

## 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.

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## 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%

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## 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.

Remember to delete the *blue text* before submitting your Plan

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%	Target: 68%	Target : 70%	Target : 70%
Result: 64%	Result: 66%	Result: 72%	Result: N/A
No. of pupils (out of total in the year) = 469/732	No. of pupils (out of total in the year) = 479/728	No. of pupils (out of total in the year) = 458/633 <i>(unofficial due to Covid)</i>	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 Plascrug, 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%

DRAFT

## 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 IaitH.
- 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, Ieuentid 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, Rhydpennau, 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	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	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
Grand Total		561	1404	716	196	2877

### Support Staff by Sector (11/01/2021)

Count of Age Group	Column Labels	16-25	26-35	36-45	46-55	56-65	65+	N/A	Grand Total
Support Staff		115	187	228	358	281	58	273	1500
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
Grand Total		115	187	228	358	281	58	273	1500

**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.

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



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.

**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	

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



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>

**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?



# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



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

# Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

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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>                  You need to consider how might the proposal impact on equality protected groups in accordance with the Equality Act 2010?                  These include the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or beliefs, gender, sexual orientation.</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"> <tr> <td rowspan="2">Children and Young People up to 18</td> <td>Positive</td> <td>Negative</td> <td>None/ Negligible</td> </tr> <tr> <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			
			✓			

<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.  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.	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			
	✓					
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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<b>Do you think this proposal will have a positive or a negative impact on race? (Please tick ✓)</b>				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.		



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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.

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<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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access services through the medium of Welsh?				<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>	be offered through the medium of Welsh.	
How will the proposal treat the Welsh language no less favourably than the English language?	Positive	Negative	None/ Negligible	<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>	The proposal will identify, through the actions of the seven outcomes noted, how the Welsh language will be promoted and strengthened.	No negative impacts are envisaged.
	✓					
Will it preserve promote and enhance local culture and heritage?	Positive ✓	Negative	None/ Negligible	<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>	No negative impacts are envisaged.



			<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.



## 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.

**Councillor Wyn Thomas**  
***Chairman of the Learning Communities Overview and Scrutiny Committee***