## 7. The closure of a school with fewer than 10 registered pupils

Where a school has fewer than 10 registered pupils (or there are no pupils remaining at a school) at the January census point the 2013 Act permits governing bodies/local authorities to undertake a streamlined procedure to bring about official closure.<sup>26</sup>

This consists solely of the issue of the notice of closure – the requirement for general consultation being waived, provided sufficient equivalent school places have been identified which would be reasonably accessible to those pupils actually or potentially displaced. If objections are made, the proposal would be determined in all cases by the proposer. However, before bringing forward such proposals, proposers **must** seek the views of any trust with an interest in the school or the appropriate religious body and take these views into account before proceeding.

In the case of schools where some pupils remain, proposers **must** make sure that the closure notice is brought to the pupils' attention, that its meaning is made clear to them, and that appropriate steps are taken to enable these pupils to respond to the notice if they so wish. It is essential that pupils are provided with the opportunity to contribute to the decision making process and proposers **must** ensure that full account is taken of any views they express before a final decision is taken.

Proposers are encouraged to share information with parents and other schools and **should** ensure that they receive a copy of the notice. Any schools identified as those most likely to receive pupils **must** also be notified.

The existence of streamlined procedures in relation to the proposed closure of schools with fewer than 10 registered pupils does not mean that governing bodies or local authorities are required to bring forward closure proposals in relation to such schools.

The possible closure of such schools **should** be considered in the light of the factors set out at section 1. If the school is on the list of "rural schools" this includes considering the factors and satisfying the requirements set out in section 1.8 "*Presumption against the closure of rural schools*" before issuing a closure notice. This means that the proposer should also:

- identify clear and specific reasons for formulating the proposal;
- identify any reasonable alternatives to closure which might also address the reasons for the proposal and provide evidence to show that it has carefully considered all other viable options (including federation), with a clear assessment of the merits and their viability including:
  - ✓ The likely education benefits;
  - ✓ The likely impact on the community;
  - ✓ The likely impact on travelling arrangements; and
- set out in the proposal paper (which is a paper to be presented to the decision maker) the alternatives that have been identified, give an assessment of these and explain why

the proposer considers in the light of the assessment that implementation of the closure proposal would be the most appropriate response to the reasons for the proposal.

## 8. Proposals by the Welsh Ministers to rationalise school places

Where the Welsh Ministers have previously directed a local authority or governing body to bring forward proposals to remedy excessive or insufficient school places, they may publish their own proposals to the same effect.

The specific criteria upon which the Welsh Ministers might decide to issue a direction or subsequently publish a proposal would vary depending on the circumstances pertaining to a particular area, but in general terms these are powers of last resort and would be used where a local authority has failed to ensure that:

- their area is served by schools which are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education; or
- each child in their area has reasonable access to one of those schools; or
- funding for education is cost effective and resources are used to secure the best possible educational outcomes for children and young people.

The proposals **must** be published in accordance with the provisions included in Chapter 4 above.

Any person may object to the proposals within the 28 day objection period. If objections are received, the Welsh Ministers **must** cause a local inquiry to be held to consider the proposals. Any other school organisation proposals which have been published and not determined **must** be referred to the local inquiry if the Welsh Ministers believe they are related to the proposal which is the subject to objection (and unless the Welsh Ministers form the opinion that they should be implemented).

The local inquiry **must** be conducted by a person appointed for that purpose by the Welsh Ministers and in accordance with any procedures set out by them at the time of the local inquiry's establishment.

Where a local inquiry has been held, the Welsh Ministers **must** consider the report of the person conducting the local inquiry. They may then do one of the following:

1. adopt with or without modifications, or determine not to adopt any of the proposals made by the Welsh Ministers;
2. approve with or without modifications, or reject any other proposals which are referred to the local inquiry;
3. make further proposals to rationalise school places.

If the Welsh Ministers decide to make further proposals there is no requirement to cause a further local inquiry to be held.

Where these further proposals made by the Welsh Ministers have not been referred to a local inquiry the Welsh Ministers may after considering any objections:

1. adopt the proposal with or without modifications; and
2. determine not to adopt the proposal.

Modifications made by the Welsh Ministers **should** normally extend only to include changes to admission numbers or to the timing of implementation. The Welsh Ministers **must not**

make modifications that would in effect substitute a new proposal for the proposal which was published.

Proposals can be approved or adopted subject to a specified event occurring by a specified date.

Proposals approved or adopted **must** be implemented in accordance with Chapter 6 above.

## 9. Proposals by the Welsh Ministers for regional provision for special educational needs

Where the Welsh Ministers have previously made an order directing a local authority or a governing body to bring forward school organisation proposals for the purpose of securing regional provision for children with special educational needs, they may publish their own proposals to the same effect.

The proposals **must** be consulted upon in accordance with Chapter 3 above and published in accordance with Chapter 4.

Any person may object to the proposals within the 28 day objection period.

The Welsh Ministers may, after considering any objections;

1. adopt the proposals with or without modification;
2. determine not to adopt the proposals.

Modifications made by the Welsh Ministers **should** normally extend only to include changes to admission numbers or to the timing of implementation. The Welsh Ministers **must not** make modifications that would in effect substitute a new proposal for the proposal which was published.

Proposals can be adopted subject to a specified event occurring by a specified date.

Proposals which are adopted **must** be implemented in accordance with Chapter 6 above.

## 10. Proposals by the Welsh Ministers to restructure sixth form education

Under section 71 of the 2013 Act, the Welsh Ministers may make proposals for:

1. the establishment by a local authority of a school or schools to provide secondary education suitable to the requirements of sixth formers only (a 'sixth form school');
2. the introduction or ending of sixth form provision at a school, or;
3. the discontinuance of a sixth form school.

The proposals **must** be consulted upon in accordance with Chapter 3 above and published in accordance with Chapter 4.

Any person may object to the proposals within the 28 day objection period.

The Welsh Ministers may, after considering any objections;

1. adopt the proposals with or without modification
2. determine not to adopt the proposals

Modifications made by the Welsh Ministers **should** normally extend only to include changes to admission numbers or to the timing of implementation. The Welsh Ministers **must not** make modifications that would in effect substitute a new proposal for the proposal which was published.

Proposals can be adopted subject to a specified event occurring by a specified date.

Proposals which are adopted **must** be implemented in accordance with Chapter 6 above.

## **11. Governing body notice to discontinue a foundation or voluntary school**

Section 80 of the 2013 Act permits the governing body of a foundation or voluntary school to discontinue the school by giving the Welsh Ministers and the local authority responsible for maintaining the school two years notice of its intention to do so. Before given notice, the governing body **must**:

1. gain the consent of the Welsh Ministers if expenditure has been incurred on the school premises (otherwise than in connection with repairs) by the Welsh Ministers or local authority;
2. consult the Welsh Ministers if discontinuing the school would affect facilities for full time education suitable to requirements of persons over compulsory school age who have not attained the age of 19; and
3. consult the trustees for any land or buildings held on trust and/or the appropriate religious body where the school has a designated religious character and have regard to any comments which are received.

Where governing bodies require advice in relation to property held on charitable trust, they should contact the Charity Commission.



## Annex A: Illustrative flow chart for statutory proposals

### Step 1

The proposer should refer to the designation of rural schools and the list of rural schools derived from it to establish if a proposed closure involves a rural school and the presumption against closure of rural schools set out in this Code applies.

### Step 2

The proposer should refer to section 1 of the School Organisation Code (the Code) which provides the factors to be taken into account in preparing, publishing, approving or determining all school organisation proposals.

### Step 3

In the case of proposals to reorganise schools for which land and/or buildings are held on trust, or which have a designated religious character the proposer must consult the trustees and/or appropriate religious body before the consultation is published and allow 28 days for the receipt of comments and must have due regard to those comments before any decision is made to proceed to general consultation.

### Step 4

Approval to proceed to formal consultation should be obtained. Where the proposer is the local authority the decision is normally made by the executive committee or cabinet. Where the governing body of a school is the proposer the governing body must make the decision.

### Step 5

The proposer must publish a consultation document on its website and make it available in hard copy. If the proposer is other than the local authority the consultation document can also be published on the relevant local authority's website. The consultation document must be published on a school day and consultees must have at least 42 days in which to respond, with at least 20 of these being school days. Section 3 of the Code sets out the information that all consultation documents and the additional information that consultation documents on proposed closure of rural schools must contain and provides a list of those parties who must be advised of its availability. The proposer must make suitable arrangements to consult with pupils of any school affected.

### Step 6

The proposer must publish a summary of the consultee's comments and the proposer's own responses to the comments (the consultation report) at least 2 weeks prior to publishing a notice. Section 3 of the Code provides information about the consultation report and lists the parties that must be advised of its availability.

### Step 7

Where the local authority is the proposer normally the executive committee or cabinet meets to consider the consultation and whether or not to proceed with the proposal. Where the governing body of a school is the proposer they should meet to consider the consultation and decide whether or not to proceed. If the decision is to proceed, Step 8 is taken. If a new option emerges during consultation which the proposers wish to consider, then Steps 1-5 are repeated.

### Step 8

Proposals must be published within 26 weeks of the end of the consultation period allowed for consultation responses, otherwise the proposal will lapse and a new consultation is required.

If the proposer decides to proceed with the proposal the proposer must publish a statutory notice providing a 28 day notice period for objections. The notice **must** be published on a school day and with 15 school days (not including the day of publication) in the notice period. Section 4 of the Code sets out the information a notice must contain and explains how it must be published.

#### Step 9a

If there are no objections and the proposal does not require the approval of the Welsh Ministers. Where the proposer is the local authority normally the executive committee or cabinet meets to determine whether or not to proceed. Where the proposer is the governing body of the school the governing body should meet and determine whether or not to proceed.

#### Step 9b

If objections are received, the proposer **must** publish a summary of the objections and their responses to those objections (the objection report).

#### Step 10a

If the proposal does not require approval by the Welsh Ministers or the local authority, it **must** receive final determination by proposers within 16 weeks of the end of the objection period.

#### Step 10b

If the proposal requires determination by the Welsh Ministers, the proposer **must** send to the Welsh Ministers within 35 days of the end of the objection period the objections and the objection report. The Welsh Ministers will

#### Step 10c

If the proposal requires determination by the local authority, the proposer **must** send to the local authority within 35 days of the end of the objection period the consultation document, the consultation report, the published notice, the objections and the objection

	<p>normally aim to determine proposals within 16 weeks of the end of objection period.</p>	<p>report.</p> <p>The local authority <b>must</b> issue a decision within 16 weeks of the end of the objection period.</p> <p>Within 28 days of the local authority's determination proposals may be referred to the Welsh Ministers by the following:</p> <ul style="list-style-type: none"> <li>i. Another local authority;</li> <li>ii. The appropriate religious body for any school affected (the diocesan authority);</li> <li>iii. The governing body of a voluntary or foundation school; subject to the proposals</li> <li>iv. A trust holding property on behalf of a voluntary or foundation school; subject to the proposals</li> <li>v. A further education institution affected by the proposals.</li> </ul>
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Step 11

If proposals receive approval or the proposer determines to implement them, they **should** be implemented in accordance with the date given in the statutory notice, or any subsequent modified date.

## Annex B: Examples of statutory notices

### Example of a statutory notice to establish a new community or voluntary school

[Insert name and address of those publishing the proposals].

Notice is given in accordance with section 41 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code that [*proposer's name*], having consulted such persons as required, propose to establish a new [*state language category*<sup>27</sup>] school to be maintained by [*state name of maintaining local authority*] at [*state location and, where appropriate, the postal address*] for [*boys*]/ [*girls*] / [*boys and girls*] aged [*insert age range*].

The [*insert name of proposer*] undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposer's responses and Estyn's full response is available on [*insert the proposer's website or if one is not available the relevant local authority's website*].

It is proposed to implement the proposal on [*insert date*]. [*Where implementation is planned in stages, the date on which each stage is planned to be implemented **should** be given*].

The proposed new school will be a [*insert community or voluntary aided or voluntary controlled*] school.

[*insert the governing body or the name of the local authority*] will be the admission authority.

The admission number for [*state the relevant age group or age groups*<sup>28</sup>] at the new school in the first school year in which the proposals have been implemented is [*state number*] [*Where the proposals are to be implemented in stages, the admission number in the first school year in which each stage has been implemented **must** be given*]. [*If there is to be a separate admission number for the sixth form it **should** be included*].

The new school's pupil capacity will be [*insert capacity figure*<sup>29</sup>]. [*It would also be useful to include the number of nursery places being provided if appropriate*].

[*For a special school, information on the special educational needs of pupils for which provision will be made*].

[*Give information on whether it is proposed that the admission arrangements for the new school will make provision for pupil banding*].

[*In the case of a new voluntary school, give information about its religious character and proposed appropriate religious body if it is to have a religious character*].

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<sup>27</sup> Proposers should refer to the Welsh Assembly Government information document 23/2007 Defining schools according to Welsh medium provision.

<sup>28</sup> A "relevant age" group" is defined in section 142(1) of the 1998 Act as meaning "an age group in which pupils are normally admitted (or, as the case may be, will normally be admitted) to the school". There could, therefore, be more than one relevant age group, in which case the number to be admitted must be given in relation to each such relevant age group.

<sup>29</sup> Proposers should refer to the Welsh Government Circular 21/2011 Measuring the capacity of schools in Wales or any successor document.

*[Give information about the proposed arrangements for transport of pupils to the new school].*

*[In the case of proposals to establish a new voluntary school, state whether the proposals are to be implemented by the local education authority or the promoters, and, if the proposals are to be implemented by both, the extent to which they are to be implemented by each such body].*

Within a period of 28 days of the date on which the proposal was published, that is to say by *[insert date]* any person may object to the proposals.

Objections should be sent to *[name and address of proposer]*.

Signed .....

For the *[local authority]*.

*[Date – **should** be the same as the date of publication].*

#### **EXPLANATORY NOTE**

*[It may be useful to include an Explanatory Note explaining the proposals in simple language and providing further information and background to the proposals].*

**Example of a statutory notice to discontinue a maintained community, foundation, voluntary or nursery school**

*[Insert name and address of those publishing the proposals].*

Notice is given in accordance with section 43 of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code that *[proposer's name]*, having consulted such persons as required, propose to discontinue *[name and address of school]*. The school is currently maintained by *[state name of maintaining local authority]* *[and if relevant, state school's religious character]*.

The *[insert name of proposer]* undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposer's responses and Estyn's full response is available on *[insert the proposer's website or if one is not available the relevant local authority's website]*.

It is proposed to implement the proposals on *[insert date]* (2).

*[Insert details of the schools which pupils at the school to be discontinued may attend, including any interim arrangements and the language category of the alternatives as defined by Information Document No: 023/2007].*

*[Insert details of any other measures proposed to be taken to increase the number of school places available in consequence of the proposed discontinuance].*

*[Insert particulars of the proposed arrangement for transport of pupils to other schools].*

[Proposals to discontinue a rural school must state the reasons why the proposer is satisfied that such implementation is the most appropriate response to the reasons the proposer identified in formulating the proposal.]

Within a period of 28 days of the date on which the proposal was published, that is to say by *[insert date]* any person may object to the proposals.

Objections should be sent to *[name and address of the proposer]*.

Signed .....

For the *[local authority or governing body]*.

*[Date – **should** be the same as the date of publication].*

**EXPLANATORY NOTE**

*[It may be useful to include an Explanatory Note explaining the proposals in simple language and providing further information and background to the proposals].*

## Example of a statutory notice to make a regulated alteration to a maintained community, foundation, voluntary or nursery school

Notice is given in accordance with section 42 of the School Standards and Organisation Act 2013 and the School Organisation Code that [*proposer's name*], having consulted such persons as required, proposes to alter [*name and address of school*] so that [*add description of proposed change/s*]. The school/s is/are currently maintained by [*state name of maintaining local authority*].

The [*insert name of proposer*] undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposer's responses and Estyn's full response is available on [*insert the proposer's website or if one is not available the relevant local authority's website*].

It is proposed to implement the proposal on [*insert date*]. [*Where implementation is planned in stages, the date on which each stage is planned to be implemented **should** be given*].

[*Where the alteration involves enlargement, or a reduction in capacity, insert*] The current number of pupils at the school is [*insert number*], the pupil capacity of the school is [*insert pupil places capacity<sup>30</sup>*] and the proposed capacity once the proposal is implemented will be [*insert proposed capacity*].

[*Where the alteration involves enlargement or a reduction in capacity insert*] The admission number for [*state the relevant age group or age groups<sup>31</sup>*] at the school in the first school year in which the proposals have been implemented will be [*state number*] [*include a separate sixth form number if appropriate*] [*Where the proposals are to be implemented in stages, the admission number in the first school year in which each stage has been implemented **must** be given*]. [*where appropriate*] There will be xx nursery places.

[*Where the alteration involves a change in the type of provision, provide information on the alternative provision for pupils and the impact on school transport*].

Within a period of one 28 days of the date on which the proposal was published, that is to say by [*insert date*] any person may object to the proposals.

Objections should be sent to [*name and address of the proposer*].

Signed .....

For the [*local authority or governing body*].

[*Date – **should** be the same as the date of publication*].

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<sup>30</sup> Proposers should refer to the Welsh Government Circular 21/2011 Measuring the capacity of schools in Wales or any successor document.

<sup>31</sup> A "relevant age group" is defined in section 142(1) of the 1998 Act as meaning "an age group in which pupils are normally admitted (or, as the case may be, will normally be admitted) to the school". There could, therefore, be more than one relevant age group, in which case the number to be admitted must be given in relation to each such relevant age group.

## **EXPLANATORY NOTE**

*[It may be useful to include an Explanatory Note explaining the proposals in simple language and providing further information and background to the proposals].*



## Annex C: Community impact and Welsh-medium impact assessments

The Welsh Government takes the view that the requirement for assessments should not be overly burdensome and does not consider that it is necessary to commission such work from external consultants. Local authorities are already under a duty to carry out equality impact assessments which could provide the basis for the impact assessments specified in this guidance.

### Community Impact

Impact assessments **should** ideally be included in consultation documents. Whilst these notes do not prescribe what should be included in a community impact assessment, proposers might include the following:

- information on the proportion of pupils from the catchment area that attend the school;
- information on the proportion of pupils from outside the catchment area that attend the school;
- information about any other facilities the school accommodates e.g. youth club/play group;
- information about any other facilities or services the school provides e.g. after school clubs, community library;
- if accommodation, facilities or services are provided by a school, where they would be provided in the event of closure;
- whether other facilities available in the immediate local or wider community will or could be enhanced in the event of a school closure (e.g. improvements to village halls, playgrounds, provision of holiday play schemes);
- information about the facilities and services provided at any alternative school;
- information about the distance and travelling time involved in attending an alternative school of the same language category;
- how parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils (and particularly any less advantaged pupils) will be helped to participate in after school activities);
- impact on health and wellbeing e.g. if pupils would be less able to walk or cycle to school;
- Information about any wider implications the changes would have on public transport provisions;
- Information on wider community safety issues.

There are many other considerations that are also likely to be relevant in terms of an impact assessment for a rural school closure for example:

- Whether closure would encourage families with school-age children to leave the community or discourage young families from moving to the community;
- What impact closure might have on other services provided locally, for instance if the school is the only remaining public building in a community;
- Whether, or not, the school is a real hub of community life, used for other purposes – such as public meetings, local events, fetes, surgeries, and other get togethers – which would either cease or be diminished by being required to move elsewhere;
- Whether or not the loss of the school, and potentially families, will have a detrimental effect on the wider economy of the community;
- how parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils; particularly any less advantaged pupils) will be helped to participate in after school activities);
- the overall effect of closure on the local community (including the loss of school based facilities which are used by the local community).

Early engagement and communication with the local community is a good way of establishing and understanding all of the relevant factors.

### **Welsh language Impact**

These notes are not prescriptive or exhaustive but the impact assessment in respect of the Welsh language might include the following:

- information on the language category of the school;
- information on the language category of any alternative school;
- information about standards in the Welsh language in the school and any alternative school;
- information about after school activities which provide additional opportunities to use Welsh in the school and any alternative school (e.g. the Urdd, Mentrau Iaith clubs);
- information about whether the school provides facilities for members of the community to learn Welsh, or undertake activities through the medium of Welsh, and where any alternative facilities could be provided;
- whether it might be appropriate to provide additional after school facilities at any alternative school to further secure standards in the Welsh language;
- how parents' and pupils' engagement with any alternative school and any specific language enhancement it offers could be supported (e.g. how pupils will be helped to participate in activities provided by the Urdd, Mentrau Iaith);
- observations provided by the local authority's Welsh medium education forum (if it has one)<sup>32</sup>;
- information on how the proposal fits with the authority's Welsh in Education Strategic Plan and any future actions that will be needed in consequence of the change to continue to comply with the scheme or meet targets in the scheme.

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<sup>32</sup> The Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013 provides a definition of a Welsh medium education forum. However, it should be noted that a local authority is not required to have such a forum.

## **Annex D: Local decision-making committee**

The model set out below represents one potential way of establishing a 'local decision making committee'.

The size of the committee would be significant in shaping its effectiveness. Too large and it would be unwieldy and difficult to establish a consensus. Too small and there might be too little debate and too narrow a perspective. A committee with five members might represent an ideal size.

The make up of the committee will also be important in determining how it is perceived. If the intention is to emphasise its separation from the local authority's executive, it might be necessary to 'disqualify' members of the executive and anyone who has a connection to the local authority, proposer (if different from the local authority) or the school to which the proposals relate, which might raise doubts over their ability to act impartially regarding the proposal.

Providing they are not 'disqualified', local authorities might decide to appoint committees made up of local authority members only, or of persons unconnected with the local authority (including members of another local authority), or of any combination of the two.

Where a school with a designated Church in Wales or Roman Catholic religious character (or which is intended to have such a religious character) is the subject of a proposal, the local authority might invite the Diocesan Board of Education for the relevant diocese of the Church in Wales or the Bishop of the relevant Roman Catholic Church diocese to nominate a representative to be one of the members of the committee. In the case of any other voluntary school with a designated religious character, the person or persons by whom the foundation governors are appointed might be invited to nominate a representative.

Local authorities might want to ensure that at least one member of the committee has direct experience of working in the education sector. An existing or former member of a school's senior management team or an experienced school governor might be suitable in this respect.

In the event that the committee is to be comprised of local authority members only, the local authority might want to consider making it politically balanced in the sense set out at sections 15 and 16 of the Local Government and Housing Act 1989.

The local authority may wish to recruit, train and retain a pool of eligible persons and appoint to a committee as and when required. This would provide a number of advantages including reducing the time needed to set up a committee when required and helping the local authority to ensure potential committee members have sufficient training.

Local authorities could also co-operate to develop shared regional pools. This would increase the potential number of eligible and suitably experienced candidates whilst at the same time providing more opportunities for committee members to gain experience and develop expertise in making school organisation decisions. However, when appointing panels from any such regional pool, local authorities might want to ensure at least some members have specific local knowledge.

The local authority would want to ensure that all committee members receive appropriate training before considering proposals, and that experienced committee members are kept

abreast of any amendments to guidance and are given the opportunity of undertaking refresher training. Training need not be extensive but might look to ensure that committee members are familiar with the guidance contained in the Code and are familiar with the relevant parts of the 2013 Act. Two or more local authorities could collaborate to deliver training which, in addition to possible financial savings, could provide benefits such as the wider sharing of good practice.

It would be advisable for the committee to have the services of a clerk provided by the local authority. Whilst the clerk would not be a member of the committee they might act as an independent source of advice. To enable this, clerks would need a good understanding of the Code and the relevant parts of the 2013 Act and would have received appropriate training. The local authority, where necessary, would need to provide the committee with appropriate legal advice. It would be advisable for the clerk not to have been involved at any stage in the proposal that the committee are considering or to have any interest in any decision reached by the committee members.

The key tasks of the clerk would be to:

- make the necessary administrative arrangements for the committee;
- be an independent source of advice on procedure, the Code and the relevant parts of the 2013 Act;
- record the proceedings, decision and the reasons for it; and
- ensure notification and publication of the decision in accordance with paragraph 5.13.

To enable a committee to reach an informed decision, the local authority would need to forward to the appointed clerk the documents set out paragraph 5.3 above, shortly after of the end of the objection period. It would be advisable for the committee to reach its decision on the basis of this written evidence rather than seek or consider new information (unless they consider it will assist in the determination within the timescale), or consider oral representations.

## Annex E: Legislation and national policies which will assist in the development of proposals

- United Nations Convention on the Rights of the Child
- The Well-being of Future Generations (Wales) Act 2015 (see below)
- Cymraeg 2050, A Million Welsh Speakers
- Action Plan, Cymraeg 2050
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy
- Child Poverty Strategy for Wales (issued February 2011 Information document number 95/2011), or any successor strategy
- Faith in Education
- Local plans for economic or housing development
- Welsh in Education Strategic Plans (made under part 4 of the School Standards and Organisation (Wales) Act 2013)
- Children and Young People's Plans (or successor plans)
- 21<sup>st</sup> Century Schools – Capital Investment Programme and the relevant wave of investment
- Learner Travel Statutory Provision and Operational Guidance 2014
- Measuring the capacity of schools in Wales, Circular No: 021/2011
- Children and Young People's National Participation Standards

### The Well-being of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act 2015 ('the 2015 Act') sets out new ways of working – of planning and making decisions – for local authorities and other public bodies it lists. The aim is that, by improving these things, the overall well-being of Wales will be better improved by the things public bodies collectively do. The Act and the statutory guidance makes it clear that local authorities must, in the course of their corporate planning and their delivery against those plans:

- balance short term needs against the ability to meet **long term** needs;
- think about the impact their objectives have on other organisations' objectives, and on the well-being of Wales, in an **integrated** way;
- **involve** in those processes people who reflect the diversity of the population they serve;
- work together **collaboratively** with other organisations to better meet each others' objectives; and
- deploy their resources to **prevent** problems from getting worse or from occurring in the first place.

The statutory guidance, for organisations subject to the Act, sets out the expectations for how the duties should be met:

<http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>

The Act itself is available to view online:

<http://www.legislation.gov.uk/anaw/2015/2/contents/enacted>

Current practice on the use of surplus school accommodation, Information document No 158/2014

## Annex F: List of rural schools

School Ref	School Name	Local Authority
6602133	Ysgol Gymuned Bodffordd	Isle of Anglesey
6602135	Ysgol Gymuned Bryngwran	Isle of Anglesey
6602141	Ysgol Gynradd Garreglefn	Isle of Anglesey
6602142	Ysgol Gymuned y Ffridd	Isle of Anglesey
6602145	Ysgol Gymuned Moelfre	Isle of Anglesey
6602146	Ysgol Gynradd Llanbedrgoch	Isle of Anglesey
6602153	Ysgol Gymuned Llanfechell	Isle of Anglesey
6602155	Ysgol Gynradd Llangoed	Isle of Anglesey
6602156	Ysgol Henblas	Isle of Anglesey
6602157	Ysgol Gymuned Llannerch-y-Medd	Isle of Anglesey
6602160	Ysgol Pencarnisiog	Isle of Anglesey
6602162	Ysgol Penysarn	Isle of Anglesey
6602163	Ysgol Santes Gwenfaen	Isle of Anglesey
6602165	Ysgol Gynradd Rhosybol	Isle of Anglesey
6602173	Ysgol Gynradd y Tywyn	Isle of Anglesey
6602227	Ysgol Rhyd y Llan	Isle of Anglesey
6605200	Ysgol Caergeiliog	Isle of Anglesey
6612008	Ysgol Gynradd Abererch	Gwynedd
6612010	Ysgol Beddgelert	Gwynedd
6612015	Ysgol Gynradd Borth-y-Gest	Gwynedd
6612017	Ysgol Brynaerau	Gwynedd
6612036	Ysgol Gynradd Chwilog	Gwynedd
6612039	Ysgol Crud-y-Werin	Gwynedd
6612046	Ysgol Gynradd Edern	Gwynedd
6612048	Ysgol Bro Plenydd	Gwynedd
6612049	Ysgol Gynradd Garndolbenmaen	Gwynedd
6612059	Ysgol Gynradd Llanaelhaearn	Gwynedd
6612060	Ysgol Gynradd Llanbedrog	Gwynedd
6612066	Ysgol Gynradd Llangybi	Gwynedd
6612070	Ysgol Gynradd Llanllyfni	Gwynedd
6612075	Ysgol Babanod Morfa Nefyn	Gwynedd
6612078	Ysgol Baladeulyn	Gwynedd
6612081	Ysgol Gynradd Nebo	Gwynedd
6612093	Ysgol Gynradd Pentreuchaf	Gwynedd
6612103	Ysgol Sarn Bach	Gwynedd
6612110	Ysgol y Gorlan	Gwynedd
6612111	Ysgol yr Eifl	Gwynedd
6612112	Ysgol Gynradd Tudweiliog	Gwynedd
6612185	Ysgol Gynradd Dyffryn Dulas	Gwynedd
6612189	Ysgol Gynradd Dyffryn Ardudwy	Gwynedd
6612190	Ysgol Bro Cynfal	Gwynedd
6612192	Ysgol Edmwnd Prys	Gwynedd
6612194	Ysgol Gynradd Llanbedr	Gwynedd

6612198	Ysgol y Garreg	Gwynedd
6612199	Ysgol O M Edwards	Gwynedd
6612207	Ysgol Gynradd Pennal	Gwynedd
6612210	Ysgol Talsarnau	Gwynedd
6612211	Ysgol Gynradd Tanygrisiau	Gwynedd
6612213	Ysgol Bro Heddwyn	Gwynedd
6612214	Ysgol Bro Tryweryn	Gwynedd
6612220	Ysgol Ffridd y Llyn	Gwynedd
6612228	Ysgol Craig y Deryn	Gwynedd
6612229	Ysgol Bro Llifon	Gwynedd
6613004	Ysgol Pont y Gof	Gwynedd
6613010	Ysgol Foel Gron	Gwynedd
6613018	Ysgol Gynradd Llandwrog	Gwynedd
6613023	Ysgol Gynradd Llanystumdwy	Gwynedd
6622012	Ysgol Betws y Coed	Conwy
6622043	Ysgol Dolwyddelan	Conwy
6622086	Ysgol Penmachno	Conwy
6622107	Ysgol Tal-y-Bont	Conwy
6622123	Ysgol Cerrigydrudion	Conwy
6622222	Ysgol Capel Garmon	Conwy
6622270	Ysgol Pentrefoelas	Conwy
6623021	Ysgol Llangelynnin	Conwy
6623032	Ysgol Ysbyty Ifan	Conwy
6623039	Ysgol Llanddoged	Conwy
6623340	Ysgol y Plas	Conwy
6632070	Ysgol Bodfari	Denbighshire
6632124	Ysgol Cefn Meiriadog	Denbighshire
6632164	Ysgol Gellifor	Denbighshire
6632168	Ysgol Pentrecelyn	Denbighshire
6632214	Ysgol Betws Gwerful Goch	Denbighshire
6632216	Ysgol Caer Drewyn	Denbighshire
6632267	Ysgol Bro Dyfrdwy	Denbighshire
6633044	Ysgol Llanbedr	Denbighshire
6633045	Ysgol Llanfair Dyffryn Clwyd	Denbighshire
6633057	Ysgol Pant Pastynog	Denbighshire
6642050	Rhos Helyg C.P. School	Flintshire
6642064	Ysgol y Foel	Flintshire
6642065	Brynford C.P. School	Flintshire
6652140	Llanarmon D.C. School	Wrexham
6653042	Eyton V.C. School	Wrexham
6653054	Borderbrook V.C. School	Wrexham
6653326	St Chad's V.A. School	Wrexham
6653347	St Paul's V.A. School	Wrexham
6662002	Abermule C.P. School	Powys
6662003	Arddleen C.P. School	Powys
6662004	Ysgol Gynradd Gymunedol Dyffryn Banw	Powys



6662005	Berriew C.P. School	Powys
6662008	Caersws C.P. School	Powys
6662009	Ysgol Gynradd Carno	Powys
6662018	Leighton C.P. School	Powys
6662019	Ysgol Llanbrynmair	Powys
6662020	Llandinam C.P. School	Powys
6662021	Ysgol Gynradd Llanfair Caereinion	Powys
6662033	Meifod C.P. School	Powys
6662041	Ysgol Pontrobert	Powys
6662044	Ysgol Dyffryn Trannon	Powys
6662049	Guilsfield C.P. School	Powys
6662051	Buttington Trewern C.P. School	Powys
6662053	Brynhafren C.P. School	Powys
6662054	Churchstoke C.P. School	Powys
6662057	Ysgol Gynradd Llanfyllin	Powys
6662058	Ysgol Gynradd Glantwymyn	Powys
6662059	Ysgol Pennant	Powys
6662066	Franksbridge C.P. School	Powys
6662068	Llanbister C.P. School	Powys
6662071	Llanfihangel Rhydithon C.P. School	Powys
6662076	Radnor Valley C.P. School	Powys
6662077	Crossgates C.P. School	Powys
6662084	Ysgol Dolafon	Powys
6662092	Sennybridge C.P. School	Powys
6662115	Cradoc C.P. School	Powys
6662122	Irfon Valley C.P. School	Powys
6662129	Ysgol Rhiw-Bechan	Powys
6662146	Llanrhaeadr ym Mochnant C.P. School	Powys
6663000	Llanfechain School	Powys
6663002	Montgomery School	Powys
6663016	Forden School	Powys
6663021	Llandysilio School	Powys
6663022	Castle Caereinion School	Powys
6663026	Gladestry School	Powys
6663031	Newbridge-On-Wye School	Powys
6663033	Clyro School	Powys
6663036	Rhayader School	Powys
6663037	Llanelwedd School	Powys
6663046	Llangedwyn School	Powys
6663301	St. Michael's School	Powys
6663303	Llansantffraid School	Powys
6663316	Llanbedr School	Powys
6663317	Archdeacon Griffiths Primary School	Powys
6665200	Ysgol Gynradd Llanerfyl	Powys
6672284	Ysgol Cilcennin	Ceredigion
6672285	Ysgol Ciliau Parc	Ceredigion

6672288	Ysgol Gynradd Dihewyd	Ceredigion
6672289	Ysgol Felinfach	Ceredigion
6672291	Ysgol Gynradd Llanarth	Ceredigion
6672293	Ysgol Llannon	Ceredigion
6672298	Ysgol Talgarreg	Ceredigion
6672303	Ysgol Comins Coch	Ceredigion
6672308	Ysgol Llanfarian	Ceredigion
6672309	Ysgol Llanfihangel-y-Creuddyn	Ceredigion
6672310	Ysgol Llangwryfon	Ceredigion
6672311	Ysgol Gynradd Llanilar	Ceredigion
6672312	Ysgol Mynach	Ceredigion
6672313	Ysgol Penllwyn	Ceredigion
6672315	Ysgol Syr John Rhys	Ceredigion
6672316	Ysgol Rhydypennau	Ceredigion
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6672320	Ysgol Beulah	Ceredigion
6672323	Ysgol Gynradd Llechryd	Ceredigion
6672324	Ysgol Gynradd Penparc	Ceredigion
6672345	Ysgol Trewen	Ceredigion
6672353	Ysgol Pontrhydfendigaid	Ceredigion
6672362	Ysgol Craig yr Wylfa	Ceredigion
6672363	Ysgol Penrhyn coch	Ceredigion
6672366	Ysgol Y Dderi	Ceredigion
6672367	Ysgol Cenarth	Ceredigion
6672369	Ysgol Bro Siôn Cwilt	Ceredigion
6672371	Ysgol T Llew Jones	Ceredigion
6672372	Ysgol Rhos Helyg	Ceredigion
6672373	Ysgol Dyffrfryn Cledlyn	Ceredigion
6673058	Ysgol Myfenydd	Ceredigion
6682209	Ysgol Eglwysrwr	Pembrokeshire
6682223	Ysgol Brynconin	Pembrokeshire
6682231	Ysgol Llanychllwydog	Pembrokeshire
6682233	Ysgol Maenclochog	Pembrokeshire
6682250	Puncheston C.P. School	Pembrokeshire
6682253	St Dogmaels C.P. School	Pembrokeshire
6682254	Wolfscastle C.P. School	Pembrokeshire
6682261	Templeton C.P. School	Pembrokeshire
6682266	Tavernspite C.P. School	Pembrokeshire
6682270	Ysgol Croesgoch	Pembrokeshire
6682273	Roch C.P. School	Pembrokeshire
6682384	Coastlands C.P. School	Pembrokeshire
6682385	Ysgol Clydau	Pembrokeshire
6682390	Ysgol y Frenni	Pembrokeshire
6683035	Cilgerran School	Pembrokeshire
6683036	Cosheston School	Pembrokeshire
6683050	Spittal School	Pembrokeshire

6683058	Ger Y Llan School	Pembrokeshire
6683315	St.Aidan's School	Pembrokeshire
6683321	St Oswalds School	Pembrokeshire
6692002	Ysgol Maesybont	Carmarthenshire
6692014	Ysgol Gynradd Peniel	Carmarthenshire
6692034	Bancyfelin C.P. School	Carmarthenshire
6692037	Meidrim C.P. School	Carmarthenshire
6692065	Talley C.P. School	Carmarthenshire
6692067	Ysgol Cwrt Henri	Carmarthenshire
6692080	Llangadog C.P. School	Carmarthenshire
6692104	Ysgol Gynradd Brynsaron	Carmarthenshire
6692109	Llanpumsaint School	Carmarthenshire
6692119	Llanmiloe C.P. School	Carmarthenshire
6692166	Ysgol Llansteffan	Carmarthenshire
6692170	Abernant C.P. School	Carmarthenshire
6692180	Beca School	Carmarthenshire
6692182	Ysgol Gynradd Hafodwenog	Carmarthenshire
6692184	Ysgol Llanybydder	Carmarthenshire
6692185	Ysgol y Fro	Carmarthenshire
6692187	Cynwyl Elfed School	Carmarthenshire
6692384	Ysgol Griffith Jones	Carmarthenshire
6692386	Ysgol Carreg Hirfaen	Carmarthenshire
6692387	Ysgol Cae'r Felin	Carmarthenshire
6692389	Ysgol Bro Brynach	Carmarthenshire
6693000	Abergwili School	Carmarthenshire
6693002	Tremoilet School	Carmarthenshire
6693003	Laugharne School	Carmarthenshire
6693013	Ferryside School	Carmarthenshire
6693026	Ysgol Llanllwni	Carmarthenshire
6693307	Penboyr School	Carmarthenshire
6702133	Ysgol Gynradd Felindre	Swansea
6702167	Penclawdd C.P. School	Swansea
6702217	Knelston C.P. School	Swansea
6722275	Tynyrheol C.P. School	Bridgend
6732126	Llancarfan C.P. School	The Vale of Glamorgan
6762108	Fochriw C.P.School	Caerphilly
6792305	Cross Ash C. P. School	Monmouthshire

**ATODIAD C**

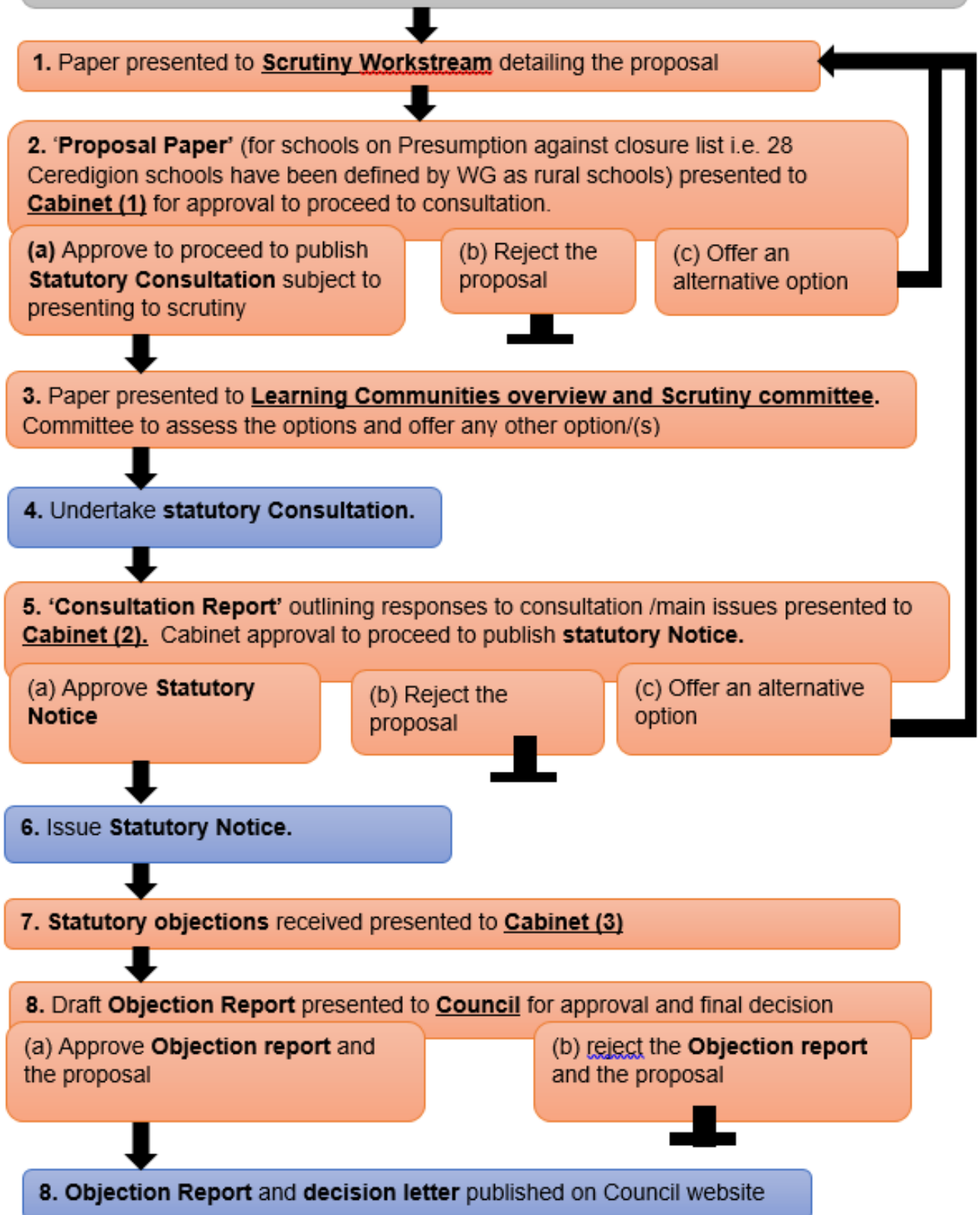
**APPENDIX C**



# **School Reorganisation Handbook**

**Date: 15 June 2021**

**SCENARIO 1: School Review (i.e. closure with alternative provision being existing schools or closure and opening new area school)**



## **SCENARIO 1 – School review (i.e. Closure with alternative provision being existing schools or closure and opening new area school)**

**Step 1 - Scrutiny School Re-organisation Workstream** – this includes a selection of Councillors from the Learning Communities Overview and Scrutiny Committee. They will consider the proposal in depth prior to being presented to the Scrutiny Committee.

**Step 2 – Proposal Paper** – The Local Authority is required to prepare a Proposal Paper for all schools on the Presumption against closure list i.e. 28 Ceredigion schools have been defined by WG as rural schools (see Appendix F of WG School Organisation Code\*)

The proposal paper must include:

- Quality and standards in education
- Need for places and impact of accessibility of schools (i.e. pupil no.'s and projections)
- Resourcing of education (i.e. surplus places) and financial implications
- Welsh in Education Strategic Plan
- Additional Learning Needs
- Ability of the schools to deliver the full curriculum at the Foundation Phase and each Key Stage of education
- Community questionnaire
- The reason for closure proposal
- A list of the alternatives to closure that have been identified; and
- An assessment of the following for each of the reasonable alternatives that has been identified:
  - The likely impact on the quality and standards in education
  - The likely impact on the community
  - The likely effect of different travelling arrangements

The proposal paper should be presented to Cabinet and a decision made on whether to proceed to statutory consultation. Cabinet should not make the decision as to whether to proceed to consultation until these preliminary requirements have been carried out and unless they are satisfied that implementation is the most appropriate response to address the key challenges identified as the reason for proposing discontinuance of the school. If Cabinet decide on an alternative option, the Local Authority will need to go back to step 1 and present this 'new' option to the Scrutiny Workstream.

**Step 3 - Learning Communities Overview and Scrutiny Committee** – this includes 17 Councillors who will scrutinise the proposal and offer any other options.

**Step 4 - Statutory Consultation** – this involves the Local Authority publishing a consultation document detailing the proposal. The Consultation document must be published on a school day. Consultees must be given at least 42 days to respond to the document, with 20 of these being school days. Section 3.4 of the WG's School organisation code\* includes a list of all consultees – these must receive a copy of the

consultation document. This stage must include (as a minimum), consultation with the school Council's of affected schools.

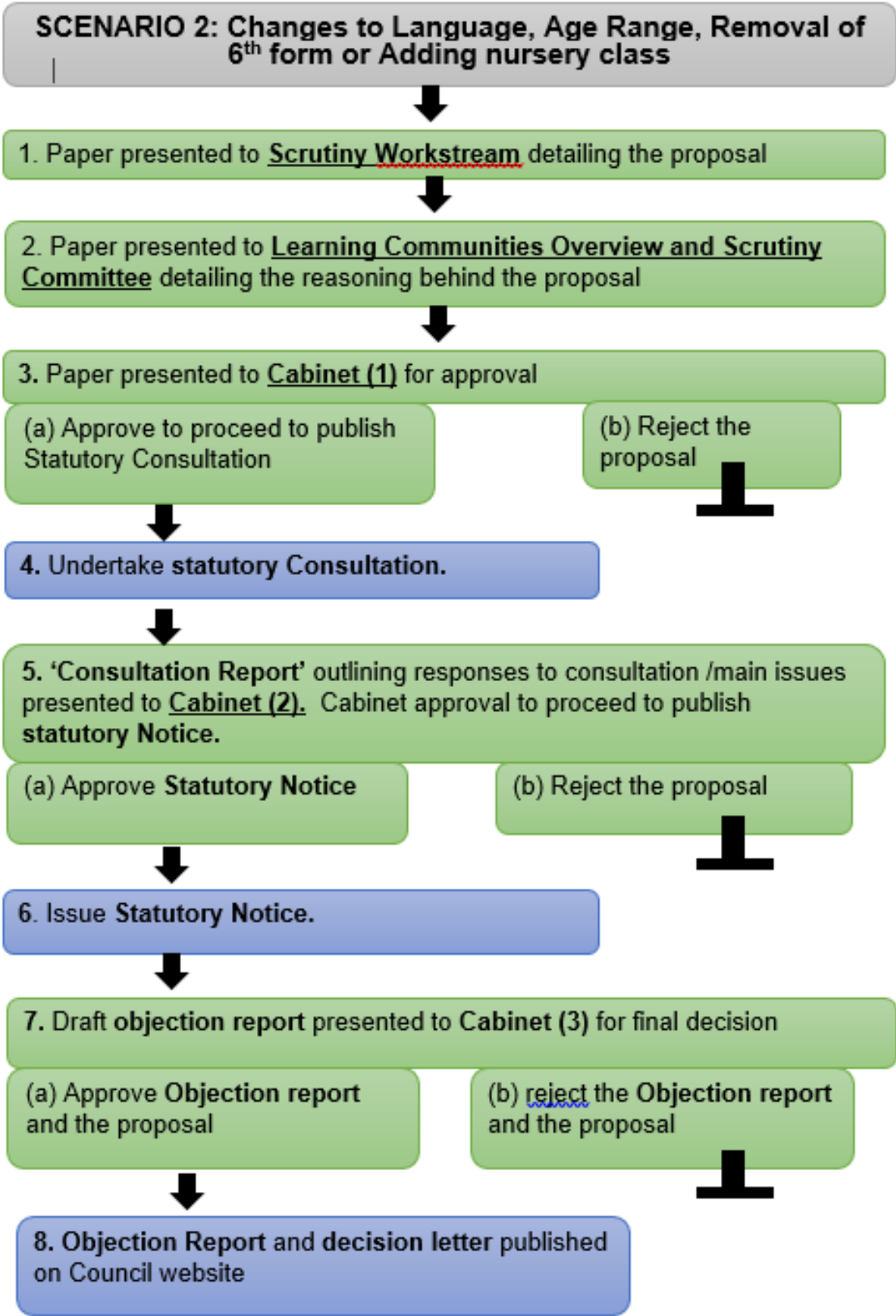
**Step 5 - Consultation Report** – The Consultation Report must include the main issues raised by consultees and the Local Authority's response to these. This document should be presented to Cabinet and a decision made on whether to proceed with the proposal and issue the statutory notice. If Cabinet decide to offer an alternative option, the Local Authority will need to go back to step 1 and present this 'new' option to the Scrutiny Workstream.

**Step 6 - Statutory Notice** – If Cabinet makes the decision to proceed with the proposal, the Statutory Notice must be published on a school day. The Objection period must last 28 days, to include 15 school days (in addition to the day on which it was published). Section 4.1 of the WG's School Organisation Code\* includes a list of all consultees – these must receive a copy of the Statutory Notice. To be considered as a Statutory Objection, objections must be made in writing or by email and sent to the proposer before the end of the 28 days beginning with the day on which the notice was published. Content of published statutory Notice is listed in section 4.3 of the WG's School Organisation Code\*.

**Step 7 - Objection Report to Cabinet** – The draft Objection Report must be presented to Cabinet for information only.

**Step 8 – Objection Report to Council** – The draft Objection Report must be presented to Council for decision (i.e. all 42 Councillors). The Objection Report and decision letter must be published on the Local Authority's website within 7 days of the decision. Section 5.1 of the WG's School Organisation Code\* includes a list of those who must be advised of the availability of the Objection Report.





## **SCENARIO 2 – Changes to Language, Age Range, Removal of 6<sup>th</sup> form or Adding Nursery class**

**Step 1 - Scrutiny School Re-organisation Workstream** – this includes a selection of Councillors from the Learning Communities Overview and Scrutiny Committee. They will consider the proposal in depth prior to being presented to the Scrutiny Committee.

**Step 2 - Learning Communities Overview and Scrutiny Committee** – this includes 17 Councillors who will scrutinise the proposal prior to making a recommendation to Cabinet.

**Step 3 - Cabinet** – Cabinet includes 8 Councillors who have the decision making power (the executive). They will need to consider the proposal and Scrutiny's recommendation and will need to decide whether to proceed to statutory consultation.

**Step 4 - Statutory Consultation** – this involves the Local Authority publishing a consultation document detailing the proposal. The Consultation document must be published on a school day. Consultees must be given at least 42 days to respond to the document, with 20 of these being school days. Section 3.4 of the WG's School organisation code\* includes a list of all consultees – these must receive a copy of the consultation document. This stage must include (as a minimum), consultation with the school Councils of affected schools.

**Step 5 - Consultation Report** – The Consultation Report must include the main issues raised by consultees and the Local Authority's response to these. This document should be presented to Cabinet and a decision made on whether to proceed with the proposal and issue the statutory notice.

**Step 6 - Statutory Notice** – If Cabinet makes the decision to proceed with the proposal, the Statutory Notice must be published on a school day. The Objection period must last 28 days, to include 15 school days (in addition to the day on which it was published). Section 4.1 of the WG's School Organisation Code\* includes a list of all consultees – these must receive a copy of the Statutory Notice. To be considered as a Statutory Objection, objections must be made in writing or by email and sent to the proposer before the end of the 28 days beginning with the day on which the notice was published. Content of published statutory Notice is listed in section 4.3 of the WG's School Organisation Code\*.

**Step 7 & 8 - Objection Report** – The draft Objection Report must be presented to Cabinet for approval. The Objection Report and decision letter must be published on the Local Authority's website within 7 days of the decision. Section 5.1 of the WG's School Organisation Code\* includes a list of those who must be advised of the availability of the Objection Report.

\* **Link to Welsh Government School Organisation Code 011/2018:**

<https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>

## CEREDIGION COUNTY COUNCIL

**Report to:** Cabinet

**Date of meeting:** 15.6.21

**Title:** 2022-32 Welsh in Education Strategic Plan

**Purpose of the report:** Provide information on the strategic plan and obtain agreement to implement a consultation process on the document for 8 weeks during the Autumn of 2021.

**For:** The document is a statutory document that will need to be submitted to the Welsh Government by 31 January 2022.

**Cabinet Portfolio and Cabinet Member:** Councillor Catrin Miles

The plan is a 10 year strategy. It is a statutory document setting out the requirement to set ambitious strategic targets with the ultimate goal of reaching one million speakers by 2050. One key target in Ceredigion, and identified by the Welsh Government, is the expectation that 87% of Year 1 pupils will receive Welsh-medium education by 2032. Currently (2019) that percentage is 72.9%. The document is required to reflect the aim of substantially increasing the number of school learners who have the opportunity to develop Welsh language skills at school and the opportunity to use the language in their daily lives.

The strategy notes 7 statutory outcomes in order to develop and strengthen the position of the Welsh language in education.

Outcome 1: More nursery children/ three year olds receive their education through the medium of Welsh

Outcome 2: More reception class children/ five year olds receive their education through the medium of Welsh

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

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

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

**Has an Integrated Impact YES**

**Assessment been completed?**

**If, not, please state why**

**Wellbeing of Future Generations:**

**Summary:** The Wellbeing of Future Generations (Wales) Act 2015 requires public bodies across Wales, named in the Act, to work towards achieving seven well-being goals, including 'A Wales with a vibrant culture where the Welsh language thrives'. There is also a statutory basis for the system for planning Welsh-medium education provision. The Welsh Government has a duty to promote and facilitate the use of the Welsh language and to work towards achieving the well-being goals.

<b>Long term:</b>	Ceredigion County's 2022-32 WESP will be a document that sets out the steps to achieve the aim of increasing the number of Welsh speakers by 2032 within the county. Short and long-term targets and specific short and long-term actions will be identified over the ten-year period.
<b>Collaboration:</b>	Collaboration between partners and stakeholders will be at the heart of the plan. The main collaboration will be between officers of the authority and the schools and their governing bodies as well as parents through local consultations.
<b>Involvement:</b>	Stakeholders and partners will be involved throughout the planning and consultation period.
<b>Prevention:</b>	The procedures that will prevent any problems that may arise or escalate throughout the plan period will be set out in it.
<b>Integration:</b>	In principle, the proposal re-inforces Ceredigion County Council's aspiration to strengthen the position of the Welsh language through its Language Strategy. The proposal also supports the Council's Strategic Objectives and the Welsh Government's Million Speakers by 2050 Strategy.
<b>Recommendation(s):</b>	To approve the plan and agreement to implement a consultation period during the Autumn of 2021 for the required eight weeks.
<b>Reasons for decision:</b>	In accordance with the Welsh Government's 'Welsh in Education Strategic Plans (Wales) Regulations 2019'.
<b>Overview and Scrutiny:</b>	The document was presented to the Learning Communities Overview and Scrutiny Committee on Thursday 27 May.
<b>Policy Framework:</b>	Section 84 of the School Standards and Organization (Wales) Act 2013 ("the 2013 Act") requires a local authority to produce a Welsh in Education Strategic Plan. Section 85 of the 2013 Act requires a local authority to submit its plan to Welsh Ministers for approval before that plan is published.
<b>Corporate Priorities: Finance and Procurement implications:</b>	Investing in People's Future Although not a requirement, Ceredigion Council will report on the financial implications of the plan to the Welsh Government as an annex to the WESP in January 2022 if

the document is approved and following any consultation responses.

**Legal Implications:** Not applicable

**Staffing implications:** Not applicable

**Property / asset implications:** Not applicable

**Risk(s):** Not applicable

**Statutory Powers:** School Organisation Code - Welsh Government Statutory Code - 006/2013

**Background Papers:** Draft Copy of 2022-32 WESP

**Appendices:** Welsh in Education Strategic Plans (Wales) Regulations 2019

**Corporate Officer:** **Lead** Meinir Ebbsworth

**Reporting Officer:** Meinir Ebbsworth

**Date:** 25.5.21

# WELSH IN EDUCATION STRATEGIC PLAN

**Name of Local Authority**

**Ceredigion**

**Period of this Plan**

**2022-2032**

**This Welsh in Education Strategic Plan is made under Section 84 of *The School Standards and Organisation (Wales) Act 2013* and the content complies with the *Welsh in Education Strategic Plans (Wales) Regulations 2019<sup>1-2</sup>*. We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.**

**Signed:** Meinir Ebbsworth **Date:** 31 January 2022

(This Plan needs to be signed by the Chief Education officer within your local authority)

<sup>1</sup> [The Welsh in Education Strategic Plans \(Wales\) Regulations 2019](#)

<sup>2</sup> [The Welsh in Education Strategic Plans \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

## Notes to help you

You will need to outline your local authority's Welsh-medium education vision of the next ten years and the main strategic objectives for this period. Demonstrate how you will achieve Outcomes 1 to 7 with reference to the Guidelines.

Before completing this template, please refer specifically to Part 2 of the Welsh in Education Strategic Plans Guidance.

<https://gov.wales/welsh-education-strategic-plans>

This part sets out the statutory requirements for what must be included in your Plan (as outlined in the Schedule of the Welsh in Education Strategic Plans (Wales) Regulations 2019). In addition to your overarching 10 year target, some statements in the Schedule require you to set other targets, and if so, please refer to those here.

DRAFT

## Our ten year vision for increasing and improving the planning of the provision of Welsh-medium education in our area

### 10 YEAR TARGET RELEVANT TO THE NUMBER OF YEAR 1 CHILDREN IN WELSH MEDIUM EDUCATION

By September 2032, Ceredigion County Council's aspiration is that all pupils in the authority's schools will attend Welsh-medium immersion education until the age of seven. Having an excellent foundation in speaking and communicating in Welsh will increase the pupil's choice and confidence to follow a fully bilingual path throughout the rest of his or her educational career and in facing the future world of work and social life. Not only will this benefit the individual and the position of the Welsh language in Ceredigion as a community language, it will also contribute very positively to Wales' national well-being goals and to the Welsh Government's aim of increasing the number of Welsh speakers to one million by 2050.

These developments also go hand in hand with the three strategic aims of the 'Ceredigion Language Strategy'. These are:

- Increase the language skills of Ceredigion residents
- Increasing opportunities to use Welsh in Ceredigion
- Ensuring social conditions that enable the Welsh language to thrive and that will also contribute very positively to well-being goals

In September 2020, 72.9% of Year 1 pupils in Ceredigion schools were receiving Welsh medium education. By 2032, Ceredigion County Council's aspiration, through full consultation with stakeholders, is that the target of 87% (Upper Range) suggested by the Welsh Government be further exceeded to 100%.



## Outcome 1:

### More nursery children/ three year olds receive their education through the medium of Welsh

#### Where are we now?

##### Welsh medium childcare provision

- There is a good deal of Welsh-medium provision available in Ceredigion for pre-school age children due to the number of 'Cylchoedd Meithrin' and other childcare provision in operation here.
- More Welsh speaking childminders are required, especially in the north of the county. Aberystwyth and Aberaeron have been identified as two areas where more Welsh-medium childminder provision.
- There are 872 (Childcare Sufficiency Assessment data 2017-2022) pre-school/nursery/'Cylch Meithrin' places for 3 year olds in Ceredigion. 81% are in Welsh medium settings and the remainder are bilingual or English medium. There is a choice of sessional care providers across the county. Most are Welsh medium settings.
- The following provides a breakdown of the type of childcare used and the provider's language medium. Welsh medium childcare is the most commonly used of all types of childcare. This is highest for sessional care through the 'Cylchoedd Meithrin' and the free breakfast clubs available in schools. Most schools in Ceredigion are Welsh medium.

Number of childcare providers by language of provision (December 2019):

	Welsh	Welsh and English	English with elements of Welsh	English	Total settings
Number of registered child minders	12	12	16	11	51
Number of registered Day Nurseries	3	4	0	1	8
Number of registered Care Sessions	25	2	0	0	27
Number of registered after school settings	9	6	0	3	18
Total	49	24	16	15	104

There are 21 non-maintained settings providing education for 3 year olds across the county.

Name of setting	Language medium of provider
CM Penparc	Welsh
Meithrinfa Camau Bach (Aberystwyth)	Welsh
Plas Gogerddan Nursery	English with Welsh according to choice
Mês Bach/Little Acorns (Early Years Wales)	English with some bilingual elements
St Padarn's Playgroup (Early Years Wales)	English with some bilingual elements
CM Trefeurig	Welsh
CM Felinfach	Welsh
CM Talybont	Welsh
CM Ffrindiau Bach Tegryn (Aberporth)	Welsh
Aberporth Bilingual Play Group (Early Years Wales)	English with some bilingual elements
CM Llechryd	Welsh
CM Llangeitho	Welsh
CM Llanilar	Welsh
CM Llanarth	Welsh
CM Cei Newydd	Welsh
CM Llangwryfyon	Welsh
CM Llanrhystud (Glan y Môr)	Welsh
CM Llanfarian	Welsh
CM Pontrhydfendigaid	Welsh
CM Penllwyn	Welsh
CM Talgarreg	Welsh

**Mudiad Meithrin Progression Data into Welsh Medium Education (2019/20 data):**

The vast majority of children who attend Cylch Meithrin transfer to Welsh-medium education. However, in 2019/20 Cylch Meithrin Cei Newydd's progression rate to Welsh medium education is 25%, Camau Bach (Aberystwyth) 97.74%, Penllwyn CM 87.5%, CM Talybont 90%, Pontrhydfendigaid CM (0%) (1 child transferring to primary), CM Glan y Môr (Llanrhystud) at 92.31%.

Cylch Meithrin Cei Newydd (Welsh medium) is in the catchment area of Ysgol Cei Newydd which is defined as predominantly English medium primary school but with significant use of Welsh.

**Early Years Wales and private care**

There is no definite progress data for the children attending Plas Gogerddan Nursery, Little Acorns Childcare, St Padarn's Playgroup or Aberporth Bilingual Playgroup to Welsh medium education. Aberporth Bilingual Playgroup is in the catchment area of a Welsh medium school, Ysgol Gynradd Aberporth. An English medium/ bilingual service is offered by these settings.

**Schools providing education for 3 year olds (nursery class):**

<b>School</b>	<b>Language Medium</b>
Dyffryn Cledlyn	Welsh
Aberteifi	Welsh
Plascrug*	<i>English</i>
Llwyn yr Eos*	<i>English</i>
Rhydypennau	Welsh
Y Dderi	Welsh
Bro Teifi	Welsh
Aberaeron	Welsh
Henry Richard	Welsh
T Llew Jones	Welsh
Ysgol Gymraeg	Welsh
Cenarth	Welsh
Bro Pedr	Welsh
Bro Sion Cwilt	Welsh

12 of the schools are therefore Welsh-medium schools and two schools \* in the Aberystwyth area are currently defined as English-medium schools with significant use of Welsh.

- Flying Start provides free sessional childcare for all 2 - 3 year olds living in the geographical areas of Flying Start within approved childcare settings. All of these placements are Welsh medium, including provision at 'Ffrindiau Bach yr Eos' (Penparcau/Llwyn yr Eos - Aberystwyth).
- The majority of childcare providers are registered to provide the Welsh Government's '30 hour Childcare Offer' for 3-4 year olds.
- There is a need to attract more childminders in areas where there is a lack of provision. This is especially true of Welsh speaking childminders.
- Encouraging staff in childcare settings to undertake training to improve their Welsh language skills remains a challenge, as staff would prefer to have the training available to them when they are with the children.

**Where do we aim to be within the first 5 years of this Plan and how we propose to get there?**

- Prepare an annual campaign to encourage more Welsh speaking child minders (from September 2022 onwards).
- Explore the possibility of trying to increase the number of providers/ childminders available to provide a Welsh language service by supporting them/paying for them to attend Welsh learning/improvement courses.
- Expansion of Welsh medium provision in all childcare provision in the Aberystwyth area (including childminders, Day Nurseries, Sessional Care and After School/Holiday Clubs (wrap around care).

- Ensure close partnership with secondary schools and further education colleges in Ceredigion and 'Mudiad Meithrin' schemes/apprenticeships in order to have a sufficient Welsh medium workforce in the childcare sector (September 2022 onwards).
- Aim for 100% Welsh-medium progression from existing 'MM Cylchoedd Meithrin' to Aberystwyth Welsh-medium school nursery and reception provision during the first half of the timeframe of this strategic plan.
- During the first half of the timeframe of this strategic plan, consult with all stakeholders with the aim of creating a Welsh-medium nursery class at Ysgol Cei Newydd, Ysgol Comins Coch and St. Padarn's School. Also, within the same timeframe, to consult in order to plan Welsh-medium nursery provision at Ysgol Llwyn-yr- Eos and Ysgol Plascrug, therefore facilitating linguistic progression across the school foundation stage. (The above means that all children attending other 'Cylchoedd Meithrin' (MM)/Playgroup (EYW) provision across the county would follow a first language continuum as the foundation phase provision in all schools would be Welsh-medium).
- Ensure that we work with 'Flying Start' with the aim of increasing the places available in the Welsh-medium provision for 2-3 year olds in Penparcau (Ffrindiau Bach yr Eos), from September 2022 onwards.
- Prepare an annual programme of language improvement training for the current (and future) childcare workforce, specifically in the Aberystwyth area when funding permits.
- Design a supportive programme of professional learning about effective language immersion methods in the Early Years.
- Address the lack of Welsh speaking childminders by continuing to campaign and encourage more Welsh-speaking individuals to join the profession.
- Collaborate with partners in further education colleges etc. to promote the benefits of the Welsh language in the workplace and in particular the need for Welsh speaking childminders/childminding workforce in the future.
- Secure a class providing 3 year-old education in a new Welsh medium school serving Dyffryn Aeron schools (Felinfach, Ciliau Aeron and Dihewyd). At present, local 'Cylchoedd Meithrin' provide this. The 'Childcare Offer Capital Grant' has secured funding to provide space for Cylch Meithrin/wrap around care provision.
- Over the lifespan of the strategy, all new primary schools will provide Welsh-medium education for 3 year olds. The authority will co-operate with 'Mudiad Meithrin' to try to secure a placement to serve 2-3 year olds and wrap around care on site.
- Continue to work with Mudiad Meithrin to expand provision for pre-school children (2-3 years) through their 'Sefydлу a Symud' project.
- Ceredigion County Council will continue to encourage and promote the benefits of the Welsh language and multilingualism through the Ceredigion County Council website and through links displaying specific resources e.g. One Life – Two Languages, Cymraeg i Blant (Welsh for Children), 'Cylchoedd Ti a Fi', Ceredigion Childcare, 'Mudiad Meithrin', 'Cered', Welsh 'You-Tube' Channel etc.
- Childcare Unit - through a Childcare Sufficiency Assessment to identify and plan measures to strengthen and expand Welsh medium childcare provision

in the area to ensure a seamless pathway towards Welsh medium education. This will ensure that Family Information Services for parents/ carers and prospective parents/carers provide information on the advantages of raising children bilingually and using Welsh at home on the DEWIS Cymru and FIS website

- Following the relevant consultation processes, the council's 'CLIC' facility will refer new parents to the authority's Admissions officer who will state that all nursery provision will be Welsh medium (as planned within the first five years of the timeframe of this strategic plan).
- Any new parents from outside the authority will be referred to the authority's Admissions officer who will distribute uniform information indicating that provision for pupils will be Welsh-medium immersion education from the early years up to the age of 7. It will also note the benefits of bilingualism and living in a bilingual society. This will be operational within the first five years of this strategic plan.
- As parents choose a school for their child, it is a duty under Section 10 of the Measure to promote access to education and training through the medium of Welsh. Section 6 of the Measure empowers local authorities to provide transport arrangements for learners who do not necessarily attend their nearest school because of language choice.

Home to School/College Transport Policy:

<https://www.ceredigion.gov.uk/resident/schools-education/school-college-transport/>

- Work in partnership with Early Years Wales (which supports the settings) and relevant Management Committees to ensure that the provision in their playgroups for 2-3 year olds (eventually) i.e. St Padarn's, Aberporth and Little Acorns, will have an increasingly Welsh medium emphasis as all children will transfer to 3 year old nursery Welsh-medium provision in the local schools following a consultation process and within the first half of the timeframe of this strategic plan.
- The children of Aberporth Playgroup are currently transferring to Welsh-medium education, so we will be working alongside and supporting the setting to see an increase in the use of Welsh, from September 2022 onwards.
- Collaborate with private childcare groups e.g. Day Nurseries in order to ensure an increase in Welsh medium provision to facilitate continuity of Welsh medium nursery/reception education in Aberystwyth area schools.
- Continue to work with 'Mudiad Meithrin', Cymraeg i Blant (Welsh for Children), Ti a Fi Groups, Family Centres and Flying Start to support parents and children to begin the journey of Welsh medium education through the immersion method.
- Continue to work with 'Mudiad Meithrin' and hence the 'Cylchoedd Meithrin' to provide Flying Start, the Childcare Offer and wrap around services.

#### **Where do we expect to be at the end of our ten year Plan?**

Without exception, all children in Ceredigion will be provided with full access to Welsh-medium education from the early years (aged 3) to aged 7, building on that choice as they move on to the next stages of their education and social life, aged 11 and beyond.

**Key Data**

The table below shows the percentage of those 3 year olds who will be in Welsh-medium education (nursery classes) in Ceredigion schools and non-maintained Welsh medium settings. In 2020/21, that percentage was around 79%. By the end of this strategy, the percentage will have increased and will include those nursery classes (3-year olds) developed into Welsh-medium provision.

Numbers and % of 3-year olds receiving their education through the medium of Welsh

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
	80 - 85%		80 - 85%		80 - 85%		80 - 90%		85 - 95%
2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028	
	85 - 95%		90 - 100%		95 - 100%		95 - 100%		95 - 100%





## Outcome 2

### More reception class children/ five year olds receive their education through the medium of Welsh

#### Where are we now?

In the 2020/2021 school year, 72.9% of all Year 1 pupils in Ceredigion County Council's schools attended Welsh-medium education.

Year 1 pupils at Ysgol Bro Pedr will be present in the data in September 2022 as they have already gone through the process of linguistic development for the foundation phase. Those children in the nursery class for 2020/21 are the first pupils to follow the Welsh-medium continuum in the foundation phase.

#### Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Welsh 2050 makes it clear that full Welsh language immersion education - that is, education in a predominantly Welsh-medium or Welsh-medium setting - is the most reliable way of creating individuals with the skills and confidence to use the language and to feel comfortable in using it in their daily lives.

- Through a consultation process and co-operation with headteachers, governing bodies and all stakeholders of Ysgol Cei Newydd, Ysgol Plascrug, St Padarn's, Ysgol Llwyn yr Eos and Ysgol Comins Coch, see the development of the current system in order to offer a wider linguistic choice to all the children in these schools. This development would mean a language immersion situation in the early years up to seven years of age in all schools including the establishment of a new Welsh medium nursery class at Ysgol Comins Coch, St. Padarn's and Ysgol Cei Newydd.
- Consult on the creation of Welsh-medium nursery and foundation phase provision at Ysgol Comins Coch, St.Padarn's and Ysgol Cei Newydd to coincide with the below.
- Hold a consultation process, specifically in the Aberystwyth area during the first half of the timeframe of this strategic plan, in order to see a language development in the Foundation Phase of:  
Ysgol Plascrug (existing nursery provision)  
Comins Coch School (offering nursery provision)  
Ysgol Llwyn yr Eos (existing nursery provision)  
St. Padarn's (offering nursery provision)  
Ysgol Cei Newydd (offering nursery provision)

The first children to be considered on the Welsh medium continuum would be those who enter the nursery class in all schools (Ysgol Plascrug, Ysgol Llwyn yr Eos, Ysgol Comins Coch, St.Padarn's and Ysgol Cei Newydd) at the same time and at a set date within the first half of the timeframe of this strategic plan e.g. September 2024.

Any applications for WG grant funding in respect of schools will consider the target to increase the number of Year 1 children taught through the medium of Welsh.

A new school in Dyffryn Aeron will provide nursery education in a dedicated classroom, but will not add to the current number /% of Year 1 pupils, as all transferring schools are existing Welsh medium ones (YG Felinfach, YG Dihewyd, YG Ciliau Parc).

<https://www.ceredigion.gov.uk/resident/schools-education/planning-education-provision/>

Ceredigion will work closely with Powys, Carmarthenshire and Pembrokeshire County Council to ensure that pupils attending cross-border schools e.g. Ysgol y Preseli, Ysgol Gyfun Emlyn continue to follow a Welsh-medium continuum (if applicable).

#### Language Centres

Y2-6 latecomers' immersion centres are accessible at two permanent locations in the county, those being Canolfan y Castell (Aberteifi) and Canolfan y Felin (Felinfach). The county's provision for latecomers is on target. This is specialist provision for pupils who have recently moved into the area and is organised according to need.

A Language Centre for the Aberystwyth area, in the extension of Ysgol Gymraeg Aberystwyth, is an application from Ceredigion for the 2021 Welsh language capital grant in order to meet the growing need in the north of the county and in response to the consultations set out in this strategy.

The application for the extension of Ysgol Gymraeg Aberystwyth (above) will add 30 additional places there and will include a Language Centre.

Responding to demand e.g. in establishing language support for latecomers who are secondary aged pupils (mainly Y7 and Y8) at Ysgol Bro Teifi, is also part of the current and future strategy.

Through significant financial investment and the determined support of Ceredigion County Council, the provision across all language centres will continue.

#### **Where do we expect to be at the end of our ten year Plan?**

All children in Ceredigion have/will have had full access to Welsh medium education from the early years (aged 3) up to aged 7 and will build on that choice as they move on to the next stages of their education and social life up to the age of 11 and beyond.



Key Data									
Progress targets to show the percentage of 5 year olds (Year 1) receiving their education through the medium of Welsh.									
Numbers and % of 5-year olds receiving their education through the medium of Welsh									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
	78%		80%		82%		85%		100%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
	100%		100%		100%		100%		100%

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### Outcome 3

## More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

#### Where are we now?

The current situation, and how this is to progress further over the term of this plan (for children under 5), was noted in Outcome 1 and 2 (above).

72.9% of Year 1 pupils in Ceredigion are following the WM education continuum in 2020/21.

KS2 Data - Number /% assessed through the medium of Welsh since 2017/18 as a total and percentage of all KS2 pupils:

2017/18	2018/19	2019/20	2020/21
No. WM 496 (out of 685) % = 72.4	No. WM 483 (out of 648) % = 74.5	No. WM 411 (out of 571) % = 72.0 <i>(unofficial due to Covid)</i>	No. WM (out of 0.....) % = PLASC 2021 <i>(available June 2021)</i>

KS3 Data - The number and total number of pupils assessed in Welsh as a 1st Language subject in year 9 are as follows since 2017/18:

2017/2018	2018/2019	2019/2020(COVID-19)	2020/21(COVID-19)
Target: 66% Result: 64% No. of pupils (out of total in the year) = 469/732	Target: 68% Result: 66% No. of pupils (out of total in the year) = 479/728	Target : 70% Result: 72% No. of pupils (out of total in the year) = 458/633 <i>(unofficial due to Covid)</i>	Target : 70% Result: N/A No. of pupils (out of total in the year) = N/A <i>(available July 2021)</i>

#### Year 9: Second Language Assessment

2017/18	2018/19	2019/20(COVID-19)	2020/21(COVID-19)
No./% of pupils (out of total in the year) = 36% (263/732)	No./% of pupils (out of total in the year) = 34% (249/728)	No./% of pupils (out of total in the year) = 26% (165/633) <i>(unofficial due to Covid)</i>	No./% of pupils (out of total in the year) = N/A <i>(available July 2021)</i>

**Where do we aim to be within the first 5 years of this Plan and how we propose to get there?**

'School categories according to Welsh-medium provision' (Welsh Government)

In line with guidance in the Welsh Government's 'School categories according to Welsh-medium provision' guidance document, the authority will map current education provision according to Welsh language teaching and learning, using PLASC data as a baseline, from July 2021 onwards.

By July 2022 the authority will agree with the governors of each maintained school which category best describes the vision in the WESP for linguistic development, including the transitional categories.

The authority will co-operate with and support schools in order for them to meet the relevant and expected educational/linguistic outcomes as they progress towards them by 2032 and beyond.

Target

Percentage increase in the number of pupils transferring from existing Welsh-medium primary schools to Welsh-medium secondary education (in the Aberystwyth area).

79% of Year 6 pupils transferred to secondary WM education in September 2020 from these schools.

September 2021 Target: 80%

September 2022 Target: 82%

September 2023 Target: 84%

September 2024 Target: 82%

September 2025 Target: 90%

Target

Build on the solid foundation laid in the foundation phase so that pupils aged 7-11 at Ysgol Plasrug, St. Padarn's, Ysgol Llwyn yr Eos, Ysgol Comins Coch and Ysgol Cei Newydd can continue to develop their linguistic skills. The aim is to ensure that they understand and speak Welsh confidently in line with the aspiration in the four purposes of a Curriculum for Wales and to offer them further choice, in future, in the language medium of their secondary education.

Target

Collaborate with relevant stakeholders to ensure linguistic continuity from primary to secondary in Mathematics and Science at Ysgol Penweddig (to coincide with the linguistic continuum of the Curriculum for Wales)

Target

Increase linguistic progression in the areas offered and assessed through the medium of Welsh at KS3 across Ysgol Bro Pedr, Ysgol Henry Richard, Ysgol Penglais, Ysgol Uwchradd Aberaeron, Ysgol Uwchradd Aberteifi and Ysgol Penweddig.

Target

Consult with relevant stakeholders in order to plan the Category 3 linguistic development and progression in key stages 3 and 4 of Ysgol Henry Richard (School

categories according to Welsh medium provision' - Welsh Government) with implementation in the first half of the timeframe this 10 year plan.

**Target**

Plan a definite increase in the number of pupils studying for qualifications and assessed through the medium of Welsh across secondary schools. Build on the confidence of KS3 pupils through authority training support, extra-curricular support, homework support ('app' development at county/national level), language awareness training for staff and pupils in years 7, 8 and 9 etc., linked with the authority's HYDER campaign(see Outcome 5).

**Target**

In accordance with the guidance noted in 'School categories according to Welsh medium provision' (Welsh Government), consult with all stakeholders at Ysgol Penglais in order to plan the relevant language development over the 10 year period of this plan. The aim is to ensure linguistic progression from the primary according to the requirements of the four purposes and a Curriculum for Wales.

**Target**

Ensure that the 'Developing Education in Ceredigion 2022-32' document aligns with the WESP 2022/32 in terms of ensuring full post-16 Welsh-medium provision in the county.

**Where do we expect to be at the end of our ten year Plan?**

Over the next decade, it is intended to consult, in accordance with the guidance in 'School categories according to Welsh-medium provision' (Welsh Government) with the stakeholders of the following secondary schools: Ysgol Uwchradd Aberaeron, Ysgol Uwchradd Aberteifi, Ysgol Henry Richard and Ysgol Bro Pedr so that by 2032 they meet the requirements of C3 for the vast majority of pupils.

(The programme of consultation above will begin during the first part of this plan for Ysgol Henry Richard, followed by the other schools mentioned above).

**Key Data**

In September 2020, 387 (70%) of Year 6 pupils across primary schools in Ceredigion transferred to secondary Welsh-medium education. 168 (30%) of the same cohort transferred to English medium secondary education i.e. from KS2 to KS3.

**Number and percentage of Year 1 - 6 pupils attending Welsh-medium and English-medium education in January 2020 (PLASC 2020)**

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<u>Welsh Medium</u>	465	73%	500	76%	520	74%	503	75%	533	72%	459	74%
<u>English Medium</u>	170	27%	154	24%	178	26%	171	25%	207	28%	160	26%

*(some pupils may be absent from the full cohort because the data was not received during the recording period of this document)*

Remember to delete the *blue text* before submitting your Plan

Numbers and % of learners continuing to improve their Welsh language skills when transferring from one stage of their statutory education to another									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
	72%		75%		75%		75%		76%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
	76%		78%		79%		80%		81%

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## Outcome 4

### More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

#### Where are we now?

##### Welsh as a subject

Ceredigion's language policy indicates a strong progression in terms of the study of Welsh as a subject. Pupils who have attended Welsh medium primary schools or have spent a whole key stage studying Welsh as a first language follow the same continuum through the secondary key stages.

##### Number and percentage of pupils studying the first language specification in 2020/2021

KS3 – Due to Covid restrictions the data for KS3 is INCOMPLETE

KS4 - In Summer 2020, 63.5% studied for a first language GCSE qualification (453 pupils)

KS5 - In Summer 2020, 7.81% of the eligible pupils (who had previously studied Welsh as a first language) studied Welsh as an A Level subject.

##### Number and percentage of pupils studying the second language specification in 2020/2021

KS3 – Due to Covid restrictions the data for KS3 is INCOMPLETE

KS4 - In Summer 2020, 29% studied for a second language GCSE qualification (207 pupils)

KS5 - In Summer 2020, 1.97% of the eligible pupils (who had previously studied GCSE second language) studied Welsh second language as an A Level subject.

##### SUBJECTS THROUGH THE MEDIUM OF WELSH

Currently all pupils who attend a Welsh medium primary school experience the areas of learning through the medium of Welsh (FPh) and at least 70% of the teaching is through the medium of Welsh in KS2.

The aim is to teach 40% of the curriculum through the medium of Welsh in the FPh in the 'Predominantly English Medium but with significant use of Welsh' primary schools and 30% in KS2.

KS3 – Due to Covid restrictions the data for KS3 is INCOMPLETE

KS4 – In Summer 2020, 57% of Ceredigion pupils had succeeded in studying 2 or more GCSE qualifications through the medium of Welsh and 33% had studied 5 or more through the medium of Welsh.

KS5 – In Summer 2020, Ceredigion pupils acquired 1309 qualifications. 317 of those were through the medium of Welsh, including 157 Welsh Baccalaureate qualifications. This gives a percentage of 24% A Level pupils studying through the medium of Welsh.

**Where do we aim to be within the first 5 years of this Plan and how we propose to get there?**

- It will be necessary to ensure the same robustness in terms of language progression as we lead schools through a change in the schools' designations system.
- It will be necessary to support secondary schools as they encourage pupils to continue with their Welsh as a first language progression.
- Target more pupils from Welsh medium primary schools to continue with Welsh medium education, especially in the Aberystwyth area.
- Provide Gloywi Iaiith (Language Improvement) training for those teachers who lack confidence in their use of the language.
- It will also be necessary to ensure that schools understand the requirements of new GCSE qualifications due to the Curriculum for Wales.
- Further confirmation will be required following Qualifications Wales' consultation on the proposal that the Welsh GCSE will be equivalent to one and a half GCSEs. The consultation's findings will have an effect on the data and our targets.
- Similarly, it will be necessary to consider schools' provision of subjects through the medium of Welsh as they are organised into the correct designation. Many of our schools will fall between two categories and further support will be required to move schools along the route that increases the percentage of subjects offered, studied and assessed through the medium of Welsh.

	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
<b>GCSE first language</b>	63%				
<b>GCSE second language</b>	29%				
<b>A Level first language</b>	7.81%				
<b>A Level second language</b>	1.97%				

Pupils' options to study more than 10 qualifications vary from school to school and are dependent on option blocks and vocational subjects. We have therefore decided to use percentages of the qualifications rather than an absolute number.

	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
<b>20% of the subjects studied through the medium of Welsh apart from Welsh and Welsh Literature</b>					
<b>of the subjects studied through the medium of</b>					

Welsh apart from Welsh and Welsh Literature					
50% of the subjects studied through the medium of Welsh apart from Welsh and Welsh Literature					
100% of the subjects studied through the medium of Welsh apart from Welsh and Welsh Literature					

**How will we support Secondary schools to take steps to increase the number of qualifications pupils can study through the medium of Welsh?**

- Ensure that the new Secondary Curriculum Co-ordinator’s duties will specifically include the requirement to monitor the provision and to collect information regarding the KS4 and KS5 Welsh medium study rate. The Co-ordinator will be able to collect current data from whichever exam/qualification board schools choose e.g. some schools changing from teaching A Level to providing a BTEC course.
- Consult on changing one secondary school’s category to designation 3 (in accordance with 'School categories according to Welsh-medium provision' (Welsh Government).
- Continue to distribute the relevant Welsh language finance to ensure Welsh medium classes for KS4 subjects - monitor and justify this expenditure before, during and at the end of financial periods.
- Ensure that ‘adding to the provision of Welsh medium subjects’ is reported upon annually in each school’s ‘School Development Plan’.
- Establish a committee and meetings for Governors with responsibility for the Welsh language in order to refine their role and strengthen accountability.
- Use the e-sgol system to support GCSE subjects and enhance the e-sgol menu in terms of Welsh medium A Level subjects.
- Ensure that pupils studying a first language qualification, who also study the Welsh Baccalaureate, are to be assessed through the medium of Welsh.
- Support those teachers who lack linguistic confidence to attend the sabbatical course and provide improvement sessions (gloywi iaith) for them within the authority. Courses for assistants (Easter '21) and teachers (September '21) are ready. The new appointment of a ‘Teachers’ Early Career Support Officer’ will also help prioritise these teachers’ personal targets and lead them to the relevant courses within their first year and beyond. It will be an asset in preparing the workplace for being able to provide qualifications through the medium of Welsh.



- Collect current data from whichever exam/qualification board schools choose e.g. some schools changing from teaching A Level to providing a BTEC course.
- Hold a Careers/Jobs Fair - share the importance of bilingualism - it would be possible to do this through a series of short films portraying real life experience as well as through the Hyder (Confidence) Campaign (see Outcome 5).
- Support schools with the Curriculum for Wales - look at the 4 purposes' subtitle - "All our children and young people will be supported to develop into ambitious, capable learners who... can communicate effectively in different forms and settings, using both Welsh and English." Use the Coleg Cymraeg's 'Turning the Tide in Thirty Years' unit as a module with all pupils.
- Support Coleg Cymraeg Cenedlaethol's school ambassadors with their work.
- Support schools as they design an appropriate progression along pupils' linguistic route from one sector to another, in line with the Curriculum for Wales.
- Collaborate with Coleg Cymraeg and Cered to continue to attend secondary schools' open evenings and promote studying through the medium of Welsh and speaking Welsh. The Welsh in Education Promotion Officer and Cered to collaborate on a timetable and a Secondary support plan.
- Establish a close relationship and plan with Careers Wales in order to share positive messages.
- Ensure that the county's apprenticeships and jobs note the importance/ need for Welsh.

**How will we collaborate with schools to ensure that Welsh is offered as an A Level subject by supporting schools to hold small classes, if necessary, in order to safeguard the subject?**

- It will be possible to share expertise between schools through e-sgol.
- Promote master sessions held through the Coleg Cymraeg and universities scheme.
- Collaborate with the heads of department to recognise potential A Level pupils.
- Re-establish and strengthen the heads of department network in order to collaborate and keep a closer eye on numbers.

**How will we collaborate with schools to promote the advantages of studying Welsh as a subject amongst pupils and parents/guardians?**

- Share Welsh Government videos - <https://www.youtube.com/cymraeg> during options evenings as well as to promote them amongst parents and on Cardi Iait.
- Create our own case study videos tracing the careers to date of pupils who studied Welsh as an A Level subject.
- Create a case study video - Advantages of following the career progression of a member of staff who has studied Welsh. Collaborate with our stakeholders - Coleg Cymraeg, Cered, Careers Wales and FEIs.

**Where do we expect to be at the end of our ten year Plan?**

- We expect, at the end of this 10-year plan, that 6 of the 7 Secondary schools will meet the requirements of designation 3 (School categories according to Welsh-medium provision - WG).
- We expect to see the percentage of qualifications studied through the medium of Welsh increase gradually every year.
- We expect to see an increase in pupils and parents' confidence to choose Welsh medium education.
- In the 2031 census results, we will expect to see a higher percentage of pupils between 5 and 15 years old who can speak Welsh.

	<b>2027/2028</b>	<b>2028/2029</b>	<b>2029/2030</b>	<b>2030/2031</b>	<b>2031/2032</b>
GCSE first language					72%
GCSE second language					28%
A Level first language					20%
A Level second language					10%
20% Welsh medium					65%
40% Welsh medium					48%
50% Welsh medium					45%
100% Welsh medium (with the exception of English as a subject)					25%

## Outcome 5

### More opportunities for learners to use Welsh in different contexts in school

#### Where are we now?

A Welsh in Education Promotion Officer was appointed in September 2020 to lead on the work of the 'Siarter Iaith' (primary and secondary language charter) and to co-operate with a variety of stakeholders with the specific aim of encouraging the informal use of Welsh amongst Ceredigion pupils.

The Culture Department is now a part of the Schools Department in Ceredigion, therefore offering further opportunities to collaborate on extra-curricular and social opportunities in the context of the Welsh language.

This Outcome links directly to Ceredigion's 5 year promotion strategy (which is a requirement under the Welsh Standards):

Strategic Aim 1 - Maintain and increase Ceredigion residents' Welsh language skills.

1.3 Objectives - Ensure sufficient opportunities for young people and adults to acquire and develop their Welsh language skills: in the workplace and in the community

*whilst also encompassing:*

Strategic Aim 2 - Maintain and increase the opportunities to use the Welsh language in various contexts

2.1 - Maintain and increase the use of the Welsh language at a community level.

#### Cered Data



CERED Data  
2019-20.docx

#### Theatr Felinfach Data

Project	Number of sessions	Number of pupils	Other
Dramatic	6	73	Henry Richard, T Llew Jones, Felinfach schools, KS2
Dramatic Performance (everyone together)	5	225	As above
Dance	5	72	Dihewyd, whole school
Story and Drama Session	1	53	Ysgol Aberaeron, KS2
Cwltwr (Youth theatre workshops)	20	84	Ysgol Bro Pedr, Henry Richard (KS3)

### Arad Goch

A performance for KS3 pupils - HUDO

Here are the Ceredigion schools who received a performance/ performances:

School	Performances	Pupils
Henry Richard	1	26
Penglais	2	200
Aberteifi/ Cardigan	2	93
Aberaeron	2	91
Penweddig	2	90
Bro Pedr	2	89
Bro Teifi	1	102
	<b>12</b>	<b>691</b>

*Note: 7 performances were held in Welsh and 5 in English*

A performance for KS2 pupils – Tu fewn Tu Fas

Here are the names of Ceredigion schools who received the production during 2019-2020:

Talybont	Llwyn yr Eos
Craig yr Wylfa	Plascrug
Rhydypennau	Pontrhydfendigaid
Ysgol Gymraeg Aberystwyth	Syr John Rhys
Aberaeron Primary School	Mynach
Llangwryfon	Comins Coch
Llanfihangel y Creuddyn	Myfenydd
Penrhyncoch	Bro Pedr
Penllwyn	Llanarth
Cardigan Primary School	Dihewyd
Penparc	Ciliau Parc
Aberporth	Dyffryn Cledlyn
Felinfach	

Please note: 23 Welsh performances and 4 English performances were held.

### Registered after school clubs

	Welsh	Welsh and English	English with elements of Welsh	English	Total placements
Number of registered after school placements	9	6	0	3	18

### Ceredigion Youth Service

The Urdd, Young Farmers Clubs, Ieuenctid Tysul Youth, Ceredigion Scouts, Girlguiding Cymru and Ray Ceredigion have a service level agreement with Ceredigion Youth Service. They work with young people aged between 11-25 years old. These Agreements need to meet the following targets in order to promote and support the Welsh language:

- Work towards the numerous National Accreditations provided through the medium of Welsh (the SLG must provide at least 20 to meet their targets)
- The number of sessions provided to develop children and young people's awareness of the social, cultural and economic value of the Welsh language (the SLG must provide at least 10 to meet their targets).

Language Awareness Sessions for Years 7 and 8 (Ysgol Penweddig during the Autumn Term 2020)

30 November (Year 7) - 50 present (over 2 sessions)  
1 December (Year 7) - 50 present (over 2 sessions)  
7 December (Year 8) - 50 present (over 2 sessions)  
10 December (Year 8) - 75 present (over 3 sessions)

Siarter Iaith Data

Llwyn yr Eos – towards Bronze, Saint Padarn’s – Bronze, Comins Coch – Silver, Cei Newydd – Silver, Plascrug – Silver.  
(*Cymraeg Campus*)

Bronze: Llanarth, Felinfach, Pontrhydfendigaid, Llangwryfon, Cenarth, Bro Sion Cwilt, Ciliau Parc, Dihewyd, Y Dderi, Aberporth, Dyffryn Cledlyn, Craig yr Wylfa, Llanfarian, Penparc

Towards Silver: Aberaeron, Talybont, Rhydypennau, Rhos Helyg, Myfenydd, Mynach, Llanfihangel y Creuddyn, Bro Teifi, Ysgol Gymraeg Aberystwyth, Henry Richard

Silver: Llanilar, Talgarreg, Syr John Rhys, Bro Pedr, Llanon, Llechryd, T Llew Jones

All-age Schools - Ysgol Bro Teifi (FPh and KS2: towards Silver, KS3 and KS4: Bronze)  
Ysgol Henry Richard (FPh and KS2: towards Silver, KS3 and KS4: Bronze)  
Ysgol Bro Pedr (FPh and KS2: towards Silver, KS3 and KS4: Bronze)

Secondary: Penweddig – Bronze, Penglais, Aberaeron, Aberteifi – towards Bronze.

**Where do we aim to be within the first 5 years of this Plan and how we propose to get there?**

- The Welsh in Education Promotion Officer (appointed to the role in September 2020) to lead on the work of the ‘Siarter Iaith’ (primary and secondary) and to co-operate with a variety of stakeholders with the specific aim of encouraging the informal use of Welsh amongst Ceredigion pupils.
- **YMGYRCH HYDER (CONFIDENCE CAMPAIGN) (September 2022 onwards)** - The Welsh Promotion Officer to co-operate specifically with our secondary schools, Ceredigion Actif, The Youth Service, Cered, Theatr Felinfach, The Welsh Support Teachers’ Service (training on improving language skills, developing high level and sophisticated oral skills using the School21 method, targeting Year 7, 8 and 9 pupils etc.). The aim is to encourage confident speakers who are more likely to use Welsh socially in various contexts (especially if they are from non-Welsh speaking homes and are pupils who have acquired a feeling of belonging and integration into their communities). Use the research evidence of the Bangor area and ‘Mentrau Iaith Cymru’ increasing confidence project to target the use of Welsh amongst diffident speakers e.g. the use of language psychology techniques to identify and overcome the individual’s barriers and create an individual confidence plan and offer assistance to act positively.

- Create a baseline questionnaire completed by the county's secondary school pupils regarding their confidence and perceptions in using Welsh.
- Collaborate with Ysgol Henry Richard (specifically) from September 2022, using and sharing evidence from the research project 'A study of the out-migration and aspirations of young people from the Welsh heartlands' in order to develop positive attitudes towards using the language.
- Create and analyse a Welsh in education questionnaire every two years in order to collect information and evidence regarding schools' needs, linguistic tendencies, barriers, details of the 'Siarter Iaith' etc. The questionnaire will offer practical implementation targets over time.
- Establish a new forum to monitor the implementation of the WESP, with specific attention paid to the informal use of Welsh element.
- Collaborate with Welsh medium providers to expand the provision which enables pupils to gain access to Welsh medium extracurricular activities, e.g. 'Urdd Gobaith Cymru', YFC, 'Theatr Felinfach' (which has developed a digital creative platform during COVID), 'Cered' (which has also developed a digital element during COVID - 'Cica Corona'), 'Mudiad Meithrin', Arad Goch Theatre Company, Ceredigion Youth Service, Ceredigion Actif.
- Create a 'Sports Plan', which will operate from September 2021 onwards. Establish a forum to promote the Welsh language in sport - to include representatives from Ceredigion Leisure Services, 1 Secondary Headteacher, 2 Secondary Sports Teachers, 2 members of the Welsh Development team, Cered, the Urdd and local clubs. The scheme's aim will be to promote the staff and young people's confidence to use their Welsh socially and to hear Welsh as a living language. Coaches/sports teachers play a prominent role in the lives of children and young people and can influence and encourage interest. By co-operating across departments, it will be possible to share the importance of the Welsh language and the opportunities for pupils to use it within swimming lessons, fitness classes, community clubs etc. The possibility of creating a Welsh language app within sport is also being planned which will be available to download for the benefit of coaches, pupils and staff. It would promote the use of Welsh/bilingual sports phrases and vocabulary, which would be useful when training. It would also assist pupils who are studying GSCE/a Physical Education qualification with key vocabulary, offer templates for presenting Welsh language press releases, assistance with publishing commentary/game results in Welsh on social media etc.
- Within 5 years, our aim is to see more pupils studying Physical Education through the medium of Welsh and that all Leisure Services staff, throughout the authority, have the confidence to teach/coach bilingually.
- Continue with 'Siarter Iaith' network meetings in order for the leads to share ideas, good practice, to note their frustrations and to collaborate and plan together etc. (first meeting held on 10 December 2020).
- Provide activities for specific days to promote the Welsh language, such as Shwmae Su'mae Day, Welsh Music Day, Saint David's Day, etc.
- Cardi-Iaith (@Cardiiaith): establish a Facebook page to share information, introduce language skills, language patterns, involvement and support for parents, to promote Welsh language opportunities within education in the



county. Also to share opportunities offered by other Welsh language establishments/ organisations.

- Music project – Selar Bach, gigs, promoting the Welsh language music scene by sharing information on current music and bands/artists, Jambori and a plan to work with the county's Music Service to ensure an increasing Welsh language element in the provision.
- Provide on-line training which will promote elements of the Welsh language digitally i.e. podcasts, provide resources, etc.
- Work with Welsh language partners locally and nationally to explore what may be possible regarding the use of computer games, social media, influences and 'influencers' etc. through the medium of Welsh.
- Alongside key partners, we will continue to revise our provision map annually as a record of what is available so that school age children can use their Welsh language skills socially and within their communities.

### Where do we expect to be at the end of our ten year Plan?

During the ten year plan, through the above activities and in conjunction with the development of the Curriculum for Wales and elements of the four purposes (*i.e. **All our children and young people will be ambitious, capable learners who: can communicate effectively in different forms and settings, using both Welsh and English as well as All our children and young people will be ethical, informed citizens who: are knowledgeable about their culture, community, society and the world, now and in the past***), we expect to see increased confidence and pride amongst pupils in their ability to communicate in Welsh and English and in multilingualism in general. Ensuring that the Welsh language is relevant, lively, contemporary and inclusive will be crucial elements in the success of these actions during the WESP's duration.

All Ceredigion secondary schools will have fully engaged with the aims of the 'Siarter Iaith' and will be responding positively to developmental aims within the various steps.

A programme of extracurricular social activities, designed in collaboration with our stakeholders, will be in place to develop further the opportunities available for pupils of all ages to use their Welsh language skills.

## 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**

### Where are we now?

- We are able to provide most of the ALN support bilingually. The only gap, by now, is the support for learners with hearing or multi-sensory impairment. The authority pays for the services of a specialist multi-sensory impairment teacher at a regional level but no service is available through the medium of Welsh. We have a specialist teacher with visual impairment accreditation in Ceredigion who can operate through the medium of Welsh.
- Over the last three years, we have planned to appoint and train an advisory teacher to be able to provide support for visually impaired learners through the medium of Welsh.
- All members of the central SEN team speak Welsh with the exception of one hearing impairment advisory teacher. Our ALN transition co-ordinator has been learning Welsh since her appointment.
- Team meetings are held through the medium of Welsh.
- All face-to-face training we offer to school staff can be delivered through the medium of Welsh.
- All digital training we have created for school staff since the lockdown period is available bilingually.
- All interventions we support within our schools can be provided in Welsh or English. The language of the class is prioritised for literacy, numeracy, physical and social cohesion intervention programmes. The only exception is speech and language programmes which prioritise the language of the home, as the health service policy is to target this as developing a life skill rather than an education skill.
- All SENCOs, apart from two, can speak Welsh. This means that SENCO networks are delivered bilingually.
- The main operating language of our Specialist Resource Centres (SRC) is English but they all teach Welsh as a second language. When a pupil who requires specialist provision through the medium of Welsh is placed in one of the SRCs, we provide this by ensuring the close support of a Welsh-speaking teaching assistant.
- Many of our childminders offer English language provision. This can be a problem as children transfer to Welsh-medium schools.
- The ability to speak Welsh is noted as an essential skill in the recruitment process for all new posts within the SEN/ALN team. Where the level of expertise means that applicants do not possess the necessary (Welsh) language skills, the post is offered subject to the agreement to develop these within two years.
- All schools ensure that parents understand that any provision and intervention is available in Welsh and with linguistic intervention (apart from



speech and language programmes) developing the language of the classroom takes priority over developing the language of the home.

- Parents receive the information regarding the language provision options when choosing a school and specialist setting.
- All the resources created to support schools are available bilingually. These are shared on 'Teams'. When resources complement an intervention that promotes the development of specific language skills, linguistic equality is ensured in the quantity and quality of resources.
- Standard assessments available through the medium of Welsh are insufficient but the team of educational psychologists within the authority are able to deliver standardised English assessments orally through the medium of Welsh. The weakness with this is that the results cannot then be recorded as standardised. Any development in this area is a national issue.
- We have conducted an audit of the resources and assessments available in Welsh and have translated English resources where there was a gap. There is still a large gap in psychometric assessments but using the Welsh language in administering them is practical enough – though insufficient. Developing this area is a national issue.
- As there is only one standard Welsh spelling assessment, which is not sufficiently suitable for use across the key stages, we have worked together to develop a spelling assessment within Ceredigion. Although not a standard assessment, it is used as part of a scheme to identify and strengthen specific spelling weaknesses. Any development in this area is a national issue.
- We are looking to rewrite Ceredigion's 'SEN Strategy and Policy' to accompany the Act and the new ALN Code. This work will be completed when the ALN Code is published in Spring 2021. We will ensure that all documentation, including the criteria, is bilingual.
- We have shared high quality bilingual ALN training resources with LAs within the region.
- We have also worked with the region in developing high quality bilingual ALN training resources.
- We have translated a speech and language skills assessment programme (Wellcomm) so that it is suitable for use within Ceredigion.
- We have adapted and translated training playlists shared by the County of Swansea.
- The multi-agency 'Referral Scheme' meetings are conducted through the medium of Welsh.
- When we organise a multi-agency conference, we provide a simultaneous translation service.

**Where do we aim to be within the first 5 years of this Plan and how we propose to get there?**

- Continue with the current position of ensuring a Welsh language provision within our schools and appropriate resources to support this.
- Develop the situation in terms of training by creating more specialised digital/virtual presentations in both languages so that school staff can use their language of choice on an individual basis.
- Put Welsh-medium provision in place in all cases including input from the advisory teacher for hearing impairment by making reasonable adjustments e.g. ensure a partnership with a Welsh language Teaching Assistant for translation purposes and a speech and language therapist where signing is required.
- Develop the Welsh language provision for sensory needs by planning to train an advisory teacher as a specialist teacher for hearing impairment. Specialist provision for multi-sensory impairment is a regional responsibility as the region's LAs share this expertise.
- Ensure that any new staff appointed are able to speak Welsh and provide input through the Welsh language. Where this is not possible, due to the professional skills expertise required, staff should commit to learning Welsh within two years of appointment.
- Raise awareness and expectations of the early years' workforce in terms of developing Welsh language skills and signposting them to free professional development. Include this information at the annual conference.
- Develop our systems to implement the requirements and implications of the Act and the ALN Code within our schools as well as our central provision.
- Continue to collaborate and share good practice with other LAs in the region although as a county we will not continue to be a member of ERW.
- Collaborate with DECLO and other agencies regarding the importance of the workforce's Welsh language skills and provision.
- Collaborate across the Hywel Dda region on the positive impact of the early years strategy and the integration system on the development of Welsh language skills.

**Where do we expect to be at the end of our ten year Plan?**

- Plan to ensure that the central ALN team continues to include a wide range of specialist skills as well as the ability to work and provide a service through the medium of Welsh as many members of the current team reach retirement age.
- Continue with the current position of ensuring Welsh language provision within our schools and appropriate resources and training to support this.
- Undertake an audit of learners' needs in Ceredigion as well as an audit of provision to ensure effective forward planning.
- Co-operate on a multi-agency level through the medium of Welsh where possible and appropriate.
- Ensure that the WG leads on the development of more specialist resources, including a structured Welsh spelling scheme and standard assessments, including standard Welsh spelling test/tests to support LAs and schools.

## Outcome 7

**Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh**

**Where are we now?**

**Most recent data about the education workforce in Ceredigion (January 2021)**

Age Groups (11/01/2021)								
Count of Age Group	Column Labels							
Row Labels	16-25	26-35	36-45	46-55	56-65	65+	N/A	Grand Total
Assistant Head Teacher		3	13	13			6	35
Classroom Teacher Main Pay Range	41	126	36	24	10	3	118	358
Classroom Teacher Upper Pay Range		86	176	138	48	18	5	471
Deputy Head Teacher		3	12	5	1		3	24
Head Teacher		3	10	22	2		5	42
Support Staff	115	187	228	358	281	58	273	1500
Unknown Head Teacher		1	2	2			1	6
Unqualified Teacher	3	4	4	2	3	1	1	18

### Age Groups by Sector (11/01/2021)

Count of Age Group	Column Labels				
Row Labels	All Through School	Primary School	Secondary School	Supply Teachers	Grand Total
16-25	26	89	56	9	180
26-35	88	208	107	38	441
36-45	128	264	115	54	561
46-55	151	294	168	43	656
56-65	68	178	111	32	389
65+	12	93	35	18	158
N/A	88	278	124	2	492
<b>Grand Total</b>	<b>561</b>	<b>1404</b>	<b>716</b>	<b>196</b>	<b>2877</b>

### Support Staff by Sector (11/01/2021)

Count of Age Group	Column Labels							
Row Labels	16-25	26-35	36-45	46-55	56-65	65+	N/A	Grand Total
<b>Support Staff</b>	<b>115</b>	<b>187</b>	<b>228</b>	<b>358</b>	<b>281</b>	<b>58</b>	<b>273</b>	<b>1500</b>
All Through School	15	49	65	99	56	8	54	346
Primary School	56	96	106	165	134	23	153	733
Secondary School	44	42	57	94	91	27	66	421
<b>Grand Total</b>	<b>115</b>	<b>187</b>	<b>228</b>	<b>358</b>	<b>281</b>	<b>58</b>	<b>273</b>	<b>1500</b>

**The education workforce in Ceredigion's Secondary and All-age schools**

Secondary School and All-age school (KS 3 onwards)	Teaching/Working through the medium of Welsh	Able to teach/work through the medium of Welsh	Unable to teach/work through the medium of Welsh	Teaching Welsh only as a subject	Total
	229	31	90	4	354

**Number of teachers according to their Welsh language skills**

Secondary School and All-age school (KS 3 onwards)	No Skills	Entry Level	Foundation Level	Intermediate Level	Higher Level	Proficient Level	No information	Total
	21	31	22	21	46	198	15	354

**Where do we aim to be within the first 5 years of this Plan and how we propose to get there?**

- Ensure a career path and support for those teachers/deputy headteachers/senior teachers who wish to become headteachers within the authority and who are leaders in the Welsh medium sector through e.g. NPQH qualification.
- The authority's Human Resources department will revise its arrangements for planning the education workforce over the next period to ensure a sufficient workforce to meet the demand in the Welsh/bilingual sector.
- Work with Wales' National Academy for Educational Leadership to attract potential headteachers to Ceredigion when some of the current headteachers retire.
- Identify and secure full support for the relevant workforce that will need up-skilling through the Sabbatical Scheme (especially in schools in the Aberystwyth area) over the period of the plan.
- Develop a rolling programme to support secondary teaching and support staff to learn Welsh or to gain further confidence in it (through the Sabbatical Scheme). Identify at least 3 - 4 practitioners annually for this.
- Produce a model 'Language Policy' for internal use by all schools including e.g. the expectation when recruiting in terms of the Welsh language, the expectation regarding the use of Welsh, professional conduct and the Welsh language etc.
- Collaborate with 'Y Coleg Cymraeg Cenedlaethol' to promote the benefits of studying Welsh as a subject and to gain a qualification at all levels e.g. to use promotional materials in open evenings and options evenings in secondary schools, to train school leaders at all levels about the need to promote Welsh as a subject.

- Collaborate with 'Y Coleg Cymraeg Cenedlaethol' and Teacher Training Institutes to encourage pupils to consider and pursue a career in education (to teach in the bilingual sector and to teach Welsh as a subject).
- To target, shadow and mentor year 10-13 pupils in order to attract them to view teaching in the bilingual sector as an attractive career.
- To attend teacher training institutes' education fairs to try to attract individuals to teach in Ceredigion (mainly Bangor, Aberystwyth and Carmarthen).
- To collaborate with further education colleges to encourage students there to take advantage of their language skills and to improve them in order to gain employment as teaching assistants in Ceredigion schools.
- Ensure high level training for teachers on 'Areas of Learning and Experience - Language, Literacy and Communication' as well as the Welsh language across all other areas of learning and experience.
- Produce a plan of annual training on successful bilingual teaching methodology.

#### **Where do we expect to be at the end of our ten year Plan?**

- Ceredigion LA's education workforce is increasingly able to teach through the medium of Welsh and to teach Welsh as a subject.
- There is a supply of teachers to teach the current subjects which are difficult to recruit for e.g. Welsh, Science/Sciences, Mathematics, Modern Languages, Design and Technology.
- The workforce is aware of its role in offering pupils the confidence to speak and use Welsh not only academically (oral, reading and writing) but also socially (being confident speakers who engage with and integrate in their communities).
- The whole workforce in Ceredigion schools see the important role they have in creating pupils who are confident speakers and who see Welsh as an inclusive and relevant language in a world of other important languages.

## How we will work with others to achieve our vision

The Forum will meet to offer its views during the initial planning of the document in May 2021. Once the document is approved by Welsh Government, the forum will meet once every school term to oversee its implementation and to evaluate progress.

The forum will include approximately 10 members including stakeholders in the relevant education sectors - one primary and secondary head teacher, members of the county's education team, the Welsh Language and Equalities Policy Officer, the Welsh Language Promotion Officer and representatives of the Parents for Welsh Medium Education Movement (RhAG), 'Mudiad Meithrin', Early Years Wales, Hyfforddiant Ceredigion, Coleg Ceredigion and Aberystwyth University's Department of Education.

DRAFT

# The Welsh in Education Strategic Plans (Wales) Regulations 2019

W E L S H   S T A T U T O R Y   I N S T R U M E N T S

**2019 No. 1489 (W. 269)**

EDUCATION, WALES

## The Welsh in Education Strategic Plans (Wales) Regulations 2019

<i>Made</i>	<i>4 December 2019</i>
<i>Laid before the National Assembly for Wales</i>	<i>5 December 2019</i>
<i>Coming into force</i>	<i>1 January 2020</i>

The Welsh Ministers, in exercise of the powers conferred on them by sections 84, 87 and 97 of the School Standards and Organisation (Wales) Act 2013<sup>(1)</sup>, make the following Regulations:

### **Title, commencement and application**

1.—(1) The title of these Regulations is the Welsh in Education Strategic Plans (Wales) Regulations 2019 and they come into force on 1 January 2020.

(2) These Regulations apply in relation to Wales.

### **Interpretation**

2. In these Regulations—

“the 1998 Act” (“*Deddf 1998*”) means the School Standards and Framework Act 1998<sup>(2)</sup>;

“the 2013 Act” (“*Deddf 2013*”) means the School Standards and Organisation (Wales) Act 2013;

“the 2014 Act” (“*Deddf 2014*”) means the Education (Wales) Act 2014<sup>(3)</sup>;

“FEI” (“*SAB*”) means an institution within the further education sector in Wales as defined by section 91(3) of the Further and Higher Education Act 1992<sup>(4)</sup>;

“plan” (“*cynllun*”) means a Welsh in education strategic plan as described by section 84(1) of the 2013 Act;



“provider of initial school teacher training” (“*darparwr hyfforddiant cychwynnol athrawon ysgol*”) means a provider of a course or programme of initial school teacher training accredited by the Education Workforce Council under article 3(1)(a) of the Education Workforce Council (Accreditation of Initial Teacher Training) (Additional Functions) (Wales) Order 2017(5);

“reception” (“*blwyddyn derbyn*”) means a year group in which the majority of children will, in the school year, attain the age of 5;

“school learning support worker” (“*gweithiwr cymorth dysgu mewn ysgol*”) means a person who is registered with the Education Workforce Council in the category of school learning support worker as described in table 1 of Schedule 2 to the 2014 Act;

“school teacher” (“*athro neu athrawes ysgol*”) means a person who is registered with the Education Workforce Council in the category of school teacher as described in table 1 of Schedule 2 to the 2014 Act;

“school year” (“*blwyddyn ysgol*”) means the period beginning with the first school term to begin after July and ending with the beginning of the first such term to begin after the following July;

“Welsh in education planning forum” (“*fforwm cynllunio Cymraeg mewn addysg*”) means a body established by a local authority for the purpose of improving the provision of Welsh medium education, the members of which consist of local authority officers and such other persons as the local authority considers appropriate;

“year 1” (“*blwyddyn 1*”) means a year group in which the majority of children will, in the school year, attain the age of 6;

“year 10” (“*blwyddyn 10*”) means a year group in which the majority of children will, in the school year, attain the age of 15;

“year group” (“*grŵp blwyddyn*”) means a group of children at a school the majority of whom will, in a particular school year, attain the same age.

### **Form and content**

3. Each plan must include provision dealing with the matters set out in the Schedule.

### **Duration of ten year plans**

4.—(1) A local authority’s plan has effect for the period commencing on 1 September 2021 and ending on 31 August 2031 (“the first ten year plan”).

(2) Each subsequent ten year plan has effect for the period of ten years commencing on 1 September in the year when the previous ten year plan expires.

(3) Paragraphs (1) and (2) are subject to regulations 6 (ten year plans not approved by 1 September) and 8 (revision of plans).

### **Submission of ten year plans to the Welsh Ministers**

5.—(1) A local authority must submit its first ten year plan to the Welsh Ministers for approval no later than 31 January 2021.



(2) A local authority must submit each subsequent ten year plan to the Welsh Ministers for approval no later than 31 March in the year the plan will take effect.

### **Ten year plans not approved by 1 September**

6.—(1) If the Welsh Ministers do not approve a ten year plan by 1 September in the year in which that plan is to have effect, then that plan has effect one calendar month after the Welsh Ministers approve the plan.

(2) Paragraph (1) does not affect the date on which the ten year plan will expire (as outlined under regulation 4), unless the plan is replaced by a revised plan in accordance with regulation 8.

### **Annual review report**

7.—(1) A local authority must each year, commencing in 2022, submit a review report to the Welsh Ministers which outlines the progress made to meet the targets contained in its plan and the steps it has taken as a result of the statements in its plan.

(2) The first review report must be submitted to the Welsh Ministers no later than 31 July 2022 and will outline the progress made and the steps taken by the local authority in the period since the first ten year plan has effect.

(3) Subsequent review reports must be submitted to the Welsh Ministers at intervals not exceeding 12 months from the submission of the previous report and will outline the progress made and the steps taken by the local authority in the period since the submission of the previous report.

### **Revision of plans**

8.—(1) During or following the preparation of the review report under regulation 7, if the local authority decides to revise its plan, it must submit the revised plan to the Welsh Ministers for approval no later than 6 calendar months after the review report has been submitted.

(2) The plan which the revised plan replaces ceases to have effect one calendar month after approval of the revised plan.

(3) The revised plan has effect one calendar month after approval of the revised plan and has effect for the remainder of the period for which the plan it replaces originally had effect.

### **Preparation and consultation**

9. The persons prescribed for the purposes of section 84(4)(f) of the 2013 Act (persons a local authority must consult in preparing a ten year plan or revised plan<sup>(6)</sup>) are—

(a) the Welsh Language Commissioner (within the meaning of section 2 of the Welsh Language (Wales) Measure 2011<sup>(7)</sup>);

(b) the Early Years Development and Childcare Partnership (within the meaning of section 119 of the 1998 Act);

(c) Her Majesty's Chief Inspector of Education and Training in Wales;

(d) providers of initial school teacher training;

(e) such organisations providing services to children and young people as the local authority considers appropriate; and

(f) such other persons or bodies as appear to the local authority to be appropriate.

#### **Timing of publication**

10. A local authority must publish its plan (or revised plan) on or before the date the plan takes effect.

#### **Manner of publication**

11. A local authority must publish its plan (or revised plan) by—

(a) placing it on its website; and

(b) making copies of the plan available for inspection by members of the public at—

(i) each of its offices that are open to the public;

(ii) any other place it considers appropriate.

#### **Revocation and savings**

12.—(1) Subject to paragraph (2), the Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013<sup>(8)</sup> are revoked.

(2) A local authority's plan which has effect immediately prior to the coming into force of these Regulations will continue to have effect until the local authority's first ten year plan has effect.

*Kirsty Williams*

Minister for Education, one of the Welsh Ministers

4 December 2019

Regulation 3

## **SCHEDULE**

1.—(1) A target outlining the expected increase of Year 1 children taught through the medium of Welsh in the local authority's area during the lifespan of the plan.

(2) In calculating the target, local authorities must have regard to guidance issued by the Welsh Ministers under section 87(4) of the 2013 Act.

2. A statement setting out how the local authority will achieve the expected increase in Year 1 children taught through the medium of Welsh during the lifespan of the plan.

3. A statement setting out how the local authority will use data derived from its review of the sufficiency of childcare provision for its area (under duties set out in regulation 3 of the Childcare Act 2006 (Local Authority Assessment) (Wales) Regulations 2016<sup>(9)</sup>) to inform planning of Welsh medium education.

4.—(1) A target outlining the expected increase in the number of children in reception taught through the medium of Welsh in the local authority's area during the lifespan of the plan.

(2) A statement setting out how the local authority will achieve the expected increase in the number of children in reception taught through the medium of Welsh during the lifespan of the plan.

5. A statement setting out how applications the local authority makes for grant funding from the Welsh Ministers in respect of its maintained schools will take account of the target to increase the number of Year 1 children taught through the medium of Welsh during the lifespan of the plan.

6. A statement setting out how the local authority will work on a collaborative basis with other local authorities by exercising their functions jointly to ensure continuity in arrangements for persons accessing Welsh medium education outside its area.

7. A statement setting out the local authority's arrangements with regard to their provision for latecomers(10) to Welsh medium education, including how and when information is provided to parents and guardians.

8. A statement setting out how the local authority has worked in partnership with its Welsh in education planning forum (if established in the local authority's area) to prepare the authority's plan and how the forum will oversee its implementation and evaluation.

9. A statement setting out—

(a)how the local authority will provide parents and guardians with information as to the availability and type of Welsh medium education provision on offer;

(b)how it will provide parents and guardians with information stating that Welsh medium education is an option for persons regardless of their linguistic background;

(c)how it will make best use of information regarding the benefits that bilingualism and multilingualism can bring.

10. A statement setting out how the local authority will ensure the continuation of persons taught in Welsh on transfer from one year group to another and plan accordingly if retention rates are a cause for concern for the authority.

11.—(1) A target outlining the expected increase during the lifespan of the plan in the amount of Welsh medium education provided in its maintained schools which provide education through the medium of both English and Welsh.

(2) A statement setting out how the local authority will achieve the expected increase during the lifespan of the plan in the amount of Welsh medium education provided in its maintained schools which provide education through the medium of both English and Welsh.

12.—(1) A target outlining the expected increase during the lifespan of the plan in the number and percentage of persons in year 10 and over in its maintained secondary schools who are studying for qualifications and are assessed through the medium of Welsh.

(2) A statement setting out how the local authority will achieve the expected increase during the lifespan of the plan in the number and percentage of persons in year 10 and over in its maintained secondary schools who are studying for qualifications and are assessed through the medium of Welsh.

13. A statement setting out how the local authority will support the continued provision of Welsh medium education for persons in year 10 and above by working collaboratively with other schools and FEIs if necessary.

14. A statement setting out how the local authority will work with its schools and FEIs (if necessary) to coordinate the provision of Welsh as a subject to persons in year 10 and above in its maintained secondary schools.

15. A statement setting out how the local authority will improve the Welsh language skills of persons receiving Welsh medium education in any school it maintains in order to improve the standards of Welsh medium education.

16. A statement setting out how the local authority will use the findings of its reviews under section 63 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018(11) to improve Welsh language provision for persons with additional learning needs and for workforce planning within the additional learning needs sector.

17. A statement setting out the local authority's commitment to identify the workforce it requires to provide Welsh medium education during the lifespan of the plan in accordance with the plan's targets, and to calculate any anticipated shortfall in its workforce.

18. A statement setting out the local authority's commitment to work on a collaborative basis with other local authorities by exercising their functions jointly in planning and delivering support to improve the Welsh language skills of school teachers and school learning support workers in maintained schools in its area.

19. A statement setting out the local authority's commitment, in collaboration with other local authorities and other agencies, to ensure that the plan is taken into account during considerations regarding the Welsh medium educational standards of maintained schools in its area.

20. A statement setting out how the local authority, in collaboration with other local authorities as necessary, will promote access to education and training through the medium of the Welsh language in relation to learner transport in line with the duty set out under section 10 of the Learner Travel (Wales) Measure 2008(12).

## EXPLANATORY NOTE

*(This note is not part of the Regulations)*

Section 84 of the School Standards and Organisation (Wales) Act 2013 ("the 2013 Act") requires a local authority to prepare a Welsh in education strategic plan ("plan"). Section 85 of the 2013 Act requires a local authority to submit its plan to the Welsh Ministers for approval prior to that plan being published.

These Regulations are made under sections 84, 87 and 97 of the 2013 Act. They make provision for a local authority to prepare a ten year plan, the first to have effect from 1 September 2021, subject to the Welsh Ministers' approval. They also make provision for the following matters:

(a) the form and content of the plan (regulation 3);

(b) the duration of the plan (regulation 4);

(c) the date by which the plan must be submitted to the Welsh Ministers for approval (regulation 5);

(d) the approval of a plan (regulation 6);

- (e) timescales for submitting a review report (regulation 7);
- (f) arrangements for revising a plan (regulation 8);
- (g) the persons and bodies that a local authority must consult on the draft plan (regulation 9);
- (h) the date by which the plan must be published (regulation 10);
- (i) the manner of publication of a plan (regulation 11);
- (j) the revocation, with savings, of the Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013 (regulation 12).

The Welsh Ministers' Code of Practice on the carrying out of Regulatory Impact Assessments was considered in relation to these Regulations. As a result, a regulatory impact assessment has been prepared as to the likely costs and benefits of complying with these Regulations.

A copy can be obtained from the Pupil Wellbeing Branch, the Support for Learners Division, Welsh Government, Cathays Park, Cardiff, CF10 3NQ.

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



This **Integrated Impact Assessment tool** incorporates the principles of the Well-being of Future Generations (Wales) Act 2015, the Sustainable Development Principles, the Equality Act 2010, the Welsh Language Measure 2011(Welsh Language Standards requirements) and Risk Management, in order to inform effective decision making and ensuring we comply with reslevant legislation.

## 1. PROPOSAL DETAILS: (Policy/Change Objective/Budget saving)

Proposal Title	Ceredigion Welsh Education Strategic Action Plan 2022-2032
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Service Area	Schools and Culture	Head of Service	Meinir Ebbsworth	Strategic Director	Barry Rees
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Name of Officer completing the IIA	Silyn Roberts	E-mail	silyn.roberts@ceredigion.gov.uk	Phone no	07890540487
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Please give a brief description of the purpose of the proposal

The Well-being of Future Generations (Wales) Act 2015 requires public bodies across Wales named in the act to work towards seven well-being goals, including 'A Wales of Vibrant Culture and Thriving Welsh Language'. The system for planning Welsh-medium education provision also has a statutory basis. The Welsh Government has a duty to promote and facilitate the use of Welsh and work towards the well-being goals.

Taking Wales Forward 2016-2021 was published in September 2016, and the programme aims to drive forward improvements to the Welsh economy and public services in order to create a Wales which is prosperous and secure, healthy and active, ambitious and learning, and united and connected. This document outlines the Government's priorities for achieving these improvements. They are ambitious measures which will have an impact on everyone at all stages of their lives.

The Welsh Government's ambition for increasing the use of Welsh and the number of people who speak the language is also noted, as is the commitment to work towards securing a million Welsh speakers by 2050 and to continue to encourage more people to use and speak Welsh in their everyday lives.

The Welsh Government's Cymraeg 2050 strategy was published in August 2017. For the first time, a clear vision for a Wales in which the language is thriving was set. One of the strategy's key aims is to create a statutory education system which increases the number of confident speakers. To realise this aim we must considerably increase the number of school pupils who are given the opportunity to develop Welsh language skills in school and the opportunity to use the language in their everyday lives. This is the driver for the Welsh Government's wish to strengthen the legislative framework which supports the way in which Welsh and the provision of Welsh is planned within our statutory education system in Wales.



Cymraeg 2050 is the main policy driving the changes to the statutory process around planning Welsh-medium education. The Cymraeg 2050 strategy notes that Welsh-medium immersion education is the principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers. School data tells us how many children are educated through the medium of Welsh, and is a key indicator of the growth required, and demonstrates the importance of ensuring the commitment of the education system to create a million Welsh speakers. It also highlights the importance of the early years sector as a point of early entry to immersion education, and as a way to increase demand for Welsh-medium education.

It will be necessary to increase the number of learners in English-medium schools who learn Welsh successfully by developing Welsh medium provision in the statutory period up to 7-years-old. The Welsh language will also form an integral part of the new curriculum which will include one continuum for learning it. By introducing the new curriculum from September 2022, the aim is to ensure an increase in the number of confident Welsh speakers within the statutory education system, and ensure that in future, all learners can use Welsh after they have left school.

This proposal will ensure that Ceredigion can carry out its statutory duties in relation to Welsh medium education through its Welsh in Education Strategic Plan. This plan is the long-term language planning tool for local authorities which sets the strategic direction for the planning and delivery of growth in Welsh-medium education. This will allow Ceredigion Local Authority to plan Welsh-medium education in its areas in a way that achieves the aims set out in Cymraeg 2050.

Local targets within the Welsh in Education Strategic Plans will be based on the overall long-term target of ensuring a million speakers. Cymraeg 2050 outlines the commitment to increase the proportion of pupils within each school year who receive Welsh medium-education, from 22% to 30% by 2032, and this national increase of 8% will be the basis for all local authority targets within their Welsh in Education Strategic Plan.

The proposal will also contribute to realising the three strategic aims of the 'Ceredigion Language Strategy', namely:

- To increase the language skills of the people of Ceredigion
- To increase opportunities to use the Welsh language in Ceredigion
- To ensure social conditions that allow the Welsh language to thrive, that also contribute positively towards the well-being aims

Who will be directly affected by this proposal? (e.g. The general public, specific sections of the public such as youth groups, carers, road users, people using country parks, people on benefits, staff members or those who fall under the protected characteristics groups as defined by the Equality Act and for whom the authority must have due regard).

This proposal will have an impact on pupils of statutory education age in Ceredigion's schools.



This proposal will have a positive impact on children and young people in Ceredigion by offering additional choices in terms of Welsh-medium and bilingual education and more opportunities and support for all to access it. This in turn will offer children and young people Welsh language skills that they can use in all walks of life and in particular when they leave school and start work. It will also offer an increased opportunity for those within English-medium schools to improve their Welsh language skills.

This proposal will also allow Ceredigion Local Authority to increase and improve the provision offered, which will have a positive impact on children and young people across the county, regardless of the community they live in, their background, or language of their family, ensuring that more and more children and young people develop Welsh language skills that can be used in everyday life.

We expect any impact to be positive, due to the following:

Children and young people can take advantage of Welsh-medium or bilingual education regardless of the community they live in.

The aims of this proposal will help Ceredigion County Council fulfil its commitments to the Welsh language, Welsh speakers and Welsh speaking communities.

Most Ceredigion primary school teachers and classroom assistants can speak and communicate in the Welsh language. Full support will be given to school staff members in line with the increase in the Welsh language provision.

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**VERSION CONTROL:** The IIA should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development, Welsh language and equality considerations wherever possible.

Author	Decision making stage	Version number	Date considered	Brief description of any amendments made following consideration
				<i>This will demonstrate how we have considered and built in sustainable development throughout the evolution of a proposal. Have you considered and applied the sustainable development principle and Well-being Goals?</i>
Silyn Roberts	Key Stakeholder Workshops	1	27.02.2020	



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Silyn Roberts	Meeting: Task and Finish Group to discuss WESP first draft	2	08.02.21	
Silyn Roberts	Extraordinary Meeting of the Language Committee: to receive comments	3	17.05.21	
Silyn Roberts	Scrutiny Committee: to recommend the document's final draft	4	27.05.2021	
Silyn Roberts	Cabinet: to discuss and approve the document and consent to a formal/ statutory public consultation	5	15.06.2021	
Silyn Roberts	Statutory Consultation Period begins	5	September 2021 (8 weeks)	
Silyn Roberts	Language committee: to receive comments on any changes to the document's content following the consultation	6	December 2021	
Silyn Roberts	Present the document to Welsh Government	7	31.01.2022	
Silyn Roberts	Present the final WESP format to the Scrutiny Committee/Cabinet/Council before its official publication in September 2022	8	Spring and Summer 2022	



<b>COUNCIL STRATEGIC OBJECTIVES:</b> Which of the Council's Strategic Objectives does the proposal address and how?	
Boosting the Economy	<b>Ceredigion will be a vibrant local authority with a flexible and multi-skilled workforce.</b> <i>The proposal will contribute to multi-skilling by ensuring language and multi-lingual skills amongst pupils and the workforce of the future. The proposal will also contribute to extended employment opportunities for an increasing number of Ceredigion's inhabitants in the future.</i>
Investing in People's Future	<b>Ceredigion will continue to be a vibrant home for the Welsh language and Welsh culture.</b> <i>Welsh language learners will eventually gain the skill sets they require to be flexible, bilingual workers and be able to adapt to the requirements of any prospective employer.</i>
Enabling Individual and Family Resilience	<b>Citizens of all ages will have an improved quality of life.</b> <i>The proposal will contribute to an improved quality of life by extending opportunities and increasing the ability to contribute to a bilingual community and society.</i>
Promoting Environmental and Community Resilience	<b>Ceredigion communities will show improved resilience in the face of environmental and social challenges.</b> <i>The proposal will contribute to fostering an increasing feeling of pride in our communities where networks collaborate to support each other and where protecting and promoting the Welsh language and the natural environment go hand in hand and are done with the same conviction.</i>

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**NOTE:** As you complete this tool you will be asked for **evidence to support your views**. These need to include your baseline position, measures and studies that have informed your thinking and the judgement you are making. It should allow you to identify whether any changes resulting from the implementation of the recommendation will have a positive or negative effect. Data sources include for example:

- Quantitative data - data that provides numerical information, e.g. population figures, number of users/non-users
- Qualitative data – data that furnishes evidence of people's perception/views of the service/policy, e.g. analysis of complaints, outcomes of focus groups, surveys
- Local population data from census figures (such as Ceredigion's Welsh Language Profile and Ceredigion's Equality data)
- National Household survey data
- Service User data
- Feedback from consultation and engagement campaigns
- Recommendations from Scrutiny
- Comparisons with similar policies in other authorities
- Academic publications, research reports, consultants' reports, and reports on any consultation with e.g. trade unions or the voluntary and community sectors, 'Is Wales Fairer' document.
- Welsh Language skills data for Council staff

**2. SUSTAINABLE DEVELOPMENT PRINCIPLES:** How has your proposal embedded and prioritised the five sustainable development principles, as outlined in the Well-being of Future Generations (Wales) Act 2015, in its development?

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Sustainable Development Principle	Does the proposal demonstrate you have met this principle? If yes, describe how. If not, explain why.	What evidence do you have to support this view?	What action (s) can you take to mitigate any negative impacts or better contribute to the principle?
<b>Long Term</b> Balancing short term need with long term and planning for the future.	The Ceredigion 2022-32 WESP will be a document that will note the steps to achieve the aim of increasing the number of Welsh language speakers within the county by 2031. Short-term and long-term targets and decisive short-term and long-term actions will be noted for the 10-year period.	By building on the 2014-17 and the 2017-2020 WESP, this 10-year WESP will set a clear timetable to achieve the aim, which will be operational, practical, and sustainable.	We do not foresee that the steps we take will have any negative impacts. Engaging positively with all our partners and stakeholders throughout the period will be extremely important as we see the developments being implemented.
<b>Collaboration</b> Working together with other partners to deliver.	Collaboration between partners and stakeholders will be at the heart of the plan. The main collaboration will be between the authority's officers and the schools and their governing bodies as well as parents.	This is the essence of the plan – examples of collaboration will have been noted throughout.	Ensure positive, regular and continuous collaboration through the actions noted in the plan.
<b>Involvement</b> Involving those with an interest and seeking their views.	Stakeholders and partners will be included throughout the planning and consultation period. A workshop will be held for interested parties early on in the process (26 February 2020) to collect opinions and any relevant issues. The information collected at that time will eventually be distributed to the attendees for further comments. The consultation process (October 2021) itself will engage with people with protected characteristics under the Equality Act 2010 through the statutory public consultation. All members of the public will have an opportunity to voice an opinion on the proposal at that time. Main stakeholders will receive continuous reports on the plan throughout the planning period (see timetable), and also following any potential amendments. The final proposal, presented to Welsh Government on 31 January 2022, will have included stakeholder opinions and ideas as a result of presenting draft copies of the proposal and public consultation.	The timetable of the proposal and the need to respond to the full democratic process will ensure that the opinions of partners and stakeholders are included.	Ensure the planning and response process follows the 'National Principles for Public Engagement in Wales'.
<b>Prevention</b>	The approach that will prevent any problems that could arise or worsen during the plan's period, will have been noted in it.	The resources needed to prevent problems from arising	Respond to any concerns arising by engaging continuously and openly with stakeholders and

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Putting resources into preventing problems occurring or getting worse.		will be noted clearly in the actions throughout the plan.	partners throughout the planning period and consultation.
<b>Integration</b> Positively impacting on people, economy, environment and culture and trying to benefit all three.	Basically, the proposal aims to support Ceredigion County Council's aspiration to strengthen the Welsh language's position through its Language Strategy. The proposal also supports the Council's Strategic Aims and Welsh Government's A Million Welsh Speakers 2050 Strategy.	The Welsh language underpins Ceredigion County Council's function and strategic aims	No negative impacts are envisaged as a result of the proposal.

**3. WELL-BEING GOALS:** Does your proposal deliver any of the seven National Well-being Goals for Wales as outlined on the Well-being of Future Generations (Wales) Act 2015? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. We need to ensure that the steps we take to meet one of the goals aren't detrimental to meeting another.

Well-being Goal	Does the proposal contribute to this goal? Describe the positive or negative impacts-	What evidence do you have to support this view?	What action (s) can you take to mitigate any negative impacts or better contribute to the goal?
<b>3.1. A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs.	The proposal's long-term goal is to contribute to the principle of developing a skilled and educated population in an economy that produces wealth and offers employment opportunities, allowing people to take advantage of the wealth generated through appropriate work. The Welsh language is crucial to this principle.	There is ample evidence of the economic advantages of the Welsh language, on both a personal, and business and promotional level.	No negative impacts are envisaged as a result of the proposal.
<b>3.2. A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change).	This proposal will not directly integrate biodiversity. However, indirectly it will improve the way Ceredigion County Council, through the statutory education system, reflects our communities and ensures the system represents every community's diverse priorities and experiences. This proposal can promote location-based education. Community provision is part of the Welsh-medium educational provision referred to in this	The WESP actions will identify this	No negative impacts are envisaged as a result of the proposal.

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	proposal, for example Welsh language immersion centres. A location-based approach is used so that children that attend the centre can integrate into the local authority's educational system as well as the Welsh speaking communities they are part of.		
<b>3.3. A healthier Wales</b> People's physical and mental wellbeing is maximised and health impacts are understood.	There are no direct impacts affecting health in the proposal. However, being able to be part of a community, a sense of belonging, and being able to contribute to that community are important to an individual's mental health. The proposal notes the importance of the Welsh language in this respect. There is considerable evidence that multi-linguism enhances the individual's intellectual abilities.	International research on what ensures an individual's mental well-being.	No negative impacts are envisaged as a result of the proposal.
<b>3.4. A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected.	The proposal will allow children to fulfil their potential regardless of their background or circumstances. The proposal will ensure that all children get full access to opportunities to learn the Welsh language, thereby expanding their choices and empowering them in the future. The proposal will ensure community cohesion by expanding the use of the Welsh language and ensuring wider community involvement for it as a minority language.	Expanding Welsh language provision will ensure that more children gain skills which will in the future allow them to be full members of the community they live and work in. Implementing this proposal will allow Ceredigion County Council to change the way that Welsh language provision is planned and delivered, and will increase the number of children and young people that develop Welsh language skills, giving them the choice to take up Welsh language cultural opportunities.	No negative impacts are envisaged as a result of the proposal.
<b>3.5. A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental well-being.	Strengthening the position of the Welsh language in Ceredigion and Wales will make a positive contribution to global/international cultural and linguistic life. Promoting the use of a minority language such as Welsh is seen by the United Nations as an aim of crucial importance. Defending a minority language is a human rights obligation and is at the heart of	Minority languages, including Welsh are protected under national and international legislation e.g. the UN and European Union.	No negative impacts are envisaged as a result of the proposal.

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	good governance. It is a way of creating a more socially and politically equal society.		
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<p><b>3.6. A more equal Wales</b>                  People can fulfil their potential no matter what their background or circumstances.</p> <p><i>In this section you need to consider the impact on equality groups, the evidence and any action you are taking for improvement.</i></p> <p><i>You need to consider how might the proposal impact on equality protected groups in accordance with the Equality Act 2010?</i></p> <p><i>These include the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or beliefs, gender, sexual orientation.</i></p> <p><b>Please also consider the following guide:</b>  <a href="#">Equality Human Rights - Assessing Impact &amp; Equality Duty</a></p>	<p>Describe why it will have a positive/negative or negligible impact.</p> <p><i>Using your evidence consider the impact for each of the protected groups. You will need to consider do these groups have equal access to the service, or do they need to receive the service in a different way from other people because of their protected characteristics. It is not acceptable to state simply that a proposal will universally benefit/disadvantage everyone. You should demonstrate that you have considered all the available evidence and address any gaps or disparities revealed.</i></p>	<p>What evidence do you have to support this view?</p> <p><i>Gathering Equality data and evidence is vital for an IIA. You should consider who uses or is likely to use the service. Failure to use <u>data</u> or <u>engage</u> where change is planned can leave decisions open to legal challenge. Please link to <b>involvement</b> box within this template. Please also consider the general guidance.</i></p>	<p>What action (s) can you take to mitigate any negative impacts or better contribute to positive impacts?</p> <p><i>These actions can include a range of positive actions which allows the organisation to treat individuals according to their needs, even when that might mean treating some more favourably than others, in order for them to have a good outcome. You may also have actions to identify any gaps in data or an action to engage with those who will/likely to be effected by the proposal. These actions need to link to Section 4 of this template.</i></p>												
<p><b>Age</b>                  Do you think this proposal will have a positive or a negative impact on people because of their age? (Please tick ✓)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Children and Young People up to 18</td> <td style="width: 15%;">Positive</td> <td style="width: 15%;">Negative</td> <td style="width: 15%;">None/ Negligible</td> </tr> <tr> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>People 18-50</td> <td>Positive</td> <td>Negative</td> <td>None/</td> </tr> </table>	Children and Young People up to 18	Positive	Negative	None/ Negligible		✓			People 18-50	Positive	Negative	None/	<p>This proposal pertains to the statutory education period only.</p> <p>The Children's Commissioner for Wales has noted that the Welsh language and provision of services through the medium of Welsh are a matter of rights, and are relevant to a number of articles of the United Nations Convention on the Rights of</p>	<p>School councils (primary and secondary) will be consulted during the proposal's development. The general public will be invited to voice an opinion during the consultation period in Autumn 2021.</p> <p>No negative impacts on children's rights are envisaged nor their ability to take part and use their rights. Welsh language education is open to</p>	<p>No negative impacts are envisaged as a result of the proposal.</p>
Children and Young People up to 18	Positive	Negative	None/ Negligible												
	✓														
People 18-50	Positive	Negative	None/												

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			Negligible	the Child. The Commissioner also noted that there is a clear link between language and identity, and it is not possible to separate any one of the articles of the United Nations Convention on the Rights of the Child from language considerations.	everyone, and local authorities, such as Ceredigion, have a duty to promote access for all, as well as offering support and informal opportunities for those wishing to take it up.	
			✓			
Older People 50+	Positive	Negative	None/ Negligible			
			✓			

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<b>Disability</b> Do you think this proposal will have a positive or a negative impact on people because of their disability? (Please tick ✓)				This proposal will give children and young people the opportunity to learn and develop Welsh language skills and ensure that they are supported in doing so throughout their educational journey.	The actions ensuring equality for children with ALN are noted under one specific outcome in the proposal.	No negative impacts are envisaged as a result of the proposal.
Hearing Impairment	Positive	Negative	None/ Negligible			
	✓			One of the outcomes of the Welsh Language Strategic Plans is to improve the provision and support for additional learning needs, allowing more of those requiring that specific support to take advantage of it through the medium of Welsh.		
Physical Impairment	Positive	Negative	None/ Negligible			
	✓					
Visual Impairment	Positive	Negative	None/ Negligible			
	✓					
Learning Disability	Positive	Negative	None/ Negligible			
	✓					
Long Standing Illness	Positive	Negative	None/ Negligible			
	✓					
Mental Health	Positive	Negative	None/ Negligible			
	✓					
Other	Positive	Negative	None/			

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			Negligible			
	✓					
<b>Transgender</b> Do you think this proposal will have a positive or a negative impact on transgender people? (Please tick ✓)				No negative impacts are envisaged.		
Transgender	Positive	Negative	None/ Negligible			
			✓			
<b>Marriage or Civil Partnership</b> Do you think this proposal will have a positive or a negative impact on marriage or Civil partnership? (Please tick ✓)				This proposal pertains to the statutory education period only.  No negative impacts are envisaged.		
Marriage	Positive	Negative	None/ Negligible			
			✓			
Civil partnership	Positive	Negative	None/ Negligible			
			✓			
<b>Pregnancy or Maternity</b> Do you think this proposal will have a positive or a negative impact on pregnancy or maternity? (Please tick ✓)				This proposal pertains to the statutory education period only.  No negative impacts are envisaged.		
Pregnancy	Positive	Negative	None/ Negligible			
			✓			
Maternity	Positive	Negative	None/ Negligible			
			✓			
<b>Race</b>						

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An integrated tool to inform effective decision making



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Do you think this proposal will have a positive or a negative impact on race? (Please tick ✓)				This proposal will give children and young people the opportunity to learn and develop Welsh language skills and ensure they get support to do so throughout their educational journey. As part of this proposal, Ceredigion County Council will ensure that immersion provision is available for newcomers and latecomers to Welsh medium education. This provision will mean that every child and young person can receive Welsh language education, and the necessary support will be available for them if they decide to do so. The increasing focus on creating Welsh language education provision will provide more choice for people of every race with regard to their children's education, as well as the option of integrating into Welsh speaking communities.	Ceredigion County Council's language/immersion centres already provide this support.	No negative impacts are envisaged as a result of the proposal.
White	Positive	Negative	None/ Negligible			
	✓					
Mixed/Multiple Ethnic Groups	Positive	Negative	None/ Negligible			
	✓					
Asian / Asian British	Positive	Negative	None/ Negligible			
	✓					
Black / African / Caribbean / Black British	Positive	Negative	None/ Negligible			
	✓					
Other Ethnic Groups	Positive	Negative	None/ Negligible			
	✓					

<b>Religion or non-beliefs</b> Do you think this proposal will have a positive or a negative impact on people with different religions, beliefs or non-beliefs? (Please tick ✓)				This proposal pertains to the statutory education period only.  No negative impacts are envisaged.		
Christian	Positive	Negative	None/ Negligible			
			✓			
Buddhist	Positive	Negative	None/ Negligible			
			✓			
Hindu	Positive	Negative	None/ Negligible			
			✓			

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Humanist	Positive	Negative	None/ Negligible						
			✓						
Jewish	Positive	Negative	None/ Negligible						
			✓						
Muslim	Positive	Negative	None/ Negligible						
			✓						
Sikh	Positive	Negative	None/ Negligible						
Non-belief	Positive	Negative	None/ Negligible						
			✓						
Other	Positive	Negative	None/ Negligible						
			✓						
<b>Sex</b> Do you think this proposal will have a positive or a negative impact on men and/or women? (Please tick ✓)							This proposal pertains to the statutory education period only.  No negative impacts are envisaged.		
Men	Positive	Negative	None/ Negligible						
			✓						
Women	Positive	Negative	None/ Negligible						
			✓						
<b>Sexual Orientation</b> Do you think this proposal will have a positive or a negative impact on people with different sexual orientation? (Please tick ✓)				This proposal pertains to the statutory education period only.  No negative impacts are envisaged.					



Bisexual	Positive	Negative	None/ Negligible			
			✓			
Gay Men	Positive	Negative	None/ Negligible			
			✓			
Gay Women / Lesbian	Positive	Negative	None/ Negligible			
			✓			
Heterosexual / Straight	Positive	Negative	None/ Negligible			

**Having due regards in relation to the three aims of the Equality Duty - determine whether the proposal will assist or inhibit your ability to eliminate discrimination; advance equality and foster good relations.**

**3.6.2. How could/does the proposal help advance/promote equality of opportunity?**

*You should consider whether the proposal will help you to:* ● Remove or minimise disadvantage ● To meet the needs of people with certain characteristics ● Encourage increased participation of people with particular characteristics

Implementing this proposal through the 'Welsh Strategic Education Plan' will ensure that more children and young people get equal access to Welsh language education in Ceredigion. It will increase the number of children and young people that develop Welsh language skills and allow them to take advantage of Welsh language cultural opportunities. The proposal will encourage Ceredigion County Council to promote the Welsh language through the statutory education system, as well as helping to develop Welsh language skills that can be used in the workplace in the future. Consequently, those children may be able to apply for jobs where the Welsh language is desirable or essential, allowing them access to part of the labour market that would not otherwise have been open to them. This, in turn, will contribute to the tackling poverty agenda. Also, this proposal will promote the Welsh language and its associated cultural opportunities, encouraging all children and young people to take advantage of them.

**3.6.3. How could/does the proposal/decision help to eliminate unlawful discrimination, harassment, or victimisation?**

*You should consider whether there is evidence to indicate that:* ● The proposal may result in less favourable treatment for people with certain characteristics ● The proposal may give rise to indirect discrimination ● The proposal is more likely to assist or impeded you in making reasonable adjustments

The proposal will ensure that everyone has equal access to Welsh language education regardless of their background, in keeping with the well-being aim of ensuring a more equal Wales. The proposal will also ensure that more people are able to enjoy the language and the varied cultural opportunities the language offers in Wales, and will also contribute to one of the aims of the Future Generations Bill of seeing people in Wales taking part in our culture, shared where the Welsh language is thriving. It is also consistent with the well-being aim of developing language, culture and resilient communities.

**3.6.4. How could/does the proposal impact on advancing/promoting good relations and wider community cohesion?**

*You should consider whether the proposal will help you to:* ● Tackle prejudice ● Promote understanding

By increasing and promoting Welsh language education, alongside working to increase the place of the Welsh language in our communities, the proposal could help to ensure community cohesion between people from different ethnic, religious and racial backgrounds.



<b>3.7. A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh Language are promoted and protected. <i>In this section you need to consider the impact, the evidence and any action you are taking for improvement. This in order 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 Measure 2011.</i>				Describe why it will have a positive/negative or negligible impact.	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?
Will the proposal be delivered bilingually (Welsh & English)?	Positive	Negative	None/ Negligible	The document (WESP) and all relevant papers will be provided in Welsh and English throughout the planning and consultation period.	The requirements of the process will lead this.	No negative impacts are envisaged in this respect.
	✓					
Will the proposal have an effect on opportunities for persons to use the Welsh language?	Positive	Negative	None/ Negligible	The proposal's aim will be to increase the use of the Welsh language across the education sector and ultimately have a positive effect on its social and communal use. All stakeholders, who are central to our plan, will contribute to this goal.	The education system is key in achieving the target of a million Welsh language speakers identified in the Welsh Language Strategy 2050, and it is vital that we create a statutory education system that increases the number of confident Welsh language speakers. This proposal, that aims to reinforce the current statutory process used by Ceredigion local authority to plan Welsh-medium education, is a vital part of this process, and will continue as such throughout the period until 2050.	No negative impacts are envisaged in this respect.
	✓					
Will the proposal increase or reduce the opportunity for persons to	Positive	Negative	None/ Negligible	This proposal pertains to the statutory education period only.	The proposal will identify the services available through the medium of Welsh. It will also identify any actions required to strengthen services so they can	No negative impacts are envisaged.
	✓					

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<p>access services through the medium of Welsh?</p>				<p>There will be a positive impact on the Welsh language as the proposal is an important part of Welsh Government's Million Welsh Speakers 2050 strategy.</p> <p>Outcome 6 of the proposal will specifically plan to ensure an increase in the Welsh language education provision for pupils with additional learning needs ("ALN") (in accordance with the duties determined by the Educational Learning Needs and Education Tribunal Act (Wales) 2018</p>	<p>be offered through the medium of Welsh.</p>	
<p>How will the proposal treat the Welsh language no less favourably than the English language?</p>	<p>Positive</p>	<p>Negative</p>	<p>None/ Negligible</p>	<p>This proposal pertains to the statutory education period only.</p> <p>The whole purpose of the proposal is to increase the use of the Welsh language in Ceredigion's schools.</p>	<p>The proposal will identify, through the actions of the seven outcomes noted, how the Welsh language will be promoted and strengthened.</p>	<p>No negative impacts are envisaged.</p>
<p>Will it preserve promote and enhance local culture and heritage?</p>	<p>Positive</p>	<p>Negative</p>	<p>None/ Negligible</p>	<p>The proposal is part of Welsh Government's vision noted in the 2020 Welsh language strategy. The vision aims to see a Wales where its language is thriving. One of the strategy's key aims is to create a statutory education system which increases the number of confident speakers. To achieve this aim, we have to substantially increase the number of school pupils who</p>	<p>The proposal will identify, through the actions of the seven identified outcomes, how the Welsh language will be safeguarded, strengthened and promoted.</p>	<p>No negative impacts are envisaged.</p>

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				<p>have the opportunity to develop Welsh language skills at school and to use the language in their everyday lives. The proposal encourages Ceredigion local authority to promote the Welsh language through the statutory education system, as well as helping to develop Welsh language skills that can be used in the workplace in the future. The proposal will also promote the Welsh language and associated cultural opportunities, and encourage every child and young person to take advantage of these.</p>		
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**4. STRENGTHENING THE PROPOSAL:** If the proposal is likely to have a negative impact on any of the above (including any of the protected characteristics), what practical changes/actions could help reduce or remove any negative impacts as identified in sections 2 and 3?

**4.1 Actions.**

What are you going to do?	When are you going to do it?	Who is responsible?	Progress
Not applicable			

**4.2. If no action is to be taken to remove or mitigate negative impacts please justify why.**

*(Please remember that if you have identified unlawful discrimination, immediate and potential, as a result of this proposal, the proposal must be changed or revised).*

We see this proposal as adding to the provision rather than having any negative impact.

**4.3. Monitoring, evaluating and reviewing.**

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

We will monitor the consultation and engagement for any unexpected impacts.

We will hold regular meetings with stakeholders e.g. The WESP forum, Language Committee, discussions within the education department (including primary and secondary heads ) etc.

An annual progress report will be presented to Welsh Government.




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**5. RISK:** What is the risk associated with this proposal?

Impact Criteria	1 - Very low	2 – Low	3 - Medium	4 - High	5 - Very High
Likelihood Criteria	1 - Unlikely to occur	2 - Lower than average chance of occurrence	3 - Even chance of occurrence	4 - Higher than average chance of occurrence	5 - Expected to occur

Risk Description	Impact (severity)	Probability (deliverability)	Risk Score
Adequate finance and staffing capacity will need to be ensured to fully realise the plan	4	3	12

Does your proposal have a potential impact on another Service area?

No

**6. SIGN OFF**

Position	Name	Signature	Date
Service Manager	Meinir Ebbsworth		
Head of Service	Meinir Ebbsworth		
Strategic Director	Barry Rees		
Portfolio Holder	Councillor Catrin Miles		

## Cyngor Sir CEREDIGION County Council

**REPORT TO:** Cabinet

**DATE:** 15 June 2021

**LOCATION:** ZOOM

**TITLE:** Feedback from the Learning Communities Overview and Scrutiny Committee on the Welsh in Education Strategic Plan 2022-32

**PURPOSE OF REPORT:** To provide feedback from the Learning Communities Overview and Scrutiny Committee held on 27 May 2021

The Learning Communities Overview and Scrutiny Committee considered the Welsh in Education Strategic Plan 2022-32 at its Committee meeting on 27<sup>th</sup> May 2021.

The CLO Schools provided Members with a breakdown of the process of implementing the WESP, to include the democratic and consultation process. It was reported that the Welsh in Education Strategic Plan was a 10 year plan for 2022-2032 and would be submitted to the Welsh Government by 31 January 2022. It was required to plan according to 7 statutory outcomes to develop and strengthen the position of the Welsh language within education.

Outcome 1: More nursery children/ three year olds receive their education through the medium of Welsh

Outcome 2: More reception class children/ five year olds receive their education through the medium of Welsh

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

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

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

An update was provided on the position of Ceredigion Schools on each of the above outcomes and the data to support the current and future positions.

Following a detailed presentation and questions from the floor, it was AGREED to recommend to Cabinet that the plan be sent out to public consultation.





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## CEREDIGION COUNTY COUNCIL

**Report to:** Cabinet.

**Date of meeting:** 15 June 2021.

**Title:** School Admissions Policy 2022/2023.

**Purpose of the report:** To adopt as policy the admission arrangements for 2022/2023.

**For:** Decision.

**Cabinet Portfolio and  
Cabinet Member:** Cllr Catrin Miles.

The proposed admission arrangements for 2022/2023 have now gone through the consultation process as per the Welsh Government's School Admission Code.

The resulting policy is reproduced in the enclosed document.

<b>Wellbeing of Future Generations:</b>	<b>Has an Integrated Impact Assessment been completed?</b> N/A. If, not, please state why <i>Summary:</i> Long term: Integration: Collaboration: Involvement: Prevention:
<b>Recommendation(s):</b>	To accept the Policy for the admission of pupils for 2022/2023.
<b>Reasons for decision:</b>	To have a policy in place for 2022/2023.
<b>Overview and Scrutiny:</b>	N/A.
<b>Policy Framework:</b>	School Admissions Code: Statutory Code document no: 005/2013.
<b>Corporate Priorities:</b>	The policy links to the Council's Strategic Objective: <ul style="list-style-type: none"><li>• Investing in People's Futures.</li></ul>
<b>Finance and Procurement implications:</b>	N/A.

**Legal implications:** Failure to comply with a statutory requirement.

**Staffing implications:** N/A.

**Property/asset implications:** N/A.

**Risk(s):** Failure to comply with a statutory requirement.

**Statutory Powers:** School Admissions Code: Statutory Code document no: 005/2013.

**Background Papers:** Cabinet 09/06/2020 – School Admissions Policy 2021/2022 – To accept the Policy for the admission of pupils for 2021/2022.

**Appendices:** School Admissions Policy 2022-2023.

**Corporate Lead Officer:** Meinir Ebbsworth.

**Reporting Officer:** Gwion Dafydd;  
Corporate Manager: Accountability and Progress.

**Date:** 03/06/2021.



# Ceredigion County Council

Schools Service

## **School Admissions Policy 2022/2023**

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## **ADMISSION**

The School Standards and Framework Act 1998 assigns functions to Admission Authorities, Appeal Panels and Admission Forums in relation to the admission of pupils to school.

For all maintained and Voluntary Controlled schools in Ceredigion the Ceredigion Local Authority (LA) is the Admission Authority

For Voluntary Aided schools (VA School) the Governing Body acts as an admission authority. A VA School is a state-funded school in which a foundation or trust (usually a religious organisation) contributes to building costs and has a substantial influence in the running of the school.

Each of these bodies has a statutory duty to “act” in accordance with the School Admissions Code and the Schools Admission Appeals Code.

## **ADMISSION AUTHORITIES**

### **For Community and Voluntary Controlled Schools**

All schools in Ceredigion (with the exception of St. Padarn Roman Catholic Primary School) fall into this category and admissions are controlled by Ceredigion LA and not the Schools or their Governing Bodies. In such cases all applications should be made to the LA and not the School as the LA is the only body that can offer school places.

The contact details for the Admission Authority are as follows:

#### **Admissions Team**

Schools Service  
Canolfan Rheidol  
Rhodfa Padarn  
Llanbadarn Fawr  
Aberystwyth  
Ceredigion  
SY23 3UE

**Applications should be made using the on-line admission form, accessed via the Ceredigion web-site ([www.ceredigion.gov.uk](http://www.ceredigion.gov.uk)).**

### **For Voluntary Aided Schools**

St Padarn Roman Catholic Primary School is the only such school in Ceredigion. Admission and all applications should be made to their Governing Body. Although, any on-line applications received by the LA will be passed to the school. Address details for the school is as follows:

#### **St Padarn Roman Catholic Primary School**

Llanbadarn Road  
Aberystwyth  
Ceredigion  
SY23 1EZ

## **USEFUL INFORMATION**

### **Admission Forum**

The Ceredigion Admission Forum meets twice a year to discuss local admission issues. Headteachers, Governors, Parents and Diocesan Authorities are represented.

Minutes of the meetings are available on the Ceredigion web-site.

**Parents** above and throughout this document should be read to mean not just parents but all person(s) with a legally defined parental responsibility for a child.

### **Transport**

The LA provides free school transport for children of statutory school age (term after their 5<sup>th</sup> birthday) on the following basis:

- Primary age pupils who live over two miles from the nearest suitable primary school;
- Secondary age pupils who live over three miles from the nearest suitable secondary school.

Distance is measured by the shortest walking route between home and school. From the nearest council maintained road to the property to the main school entrance.

Further information is available from the Transport Unit (01545 570881).

### **Elective Home Education**

Parents may also choose to educate their children at home. This is known as Elective Home Education. The decision to home educate requires careful thought, as it represents a considerable undertaking in terms of commitment, time and cost.

Parents considering this option are advised to contact the LA, and seek guidance from the Elective Home Education Officer on 01970 633624.



## 1. AGE CHILDREN CAN START SCHOOL

### 1.1 Nursery Age Children – 3 Year Olds

Age	Date by which the appropriate age must be reached	Term of Admission
3	31 December 2021 31 March 2022 31 August 2022	Spring 2022 Summer 2022 Autumn 2022

Being a pupil in a Nursery Class does not make a child eligible for admission to the Reception Class. Parents/Guardians will need to make a separate application.

### 1.2 Primary Age Children – 4 Year Olds

Age	Date by which the appropriate age must be reached	Term of Admission
4	31 December 2021 31 March 2022 31 August 2022	Spring 2022 Summer 2022 Autumn 2022

Legislation does not require a child to start school until the term after their fifth birthday and the parent may defer entry until that age. However, applications for deferred entry must be submitted by the same closing date (see section 2 for closing date details) as non-deferred applications.

### 1.3 Secondary Age Children – 11 Year Olds

Age	Date by which the appropriate age must be reached	Term of Admission
11	31 August 2022	Autumn 2022

Parents of year 6 pupils are invited to express their preference for a Secondary School during the Autumn Term of the year prior to the transfer.

Year 6 pupils attending a Middle School and who intend to remain at that school will not have to apply to the Secondary phase.

See Appendix A for names of Ceredigion Schools and the type of provision they provide i.e. whether Nursery, Primary or Secondary.

## 2. ADMISSION TIMETABLE

Provision	Age	Starting School	Closing Date for Applying	Offer/ Notification Date	Appeals Closing Date
Nursery Age Children	<b>3<sup>rd</sup> Birthday</b> 1 <sup>st</sup> Sept 2021 to 31 <sup>st</sup> August 2022	January, April, September 2022	<b>29<sup>th</sup> January 2021</b>	16 <sup>th</sup> April 2021	No Right of Appeal
Primary School Age Children.  (There is no automatic transfer from the Nursery age provision – a separate application will be required).	<b>4<sup>th</sup> Birthday</b> 1 <sup>st</sup> September 2021 and 31 <sup>st</sup> August 2022	January, April, September 2022	<b>29<sup>th</sup> January 2021</b>	16 <sup>th</sup> April 2021	10 Working Days from Receipt of Refusal Letter
Secondary School Age Children  (Applications for primary pupils starting Year 7 in secondary schools )	<b>11<sup>th</sup> Birthday</b> 1 <sup>st</sup> September 2021 to 31 <sup>st</sup> August, 2022	September 2022	<b>17<sup>th</sup> December 2021</b>	1 <sup>st</sup> March 2022	10 Working Days from Receipt of Refusal Letter

### **3. ADMISSION PROCESS**

#### **3.1 PARENTAL PREFERENCE**

While most parents send their child to the nearest school they have a right to state a preference for any Ceredigion school.

Changes to school preferences can be made at any time up to the closing date (see Admission Table in section 2) – parents will need to do this in writing (to the Admission Team) and also submit a new application.

Any change to school preference after the closing date will be treated as a late application.

Three school choices (in order of preference) may be made. If the LA is unable to offer a place at the first choice then the second choice will be considered and so on.

#### **3.2 SCHOOL SELECTION**

Whichever school parents decide on, it is recommended that they contact, discuss and visit their school(s) of choice so that they are aware of the facilities and opportunities they are able to offer.

#### **3.3 APPLYING FOR A SCHOOL PLACE**

All applications will need to be completed and submitted by the closing date as set out in the Admission Timetable in Section 2. After the closing date, all applications received by that date will be considered. Applications received after that date will be deemed to be late (unless there are exceptional reasons) and only considered after those received by the closing date.

An exceptional reason would be any situation that prevented the family from applying on time. In these cases the family should include supporting documents with the applications.

e.g. where a family moved into the LA between the closing date and the offer date then evidence of the change of address would be required.

### 3.4 ALLOCATING PLACES

The LA will admit children up to the **admission number (AN)** of the preferred school. Although, where the final place allocated (up to the admission number) is one of a multiple birth then the LA will also admit the other sibling(s).

The Admission number (AN) specifies the number of pupils who can be admitted to each year group in the school.

**The AN for each school is given in Appendix A: School Admission and Capacity Numbers.**

The number is calculated using the Welsh Government formula - 'Measuring the capacity of schools in Wales'. This document is available on the Welsh Government website at [www.wales.gov.uk](http://www.wales.gov.uk).

### 3.5 OVER-SUBSCRIPTION CRITERIA

In cases where the number of applications exceeds the AN then allocation of school places will be allocated as per the following oversubscription criteria (listed in priority order):

- looked after children and previously looked after children (because they were adopted or became subject to a residence order, or special guardianship order immediately following having been looked after). Evidence of a previously looked after child will be required;
- the school for which a preference has been expressed is the nearest suitable school and the child has a **sibling** attending the school at the time of admission;
- the school for which a preference has been expressed is the nearest suitable school;
- children for whom the school is not the nearest suitable school but will have a sibling attending the school at the time of admission.

**Siblings are defined as:** pupils with full, half or step brothers or sisters, or adoptive or foster children, who are attending the preferred school, and are living in the same household at the time of admission.

Where more than one child meets these criteria and applicants still remain then the child living nearest to the school will be admitted. All distances will be measured by the shortest walking distance (using Google Maps) between the main school gate and the point where the child's home meets the public highway.

### **3.6 HOME ADDRESS**

A pupil's home address is a residential property that is the child's only or main residence. Either:

- owned by the parent(s) or the person with a defined legal parental responsibility for the child; or
- is leased to or rented by the child's parent(s) or the person with parental responsibility under a written rental agreement.

Where there is a shared parental responsibility for a child, and that child lives with both parents or person with a legal parental responsibility, for part of the week, then the main residence will be determined as the address where the child lives for the majority of the school week (i.e. 3 out of 5 days).

The LA reserves the right to request proof of address at any time during the admission process.

### **3.7 MOVING ADDRESS**

Where a family is moving and parents apply for admission to a school based on their new address the LA may take steps to verify the arrangements. The LA will accept either:

- a solicitors letter stating that the contract has been exchanged and specifying a completion date;
- a signed and dated tenancy agreement.

If proof of the new address cannot be given then the application will be based on the current address.

### **3.8 FAMILIES OF UK SERVICE PERSONNEL AND OTHER CROWN SERVANTS (including DIPLOMATS)**

Above families are subject to frequent movement within the UK and from abroad, often at relatively short notice. As a result, applications for school places for the approaching school year will be considered if accompanied by an official Ministry of Defence or Foreign and Commonwealth Office letter declaring a return date. School places will then be allocated if the applicant would meet the criteria when they move to their new destination.

Unit postal addresses for applications from service personnel will also be accepted, in the absence of a new postal address.

### **3.9 EXCLUDED PUPILS**

If a pupil has already been permanently excluded from two or more schools then, while a parent may express a preference for a school at which they wish their child to be educated, the LA does not have to comply with their preference for a period of two years from the date of their latest exclusion.

## 4. OFFERING A SCHOOL PLACE (NOTIFICATION OF AN OFFER)

Parents will be sent an e-mail which will confirm, or not, that a place is available at the school and offering them the opportunity of accepting the place.

Decision emails in respect of **Secondary School** applications will be sent on the **1<sup>st</sup> March 2022** and for **Primary School** applications on the **16<sup>th</sup> April 2021**.

All offers will need to be accepted. The e-mail sent to you will contain a link that will allow you to do that.

If the offer is not accepted then the place may be withdrawn and the place offered to another pupil.

### 4.1 MULTI-SITE SCHOOL

Offers to a School, operating on more than one site will be to the School and not to a particular site.

The site that children attend is a matter for the internal organisation of the school. Appeals cannot be made against the site allocated.

### 4.2 YEAR GROUPS

Pupils will be admitted into the year group appropriate to their chronologic age. This follows Ceredigion's Special Educational Needs Policy (<http://www.ceredigion.gov.uk/resident/schools-education/special-educational-needs-sen/>), which states that a school may well find it appropriate to offer some pupils specific lessons, for a limited time, in lower or higher teaching groups as part of normal mainstream differentiation, but pupils should not be placed in higher or lower chronological aged registration groups on a permanent basis.

There is no right of appeal if a place has been offered but not in the desired year group.

### 4.3 STARTING SCHOOL.

**Unless there are exceptional reasons, a child will be expected to start school on the date as specified in the offer.** Delays in starting will need to be discussed with the School as it will not be possible to hold the place indefinitely. Decisions on how long the place will be held will be made on a case by case basis and in consultation with all the parties concerned. However, it is not anticipated that a place will be held for longer than 6 weeks.

### 4.4 WITHDRAWING THE OFFER OF A PLACE

The offer of a school place will be withdrawn on the basis that:

- It is subsequently discovered that a fraudulent or intentionally misleading application was made (such a false address nearer to the School).
- An acceptance of the place is not returned to the LA by the date stated in the offer.

## **5. UNSUCCESSFUL APPLICATIONS**

If parents are unsuccessful in obtaining a place for their child then they will be notified of the reason(s) why a place was not secured and of their right of an independent appeal.

### **5.1 APPEALS**

Letters requesting an appeal will need to be sent by the parents to the Corporate Lead Officer: Schools within 10 days of the date of notification that an application for a place was unsuccessful.

Arrangements for the appeals panel to meet are made through the Legal Services department of Ceredigion County Council.

#### **There is no right of appeal against non-statutory nursery provision.**

Refusals are not lightly made decisions and will only be taken where the admission number has been reached and/or where an infant class (i.e. reception year, year 1 and year 2) will breach the 30 mark. The Welsh Government Regulations require Authorities to limit infant class sizes to no more than 30 pupils. Admitting further would create class size prejudice, that is to say, prejudice to efficient education or efficient use of resources. Infant class size prejudice would not be found in cases where the school admission number had not been reached.

There is however exceptions to these regulations (called “excepted pupils”) which may allow the 30 pupil class limit to be exceeded. A full list of these ‘excepted pupils’ can be found in Appendix B.

### **5.2 WAITING LISTS**

Any child not offered a place at their first choice of school will be kept on a waiting list until the 30<sup>th</sup> of September of the relevant academic year.

Should places become available then they will be awarded in accordance of the over-subscription criteria rather than the amount of time since the applications was submitted.

## **6. APPLYING OUTSIDE THE NORMAL ADMISSION ROUND**

### **6.1 MOVING INTO THE AREA**

Parents planning to move into the area should apply no earlier than a term in advance of their children's anticipated start date.

E.g. if a place is required in the spring term then the application should be submitted no earlier than the start of the preceding autumn term.

Applications received more than a term in advance will be held until the appropriate time.

Delays in moving into the area may result in offers being withdrawn.

### **6.2 SCHOOL TRANSFERS DURING THE YEAR**

Changing schools requires serious consideration and should be fully discussed with the Headteacher of your child's present school in the first instance.

Should parents still need to transfer their child from one school to another then they must apply through submitting an application.

### **6.3 SIXTH FORM PLACES**

All Ceredigion Secondary and Middle Schools are responsible for their 6<sup>th</sup> form admissions and all applications should be made direct to the school of your choice.



## APPENDIX A - School Admission and Capacity Numbers

### Primary School (3 - 11 School with Nursery Provision)

School	Capacity	Admission Number
Aberaeron	201	28
Aberteifi	421	60
Bro Sion Cwilt	147	21
Cenarth	73	10
Dyffryn Cledlyn	120	17
Llwyn-Yr-Eos	219	31
Plascrug	409	58
Rhydypennau	193	27
T. Llew Jones	180	25
Y Dderi	133	19
Ysgol Gymraeg	370	52

Nursery pupils will need to apply to enter the Primary Phase.

### Primary School (4 - 11 School without Nursery Provision)

School	Capacity	Admission Number
Aberporth	159	22
Cei Newydd	98	14
Ciliau Parc	68	9
Comins Coch	185	26
Craig yr Wylfa	74	10
Dihewyd	35	5
Felinfach	60	8
Llanarth	86	12
Llanfarian	56	8
Llanfihangel-y-Creuddyn	37	5
Llangwryfon	55	7
Llanilar	129	18
Llanon	59	8
Llechryd	99	14
Myfenydd	91	13
Mynach	51	7

Padarn Sant	134	19
Penllwyn	55	7
Penparc	146	20
Penrhyncoch	110	15
Pontrhydfendigaid	74	10
Rhos Helyg	104	14
- Llangeitho Campus	<b>Rhos Helyg operates on two sites.</b> Offers of school places will be to the School and not to a particular site. The site that children attend will be a matter for the internal organisation of the school.	
- Rhos Y Wlad Campus		
Syr John Rhys	39	5
Talgarreg	63	9
Talybont	127	18

### **3 - 16 Middle School**

<b>School</b>	<b>Capacity</b>	<b>Admission Number</b>
Henry Richard		
Henry Richard (3-11)	120	17
Henry Richard (11-16)	373	74

### **3 - 19 Middle Schools**

<b>School</b>	<b>Capacity</b>	<b>Admission Number</b>
Bro Pedr		
Bro Pedr (3-11)	376	53
Bro Pedr (11-19)	841	150 (Yr. 7 – 11)
Bro Teifi		
Bro Teifi (3-11)	360	51
Bro Teifi (11 – 19)	678	111 (Yr. 7 – 11)

Primary aged pupils (4 – 11) who intend to remain at their school will not have to apply to the Secondary Phase.

## Secondary Schools

<b>School</b>	<b>Capacity</b>	<b>Admission Number (Yr. 7 – 11)</b>
Aberaeron	965	156
Aberteifi	691	115
Penglais	1336	209
Penweddig	1070	170

## **APPENDIX B - EXCEPTIONS TO THE INFANT CLASS SIZE INITIATIVE**

- Children, whose statements of SEN specify that they should be educated at the school concerned, and who were admitted to the school outside a normal admission round.
- Children who are looked after by local authorities (looked after children), or who have ceased to be looked after (previously looked after children) as a result of being adopted or being placed with a family or given a special guardian and are admitted to the school outside a normal admissions round.
- Children initially refused admission to a school, but subsequently offered a place outside a normal admission round by direction of an admission appeal panel, or because the person responsible for making the original decision recognises that an error was made in implementing the school's admission arrangements.
- Children admitted outside the normal admission round who:
  - the maintaining local authority confirmed cannot gain a place at any other suitable school within a reasonable distance of their home because they have moved into the area outside a normal admission round, or
  - desire a religious education, or a Welsh speaking education and the school in question is the only suitable school within a reasonable distance.
- Children who were admitted to the school outside the normal admission round after which the school has arranged its classes, and after the first day of the school year, the effect of which would mean that the school would have to take a relevant measure if such children were not excepted pupils.
- Children of armed forces personnel who are admitted outside the normal admission round.
- Children whose twin or other sibling from a multiple birth are admitted as non-excepted pupils, as the final pupil(s) allocated a place before the admission number is reached.
- Children who are registered pupils at special schools, but who receive part of their education at a mainstream school.
- Children with SEN who are normally educated in a special unit in a mainstream school, who receive part of their lessons in a non-special class.

Excepted pupils will remain so, once admitted, for the remainder of their time in an infant class or until class numbers fall back and they can be organised to comply with the infant class size limit. For example, because a non-excepted child leaves the class, an additional infant class is created, or an additional teacher is appointed, then that child ceases to be an excepted pupil. Classes must be organised so as to comply with the limit wherever possible.

## CEREDIGION COUNTY COUNCIL

**Report to:** Cabinet

**Date of meeting:** 17 June 2021

**Title:** Annual Monitoring Report - Welsh Language Standards 2020-21

**Purpose of the report:** Present to the attention of Cabinet the Annual Monitoring Report - Welsh Language Standards 2020-21 which outlines the progress in implementing the requirements of the Welsh Language Standards. In line with Standard 158, the report must be published by 30 June 2021.

**For:** Decision

**Cabinet Portfolio and Cabinet Member:** Leader of the Council and Cabinet Member for Policy, Performance and Partnerships

### **Background**

The Welsh Language (Wales) Measure 2011 sets out a legal framework which places a duty on Ceredigion County Council to comply with Standards relating to the Welsh Language. The Council is required to publish an annual report, for the attention of the Welsh Language Commissioner, to outline its progress, and the attached report focuses on the period 1 April 2020 - 31 March 2021.

Five Main Standards representing a total of **167** sub-standards have been imposed on Ceredigion County Council, with an initial implementation date of 30 March 2016. The full list of Standards with which Ceredigion County Council is required to comply is available on the Council's corporate website and on Cardinet for members of staff.

The report states the steps taken to conform with the requirements of the Standards and the actions have been set out under the following 5 headings:

- **Service Delivery Standards**
- **Policy Making Standards**
- **Internal Operational Standards**
- **Promotion Standards**
- **Record Keeping Standards**

### **1. Main Achievements**

Further details can be found in the Annual Report, but here are some of the Key Achievements during 2020-21

- Innovation, adapting quickly to the Coronavirus epidemic, by developing technology, creating new means of effective bi-lingual communication
- Promoting an awareness of Welsh services through Clic creating a Welsh Language Standards Guide, and producing a quick guide Welsh Language Standards digital posters

- Preparing a report 'Opportunities to Use Welsh during Lockdown' with the co-operation of the Bilingual Futures Forum
- Publication of a 'Covid Terminology' document

**Priorities for 2020-21**

Here's a list of some of the priorities:

- Develop a plan to refresh the 'Iaith ar Waith' pages on the Council's intranet, include current guidelines, and develop support material to support staff to use the Welsh language.
- Introduce a scheme that recommends improvements to fulfill the Welsh Language Standards requirements – use the Welsh language internally and promote the concept of a bilingual workplace
- Co-ordinate and support Ceredigion Language Strategy actions, and develop a plan that assesses the impact of implementing the Strategy on the state of the Welsh language in Ceredigion
- Co-ordinate a project group to develop a 'Welcome Package' to try and integrate incomers into the world of work, derived from the Bilingual Futures Forum
- A project to facilitate awareness of culture and Welshness in residential homes
- Review Policy Standards requirements, to ensure use of the Welsh language is included in the action plans of all Council services, and identify opportunities to use the Welsh language in all policy decisions

The Draft Report was presented to the Welsh Language Committee on 17 May 2021.

**Has an Integrated Impact Assessment been completed? If not, please state why** Not applicable because this is a monitoring report not a new/revised policy, plan or initiative

**Wellbeing of Future Generations:** *Summary:*  
**Long term:** Promote and facilitate the  
**Collaboration:** distinct and vibrant bilingual  
**Involvement:** culture and identity of  
**Prevention:** Ceredigion  
**Integration:**

**Recommendation(s):**

- For Cabinet to approve the Annual Monitoring Report of Ceredigion County Council's Welsh Language Standards (2020-21) for publication on the Council website.
-

**Reasons for decision:** Statutory duty in accordance with the Welsh Language Measure 2011.

**Overview and Scrutiny:** The Draft Report was presented to the Welsh Language Committee on 17 May 2021.

<b>Policy Framework:</b>	Welsh Language Standards
<b>Corporate Priorities:</b>	Investing in People's Future
<b>Finance and Procurement implications:</b>	No direct financial implications to this report
<b>Legal Implications:</b>	No direct legal implications to this report
<b>Staffing implications:</b>	None
<b>Property / asset implications:</b>	None
<b>Risk(s):</b>	Implications from failing to present the report in a timely manner in accordance with the statutory requirements
<b>Statutory Powers:</b>	Welsh Language Standards 2011
<b>Background Papers:</b>	None
<b>Appendices:</b>	<ul style="list-style-type: none"> <li>• Welsh Language Standards Report 2020-21</li> <li>• Workforce Welsh Language Skills</li> </ul>
<b>Corporate Lead Officer:</b>	Lowri Edwards
<b>Reporting Officer:</b>	Carys Morgan
<b>Date:</b>	24 May 2021



Cyngor Sir  
**CEREDIGION**  
County Council

**Welsh Language Standards Annual  
Monitoring Report**

**April 2020 – March 2021**

**Cymraeg**

Author: Carys Lewis Morgan, Democratic Services

Publication Date:

Language Committee: 17/05/2021

Approved by the Cabinet: 15/06/2021



This report is available in Welsh and English.  
We can provide this report in other formats on request. Please contact the Language Policy Officer as noted below:

Carys Lewis Morgan  
Swyddog Polisi Iaith Gymraeg / Welsh Language Policy Officer

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Neuadd Cyngor Ceredigion  
Penmorfa  
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## **SECTION 1: Context**

The Welsh Language (Wales) Measure 2011 sets out a legal framework which imposes a duty on Ceredigion County Council, among other institutions, to comply with Standards relating to the Welsh Language. The purpose of the Standards is to:

- Provide greater clarity to organisations about their duties regarding the Welsh Language
- Provide greater clarity to Welsh speakers about the services they can expect to receive in Welsh
- Ensure greater consistency of Welsh language services and improve their quality

The Welsh Language Standards impose a duty on Ceredigion County Council under which:

- the Council must not treat the Welsh language less favourably than the English language
- the Council must promote and facilitate the use of Welsh, making it easier for people to use their Welsh language skills in their everyday lives.

Five Main Standards representing a total of **167** sub-standards have been imposed on Ceredigion County Council through a Compliance Notice, with an initial implementation date of 30 March 2016. The full list of Standards Ceredigion County Council is required to conform to is available on the Council's corporate website, here is the link on our website:

[Welsh Language - Ceredigion County Council](#)

It is acknowledged that the process of implementing the Standards is ongoing, with the aim of ensuring the requirements are mainstreamed naturally into the work of the Council and that Welsh services are available automatically. The Council is committed to continuing to achieve improvements, and operating to ensure it fully meets the Welsh Language Standards requirements

### **Purpose of the Report**

This is the fifth full year of implementing the Welsh Language Standards in accordance with the Welsh Language (Wales) Measure 2011. This Annual Report must be published by 30 June, in accordance with Standards 158 and 164. The Report notes how the Council has complied with the following categories of Standards:

- Service Delivery Standards
- Policy Making Standards
- Internal Operational Standards
- Promotion Standards
- Record Keeping Standards.

The report also presents data on the required performance indicators, namely:

<b>Staff Language Skills:</b> Number of staff with Welsh Language Skills, by ALTE level, during the year in question
--

<b>Recruiting to vacant posts:</b> Number of posts advertised during the year which asked for Welsh language skills, categorised by ALTE level
--

<b>Learning or Improving Welsh language skills Training:</b> Number of staff who attended training courses to either learn or improve their Welsh language skills
<b>Welsh-medium Training Provision:</b> Number of staff who attended Council training courses through the medium of Welsh during the year
<b>Complaints by Members of the Public:</b> Number of complaints received relating to the Welsh language

### **Arrangements for Monitoring Compliance**

The information collected and included in this report is the result of continuous monitoring of its services by the Council.

Strategic responsibility for the Welsh Language lies with the Democratic Services. The Corporate Lead Officer is Lowri Edwards and the Lead Political Member is the Leader of the Council, Councillor Ellen ap Gwynn. The operational work of dealing with Welsh-language matters lies with the Welsh Language Policy Officer, Carys Lewis Morgan. The Welsh Standards' Monitoring Report is scrutinised by Members of the Language Committee, who recommend proposals to the Council Cabinet. The report will be published on the Council's Website, moreover the report will be included as part of the Lead Group's Agenda.

#### **Language Committee:**

The Committee provides a political direction for promoting and facilitating the use of Welsh in Ceredigion and support its endeavours to improve the use of Welsh throughout the organisation. The Committee includes 6 Elected Members that represent the political parties, and the Leader of the Council, Councillor Ellen ap Gwynn is responsible for chairing the Committee. The Committee may require any member or officer of the Council to attend to answer questions and it may invite others to attend Committee meetings. The Committee holds quarterly meetings. As well as Standards Compliance, the committee receives reports on the Strategic Framework More Than Just Words, the Welsh in Education Strategic Plan, and the activities of Cered and Theatr Felinfach in promoting and facilitating the language. This Committee recommends proposals to the Council's Cabinet.

#### **Bilingual Futures Forum:**

The Bilingual Futures Forum was established to support the implementation of the Ceredigion Language Strategy. The Ceredigion Language Strategy outlines how the Council's services, along with partner organisations, will collaborate to promote the Welsh language and facilitate its use more widely in the County. The Forum also allows for an inclusive discussion on the benefits of the Welsh language, it facilitates information sharing and best practice and develops co-operation for the benefit of the Welsh language. The membership includes the partner organisations of the Ceredigion Public Services Board as well as a variety of organisations from across the County, that are committed to the vision of a truly bilingual Ceredigion. The Forum is chaired by the Leader of the Council, Councillor Ellen ap Gwynn. During the next Implementation period, it is intended to establish work streams, in order to organise smaller groups that can address the 3 Strategic Aims recognised in the 2018-23 Ceredigion Language Strategy.

#### **Self-regulation**

In his Assurance Report 'Bridging the Gap' the Welsh Language Commissioner places an expectation on the Council to self-regulate its performance against the requirements of the

Welsh Language Standards. Once again, with the Lead Group's consent, we reviewed a selection of Standards which deal with service provision, as well as some of the Operational Standards dealing with internal administration. All Corporate Lead Officers were asked to score their services against aspects of the Welsh Language Standards, to try and gauge current compliance. The main finding was that the Council is performing quite well against the requirements of Standards pertaining to providing primary services, i.e. users can be confident of receiving services over the phone, written services, and planned services in Welsh. Users are less likely to be able to receive more personal services or face-to-face services in Welsh. This finding is in line with national findings collated by the Welsh Language Commissioner: 'Bridging the Gap' Assurance Report.

The performance gauging exercise provided a good follow-up opportunity to undertake a thorough review of our current situation against Welsh Language Standards requirements. Since the Council received the Welsh Language Standards Compliance Notice in 2016, The Welsh Language Commissioner's Office has published a large number of guidelines along with a Practice Code, that interprets some of the standards, and provides more detail and advice on achieving the Standards requirements. We have proceeded to draw up a discussion paper along with a draft action plan, to determine the Council's strategic direction in the coming years, by further implementing the Welsh Language Standards requirements. We will hold internal discussions on the action plan during the next period. This work will also be interwoven with the seven strategic aims the Council has already committed to through its Welsh Language Policy Statement, published in December 2017. See link to Policy Statement below:

[Policy Statement and Rights on - Ceredigion County Council](#)

## **Section 2: Executive Summary**

This year has been a year of responding to events, as the unprecedented Coronavirus, Covid 19 crisis affected all our activity. But it has also been a year of innovation, with the Council having to adapt quickly, and thereby taking advantage of a number of new opportunities. By March 23<sup>rd</sup> 2020 the whole organisation was working from home; a senior management team had been established, to make real time decisions as well as ensuring the Council had effective communication methods. The Council has made astounding changes by using technology for the purpose of providing services; moreover MS Teams has been introduced across the organisation to ensure the continuation of efficient internal communication. By discovering alternative methods of providing services the Council has succeeded in maintaining most of its essential activities for customers, safely, through this new way of working.

During the crisis Ceredigion County Council has acknowledged that there has never been a more important time for Welsh language speakers to receive services in their mother tongue; when considering social distancing, the lack of face-to-face contact and the impact this has on people's health and wellbeing. In such a situation being able to communicate in your natural language promotes a familiar sense of belonging and sustains you during dark times. Therefore, during the lockdown, the Clic Customer Care Service has operated as a single point of entry to Council services, either over the phone or digitally; and service users are given the choice of contacting the Council in Welsh or English. Moreover, we have been promoting awareness of the Welsh language services offered by the Council and inhabitants are informed of their rights to receive services through the medium of Welsh.

However, it is a concern that public social and cultural withdrawal is having an impact on our use of the Welsh language across the County. It is very possible that many people will not see, hear or speak Welsh for long periods, and this can have an adverse effect on the Welsh

language. We are concerned that the pandemic could delay our plans, and our ability to fulfil the aim of the Ceredigion Language Strategy. This echoes the national concern expressed by Aled Roberts, The Welsh Language Commissioner “The crisis has had a far-reaching impact on the language. I’m worried the pandemic could have an effect on the aim of ensuring a million Welsh speakers by the year 2050”

### Promoting and Facilitating Use of the Welsh Language

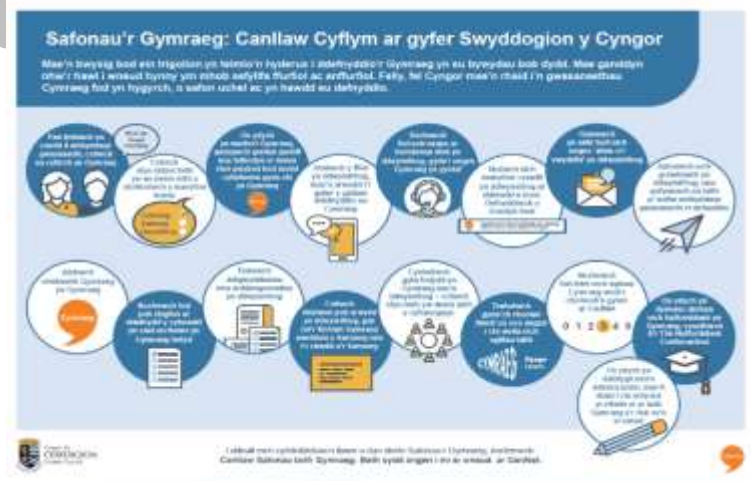
We have taken a number of actions to promote and facilitate the use of the Welsh language during the reporting period, outlined below:

#### Welsh Language Standards Guide: What I have to do:



To ensure all staff are aware of the Service Delivery Standards, we have been distributing a guide that provides guidance on providing Welsh language services. Every Corporate Lead Officer and Corporate Manager has a duty to ensure their services comply with the requirements. To coincide with the launch we created a video, and this video is now used in induction sessions to provide information on the operational requirements of the Welsh Language Standards.

#### Posters: Welsh language Standards Quick Guide for Council Officers



Posters have been produced and are available on CeriNet (the intranet) for downloading. The posters are a useful tool to jog the memory with regard to Welsh Language requirements. Because everyone now works from home, it is a simple method for reminding staff of their duties to make use of the Welsh language.

## Report: Opportunities to use the Welsh Language during Lockdown

Following the concerns of Bilingual Futures Forum members regarding the impact of the crisis on our use of the Welsh language, evidence was collected on how organisations and societies have set about significantly rethinking their ways of operating and providing services and events in Welsh for our inhabitants.

This report is a golden opportunity to share some of the new opportunities that have arisen as a result of the pandemic, thereby raising awareness of the importance of giving the Welsh language a central position.



**Covid Terminology Document.** At the request of several services within the Council as well as individual organisations, some of the new terms coined during the Coronavirus period were collected and collated into one document. The pandemic period has been one of changing practices, and inevitably, when communicating messages and key directives, new words have been coined and standardised as part of everyday language, and these words are just as

important in the Welsh language when communicating key messages. The document received a great deal of attention in the media, even reaching the press in England. The aim is for the document to be publically available on the Council's website, so that Council



officers and officers of other organisations, including the County's residents, can make use of the document, ensuring the new vocabulary is as convenient in Welsh and English. Searches can be done from Welsh to English or English to Welsh. See link to document below:

[COVID-19 Terminology: English - Welsh \(ceredigion.gov.uk\)](https://www.ceredigion.gov.uk/covid-19-terminology-english-welsh)



**Press Service**



160 bilingual press releases dealing with the coronavirus pandemic have been distributed during the year.

Also, approximately 10 different bilingual banners have been created to be displayed in towns across the County, informing the public of the rules. A large number of bilingual posters have been created for businesses to help them deal with the crisis.

We have been using landmark events to raise awareness during the year.

**Shwmae Day 2020**

As well as informing people of the wide range of methods available for learning Welsh and encouraging its use; we held a photography competition, asking members of staff and the public to create the word Shwmae from any material of their choice, sending a picture of their masterpiece for our attention. A number of very creative entries were received, and subsequently the Cardi Ialith service created a video to exhibit the winners' entries.

**Saint David's Day 2021**



On Saint David's Day we launched a video stating why Ceredigion's residents wish to speak Welsh when contacting the Council. We also launched a challenge to raise the spirits of Ceredigion's residents; namely to encourage as many people as possible to make a video of themselves throwing a leek - throwing it far, high, quickly or in any amusing way, to put on social media.

**'I have the right' campaign**

On December 7th 2020, for the second year running, public organisations across Wales worked with the Welsh Language Commissioner to hold 'Welsh Language Rights Day'. This is a day to celebrate the Welsh language services that organisations offer, and the rights that people have to use the Welsh language when dealing with them. It was an opportunity to promote Welsh language services and to try and increase the number that choose to use it.



The date was chosen to mark the date that the language legislation was passed by the Senedd in 2010. The aim is to make this an annual campaign. We created a short video noting the rights, posting it on our social media, as well as sharing internal messages with our staff noting their various rights.

### **Success in the Work Welsh Awards of the National Centre for Learning Welsh**

The Council is delighted with the success of our teaching Welsh to staff provision, and received recognition on a national level, winning 3 awards as follows:

- 1st - Learner who made the best progress at Foundation+ levels
- 2nd - Foundation+ Learner who makes the best use of Welsh in the workplace
- 2nd - Work Welsh Tutor of the Year

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### SECTION 3: Compliance Arrangements

#### Compliance with Service Delivery Standards (Standards 1-87)

This set of standards identifies how the Council is required to use the Welsh language in different situations so that Welsh speakers can have unhindered access to Welsh language services; for example, when sending correspondence, dealing with phone calls, providing on-line or face-to-face services.

To comply with the category of Standards dealing with service provision, the Council has taken the following actions:

Standard Number	Standard Requirement and Overview of steps taken to comply
7,64,67,68	<p>Proactive Proposal Provision</p> <ul style="list-style-type: none"> <li>• <i>laith gwaith</i> badges are available for all Welsh Speakers or those who are learning Welsh, to let service users know they can use the Welsh language.</li> <li>• The electronic phone directory exhibits <i>laith gwaith</i> badges opposite all Officers who can communicate in the Welsh language.</li> <li>• Corporate headed paper as well as the Council's external e-mail includes a statement welcoming the use of the Welsh language</li> <li>• When reception areas are open. <i>laith Gwaith</i> posters are exhibited in every reception area, and workers who speak Welsh and Welsh learners wear the <i>laith Gwaith</i> lanyard and/or badge.</li> </ul>
1-7 8-22 37+38 40-49 50-51 69-70	<p>Providing face-to-face, over the phone, or written services.</p> <ul style="list-style-type: none"> <li>• The Clic customer care service provides a language choice from first contact, and every member of the team has received instructions on providing the service in the Welsh language.</li> <li>• The Clic service records language choice, but during the next period consideration will need to be given to how the Council's other services record language choice.</li> <li>• The Guidelines and staff instructions on complying with Welsh Language Standards have been published and shared.</li> <li>• Training sessions were provided for staff on language awareness and Welsh Language Standards requirements</li> <li>• There is a designated page on the Council's intranet, namely '<i>laith ar Waith</i>' that provides support for staff to use the Welsh language, however this will be updated and improved during the next reporting period.</li> </ul>
24-29 30-38 87	<p>Holding meetings and organising public events</p> <ul style="list-style-type: none"> <li>• The Council's established practice is to hold the Council's Democratic meetings in the Welsh language (80% of the Council's Democratic meetings are <b>Chaired</b> through the medium of Welsh). There is a simultaneous translation service at all of the Council's Democratic meetings to facilitate language use.</li> <li>• Apart from the Democratic meetings, the Council organises many meetings with individuals, members of the public and officers of other organisations, and a guide on conducting meetings, outlining Welsh Language Standards requirements has been published and shared.</li> </ul>

	<ul style="list-style-type: none"> <li>Guidelines will need to be refined during the next period on meetings arranged with individuals, especially meetings involving a person's wellbeing.</li> </ul>
38, 40, 47-51	<p><b>Agendas, Minutes and other Public Documents</b></p> <ul style="list-style-type: none"> <li>Producing agendas, minutes and supplementary papers for Cabinet and Scrutiny Committees in Welsh and English is established practice, and these are all available on the Council's corporate website.</li> <li>The Council has adopted the principle that publishing a document for public use is not allowed unless a completed version is available for simultaneous publication in English and Welsh.</li> <li>If it is necessary to produce a Welsh and English document separately, a disclaimer is required stating 'This document/form is also available in Welsh.'</li> </ul>
52 55-56 58-59	<p><b>Websites, apps and on-line services, together with use of social media</b></p> <ul style="list-style-type: none"> <li>Website content is managed by the IT Service to monitor quality, and no information can be published until both a full Welsh language and English language version are available.</li> <li>The Council's main social media account is managed by the Press Team, with separate English language and Welsh language accounts.</li> <li>'Social Media Editorial and Administrative Policy' has been widely shared, which also explains how to facilitate the use of the Welsh language.</li> <li>To raise awareness and encourage use of the Welsh language the following has been achieved: <ul style="list-style-type: none"> <li>On the twitter and facebook message profile there is a link to the Welsh language stream from the English language page.</li> <li>A message is sent to the Council's facebook English language pages every quarter noting that the stream is available in Welsh</li> </ul> </li> </ul> <p><b>Facebook Account:</b> 1,868 Welsh language account followers; 13% of all followers; 650 more followers since March 2020.</p> <p><b>Twitter Account:</b> 2,458 Welsh language account followers; 29% of all followers; 126 more followers since March 2020.</p> <p><b>Instagram Account:</b> bilingual: 1,074 followers</p>
61-63,70	<p><b>Signs and Notices</b></p> <ul style="list-style-type: none"> <li>All Council signs are bilingual, with the Welsh language text placed so that it is likely to be read first</li> <li>All notices have been published bilingually during the pandemic, including on the radio, in the paper, in a monthly advertisements paper, on digital screens, banners and web pages.</li> <li><b>160</b> bilingual press releases pertaining to the coronavirus pandemic have been shared during the year.</li> </ul>
71-75 94	<p><b>Awarding Grants</b></p> <ul style="list-style-type: none"> <li>The policy for awarding community grants has been amended to include Welsh Language Standards requirements and published on the corporate website.</li> <li>The criteria attached to all community grant applications require evidence of opportunities to use the Welsh language</li> </ul>
76-80	<p><b>Awarding Contracts</b></p> <p>Work is ongoing with the procurement service to ensure Welsh Language Standards requirements are incorporated when contracting or commissioning a service. The service can advise officers on the type of clauses they need to include when commissioning or contracting work to ensure compliance.</p>

84 a 86	<p>Education Courses open to the public</p> <ul style="list-style-type: none"> <li>• A <b>9 Step</b> guide has been shared with the Dysgu Bro Service (Adult Community Learning Service) and the Leisure Service to help the services assess the level of demand for the course in the Welsh language.</li> <li>• Service users are asked if they wish to do the course in the Welsh language when registering.</li> </ul>
81 -82	<p>Raising Awareness of Welsh Language Services</p> <ul style="list-style-type: none"> <li>• Information on all Council services is available bilingually on the Council's website.</li> <li>• There is a document on the website noting the Standards with which the Council is required to comply.</li> <li>• The Council's Policy Statement is also available to download from the Council's website, noting the Council's commitment to supporting the Welsh language and culture, ensuring its services and activities promote the use of the Welsh language across the County.</li> <li>• The Council has organised campaigns providing information about the Welsh language services available, using specific days to do so eg: Shwmae Day, Saint David's Day and Rights Day.</li> </ul>

### **Compliance with Policy Making Standards (Standards 88-89)**

**Policy Making Standards** - focusing on completing a Welsh language impact assessment when making policy decisions, and taking positive action to promote the use of the language.

In order to comply with the policy making category of the Standards, the Council has taken the following actions:

<b>Standard Number</b>	<b>Overview of actions taken to comply</b>
88-90	<b>Developing or Renewing Policies:</b>
94	<ul style="list-style-type: none"> <li>• The impact of all policy decisions must be assessed on the ability of Welsh speakers to use the Welsh language, and to do this, we have developed an Integrated Impact Assessment template and guidelines. The impact assessment template reflects the requirements of the Well-being of Future Generations Act, the Equality Act, as well as Welsh Language legislation.</li> <li>• The Impact Assessment document must be presented with all policy documents considered by the Council's Cabinet – this provides a guarantee that considerations relating to the Welsh language have been taken into account when drawing up the document; and that mitigation measures have been identified to address any negative impact on the Welsh language.</li> </ul>
92-93	<b>Conducting Public Consultations</b>
	<p>Officers are required to (i) assess the impact of the consultation decision on the use of the Welsh language, and (ii) seek public opinion on any impact of the proposed decision on the Welsh language.</p> <ul style="list-style-type: none"> <li>• In order to support officers to implement the requirement, we have developed a set of questions that may be used when undertaking any consultation.</li> </ul>

	<ul style="list-style-type: none"> <li>We have also established a procedure requiring that the first step of any consultation project involves contacting the Engagement and Equality Officer to ensure corporate control.</li> </ul>
95-97	<b>Conducting research exercises</b>
	A guide has been published on CeriNet on seeking opinion on the use of the Welsh language in any research work.

### **Compliance with Operational Standards (99-144)**

The set of **Operational Standards (98-144)**, deal with the way the Council uses the Welsh language internally, and provide employee rights with regard to receiving their Human resources service in their chosen language. The set of Standards require the Council to consider methods of increasing and facilitating the use of the Welsh language internally, to contribute to the Welsh Government's vision of seeing more people speaking and using the language from day to day.

To comply with the category of Standards relating to operating internally the Council has taken the following actions:

<b>Standard Number</b>	<b>Overview of action taken to comply</b>
98	<b>Internal Policy to Facilitate the Use of the Welsh Language</b> The Council has developed a policy to promote and facilitate the use of the Welsh language in internal administration, and this document has been published on Cardinet (the Council's intranet). Also, managers and staff have been informed of the Operational Standards and workers' rights.
99-104	<b>Providing employment documents in the Welsh language</b> <ul style="list-style-type: none"> <li>The Human Resources Service produces employment contracts bilingually.</li> <li>Staff are asked in which language they would like to receive personal correspondence relating to employment.</li> <li>Council staff are given a choice when accessing the human resources digital system; in accordance with this staff can book leave, record absence from work and flexible hours in the Welsh language.</li> <li>Annual appraisal documents are available in the Welsh language, the HR service also works to ensure the form works digitally.</li> </ul>
105-111	<b>Providing HR Policies in the Welsh Language</b> All Human Resources policies are provided bilingually to staff on Cerinet (the Council's intranet)
112-119	<b>Grievance and disciplinary procedure</b> The grievance and disciplinary procedure policy informs staff that they have rights to use the Welsh language
120-126	<b>The intranet and ICT resources</b> <ul style="list-style-type: none"> <li>CeriNet, the Council's intranet is completely bilingual.</li> <li>Newyddion HR News is presented in both Welsh and English, and staff can choose their preferred language for correspondence.</li> <li>A designated page is available on CeriNet to support staff to use the Welsh language at work. This will be updated during the reporting period</li> </ul>

	<ul style="list-style-type: none"> <li>• Cysgliad software, to check Welsh language spelling and grammar is available on every computer.</li> </ul>
127	<p><b>Assessing Workforce Language Skills</b></p> <p>Staff language skills are recorded during the recruiting process and annual appraisal. A record of language skills is kept on CeriNet. An analysis of workforce language skills results for the reporting year can be found in Section 4, and a full language skills report in Appendix 1.</p>
128-133	<p><b>Standards pertaining to developing Welsh language skills through planning and training the workforce</b></p> <ul style="list-style-type: none"> <li>• Through partnership with the National Centre for Learning Welsh, a Work Welsh Tutor is employed to provide Welsh language learning training at various levels.</li> <li>• Training is provided to develop and raise the confidence of Welsh language speakers, to encourage them to use the Welsh language at work.</li> <li>• The induction training refers to the requirement of complying with Welsh Language Standards.</li> <li>• Language awareness training along with operating Welsh Language Standards is available for staff</li> <li>• Arrangements are in place so that staff can apply to do corporate training courses through the medium of Welsh; we will work to improve the provision during the next reporting period.</li> </ul> <p>An analysis of workforce training results for the reporting period can be found in Section 4.</p>
134-135	<p><b>Wording and logo for staff e-mail signature</b></p> <p>Directions on placing the <i>iaith gwaith</i> logo on e-mail signatures, placing a bilingual address, as well as suggestions for placing bilingual out of office messages were distributed to staff.</p>
136-137	<p><b>Recruiting and appointing</b></p> <ul style="list-style-type: none"> <li>• Recruiting Managers are required to assess the ALTE Level requirement for every post, and provide the rationale for the assessment result as part of the Permission to Fill New Posts.</li> <li>• The skill level required for the 4 skills (listening, speaking, writing and reading) is included in the job description.</li> <li>• Basic courtesy skills in the Welsh language are essential for all new posts within the Council. All successful candidates must attain at least Level 1 within 6 months of their appointment, and will be supported in doing so.</li> <li>• In cases where it was not possible to appoint an officer that met the requirements in full, a clause is placed in the employment contract regarding the commitment needed to attain the expected Welsh language skills.</li> </ul>
137-140	<p><b>Application Forms and Job Interview Arrangements</b></p> <ul style="list-style-type: none"> <li>• Application forms are available bilingually through the Ceri e-recruitment electronic system, and an applicant can apply for any post in their chosen language.</li> <li>• Interview offer letters provide a space for individuals to note if they wish to use the Welsh language in an interview.</li> </ul>

	<ul style="list-style-type: none"> <li>The Council's Policy is to ensure that the Interview Panel includes at least one Welsh speaker; where this is not possible a simultaneous translation service is provided if the applicant has expressed a wish to use the Welsh language in an interview</li> </ul>
141-144	<p>Exhibited signs and announcements in the workplace</p> <p>The Council's Policy is to place every sign (or announcement on audio equipment) bilingually, with the Welsh language text placed so that it is likely to be read first. This includes both temporary and permanent signs.</p>

### **Compliance with Promotion Standards (Standards 145-146)**

Actions taken to comply with the Promotion Standards.

During 2018-19 the Council's new Ceredigion Welsh Language Strategy 2018-23 was published to promote the language in accordance with the requirements of the Standards. The Strategy sets out how the Council, along with other partner organisations (members of Ceredigion's Bilingual Futures Forum) will set about promoting the Welsh language and facilitating wider use of the language within the area, setting a target for increasing or maintaining the number of Welsh speakers. The vision is to see an increase in the number of Welsh speakers in Ceredigion by the 2021 Census, with the percentage rising from 47.3% to at least 48.5% (which equates to approximately 1,500 more Welsh speakers).

In line with this strategy, Ceredigion's Bilingual Futures Forum agreed to focus on 3 strategic aims, namely:

**Strategic Aim 1:** To maintain and increase the Welsh-language skills of the people of Ceredigion

**Strategic Aim 2:** To maintain and increase opportunities to use the Welsh language in Ceredigion

**Strategic Aim 3:** To create social conditions that enable the Welsh Language to thrive in Ceredigion.

A copy of the Action Plan can be found here:

[Welsh Language - Ceredigion County Council](#)

The Bilingual Futures Forum works to ensure achievement of the Language Strategy, and members include Council Officers, along with Officers from partner organisations that are committed to collaborating for the benefit of the Welsh language across the county. Due to the Covid 19 situation, the Council is concerned that the pandemic could hinder our plans, and our ability to reach our target of increasing the number of Welsh speakers, as well as the number that use the Welsh language in Ceredigion, by the end of the current Strategy's lifespan. Because of this, the Bilingual Futures Forum members have consented to arrange working sub-groups to address the 3 Strategic Aims in the Language Strategy, and to look at specific projects. Also, following concerns that opportunities to use the Welsh language decreased during lockdown, we collected evidence and delivered a report based on the following points:

- opportunities to use the Welsh language during lockdown
- the challenges or obstacles
- plans for the adaptation phase, as well as the long-term recovery phase.
- consider what we can do better to increase opportunities to use the Welsh language

The report came to the conclusion that the biggest challenge is to ensure that digital poverty is addressed. Training programmes need to be arranged to reach residents that are

technology shy. We must ensure that our activities are inclusive, and that more attention is paid to Welsh-medium provision for more elderly people in our society; as well as ensuring that children and young people get alternative social opportunities during lockdown.

2020-21 Ceredigion Language Strategy's main achievements under Covid-19 circumstances.

### **Strategic Aim 1: To maintain and increase the Welsh-language skills of the people of Ceredigion**

This reporting period encompasses an enormously challenging period for our Education Service, whilst trying to cope with the pandemic situation, and adapting quickly to alternative procedures. Staff and pupil welfare was the main priority at the start of the lockdown, with the authority establishing care centres for the children of key workers and the most vulnerable children in society. Most of these were operating through the medium of Welsh. Many of the authority's officers and workforce were relocated to manage and also staff these centres. During lockdown there was a need to respond continuously to a rapidly changing situation, supporting schools to provide resources and various measures for their pupils to learn remotely.

During this period, the service has also been working diligently to fulfil pledges made in its Welsh Language Strategic Plan in Education; and to this end is working to prepare a new Strategic Plan for the 2022-2033 period, which builds on the good work already in place. The service's vision is that all children are given opportunities to develop into confident bilingual citizens that pride themselves on their Welsh language culture and Welshness.

In line with the pledges set out in Ceredigion's Welsh Language Strategy the service has been focusing on increasing the use of the Welsh language across its range of services. Since 1<sup>st</sup> September 2019 the service has appointed a Welsh Language in Education Development Officer, with responsibility for strategic leadership on the Schools Language Charter. The aim of the Language Charter is to positively influence children's social use of the Welsh language; in short, to get the children to speak Welsh naturally amongst themselves. There are a total of 39 Primary Schools in the County, and success with regard to attaining the language charter to date is as follows:

#### Second Language Primary Schools:

Working towards Bronze: 1 school

Reached Bronze level: 1 school

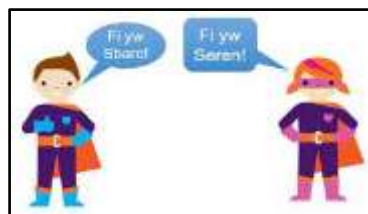
Reached Silver level: 3 schools

#### Welsh language Schools

Reached Bronze level: 14 schools

Working towards Silver: 10 schools

Reached Silver: 7 schools



#### Lifelong Learning School

Working towards Silver 3

#### Secondary Schools

Working towards Bronze: 3

Reached Bronze level: 1



Another key project was the launch of the Cardi iaith facebook page on Shwmae Day 15 October; aimed at promoting the Welsh language socially, celebrating the Language Charter's successes and offering opportunities and resources to children, young people and parents during lockdown. The site has 958 followers and 913 likes so far. A Cardi iaith Eisteddfod was held, and national days were celebrated e.g Wales Music Day on the digital platform, amongst various other activities to generate interest in using the Welsh language.



The Service has maintained 3 language centres. Canolfan y Castell in Cardigan and Canolfan y Felin in Felinfach provide lessons for primary latecomers. The other centre (established for some time at Ysgol Bro Teifi) supported those pupils who either needed to practise skills or were slower in acquiring the language. However due to the pandemic crisis, plans had to be changed quickly to create a central location to support pupils via MS teams during the lockdown. Eighteen primary latecomers and 29 Secondary pupils were supported using this system.

As the situation continued and with more latecomers coming to our schools in September, it was realised that it would not be possible to run a new face-to-face centre, therefore, following the same principles, small groups of pupils were established through MS Teams. These groups were much smaller than the face-to-face groups but it was possible to group the pupils by age which was beneficial. 44 pupils are benefitting from the scheme. Parents' quotes:

"Yes, it has been a good and fun way of learning language patterns."

"My child has benefitted greatly from the on-line lessons."

"Yes, extremely beneficial. The pupil has gained confidence by talking to peers and improving her understanding in the classroom. She is very happy to respond in Welsh first in the class now."

Note that the education service is of the opinion that this system cannot be compared to the face-to-face immersion system. The progress and pace of this development is not as good at confidence building as using suitable patterns in a safe environment where everyone is together in the same place. However, considering the restrictions, the latecomers course has allowed pupils access to the Welsh language, and has helped schools to support pupils during a very difficult period.



The service has already published and widely distributed the 'Byw a Bod' guide, which provides information about living through the Welsh language and bilingually in Ceredigion. Below is a link to the Byw a Bod video which has been a successful tool in encouraging parents and pupils to receive Welsh-medium education and to ease any concerns. This was shared with pupils, parents and schools at the start of the course.

<https://youtu.be/-5-YpvtL2vg>

## **Strategic Aim 2: To maintain and increase opportunities to use the Welsh language in Ceredigion**

Following restructuring within Ceredigion County Council, a Culture Service was created, to co-ordinate community work by promoting culture together with the Welsh language across the County; Menter Iaith Cered, along with Theatr Felinfach are part of this new fabric, as well as other cultural organisations the Council supports. 2020-21 was a challenging period for the Culture Service and like every other Service they were forced to review and re-assess to find new ways to meet the needs of audiences and continue to promote the Welsh language and culture. Following the closure of all centres at the start of April we set about planning to create a digital provision to try and cater for people of all ages.

One of CERED's important developments was creating a Facebook page in collaboration with Menter Iaith Sir Benfro. The aim was to create a joint weekly activity timetable, to avoid duplication and share expertise. Over the past year the "Cica Corona" page has published a

full timetable of activities every week with a wide variety of activities for all ages. Those activities were also shared on CERED's Facebook page. The provision included items offering interesting facts, competitions, fun activities, games and puzzles. The page has continued to be popular throughout the year.

Over the year the Cica Corona Facebook page has attained a reach of 103,020 and 1,305,662 hits and CERED's page has attained a reach of 14,080 and 293,756 hits.

Also, the Cica Corona page was the basis for live activities through Zoom, including activities for families and children under 4-years-old, namely Siani Sionc and Do Re Mi sessions, and sessions for children, including Gwener Grwfi, Sesiynau Disgo and Clwb Criw Creu, offering a variety of live, musical and creative activities.

Similarly, the Dychmygus digital platform was developed on Theatr Felinfach's social media pages, mainly for children and young people, but including some activities for adults and older people as well. A variety of activities such as Micro Dramas, Dance and Make-up Sessions and drama sessions were offered. +

Gŵyl yr Enfys (Rainbow Festival) was established during 2020 by the theatre – a digital festival that brought together over 20 various partners to contribute content on the following themes - Good Health Ceredigion, Creative Ceredigion, Ceredigion Communities and Celebrating Ceredigion. Welsh was the festival's main language, with some bilingual and English language contributions. The festival reached more than 80,000 people through visits to the gwylyrenfys.cymru website and to our social media pages.

For the older population, CERED has also offered participatory experiences through Zoom to bring people together to socialise through the Welsh language. That provision included:

- Theatr Soffa projects – an opportunity to bring people together with the aim of performing drama for audiences through Zoom. Two performances of Under Milk Wood in the Welsh language were held during the summer followed by a performance of three Welsh comedies “Bynji Jymping” in March this year.
- Discussion sessions through Zoom– Dished am Ddau (A Cuppa at Two) every day between April and July, providing an opportunity for anyone to join in a chat over a cuppa. Similarly, a discussion session for New Speakers in partnership with Penparcau Hub is held every Monday morning and these sessions are continuing.
- Iwcazoomadwli – The Iwcadwli orchestra has met through Zoom throughout the year.
- Cwmni 'Rôl Cinio (Company after Lunch) – interviews with well-known names every Thursday through Zoom published live on Cica Corona. A variety of guests included Mererid Hopwood, Adam yn yr Ardd, Eddie Ladd and Meleri Wyn James.

In a normal year one of the Theatre's highlights with regard to Welsh language provision is the Pantomime, consequently one of the biggest challenges this year was creating and broadcasting a digital community pantomime developed, scripted and performed by volunteers from the community. Despite the challenge of creating a digital version of a large, live show, it was a valuable experience for the cast and crew and attracted an audience of over 2,600 viewers.

The Helo Blod service has continued to offer advice and support to businesses on the use of the Welsh language through on-line meetings and various activities on CERED's social media pages. 46 businesses received intensive support from the local Helo Blod Officer and 159 businesses were referred to the Government's translation service.

Looking to the future and hoping there will be a way to start holding face-to-face activities again, the Service is planning for provision that builds on the successes of 2020-21, but taking into consideration the lessons learnt, namely:

- Digital provision is valuable and an opportunity to reach new audiences
- It is possible to create an exciting and innovative digital provision
- Digital poverty denies opportunities for some
- Some elements of the service's normal activity are difficult to offer digitally
- Digital fatigue can affect users and providers

We foresee that our provision for the future will be a combination of face-to-face and digital activity, ensuring a wide range of enjoyable and interesting opportunities to protect the use of the Welsh language across communities in Ceredigion.

### **Strategic Aim 3: Ensure social conditions that enable the Welsh language to thrive in Ceredigion**

#### **Boosting Ceredigion's Economy: A Strategy for Action 2020-35**

During December 2020 and January 2021 Ceredigion County Council consulted with residents and businesses on the draft Economic Strategy for the 2020 to 2035 period. The Economic Strategy notes the importance of the County's Welsh language and culture, setting out the role this could play in the county's economic development. This Strategy also supports our objectives with regard to protecting communities, and ensuring a lively culture where the Welsh language thrives. The Strategy outlines actions to strengthen local skills, ensure good quality local employment, schemes for developing and supporting entrepreneurship, as well as strengthening digital connectivity. Essentially, this will be achieved by ensuring that those who speak Welsh have the confidence, skills and opportunities to develop businesses, work in higher quality jobs, and see Ceredigion as a thriving and energetic place to live and work.

#### **Ceredigion County Council administered the Small Business Capital Grant (January to March 2021)**

The aim of the Small Business Capital Grant was to support new and current small businesses with their growth and/or recovery plans during the Covid-19 pandemic, by providing financial contributions towards capital expenditure. The grant scheme was funded by Welsh Government and delivered by Ceredigion County Council. As part of the grants award package, the Council decided to ask about language use; this step has been recognised as good practice by Welsh Government. Doing so provides an overview of the way companies make use of the Welsh language; and if the use is considered to be sparse they may subsequently be referred to the Helo Blod scheme.

#### **Cynnal y Cardi Scheme**

The Cynnal y Cardi scheme continues to ask prospective applicants how their proposed plans will contribute towards promoting and facilitating the use of the Welsh language. Here is a summary of some of the successful projects:

- 'Prosiect Fory' is led by Radio Beca and aims to create Community Broadcasting groups in the traditional Welsh language localities of Pembrokeshire, Carmarthenshire and Ceredigion. It has enabled the development of discussion groups which have stimulated discussions on many aspects that affect Ceredigion's rural communities.
- Creating on-line digital resources in order to continue to provide support for Service users (i) to Pilot digital courses on woodland e.g. Managing Sustainable Woodland, Forestry Work (ii) to pilot digital seminars for professional health workers on green social

prescribing to improve communication and learning on the subject, as well as creating on-line resources that can be widely shared and used in the future.

- Collaborating with organisations that are looking to develop community buildings for community ownership - buildings that could be threatened with closure. In this respect support is needed to identify the possibilities of developing a community initiative. This will contribute to the sustainability and viability of our rural communities, with language and culture being at the heart of the proposed schemes.
- Learning from areas and sharing good practice in a linguistic and cultural context. It was intended to visit Cornwall in 2020 to learn and discuss some themes, namely 'Housing, Language, Work', in an area which is similar with regard to rural policy and tourists. Unfortunately, because of Covid it had to be postponed, but the intention is to re-organise for Autumn 2021.

### **“Connect Ceredigion”**

A scheme partly funded by Cynnal y Cardi and Growth and Enterprise Area to employ a Digital Development Officer for Ceredigion, to work with individuals, communities, organisations and businesses to improve access and their use of digital technology.



A two-year scheme to trial innovative methods of promoting entrepreneurship, business growth, community resilience and the Welsh language in the Arfor region (the counties of Ceredigion, Carmarthenshire, Gwynedd and Anglesey). Since the start of the scheme Ceredigion has allocated grants worth £475,000 to 31 businesses in Ceredigion. The Business Start Up scheme has helped 17 companies to start from scratch, moreover 14 companies have received support under the Going for Growth scheme. All the organisations have been checked with regard to their use of the Welsh language, or been referred to the Welsh language Business scheme 'Helo Blod' in order to put in place proposed plans to make use of the Welsh language. In terms of feedback, the businesses that have been approved before and at the start of lockdown have noted that the Arfor Scheme has enabled them to respond proactively to the pandemic, and they have succeeded in adapting their business plans very quickly. The Arfor programme will be appraised in detail, and a final report will be presented at the end of the scheme in April 2021.

### **Ceredigion Local Development Plan: Planning and the Welsh Language**

The County Council will promote and support the use of the Welsh language by designating Ceredigion, in its entirety, as a linguistically sensitive county. There will be provision for an Impact Assessment on the Welsh language (by appropriate means) for any unexpected development through policy DM01 and promotion of an unique sense of place through a stronger bilingual signage policy, DM08

Update on developing a new plan for Ceredigion. Welsh Government has published Future Wales The National Plan 2040 as an official national planning guide; this guide changes the structure of the planning policy-making processes, and delivers future planning development on a regional basis. This has led to an argument over the status of local development plans,

and synchronizing their preparation in line with a Strategic Development Plan. The Ceredigion Local Development Plan is nearing the end of its specific period (2022). Because of this, Welsh Government has decided that the Ceredigion Local Development Plan will remain as the statutory adopted development plan until a new plan is adopted.

Although the official processes of drawing up a new plan have been postponed, work is currently in progress to re-assess the methodology of the Impact Assessment on the Welsh Language relevant to each phase of the development plan process. The Preferred Strategy 2019 that was suspended was the subject of an Impact Assessment on the Welsh Language in response to paragraph 2.1.5 of the latest TAN20, with analysis based on the methodology 'Welsh Language – The Way Forward' 2005 which was used extensively but not approved by Welsh Government. The LDP team is conducting an alternative methodology review by the Language Centre which is providing for a risk assessment of predictive impacts, considering public policy initiatives and aims for the Welsh language, and ensuring a close relationship between an assessment of the resilience of the Welsh language and all aspects of the process of producing a Local Development plan, not only on the impact of land allocation. The LDP team is also preparing evidence of rural settlement sustainability in Ceredigion, which includes an assessment of the resilience of the Welsh language in our communities, for critical review. Therefore, there is a bilateral aspect to this piece of work, which concentrates on communities and the LDP process.

With regard to Affordable Housing, research is continuing through the Assessment of the Local Housing Market and its review and conclusions, with contextual comparison with Welsh Government's Assessment of the Local Housing Market model, to be introduced during the summer of 2021, which has provided the requirements of Future Wales, that focuses on the need for affordable housing.

## SECTION 3: Performance Assessment

### Compliance with Record Keeping Standards (147-154)

#### WHAT NEEDS TO BE REPORTED ON?

<b>Staff Language Skills:</b> Number of staff with Welsh Language Skills, by ALTE level, during the year in question
<b>Recruiting to vacant posts:</b> Number of posts advertised during the year requiring Welsh language skills, categorised by ALTE level
<b>Training in Learning or Improving Welsh language skills:</b> Number of staff who attended training courses to either learn or improve their Welsh language skills
<b>Welsh-medium Training Provision:</b> Number of staff who attended Council training courses through the medium of Welsh during the year
<b>Complaints by members of the public:</b> Number of complaints received relating to the Welsh language

#### Staff Language Skills:

#### **Number of staff with Welsh Language Skills, by ALTE level, during the year in question**

Council staff were invited to self-assess their language skills, using the ALTE Language Levels Framework in three skills, namely speaking, writing and reading. Language skills are recorded in the recruitment process and reviewed during the annual evaluation process. A total of 2007 staff members, excluding school staff, have self-assessed their language skills and recorded these on the Ceri system. The Council currently uses can-do statements, derived from the ALTE framework, The Association of Language Testers in Europe, a set of common standards assessing linguistic skills adopted across European countries. See the can-do statements in appendix 2.

The results are summarised in table 1 below, for data per service please see Appendix 1.

**Table 1: Results of the Welsh Language Skills Audit - Staff Overview 2020-21**

Speaking / Listening			Writing			Reading		
Level	Number of Staff	%	Level	Number of Staff	%	Level	Number of Staff	%
No skills	75	4%	No skills	185	9%	No skills	167	8%
Level 1	396	20%	Level 1	440	22%	Level 1	392	20%
Level 2	293	14%	Level 2	331	17%	Level 2	317	16%
Level 3	299	15%	Level 3	259	13%	Level 3	245	12%
Level 4	276	14%	Level 4	283	14%	Level 4	304	15%
Level 5	668	33%	Level 5	509	25%	Level 5	582	29%
TOTAL	2007	100%	TOTAL	2007	100%	TOTAL	2007	100%

### **Main Headings:**

- 668 (33%) of staff say they are fluent in the Welsh language, ALTE Level 5, this is consistent with previous workplace skills profiles.
- However, the number of staff saying they have no Welsh language skills has increased slightly compared to the previous reporting period; 4% of the workforce said they have no oral Welsh language skills. To try and reduce the number of employees noting that they have no Welsh language skills, the Council will encourage Officers to complete the 'Croeso Cymraeg' 10-hour e-learning package developed by the National Centre for Learning Welsh, to enable the development of basic Welsh language courtesy skills.
- The oral skills of staff who stated they were fluent in the Welsh language are much higher than their ability to write in Welsh. Fluent oral Skills: 33%; Fluent Writing Skills: 25%. To improve on this finding, the Council will put more emphasis on Refresher courses and Improving Written Welsh courses.
- There are 4 Services within the Council with 40% or more of staff who have stated they have fluent skills in the Welsh language, namely ALTE level 5 (Democratic Services, People and Organisation Service, Porth Cymorth Cynnar and Schools and Culture Service).
- The numbers with fluent skills in the Welsh language within the care sector continues to be a cause for concern, this also reflects the shortage of Welsh language skills across the sector nationally. To address this, the Council is trying to develop its current workforce.

### **Recruiting To Vacant Posts:**

#### **Number of posts advertised during the year which required Welsh language skills and were categorised according to their ALTE level.**

The Council is very aware of its duty to plan the workforce to ensure it has the right people with the right skills at the right time. To achieve this from a language perspective and to ensure that a bilingual service can be provided to the residents of Ceredigion, the Council aims to ensure that it has enough employees who are competent in written and spoken Welsh. This is done by assessing every new or vacant post with regard to the Welsh language skills required to be able to fulfil the post.

As part of the Policy for Promoting and Facilitating the Welsh Language Internally (December 2017) it was decided that all employees must meet the Level 1 'speaking and listening' requirements at the very least, namely basic courtesy language, when they are appointed, or do so within six months of their appointment. The Council will encourage Officers to complete the 'Croeso Cymraeg' 10-hour e-learning package developed by the National Centre for Learning Welsh, so that they can develop basic courtesy language skills. Following this decision, language skills are essential for every post, and consequently the required language level for each post must be determined using the ALTE framework (competence statements); and must be recorded on the 'Permission to Fill a New Post' form. In certain cases, if it is impossible to recruit at the expected ALTE level, there will be an agreement to impose a training condition in the employment contract. The successful candidate will be expected to attain the required ALTE standard within 2 years of the appointment. The line manager will be expected to monitor this, and record progress through the annual appraisal process. During the reporting period, a condition to learn Welsh was noted in 157 employment contracts, and we can report that 49 have already been registered on Welsh language courses.

Between April 2020 and March 2021, 286 new posts were advertised with the following ALTE levels as a condition:

Number of posts advertised between April 2020 and March 2021 which required:	
ALTE 1	51
ALTE 2	13
ALTE 3	143
ALTE 4	37
ALTE 5	42

The Council continues to advertise for ALTE 5 fluent Welsh language skills in a number of posts (42%); currently the largest number of posts are advertised asking for language level ALTE 3 (143). ALTE level 3 requires the person to be able to understand and take part in normal day-to-day conversations in the office, with level 5 representing complete fluency in Welsh. During the next reporting period, the intention is to create a guide that explains the language levels, to help recruiting officers make more informed decisions regarding language skill needs.

This year, we have measured the number of applicants asking to be interviewed in Welsh:

Applicant: Choice of Interview Language		
English	2868	82%
Welsh	627	18%
Total	3495	

Number of CCC staff registered to use the Ceri Self-service System (Human Resources) in Welsh/ or number of 'hits' for the Ceri Self-service System in Welsh.

Total Users:	3653
English:	2636
Welsh:	177
Not Noted:	840

Number of CCC staff choosing to receive Newyddion HR News (i) in Welsh, (ii) in English (iii) bilingually

Total Staff:	4373
English	733
Welsh	93
Bilingual	318
Not Noted	3229

### **Training in Learning Welsh and Improving Language Skills**

#### **Number of staff who attended training courses to either learn or improve their Welsh language skills**

The Council has formed a partnership with the National Centre for Learning Welsh to finance a Work Welsh tutor. Being able to employ a Welsh Language Tutor in the workplace has made a big difference to the Council's Welsh language learning provision; this year the programme has provided education at **level 5**, up from level 4 in 2019/20, and level 3 in 2018/19. The Council is extremely pleased that **15 students** have followed the **Advanced**



level courses this year. Thirteen of these have reached these levels by studying the Work Welsh programme courses in previous years. During the year, the Council's Work Welsh Tutor adapted plans quickly, and arranged for every class to be delivered virtually. This includes holding the Clwb Cinio (Lunch Club) virtually, with the main purpose of giving the learners the opportunity to meet and chat informally in a relaxed atmosphere outside the formal class.

Also, the Work Welsh Tutor has been able to work specifically with Deprivation of Liberty Safeguards Managers, to plan a training programme tailored at 3 different levels; encompassing the proactive proposal provision requirements, becoming familiar with terms and phrases relevant to the MCA and DOLS, and applying them with confidence.

The number of employees attending Welsh language learning training at different levels:

Course Title	Number of Attendees	Feedback from Learners
Entry Course	12	"I am now beginning to have introductory conversations in Welsh with my work colleagues. I am also using greetings in my emails"
Foundation Course	31	"It's made me more confident that I can at least start a conversation in Welsh and chat briefly. That is helpful with meetings especially online. I try and use Welsh when speaking to colleagues where possible, and locally in shops."
Intermediate Course	12	"This level has really helped me develop within my new role and communicating internally with staff and colleagues. I can comfortably respond to simpler emails in Welsh via email and understand better when listening. I have gained much more confidence this year. I'm not afraid to attempt Welsh with my colleagues and ask for their assistance. I now communicate as much as I can with my line manager in Welsh and responding to Welsh emails when dealing with Covid related staff referrals."
Advanced Course	15	"I have become more confident in speaking Welsh with customers and co-workers. I am more willing to start conversations in Welsh and I speak Welsh throughout the conversation."
Total Learners	70	

The council is also very aware of the need to offer courses to improve Welsh language skills, and to raise confidence in using the Welsh language in the workplace:

Course Title	Number
Improving Welsh language written communication skills	1 course delivered virtually, 9 members of staff attended
Language Skills Certificate Residential Course 23 March 2020 The Welsh Learning Centre	4 registered but had to postpone because of Covid.

Work Welsh Residential Course. 27 March 2020 The Welsh Learning Centre	4 registered but had to postpone because of Covid.
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Language Awareness and Welsh Language Standards Requirements Training

Language Awareness and Welsh Language Standards Training	3 sessions, 1 postponed due of lack of numbers. 11 attended
Language Awareness Session for Porth Cymorth Cynnar	This Service was established as a new service during the reporting period, consequently a specifically tailored session was provided on Welsh language Standards requirements for Service Managers. 20 attended.
Language Awareness e-learning Programme	This is a compulsory course for the whole workforce. A total of 1896 staff have completed the e-learning programme since its launch, with 476 having completed during the reporting period:
Induction Programme	An element of language awareness together with Welsh Language Standards requirements is part of this course. During the reporting period 143 staff have attended the session.

**Corporate Welsh Medium Training Provision:**

Due to the effect of the pandemic, in March 2020 all organised face-to-face training was cancelled, and in its place essential e-learning programmes were adapted and given priority to support staff relocated to frontline services in social care. Because staff worked from home it was more difficult to adapt some courses; and many of the Council's training officers had to develop alternative courses on dealing with the crisis. Consequently, it was not possible in 20/21 to offer the range of training in Welsh or English that we would offer under normal circumstances.

Standard 128 requires the council to provide training in Welsh in the following fields, if such training is provided in English (a) recruiting and interviewing; (b) performance management; (c) disciplinary and complaints procedure; (d) induction; (e) dealing with the public and (f) health and safety. Because of the effect of the crisis and the changes in our arrangements, it was not possible to provide any performance management courses or disciplinary and complaints courses. During the next period we will review these plans, and implement plans to ensure that staff can participate in their chosen language.

Type of Training	Number that attended Welsh version	Number that attended English version	Percentage that attended Welsh version
Recruiting and Interviewing Skills	0	19	0%
Performance Management	not delivered	not delivered	0%

Disciplinary and Complaints Procedure	cancelled because of Covid	cancelled because of Covid	0%
Induction Sessions	0	143	0%
Dealing with the Public	0	26	0%
Health and Safety	0	40	Welsh speakers given the opportunity to use their Welsh

Standard 152 requires the Council to report (i) the number of employees that attended courses through the medium of Welsh and (ii) the percentage of staff who attended (the Welsh language version). During 2020-21 5,402 attendees registered on corporate training courses, and 156 participants followed their training courses through the Welsh language. Of all staff that have followed training courses, 3% of attendees have received their training in Welsh.

Training opportunities and events are advertised through Cerinet, the Council's intranet system. Staff are given the option of searching the website in Welsh or English. They can view and book their place on training courses or register their interest by adding their name to a waiting list. Course titles are shown in Welsh and English and those presented through the medium of Welsh are highlighted. Waiting lists are monitored regularly and when there is sufficient demand for a course the Learning and Development Team try to organise it as soon as possible. The Council works diligently to try to provide more courses for staff through the medium of Welsh, and its Policy on Promoting and Facilitating the use of the Welsh Language Internally states: *"Specialist training will also be provided in Welsh in specific fields relevant to the Council's work. This will be done wherever there are suitable Welsh speaking instructors available and in accordance with the National Guidelines on Procuring Instructors for Public Authorities"*

The tables below report the number of Welsh-medium courses provided to Council staff during the reporting period. In addition, all staff e-learning packages produced by the Council are produced in Welsh and English, and participants can choose the language of their training.

Corporate Training	Number	% of all participants
New Safeguarding Procedures Training Module 1 A & 1B	2 Welsh language sessions: 24 attended Welsh language sessions	6.5%
Safeguarding Procedures Training Module 2	1 Welsh language session: 28 attended the Welsh language session	10%
Safeguarding Procedures Training Module 3	1 Welsh language session: 28 attended the Welsh language session	11%
Safeguarding Procedures Training Module 4	1 Welsh language session: 29 attended the Welsh language session	11%
Child Protection and Safeguarding Level 2	5 Welsh language sessions, one was cancelled because of	23%

	insufficient numbers and 2 were cancelled because of Covid. 31 attended Welsh language sessions	
Introduction to Microsoft Teams	2 Welsh language sessions, 1 was cancelled because of insufficient numbers 7 attended Welsh language session	2%

The Council also has a number of e-learning programmes and the numbers and % using the Welsh language versions are as follows:

Programme Name	Total number of staff completed during the year	Total completed in Welsh	% of total in Welsh
Violence Against Women, Domestic Abuse and Sexual Violence (G)	272	59	22%
Carers Awareness	79	2	3%
Food Hygiene	166	17	10%
Your Attendance Matters	123	5	4%
Display Screen Equipment	717	47	7%
Mental Health Issues in Children and Young People	276	34	12%
Well-being of Future Generations (g)	469	91	19%
Whistleblowing (g)	357	77	22%
Safeguarding Adults – Basic Awareness	385	58	15%
Safeguarding Children	615	117	19%
Welsh Language Awareness and Standards (g)	476	96	20%
Equality and Diversity (g)	416	66	16%
Data Protection (g)	496	73	15%
Information Security (g)	516	32	6%
Health and Safety (g)	542	71	13%
Safe Return to School	547	175	32%
Safe Return to Work	803	51	6%
Total	7255	1071	14.76%

### **Complaints from Members of the Public:**

#### **Number of complaints received relating to the Welsh Language**

The Council has published a 'Corporate Concerns and Complaints Policy' along with the 'How to Make a Complaint' guide, published on the Council's corporate website.

[Corporate Complaints - Ceredigion County Council](#)

This Policy refers to the Council's duty in relation to receiving and discussing complaints. Service users are able to submit their concerns using the Council's Corporate Complaints Procedure, in Welsh or English according to their preferred language. The policy also notes, if the complainant is dissatisfied with the Council's response, the complainant may seek further advice from the Welsh Language Commissioner.

Furthermore, a link on the Council's Welsh Language Standards page lets the public know how they can make a complaint regarding compliance with the Standards or about a failure to receive a Welsh-medium service. See the text below:

**Cwynion iaith**  
 Os hoffech wneud cwyn yn ymwneud â chydymffurfiaeth y Cyngor â Safonau'r Gymraeg neu fethiant ar ran y Cyngor i ddarparu gwasanaeth dwyieithog, defnyddiwch weithdrefn gwyno'r Cyngor ar y tudalen [Sylwadau, Canmoliaeth a Chwynion](#).  
 Mae gennych hefyd hawl i gyfeirio unrhyw gwynion sy'n ymwneud â'r iaith Gymraeg at Gomisiynydd y Gymraeg: [Gwefan Comisiynydd y Gymraeg](#)

*Translated of text in the box above:*

Welsh Language Complaints

If you would like to make a complaint relating to the council's compliance with the Welsh Language Standards or a failure on the council's part to provide a bilingual service, please use the council's complaints procedure on [the Comments, Compliments and Complaints](#) page.

You also have a right to direct any complaints relating to the Welsh language to the Welsh Language Commissioner: [Welsh Language Commissioner's Website](#)

Here is the link to the details on the Council's website:

[Welsh Language Standards - Ceredigion County Council](#)

As part of the Council's Corporate Complaints procedure, the Welsh Language Policy Officer is informed of all complaints relating to the Welsh Language, in order to advise officers and consider further action.

As part of the Council's *corporate complaints training programme*, officers are informed of the procedure for dealing with complaints relating to Welsh language issues. Although 6 Welsh-medium sessions had been arranged for the reporting year, these were postponed because of the Covid crisis.

### Complaints Received

During the reporting period, no direct complaints were received, however 1 complaint was received via the Werlsh Language Commissioner.

Complaints received directly	
Standards class	Number
Service delivery standards	1
Policy making standards	0
Operational standards	0

Complaints brought to the Council's attention by the Welsh Language Commissioner		
Ref: Date: Service	Standards Class	Nature of Complaint
CSG721 24/03/2020 Finance Service	Service delivery standards	Monolingual automatic correspondence On-line English service: <ul style="list-style-type: none"> <li>• Registration Activation</li> <li>• Direct Debit Application</li> </ul>
Outcome: How the matter was resolved		

Following an investigation by the Welsh Language Commissioner further action on the Council was enforced, namely:

1. The Council should take action to identify all bilingual correspondence produced automatically to ensure it is not likely to be affected by the same problem as the e-mail messages involved in this investigation.
2. The Council must provide written evidence that satisfies the Welsh Language Commissioner that it has completed enforcement step 1.

Because of the Covid crisis, the Welsh Language Commissioner has agreed to an extension until 1<sup>st</sup> July 2021 for the Council to provide written evidence.

## **SECTION 5: Conclusions**

This report notes our progress in fulfilling the Welsh Language Standards as well as presenting specific data for the 2020-21 financial year. We are pleased with the progress made but acknowledge that there are still improvements to be made to the Welsh-medium provision within our services. During the forthcoming year we will aim to focus on the following:

- Develop a plan to refresh the 'Iaith ar Waith' pages on the Council's intranet, include current guidelines, and develop the auxiliary support material needed to promote the Welsh language and help staff to use the Welsh language.
- Introduce a scheme that recommends improvements to fulfill the Welsh Language Standards requirements – use the Welsh language internally and promote the concept of a bilingual workplace
- Co-ordinate and support Ceredigion Language Strategy actions, and develop a plan that assesses the impact of implementing the Strategy on the state of the Welsh language in Ceredigion by the end of March 2022. Prepare to develop a new Strategy for 2023-28 (Census 2021 – need to analyse the results)
- Co-ordinate a project group to develop a 'Welcome Package' to try and integrate incomers into the world of work, derived from the Bilingual Futures Forum
- A project to facilitate awareness of culture and Welshness in residential homes (started in 2019 but postponed due to Covid-19). Assess whether it will be possible to re-start the project.
- Review Policy Standards requirements, to ensure use of the Welsh language is included in the action plans of all Council services, and identify opportunities to use the Welsh language in all policy decisions (ie Review of Integrated Impact Assessment)

## Appendix 1: 2020-21 Language Skills Data by Service

### Customer Contact Service: 136 employees

ALTE Level	No Skills	1	2	3	4	5
Number	3	10	22	15	34	52
	3%	7%	16%	11%	25%	38%

### Democratic Services: 116 employees

ALTE Level	No Skills	1	2	3	4	5
Number	2	12	14	20	20	48
	2%	10%	12%	17%	17%	42%

### Economy and Enterprise Services: 223 employees

ALTE Level	No Skills	1	2	3	4	5
Number	13	72	35	35	23	45
	6%	32%	16%	16%	10%	20%

### Finance and Procurement Services: 100 employees

ALTE Level	No Skills	1	2	3	4	5
Number	2	18	19	19	16	26
	2%	18%	19%	19%	16%	26%

### Highways and Environmental Services: 255 employees

ALTE Level	No Skills	1	2	3	4	5
Number	6	68	37	36	49	59
	2%	27%	15%	14%	19%	23%

### Legal and Governance Services: 19 employees

ALTE Level	No Skills	1	2	3	4	5
Number	2	1	2	6	4	4
	11%	5%	11%	31%	21%	21%

### People and Organisation Services: 55 employees

ALTE Level	No Skills	1	2	3	4	5
Number	1	2	9	9	9	25
	2%	4%	16%	16%	16%	46%

**Policy Performance and Public Protection Services: 115 employees**

ALTE Level	No Skills	1	2	3	4	5
Number	3	11	13	24	26	38
	3%	10%	11%	21%	22%	33%

**Porth Cymorth Cynnar Services: 226 employees**

ALTE Level	No Skills	1	2	3	4	5
Number	4	28	28	28	39	99
	2%	12%	12%	12%	18%	44%

**Porth Cynnal Services: 128 employees**

ALTE Level	No Skills	1	2	3	4	5
Number	5	35	20	22	12	34
	4%	27%	16%	17%	9%	27%

**Care Services: 351 employees**

ALTE Level	No Skills	1	2	3	4	5
Number	30	76	63	65	27	90
	9%	22%	18%	18%	8%	25%

**Schools and Culture Services: 331 employees**

ALTE Level	No Skills	1	2	3	4	5
Number	4	76	42	29	25	155
	2%	23%	13%	8%	7%	47%

**Leadership Services: 3 employees**

ALTE Level	No Skills	1	2	3	4	5
Number	0					3
						100%



## ALTE Framework for Ceredigion County Council:

### Can-do Statements...

Level	Listening/Speaking	Reading	Writing
1	<ul style="list-style-type: none"> <li>• Can pronounce place names and personal names correctly.</li> <li>• Can greet customers on a reception desk or on the telephone.</li> <li>• Can begin and end a conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand short reports on familiar matters, if these are expressed in simple language, such as elementary signs, simple instructions and agenda contents.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write personal names, place names, job titles and names of Council departments.</li> <li>• Can write a simple request to a colleague, i.e. So and so has called.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Can understand the essence of a conversation.</li> <li>• Can receive and understand simple messages following normal patterns, such as time and place of meeting, request to talk to someone.</li> <li>• Can pass on basic information and simple instructions.</li> <li>• Can begin and end conversations and meetings bilingually.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand most short reports and familiar instructions within the area of expertise, provided enough time is given.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write a short simple message on paper or by e-mail to a colleague within the Council or a known external contact</li> </ul>
3	<ul style="list-style-type: none"> <li>• Can understand and participate in most day-to-day conversations in the office.</li> <li>• Can advise the public on general matters within own area of work, but must turn to English for technical or specialist terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand most reports, documents and correspondence he/she is likely to encounter during his/her work.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write informal messages and reports for internal use.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can contribute to meetings or presentations within own area of work, but must turn to English for technical or specialist terms.</li> </ul>		
4	<ul style="list-style-type: none"> <li>• Can contribute effectively to internal and external meetings in the context of the job area.</li> <li>• Can understand differences in language and dialect.</li> <li>• Can argue for or against a specific case.</li> <li>• Can chair meetings and answer questions confidently from the Chair.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand correspondence and reports expressed in standard language.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write business correspondence, short reports, e-mail messages and information literature with editorial assistance.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Can contribute fluently and confidently in relation to all aspects of day-to-day work, including discussing and advising upon technical, specialist or sensitive matters.</li> <li>• Can contribute to meetings and make presentations fluently and confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand reports, documents and articles he/she is likely to read during his/her work, including complicated concepts expressed in abstruse terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write business correspondence, short reports, e-mail messages and information literature to an acceptable standard with the assistance of language tools.</li> <li>• Can write detailed notes in a meeting whilst contributing fully.</li> </ul>

## CEREDIGION COUNTY COUNCIL

**Report to:** Cabinet

**Date of meeting:** 15/06/2021

**Title:** Independent Sector Care Home Fees Setting

**Purpose of the report:** To set recommended fees for placements in Ceredigion Independent Sector Residential Care Homes for Older People for 2021/22

**For:** DECISION

**Cabinet Portfolio and Cabinet Member:** Cllr Alun Williams – Porth Cynnal

### **1. Introduction**

The Council is obligated to follow WG guidance and good practice advice when considering and determining a fair price for care in Older People's homes in Ceredigion. Fee setting should take into account the legitimate costs faced by Care Homes as well as the factors that affect those costs.

The 2010 WG statutory guidance entitled 'Fulfilled Lives, Supportive Communities, Commissioning Framework and Guidance' stated that commissioners should have an understanding of the costs of directly provided and contracted Social care services and to act in a way to promote service sustainability. WG have subsequently issued further guidance in the form of a toolkit called 'Let's agree to agree'.

There are 11 Independent Sector Care Homes in Ceredigion of which 7 are Residential Homes and 4 are Nursing Homes.

### **2. Background**

The previous detailed in depth review of Care Homes Fees occurred as part of the Fee Setting process for the 2018/19 financial year. That process started in November 2017 and, following full consultation with the sector, was concluded in May 2018. The approach taken was detailed and involved various templates covering Occupancy data, Inflation Cost pressures, Staffing costs and a breakdown of Cost components.

This process is resource intensive and it is not realistic to undertake this on an annual basis. The Welsh Government's 'Let's Agree to Agree' toolkit recognises this and suggests that a fuller analysis of costs should take place every 3 to 4 years.

For 2019/20, the Adults Personal Social Services Pay & Prices Inflation index (produced by the Department of Health & Social Care in England) was researched and investigated, which contained an Independent Sector subset. It was concluded that, given that the main components matched those already in the Fee setting model (e.g. Pay, General inflation and the Cost of capital) and were sector specific, this was a reasonable inflation measure to use in the intervening years between detailed in depth reviews and indeed was a better measure than just using RPI or CPI. As part of the 2019/20 consultation process the change by Welsh Government in the personal Capital limit from £40,000 to £50,000 was highlighted as an issue.

Therefore for 2019/20 a 4.0% uplift was mutually agreed – being 3.5% stemming from the Inflation index and 0.5% in relation to the change in capital limits. The Council also agreed to a change in the policy pertaining to the period where payment is payable following a death.

For 2020/21, the emerging COVID19 pandemic curtailed the discussions that had started on Fee Setting. Recognition was given to the late announcement by the UK Government of a 6.2% increase in National Living Wage that came in from 01/04/21, so the Health & Social Care Cost Inflation index was used as a starting point, but was adjusted to take account of the forward change in the Living Wage.

Therefore for 2020/21 this resulted in a 4.25% uplift, which was mutually agreed and the Council agreed to implement this from 23/03/20 rather than 01/04/20.

### **3. Approach for 2021/22**

For 2021/22, the Council has only received an increase of 2% in its funding from Welsh Government and received the poorest settlement of all 22 Local Authorities in Wales. The Council is continually facing budget pressures far in excess of 2%, therefore the Council is operating under significant financial constraints.

Since the turn of the year, a series of Fee setting meetings have taken place collectively with all Care Homes. The process this year has been a unique and extremely challenging one for all parties, due to the circumstances that Care Homes have been and continue to operate under, with the COVID19 pandemic having a significant impact on the sector. The Council has listened as much as possible to the sector and taken on board several of the points made in the various Fee Setting meetings. It is therefore recognised that Care Homes are facing increased costs in areas such as Utilities, Insurance and Staffing (particular around the complexity and dependency of placements, more so than core wage inflation) as well the continued operational and financial challenges specifically arising from COVID19.

In financial terms there has been and continues to be temporary funding made available under the Welsh Government's Adult Social Care COVID19 scheme. This is in the form of temporary premium payments of £50 per week per Residential Care Home placement (there is a further £25 additional premium for Nursing placements via the Health Board) and the ability for all Care Homes to submit claims for funding to the Council for Exceptional costs and Voids (within certain parameters) arising from direct COVID19 events.

The Council has considered and iterated its Fees offer over a period of time and the final offer presented to the Residential Care Homes was follows:

<b>Fees per placement per week</b>	<u>Residential</u>	<u>Residential Dementia</u>
2020/21 Existing Fees	£605	£645
2021/22 Proposed from 05/04/21	£644	£686
<i>Increase</i>	6.45%	6.36%

The Council is also committed to undertaking an in depth review of Fees in readiness for 2022/23, which will then be 4 years since the last in depth review. This will need to commence at the end of the summer in order to be completed in a timely manner and it is intended to use the Welsh Government's Let's Agree to Agree toolkit.

Whilst the Residential Care Homes in the county were seeking a far higher increase, there has nevertheless been agreement by all the Residential Care Homes that they are willing to accept this final offer. Further consideration is still being given to the Fee setting for Nursing Homes.

#### **4. Other Considerations**

The current Local Authority in house Care Home placement fees of £637 per week (Residential) and £679 per week (Residential Dementia) which were implemented for 2021/22 as part of the Fees & Charges process are now lower than the final offer to the Independent Sector. It is therefore proposed to re-align these fees for 2021/22 and then the in depth review of Fees for 2022/23 will also encompass a review of the Local Authority fees at the same time. For ease of administration for Financial Assessments, an effective date of 12/04/21 rather than 05/04/21 is proposed for this change.

There is also a need to amend the basis for commissioning Out of County Older Persons placements to ensure the current policy takes account of the merits of each case which can sometimes lead to specific circumstances impacting on the Fees that may need to be paid. A specific recommendation is therefore included in the report to cover this issue.

#### **5. Financial Implications**

It is estimated that the full year net cost of the proposed Fees if applied across all Older Persons placements is estimated to be c£70k higher than the 2021/22 Budget provision made during the Budget setting process.

**Has an Integrated Impact Assessment been completed?** No  
**If, not, please state why**

**Wellbeing of Future Generations:**

**Summary:** Not applicable  
**Long term:**  
**Collaboration:**  
**Involvement:**  
**Prevention:**  
**Integration:**

**Recommendation(s):**

1. That the Fees for Residential Care in Ceredigion Independent Sector Homes are approved for 2021/22 at the following weekly levels, effective from 05/04/2021:

Residential Very Dependent Elderly	£644
Residential Dementia	£686

2. That the Fees for Residential Care in Ceredigion Local Authority Homes are updated and approved for 2021/22 at the following weekly levels, effective from 12/04/2021:

Residential Very Dependent Elderly	£644
Residential Dementia	£686

3. That the starting point for commissioning Out of County Older Persons placements is a maximum of the agreed In County Older Persons rates, unless there is no in county availability (with the exception of placements in Pembrokeshire and Carmarthenshire, where the Council will continue to match the respective Host authority rates). However each case will always be considered on its own merits on a case by case basis.

**Reasons for decision:** To agree and set fees for 2021/22

**Overview and Scrutiny:** Not yet considered

**Policy Framework:** Fees & Charges

**Corporate Priorities:** Investing in People's Future, Enabling Individual and Family Resilience

**Finance and Procurement implications:** See report

**Legal Implications:** None

**Staffing implications:** None

<b>Property / asset implications:</b>	None
<b>Risk(s):</b>	<ul style="list-style-type: none"> <li>• Challenge from Providers of an unfair process and unreasonable Fee level. However, the process has been iterative giving consideration to all issues balanced against overall financial constraints and the continuation of temporary COVID19 funding.</li> <li>• The regular 3 to 4 year in depth review is due for 2022/23, which the Council is committed to undertake. There is a potential risk that the review results in further above inflation increases.</li> </ul>
<b>Statutory Powers:</b>	Social Care and Well-being Act (Wales) 2014
<b>Background Papers:</b>	None
<b>Appendices:</b>	None
<b>Corporate Lead Officer:</b>	Sian Howys (CLO: Porth Cynnal and Statutory Director) Stephen Johnson (CLO: Finance & Procurement)
<b>Reporting Officer:</b>	Duncan Hall (Corporate Manager: Service Finance) George Ryley (Corporate manager: Procurement)
<b>Date:</b>	19/05/21

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## CEREDIGION COUNTY COUNCIL

**Report to:** Cabinet

**Date of meeting:** 15/06/2021

**Title:** Acquisition of 2 Dispersed Units (Update)

**Purpose of the report:**

To revoke the Cabinet decision C150 (ii) of 23/02/21 and seek Cabinet approval for an in principle decision for the acquisition of DU2 to be located in the Cardigan area instead of in the Aberystwyth area.

**For:** Decision

**Cabinet Portfolio and Cabinet Member:** Councillor Dafydd Edwards, Cabinet Member for Highways and Environmental Services, Housing and Customer Contact.

### 1. Introduction

The Cabinet Decision C150 of the 23/02/2021 gave approval for the acquisition of 2 dispersed units (DU's) for victims of domestic abuse or sexual violence to be located in the Aberystwyth area making use of the VAWDASV Welsh Government funding scheme.

The 1<sup>st</sup> Dispersed Unit has been successfully acquired in Aberystwyth. An offer was accepted by the Agent/Vendor and the acquisition was completed on the 30th of April 2021.

The new proposal for Cabinet is to change the in principle decision regarding location of the 2<sup>nd</sup> Dispersed Unit for the location to be in the Cardigan area rather than in Aberystwyth.

The reason for the change in location is that following further analysis of increased demand across Ceredigion for accommodation for victims of abuse dispersed from the 2 refuges, additional support for victims is now being made available in the Cardigan area. Following further discussion with the West Wales Domestic Abuse Service it is now deemed that the optimal location for the second dispersed unit would be in the Cardigan area. This would in effect offer an enhanced geographical service across Ceredigion in order to ensure sufficient capacity.

West Wales Domestic Abuse Service (WWDAS) is a 3rd Sector Ceredigion based registered charity that supports victims of abuse. It is intended that they will lease the additional Dispersed Units from the authority.

## 2. Costs of proposal & funding position

### “Exempt Information - Appendix A (Acquisition of 2 x Dispersed Units)”

Both the DU units will require upgrading and fitting-out with specialist equipment including door access and monitoring systems including security doors, CCTV, access control systems and level access showers.

The 2<sup>nd</sup> unit will then be made available to the WWDA Service on a rolling lease/rental arrangement at an affordable cost with the Council retaining responsibility for Buildings Insurance and maintenance.

The Unit would be made available to the VAWDASV Service on a 24/7 basis at the agreed rental levels as detailed in the Service Level and Lease agreements.

**Has an Integrated Impact Assessment been completed? If, not, please state why**

No.  
This project is an opportunity to take advantage of the availability of targeted funding which is being made available to Local Authorities. This funding would allow the LA to acquire two properties and which would help deliver an enhanced WWDAS service across the County into the future.

**Summary:  
Outcomes/Long term:**

The following have been identified as potential benefits which can be realised with the progression/approval of this Project:

**Wellbeing of Future Generations:**

- Increased availability of properties suitable for disabled victims or families with children with disabilities
- Provides Increased provision for male victims
- Provide Increased provision for LGBTQ+ victims who may be transitioning or questioning
- Support appropriate accommodation for Move-on from the refuge as a transition step to a permanent home.

- Provide future capacity to support the planned SARC unit at Bronglais Hospital
- Ensure appropriate accommodation to individuals support needs

**Collaboration:**

**Involvement:** The Project is being developed in co-operation with Corporate Lead Officers and the Housing Support Grant Service together with ongoing support from the Ceredigion WWDA Service.

**Prevention:**

**Integration:**

**Statutory Power:** Social Services and Wellbeing Act 2014 VAWDA SV (Violence Against Women Domestic Violence & Sexual Violence)

**Recommendation(s):**

**Pursuant to: C150 Acquisition of 2 x Dispersed Units (DU) for the Ceredigion VAWDA DECISION (23<sup>rd</sup> February)**

- 1) To note the acquisition of the 1<sup>st</sup> Dispersed Unit (DU1) in the Aberystwyth area as per Cabinet resolution of the 23/02/21
- 2) To revoke the decision to acquire the 2nd Dispersed Unit in Aberystwyth as per Cabinet resolution of the 23/02/21
- 3) To approve in principle the acquisition of the 2<sup>nd</sup> Dispersed Unit (DU2) located in the South Ceredigion/Cardigan area, and to give delegated power to the Cabinet Member, in conjunction with the Corporate Lead Officer: Porth Cynnal to make changes as necessary to give effect to the matters raised in this Report.
- 4) To give delegated power to the CLO Porth Cynnal to make changes as necessary to give effect to the matters raised in this report.

**Reasons for decision:**

To assist the Authority in securing properties for increased provision of suitable and safe accommodation for use for those fleeing domestic violence.

**Overview and Scrutiny:**

**Policy Framework:** Corporate Strategy 2017 – 2022:

**Corporate Priorities: Priority 3 - Enabling Individual and Family Resilience**

**Finance and Procurement implications:**

**Finance** - The financial model assumes that Welsh Government grant funding is combined with Council match funding to acquire and upgrade the two properties. The WWDA Service would then enter into a Service Level Agreement with the Council which would detail the specific responsibilities and obligations between the two parties. The agreement would also refer to the rental/lease agreement where the WWDA Service pay an affordable rental/lease to the Council.

The Capital investment required by the Council should achieve a break-even period at 14 years at an assumed interest rate of 2%. At which point there would no ongoing repayments to the Authority apart from maintenance and insurance costs.

The acquisitions would also provide increased asset value to the Authority over time.

**Procurement of property** – Copies of the three separate grant approval letters plus attached grant conditions have been forwarded to Procurement, Finance and Legal Sections for consideration. A summary document of the grant conditions is attached as Exempt Information **“Appendix C – Summary of grant awards”**.

**Procurement of Services** – The current service is delivered by the WWDAS. Funding is via a variety of sources including Housing Support Grant and Council Core Funding.

**Funding risk:** There are no revenue funding implications apart from annual maintenance & buildings Insurances.

**Legal Implications:**

**Legal issues** – None.

**Planning status** – A formal request was sent to the Development Control Section of the Authority as to any Planning related implications for the proposed use – The response confirmed that the use would be deemed to be a continuation of the current **C3 Use Class**.

**Staffing implications:**

None to the Authority

**Property / asset implications:**

**Estates Department :**

**DU 1:** Negotiations for the 1<sup>st</sup> DU were carried out in consultation with the Councils Acquisitions and Disposals

Surveyor. A RICS Homebuy Survey & Valuation was obtained and which did not indicate any significant issues with the property.

**DU 2:** A suitable property will need to be identified and a RICS Homebuy Survey and Valuation carried out before negotiations can be concluded.

**Risk(s):**

- a) **A suitable property does not become available:**  
Welsh Government have agreed for the grant funding to be Programme Managed across to 2021 – 22, however it is understood that the 2<sup>nd</sup> DU should be acquired/delivered in the Q1/Q2 of 2021 – 22 at the latest or the relevant funding may be recalled.
- b) **Property purchase price increase over and above the indicative amount :**  
The Council would need to consider meeting the uplift or withdrawing from the proposed acquisition.
- c) **Demand for use as Dispersed Units reduced:**  
Ongoing monitoring of need working closely with the Ceredigion WWDA Service. In the event that a unit became surplus to requirements there would be a number of alternative related uses available to the Authority in agreement with Welsh Government.

**Background Papers:** None

**Appendices:** a) **Exempt Information - Appendix A (Acquisition of 2 x Dispersed Units) – Dated 23<sup>rd</sup> February**

**Corporate Lead Officer:** Sian Howys, CLO Porth Cynnal

**Reporting Officer:** Keith Davies

**Date:** 23rd May 2021

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## CEREDIGION COUNTY COUNCIL

**Report to:** Cabinet

**Date of meeting:** 15<sup>th</sup> June, 2021

**Title:** Safe Accommodation for Children with Complex Needs

**Purpose of the report:** Approval of a regional scheme to develop safe accommodation for children with complex needs.

**For:** Decision

**Cabinet Portfolio and  
Cabinet Member:** Councillor Alun Williams, Porth Cynnal

### Introduction

The development of safe accommodation for children with complex needs has been a priority action within the Regional Partnership Board's work programme since 2019 in light of the shortage of such provision within the region and across Wales and the unmet demand in the West Wales region.

The Children's Commissioner's report 'No Wrong Door' set out a clear expectation that Regional Partnership Boards should ensure that Local Authorities and Health Boards work together to develop a range of integrated support services for children with complex behavioural and emotional needs. This includes increasing the availability of safe residential facilities for a specific cohort of children where care at home with their families or with foster carers has broken down or is not appropriate.

More recently, Welsh Government has made the development of safe residential accommodation for children a criteria for bids within ICF capital and revenue funding.

Over the last 5 years, at any one time, Ceredigion County Council has in the region of 3 - 5 children looked after in residential placements and these placements are all out of county and are also very often outside of the West Wales region. It should also be noted that placements in the private sector are also extremely costly with the aim of ensuring company profit margins; charges for the placement alone can range between £5,000 and £10,000 or even higher for more complex children on a weekly basis. Additional costs are often charged for educational provision or therapeutic provision and there are also travel and time costs for the local authority staff involved with the child. At times, concerns can also arise about the quality and ongoing suitability of placements and of the long term outcomes for children.

The shortage of available residential placements has led, at times, to some very difficult and challenging circumstances in safeguarding and meeting the needs of Ceredigion children to be looked after and cared for appropriately pending the identification of suitable placements.

The development of this regional scheme provides greater potential for children to receive better quality support closer to home with public bodies' close collaboration and that a return home or to alternative provision within Ceredigion can be successfully carried out sooner with links maintained with the child's family and local network.

### **West Wales Regional Partnership Proposal**

The West Wales Regional Partnership recently drafted proposals to Welsh Government which included bids for both capital and revenue ICF funding in order to develop a regional hub and spoke residential provision with the aim of providing specialist care, support and accommodation for children with the most complex needs at a small regional hub (suitable for 4 or 5 children) and that more local in county provision (suitable for 1 or 2 children) be developed in line with local need as a step - down provision.

The Local Authorities' social care delivery model along with Hywel Dda Health Board is based on the provision of specialist and community support to assess and stabilise the child's emotional, behavioural, physical and mental health needs in a safe and trauma - informed environment and to work with community support and families and carers towards safe reunification and reintroduction to step - down provision or home wherever possible.

The Regional Partnership Board's Business Unit was informed last week that the safe accommodation expression of interest was successful and an award of £1.7 million capital funding and an award of £708,220 revenue funding to pump prime the project during 2021/22 has been approved by the Minister. The capital award includes provision for the purchase of the central hub property along with the potential for capital to be drawn down (up to £450,000) by the individual local authorities for the purchase of more local step down provisions in each of the three counties.

In light of the award, specific regional project group and task groups are being held by the RPB Business Unit to manage the future development of the scheme and Ceredigion County Council is represented by the Statutory Director of Social Services and Porth Cynnal Corporate Lead Officer and other relevant officers. Carmarthenshire CC is the designated Lead Authority. Future roles and responsibilities will be defined and confirmed in a Service Level Agreement. The RPB's Regional Children's Outcomes Group will oversee project progress reports and will report into the Regional Partnership's Board meetings which the Porth Cynnal Cabinet Member attends.

Locally, work is progressing on the business case with regard to the spoke element of the scheme with the recent appointment of the ICF project officer with close collaboration across the Through Age and Well-being model and with Schools Service along with other relevant departments.

### **Next Steps**

- In order to ensure that the scheme progresses within the necessary timescale, a suitable property for the regional hub that meets the regulatory specification will need to be urgently identified and purchased from the open market.



- A Service Level Agreement is currently being drafted by Carmarthenshire County Council for consideration by the three Local Authorities and their Legal services in relation to the purchase, ownership, governance management and funding agreement of the facility.
- The future funding formula for the central hub will need to be agreed in the Service Level Agreement which will take account of the need and usage of the provision and be based on an invest to save model for the Local Authorities.
- The business case for the Ceredigion residential step-down spoke accommodation is being drafted and will be discussed at the Ceredigion Corporate Project Management Panel. It will progress in a separate future paper to Leadership Group and be presented back to Cabinet as required.

<b>Wellbeing of Future Generations:</b>	<b>Has an Integrated Impact Assessment been completed? If not, please state why</b>	This is a regional plan the the EIA will be considered on that basis.
	<b>Summary:</b>	
	<b>Long term:</b>	5 year plan
	<b>Collaboration:</b>	Regional Partnership Board
	<b>Involvement:</b>	
	<b>Prevention:</b>	Preventing children from being placed out of the Region/out of the County
	<b>Integration:</b>	Social Care and Health

**Recommendation(s):** Cabinet approval is sought for the development of the regional safe accommodation scheme specifically in the use of ICF funding for the purchase and establishment of a regional central safe accommodation hub for children with complex needs.

**Reasons for decision:** To provide the Statutory Director of Social Services with the political mandate to agree with the development of the regional hub.

**Overview and Scrutiny:**

**Policy Framework:** Looked After Children Policy and Legislative Framework

**Corporate Priorities:** Corporate Priority 3

**Finance and Procurement implications:** The SLA for the Central hub is to be received and the funding formula for the central unit service costs and placements is to be agreed, Carmarthenshire CC will execute the purchase of the central hub as the Lead Authority.

**Legal Implications:** The SLA for the central hub will need to be agreed via Legal Services and will address issues of ownership and governance and management.

**Staffing implications:** The central hub and spoke will require staffing as per regulatory requirements. The central hub staff will be hosted by Carmarthenshire CC and Hywel Dda Health Board respectively.

**Property / asset implications:** It is envisaged that Carmarthenshire CC will purchase the central hub with the ICF funding. The issue of ownership and governance will be addressed in the Service Level Agreement.

The development of the local spoke provision will be considered separately.

**Risk(s):** If the scheme is not progressed the risk will be that we will not be able to meet our statutory duties in the provision of suitable placements for children who require care.

The risks in relation to the management and running of the central hub will be identified and managed within the policies and procedures of the facility.

The associated risks of this project will need to be identified and addressed in the regional Service Level Agreement

**Statutory Powers:** SSWBA 2014

**Background Papers:**

**Appendices:**

**Corporate Lead Officer:** Sian Howys

**Reporting Officer:** Sian Howys

**Date:** 7<sup>th</sup> June, 2021

## CEREDIGION COUNTY COUNCIL

**Report to:** Cabinet

**Date of meeting:** 15/06/2021

**Title:** Adoption of Highway – Cwrt Dulas, Lampeter.

**Purpose of the report:** To recommend that the road set out below is adopted as highway maintainable at public expense.

**For:** Decision.

**Cabinet Portfolio and Cabinet Member:** Cllr Dafydd Edwards – Cabinet Member for Highways and Environmental Services, Housing and Customer Contact.

It is recommended that the estate road Cwrt Dulas, Lampeter as set out below and on Appendix A of this report is adopted as highway maintainable at public expense.

- Legislation: Section 38 Agreement, Highways Act 1980.
- Name of Road: Cwrt Dulas, Lampeter
- Length of Road: 135 metres
- Lighting: Highway
- Footway: 264 metres
- Verge: 16 metres
- Easements: To allow access to highway drainage and highway retaining walls.

**Has an Integrated Impact Assessment been completed? If, not, please state why**      NO  
 No changes to provision are proposed

**Wellbeing of Future Generations:**

**Summary:**

**Long term:** N/A

**Collaboration:** N/A

**Involvement:** N/A

**Prevention:** N/A

**Integration:** N/A

**Recommendation(s):** To approve the proposed Adoption of Cwrt Dulas, Lampeter through the Section 38 Highway Act 1980 process and maintain at public expense thereafter.

**Reasons for decision:** To enable the road to be maintained at public expense.

**Overview and Scrutiny:** N/A

**Policy Framework:** Producing better and safer roads.

**Corporate Priorities:** Boosting the economy  
Investing in People's Future  
Enabling Individual and Family Resilience  
Promoting Environmental and Community Resilience

**Finance and Procurement implications:** Highways Maintenance Budget

**Legal Implications:** Highways Act 1980

**Staffing implications:** None

**Property / asset implications:** Highways Maintenance Budget. Additional SSA

**Risk(s):** None

**Statutory Powers:** Section 38 of the Highways Act 1980.

**Background Papers:** ED4305.


**Appendices:** Appendix A - Plan showing extent of adoption.


**Corporate Lead Officer:** Rhodri Llwyd


**Reporting Officer:** Steve Hallows


**Date:** 20.05.2021


Allwedd/Key:


Ffordd/Road: 

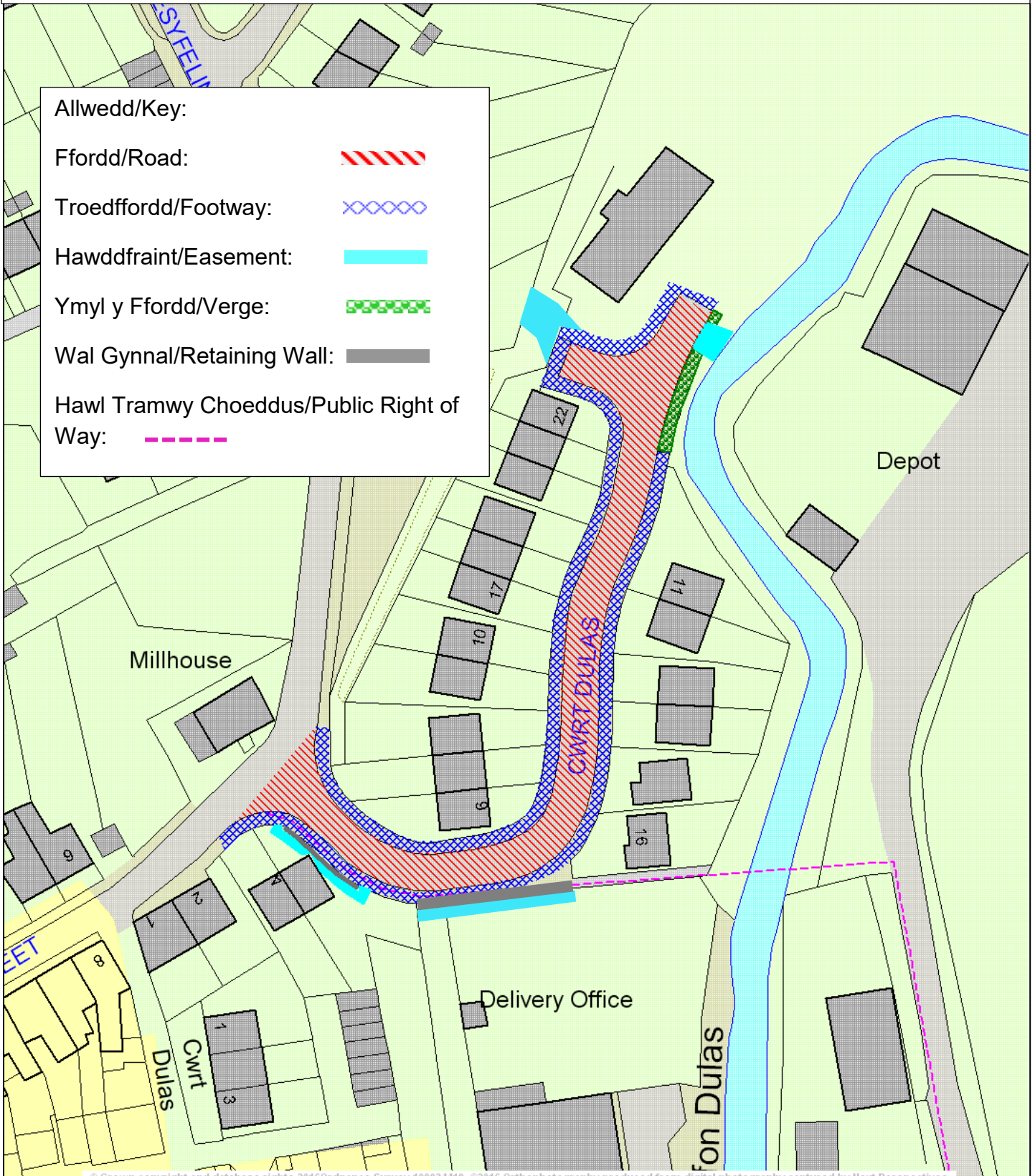
Troedffordd/Footway: 

Hawddfrait/Easement: 

Ymyl y Ffordd/Verge: 

Wal Gynnal/Retaining Wall: 

Hawl Tramwy Choeddus/Public Right of Way: 



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## CEREDIGION COUNTY COUNCIL

**Report to:** Cabinet

**Date of meeting:** 15/06/2021

**Title:** Achieving Net Zero by 2030 – Action Plan

**Purpose of the report:** To provide and update on the development of the Council's Net Zero Action Plan

**For:** Decision

**Cabinet Portfolio and Councillor Rhodri Evans & Councillor Alun Williams  
Cabinet Member:**

### **Background:**

The meeting of Ceredigion County Council on 20 June 2019 (Full Council 20 June 2019) agreed to:

- Commit to making Ceredigion a net zero carbon Local Authority by 2030
- Develop a clear plan for a route towards being net zero carbon within 12 months
- Call on Welsh and UK Governments to provide the necessary support and resources to enable effective carbon reductions

Further to this, on the 5<sup>th</sup> March 2020, Ceredigion County Council declared a global climate emergency, committing to meeting the most significant challenge facing our county and our planet.

This document sets out how we intend to respond to the climate emergency. It explains why we need this Net Zero Carbon Action Plan and why the 2030 target is so important to tackling climate change. The Action Plan assesses Ceredigion's current operational carbon emissions and outlines the challenges associated with the ambitious 2030 target.

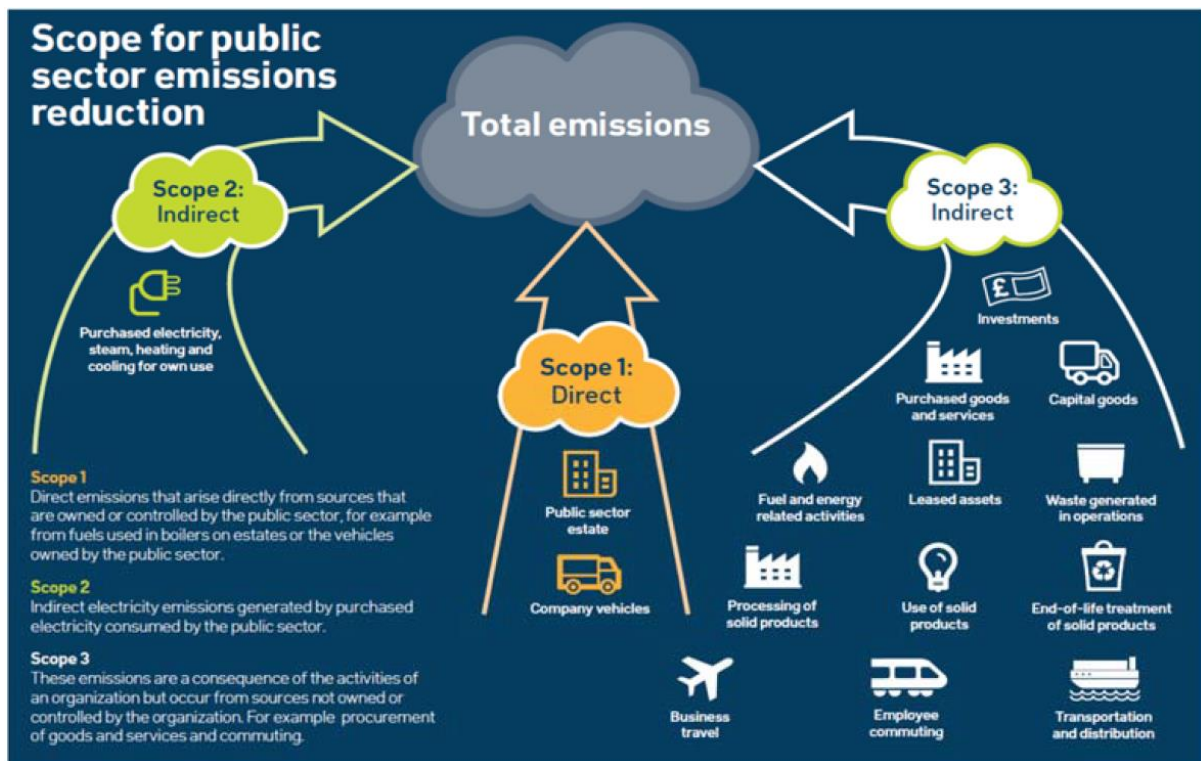
This report was considered by Overview and Scrutiny Thriving Communities on 26 May 2021.

### **Focus of the net-zero action plan:**

The focus is currently upon operational energy usage and emissions (Scope 1 and 2 emissions), as these are routinely recorded and calculated annually as part of the annual review of the Carbon Management Plan. There is a need to calculate and understand the carbon footprint of the Local Authority as a whole (to include Scope 3 emissions), which will be undertaken once the Welsh Government publish their reporting methodology, release of which has been delayed by COVID. The additional emission sources will likely include:

- (1) Mobility and Transport;
- (2) Procurement;
- (3) Land Use; and
- (4) Buildings





This Plan has been formed based on the Member-led motion put forward in June 2019, the contents should be considered on the basis of whether it articulates the desired vision going forward.

### Anticipated Next Steps

Short-term (next 3 - 12 months)
<ul style="list-style-type: none"> <li>• Net Zero Action Plan to Cabinet/Council</li> <li>• Integration of Net-Zero Action plan into Corporate Priorities, to ensure progress is monitored and reported.</li> <li>• Further work to progress schemes already identified, which will contribute to delivery of emission reductions</li> <li>• Continue discussions with Welsh Government and District Network operators over grid capacity issues within the county.</li> </ul>
Medium-term (next 18 months - 2 years)
<ul style="list-style-type: none"> <li>• Upon release of Welsh Government reporting methodology, full baseline exercise needs to be undertaken, to expand emission monitoring to also include emissions from: <ul style="list-style-type: none"> <li>➢ Mobility and Transport;</li> <li>➢ Procurement;</li> <li>➢ Land Use; and</li> <li>➢ Buildings.</li> </ul> <p>As a result, there will be many other actions that emerge over time, which will need to be identified and progressed further.</p> </li> <li>• Once we have a complete baseline carbon footprint, we will be able to look more specifically at projects and schemes that will contribute to emission reduction and carbon offsetting – this will also need significant financial investment.</li> <li>• Continue work that is effective in delivering emission reductions, focus on projects that are proven to deliver positive outcomes.</li> </ul>



<ul style="list-style-type: none"> <li>Analyse and assess where information, resources and policy changes are needed to support the move towards net zero carbon.</li> <li>Initial annual review and update of Net Zero Action Plan – to Scrutiny, Cabinet summer 2022.</li> </ul>
<b>Long-term (next 2+ years)</b>
<ul style="list-style-type: none"> <li>Net-Zero Action Plan to be reviewed and updated periodically, to ensure progress.</li> <li>Further delivery of projects that provide significant carbon reductions, these will likely be more complex, larger in scale and value, this may include carbon sequestration, tree planting.</li> <li>Zero carbon working practices should now be embedded throughout Local Authority working practices</li> <li>All new schemes, projects and developments in Ceredigion should be being delivered in a manner that contributes to our net-zero ambitions</li> </ul>

**Has an Integrated Impact Assessment been completed? If not, please state why**  
**Summary: In progress**

	<b>Long term:</b>	This Net Zero Action Plan will support the Council's 2030 net zero carbon ambition
	<b>Collaboration:</b>	The Council is already working in collaboration with a number of public bodies in relation to carbon reduction and delivery of emission reduction.
<b>Wellbeing of Future Generations:</b>	<b>Involvement:</b>	Climate Change and Carbon Management Group is well established and attended by both Members and officers, this provides a good initial forum for stakeholder engagement, but scope for wider involvement following publication of this Plan
	<b>Prevention:</b>	This Plan will support implementation of actions and measures to reduce carbon emissions that contribute to climate change
	<b>Integration:</b>	Will help integrate and embed emission reduction across the Authority
<b>Recommendation(s):</b>		<b>Endorse the Net Zero Action Plan and Actions set out within it</b>
<b>Reasons for decision:</b>		<b>To support the Council's commitment to reducing the effects of climate change.</b>

<b>Overview and Scrutiny:</b>	Progress to be reported periodically to the Thriving Communities Overview and Scrutiny Committee
<b>Policy Framework:</b>	
<b>Corporate Priorities:</b>	<b>Promoting Environmental and Community Resilience</b> •The County will make a positive contribution towards tackling the causes and mitigating the effects of climate change and environment harm
<b>Finance and Procurement implications:</b>	Cost of delivering this plan has not been calculated yet, although it is likely to be significant. Energy efficiency measures implemented will also provide some financial savings, which will be reflected in energy invoicing.
<b>Legal Implications:</b>	
<b>Staffing implications:</b>	Further development and review of this plan is required and additional staff resource will be needed.
<b>Property / asset implications:</b>	We will need to ensure that we provide services and operate in an efficient and sustainable way, building on the good work already being undertaken across the Authority.
<b>Risk(s):</b>	Climate change is included on the Council's corporate risk register
<b>Statutory Powers:</b>	The Welsh Government (WG) target for a carbon-neutral public sector by 2030. Environment (Wales) Act 2016, Wellbeing of Future Generations (Wales) Act 2015, The Mid Wales Energy Strategy
<b>Background Papers:</b>	Net Zero Action Plan Scrutiny Committee Feedback
<b>Appendices:</b>	
<b>Corporate Lead Officer:</b>	Russell Hughes-Pickering
<b>Reporting Officer:</b>	Bethan Lloyd Davies
<b>Date:</b>	07/06/2021



Cyngor Sir  
**CEREDIGION**  
County Council

# Achieving Net-Zero Carbon by 2030



**Action Plan**  
**2021/22 to 2029/30**

## We are facing a global climate emergency

The meeting of Ceredigion County Council on 20 June 2019 (Full Council 20 June 2019) agreed to:

- Commit to making Ceredigion a net zero carbon Local Authority by 2030
- Develop a clear plan for a route towards being net zero carbon within 12 months
- Call on Welsh and UK Governments to provide the necessary support and resources to enable effective carbon reductions

On the 5<sup>th</sup> March 2020, Ceredigion County Council declared a global climate emergency, committing to meeting the most significant challenge facing our county and our planet.

Ceredigion Council has been reducing its carbon emissions since 2007 when the Council launched its first five-year Carbon Management Plan. Since then, following a series of three 5-year plans addressing all areas of the Council's work, the Council has exceeded its carbon reduction targets and reduced emissions by 51.66%, saving over £6 million in the process.

As the world climate crisis becomes ever more apparent, many local residents have been asking for a more ambitious target. On June 20<sup>th</sup> 2019 the Council therefore agreed to put a plan in place for achieving net zero carbon emissions from council activities by 2030. The formulation of that plan, like everything else, has been held up by Covid but is now complete and presented here.

Of course having a plan is not the same thing as putting that plan into action, but it is the essential first step. The target of net zero carbon emissions is ambitious. It requires different layers of government to work together. Our whole society is in unknown territory on climate change and no local authority has achieved net carbon zero yet. All of us - in our homes and our organisations - have to do our bit as governments push at the boundaries of human knowledge to find solutions to this most serious of problems.

Local authorities have a key role to play in terms of both the resources they can bring to bear and their duty to act in the long-term interests of local residents; this Net Carbon Zero plan for Ceredigion Council is an important local step in this vital process.

Councillor Alun Williams

Ceredigion Council's Member Champion for Sustainability



## Ceredigion's Net Zero Carbon Action Plan

This document sets out how we intend to respond to the county-wide climate emergency. It explains why we need this Net Zero Carbon Action Plan and why the 2030 target is so important to tackling climate change. The Action Plan assesses Ceredigion's current operational carbon emissions and outlines the challenges associated with this ambitious 2030 target. It sets this against the timescale of current policy, recognising that not all the solutions to tackling climate change currently exist. For the purpose of the declaration of a climate emergency, and this Action Plan, we are defining carbon neutrality as the point when we achieve a net zero carbon budget by getting as close to zero greenhouse gas emissions as possible by 2030, and then offsetting any residual emissions via other credible initiatives.

The Action Plan also lays down the response strategy that the county will implement to respond to the climate emergency. It sets out the objectives we aim to reach, the types of actions that we will prioritise in the first phase of the response and the specific interventions that the county will deliver in future years. This Action Plan has been produced under the leadership of Ceredigion County Council, but its successful delivery will require collective action from across the county, from both organisations and individuals. A county-wide collaborative effort is required if we are going to meet this enormous challenge head on and leave a positive legacy for our county and communities.

Collectively we can deliver more of the things we already do well, faster, to reduce emissions and identify new and innovate ways to do more. We also need to use our collective power to ensure that Welsh and National government gives us more tools and resources to help stabilise our climate on our accelerated timeframe.

Ceredigion cannot solve global climate change alone, but we are committed and determined that we will fully play our part. We will need to think big and act quickly.

**This Action Plan provides a framework for taking action, securing further funding and lobbying Welsh and national government to provide the necessary support and resources.**

## The need for declaring a climate emergency

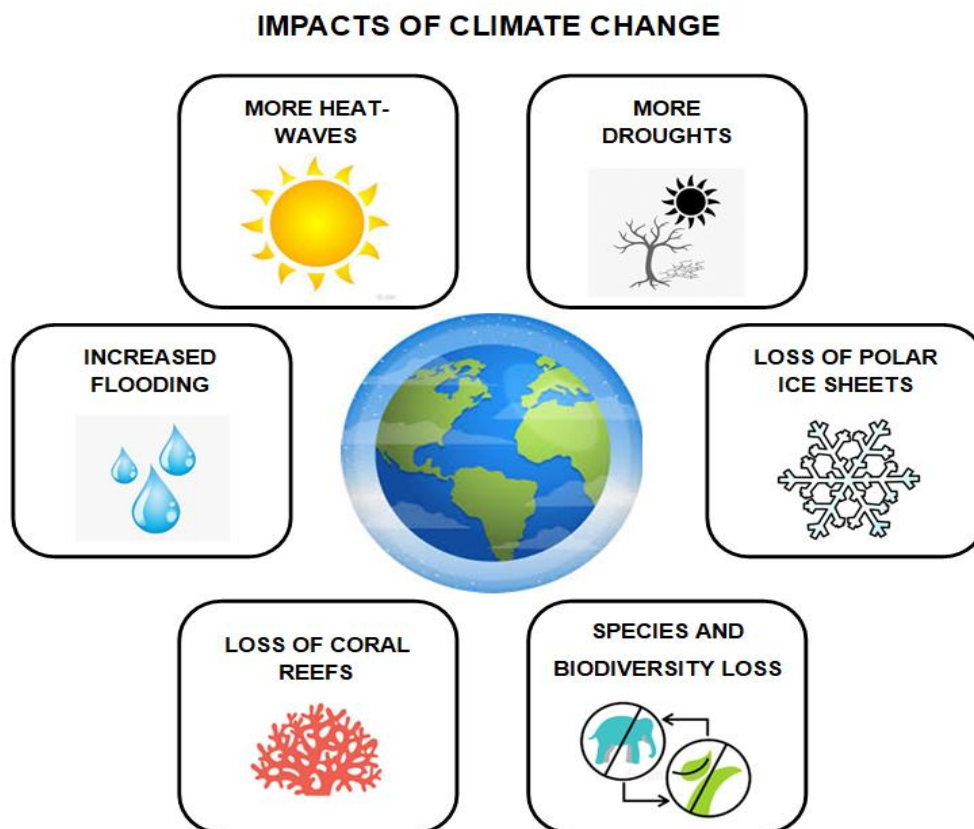
The earth is close to 1°C warmer than it was 100 years ago and without action this could increase to 3°C, which will be catastrophic for our society and the natural world. As a result of climate change people in Ceredigion can expect to experience rising sea levels and heavier rain storms.

There is overwhelming evidence that the changes we are experiencing in our climate, predominantly in the form of global warming, are caused by human activity. Governments have agreed to take action to limit the global temperature rise to well below 2°C above preindustrial levels and to pursue efforts to limit it even further to 1.5°C. The UK government has committed to reducing greenhouse gas emissions to zero by 2050.

It is our belief in Ceredigion and now also that of over 50% of other Local Authorities and organisations across the country, that current government commitments do not go far enough, nor quickly enough, to successfully address the existential issues for our society in relation to climate change. The emergency status is now needed to prompt rapid action at a local, national and international level.

We are also clear that we cannot do it alone. The climate emergency needs to be responded to at every level. In Ceredigion we need to respond at a county-wide level and as such organisations and individuals from across the county need to come together to find solutions and ensure substantial change happens quickly. This is the ethos we hope to embed within the actions set out in this Action Plan.

Ceredigion County Council's Carbon Management Plan has been used to drive change within the Local Authority and it is hoped that greater awareness will help individuals and organisations across the county be more aware and develop their own plans for how they will reduce their own emissions.



## Why carbon neutral by 2030?

In October 2018 the Intergovernmental Panel on Climate Change (IPCC) published a special report on the impacts of global warming of 1.5°C. The IPCC found that a 1.5°C world would have significantly lower climate-related risks for natural and human systems than a 2°C world, and that global carbon emissions would need to reach net zero around 2050 in order to have no, or limited, overshoot beyond the effects of 1.5°C of climate change. Behind this report is a huge body of scientific research and analysis with near-unanimous agreement among the world's scientific community.

Consistent IPCC reports and United Nations Framework Convention on Climate Change summits have come and gone; they attract publicity and media attention at the time, but action by world leaders to work towards the plans agreed at these meetings has been slow.

The IPCC Special Report of October 2018 was the strongest yet – effectively saying that the world had just 12 years to get a grip on this issue or our ecosystem would suffer irreparable damage.

This has led to a realisation that time is fast running out, which resulted in a Climate Emergency being declared during 2019 by many organisations including Ceredigion County Council and over 280 other UK local authorities. The Welsh Government and UK Government have also declared a Climate Emergency.



Local Authorities have an opportunity to lead the de-carbonisation agenda, providing local vision and delivery. As such, we need to have a target that reflects what the science tells us.

This Action Plan as intended to be a dynamic, living document that will be updated and reviewed annually. It will be used to instigate action, with partners and stakeholders coming together to do more, helping to inspire and give confidence that we can all respond to the imposing threat of climate change. Ultimately, we want this Action Plan to help facilitate a county-wide conversation, inspire rapid local action and create bottom up pressure on the Welsh and UK Government so that we can reach our 2030 ambition.

From 1 to 12 November 2021, the UK will host the 26<sup>th</sup> United Nations Climate Change Conference (COP26) in Glasgow.

## Policy Landscape

The policy landscape around decarbonisation is constantly evolving, but relevant recent policy is captured here:

The Welsh Government (WG) target for a carbon-neutral public sector by 2030.

WG Environment Act Part II specifies an 80% reduction in all-Wales net emissions by 2050 against a 1990 baseline [Ceredigion started accurately recording emissions data in 2007/08 when our first Carbon Management Plan was put in place, so 2007/08 is CCC's only viable baseline year].

The Welsh Government commissioned and funded the Welsh Government Energy Service (WGES) to undertake the development of Regional Energy Strategies for each Welsh region including mid Wales covering the geographies of Powys & Ceredigion.

The strategy sets the vision for mid Wales “To achieve a net zero-carbon energy system that delivers social and economic benefits, eliminates fuel poverty, better connects mid Wales to the rest of the UK, and contributes to wider UK decarbonisation.”

The Mid Wales Energy Strategy sets out 6 Key Priorities to tackle energy issues in the region:

**Key Priority 1:** Drive forward the decarbonisation of the region's housing and building stock

**Key Priority 2:** Work proactively to ensure that electricity and gas grids in the region are suitable for a 100% decarbonised future

**Key Priority 3:** Boost the use of renewable energy through new generation and storage

**Key Priority 4:** Accelerate the shift to zero carbon transport and improve connectivity

**Key Priority 5:** Develop and harness the potential of agriculture to contribute to zero carbon goals

**Key Priority 6:** Harness innovation to support decarbonisation and clean growth



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The **Mid Wales Energy Strategy** will seek to deliver the following benefits to the economic region of mid Wales:

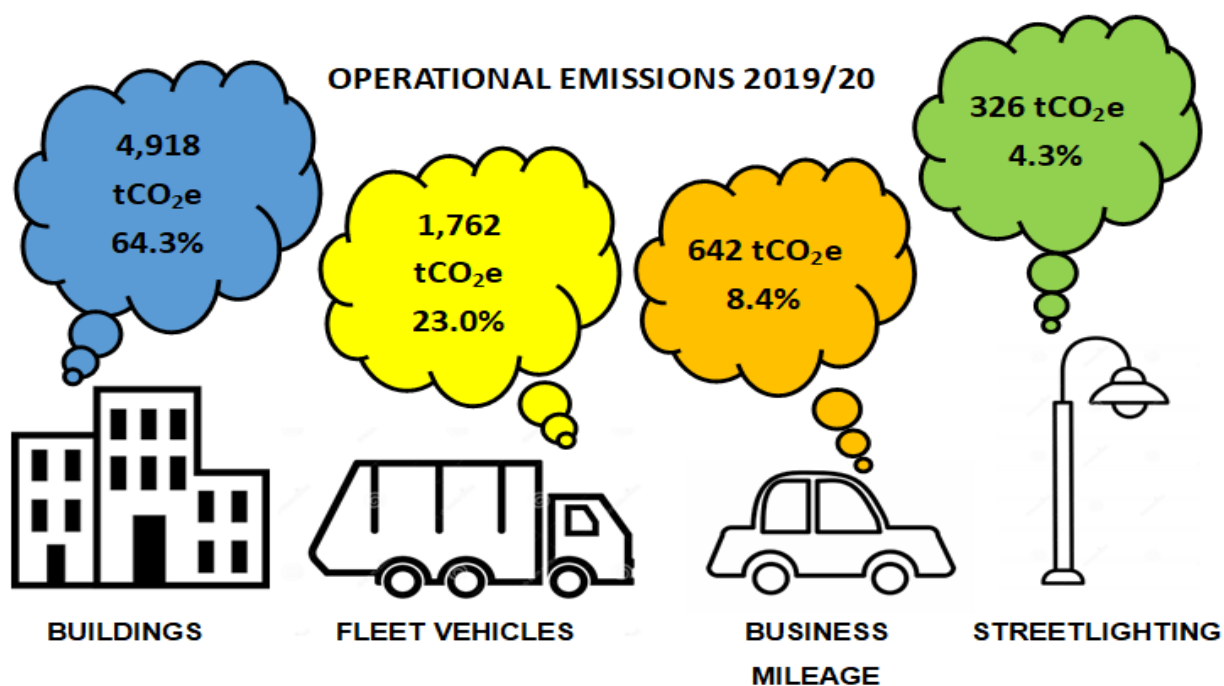
- Raise the level of ambition regionally on energy
- Secure cross-sector stakeholder support for a shared place-based energy system vision for the region
- Provide the evidence needed to demonstrate the economic benefit of investment in local energy systems
- Develop a regional pipeline of deliverable projects and programmes that will achieve the vision

## Ceredigion County Council's current annual operational emissions

During 2019/20 Ceredigion County Council's operational emissions were 7,648t/CO<sub>2</sub>. This was across four main areas: buildings, streetlighting, fleet vehicles and business mileage.

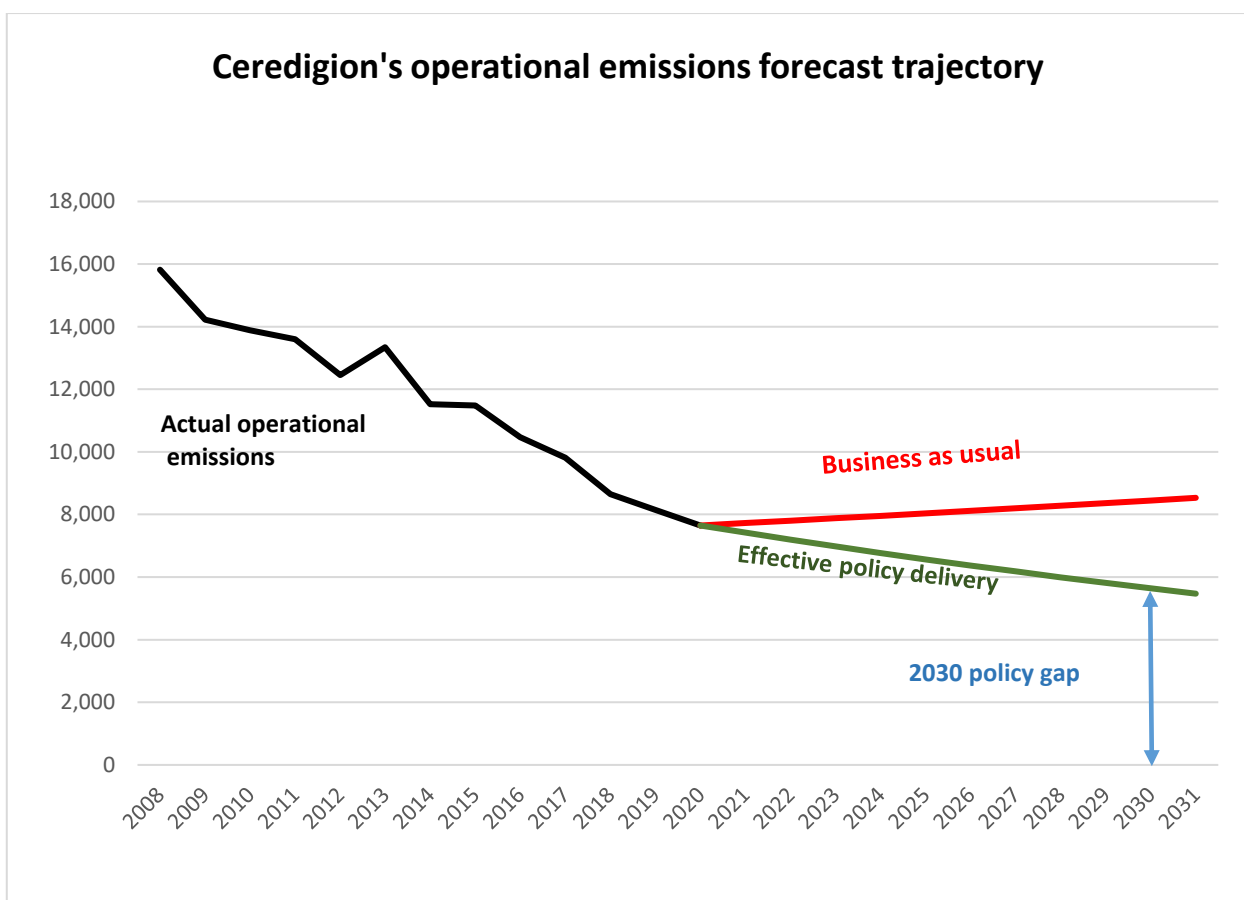
Key Measures of Success	2007/08	2017/18	2018/19	2019/20	2018/19 vs. 2019/20	
					Status	% change
<b>Non Domestic Buildings</b>						
Consumption (kWh)	33,181,924	25,243,982	23,824,245	23,165,854	Improved	-2.76%
Carbon Emissions (tCO <sub>2</sub> e)	11,034	5,557	5,177	4,918	Improved	-5.01%
<b>Streetlighting</b>						
Consumption (kWh)	2,789,852	1,473,489	1,430,263	1,176,392	Improved	-17.75%
Carbon Emissions (tCO <sub>2</sub> e)	1,503	518	435	326	Improved	-25.06%
<b>Fleet Vehicles</b>						
Consumption (Litres)	735,921	687,747	676,698	679,623	Declined	0.43%
Carbon Emissions (tCO <sub>2</sub> e)	1,995	1,867	1,802	1,762	Improved	-2.22%
<b>Business Mileage</b>						
Mileage (miles)	3,907,910	2,592,354	2,573,678	2,301,840	Improved	-10.56%
Carbon Emissions (tCO <sub>2</sub> e)	1,288	784	729	642	Improved	-11.93%
<b>TOTAL EMISSIONS</b>	<b>15,820</b>	<b>8,726</b>	<b>8,143</b>	<b>7,648</b>	<b>Improved</b>	<b>-51.66%</b>

The table above illustrates the breakdown on the Council's operational carbon emissions. In 2019/20 buildings alone accounted for 4,918t/CO<sub>2</sub>, equivalent to 64.3% of operational emissions, with fleet vehicles contributing a further 1,762t/CO<sub>2</sub>, or 23%. These two emission sources, will require the greatest change and input to ensure emission reductions.





For Ceredigion to achieve its 2030 target we need to act at least **four times faster** than envisaged by current policy.



The diagram above shows the trajectory of Ceredigion’s operational emissions forecast to 2030 for two different scenarios:

**Business as usual** charts emissions if no national or corporate policies were implemented between now and 2030, with emissions beginning to rise steadily as population grows.

**All policies are effective** charts emissions if all current government policies and aspirations are successfully implemented.

**The 2030 policy gap** the remaining annual emissions of greenhouse gases that still need removing if all current policies and government aspirations are successful.

## Net Zero-carbon Local Authority by 2030 – outline approach

When a council passes any motion, it reflects the importance that the organisation places on the issue and it signals its intent to address it. Therefore, if a council passes a climate-emergency motion the same can be said for this agenda. The use of the term ‘emergency’ is significant and, by definition, carries a greater priority than normal. If that is the case, then the actions that a council takes should carry greater priority also.

Ceredigion County Council is a member of the Association of Public Service Excellence (APSE) and has in 2021 joined APSE Energy – a collaboration of over 100 UK local authorities who are working towards the municipalisation of energy. APSE Energy was established to help support local authorities to make the most of their assets in the energy arena and to help them take a leadership role within it. The APSE Energy publication *Local Authority Climate*

*Emergency Declarations: Strategic and practical considerations for climate emergency declarations, targets and action plans* (June 2019) has informed the Council’s approach. This recognises that while an emergency declaration deserves an appropriate response, a local authority cannot abandon everything else in order to tackle climate change as there are other legal duties and responsibilities to fulfil as well as locally identified priorities that it has committed to addressing

A pragmatic approach, therefore, is being adopted for the route towards Ceredigion becoming a net zero-carbon local authority by 2030. This initially focuses on the carbon emissions that are presently measured by the Council; however, it is recognised that this approach needs to be sufficiently flexible to accommodate changing circumstances – including the reporting requirements yet to be introduced by the Welsh Government as part of its ambition for a carbon neutral public sector by 2030. This initial focus is not intended to limit or preclude other potential wider actions to address the climate emergency, and some of these are identified in Appendix 3.

Ceredigion has, over a number of years, adopted proactive programmes to reduce its carbon emissions, and has regularly reported performance in its annual reports. It is proposed that these reported emissions from Council activities initially constitute the scope of the Council’s commitment to become net zero carbon by 2030. These carbon emissions come from:

- non-domestic buildings;
- street lighting;
- fleet mileage; and
- business mileage.

While the Council is committed to significantly further reduce its carbon footprint it also recognises that however energy/carbon efficient its services become they will inevitably still have a residual carbon footprint. This situation is acknowledged by the ‘Net’ in the Net Zero Carbon equation, as it enables this residual carbon footprint to be compensated for by the generation of renewable energy and/or carbon offsetting (such as by the planting of trees). This can be summarised thus:

<b>Carbon Footprint</b>	–	<b>Renewable-energy Generation Carbon Offsetting</b>	=	<b>Net Zero Carbon</b>
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## Resources required and costs

We want our County to be a leader in decarbonisation and fully appreciate the scale of the challenge ahead. It is also recognised that we need to start delivering county-wide action immediately, even though we do not yet have all the answers. The aim of this Action Plan is to provide a framework for engagement, for taking action, securing further funding and lobbying Welsh and national government.

At this stage it is not possible to detail the full costs of Ceredigion becoming a carbon neutral Local Authority by 2030. Some high level work has been completed on carbon management schemes being considered, in collaboration with the Welsh Government Energy Service. Grid connection costs within the County are reducing the viability of medium to large scale energy generation, this needs addressing. West Wales is ideally suited for large-scale renewable and community energy generation schemes, but at present the lack of grid capacity is hindering development of these projects.

It must be noted that the cost of not taking action to tackle climate change, far outweighs the cost of taking action now. This is because the impact upon people, buildings and infrastructure in Ceredigion as a result of unchecked climate change will be far worse – in both economic terms but also social and environmental terms. Doing nothing, or continuing as we have is therefore no longer an option.

Recognising that additional resource is required to tackle the climate emergency, the County Council is committing revenue and capital budget to support the delivery of the outcomes and actions identified in both this Net Zero Action Plan and its own Carbon Management Plan - we will also need to maximise funding from other sources such as grants.

## Net-Zero response strategy

Ceredigion’s Net-Zero response needs to deliver the following key objectives:

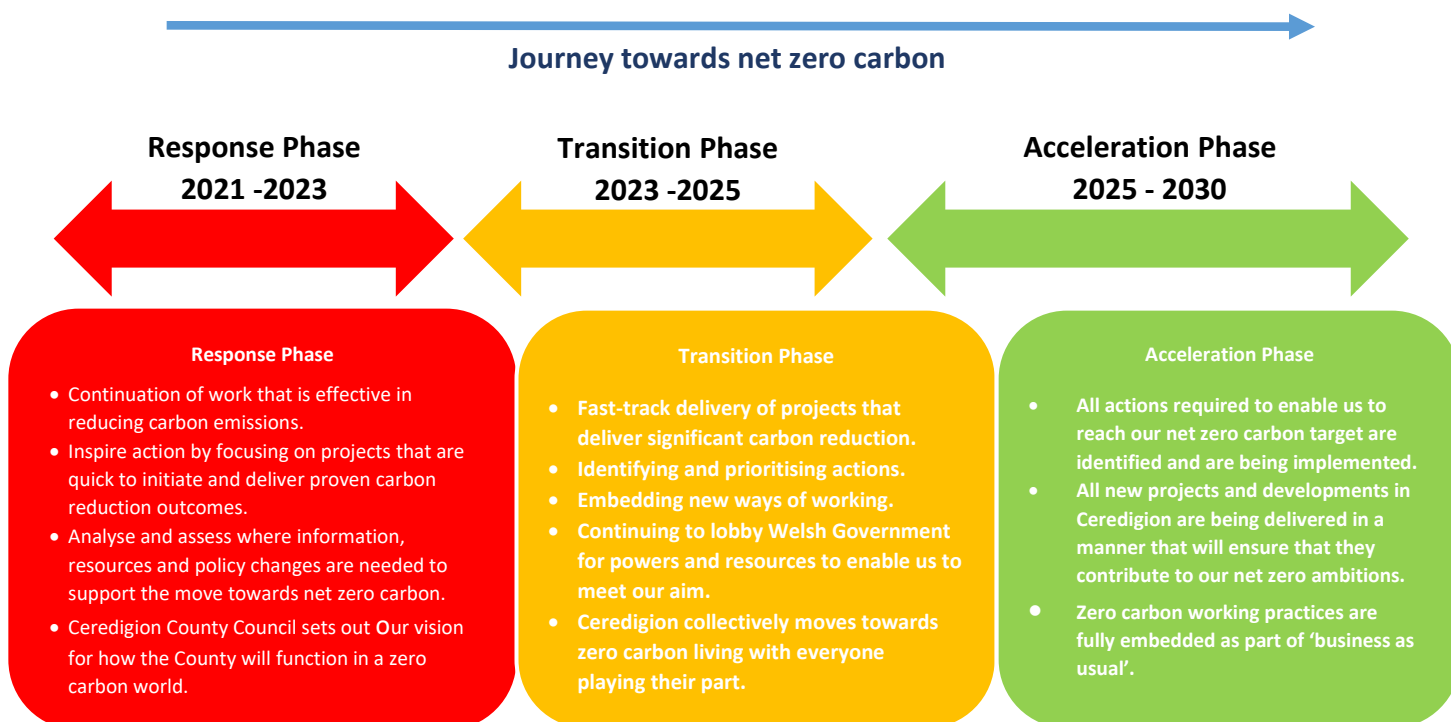
- Set clear actions that will reduce operational emissions
- Ensure a greater understanding of emission sources.
- Embed emission reduction within local authority services
- Start a county-wide conversation
- Inspire rapid action
- Create bottom up pressure on Welsh Government to provide infrastructure, support and resources to achieve our net-zero ambition

To do this we need to bring together the activities already happening within the different Local Authority Service areas, as well as within our local communities and across the County, which are helping to reduce carbon emissions. We also need to be able to respond quickly to opportunities and technical advancements. The Action Plan is therefore intended to be a dynamic document that will be reviewed annually, recording the actions being undertaken and those planned, so that others can see opportunities for collaboration and make similar changes themselves. We have therefore committed to reporting on the progress of this Action Plan every year through to 2030, so that everyone can see what the progress made and the difference we are all making by working more collaboratively.

In responding to a climate emergency we must be mindful that some of the solutions and technologies needed to become a net carbon-zero Authority by 2030 are yet to be available. We will need to alter our approach to tackling climate change as new policies are introduced, new funding becomes available and as society and behaviours begin to change. As a result our net-zero response will be structured in three inter-related phases between now and 2030, as illustrated in the diagram below:-

### CEREDIGION COUNTY COUNCIL’S NET ZERO ACTION PLAN

#### STRATEGIC APPROACH



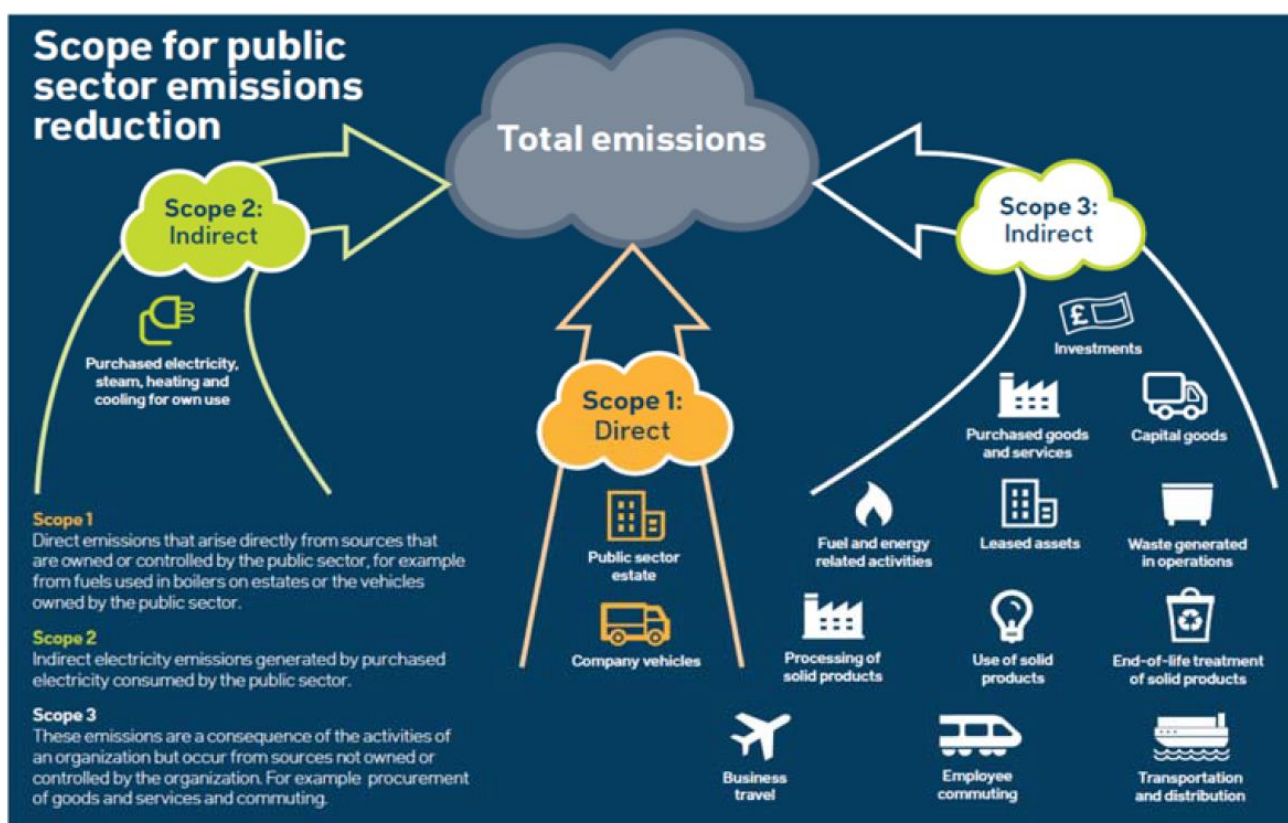
The first 'response stage', from 2021-2023, focuses on implementing actions that will rapidly and credibly reduce carbon emissions as well as driving changes needed to rapidly increase the rate at which we reduce our emissions. This ensures a credible response to the climate emergency and avoids spending time preparing longer term plans which may quickly become out-dated in an environment that is rapidly changing.

The second 'transition stage', from 2023-2025, new ways of working are being embedded across the Authority, with increasing delivery of projects that deliver carbon reduction and a better understanding of options and requirements for achieving net-zero.

In the 'acceleration phase', between 2025 and 2030, all actions required to reach our net-zero carbon target will have been identified and will be being delivered. Emission reduction and zero carbon working will be embedded across the Authority.

## Focus of the net-zero action plan

The following sections provide an overview of actions that will be taken in Ceredigion to tackle the climate emergency. The focus is currently upon operational energy usage and emissions (Scope 1 and 2 emissions), as these are routinely recorded and calculated on an annual basis. There is a need to calculate and understand the carbon footprint of the Authority as a whole (to include Scope 3 emissions), which will be undertaken once the Welsh Government publish their reporting methodology, the release of which has been delayed by COVID.



The Council is already doing a lot of work in areas that contribute to emission reduction, as well as climate change mitigation. This Action Plan brings these work streams together, in one place to work towards the common goal of becoming a net-zero Local Authority by 2030. **Appendix 3** of this document details some of the work currently being undertaken by the Authority to contribute to this goal.

## Operational Buildings

The Council has reduced carbon emissions from its non-domestic buildings by 55.43% since 2007/08 – from 11,034 tCO<sub>2</sub>e to 4,918 t/CO<sub>2</sub>e. An 11.50% reduction in emissions occurred between 2017/18 and 2019/20.

Energy consumed by the Council’s non-domestic operational buildings in 2019/20 and resultant emissions:-

Utility	Consumption (kWh)	Carbon Emissions (tCO <sub>2</sub> e)
Electricity	7,627,024	2,115
Natural Gas	8,336,137	1,703
Gasoil	904,178	247
Kerosene	309,308	80
LPG	3,164,457	729
Biomass	2,824,750	44
<b>TOTAL</b>	<b>23,165,854</b>	<b>4,918</b>

To-date, the Council has invested over £5 million in energy efficiency and carbon reduction projects, financed via ‘Invest to Save’ and Capital Budgets. This investment has saved £2.8m to date and is projected to save over £6 million / 30,000 tCO<sub>2</sub>e over the lifetime of the installed technologies. This investment, coupled with the Council’s on-going property rationalisation, agile working and maintenance programmes, is producing financial and carbon savings in times of significantly increasing utility prices.

### ACTIONS – Operational Buildings

- Delivery of ‘Re:fit’ (Energy Efficiency) Scheme in operational property to achieve energy/carbon savings
- Develop further potential phases of ‘Re:fit’ (Energy Efficiency) project, or similar, to achieve accelerated energy/carbon savings.
- Incorporate wording into new build and construction design briefs to state that Ceredigion County Council require that new buildings are carbon neutral/net zero carbon in their energy use – and preferably carbon positive, in that they generate more energy than they can consume.
- Adopt the ‘Fabric first’ standard, where appropriate, in new building-construction projects.
- Continually review and amend design specifications and briefs to reflect new technologies and energy-efficient equipment.
- Extend ‘smart’ and sub-metering technology to ensure accurate and timely capture of energy-consumption data. Consider application for water smart metering.
- Develop appropriate carbon-reduction target for the Council’s non-domestic buildings as part of annual review of Action Plan.

## Streetlighting

The Council has reduced carbon emissions from its street lighting by 78.31% since 2007/08 – from 1,503 tCO<sub>2</sub>e to 326 tCO<sub>2</sub>e. A reduction in emissions of 17.75% occurred from 2018/19 into 2019/20.

Since 2007/08, Ceredigion has implemented two LED street lighting upgrade programmes, which have seen the conversion of 7,526 of 7,885 streetlights to LED, as well as ‘part night lighting’ (where lamps are automatically switched off between midnight and 5:00 am).

Total Capital spend on street lighting upgrades is approximately £2.75m. This has generated annual savings of £259,000, 1,600,000 kWh and 1,177 tCO<sub>2</sub>.

Completion of the second phase of street lighting improvements means that 95% of Ceredigion street lighting will have been converted to LED, the remaining 5% are heritage lighting, where there isn't currently an available LED solution – this will be revisited in future.

#### ACTIONS - Streetlighting

- Develop appropriate carbon-reduction target for the Council's street lighting as part of annual review of Action Plan.
- Upgrade remaining high-power-demand street lights to LED by end of March 2022 using agreed Ceredigion County Council funding.
- Replace any street lights that no longer comply if the Council cannot economically repair – i.e. repair costs more than a new Energy efficient LED lamp.

## Fleet Vehicles

**The Council has seen a 2.22% decrease in carbon emissions from its fleet vehicles from 2018/19 into 2019/20 – from 1,802 tCO<sub>2</sub>e to 1,762 tCO<sub>2</sub>e, despite a slight increase in consumption (litres). Carbon-emissions factors can vary each year, hence lower emissions in 2018/19 versus 2019/20, even though consumption figure was higher.**

As at January 2021, the Council operates a diverse fleet of approximately 200 vehicles and 73 items of plant. The oldest vehicle in the fleet being an infrequently used 48 year-old snow blower and the youngest vehicle being a 4 month-old 3.5t pickup;

- The majority of the fleet is less than 7 years old;

We have an established fleet-list which influences and informs the vehicle replacement programme; this takes into account the:

- size and type of vehicle
- what it is used for and
- how much use is made of it

This allows the flexibility to replace vehicles when it is optimal to do so. As part of the decision making process consideration is given to whether the vehicle is actually needed or if a smaller and / or more fuel efficient vehicle would be suitable.

We replace our fleet vehicles on an incremental basis with new more fuel efficient vehicles which have a positive influence on reducing carbon emissions, enabling us to benefit from ongoing advancements in technology.

25% of our vehicles are fitted with telematics (tracking), some vehicles are also specified with speed limiters, restricting the speed and, where appropriate, engine rev limiters – these can help with driver behaviour and reduce carbon emissions.

Pedestrian diesel sweepers, as well as petrol-powered trimmers and gardening tools have been replaced with Lithium battery-powered options - the advantages of these include lower emissions, noise reduction and less hand-and-arm vibration, which can lead to health problems for the user.

The Council has engaged (October 2020) with the Welsh Government Energy Service (WGES) to undertake a full review of fleet and business transport in order to ascertain the business and environmental case for switching to ULEVs. WGES aims to help organisations meet the WG's stated objective of all public-sector road transport transitioning to ULEV by 2030 and to support the move to Net Zero.



### ACTIONS – Fleet Vehicles

- Undertake a review to identify the most appropriate fuel-powered vehicles for each of the Council's services and to identify opportunities for the introduction of ULEVs.
- Review current telematics reporting system to include more detailed analysis of CO<sub>2</sub> emissions and identify opportunities to support the reduction of whole-fleet emissions.
- Develop appropriate carbon-reduction target for the Council's fleet as part of annual review of Action Plan.

## Business Mileage

**The Council has reduced carbon emissions from its business mileage by over 50.16% since 2007/08 – from 1,288tCO<sub>2</sub>e to 642 tCO<sub>2</sub>e. An 11.93% reduction in emissions occurred from 2018/19 into 2019/20.**

The Council is exploring opportunities for using electric pool cars, which will reduce grey fleet travel (where officers use their own vehicles).

Potential for the installation of more electric-vehicle chargepoints at Council buildings and in public car parks needs further investigation, as greater EV charging provision will also encourage wider uptake of ULEVs in the staff 'grey' fleet. The EV charging rolled out so far has aimed at meeting the needs of residents and visitors, and primarily to support and encourage the transition to electric vehicles.

The Council is in the process of reviewing its travel and subsistence policy, and in particular the mileage schemes relating to hybrid and electric vehicles, along with this the Council offers a car leasing employee benefits scheme, which regularly promotes electric vehicles due to them providing the greatest cost savings.

Ceredigion County Council has engaged (October 2020) with Welsh Government Energy Service (WGES) to undertake a full review of fleet and business transport, in order to ascertain the business and environmental case for switching to ULEVs.

Electric bicycle charging has been installed at the Canolfan Rheidol Council Office in Aberystwyth.

During the COVID pandemic period, most office based staff have been working from home. Better use has been made of technology to facilitate home working, with meetings continuing but being held virtually – this new way of working has significantly reduced the need for officer travel, providing emission reductions across the Authority. As we come out of this pandemic, it is important that we learn from and build on what has worked well over the last 12 months. There is an opportunity to develop an agile working policy, to ensure that we continue to monitor and reduce grey fleet/officer travel emissions. Agile working will also reduce emissions from staff commuting, which aren't currently recorded.

### ACTIONS – Business Mileage

- Continue to expand the Council-owned EV-charging network.
- Continue to promote flexible ways of working, to ensure staff travel reductions seen during the COVID period continue
- Look at development of a Green Travel Plan, to include a review of the Council's business mileage in order to identify opportunities for the introduction of ULEVs.
- Development of an agile working policy
- Develop appropriate carbon-reduction target for the Council's business mileage as part of annual review of Action Plan.

## Renewable Energy Generation and Carbon Offsetting

As of summer 2020, Ceredigion County Council has the following levels of renewable and low-carbon energy measures installed:

- Solar photovoltaic (PV) panels: 412 kW at 16 sites (equivalent to approx. 1,600 panels), many of which are schools.
- Solar PV-powered signs, lamps and street furniture – various locations.
- Biomass District heating – Aberaeron, provides heating and hot water to the Penmorfa Council Offices, Aberaeron Primary School and Min y Mor Care Home.
- Biomass District Heating – Aberystwyth, provides heating and hot water to the Canolfan Rheidol Council Offices, Welsh Government Office building, Plascrug Leisure Centre and Penweddig Secondary School.

Over recent years, the Council has sought to significantly increase the amount of renewable electricity that it generates but has been frustrated by the limited capacity of the local electricity-distribution network (National Grid). Previous applications to the electricity-distribution network operators – Scottish Power Energy Networks (SPEN) and Western Power Distribution (WPD) – for connecting to the electricity network have resulted in financial quotes that have made the scheme unviable.

Therefore, while Ceredigion County Council's preferred primary method of compensating for its residual carbon footprint is to significantly increase the amount of renewable energy generated on its land, this relies on enhancements to the capacity of the local electricity-distribution network. Unfortunately, this is beyond the direct control of the Council – and discussions are ongoing with SPEN, WPD and the Welsh Government to seek the necessary improvements.

The Council is working with the Welsh Government Energy Service (WGES) to explore and deliver opportunities for larger-scale renewable-energy projects. The WGES supports the public sector in Wales to bring tangible projects to fruition and advises on energy-related issues. It is currently undertaking a review of the Council's land in order to identify potential opportunities for ground-mounted solar PV and wind turbines. Future renewable-energy generation on Council-owned land will depend on grid capacity (or having a local off-loader for power generated), and will also need to be satisfactory ecological terms and obtain planning permission.

Carbon offsetting involves compensating for carbon dioxide (CO<sub>2</sub>) emissions arising from industrial or other human activity by participating in schemes designed to make equivalent reductions of CO<sub>2</sub> in the atmosphere. Because one unit of CO<sub>2</sub> has the same climate impact wherever it is emitted, the benefit is the same wherever it is reduced or avoided. Achieving verified carbon reductions could include investing in protecting rainforests in South America or, other global schemes and potentially, local actions such as tree planting, woodland management and peatland restoration. This can be a complex issue and represents the option of last resort unless tree planting/peatland enhancement on Council-controlled land is yet to be deemed to qualify for carbon offsetting (Note: This to be confirmed when the Welsh Government publishes its land-use guidance as part of the carbon-neutral public services reporting framework).

In recognising that the carbon-sequestration ability of soils and grasslands should not be overlooked, and that managed pasture for soil health instead of production gives benefits to carbon storage and the regulation of water runoff, the Council is reviewing practices for safeguarding and increasing carbon storage in soils and biomass, such as:

- Changing agricultural practices on Ceredigion's County Farms to reduce emissions production and increase carbon sequestration through good soil management.
- Engaging with the agri-food sector to gain an understanding of how the Council might be able to support more sustainable farming practices across the County.
- Increased green infrastructure – owned and managed by either CCC or third parties, to include biodiversity enhancements and public access.



- Coastal management – since ‘coastal squeeze’ due to rising sea levels is an issue in coastal habitats, exploring allowing habitats to retreat one field back from the shoreline in order to increase extent.

#### **ACTIONS – Renewable Energy Generation and Carbon offsetting**

- Work with Welsh Government Energy Service to explore and deliver opportunities for large-scale renewable-energy projects.
- Work with LASER Energy & National Procurement Service to support greater procurement of energy from locally generated renewable-energy projects.
- Explore the feasibility of, and identify land for, tree planting and other such measures (such as increasing the carbon store in soils and biomass) on Council-controlled land in order to contribute towards carbon offsetting.
- Development and implementation of a Tree Strategy – which will include future management of existing and proposed areas of woodland, management plans, removal of trees and life cycle.
- Development and implementation of an Agri-food Strategy – exploring opportunities for local production and consumption in Ceredigion schools and care homes. This will lower food miles and provide better soil management.
- Develop appropriate target for renewable-energy generation as part of annual review of Action Plan.

## **Collaboration**

In order to achieve our net zero carbon target, collaboration with Welsh Government, public sector bodies, local Public Service Boards, Growing Mid Wales partners as well as private, third and community sectors is going to be essential.

### **Working with Welsh Government**

The Environment (Wales) Act 2016 sets a target for the Welsh Government to reduce greenhouse gas emissions by at least 80% (on 1990 levels) by 2050. The Welsh Government declared a climate emergency on 29 April 2019 and, as a response, accepted the recommendations from the UK Committee on Climate Change for emission reduction of 95% by 2050 with the ambition to be net zero (Note: For Wales/Ceredigion carbon emissions, see <https://www.gov.uk/government/statistics/uk-local-authority-and-regional-carbon-dioxide-emissions-national-statistics-2005-to-2018>, January 2021).

‘Prosperity for All: A Low Carbon Wales’ (March 2018) sets out the Welsh Government’s approach to cutting carbon emissions and increasing efficiency in a way that maximises the wider benefits for Wales, ensuring a fairer and healthier society. It sets out 100 policies and proposals that directly reduce emissions and support the growth of the low-carbon economy across all areas of government, including:

- increasing tree planting to, initially, at least 2,000 hectares per year and then doubling that to 4,000 hectares as rapidly as possible;
- commissioning an independent feasibility study on carbon-capture use and storage;
- reducing emissions from power generation in Wales, including using consenting, planning and permitting powers and developing a policy position on the fuels used to generate power;
- encouraging the take-up of electric vehicles by developing a rapid charging network;
- an ambition for buses, taxis and private-hire vehicles to be zero emission by 2028;
- reviewing Building Regulations to explore how higher energy-efficiency standards can be set for new builds;
- working with partners to include more about sustainability and decarbonisation in the new curriculum; and
- providing fruit and fuel trees for the entire Mount Elgon region in Uganda by 2030 (carbon offsetting).

The Welsh Government has an ambition for a carbon-neutral public sector by 2030, and will be supporting the public sector to baseline, monitor and report progress towards carbon neutrality (Policy 20, 'Prosperity for All: A Low Carbon Wales'). Based on recent carbon footprinting undertaken by Natural Resources Wales and NHS Wales, the Welsh Government proposes to prioritise the following four key themes to meet this ambition:

- (1) Mobility and Transport;
- (2) Procurement;
- (3) Land Use; and
- (4) Buildings.

Aether Ltd has secured the contract to develop the reporting guidance, working with public bodies and Welsh Government to establish consistent, Wales-wide methodologies for carbon-emissions reporting. The final set of documentation was to be delivered to the Welsh Government by the end of 2019/20 but this has been delayed due to COVID-19. It is currently intended that final documentation be circulated to all public bodies in the coming months. This will assist in baselining carbon emissions, developing plans and monitoring progress towards emissions-reduction targets.

As mentioned in previous sections, the Council is working with the Welsh Government Energy Service to explore and deliver opportunities for large-scale renewable-energy projects and ULEVs.

As outlined previously, the 'Re:fit' project is a collaboration between Welsh Government and the Welsh Public Sector using a pre-procured contractor framework and Salix invest-to-save funds.

The Council is part of the WG Hydrogen Reference Group, which intends to promote discussions on the best way for Wales to progress this market. The group is closely linked into MH:EK and the South Wales Industrial Cluster (SWIC), as well as the broader hydrogen supply chain and networks. WG intends to develop its hydrogen policy position and identify funding opportunities. The outcomes from this group work will, in turn, feed through into the Welsh Government's internal hydrogen group, which includes representatives from across many departments with interests in hydrogen.

The Welsh Government Energy Service is developing a Regional Energy Plan for the Mid Wales Region based on recent work produced by the Institute of Welsh Affairs (IWA) and Regen SBCR a Renewable Energy Future. The Council is engaged with this work stream.

### **Working with Ceredigion Public Services Board / Growing Mid Wales partners**

The Well-being of Future Generations (Wales) Act 2015 established a statutory board, known as a Public Services Board (PSB), in each local authority area in Wales - each PSB is a collection of public bodies working together to improve the well-being of its County.

Ceredigion County Council is an active member of the Climate Change and Natural Resources Working group, which is a sub-group of the Ceredigion PSB.

### **Collaboration with Experts from Private, Third and Community Sectors**

The Well-being of Future Generations (Wales) Act 2015 requires public bodies in Wales to think about the long-term impact of their decisions; to work better with people, communities and each other; and to prevent persistent problems such as poverty, health inequalities and climate change. The Act requires public bodies to implement five key ways of working in future decision-making:

- 1) looking to the long-term;
- 2) taking an integrated approach;
- 3) involving a diversity of the population;
- 4) working with others in a collaborative way; and
- 5) understanding the root causes of issues to prevent them from recurring.

The Council works in close collaboration with a vast range of private, third-sector and community partners. These include, but are not limited to:

- Welsh Government
- Consortium of local Authorities in Wales (CLAW)
- Welsh Local Government Association (WLGA)
- Ceredigion Public Service Board
- Association for Public Service Excellence (APSE)
- Community Councils
- Hywel Dda University Health Board
- Association of Local Government Ecologists
- Wales Local Nature Partnership Project

#### **ACTIONS – Collaboration**

- Continue to engage with Welsh Government in all areas of decarbonisation.
- Work with Ceredigion PSB partners to identify and develop opportunities for collaboration in relation to carbon reduction.
- Work with Welsh Government and Mid Wales Region partners to establish a Regional Energy Plan for Mid Wales.
- Identify additional partners and landowners for potential carbon reduction joint working.
- Work with the Council’s private-sector partners and major landowners to explore innovative approaches to carbon reduction.
- Collaborate with Ceredigion’s third sector and community organisations to explore carbon-reduction opportunities and further renewable-energy aims.

## **Integration and Communication**

The Council has adopted a corporate approach to draft this action plan with regular meetings chaired by Cllr Alun Williams and attended by various Council Officers and Cabinet Members, Representatives from Welsh Government Energy Service have also attended meetings.

It is recognised that Staff and Member awareness and buy-in will be required to enable the Council to successfully deliver the Net Zero Carbon Plan - this will require specific training and communications - initially, it is proposed to undertake a Staff survey to identify how individuals can contribute to the Council’s commitment to become a net zero carbon local authority.

Integrated Impact Assessments (IIA) are undertaken for Council projects, proposals and decisions, An IIA incorporates the principles of the Well-being of Future Generations (Wales) Act 2015 and the Sustainable Development Principles, the Equality Act 2010 and the Welsh Language Measure 2011 (Welsh Language Standards requirements) and Risk Management in order to inform effective decision making and ensuring compliance with respective legislation.

In September 2019 the young Swedish activist Greta Thunberg inspired millions of young people and adults throughout the world who to take part in the global ‘Climate Strike’, demanding urgent action in tackling the climate crisis - young people from Aberystwyth schools went “on strike” to press for action on climate change and a number of Ceredigion councillors and officers spent time listening and discussing with them.

Performance on progress towards becoming a net zero carbon local authority by 2030 will be reported annually, together with annual reviews of the action plan.

### ACTIONS – Integration and Communication

- Undertake Staff survey to identify how individuals can contribute to the Council’s commitment to become a net zero carbon local authority
- Provide staff training on carbon reduction in their day to day work and specialist areas – include carbon reduction as part of the Council’s corporate induction
- Consolidate smarter working practices to create further decarbonisation efficiencies – e.g. smarter use of workplaces, home working and reduced commuting mileages. The well-being and working conditions of employees must be paramount in this consideration – including equipping staff with suitable office furniture and energy-efficient equipment.
- Incorporate climate change / carbon reduction in Integrated Impact Assessment process undertaken by Council
- Review Action Plan following publication of Welsh Government guidance regarding new national carbon-reporting framework.

Performance on progress towards becoming a net zero carbon local authority by 2030 will be **reported annually**, together with annual reviews of the action plan.

# Appendix 1

## Actions Summary

### ACTIONS – Operational Buildings

- Delivery of 'Re:fit' (Energy Efficiency) Scheme in operational property to achieve energy/carbon savings
- Develop further potential phases of 'Re:fit' (Energy Efficiency) project, or similar, to achieve accelerated energy/carbon savings.
- Incorporate wording into new build and construction design briefs to state that Ceredigion County Council require that new buildings are carbon neutral/net zero carbon in their energy use – and preferably carbon positive, in that they generate more energy than they can consume.
- Adopt the 'Fabric first' standard, where appropriate, in new building-construction projects.
- Continually review and amend design specifications and briefs to reflect new technologies and energy-efficient equipment.
- Extend 'smart' and sub-metering technology to ensure accurate and timely capture of energy-consumption data. Consider application for water smart metering.
- Develop appropriate carbon-reduction target for the Council's non-domestic buildings as part of annual review of Action Plan.

### ACTIONS - Streetlighting

- Develop appropriate carbon-reduction target for the Council's street lighting as part of annual review of Action Plan.
- Upgrade remaining high-power-demand street lights to LED by end of March 2022 using agreed Ceredigion County Council funding.
- Replace any street lights that no longer comply if the Council cannot economically repair – i.e. repair costs more than a new Energy efficient LED lamp.

### ACTIONS – Fleet Vehicles

- Undertake a review to identify the most appropriate fuel-powered vehicles for each of the Council's services and to identify opportunities for the introduction of ULEVs.
- Review current telematics reporting system to include more detailed analysis of CO<sub>2</sub> emissions and identify opportunities to support the reduction of whole-fleet emissions.
- Develop appropriate carbon-reduction target for the Council's fleet as part of annual review of Action Plan.

### ACTIONS – Business Mileage

- Continue to expand the Council-owned EV-charging network.
- Continue to promote flexible ways of working, to ensure staff travel reductions seen during the COVID period continue
- Look at development of a Green Travel Plan, to include a review of the Council's business mileage in order to identify opportunities for the introduction of ULEVs.
- Development of an agile working policy
- Develop appropriate carbon-reduction target for the Council's business mileage as part of annual review of Action Plan.

### ACTIONS – Renewable Energy Generation and Carbon offsetting

- Work with Welsh Government Energy Service to explore and deliver opportunities for large-scale renewable-energy projects.
- Work with LASER Energy & National Procurement Service to support greater procurement of energy from locally generated renewable-energy projects.
- Explore the feasibility of, and identify land for, tree planting and other such measures (such as increasing the carbon store in soils and biomass) on Council-controlled land in order to contribute towards carbon offsetting.
- Development and implementation of a Tree Strategy – which will include future management of existing and proposed areas of woodland, management plans, removal of trees and life cycle.

- Development and implementation of an Agri-food Strategy – exploring opportunities for local production and consumption in Ceredigion schools and care homes. This will lower food miles and provide better soil management.
- Develop appropriate target for renewable-energy generation as part of annual review of Action Plan.

#### **ACTIONS – Collaboration**

- Continue to engage with Welsh Government in all areas of decarbonisation.
- Work with Ceredigion PSB partners to identify and develop opportunities for collaboration in relation to carbon reduction.
- Work with Welsh Government and Mid Wales Region partners to establish a Regional Energy Plan for Mid Wales.
- Identify additional partners and landowners for potential carbon reduction joint working.
- Work with the Council’s private-sector partners and major landowners to explore innovative approaches to carbon reduction.
- Collaborate with Ceredigion’s third sector and community organisations to explore carbon-reduction opportunities and further renewable-energy aims.

#### **ACTIONS – Integration and Communication**

- Undertake Staff survey to identify how individuals can contribute to the Council’s commitment to become a net zero carbon local authority
- Provide staff training on carbon reduction in their day to day work and specialist areas – include carbon reduction as part of the Council’s corporate induction
- Consolidate smarter working practices to create further decarbonisation efficiencies – e.g. smarter use of workplaces, home working and reduced commuting mileages. The well-being and working conditions of employees must be paramount in this consideration – including equipping staff with suitable office furniture and energy-efficient equipment.
- Incorporate climate change / carbon reduction in Integrated Impact Assessment process undertaken by Council
- Review Action Plan following publication of Welsh Government guidance regarding new national carbon-reporting framework.



## Appendix 2

### Carbon Reduction Summary – Operational Emissions

Key Measures of Success	2007/08	2017/18	2018/19	2019/20	2018/19 vs. 2019/20	
					Status	% change
<b>Non Domestic Buildings</b>						
Consumption (kWh)	33,181,924	25,243,982	23,824,245	23,165,854	Improved	-2.76%
Carbon Emissions (tCO <sub>2</sub> e)	11,034	5,557	5,177	4,918	Improved	-5.01%
<b>Streetlighting</b>						
Consumption (kWh)	2,789,852	1,473,489	1,430,263	1,176,392	Improved	-17.75%
Carbon Emissions (tCO <sub>2</sub> e)	1,503	518	435	326	Improved	-25.06%
<b>Fleet Vehicles</b>						
Consumption (Litres)	735,921	687,747	676,698	679,623	Declined	0.43%
Carbon Emissions (tCO <sub>2</sub> e)	1,995	1,867	1,802	1,762	Improved	-2.22%
<b>Business Mileage</b>						
Mileage (miles)	3,907,910	2,592,354	2,573,678	2,301,840	Improved	-10.56%
Carbon Emissions (tCO <sub>2</sub> e)	1,288	784	729	642	Improved	-11.93%

<b>Carbon Footprint</b>	-	<b>Renewable Energy Generation Carbon Offsetting</b>	=	<b>Net Carbon Zero</b>
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Carbon Footprint 2019/20	-	Renewable Energy Generation	+	Tree Planting	=	Net Carbon Zero
	Carbon Emissions (tCO <sub>2</sub> e)	Wind (no of turbines)	Solar PV (no of panels)	Tree planting (no of trees)		
<b>Operational Buildings</b>	4,918	16	81,967	491,800	=	0 tCO <sub>2</sub> e
<b>Streetlighting</b>	326	1	5,433	32,600	=	0 tCO <sub>2</sub> e
<b>Fleet Vehicles</b>	1,762	6	29,367	176,200	=	0 tCO <sub>2</sub> e
<b>Business Mileage</b>	642	2	10,700	64,200	=	0 tCO <sub>2</sub> e
	<b>7,648</b>	<b>25</b>	<b>127,467</b>	<b>764,800</b>	=	<b>0 tCO<sub>2</sub>e</b>
		13.5 MWh	32 MWh	478 ha		

Wind: above based on number of 500kW turbines, with an estimated annual generation of 1,200,000 kWh/year, or 306.7 tCO<sub>2</sub>e

Solar: above based on number of individual 250W PV panels, with an estimated annual generation of 235kWh/year = 0.06 tCO<sub>2</sub>e

Trees: above assumes one broad leaf tree will absorb in the region of 1 tonne of carbon dioxide during its full life-time (approximately 100 years), planted at a rate of 1,600 trees per hectare

**Notes:**

1. The equivalent number of wind turbines and solar PV panels is based on a high-level calculation that will change year-on-year with changes in the UK emission conversion factor for electricity. Whilst this metric is used to help demonstrate the scale of the task, it is purely meant for illustrative purposes only as it is dependent on many external variables.
2. The equivalent number of trees is based on a high-level calculation and is dependent on many external variables. Whilst this metric is used to help demonstrate the scale of the task, it is purely meant for illustrative purposes only.
3. Welsh Government will be introducing a new national carbon reporting framework in 2021; consequently, the above performance data may not be directly comparable after this date.



## **Appendix 3**

### **Current Decarbonisation Policy**

The policy landscape around decarbonisation is constantly evolving, but relevant recent policy is captured here, with links to relevant documents where available:

The Welsh Government (WG) target for a carbon-neutral public sector by 2030.

[Environment \(Wales\) Act 2016](#), Part II relates to Climate change and specifies an 80% reduction in all-Wales net emissions by 2050 against a 1990 baseline [Ceredigion started accurately recording emissions data in 2007/08 when our first Carbon Management Plan was put in place, so 2007/08 is CCC's only viable baseline year].

WG target for 70% of electricity used in Wales to be from renewable sources by 2030 [the equivalent of 50% of Wales' electricity consumption was met from renewable sources in 2018 compared with 48% in 2017 and 43% in 2016].

WG target for 1 gigawatt (GW) of renewable-electricity capacity in Wales to be locally owned by 2030 and for all new projects to have an element of local ownership by 2020. [Wales is already 77% towards having 1 GW of renewable-energy capacity that is locally owned, with the total installed capacity of locally owned electricity projects up to the end of 2018 at almost 778 megawatts (MW)].

In March 2019, Welsh Government launched '[Prosperity for All: A Low Carbon Wales](#)' – a cross-government plan to cut emissions and contribute to the global fight against climate change.

In May 2019, the UK Committee on Climate Change (UKCCC) recommended that a 100% reduction in greenhouse gas emissions should be legislated for 'as soon as possible', and urged government to set a net-zero CO<sub>2</sub> emissions target by 2050.

In May 2019, following the lead set by both Welsh and Scottish governments, the House of Commons declared a climate emergency.

In June 2019, WG declared that Wales would accept the Committee on Climate Change (CCC) recommendation for a 95% reduction in (Wales-specific) greenhouse gas emissions by 2050 and go further with an ambition to reach net zero.

[Wellbeing of Future Generations \(Wales\) Act 2015](#), The Well-being of Future Generations Act requires public bodies in Wales to think about the long-term impact of their decisions, to work better with people, communities and each other, and to prevent persistent problems such as poverty, health inequalities and climate change.

Promoting environmental and community resilience is a corporate priority, which is set out within [Ceredigion County Council's Corporate Strategy](#).

## Appendix 4

### Glossary of Terms

#### Units of measurement

A carbon footprint is measured in tonnes of carbon dioxide equivalent (tCO<sub>2e</sub>). The carbon dioxide equivalent (CO<sub>2e</sub>) allows the different greenhouse gases to be compared on a like-for-like basis relative to one unit of CO<sub>2</sub>. CO<sub>2e</sub> is calculated by multiplying the emissions of each of the six greenhouse gases by its 100 year global warming potential.

A carbon footprint considers all six of the Kyoto Protocol greenhouse gases: Carbon dioxide (CO<sub>2</sub>), Methane (CH<sub>4</sub>), Nitrous oxide (N<sub>2</sub>O), Hydrofluorocarbons (HFCs), Perfluorocarbons (PFCs) and Sulphur hexafluoride (SF<sub>6</sub>).

Source - <https://www.carbontrust.com/resources/guides/carbon-footprinting-and-reporting/carbon-footprinting/>

A **kilowatt (kW)** is simply 1,000 watts, which is a measure of power, eg a 10,000 watt electric shower could also be called a 10 kilowatt shower.

A **megawatt (MW)** is simply 1,000 kilowatts, which is a measure of power, eg a gigawatt (GW) is 1,000 megawatts and a terawatt (TW) is 1,000 gigawatts

A **kilowatt hour (kWh)** is a measure of how much energy is being used; it doesn't mean the number of kilowatts used per hour, it is simply a unit of measurement that equals the amount of energy one would use to keep a 1,000 watt appliance running for an hour, for example:

- One 100 watt light bulb would take 10 hours to rack-up 1 kWh of energy.
- One 2,000 watt appliance would use 1 kWh in just half an hour.
- One 50 watt item could stay on for 20 hours before it used 1 kWh.

Source - <https://www.ovoenergy.com/guides/energy-guides/what-is-a-kwh-kw-and-kwh-explained.html>

A **megawatt hour (MWh)** is 1000 kWh.

#### Explanations:

Terminology related to climate change can be difficult to understand especially for those with infrequent contact with the topic. Below are some terms which are commonly used:

**Carbon Accounting** - carbon accounting covers a wide range of different practices and means different things to different groups of people but can generally be split into two categories: physical carbon accounting (which looks at quantifying physical amounts greenhouse gas emissions to the atmosphere), and financial carbon accounting (which looks at giving carbon a financial market value). Physical carbon accounting can be used to help companies and countries work out how much carbon they are emitting into the atmosphere, this is known as a greenhouse gas inventory. Once it has been established how much carbon is being emitted, reduction targets can be set. This method is also important for helping to assign responsibility to different parties for their associated carbon emissions.

Carbon accounting provides the tools to not only quantify and measure carbon emissions but also to help make informed decisions with regards to mitigation strategies:

- How much carbon is being emitted?
- Who is responsible for these emissions?
- Which methods should we employ to achieve the biggest carbon reductions?

- Are there strategies or policies which appear 'green' but actually increase our carbon emissions?

Carbon accounting can help to answer all these questions, but it can be a complex process.

Source – <https://www.ed.ac.uk/sustainability/what-we-do/climate-change/case-studies/climate-research/carbon-accounting>

**Net Zero Carbon** – it is clear from the science that the amount of CO<sub>2</sub> in the atmosphere resulting from human activity largely determines the extent of global warming. This means that to prevent catastrophic climate change, CO<sub>2</sub> emissions need to be reduced to zero. The science led to governments worldwide agreeing to achieve a balance between emissions and removal of greenhouses gases, in the Paris Agreement. 'Net zero' refers to achieving an overall balance between emissions produced and emissions taken out of the atmosphere. Like a bath with the taps on, an approach to achieving this balance can either be to turn down the taps (the emissions) or to drain an equal amount down the plug (removals of emissions from the atmosphere, including storage for the emissions such as 'carbon sinks' i.e. anything that absorbs more carbon than it releases as carbon dioxide. European forests are currently a net carbon sink as they take in more carbon than they emit).

Source - <http://www.lse.ac.uk/GranthamInstitute/news/what-is-net-zero/>

**Carbon Neutral** - carbon neutrality means annual zero net anthropogenic (human caused or influenced) CO<sub>2</sub> emissions by a certain date. By definition, carbon neutrality means every tonne of anthropogenic CO<sub>2</sub> emitted is compensated with an equivalent amount of CO<sub>2</sub> removed (e.g. via carbon offsetting).

Source – <https://www.wri.org/blog/2015/12/cop21-glossary-terms-guiding-long-term-emissions-reduction-goal>

- The Council has committed to become a 'Net Zero Carbon' local authority whilst the Welsh Government has an ambition for a 'Carbon Neutral' Welsh public sector. Within the confines of this document both these terms are inter-changeable.

**Carbon Offsetting** - put simply, offsetting means securing carbon credits equivalent to one's carbon impact. This means compensating for every tonne of CO<sub>2</sub> emitted by ensuring there is one tonne less in the atmosphere. Because one unit of CO<sub>2</sub> has the same climate impact wherever it is emitted, the benefit is the same wherever it is reduced or avoided. Achieving verified carbon reductions could include protecting rainforests in Sierra Leone or potentially local tree planting.

Source - <https://climatecare.org/carbon-offsetting/>

## **Appendix 5**

### **Climate Emergency**

The initial focus of this action plan for a route towards becoming a net zero carbon local authority is not intended to limit or preclude other potential wider actions that contribute towards addressing the climate emergency.

Some of these actions are identified below (this is not an exhaustive list):

#### **Housing**

- The Ceredigion Energy Company Obligation Local Authority Flexibility (ECO LA Flex 3) grant scheme commenced in October 2019 and will be available until March 2022. This scheme is available countywide and covers energy-inefficient homes that either spend more than 10% of their income on fuel or are on low income and are vulnerable to the cold. The grant goes towards home energy-efficiency measures involving heating upgrades and insulation. Since September 2019, over 173 properties have received improvements through the scheme.
- In March 2019 we commenced a Warm Homes Fund project delivering 140 first time central heating systems with the necessary insulation measures in the homes of vulnerable low income households. These installations were a mix of LPG systems and air source heat pumps. This scheme will come to an end in March 2021 and we are currently in discussion with the funders in relation to delivering a Phase 2 scheme for a further 140 installations in the next 12 months.
- The Welsh Government Warm Homes Arbed 3 programme are currently evaluating the properties in the Cardigan area in readiness for submission of a report to WG to determine feasibility of a scheme. This will include the installation of heating systems/upgrades and insulation measures in privately owned properties (both owner occupied and privately rented). The aim is undertake a minimum of 100 installations.
- Ceredigion County Council are currently considering various other funding opportunities in order to tackle climate change within the county and reduce the carbon footprint.

#### **Planning, Development, Land Use and Biodiversity**

The Ceredigion Local Development Plan 2007-2022 (LDP1) was adopted in April 2013 and seeks to govern how and where development takes place throughout the County by setting out a series of policies and proposals. The LDP is used in the determination of all planning applications in Ceredigion. A core element of the LDP is the principle of sustainable development. The LDP also has an objective to ensure development minimises Ceredigion's greenhouse gas contribution, both singularly and cumulatively, and to seek a reduction wherever possible. The plan's strategy seeks to secure sustainable development via the Settlement Hierarchy, which aims to direct development to locations with a high level of services. This in turn reduces the need to travel which subsequently contributes to a reduction in carbon emissions.

The principle of sustainable development is also consistent throughout the plan's policies. This is evidenced, for example, in policies supportive of renewable energy developments and sustainable travel infrastructure. To ensure the delivery of sustainable development, the LDP is also subjected to a Sustainability Appraisal which incorporates a Strategic Environmental Assessment (SA/SEA). The purpose of these tools is to ensure that policies and proposals in the LDP reflect sustainable development principles and take into account the significant effects of the plan on the environment.

Ceredigion's current Local Development Plan (LDP 1) has been subjected to monitoring on an annual basis through the medium of the Annual Monitoring Report (AMR). The findings of the 3rd AMR triggered a plan review which informed the completion of the LDP Review Report published in November 2017. The outcome recommended the commencement of a replacement LDP (LDP 2). The

replacement plan will cover the period 2018-2033. The revised LDP will seek to maintain the principle of sustainable development and seek to address climate change throughout, further focussing development to the most sustainable locations which are accessible by sustainable transport modes and have the necessary capabilities to support home working. The change in travel to work behaviours arising from COVID 19 pandemic are likely to become a permanent feature, with at least 30% of workers/work hours working from home being the norm going forward, according to Welsh Government policy intentions. Telemedicine and other uses of digital communications are also likely to impact on the need to travel (the first sustainable development principle) and on car miles travelled in particular for a dispersed rural population such as that in Ceredigion (where approximately 60% of residents live outside the main towns and viable public transport services are a challenge).

As part of the revision process, a Climate Change Topic Paper is being compiled. The paper takes account of any relevant legislation, strategies, policies, guidance and evidence which has been published or altered since the adoption of LDP1. This, in turn, informs any necessary changes to the plan in the context of climate change. One outcome identified thus far has been the need to produce an overarching strategic climate change policy. Whilst not compulsory, the addition of a strategic policy was identified by officers as the most appropriate mechanism to address concerns relating to climate change and development. The policy will seek to set out criterion governing development proposals in relation to carbon emissions, previously developed land, energy efficiency, renewable energy generation, climate responsive design, sustainable construction methods, the management, protection and enhancement of ecosystem services, water resources, the best and most versatile land and green infrastructure assets and networks which act as carbon sinks. In addition, it will further seek to avoid and minimise flood risk taking a nature based solutions first approach.

A Renewable Energy Assessment (REA), which constitutes part of the evidence base and thus informs the replacement plan, has also been recently conducted. The REA is a high-level strategic assessment of the potential for renewable and low and zero carbon energy generation across the County. The REA sets out a series of renewable energy targets and local areas of search for wind and solar. Collectively, this will inform the replacement plan and in turn seek to facilitate the development and use of renewable and low and zero carbon energy technologies in Ceredigion.

Flooding, as a hazard, must be considered to inform the LDP process; which involves the consideration of the potential consequences of flooding as well as the likelihood of an event occurring. Planning authorities should adopt a precautionary approach of positive avoidance of development in areas at risk of flooding, with additional consideration of surface water flooding and shoreline management plans.

Planning Policy Wales (PPW), supported by Technical Advice Note 15 (TAN15 currently under review), provides a precautionary framework to direct new development away from areas at high risk of flooding. In particular, vulnerable developments, described in TAN 15, are required to be directed away from areas at risk of flooding.

Development Advice Maps enable planning authorities to take a strategic approach to flood risk and consider the catchment as a whole by providing a preliminary representation of flood risks, which informs the LDP process. In addition, flood consequences assessments should assist the understanding of how natural and man-made defences work as integral components of places and provide a means by which the cumulative effects of development can begin to be understood, to help manage flood risk at an early stage.

CCC is currently preparing a Strategic Flood Consequences Assessment (SFCA) to form part of the evidence base for the replacement LDP.

The SFCA will support the Council's role in achieving sustainable development through managing flood risk and avoiding future impacts of flooding. The SFCA will also assist Ceredigion in a broader sense

by helping to tackle key issues such as designing for climate change, nature and biodiversity conservation, ecological connectivity and enhancing the natural environment and its services.

A Green Infrastructure Assessment (GIA) has recently been undertaken. This contains maps and associated commentary on existing urban green infrastructure assets and habitats for Ceredigion's six main towns plus Adpar (sister settlement to Newcastle Emlyn, Carmarthenshire), and on the land-based designations for the county as a whole, as well as identifying the extent of connectivity for wildlife between existing core habitats and for people between existing green infrastructure assets and between urban and rural areas. It establishes the key opportunities and priorities for delivering Green Infrastructure improvements for each of the main towns, plus the county as a whole.

The GI Assessment suggests that, based on the identification of broad habitats within each of the 2km buffers around towns, and the ecosystem services likely to be provided by these habitats, it would appear that the towns which benefit the most from higher levels of habitat-based ecosystem service provision are Aberystwyth, Aberaeron and Cardigan. This could be in part because these are coastal towns which benefit from the cultural and regulating services provided by Ceredigion's coast and its habitats. Tregaron has notable ecosystem service provision to the north, where the Ramsar site and mire habitat is located. In terms of ecosystem service needs, Cardigan, Adpar, and the more densely developed western and southern parts of Aberystwyth would benefit from the creation of GI (e.g. planting of trees and hedges and appropriately managed grasslands) to reduce levels of particulate air pollutants.

Sustainable flood management measures, such as installation of sustainable drainage systems, tree planting, or creation of large-scale green space (where feasible) aligned with natural flood management approaches such as managed retreats, may be beneficial in Lampeter and in the east of Tregaron where the risk of surface water flooding is highest.

Priority should be given to creating new GI that addresses identified deficiencies in GI and ecosystem services provision, and extends and connects the existing network. Other prioritised opportunities will relate more to enhancing the quality, accessibility and awareness of existing GI. At the scale of the County, increased provision of woodland and expansion/restoration of peat bogs would help to remove carbon dioxide from the atmosphere (as well as reducing flooding downstream and providing cooling benefits), thus contributing towards CCC's commitment to become a net zero carbon local authority by 2030. Policies to support such development will be included in the replacement LDP.

Specific projects that link to the GIA are the 'Connecting with Nature' Ceredigion PSB project due for completion by the end of March 2021, with funding of £25k from NRW, which is tasked to identify publicly owned land which can be managed, improved and enhanced for biodiversity and be opened to public access, volunteering and wellbeing activities. It will identify 6 priority opportunities from a long list linked to potential for enhancing the positive reconnection of people within their communities by considering specific issues, using information and evidence already gathered during preparation of the Green Infrastructure Assessment report. Further settlement specific GI work is being undertaken with cross border partners in Carmarthenshire and NRW to map assets and needs around climate resilience in Newcastle Emlyn.

Amendments to building regulations notwithstanding a new policy may be introduced into the LDP regarding electric charging points for new developments to increase this provision in both residential and non-residential development. Key issues for Ceredigion relate to development of EV charging facilities in the public realm and on the arterial roads, to ensure availability of EV charging points for use by residential householders without off-road parking and for rural residents who need to make relatively long journeys for shopping/leisure/hospital visits, etc., and for tourists and leisure visitors for whom recharging facilities will be an important factor in choosing their holiday/leisure destination.

## Waste and Environmental Services

- The Council operates the following kerbside collection service:
  - Dry mixed recyclates (paper, card, plastics, cans and cartons) - collected weekly
  - Food waste - collected weekly
  - Absorbent hygiene products - collected fortnightly on application
  - Glass bottles and jars - collected 3 weekly
  - Non-recyclable waste - collected 3 weekly
  - Garden waste and bulky household waste - collected on request
- The Council's trade waste customers are given opportunities to recycle dry mixed recyclate and food waste.
- Waste collection routes are reviewed on an ongoing basis to improve efficiency.
- The collected food waste is treated by anaerobic digestion to produce digestate (slurry-like fertilizer) which is spread on local agricultural land and biogas, used to produce heat and power.
- The non-recyclable waste collected at the kerbside is treated by energy from waste to generate electricity.
- The Council provides four household waste sites in the county, where residents can deposit a wide range of domestic waste materials.
- The Council works with and supports local re-use organisations, helping to find new homes for unwanted quality household items.
- The Council's performance for recycling, composting and preparation for re-use was 72% in 2019/20, compared to a statutory target of 64%.
- The Council continues to work with stakeholders to educate residents about the benefits of waste prevention, re-use and recycling.
- The Council fully supports community efforts to reduce the use of single-use plastic within the county and has significantly reduced its own usage by steps such as:
  - Removing plastic milk bottles and straws in schools and replacing with non-plastic alternatives.
  - Ending the use of plastic cups, cutlery and pre-packed sachets in civic canteens.
  - Installing public drinking fountains

## Procurement

Ceredigion County Council is committed to delivering sustainable solutions including the reduction of carbon emissions and recognises the key role procurement has in achieving this goal. The latest procurement strategy maximises the contribution towards sustainable development through the embedding the Wellbeing of Future Generations (Wales) Act 2015 Sustainable Development Principles in procurement processes. Specifically the Strategy will deliver a healthy environment through procuring sustainable solutions and by pre-qualifying prospective suppliers on their sustainability records and values. Actions within the Strategy include:

- Develop commodity strategies through Category Management, eg increase local sourcing and procure sustainable solutions.
- Work with suppliers to help them improve and become more sustainable.

The Corporate Procurement Team has representation on the Council's Carbon Reduction Group and the Project Management Panel, which facilitates early engagement with project managers on associated sustainability considerations, as well as other matters. The team also played a key role in the Plastic Free Ceredigion Task & Finish Group, which was successful in eliminating a number of single use plastics used by the Authority. Subsequently the Council has lead on a national framework for catering packaging which enables organisations to transition from traditional plastic products to sustainable solutions.

During the framework development process procurement officers worked closely with WRAP Cymru and Welsh Government Policy makers and their input captured within the specification. Looking ahead, the procurement team is currently working on a Foundational Economy project that includes strands to enhance the local supply base and food, with the aim of delivering positive economic and health impacts in the County.

### **Coastal Protection, Flooding and Drainage**

- All Coast Protection and Flood Alleviation schemes undertaken by the Council are designed to include climate change allowances in accordance with Welsh Government guidelines.
- Surface-water drainage systems on new developments will also need to be designed to cater for a 1-in-100-year rainfall event plus 30% allowance for climate change.
- Ceredigion County Council oversees Schedule 3 under the Flood & Water Management Act 2010 which requires new developments to include Sustainable Drainage Systems (SuDS) features. This may require on-site provision of rills, leats, ponds, etc.

### **Transportation and Highways**

#### **Background**

The Ceredigion highways asset consists of:

- 2,151km carriageways – used by public and school transport and cyclists
- 212 km of footways – used by pedestrians within settlements and providing a link between communities and tourism and other destinations
- Xx km of dedicated cycleways
- Xx km of shared use paths (pedestrians and cyclists)
- Local bus service network operating 2,882,977 kilometres of journeys (2019/20)
- There are also a large number of sections of public rights of way that may be accessed to make active and sustainable travel journeys.

#### Active Travel

The County Council must meet a number of statutory duties under the Active Travel (Wales) Act 2014. The Welsh Government has designated three Active Travel destinations (towns) in Ceredigion – Aberystwyth, Cardigan and Lampeter. This includes seeking to continuously improve (extend) the existing network and all new highways and transportation schemes should adhere to the Active Travel Design Guidance. The County Council was able to construct 1,155 km of new shared use path created in 2019/20. The Council is currently undertaking the required review of its existing network and developing future routes for development and inclusion in future work programmes. More information is available at: <http://www.ceredigion.gov.uk/resident/travel-roads-parking/active-travel/>

With sufficient public transport travel opportunities in rural areas, Active Travel is capable of providing more opportunities for modal shift away from car journeys primarily for shorter journeys. Welsh Government grant funding continues to be accessed to provide new and improved infrastructure.

The County Council has trail-blazed the provision of electric bicycle charging facilities to encourage take-up of e-bikes, particularly for a wider section of the population which might be less confident or able to cycle longer distances and in areas where the topography is more challenging to most potential cyclists.

The County Council has utilised the Welsh Government's Covid-19 Sustainable Travel Grant in 2020/21 to facilitate safe, socially-distanced pedestrian and cycling access within a number of its



towns - notably the creation and management of 'Safe Zones', improved cycle parking provision, widening of footways and new pedestrian links such as between Penmorfa Offices car park and Ysgol Gynradd, Aberaeron. The intention has been to create permanent facilities to encourage future walking and cycling at these locations.

Welsh Government grant funding has enabled the County Council to invest in Safe Routes in Communities schemes and Road Safety training and awareness programmes help to build infrastructure (particularly in and around schools) and provide the necessary skills and confidence amongst children and younger people to walk, ride and scoot safely. Alongside work to expand the network and promote Active Travel, these initiatives are helping to encourage more environmentally sustainable travel choices as children progress through to adulthood.

Whilst the Council is encouraged by the Welsh Government to focus on walking and cycling within the designated Active Travel towns and communities immediately surrounding these towns, there is potential to further develop the longer distance trails such as the Rheidol and Ystwyth trails connecting Aberystwyth and the Cardi Bach trail in Cardigan. Other routes may also be identified. If sufficiently developed, all have potential to encourage cycling over sections of these trails connecting communities and replacing some car journeys.

## **1.0 Bus Travel**

The local bus network in Ceredigion consists mostly of services supported by Ceredigion Council and Welsh Government. The main arterial routes are well served by the following TrawsCymru services:

- T1 Aberystwyth –Aberaeron – Lampeter (and locations to Carmarthen)
- T1C Aberystwyth – Aberaeron – Llandysul (and locations to Cardiff)
- T2 Aberystwyth – Machynlleth (and locations to Bangor)
- T5 Aberystwyth – Aberaeron – Cardigan (and locations to Haverfordwest)

which provide regular and reliable local and longer distance travel opportunities. These are complemented and supported, with investment from CCC, by local bus services which interchange at key hubs including:

- Aberystwyth
- Aberaeron
- Cardigan
- Lampeter

In 2019/20 the Local Bus network in Ceredigion operated a total of 2,882,977 kilometres.

## **1.1 Bwcabus**

The Bwcabus is an innovative transport solution which provides demand responsive as well as fixed route / timetable travel opportunities over a large area of south Ceredigion as well into neighbouring Carmarthenshire and Pembrokeshire.

## **1.2 Cardi Bach**

The Cardi Bach is a bus service which serves the coastal communities between Cardigan and New Quay, linking into the wider bus network at both ends, affording local socially necessary journeys as well as access to the Ceredigion Coastal path.

- Community Transport – e.g. Cardigan Town Rider, Bws y Bro etc? see: <http://www.cavo.org.uk/archives/category/help-for-organisations/community-transport>

### **1.3 Learner Transport**

CCC maintains 36 primary schools, 4 secondary schools, one 3-16 school and two 3-19 schools.

Free learner travel is provided for approximately 400 eligible primary school pupils and 2500 eligible secondary school pupils. The County Council therefore provides in the region of 1,102,000 learner transport journeys every year.

### **1.4 Integrated Network**

The learner transport and local bus service arrangements are closely aligned and integrated. They support each other by optimising resources to provide and maintain travel opportunities which are unlikely to be viable and sustainable otherwise, this is especially true in the more rural and sparsely populated areas of Ceredigion.

### **2.0 Concessionary Fare Scheme**

CCC facilitates the all Wales Concessionary Fare Scheme in Ceredigion with approximately 18,000 passes in circulation with 358,612 passenger journeys originating in Ceredigion undertaken in 2019/2020. The Scheme, funded by the Welsh Government (WG) and Local Authorities, entitles people over 60 and people with certain disabilities who are resident in Wales, to travel free at any time of day on local bus services throughout Wales, in addition to some train services.

### **3.0 Train Travel**

Opportunities to travel by train, or a combination of bus train, active travel and private car occur at the following railway stations which are of particular relevance to Ceredigion:

- Machynlleth
- Dovey Junction
- Borth
- Bow Street
- Aberystwyth
- Carmarthen

The introduction of an almost hourly train service pattern on the Cambrian Main line between Aberystwyth and Shrewsbury over seven days of the week has significantly increased travel opportunities and integration with bus services, especially at Aberystwyth and Machynlleth and now from Bow Street.

From the outset, the County Council has supported the development and lobbied the Welsh Government for a new Aberystwyth North Park and Ride public transport interchange at Bow Street. The Transport for Wales Interchange is scheduled to open in February 2021 includes Ceredigion's first new railway station since the Beeching Cuts of the 1960s with bus interchange, cycle and car parking. The County Council has worked with the Welsh Government to develop and provide a network of active travel links to/ from the new Interchange. A potential Aberystwyth Park & Ride (South) at Rhydyfelin is identified in the current Local Transport Plan and the site has been identified as a candidate site for this use in the current Local Development Plan. Further development work would be required if this proposal was to be taken forward.

The County Council is a member of the Cambrian Railways Partnership – the Mid Wales regional community rail partnership covering the Cambrian Main Line and the Cambrian Cast Line. The Partnership seeks to promote the growth in use of rail passenger services for regular journeys and to promote 'green' tourism as well as representing the interests of local communities served by the Cambrian lines. Ceredigion County Council currently employs the Development Officer and provides financial management on behalf of the Partnership. See: <https://www.thecambrianline.co.uk/>

County Council Members attend the meetings of the Shrewsbury to Aberystwyth Rail Committee with officer support. The Committee brings together local authorities, local communities, rail users, Transport for Wales and the Rail Industry to develop service improvements and promote rail use within and to/ from Mid Wales – see: <http://shrewsburyaberystwythrailway.org/>

County Council Members have in the past resolved to support the development of plans for the reinstatement of the dismantled Aberystwyth to Carmarthen Railway Line. The proposal is being taken forward by the Welsh Government – see: <https://gov.wales/aberystwyth-carmarthen-rail-reinstatement-feasibility-study>

### Sustainable Travel and New Developments

Highways is a statutory consultee in respect of applications made to the County Council as Local Planning Authority. The Highways Development Control service provides advice and support to developers during the pre-application and full application process. Highways may at times object to a development that it considers does not support or make sufficient provision for sustainable travel as defined in the relevant Local Development Plan policies – see: <http://www.ceredigion.gov.uk/resident/planning-building-control-and-sustainable-drainage-body-sab/planning-building-control/ceredigion-local-development-plan/> The Highways Development Control service will consider access to proposed developments by sustainable transport and travel and in some circumstances may recommend a requirement for a Travel Plan. The Local Planning Authority may choose to require financial contributions from developers towards the provision of sustainable travel infrastructure or services.

### Sustainable Distribution (Freight/ goods)

A project was identified in the current Joint Mid Wales Local Transport Plan 2015-20. Possible potential for rail freight to reduce road-based transport of some goods, although opportunities have been investigated in the past including the timber freight trial/ pilot around 10 years ago. The length of journey between markets (considered to be too short for viable rail freight journeys), some constraints (bridges, curvature, signalling, availability of passing loops and line capacity) and lack of interest within the market resulted in little progress. Use of ‘cleaner’ fuels and changes to vehicle technology (electric and hydrogen) may serve to support de-carbonisation of goods distribution over time. The Marches Local Enterprise Partnership, the Growing Mid Wales Partnership published Marches and Mid Wales Freight Strategy in 2018 – see: [http://www.tracc.gov.uk/uploads/media/Marches\\_and\\_Mid\\_Wales\\_Freight\\_Strategy\\_February\\_2018.pdf](http://www.tracc.gov.uk/uploads/media/Marches_and_Mid_Wales_Freight_Strategy_February_2018.pdf)

### EV Charging Proposals

The County Council has invested in providing electric vehicle (EV) charge-points available for use by the public at its Penmorfa Aberaeron and Canolfan Rheidol, Aberystwyth offices. The service is provide by Silverstone as part of its Dragon Charging Network – see: <https://www.dragoncharging.co.uk/>

Highways officers have to date unsuccessfully applied for Welsh Government transport grant funding to extend this arrangement to County Council-owned public off-street car parks across the County. A new grant funding application has however been submitted for the development of a Ceredigion EV network with some charge-point installation in the 2021/22 Financial Year as well as investigating opportunities for hydrogen as an alternative fuel – e.g. buses and freight. The outcome of this

application is currently awaited. County Council officers have provided support to ongoing Transport for Wales proposals to install charge-points of the Strategic Road Network in Ceredigion (as part of its national programme) and at Bow Street Interchange. The Welsh Government has recently published its Electric Vehicle (EV) charging strategy for Wales – see: <https://gov.wales/sites/default/files/consultations/2020-12/electric-vehicle-charging-strategy-consultation-document.pdf>

#### **4.0 Purposes of travel**

The combined elements of the public transport network provide a number of travel opportunities for a variety of purposes which include but are not limited to:

- Shopping
- Health
- Socialising
- Leisure and recreation
- Learning
- Tourism
- Commuting
- Work related travel

CCC is conscious that the effects and impacts of COVID-19 are likely to be wide and long standing; this will have a significant impact on the travel choices, desires and requirements in the short, mid and longer term which at this stage are difficult to forecast or predict. It is possible that travel for every day purposes, including all those referenced above, may reduce and the way in which travel is undertaken may change. Future demand may be identified through the North Wales and South West and Mid Wales transport models being developed by Transport for Wales for use by local authorities, developers and other organisations.

With more frequent passenger transport services limited to operating along the strategic road network (with some local feeder services), in deeper rural areas such as Ceredigion, the private car is likely to remain the main form of transport/ travel to access services, opportunities and facilities and to maintain mobility and independence. It may be possible to achieve modal shift away from the private car for shorter journeys but in deeper rural areas, influencing more sustainable travel choices/ providing real alternatives are more challenging and along with commercial journeys and tourism, this is where a shift to ULEVs will have the most impact going forward.

Car sharing and car clubs? Car sharing was led at one time through the regional transport consortium but there appears little progress over the last 6-8 years. It is often referred to in Transport Assessments and Green Travel Plans for new developments – but seemingly little happens. There is potential to develop both, particularly car clubs with potential to tie-in with ULEV - although the Covid-19 pandemic will have had an impact on people's confidence to share a journey with someone outside of their family/ 'bubble'.

#### **5.0 Caru Ceredigion**

As part of Caru Ceredigion residents and visitors to Ceredigion would be encouraged to consider:

- the impact of the travel choices they make on the climate emergency - this would include considering whether journeys are necessary and how they are undertaken;
- making the best use of the sustainable travel choices and facilities that are available to them, extending from public transport services to walking and cycling infrastructure, as this supports their ongoing viability as well as business cases for future improvements.

#### **6.0 Moving Forward**

Ceredigion County Council has actively engaged and supported the ongoing Transport for Wales (TfW) 'Wales Bus Network Reform and Design' project which seeks to optimise resources and improve travel opportunities across Wales taking into account local dynamics and influencers. This will inform the future design of bus networks in Wales.

CCC is also aware of the WG's aspirational future vision for transport in Wales as set out in the emerging Wales Transport Strategy; CCC will continue to work with the relevant partners, including WG and TfW, to realise and deliver on these aspirations on a regional, as well as local basis, for the benefit of Ceredigion's residents and visitors, as well as its economy and environment.

Transport networks and the travel opportunities afforded, in terms of infrastructure and service provision, will need to be dynamic and flexible to reflect the requirements of a post COVID world and to respond positively to the challenges of the climate emergency in order to be fit for purpose moving forward. With this in mind we are actively engaged with partners who are investigating the potential for use of electric buses on the TrawsCymru network in Ceredigion and the infrastructure that would be required to support and facilitate this. This is seen as the logical place to start in terms of electrifying buses in Ceredigion which in turn can progress to a cascading and roll out process across the network.

An overall reduction in travel, as well as move to more sustainable modes of travel, support the overall principles underpinning effective and efficient travel planning from a financial and environmental perspective, thus positively influencing the climate emergency.

## **Education**

- The Eco-Schools programme is an international initiative that enables sustainable development to be a major part of the life and ethos of schools. The programme involves the entire school community in improving the school environment and encouraging good citizenship; pupils study topics including waste, litter, energy, water, transport, healthy living and global citizenship. All schools in Ceredigion are registered on the Eco Schools programme.
- Ceredigion utilises a 'fabric first' approach to all the projects on the 21st Century Schools Programme. A 'fabric first' approach to building design involves maximising the performance of the components and materials that make up the building fabric itself, before considering the use of mechanical or electrical building services systems; this can help to reduce capital and operational costs, improve energy efficiency and reduce carbon emissions whilst reducing ongoing maintenance costs. Buildings designed and constructed using a fabric first approach aim to minimise the need for energy consumption through methods such as:
  - maximising air-tightness;
  - increased levels of insulation;
  - optimising solar gain through the provision of openings and shading;
  - optimising natural ventilation and
  - using the thermal mass of the building fabric.
- The County Council has utilised available funding to improve or provide new walking and cycling routes to schools and colleges to make journeys safer and more accessible for walking, cycling and scooting. Some schemes have included a reduction in the speed limit (to 20 mph), physical traffic calming and cycle shelters. Where there are no formal pedestrian crossing facilities, the Council deploys School Crossing Patrol staff at locations considered to be 'higher risk' to provide a safer environment for learners to walk to school. The Council's Road Safety Team delivers training and awareness programmes in schools - such as Kerbcraft pedestrian training and National Standards Cycle Training - to provide the necessary skills and build confidence amongst children and younger people to walk, ride and scoot safely to their school, thus discouraging journeys made by the private car.

- Where feasible, new schools will take advantage of the green technologies available to us, and will attempt to maximise the use of ground source, air source and solar technologies appropriate to each individual site. A range of Council service areas including Highways and Environmental Services will be engaged early on to contribute to any proposals to review existing education provision, enlarge existing schools and for any new build.
- Ceredigion are also committed to installing electric vehicle charging points within all of its new schools.

## **Regeneration**

Economy and Regeneration – information to follow

## **Finance**

- Ceredigion County Council is part of the £2.4 billion Dyfed Pension Fund.
- On 23<sup>rd</sup> Jan 2020 Ceredigion Council agreed to call on the Dyfed Pension Fund to disengage from investment in fossil fuels within two years.
- At its meeting of 11<sup>th</sup> January 2021 the Dyfed Pension Fund Board agreed to steps that will reduce the carbon footprint of its financial holdings by 16%.

## **Information and Communications Technology (ICT)**

- The Council continues to introduce ICT good practice to actively help reduce carbon emissions, including:
  - Reducing energy consumption at its Data Centres and across its Network through the virtualisation and rationalisation of hardware and the adoption of energy efficient servers and ICT infrastructure;
  - Facilitating a reduction in staff travel through the implementation of agile working practices across the Authority including the use of laptops and online video conference meetings and calls ('Skype for Business' & 'Microsoft Teams');
  - Reducing printing across the Authority by facilitating the adoption of paperless working through better use of technology.
  - Rationalisation of printing, and removal of colour printing for the majority of staff has been undertaken within office buildings.

## **Civil Contingencies**

The Council's Civil Contingency role aims to help mitigate the effects of climate change by working with partner organisations and communities and developing, maintaining and testing contingency plans for various risks, including:

- more extreme weather events causing severe fluvial flooding, such as Storm Callum in 2018;
- raising sea levels causing an increase in coastal flooding and,
- hotter, dryer summers causing water shortages, an increase in 'wild fires' and effects on the health of the population (especially older and more vulnerable citizens).

The Council is a member of the Dyfed-Powys Local Resilience Forum (LRF) whose members include the Emergency Services, Health Bodies, other Local Authorities, Government Agencies and Utility Companies. The Dyfed-Powys LRF members work together to ensure arrangements are in place to help mitigate the effects of any emergencies including those caused by climate change. The role of the Council during emergencies includes providing support for the emergency services, support and care for the local and wider community and co-ordination of the response by organisations other than the emergency services. As time goes on, and the emphasis switches to recovery, the Council takes a leading role in rehabilitating the community and restoring the environment. The LRF produces and

regularly reviews the Dyfed Powys Community Risk Register. (Note: 'UK Climate Change Risk Assessment 2017 Evidence Report – Summary for Wales' summarises the Wales-specific evidence included in the 'UK Climate Change Risk Assessment Evidence Report').

The Council also recognises the effects of climate change, in particular to coastal erosion and flooding in its own corporate risk register.

## Cyngor Sir CEREDIGION County Council

**REPORT TO:** Cabinet

**DATE:** 15 June 2021

**LOCATION:** ZOOM

**TITLE:** Feedback from the Thriving Communities Overview and Scrutiny Committee on the Achieving Net Zero by 2030 Action Plan

**PURPOSE OF REPORT:** To provide feedback from the Thriving Communities Overview and Scrutiny Committee held on 26 May 2021

The Thriving Communities Overview and Scrutiny Committee considered the Achieving Net Zero 2030 Action Plan at its Committee meeting on 26<sup>th</sup> May 2021. The document sets out how the Council intend to respond to the climate emergency. It explains why we need this Net Zero Carbon Action Plan and why the 2030 target is so important to tackling climate change. The Action Plan assesses Ceredigion's current operational carbon emissions and outlines the challenges associated with the ambitious 2030 target.

The Action Plan had been created in response to the Council decision on 20 June 2019 where it agreed to:

- Commit to making Ceredigion a net zero carbon Local Authority by 2030
- Develop a clear plan for a route towards being net zero carbon within 12 months
- Call on Welsh and UK Governments to provide the necessary support and resources to enable effective carbon reductions

Further to this, on the 5th March 2020, Ceredigion County Council declared a global climate emergency, committing to meeting the most significant challenge facing our county and our planet.

Several members stated that they agreed in principle with the need to address this issue, however, concerns were raised regarding the cost implications of this plan to achieve the targets outlined; and that a business plan was required.

Following consideration of the report the Committee **agreed to recommend to Cabinet:**

- (i) that a cross party working group be established as part of the current carbon group to push forward the plan;
- (ii) that the Thriving Communities Overview and Scrutiny Committee receive a regular update report every six months; and
- (iii) that Cabinet write to WG on the urgency of providing the reporting methodology.

*It is noted that since the scrutiny committee took place WG have published the reporting methodology.*

**Councillor Marc Davies**  
**Chairman of the Thriving Communities Overview and Scrutiny Committee**





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## CEREDIGION COUNTY COUNCIL

**Report to:** Cabinet

**Date of meeting:** 15.6.2021

**Title:** UK Government Levelling Up Fund and Community Renewal Fund applications

**Purpose of the report:** To Seek Authority to submit funding applications to support economic growth and regeneration projects

**For:** Decision

**Cabinet Portfolio and Cabinet Member:** Economy and Regeneration, Cllr Rhodri Evans

### 1. BACKGROUND

#### 1.1. THE UK Levelling Up Fund (LUF)

The UK Levelling Up Fund, which will invest in local infrastructure that has a visible impact on people and their communities and will support economic recovery. The Fund is jointly managed by HM Treasury, the Ministry of Housing, Communities and Local Government, and the Department for Transport.

<https://www.gov.uk/government/publications/levelling-up-fund-prospectus>

- 1.2. All areas in the UK are able to access the Fund. Specifically, in Great Britain: Unitary authorities (including metropolitan borough councils), London borough councils and district councils in two tier areas in England; and, unitary authorities in Scotland and Wales are eligible to submit bids in line with paragraph 1.4.
- 1.3. County councils with transport powers, combined authorities, mayoral combined authorities and the Greater London Authority (GLA) are eligible to submit one transport bid; and unitary authorities in Scotland and Wales, and unitary authorities in England with transport powers are able to submit one additional bid which must be for transport.
- 1.4. Members of Parliament, as democratically elected representatives of the area, are expected to back one bid that they see as a priority. The number of bids that a local authority in the first category can make will relate to the number of MPs in their area. Accordingly, local authorities can submit one bid for every MP whose constituency lies wholly within their boundary. Every local authority can submit at least one bid.
- 1.5. Bids for up to £20m can be submitted for the Levelling Up fund, and a further bid for up to £20m for transport bids, although bids for up to £50m can be submitted for larger scale transport bids.

- 1.6. Local Authorities across GB have been placed into priority areas, based on an assessment of economic need. Ceredigion, along with 15 other Local Authorities in Wales has been placed in category 1. This means a higher priority will be given to projects from these areas that meet the assessment criteria.
- 1.7. Up to £4.8 billion is being made available until 2024-25 across the UK, with at least £800 million intended to be invested in projects in Scotland, Wales and Northern Ireland. A commitment is being made that 5% of first year allocation for the UK will be invested in Wales.
- 1.8. A first round of applications is being invited from applicants who can demonstrate that elements of their proposals are deliverable in year 1 (this financial year).
- 1.9. The deadline for applications is 18 June 2021.

## **2. UK Community Renewal Fund (CRF)**

- 2.1. The UK Community Renewal Fund, which will provide local areas across the UK with access to £220 million of additional funding as they prepare for the UK Shared Prosperity Fund due to launch in 2022. It is targeted to help to level up and create opportunity across the UK in places most in need in a manner distinct but complementary to the Levelling Up Fund, through investment in skills, enterprise and employment.

[UK Community Renewal Fund: prospectus 2021-22 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97822/uk_community_renewal_fund_prospectus_2021-22.pdf)

- 2.2. In Great Britain, the UK Government is inviting lead authorities to:
  - invite bids from a range of project applicants;
  - appraise and prioritise a shortlist of projects up to a maximum of £3 million per place (as defined by UK Government and set out in the [list of 100 priority places](#)) (For Ceredigion, the place is defined as Ceredigion, and Ceredigion County Council defined as the Lead Authority)
  - and submit a shortlist of projects to UK government.
- 2.3. The purpose of the fund is 'to nurture innovative thinking and offer flexibility, projects may align with one, or deliver across several, of the following investment priorities:
  - Investment in skills
  - Investment for local business
  - Investment in communities and place
  - Supporting people into employment'
- 2.4. As well as meeting the objectives set out in the prospectus, projects must also demonstrate a contribution to the delivery of a relevant local strategy – in the case of Ceredigion, the ambitions laid out in the Economic Strategy document 2020-35.

2.5. The revenue funding is to be spent during the 2021/22 financial year

### **3. Proposed bids from Ceredigion county Council**

3.1. The proposed approach to developing potentially two LUF applications and a CRF application by Ceredigion County Council has been discussed at the Council's Development Group meetings in March 2021, and then 24<sup>th</sup> May 2021.

3.2. Ceredigion County Council launched an open call for LUF and CRF projects from interested parties that could present deliverable capital or revenue projects that met the requirements of the funds. Two assessment panels were set up to assess the LUF and CRF applications according to the criteria set by UK Government and explained in the prospectuses.

3.3. Five expressions of interest were received for the LUF fund and 18 applications were presented for assessment for the CRF bid.

#### **Levelling up Fund**

3.4. As a result of the exercise, a Levelling Up Fund application is currently being finalised focused around investment to bring forward the vision to further regenerate an area of Aberystwyth stretching from the Harbour to the Hen Goleg, including improvements to the South Prom.

3.5. The programme that will form part of the application represents a co-ordinated series of investments that combine to help regenerate a part of Aberystwyth that has the potential to drive significant economic growth for the town and for Ceredigion, including:

3.5.1. Further development of the Hen Goleg investment to unlock new opportunities and deliver additional economic benefit, working in partnership with Aberystwyth University.

3.5.2. Key strategic investments in the harbour area, including new pontoons, improvements to Harbour House, the erection of a bridge to link both sides of the harbour, and the development of further retail, leisure and commercial facilities on the north side of the harbour. Working with the Marine Group, this investment will unlock private sector funding, as well as other future public sector investments to support the long-term plans.

3.5.3. Public Realm Improvements along Aberystwyth Promenade (Ceredigion CC - Highways and Environmental Services). The proposal is to improve the public realm and associated assets along the promenade in Aberystwyth in order to complement and co-ordinate with other development opportunities being pursued through this funding opportunity. This will include the upgrading/improvement of the lighting along the promenade to install

decorative LED lanterns thus reducing energy costs and carbon emissions, together with the opportunity of installing EV charging points at key locations.

- 3.6. The proposed investment represents a key phase in the delivery of a long term, ambitious vision for the regeneration of Aberystwyth that will improve its leisure and hospitality provision whilst celebrating and enhancing its cultural and maritime heritage assets. The proposed investment will generate new jobs directly, and will attract more visitors to Aberystwyth, thus ensuring that indirect benefits will also be delivered to the wider economy in Aberystwyth and Ceredigion.
- 3.7. Further detailed assessment work is being carried out by consultants on each aspect of the proposed project, to ensure that the projects have the best possible opportunity of meeting the needs of the programme of funding. As part of this process, certain elements of the project may be excluded from the current programme, therefore the full final size of the final bid remains unknown currently.
- 3.8. A second LUF application around transport is being prepared.
- 3.9. The aim of the project is to support the growth of Ceredigion's economy (including tourism) and decarbonisation of transport/travel through a transport delivery project to deliver new and improved Active Travel routes to link and connect communities across Ceredigion.
- 3.10. The proposed project seeks to provide improvements within and between the three active travel destinations of Aberystwyth, Cardigan and Lampeter. The communities and locations that act as local service centres for the surrounding rural areas, have lower and dispersed population patterns and have few viable travel choices as alternatives to private car ownership due to infrequent passenger transport services and very few existing safe pedestrian and cycling routes.
- 3.11. As for the first LUF application, further detailed assessment work is being carried out on each aspect of the proposed project, to ensure that the projects have the best possible opportunity of meeting the needs of the programme of funding. Therefore the full final size of the final bid remains unknown currently.

### **Community Renewal Fund**

- 1.1. Following the open call for projects to potentially be included in the shortlist of projects to be submitted as part of the CRF application, the 18 submitted projects, that included projects from external organisations as well as CCC service area, have been assessed and scored by an internal panel against the objectives of the prospectus, and against their contribution towards the delivery of CCC's Economic Strategy 2020-35.

- 1.2. Initial project bids received totalled circa £4.5m. Following assessment against the key criteria and further work on the projects, a shortlist of projects will be submitted to UK Government, covering a range of actions and priorities and actions identified in the Economic Strategy. The total value of the shortlisted projects included in the application will be below £3m.
- 1.3. A synopsis of the projects that are currently shortlisted is included in the appendix.

**Has an Integrated Impact Assessment been completed? If not, please state why:** No. A full Integrated Assessment will be carried out on each project prior to each project commencing, should the applications be supported, but a synopsis is included below.

**Summary:**

**Long term:** All proposed interventions and investments included in the application tackle long-term economic weaknesses identified in the economic strategy, and offer at least part of the solutions required to mitigate the long-term weaknesses identified.

**Integration:** The applications integrate fully with the objectives and actions identified in the Economic Strategy (Boosting Ceredigion's Economy, a Strategy or Action 2020-35). Plans also integrate with other key regional and national economic growth and transport strategies.

**Wellbeing of Future Generations:**

**Collaboration:** The investments would represent significant partnership working with key stakeholders in the public, education and private sectors in Ceredigion.

**Involvement:** The opportunities for investment and interventions have come from a range of engagement actions that supported the development of strategies and action plans, including place planning work in Aberystwyth and the development of the Economic Strategy. The specific project ideas included in the proposed bid came from open call processes that enabled key stakeholders to submit ideas for projects.

**Prevention:** Many of the project ideas that are included in the proposed shortlist of projects for the CRF application include measures to prevent future hardship associated with poor skills and job opportunities for people in Ceredigion.

**Recommendation(s):**

**That Members:**

1. Agree to the principle that Ceredigion County Council submits applications for LUF and CRF funding as set out in summary in the paper.
2. Approve Ceredigion County Council's role as a lead authority for the bids, and subsequently enter into legal contracts with delivery partners should the applications for funding be successful.

**Reasons for decision:** To enable application for key strategic investments in economic growth to be made.

**Overview and Scrutiny:** N/A  
**Policy Framework:**

**Corporate Priorities:** Boosting The Economy  
Investing in People's Future.

**Finance and Procurement implications:** The investments represented in the applications would be funded from UK Government sources matched by other public or private sources of funding. Some further work will be required on securing other sources of funding. Some cost implications may arise from works proposed on land owned or managed by CCC. The sums associated are currently unknown. Mitigation of financial risks from CCC's role as a lead authority on the application will be covered in the contracts to be set up between CCC and the respective project proposers.

**Legal Implications:** Legal contracts will be required between CCC and each of the project proposers should the application be successful. The legal agreements will cover how each of the Council's appropriate legal obligations linked to the funding offer are transferred to the respective project proposers.

**Staffing implications:** None

**Property / asset implications:** Some council owned assets are likely to be included in the application, and as such, there may be implications on existing leases.

**Risk(s):** Main risk associated with this paper is from a potential failure of the application. This cannot be eliminated by is mitigated by the detailed work still being undertaken on



the bid, to ensure that the strongest possible application is submitted.  
Each project within the application includes and assessment of that project's risk and means of mitigation.

**Statutory Powers:**

**Background Papers:**

**Appendices:** List of proposed shortlisted project for the CRF.

**Corporate Lead Officer:** Russell Hughes Pickering

**Reporting Officer:** Arwyn Davies

**Date:** 24.3.21

## Ceredigion County Council – Cabinet – 15/06/21

### ATODIAD / APPENDIX 1

#### Expressions of Interest Received – Community Renewal Fund

Below is a list of all the EOIs received following the open call for expressions of interest for the UK Community Renewal Fund in Ceredigion.

The applications are currently being assessed and shortlisted before submitting to the UK Government before the deadline.

**PLEASE NOTE:** Not all projects on this list will be submitted to UK Government for consideration – as the assessment process will check on eligibility, deliverability, due diligence – and prioritise according to local need.

This appendix is provided for information – to demonstrate the totality of EOIs received in Ceredigion.

<b>Project Name</b>	<b>Project Sponsor</b>	<b>Brief Description</b>	<b>Value</b>
Community Land Trust	4CG	This bid proposes a third sector-led approach to community-led housing in Ceredigion. Learning from the model used by Wessex Community Land Trust and embedding the learning within communities in Ceredigion Creating a network of community-led housing cooperatives in Ceredigion that will provide affordable housing for local people and support local supply chains in developing houses as mini powersations. The project proposal is a 6 month pilot with the aim of developing a Community Land Trust Network for the county.	287,435
BioAccelerate	AberInnovation	BioAccelerate is an investor readiness programme designed to help early-stage companies and start-ups develop their business plan and technical development strategies to an investable stage in order to pitch successfully to equity and angel investors.	214,050

Project Name	Project Sponsor	Brief Description	Value
Mid Wales Challenge Led Launch Pad Series	AberInnovation	<p>The Challenge Led Launch Pad Series is a new programme aimed at developing novel solutions to public sector and societal issues through research and innovation whilst offering new market opportunities for businesses and low skilled people in Mid Wales. The programme will enable businesses to analyse and evaluate the potential of concepts and ideas for eventual public sector deployment through collaboration with academia and regional leadership to encourage success and growth. Through a collaborative working model, it will deliver expertise and resources to accelerate the development of innovative businesses in Ceredigion and Powys County Council and accelerate growth through high impact innovation. Challenge Led Launch Pads will address the most urgent issues aligning to policy in Mid Wales and nationally to help support the economic recovery in the region. This new programme will involve stakeholders from public, private, and academic sectors identifying and selecting the most pressing, regional societal issues requiring solutions and working together to support businesses in the development of solutions to the identified problem. This will include tailored support and the potential to utilise unique regional capital assets and technology to support businesses in the development of novel solutions encouraging businesses to generate economic growth. This programme will provide excellent opportunities for businesses to develop and demonstrate technology to a range of stakeholders within the partnership acting as potential customers.</p>	560,187
AberInnovation Productivity Accelerator	AberInnovation	<p>This project will deliver enterprise support, specifically manufacturing- and productivity-related guidance, to enterprises of all sizes within Ceredigion in the Biotech, Agritech, and Food &amp; Drink sectors and the circular economy (referred to as the 'Target Sectors' for the purposes of this application). Support will be delivered over a six-month period, with on-boarding of entrepreneurs/businesses taking place over the first two months, with beneficiaries therefore receiving a minimum of four months support via dedicated Acceleration Support Managers (ASM) (x2, two days per month), the project consortium, RTOs/Centres of Excellence, the likes of the Advanced Manufacturing Catapult, and via expert sessions delivered through a range of support Work Packages.</p>	441,500

Project Name	Project Sponsor	Brief Description	Value
New Skills New Start	Antur Cymru	<p>The project addresses increased numbers of people considering necessity-based entrepreneurship who face barriers to engaging with established business support services, such as Business Wales. With furlough finishing this cohort will grow substantially. The project will empower individuals to acquire transferrable skills through participation in a project delivering basic business skills. The project builds on lessons learned through a previous successful model delivered in Ceredigion which enabled business start and supported clients into employment and training. The project will be delivered bilingually using a coaching based approach and will include recruiting voluntary community champions to enable a project legacy. Included in the project are two start-up hubs where emerging entrepreneurs can test trade and establish outlets for their goods and services. These will be based in Aberystwyth and Lampeter.</p>	226,500.00
ReVerb	Area 43	<p>Area 43 has sourced funding to purchase a building to house a youth café, providing a safe, dedicated, quality meeting space for young people ranging in age from 14 to 25. The provision is determined by young people for young people, in partnership with adults, trusted professionals and community partners.</p> <p>The Youth Café:</p> <ul style="list-style-type: none"> <li>• a relaxed meeting space, which is safe, friendly, inclusive and tolerant;</li> <li>• a place for all young people from all social and cultural backgrounds to engage in social interaction with their peers in a safe and supportive drug- and alcohol-free environment;</li> <li>• a location for relaxation, recreation and entertainment, and, where appropriate, as a site for information, signposting to services or even direct care/service provision;</li> <li>• a place where young people can develop good quality relationships with their peers and with adults.</li> <li>• An informal, educative space for young people to learn life skills and improve their employment opportunities.</li> </ul>	73,737

<b>Project Name</b>	<b>Project Sponsor</b>	<b>Brief Description</b>	<b>Value</b>
Enterprise Ceredigion	Business In Focus	<p>Enterprise Ceredigion pilot: Supports people in to self-employment, building skills/confidence. It will invest in digital, employability and entrepreneurial skills, also supporting newly-established microbusinesses. Tailored specifically for economically inactive/unemployed and furloughed individuals it supplements mainstream provision, working closely with community partners.</p> <p>We have developed, tested and refined supportive elements within our existing services, ready for delivery in new geographies. This proposal is for Ceredigion; we aim to replicate in Powys and across the whole mid Wales region.</p>	213,126
Caru Aber	Caru Aber	At the request of young people within the local community, a shelter will be built at the skate park in Aberystwyth, enabling the facilities to be used year round and an alternative to sheltering in a nearby bus stop during the rain. A water fountain will also be installed with a facility to refill water bottles and a dog drinking station	15,000
Llwyddo Gyda'n Gilydd	Cered	<p>Prosiect yw hwn i ddatblygu gwytnwch atyniadau ymwelwyr hanesyddol Ceredigion a thrwy hynny yn cryfhau eu gallu i ddenu ymwelwyr a chefnogi twf yn yr economi leol sydd yn ddibynnol iawn ar dwristiaeth.</p> <p>Nid yw llawer o'r atyniadau yma yn derbyn arian cyhoeddus i'w cynnal ac yn hynny o beth nid yw'n bosib i recriwtio staff cyflogedig ar gyfer pob rôl. Mae gwirfoddolwyr felly yn gwbl hanfodol i sicrhau fod drysau yr atyniadau yma ar agor.</p> <p>Serch hyn, mae yna heriau sylweddol mae atyniadau yn gwynebu parthed gwirfoddoli sef recriwtio nifer digonol o wirfoddolwyr, sicrhau fod ganddynt y sgiliau cywir ac i sicrhau olyniaeth ar gyfer gwirfoddolwyr sydd yn heneiddio.</p>	7,050

<b>Project Name</b>	<b>Project Sponsor</b>	<b>Brief Description</b>	<b>Value</b>
Supporting and investing in the recovery of communities and places in Wales	CAVO	<p>An in depth discussion with communities and places in 9 local authority areas on how best to involve and provide sustainable learning and development support, funding and measure the impact of place-based community work. Pilot and coproduce virtual on-line pilot training programme including peer-led training around financial sustainability, measuring impact, equality, diversity and inclusion and environmental sustainability and climate change.</p> <p>Engage communities of place in 9 local authorities through on-line surveys, virtual meetings, phone calls and networks.</p> <p>Engage CVC's in 9 local authorities in one to one discussions and networks</p> <p>Engage at least 10 non CVC / LA support providers</p> <p>Engage 9 local authorities in discussion.</p> <p>Share and report on lessons learnt from Covid 19 from welsh action research reports to contribute to community recovery and resilience.</p> <p>Look at how to support communities with equality, diversity and inclusion in place based work including the welsh language.</p> <p>Look at the support required for communities and places to enhance environmental sustainability and adapt to climate change to support community recovery and resilience.</p>	7,000
Enabling the Recovery of Ceredigion Towns	CCC	<p>Ceredigion County Council through its Enabling the Recovery of Ceredigion Towns project aims to enable six of Ceredigion's main towns to develop attractive locations where individuals, communities and businesses can thrive. Significant engagement has led to identifying the need for a short term capacity to deliver local plans and identify viable activities for the future. This project will act as a catalyst to trial such new approaches to delivering the support needed by our towns as they emerge from the challenges of the Covid-19 pandemic.</p>	239,905
Rural Community Engagement and Outreach Project	CCC	<p>We are requesting revenue funding to support us in bolstering our universal and focussed support to rural communities, enabling individuals to live healthily as possible, both mentally and physically, improving their independence, resilience and autonomy. This project will focus on a new, innovative piece of work that will deliver mobile, detached and pop-up provision to communities that have barriers to support or opportunities for participation. In August 2021, our capital Lottery grant will commence with a mobile unit arriving in county which will then be utilised collaboratively to engage with those most hard-to-reach across Ceredigion.</p>	50,000

<b>Project Name</b>	<b>Project Sponsor</b>	<b>Brief Description</b>	<b>Value</b>
Learning Through Activity Urdd	URDD	<p>The main activities to take place between August 2021 and March 2022 will be:</p> <ul style="list-style-type: none"> <li>-Recruitment of 20 FTE jobs ranging from £18,000 per annum - £45,000 per annum</li> <li>-Upskill of 5 FTE currently employed Jobs through training opportunities.</li> <li>-280 hours of guided Volunteering/Work Experience hours for 30 Young People</li> <li>-Develop Water based Activities in the form of a lake and equipment.</li> </ul> <p>The project will look at targeted support in a local business through investment in the bilingual workforce at Gwersyll yr Urdd Llangrannog, a residential Centre located in Ceredigion West Wales.</p>	471,600
Ceredigion County Council: Digital Skills Transformation for the High Street	Maybe Solutions Ltd	<p>This project will deliver accelerated digital learning for High Street businesses and their staff through a program of digital skills training, social media grants and a comprehensive digital platform.</p> <p>The program will upskill 500 businesses and 1,500 High Street employees. Businesses will be rewarded with grants for social media marketing for participating in and completing phases of the programme. The project will develop individual skills, improve business profitability and resilience, and is a replicable and scalable process that will deliver quantifiable results.</p>	741,725
Lle i Weithio	Menter a Busnes	<p>It is Menter a Busnes' view that part of the answer to this problem should be addressed by strengthening linkages between key employers across the public, private and third sectors to explore and develop business-led holistic solutions to the challenges being faced that also seek to address organisational requirements. In particular, we think the potential of SMEs is currently being underutilised, in that there is opportunity to enhance the growth and job creation potential of smaller SMEs through acting on a better awareness of their ongoing skill and capacity needs.</p> <p>Over the duration of this pilot, we propose forming a group of like-minded employers to collectively explore and trial initiatives to enhance job creation and retention of younger generations within Ceredigion.</p> <p>To encourage this activity, Menter a Busnes will coordinate an 8-month pilot knowledge transfer project consisting of workshops, expert speakers and core campaigns to introducing leading theory and best practice for the consideration of the group.</p>	99,559

Project Name	Project Sponsor	Brief Description	Value
THE LIFE YOU WANT'	Threshold DAS ltd	<p>A new online learning portal for people seeking to upskill or re-train and offered as a “one-stop-shop” for those who are unemployed, employed, self-employed and those who have a disability but want to improve their life choices. A range of supports is available, with the emphasis on ‘it is never too late to learn something new’.</p> <p>‘THE LIFE YOU WANT’ will be delivered through two individually structured elements that offer tailored and individualised support to individuals, whether they are experiencing or have experienced domestic abuse. The three elements are:</p> <ol style="list-style-type: none"> <li>1. An online learning MOODLE Portal ‘THE LIFE YOU WANT’, offering training and accredited learning and qualifications.</li> <li>2. Delivery in a classroom setting, offering, training, job searches and Agored Cymru qualifications but also employability support (delivery will be in Ceredigion )</li> <li>3. Blended Learning.</li> </ol>	200,294
AnTir Feasibility Project	Tir Coed	<p>The project is an action-based feasibility and pilot project for AnTir, our planned 6 year training programme in rural Mid and West Wales. AnTir will support, motivate and enable unemployed or disadvantaged people to acquire practical skills to improve employability for green jobs in growing /land management.</p> <p>It provides capacity to:</p> <ul style="list-style-type: none"> <li>• Test methodology, learning units and outcomes of this new aspect of TirCoed’s work through development and practical outdoor training provision, including mentoring and individual action plans</li> <li>• Research and consultation with potential employers - farmers, growers, heritage sites - to scope the skills required</li> <li>• Design ‘land labour bank’ matching potential employees with employers</li> <li>• Train delivery staff</li> <li>• Design/develop monitoring and evaluation framework</li> <li>• Design new AgoredCymru accreditation framework for vocational qualification</li> </ul>	166,923



Project Name	Project Sponsor	Brief Description	Value
Canolfan Tir Glas	UWTSD	Canolfan Tir Glas will establish a network of co-dependant units in Lampeter, which will help to address Ceredigion's Economic Strategy "Boosting Ceredigion's Economy - A Strategy for Action 2020-35" and the needs of rural West Wales. This will include a digitally enabled Rural Business and Enterprise Centre, the Wales Resilience Centre (in partnership with Lampeter Resilience Hub), the Welsh Timber Research Centre and the National Gastronomy Centre (based on The University of Gastronomic Sciences at Pollenzo, Italy and The School of Artisan Food). This far-reaching vision will enable the University to act as a transformational focal point for the area's economy, social infrastructure, culture and environment	488,000

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By virtue of paragraph(s) 12, 13, 14 of Part 1 of Schedule 12A of the Local Government Act 1972.

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