



## **Consultation on the**

# **ENHANCEMENT OF WELSH MEDIUM LEARNING SUPPORT CLASS PROVISION WITHIN RHONDDA CYNON TAF**

**January 2022**



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# Section 1

## Introduction

Rhondda Cynon Taf (RCT) County Borough Council wishes to seek the views of a wide range of stakeholders on the proposal to enhance Welsh medium mainstream Learning Support Class (LSC) provision within RCT.

The proposal seeks to address the need to create Welsh medium specialist LSC provision, in line with the requirements of the Additional Learning Needs Education Tribunal (ALNET) Act (2018) to provide a bilingual Additional Learning Needs (ALN) system.

To achieve this aim, the proposal for change is:

### ***Proposed development of new provision***

It is proposed that a Welsh medium LSC Key Stage 3/4 LSC provision for pupils with significant ALN is established at Ysgol Garth Olwg accommodating 14 pupils in September 2022.

## Who will we consult?

We are seeking the views of the following stakeholders:

- The Governing Bodies, parents/carers and staff of Ysgol Garth Olwg
- Governing Bodies, parents/carers of pupils attending primary schools within the catchment area of the proposed host secondary school
- The Church in Wales and Roman Catholic Diocesan Authorities
- The Governing Body of Coleg Y Cymoedd
- The Governing Body of the University of South Wales
- Welsh Ministers including Welsh Minister for Education and Skills
- Menter Iaith
- Assembly Members and members of Parliament for all constituencies and regional areas serving Rhondda Cynon Taf
- Estyn
- Cwm Taf Morgannwg Local Health Board
- Teaching and Support staff trade unions
- Central South Consortium Joint Education Service
- South Wales Police and Crime Commissioner
- The Early Years and Childcare Partnership
- South East Wales Transport Association
- The local Communities First Partnerships
- The Welsh Language Commissioner
- Neighbouring local authorities
- SNAP Cymru

## What will the consultation process entail?

The consultation will start on the 10<sup>th</sup> January 2022 and will be completed at 5pm on 21<sup>st</sup> February 2022. Feedback from the consultation will be collated and summarised and a report presented to the Council's Cabinet in March 2022. This consultation report will be available for all persons to view on the Council website and copies can be obtained on request from the address detailed on [www.rctcbc.gov.uk](http://www.rctcbc.gov.uk).

The Council's Cabinet will consider the report, based on the feedback, and decide whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal. If the Cabinet decides not to proceed, that will be the end of this proposal for the foreseeable future.

If the Cabinet decides to proceed with the proposal, a Statutory Notice will be published in April 2022 providing a 28 day notice period for objections.

The School Organisation Code (011/2018) requires that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections **must** be made in writing or by email, and sent to the Council within 28 days of the date on which the proposal was published.

If there are objections, the Council's Director of Education & Inclusion Services will publish an objection report providing a summary of the objections and her response to them within 7 days of the determination decision by the Council's Cabinet. This report will also be available for all persons to view on the Council's website and copies can be obtained on request from the address detailed in Appendix 1.

If the Council's Cabinet approve the proposal, the proposal will be implemented in accordance with the date given in the statutory notice or any subsequently modified date. In the case of this proposal, the implementation date is the 1<sup>st</sup> of September 2022.

## What do you now have to consider?

The remainder of the consultation document sets out the rationale for the proposed creation of a Welsh medium LSC provision within RCT.

We would like you to consider the information contained within this document and to hear your views as to whether or not you support the proposal.

## How do you make your views known?

A consultation questionnaire is attached (Appendix 1) and is also available on the Council's internet site at [www.rctcbc.gov.uk](http://www.rctcbc.gov.uk). The questionnaire also enables consultees to register their wish to be notified of the publication of the consultation report to the Council's Cabinet. Schools will also be offered opportunities to consult with pupils and are advised to consult with School Council representatives to seek pupil views. You are also entitled to put your views in writing to:

**Director of Education and Inclusion Services,  
Education Directorate,  
Ty Trevithick,  
Abercynon  
CF45 4UQ  
Telephone: (01443) 744333      E-mail: [A&IService@rctcbc.gov.uk](mailto:A&IService@rctcbc.gov.uk)  
Fax: (01443) 744024**

All correspondence should be received 21st February 2022.

Please note that responses to the consultation will not be counted as objections to the proposal. Objections can only be forwarded following the publication of the Statutory Notice. The consultation documentation will be distributed in both English and Welsh.

Consultation events will be held, and you are welcome to attend the appropriate meeting.

## **Consultation Events**

As a result of recent developments in the Covid-19 pandemic, face-to-face meetings will not be arranged. However, virtual sessions with the staff and the Governing Body will be organised, as follows:

<b>Consultation Group</b>	<b>Time</b>	<b>Date</b>	<b>Venue</b>
<b>School Council</b>	<b>9:30am - 10:30am</b>	<b>27<sup>th</sup> Jan 2022</b>	<b>Ysgol Garth Olwg</b>
<b>Governing Body and staff</b>	<b>3:30pm - 4:30pm</b>	<b>27<sup>th</sup> Jan 2022</b>	<b>Virtual meeting</b>

## Section 2

### Background

RCT has an excellent range of ALN provisions which allows the majority of pupils to attend schools near to where they live. These include 44 LSCs attached to mainstream settings, 4 special schools and 2 Pupil Referral Units (PRUs). However, RCT does not currently have Welsh medium specialist provision.

In addition to this, £6.4M is delegated Enhanced Capacity Funding (ECF) annually to support pupils with severe and persistent needs in mainstream settings. This is in line with RCT's vision for inclusive education and the right for children with ALN to be educated in their local mainstream school where appropriate.

The Additional Learning Needs Education Tribunal (ALNET) Act provides detailed guidance on the duties and responsibilities of local authorities (LAs) in meeting the ALN of children and young people. Children and young people have ALN if they have a learning difficulty which calls for an additional learning provision to be made for them. A learning difficulty is evident when children and young people have:

- significantly greater difficulty in learning than the majority of children and young people of the same age; or
- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children and young people of the same age in schools within the area of the locality.

The ALN Code for Wales (2021) recommends that early years and school settings adopt a graduated response to meeting ALN. A graduated response means that progressively greater expertise and support can be brought in to address the difficulties a child or young person may be experiencing. Additional or different provision should be made depending on the severity of the child/young person's level of need.

Section 316A of the Education Act 1996 specifies that children with ALN should normally be educated in mainstream schools so long as this is compatible with them receiving the additional learning provision that their learning difficulty calls for, the efficient education of other children, and the efficient use of resources. For those pupils who have very significant needs, more specialist placements are required, and this might result in a placement in one of our specialist provisions. These placements are agreed by the Access & Inclusion Service panels.

Despite the wide range of LSC provisions attached to mainstream schools, in light of the requirements of the ALNET Act (2018) it is felt necessary to enhance the current LSC provision to address the current gap in provision and to ensure the LA complies with its new legislative duty. Whilst the LA does provide Welsh medium peripatetic support it feels this should now be enhanced.

In the context of the above, the proposal for change seeks to achieve the following aim:

- to create a specialist LSC provision for Welsh medium Key Stage 3/4 pupils with significant ALN;

## Overview of the Proposal

RCT County Borough Council wishes to seek the view of a wide range of stakeholders on the proposal to proceed with establishing a new Welsh medium LSC provision with effect from the 1<sup>st</sup> September 2022:

- Key Stage 3/4 LSC provision for pupils with significant ALN at Ysgol Garth Olwg.

## What is the basis for this proposal?

Section 315 of the Education Act 1996 requires LAs to regularly review arrangements for supporting pupils with SEN/ALN and to ensure that provision is sufficient and meets the needs of its communities.

The priority for the Education and Inclusion Service Directorate is to continue to focus on driving up standards in schools and to improve the outcomes for all children and young people. In light of the Welsh Government ALNET Act and the Council's vision to increase the number of Welsh medium learners in its schools by responding proactively to both national and local strategies, such as the Welsh Government Welsh Language Strategy: Cymraeg 2050, Rhondda Cynon Taf's Welsh in Education Strategic Plan and the current 21<sup>st</sup> Century Schools Programme to increase and improve Welsh medium provision RCT, it is essential to enhance current Welsh medium ALN provision within RCT.

Within Outcome 6 of RCT's Welsh in Education Strategic Plan (WESP) 2022 – 2032 there is an expectation at the end of lifespan of the WESP, that the LA will have robust processes in place to ensure that all reasonable steps are taken to secure Welsh medium and bilingual ALN provision and will endeavour to provide sufficient ALN provision for learners, who request it, through the medium of Welsh along with a workforce of sufficient size and capability.

The proposed additional LSC will support this expectation by ensuring that the LA has an enhanced focus on providing more effective mainstream inclusion opportunities for Welsh medium pupils with significant ALN.

The importance of mainstream inclusion for pupils with ALN is reflected in the revised Estyn Common Inspection Framework which highlights that judgements of achievement for all learners including those with additional learning needs should take account of progress made in relation to agreed learning goals from individual starting points. The framework also recognises the positive impact that the expertise within a LSC can have on enhancing practice and improving outcomes for learners with ALN across the whole school.

## What is the educational case for the proposal to create additional LSC provision?

The advantages of implementing the proposed changes includes:

- an enhanced focus on improved mainstream LSC provision which provides improved life chances for our most vulnerable learners;
- appropriate continuum of provision which is well matched to pupils' primary needs;
- compliance with one of the underpinning principles of the ALNET Act that all pupils should access mainstream education where possible;

- improved educational outcomes and pupil engagement due to effectively meeting pupil needs;
- greater opportunities for mainstream inclusion in local community schools;
- ensuring that LSC provision is situated within education settings that are accessible and appropriate for the needs of pupils with wide ranging needs, including physical and medical needs;
- improving the range and quality of facilities and learning resources available to the benefit of all pupils;
- compliance with a core aim of ALNET Act to create a bilingual ALN system; and
- the enhanced LSC provision will be hosted by a school that has the capacity for the development of an additional class due to surplus spaces and can accommodate the additional pupils who will be placed in the school.

## **What are the financial implications of the proposal?**

The LA proposal if agreed will have a positive impact on pupils with ALN across RCT as it will mean that the funding will be directed to establish a provision that addresses an area of growing need. The proposal will ensure that the County Borough Council continues in its commitment to meeting the needs of learners with ALN effectively by addressing gaps in existing provision thus improving the quality of provision within Rhondda Cynon Taf.

The schools will be delegated sufficient funding to establish the proposed provision. The funding will cover staffing and capitation costs. The proposal does not involve any transfer or disposal of land.

The creation of the new LSC will incur a transportation cost in line with the Council's Learner Travel Policy. However, this increase in cost is seen as a necessity in order to enhance provision for RCT's most vulnerable pupils. Costs cannot be predicted at this time as placements are pupil led.

## **What is the likely impact of the proposal on school pupils?**

It is anticipated that the proposal will have a significantly positive impact on Welsh medium pupils with significant ALN by providing an inclusive model of specialist provision hosted by a mainstream school that can meet their identified needs within their local community.

Transportation would be provided in line with the Council's Learner Travel Policy and placement made in the nearest and most appropriate specialist setting. If placed within LSCs pupils may be required to travel out of catchment however, enhancing the number of LSCs does provide additional options.

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

1. Have a flying start in life;
2. Have a comprehensive range of education and learning opportunities;
3. Enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. Have access to play, leisure, sporting and cultural activities;
5. Are listened to, treated with respect, and have their race and cultural identity recognised;
6. Have a safe home and a community which supports physical and emotional wellbeing;

7. Are not disadvantaged by poverty.

We consider that this proposal benefits children in their communities in accordance with the seven core aims set out above.

### **What is the likely impact of the proposal on the staff of the LSC?**

There will be no negative impact on existing LSC staff as current LSCs will be unaffected by the proposal. The proposal will have a positive impact creating a new teaching and 2 non-teaching LSC posts, providing development opportunities for existing staff.

### **What is the likely impact of the proposal on the local communities?**

A Community Impact Assessment has been completed and is included as an appendix. This proposal will not have any significant impact on the local community as more local children will be able to access specialist provision within their local community and the new provision will address a gap in existing provision. The school will make effective use of any surplus space within the school and develop a resource that will be of benefit to vulnerable children and young people, and their parents/carers. The proposed establishment of the LSC will enhance the overall capacity of the host school to meet a diverse range of needs as there will be further specialist ALN expertise within the school.

In addition, Equality Impact and Welsh Language Assessments have been completed for this proposal and are attached as appendices. These will be updated after the consultation has been completed to ensure that they include pertinent issues that have arisen and need to be taken into account. The assessments will be presented to the Council's Cabinet in the report that sets out the consultation feedback received in respect of this proposal.

### **What are the disadvantages of this proposal?**

Implementing this plan will be of benefit to Welsh medium pupils with significant ALN across RCT and will ensure greater equality and access to specialist provision.

The creation of the new LSC could potentially cause some limited disruption to Ysgol Garth Olwg as the proposed host school. However, it is recognised that hosting a specialist LSC provision has a positive impact on enhancing practice and improving outcomes for pupils with ALN across the whole school.

The Council considers that the educational advantages of the proposal outweigh the short-term impact of the changes for the pupils and parents.

### **What alternative options have been considered?**

In light of the requirements of the ALNET Act to do nothing would mean that RCT would not be meeting its statutory duty to meet the identified ALN of some of its most vulnerable pupils.

There is clearly identified need for this provision within RCT and it would be in children and young people's best interest to address this. Some consideration was given to re-directing resources to further enhance the capacity of mainstream schools to meet need in local community schools. However, in so doing this could make the continuum of provision more fragmented.

Whilst alternative options have been considered, these have not been pursued given the obvious benefits of implementing these changes. Alternative secondary schools could be approached to establish a specialist provision. However, Ysgol Garth Olwg was selected because of their inclusive practice, success in supporting pupils with ALN in the mainstream and its surplus capacity. Establishing this provision will reduce the need for demand for English medium LSC provision and will ensure that learners with significant needs that require more intensive support can access this in the Welsh medium sector.

## **Community, Equality and Welsh Language Impact Assessments**

Community Impact, Equality Impact and Welsh Language Assessments have been prepared in respect of this proposal and are attached as appendices. Copies will also be published on the Council's website hard copies can be obtained by emailing a request to [A&IService@rctcbc.gov.uk](mailto:A&IService@rctcbc.gov.uk) or by telephoning 01443 744333.

## Section 3

### Proposed New Provision

RCT County Borough Council proposes to create a new Welsh medium LSC provision with effect from the 1<sup>st</sup> of September 2022 for pupils with significant ALN at Ysgol Garth Olwg accommodating 14 pupils.

### Background to the opening of the new LSC

Improving the quality of education and raising standards is one of the Council's key priorities. It is considered that improving standards and educational outcomes for some of our most vulnerable pupils will improve their life chances, access to the world of work and other education pathways. Ensuring that our provisions are well matched to the needs of pupils is central to pupils achieving positive outcomes.

One of the main targets outlined in the Council's Welsh in Education Strategic Plan (WESP) is to increase the number of children receiving education through the medium of Welsh, which will assist the local authority in working towards the Cymraeg 2050 Welsh Government target of having 1 million people in Wales able to speak Welsh by 2050. We consider that this proposal will address the existing lack of Welsh medium LSC provision, allowing Welsh medium pupils with significant ALN to remain in a Welsh medium education setting and work towards the Council's WESP. Rising exclusion rates has historically been a source of concern in the LA.

The LSC will be located within the upper school block as it has appropriate accommodation. By locating specialist provision within mainstream settings, pupils will have the opportunity for increased inclusion. This is supported by the Estyn Common Inspection Framework, which highlights the positive impact that the expertise within a LSC can have on enhancing practice and improving outcomes for learners with ALN across the whole school.

The LA currently has 8 LSC provisions within the 17 all through and secondary school provisions. The additional LSC will enhance current provision by providing specialist Welsh medium LSC for the County Borough. The establishment of the Welsh medium LSC for pupils with significant ALN will address a current gap in LSC provision.

### Information on the school affected by the proposal

#### Ysgol Garth Olwg

##### **General Information**

Ysgol Garth Olwg is located Main Road, Church Village, Pontypridd, CF38 1DX. The school is a newly created 3–19 Welsh medium provision and is situated on a site that has benefited from the 21<sup>st</sup> Century School Modernisation Programme. The LA's building condition survey reports the school as a category A. The school does not currently have LSC provision but has accessed enhanced resources to develop in-house Step 4 provision for learners with more complex needs.

##### **Pupil Projections**

The pupil numbers and forecast information for Ysgol Garth Olwg from 2021/2022 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Ysgol Garth Olwg are calculated in accordance with guidance issued by Welsh

Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code.

Pupil Numbers and forecast information:

School Name	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Ysgol Garth Olwg 11-16	810	813							
Ysgol Garth Olwg 3-16			1183	1210	1208	1237	1230	1242	1218

Capacity: Secondary 1110; Primary 324.

### Quality and Standards

As this is a new education setting there are no Estyn reports currently available. This proposal does not adversely impact any children as it is proposed that the provision is established to meet an identified need.

Ysgol Garth Olwg is a school that accesses core and not enhanced support from Central South Consortium.

The proposal will ensure that the current gap in secondary LSC provision for Welsh medium pupils with significant ALN is addressed.

## Consultation Response Pro-forma

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Inclusion Services, Access and Inclusion Service, Ty Trevithick, Abercynon, CF45 4UQ, or by email to [A&IService@rctcbc.gov.uk](mailto:A&IService@rctcbc.gov.uk)

### Proposal: Creation of a Welsh medium Learning Support Class with effect from the 1st of September 2022:

- Key Stage 3/4 LSC provision for pupils with significant ALN at Ysgol Garth Olwg.

1. Do you agree with the proposal? Yes                      No                      Not sure

Please let us know the reasons for your choice

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2. Please state any alternative options, additional views or points which you would like to be taken into account (attach additional sheets if necessary)

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3. Under the Equality Act 2010 and the Public Sector Equality Duties, the Council has a legal duty to look at how its decisions impact on people because they may have particular characteristics. How would the Council's proposal affect you because of your:

- Sex
- Age
- Ethnicity
- Disability
- Sexuality
- Religion / Belief
- Gender identity
- Relationship status
- Pregnancy
- Preferred language

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4. With regards to the Council's proposal, and the impact it may have, please let us know: If you feel it could impact opportunities for people to use and promote the Welsh Language (Positive or Negative) and if in any way, it treats the Welsh Language less favourably than the English Language?

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5. Please state how positive effects could be increased, or negative effects be decreased?

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Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

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Name (Optional). Please provide contact details if you wish to be notified of publication of the consultation report

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Thank you for taking the time to complete this questionnaire. Please forward completed questionnaires to the above address no later **than 5pm on the 21<sup>st</sup> February 2022**. The Council is committed to keeping your personal information safe and secure and keeping you informed about how we use your information. To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our Consultation privacy notice here: [www.rctcbc.gov.uk/serviceprivacynotice](http://www.rctcbc.gov.uk/serviceprivacynotice) and the Council's **data protection** pages here: [www.rctcbc.gov.uk/dataprotection](http://www.rctcbc.gov.uk/dataprotection).

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**WELSH LANGUAGE IMPACT ASSESSMENT TOOL**

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

<b>Stage 1 – Information Gathering</b>	
<b>NOTE:</b> As you complete this tool you will be asked for <b>evidence to support your views</b> . Please see <a href="#">Welsh Language Impact Assessment Guidance</a> for more information on data sources.	
<b>Proposal Name:</b>	Enhancement of Welsh Medium Learning Support Class Provision within RCT
<b>Department</b>	Access & Inclusion Service
<b>Service Director</b>	Gaynor Davies
<b>Officer Completing the WLIA</b>	Lisa Carter
<b>Email</b>	Lisa.c.carter@rctcbc.gov.uk
<b>Phone</b>	01443 744344
<b>Brief Description</b>	To open a Key Stage 3/4 Learning Support Class (LSC) provision for pupils with significant Additional Learning Needs (ALN) at Ysgol Garth Olwg
<b>Date</b>	30 <sup>th</sup> November 2021
<b>Please outline who this proposal affects? (Service Users, Employees, Wider Community)</b>	Pupils with Additional Learning Needs requiring Welsh medium specialist provision, their parents/carers and the wider additional learning needs community.

<p><b>What are the aims of the policy, and how do these relate to the Welsh Language?</b></p>	<p>Currently Welsh medium pupils with significant additional learning needs who would meet the criteria for English medium LSC provision are supported by a specialist peripatetic team, through an inclusive delivery support model. In line with the requirements of Additional Learning Needs and Education Tribunal Act (ALNET) 2018, which stipulates that all LAs must provide bilingual ALN provision, and the Council's vision to increase the number of Welsh medium learners, our proposal seeks to create a dedicated Welsh medium LSC to support those learners identified as meeting LSC criteria. The host school will be Ysgol Garth Olwg, a Welsh medium through school (aged 3-19) which has benefited from 21<sup>st</sup> Century modernisation investment. The LSC will support 14 pupils with significant additional learning needs.</p>
<p><b>Who will benefit / Could the policy affect Welsh language groups? If so, list them here.</b></p>	<ul style="list-style-type: none"> <li>• Welsh medium learners with significant additional learning needs</li> <li>• Pupils at Ysgol Garth Olwg</li> <li>• Parent/carers of pupils attending Ysgol Garth Olwg and those with children/young people with significant additional learning needs</li> <li>• Staff at Ysgol Garth Olwg</li> </ul>
<p><b>Current linguistic profile of the geographical area(s) concerned</b></p>	<p>Every ten years the nation sets aside one day for the Census – a count of all people and households. The Census is a key source of information about the number of people who can speak Welsh.</p> <p>The 2011 Census<sup>1</sup> indicated that of the 225,555 residents living in the County Borough of Rhondda Cynon Taf, 12.3% (27,779) were able to speak Welsh, whilst the remaining 87.6% (197,776) were not able to speak Welsh. This can be compared to the all-Wales figures that showed of the 2,955,841 residents living Wales, 19.0% (562,016) were able to speak Welsh, whilst the remaining 81.0% (2,393,825) were not able to speak Welsh.</p> <p>The table that follows illustrates the Welsh language skills of residents living in the County Borough of Rhondda Cynon Taf and is obtained from the 2011 Census.</p>

<sup>1</sup> [2011 Census](#)

<b>Welsh Language Skills of Residents – (%)</b>					
	<b>Total Residents Living in the County Borough of Rhondda Cynon Taf</b>			<b>All Wales</b>	
<b>Can Speak, Read and Write Welsh</b>	9.3%			14.6%	
<b>Can Speak and Read but Cannot Write Welsh</b>	0.8%			1.5%	
<b>Can Speak but Cannot Read or Write Welsh</b>	1.7%			2.7%	
<b>Can Understand Spoken Welsh Only</b>	3.6%			5.3%	
<b>Other Combination of Skills</b>	3.4%	3.4%	3.3%	4.3%	2.5%
<b>No Skills</b>	83.5%	83.6%	80.4%	80.3%	73.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

The Annual Population Survey<sup>2</sup> collects information about respondents' Welsh speaking ability and also includes a question on how often people speak Welsh. It is updated quarterly, so is a more up-to-date source than the Census. The most recent Annual Population Survey, for the quarter ending September 2020, reported that 19.3% of respondents living in the County Borough of Rhondda Cynon Taf said they could speak Welsh, this is compared to the all Wales percentage of 28.8% of respondents. This can be further broken down to the data contained in the table that follows:

<sup>2</sup> [Annual Population Survey](#)

<b>Welsh Language Skills of Residents – (%)</b>		
	<b>County Borough of Rhondda Cynon Taf</b>	<b>Wales</b>
<b>Can Read Welsh</b>	18.2%	25.8%
<b>Can Write Welsh</b>	16.7%	23.5%
<b>Can Understand Spoken Welsh</b>	23.5%	33.0%

The data demonstrates that in each Welsh language skill area, the ‘all Wales’ percentages are notably higher than the County Borough percentages. However, the current data shows a significant increase in the number of residents that can read, write and understand spoken Welsh since the last census in 2011.

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

<b>Welsh Language Skills of Residents – (%)</b>		
	<b>County Borough of Rhondda Cynon Taf</b>	<b>Wales</b>
<b>Speak Welsh Daily</b>	6.9%	16.2%
<b>Speak Welsh Weekly</b>	5.0%	4.8%
<b>Use it Less Often</b>	5.7%	6.2%

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

	<p>The Welsh Language Use Survey<sup>3</sup> for the years 2013 to 2015, contains detailed information about Welsh speakers' fluency and their use of the Welsh language in a range of settings. When looking where respondents living in Wales learned to speak Welsh, the majority, 45.0%, learned to speak Welsh at home, followed by 26.0% who learned to speak Welsh at nursery school and primary school between the ages of 2 to 10 and 14.0% who learned to speak Welsh at secondary school at the age of 11 plus. The remaining 2.0% learned to speak Welsh in other settings, including at 'Welsh for Adults' courses.</p> <p>Proposals such as this not only responds to this general gap but also provides targeted specialist Welsh medium LSC provision for learners with significant additional learning needs in a 21<sup>st</sup> Century School environment.</p>
<p><b>Other relevant data or research</b></p>	<p>This WLIA has been undertaken in accordance with guidelines outlined in Annex C – Community Impact and Welsh Medium Impact Assessments of the School Organisation Code (the Code) – Statutory Code: Document Number: 011/2018 – November 2018<sup>4</sup> , and has been undertaken as a part of a school organisation consultation. The Consultation Document is available on the Council website.</p>

<sup>3</sup> [Welsh Language Use Survey 2013 to 2015](#)

<sup>4</sup> [School Organisation Code – Statutory Code: Document Number: 010/2017 – June 2017](#)

## **Stage 2 – Impact Assessment**

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

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

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

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

	<b>Does the proposal have any positive, negative or neutral impacts?</b>	<b>Describe why it will have a positive/negative or neutral impact on the Welsh language.</b>	<b>What evidence do you have to support this view?</b>	<b>What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?</b>
<p><b>Opportunities for persons to use the Welsh language</b></p> <p>e.g. staff, residents and visitors</p> <p>The rights of Welsh speakers and learners to</p>	<p><b>Positive/</b> Negative/ Neutral</p>	<p>The proposal is to create a new Key Stage 3/4 Welsh medium provision for pupils with significant additional learning needs. Learners attending the provision will be educated via the medium of Welsh.</p>	<p>The data above reports that 40% of learners in Wales learn Welsh in our schools. Not providing a specialist Welsh medium LSC provision in RCT is unequitable for learners with significant additional learning needs who wish</p>	<p>Evaluate the impact of the LSC and monitor the number of pupils referred to the KS 3/4 Welsh medium LSC provision with a potential view to extend Welsh medium provision within the</p>

<p>use Welsh when dealing with the council and for staff to use Welsh at Work</p>		<p>The LSC pupils will be able to access a range of additional extra-curricular activities.</p>	<p>to continue to be educated via the Welsh medium.</p>	<p>borough if the need arises.</p> <p>Inclusion with mainstream pupils is a key principle of hosting specialist ALN provision in a mainstream school</p>
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## **Stage 2 – Impact Assessment**

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

	<b>Does the proposal have any positive, negative or neutral impacts?</b>	<b>Describe why it will have a positive/negative or neutral impact on the Welsh language.</b>	<b>What evidence do you have to support this view?</b>	<b>What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?</b>
<p><b>Numbers and / or percentages of Welsh speakers</b> e.g Welsh Medium Education / Study Opportunities. Links with the Welsh Government's <a href="#">Cymraeg 2050 Strategy</a> / <a href="#">RCTCBC Five Year Welsh Language Strategy</a></p>	<b>Positive</b>	The LSC will provide specialist Welsh medium placement opportunities for 14 pupils with significant additional learning needs	RCT spends in the region of £4.6 million annually on the provision of LSCs. There are currently approximately 374 pupils accessing the 44 LSC English medium provisions within RCT across a range of needs.	Evaluate the impact of the LSC and monitor the number of pupils referred to the KS 3/4 Welsh medium LSC provision with a potential view to extend Welsh medium provision within the borough if the need arises.
<p><b>Opportunities to promote the Welsh language</b> e.g. status, use of Welsh language services, use of Welsh in everyday life in work and in the community</p>	<b>Positive</b>	Creating a specialist Welsh medium LSC for pupils with significant additional learning needs will enhance pupils' opportunities to continue to learn via the medium of Welsh but in a dedicated class setting alongside their peers who also have additional learning needs	Currently Welsh medium pupils with significant additional learning needs who would meet the criteria for LSC provision within English medium settings are supported by a specialist peripatetic team. The team provide support through an inclusive delivery model	Evaluate the impact of the LSC and monitor the number of pupils referred to the KS 3/4 Welsh medium LSC provision with a potential view to extend Welsh medium provision within the

Actively encourage and promote the use of our services in Welsh to see an increase in demand over time		rather than via peripatetic teaching.	whereby pupils are provided with specialist support within their mainstream settings.	borough if the need arises.
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## **Stage 2 – Impact Assessment**

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

	<b>Does the proposal have any positive, negative or neutral impacts?</b>	<b>Describe why it will have a positive/negative or neutral impact on the Welsh language.</b>	<b>What evidence do you have to support this view?</b>	<b>What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?</b>
<p><b>Compliance with the <a href="#">Council's Statutory Welsh Language Standards</a></b> e.g increasing or reducing the Council's ability to deliver services through the Medium of Welsh.</p>	<b>Positive</b>	The LSC will have a positive impact on the Welsh Language as it will allow 14 learners to access Welsh medium specialist provision. It will also create 3 new Welsh speaking posts: 1 teaching and 2 non-teaching who will support the pupils attending the provision, thus increasing the LA's ability to	<p>The consultation paper on the proposal to enhance Learning Support Class Welsh Medium provision within RCT clearly provides the rationale for the proposed enhanced provision.</p> <p>Additionally, there is a new legislative duty under the Additional Learning Needs and</p>	Monitor demand and assess the need for specialist Welsh medium LSC provision

Consider the rights of Welsh speakers to use Welsh when dealing with the Council and for staff to use Welsh at Work		deliver services through the medium of Welsh.	Education Tribunal Wales (ALNET) Act 2018 that requires the LA to provide a bi-lingual ALN system.	
<b>Treating the Welsh language, no less favourably than the English language</b>	<b>Positive</b>	Whilst there are 44 English medium LSCs RCT does not currently have a Welsh medium LSC for pupils with additional learning needs	As previously noted the LA does not currently have a Welsh medium LSC. This proposal seeks to rectify the inequality.	Monitor demand and assess the need for specialist Welsh medium LSC provision

### **Stage 3 - Strengthening the proposal**

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

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

<b>What are you going to do?</b>	<b>When are you going to do it?</b>	<b>Who is responsible?</b>
Consultation and engagement with stakeholders (as set out in statutory Consultation Document).	The consultation will start on 10 <sup>th</sup> January 2022 and will be completed at 5pm on 21 <sup>st</sup> February 2022. The feedback from the consultation will be collated and summarised, and a report presented to the Council's Cabinet in March 2022.	Access & Inclusion Service
Learners at Ysgol Garth Olwg	The Council has acknowledged that the voice of children and young people is about involving them as active participants in the development, delivery, management	Access & Inclusion Service

	<p>and improvement of their educational and learner experience.</p> <p>Children and young people have a right to express their views in all matters affecting them and for their views to be heard and given due consideration in accordance with their age and maturity. As such, the Council's Access &amp; Inclusion Service will ensure that suitable arrangements are made to involve learners as active participants throughout this consultation process, and if a decision is made to progress the proposal, throughout the implementation process.</p>	
Monitor demand and assess the need for additional specialist Welsh medium LSC provision	This will form an action of the WESP 2022-32 and will be an ongoing action for officers.	Access & Inclusion Service

#### **Stage 4 – Review**

As part of the Welsh Language, Equalities and Socio Economic Duty Impact Assessment Process all proposals that fall within the definition of Significant Key Decision should present at the Officer Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your report is finalised and published for SLT/Cabinet approval.

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

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

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

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

### **Stage 5 – Monitoring, Evaluating and Reviewing**

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

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

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

### **Stage 6 – Summary of Impacts for the Proposal**

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

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

- The impact on Welsh medium Key Stage 3/4 pupils with significant additional learning needs is extremely positive as they will have the full benefit of being educated in a Welsh medium specialist LSC provision alongside their mainstream peers through an inclusive model, hosted by a mainstream school.
- The proposal seeks to create Welsh medium specialist LSC provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (ALNET) Act (2018) to provide a bilingual Additional Learning Needs (ALN) system. It also aims to assist with the delivery of strategic priorities within RCTCBC's WESP
- There is an expectation that pupils in all LSCs will have mainstream inclusion opportunities. The LSCs are integral to the ethos of the host schools and families and pupils are treated equitably alongside mainstream peers. The development of a Welsh medium LSC will ensure the LA has a LSC based in a fully accessible and high quality educational environment that has benefited from significant investment from the 21<sup>st</sup> Century Schools Modernisation Programme.
- The proposal seeks to address the current inequality of Welsh medium LSC provision within RCT therefore enhancing Welsh language opportunities for pupils within the borough.

The proposed additional LSC will ensure that the Council has an enhanced focus on providing more effective mainstream inclusion opportunities for Welsh medium pupils with significant Additional Learning Needs.

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

## EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO-ECONOMIC DUTY

(Revised March 2021)

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

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

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

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

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

The [‘A More Equal Wales – Mapping Duties’](#) guide highlights the alignment of our duties in respect of the above-mentioned legislation.

## SECTION 1 – PROPOSAL DETAILS

Lead Officer: Lisa Carter

Director: Gaynor Davies

Service Area: Education and Inclusion Services, Access & Inclusion

Date: 01/12/21

1.a) What are you assessing for impact?

Strategy/Plan	Service Re-Model/Discontinuation of Service	Policy/Procedure	Practice	Information/Position Statement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Enhancement of Welsh Medium Learning Support Class Provision within RCT

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

Section 315 of the Education Act 1996 requires LAs to regularly review arrangements for supporting pupils with SEN/ALN and to ensure that provision is sufficient and meets the needs of its communities. The proposal seeks to address the need to create Welsh medium specialist LSC provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (ALNET) Act (2018) to provide a bilingual Additional Learning Needs (ALN) system.

The priority for the Education and Inclusion Service Directorate is to continue to focus on driving up standards in schools and to improve the outcomes for all children and young people. In light of the Welsh Government ALNET Act and the Council's vision to increase the number of Welsh medium learners in its schools by responding proactively to both national and local strategies, such as the Welsh Government Welsh Language Strategy: Cymraeg 2050, Rhondda Cynon Taf's Welsh in Education Strategic Plan and the current 21<sup>st</sup> Century Schools Programme to increase and improve Welsh medium provision RCT, it is essential to enhance current Welsh medium ALN provision within RCT.

Previous report to Cabinet dated 13<sup>th</sup> December 2021 regarding the Enhancement of Welsh medium LSC Provision in RCT

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

Section 315 of the Education Act 1996

Additional Learning Needs and Education Tribunal Act Wales (2018)

1.e) Please outline who this proposal affects:

- Service users
- Employees
- Wider community

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

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

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

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

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

Protected Characteristics	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p><b>Age</b> (<i>Specific age groups i.e. young people or older people</i>)</p> <p>Key Stage 2 Key Stage 3/4</p>	<p>Positive</p>	<ul style="list-style-type: none"> <li>• Transition into appropriate Welsh Medium specialist provision at KS3/4.</li> <li>• Creation of Welsh Medium LSC provision. The proposed LSC will provide 14 specialist Welsh medium places for pupils with significant additional learning needs.</li> <li>• Appropriate placements which are well matched to pupils’ primary needs</li> <li>• Improved educational outcomes and pupil engagement due to meeting identified pupil needs more effectively.</li> <li>• Greater opportunities for mainstream inclusion in local community schools</li> <li>• Improved continuum of learning provision which improves life</li> </ul>	<p>There is currently no Welsh medium LSC provision for pupils with significant additional learning needs. The proposal seeks to address this inequality.</p>

		chances for our most vulnerable learners	
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Protected Characteristics	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<b>Disability</b> <i>(people with visible and non-visible disabilities or long-term health conditions)</i>	Positive	The review of LSC provision will allow the LA to better meet the needs of its SEN/ALN pupils. The proposed mainstream school hosting the LSC will be fully compliant with all disability legislation.	Delivery of new LSC provision enhances the educational opportunities for pupils with significant additional learning needs
<b>Gender Reassignment</b> <i>(anybody who's gender identity or gender expression is different to the sex they</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic

Protected Characteristics	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<i>were assigned at birth including non-binary identities)</i>			
<b>Marriage or Civil Partnership</b> <i>(people who are married or in a civil partnership)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
<b>Pregnancy and Maternity</b> <i>(women who are pregnant/on maternity leave)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
<b>Race</b> <i>(ethnic and racial groups i.e. minority ethnic groups, Gypsy, Roma and Travellers)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic

Protected Characteristics	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<b>Religion or Belief</b> <i>(people with different religions and philosophical beliefs including people with no beliefs)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
<b>Sex</b> <i>(women and men, girls and boys)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic
<b>Sexual Orientation</b> <i>(bisexual, gay, lesbian, straight)</i>	Neutral	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic

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

	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<b>Armed Forces Community</b> <i>(anyone who is serving, has served, family members and the bereaved)</i>	Positive	The establishment of a Welsh medium LSC provision will give parents and carers greater choice of ALN specialist provision.	Increased numbers of LSC places will result in the ability to accommodate more children with significant ALN
<b>Carers</b> <i>(anyone of any age who provides unpaid care)</i>	Positive	<ul style="list-style-type: none"> <li>Increased potential to access appropriate specialist provision.</li> <li>Increase opportunity for parents/carers to choose appropriate Welsh medium specialist provision.</li> </ul>	The establishment of Welsh medium LSC provision will result in the ability to support more children with significant ALN.

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

No negative impacts have been identified for protected groups. All impacts on protected groups will be either neutral or positive.

Are you happy you have sufficient evidence to justify your decision?

Yes

No

Name: Lisa Carter

Position: Inclusion Co-ordinator

Date: 01/12/21

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

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

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

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

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

- Single parents and vulnerable families
- Pensioners
- Looked after children
- Homeless people
- Students
- Single adult households

- People living in the most deprived areas in Wales
- People with low literacy and numeracy
- People who have experienced the asylum system
- People misusing substances
- People of all ages leaving a care setting
- People involved in the criminal justice system

Socio-economic disadvantage	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p><b>Low Income/<a href="#">Income Poverty</a></b>  <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i></p>	<p>Positive</p>	<p>The advantages of implementing the proposed change includes:</p> <ul style="list-style-type: none"> <li>• an enhanced focus on improved mainstream LSC provision which provides improved life chances for our most vulnerable learners</li> <li>• appropriate continuum of provision which is well matched to pupils' primary needs</li> <li>• improved educational outcomes and pupil engagement due to effectively meeting pupil needs</li> <li>• greater opportunities for mainstream inclusion in a local community school</li> </ul>	<ul style="list-style-type: none"> <li>• Previous establishment of new LSC provision throughout the county borough</li> <li>• Increase in the capacity of the LA to support pupils with additional learning needs</li> <li>• Positive impact of establishing the LSCs on the school and wider communities.</li> </ul>

Socio-economic disadvantage	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p><b>Low and / or No Wealth</b>  <i>(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i></p>	<p>Positive</p>	<p>The advantages of implementing the proposed change includes:</p> <ul style="list-style-type: none"> <li>• ensuring that LSC provision is situated within an education setting that is accessible and appropriate for pupils with wide ranging needs, including physical and medical needs</li> <li>• improving the range and quality of facilities and learning resources available to the benefit of all pupils</li> <li>• compliance with a core aim of ALNET Act to create a bilingual ALN system.</li> <li>• the new LSC provision will be hosted by a school that has the capacity for the development of an additional class due to surplus spaces and can accommodate the additional pupils who will be placed in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Previous establishment of new LSC provision throughout the county borough</li> <li>• Increase in capacity of the LA to support pupils with additional learning needs</li> <li>• Positive impact of establishing the LSCs on the school and wider communities.</li> </ul>

Socio-economic disadvantage	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p><b><u>Material Deprivation</u></b>  <i>(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i></p>	<p>Positive</p>	<p>The advantages of implementing the proposed change includes:</p> <ul style="list-style-type: none"> <li>• an enhanced focus on improved mainstream LSC provision which provides improved life chances for our most vulnerable learners</li> <li>• appropriate continuum of provision which is well matched to pupils' primary needs</li> <li>• compliance with one of the underpinning principles of the ALNET Act that all pupils should access mainstream education where possible</li> <li>• improved educational outcomes and pupil engagement through effectively meeting pupils' needs</li> <li>• greater opportunities for mainstream inclusion in a local community school</li> <li>• ensuring that LSC provision is situated within an education setting that is accessible and appropriate for pupils with wide ranging needs, including physical and medical needs</li> </ul>	<ul style="list-style-type: none"> <li>• Previous establishment of new LSC provision throughout the county borough</li> <li>• Increase in capacity of the LA to support pupils with additional learning needs</li> <li>• Positive impact of establishing the LSCs on the school and wider communities.</li> </ul>

		<ul style="list-style-type: none"><li>• improving the range and quality of facilities and learning resources available for the benefit of all pupils</li><li>• compliance with a core aim of ALNET Act to create a bilingual ALN system.</li><li>• the new LSC provision will be hosted by a school that has the capacity for the development of an additional class due to surplus spaces and can accommodate the additional pupils who will be placed in the school.</li></ul>	
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Socio-economic disadvantage	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p><b><u>Area Deprivation</u></b>  <i>(where you live (rural areas), where you work (accessibility of public transport))</i></p>	<p>Positive</p>	<p>The LSC will be hosted in an accessible location to allow pupils across the LA access to the Welsh medium specialist provision. Transport to the provision will be provided in line with RCT Learner Travel policy so no pupils will be adversely impacted by distance</p>	<ul style="list-style-type: none"> <li>• Previous establishment of new LSC provision throughout the county borough</li> <li>• Increase in the capacity of the LA to support pupils with additional learning needs</li> <li>• Positive impact of establishing the LSCs on the school and wider communities.</li> </ul>

<p><b>Socio-economic background</b> <i>(social class i.e. parents education, employment and income)</i></p>	<p>Positive</p>	<p>Improving specialist provision for pupils in RCT has been at the heart of the decision-making process in relation to the proposal.</p> <p>All decisions have been made with a full understanding of the needs of the pupils and with the aim of providing high quality, fully accessible 21<sup>st</sup> Century specialist provision for pupils who require specialist provision in a LSC within a fully inclusive mainstream setting.</p>	<ul style="list-style-type: none"> <li>• Previous establishment of new LSC provision throughout the county borough</li> <li>• Increase in the capacity of the LA to support pupils with additional learning needs</li> <li>• Positive impact of establishing the LSCs on the school and wider communities.</li> </ul>
<p><b>Socio-economic disadvantage</b> <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i></p>	<p>Positive</p>	<p>The new LSC will positively impact pupils with significant additional learning needs and their parents/carers.</p> <p>The provision provides pupils with significant learning needs the opportunity to continue to be taught through the medium of Welsh in Key Stage 3/4</p> <p>There is no negative impact to any individual who may be financially or materially disadvantaged, as the new provision will provide more opportunities for children to access Welsh medium specialist provision</p>	<ul style="list-style-type: none"> <li>• Previous establishment of new LSC provision throughout the county borough</li> <li>• Increase in the capacity of the LA to support pupils with additional learning needs</li> <li>• Positive impact of establishing the LSCs on the school and wider communities.</li> </ul>

## SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT

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

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

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

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

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

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

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

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

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

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

Yes

No

## **SECTION 5 – MONITORING AND REVIEW**

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

The Council's Access & Inclusion Service will be fully engaged in supporting the head teacher and governing body to establish the LSC provision through its well-established line management and quality assurance processes relating to its management of LSC provisions. In line with the requirements of the Additional Learning Needs and Education Tribunal Act (ALNET) and Education Act 1996, the LA will continue to keep its LSC provision under review to ensure that it meets the identified needs of its learners with ALN in RCT.

Interested parties are also welcomed to put their views in writing to:

Director of Education and Inclusion Services  
Rhondda Cynon Taf County Borough Council  
Ty Trevithick  
  
Abercynon  
CF45 4UQ  
  
or e-mail [ALNAS@rctcbc.gov.uk](mailto:ALNAS@rctcbc.gov.uk)

A number of consultation events are planned for pupils, staff and the Governing Body in January 2022. Officers from the Council's Access & Inclusion Service will monitor the proposal throughout the consultation and implementation process.

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

Reports will be presented to Cabinet at regular intervals as the proposal progresses

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

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

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

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

## SECTION 6 – REVIEW

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

If this proposal is a Key Decision please forward your impact assessment to [Councilbusiness@rctcbc.gov.uk](mailto:Councilbusiness@rctcbc.gov.uk) for a Review Panel to be organised to discuss your proposal. The EqIA guidance document provides more information on what a Key Decision is.

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

<b>Officer Review Panel Comments</b>	<b>Date Considered</b>	<b>Brief description of any amendments made following Officer Review Panel considerations</b>
		-
<b>Consultation Comments</b>	<b>Date Considered</b>	<b>Brief description of any amendments made following consultation</b>

## **SECTION 6 – SUMMARY OF IMPACTS FOR THE PROPOSAL**

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

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

- The impact on age (particularly Key Stage 3/4 pupils with significant additional learning needs) is extremely positive as they will have the full benefit of being educated in Welsh medium specialist LSC provision based in fantastic facilities fit for the 21st Century. Providing an inclusive model of specialist provision hosted by a mainstream school that can meet their identified needs within their local community
- The building will be fully compliant with the Equality Act 2010 thereby ensuring that no pupil, staff member, parent/carer or member of the wider community is prevented from fully accessing the whole extent of the new facilities.
- There will be positive impact on the Welsh language as the proposal seeks to create Welsh medium specialist LSC provision, in line with the requirements of the Additional Learning Needs Education Tribunal (ALNET) Act (2018) to provide a bilingual Additional Learning Needs (ALN) system. It also aims to assist with the delivery of strategic priorities within RCTCBC's WESP

There is an expectation that pupils in all LSCs will have mainstream inclusion opportunities. The LSCs are integral to the ethos of the host schools and families and pupils are treated equitably alongside mainstream peers. The development of a Welsh medium LSCs will ensure the LA has a LSC based in fully accessible and high quality educational environment that have benefited from significant investment from the 21<sup>st</sup> Century Schools Modernisation Programme.

## **SECTION 7 – AUTHORISATIONS**

Lead Officer:

Name: Lisa Carter

Position: Inclusion Officer

Date: 01/12/21

I recommend that the proposal:

- Is implemented with no amendments
- Is implemented taking into account the mitigating actions outlined
- Is rejected due to disproportionate negative impacts on protected groups or socio-economic disadvantage

Head of Service/Director Approval:

Name: Gaynor Davies

Position: Director of Education and Inclusion Services

Date: 01/12/21

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

### Community Impact Assessment

This Community Impact Assessment is prepared in accordance with the School Organisation Code – 2018 (011/2018). It is to be read alongside the Consultation Document, the Welsh Language Impact Assessment and the Equality Impact Assessment as the information in all documents is related and the themes within them are cross-cutting.

Section 2.3 of the School Organisation Code – 2018 refers to regulated alterations to a school which includes:

- The introduction or removal of SEN provision or any change in the type of such provision. This is where the provision is in a mainstream school but the pupils who are admitted are in addition to admission number of the school. The provision **must** also be recognised by the local authority as reserved for pupils with SEN;

The proposal is to carry out a regulated alteration:

- to open a Key Stage 3/4 LSC provision for pupils with significant Additional Learning Needs (ALN) at Ysgol Garth Olwg.

The proposal is to be consulted on between 10<sup>th</sup> January 2022 and 21<sup>st</sup> February 2022. A detailed Consultation Document has been circulated to all prescribed stakeholders and the Community Impact Assessment is an appendix of this main document. Copies will be forwarded to the Welsh Government in compliance with consultation and publication guidelines.

#### **Proposal:**

#### **To open a Key Stage 3/4 LSC provision for pupils with significant Additional Learning Needs (ALN) at Ysgol Garth Olwg.**

Rhondda Cynon Taf (RCT) is proposing to enhance the Additional Learning Needs (ALN) provision within the County Borough by creating a Welsh medium LSC to support pupils with significant additional learning needs (ALN).

RCT County Borough Council proposes to create a Key Stage 3/4 LSC provision for pupils with significant ALN at Ysgol Garth Olwg with effect from the 1<sup>st</sup> of September 2022. The provision will accommodate 14 pupils and placements within the LSC will be agreed in the Access & Inclusion Service ALN Panels.

#### **Community Impact**

The reasons for consideration of this particular proposal are fully outlined in the consultation document that will be widely distributed; this document clearly outlines

the background to the proposal and why it has been necessary to bring it forward at this point in time.

The creation of the new provision is seen as positive. The proposal will not have any significant impact on the local communities as more local children will be able to access specialist provision within their local community. The LSC will make effective use of any surplus space within the school and develop a resource that will be of benefit to vulnerable children and young people, and their parents/carers. The proposed establishment of a LSC will enhance the overall ability of the host school to meet a diverse range of needs as there will be further specialist ALN expertise within the school.

### **Impact on Health and Wellbeing**

It is anticipated that the proposal will have a significantly positive impact on the health and wellbeing of pupils with significant ALN attending Welsh medium provision as it will enhance the current inclusive model provided by the specialist Welsh medium peripatetic team and address the current gap in provision.

### **Current 'Out of hours' Usage**

The Lifelong Learning Centre on the site of Ysgol Garth Olwg provides a significant amount of community facilities and these will be unaffected. Any services currently provided by the school to parents, pupils and the community will remain unaltered, for example, Urdd, breakfast and after school clubs.

### **Transport and Travel Implications**

Transportation would be provided in line with the Council's Learner Travel Policy. If placed within the LSC pupils may be required to travel out of catchment.