

DEPARTMENT FOR EDUCATION & CHILDREN

Our VisionCarmarthenshire is a community where children are safe and nurtured and learners are supported to achieve their full educational potential

YSGOL GYFUN GYMRAEG BRO MYRDDIN

CHANGE IN LANGUAGE CATEGORY FROM CATEGORY 2A TO CATEGORY WM

CONSULTATION DOCUMENT

Robert Sully
Director of Education & Children's Services



Safeguarding Children and
Improving Education Standards for All



School Modernisation Section

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Status of Document : Final

If you require this information in large print,
Braille or on audiotape please contact the
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Version History

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0.2	Further amendments to initial draft	05/05/15
0.3	Further amendments to the second draft following the consultation meetings	15/06/15
0.4	Further amendments to the third draft following the consultation meetings	18/06/15

Foreword

As part of its statutory obligation to keep the number and type of school places under review, the County Council has adopted a wide-ranging programme designed to improve school buildings and enhance opportunities for learning. The strategy reflects the vision and policies established by the County Council which embrace the requirement to deliver services, to clear standards – covering both cost and quality – by the most economic and effective means. In our drive to continually improve on the services made available to all learners, we must maximise the finite resources available to the Council, and continue to work in partnership with all those who have a contribution to make to the process of learning and the well being of both children and their families. Schools of the future will need to serve as a focus for a wide range of services dedicated to serving the needs of the community through a joined up approach.

Carmarthenshire is blessed with many very able education leaders and teachers but the continuing changes to the curriculum places a heavy demand on their skills to meet the wide ranging demands of all children. Although the processes of learning, and skills of teaching, are extremely important, deep subject knowledge on the part of the teacher is essential if learners with their various gifts in different areas are to discover and develop their talents to the full.

Schools designed to meet current demands are expected to provide a broad and balanced curriculum through high quality and inspirational teaching. In the planning of new provision it will be important to ensure that our schools are properly equipped to enhance opportunities for social inclusion, sustainable development, equal opportunities and bilingualism. In practical terms we need to ensure that provision reflects the changing patterns of population, with schools based in the right location with accommodation and facilities fit to serve the needs of all learners in the twenty first century.

Consultation will follow the guidelines established by the Welsh Government and will involve identified interested parties. The information set out in this document is intended to clarify the proposals for your school and support the consultation process.



Robert A Sully
Director of Education & Children's Services

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1. Introduction

It is the intention of Ysgol Gyfun Gymraeg Bro Myrddin to proceed naturally to change the language category of the school from September 2016. To coincide with the Welsh in Education Strategic Plan for Carmarthenshire, the schools wish is to move along the language continuum responding to the Council's plan to increase the provision of Welsh medium education in the county.

The aim of this document is to facilitate the consultation process by explaining the choice preferred by the Authority for Ysgol Gyfun Gymraeg Bro Myrddin.

Consultation on this proposal will follow the guidelines established by the Welsh Government and will involve identified interested parties, including school governors, school staff, parents and pupils as stated in the School Organisation Code (2013).

It is intended that the formal changes be implemented as from the beginning of the Autumn Term 2016.

The main purpose of this document is to provide information and to gather the views of identified interested parties. You may wish to make use of the attached response Pro-forma included in **Appendix C** on page 24 of this document for any response.

2. Background

Ysgol Gyfun Gymraeg Bro Myrddin is currently a Category 2A Bilingual school. The description in Carmarthenshire's Welsh in Education Strategic Plan of category 2A is *'At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.'* The County and the School wish to change the category to category WM Welsh Medium. The description of a category WM school is *'All subjects apart from English are taught through the medium of Welsh to all pupils, although some schools may introduce English terminology in one or two subjects.'*

In recent years the school has moved along the language continuum naturally in accordance with Carmarthenshire's Welsh in Education Strategic Plan 2014-17 as defined by Welsh Government. At present there are no pupils studying Mathematics in English in years 7 to 10 and only one group of pupils have chosen to study science in English in year 7. The change has occurred organically over a period of years and it is sensible, therefore, to proceed further by establishing the first WM category secondary school in Carmarthenshire.

2.1 Numbers

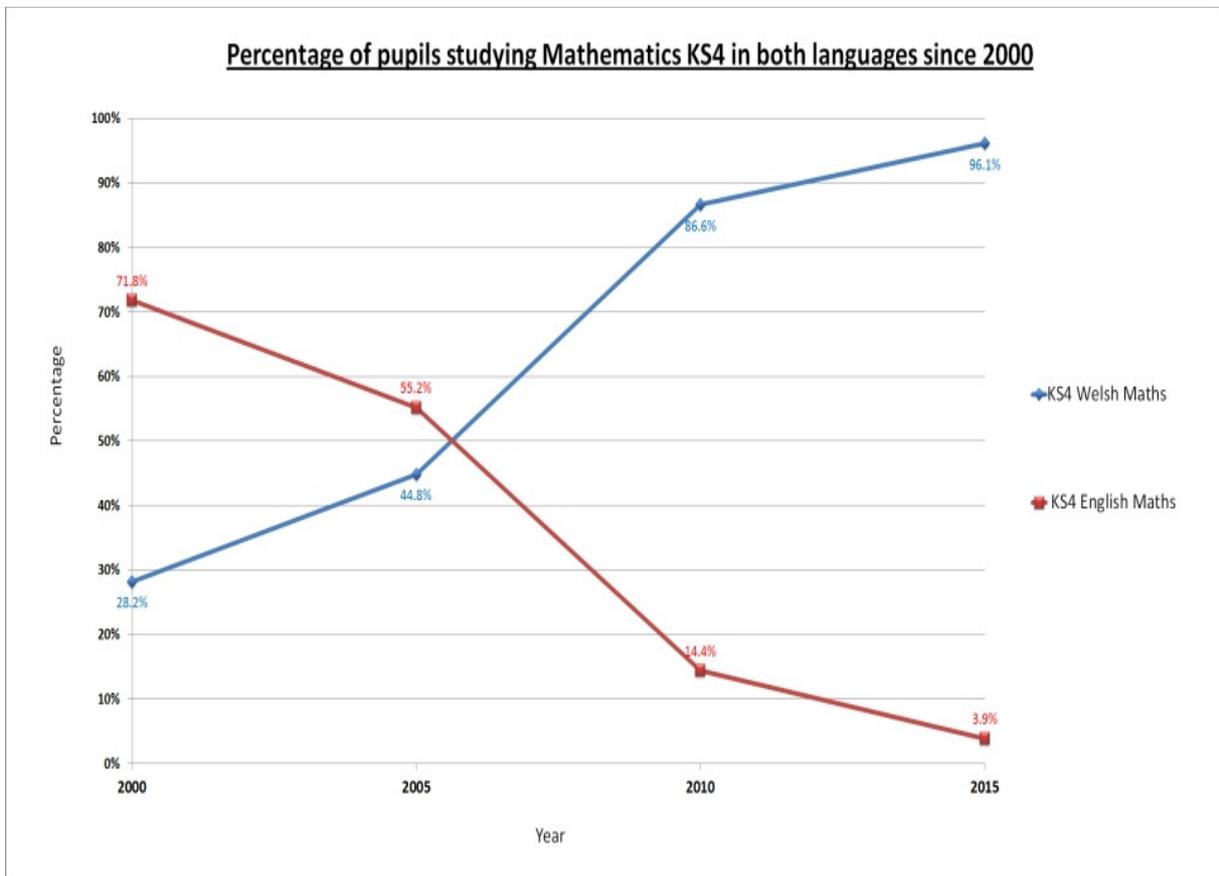
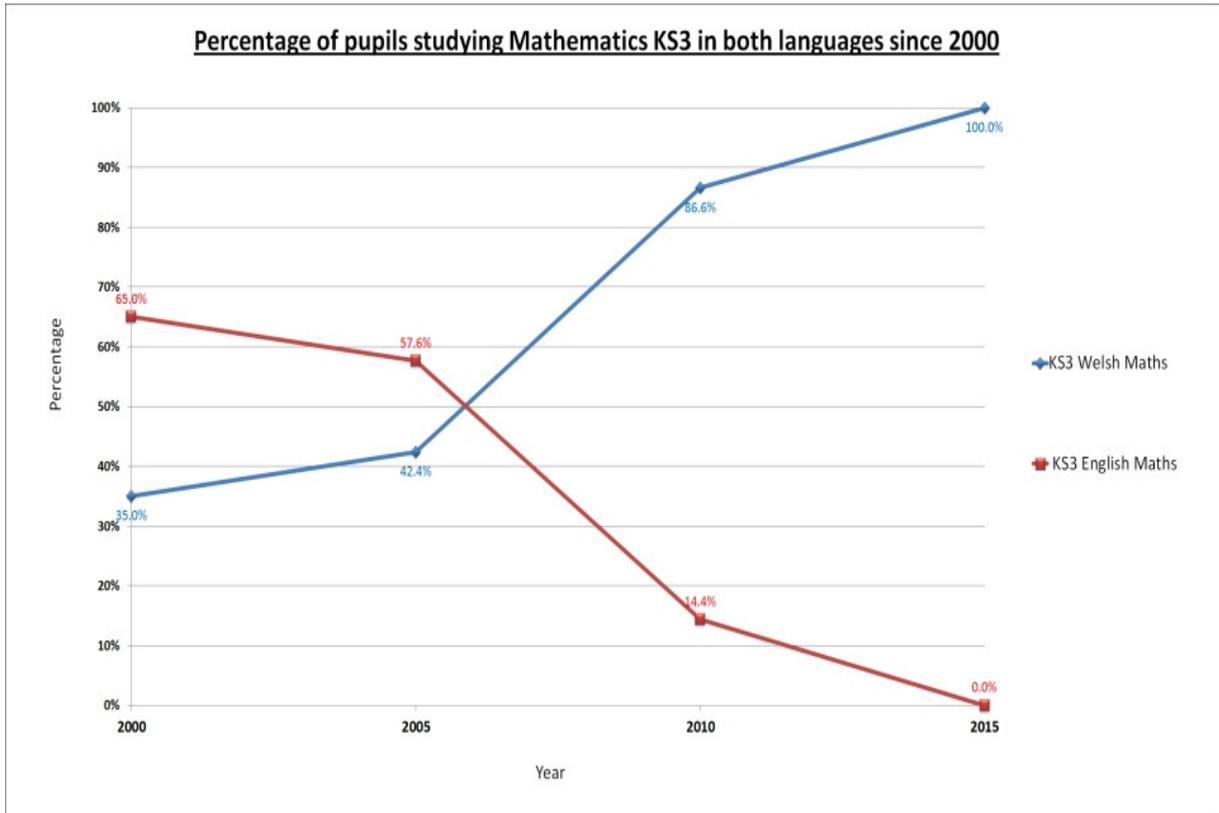
The table below notes the number of pupils currently studying Mathematics and Science through the medium of Welsh and English.

	Maths		Science	
	Welsh	English	Welsh	English
7	137	0	107	30
8	159	0	105	54
9	128	0	88	40
10	132	0	84	48
11	121	10	77	44
12/13	46	33	48	58

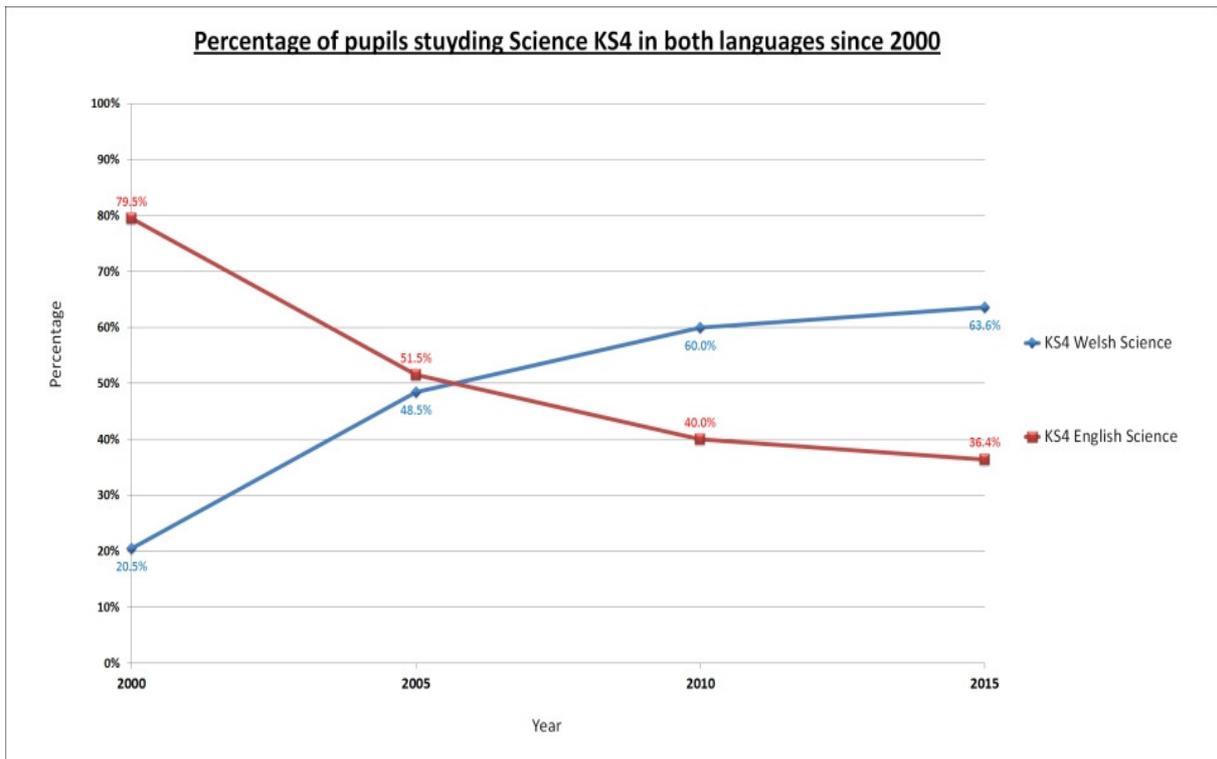
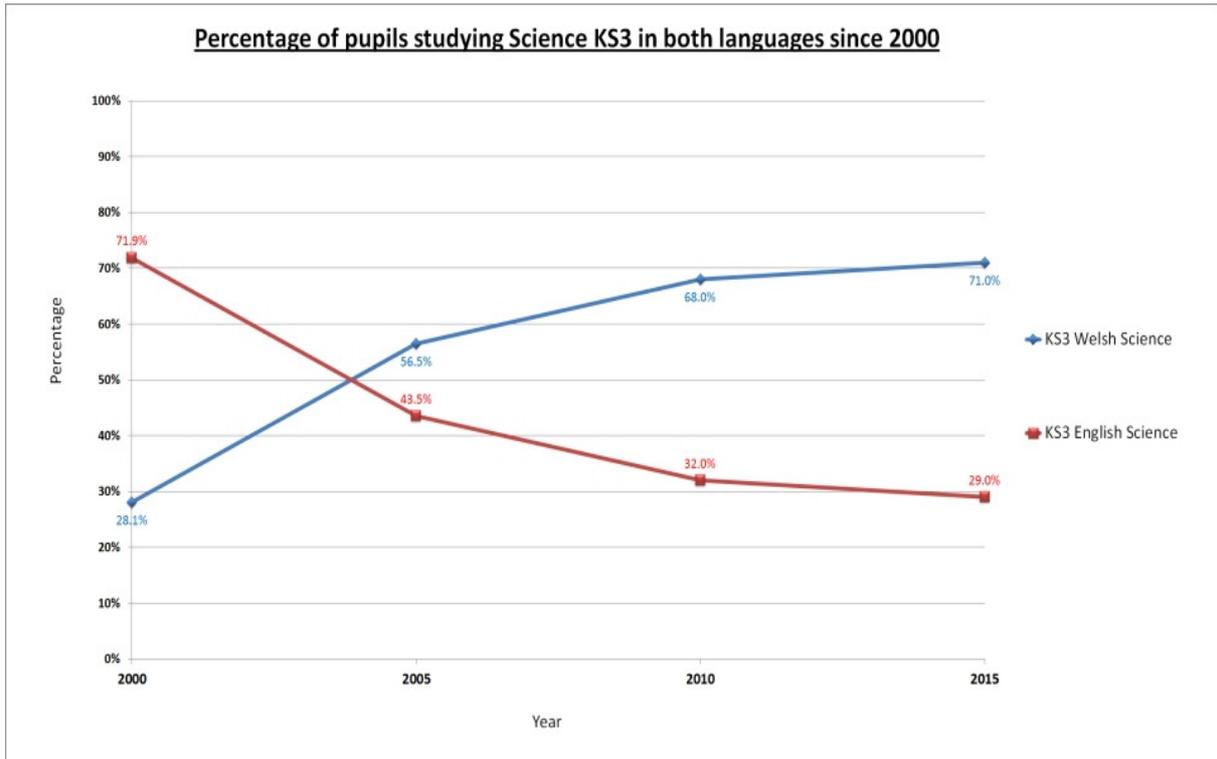
The change is clearly visible above and this is proof that the demand from parents for the provision of subjects in English has been reduced.

The graphs on the following pages show the change that has happened over the years since 2000 regarding the percentage of pupils who have decided to study Mathematics and Science through Welsh and English.

Mathematics since 2000



Science since 2000



Over a period of 15 years, therefore, the percentage who have chosen to follow courses in English has gradually fallen in a completely organic way, through the choice of parents and pupils.

2.2 Standards

The table below shows the results at the end of KS4 of both subjects in both languages over the past three years.

	2014		2013		2012	
	Welsh	English	Welsh	English	Welsh	English
Mathematics CA4 – A* - C %	80.4	41.7	81	63	85.8	52.6
Science CA4 – A* - C %	78.9	78.7	81.1	77.2	89.5	81.9

The success percentages show that pupils of Ysgol Gyfun Gymraeg Bro Myrddin perform better when they study subjects through the medium of Welsh rather than English. This is further proof that changing the category will ensure keeping the high standards that have been seen in recent years. Our English GCSE language results, which are higher than local and national percentages, also show that there is no need for concern.

2.3 Alternative Options considered

In deciding on the preferred option, the following options were considered:

2.3.1 The current situation – to maintain the school in its current form.

As organic change has been demonstrated in the school during the last fifteen years, it is the duty of the authority to consider this and to act on the recommendations of the Welsh in Education Strategic Plan for Carmarthenshire 2014-2017. The recommendations made in the document is that the County Council support any Secondary school wishing to move along the continuum to ensure the growth of Welsh medium education in the County. To maintain the current situation in Ysgol Gyfun Gymraeg Bro Myrddin would not be considered an appropriate choice given the vision of the County Council.

2.3.2 Changing the school language category to WM

Given the evidence and subject data it is both sensible and reasonable for the school to proceed in changing the language category to WM.

2.4 The impact of the proposal on governance and powers of the governing body in relation to policies and admission arrangements.

The proposal would not affect governance.

2.5 The impact of the proposal on the staff

The Mathematics and Science teachers of Ysgol Gyfun Gymraeg Bro Myrddin are first class practitioners, which ensure consistently excellent results in external examinations. They are fully committed to their work and the two departments are confident in teaching through the medium of Welsh. In addition the two departments are completely convinced that teaching should be through the medium of Welsh only, in order to maintain and improve standards within the departments. Teaching through the medium of Welsh only is already happening in the Mathematics department and the excellent results, which are better than those of the County, the school family and Wales are proof that teaching in only one language is certainly beneficial. Both departments believe that the teaching of the subjects in only one language is fairer to pupils and the department. Furthermore, at a time when concerns are expressed about the work life balance of teachers, the development of learning resources in both Welsh and English adds to the pressure of work.

2.6 The proposed provision

The proposal is that from 1st September 2016 all pupils joining Ysgol Gyfun Gymraeg Bro Myrddin will be taught through the medium of Welsh in all subjects except English. Pupils currently on the school roll will be completely unaffected by the changes. In the following years, that is, 2017, 2018 and so on, teaching through the medium of Welsh will move upwards through the school.

Under the new system, Welsh will be the medium of teaching and learning in Mathematics and Science, but a glossary of terms and subject vocabulary in both English and Welsh will be provided. Resources, books and information technology in English, in addition to Welsh will be used regularly, in order to enrich the language, mathematical and scientific development of pupils. In fact, it is a model of bilingual teaching that is being described.

The following leaflet details the format that is already used by the Mathematics Department in the last five years and the Science Department in the last year. Each 60 minute lesson will be organized using the same format in the two subjects. For the first 6 minutes, there will be a presentation in Welsh and English of all the mathematical and scientific terms and concepts used during the lesson. For the following 48 minutes, Welsh will be the main medium of the lesson in terms of teaching and learning. At the end of the lesson, for a period of 6 minutes, there will be a bilingual summing up to ensure that all pupils have understood the content of the lesson. This will ensure that all pupils will be able to discuss the subject through both languages. Furthermore, this model will be a means by which to develop completely bilingual pupils, by ensuring that they are confident in both languages. In terms of this method, a strong element of the purposeful concurrent use of language will exist and pupils will consider the subject matter in both languages, and this will serve to reinforce their understanding of mathematical and scientific concepts.

Cyfrwng addysgu a dysgu Mathemateg a Gwyddoniaeth i ddisgyblion Blwyddyn 7- Medi 2015

YSGOL GYFUN GYMRAEG

BRO MYRDDIN

WELSH COMPREHENSIVE SCHOOL

Subject : Medium of teaching and learning Mathematics and Science for Year 7 pupils - September 2015

Mae'r Pennaeth a'r Corff Llywodraethu wedi sicrhau bod addysgu a dysgu Mathemateg yn digwydd yn ôl y patrwm canlynol ers mis Medi 2008. Mae'r un patrwm wedi ei fabwysiadu ar gyfer y gwersi Gwyddoniaeth ers mis Medi 2014

The Headteacher and the Governing Body have ensured that the teaching of Mathematics conforms to the following pattern since September 2008. The same pattern has been adopted with Science since September 2014

Mae pob gwrs 60 munud yn cael ei threfnu yn union fel hyn :

All 60 minute lessons will be arranged according to the following pattern :

Am y 6 munud cyntaf. Cyflwyniad dwyieithog yn Gymraeg ac yn Saesneg o'r holl dermau a'r cysyniadau mathemategol a gwyddonol a ddefnyddir yn y wers.

48 munud Cymraeg fydd prif gyfrwng y dysgu a'r addysgu.

Am y 6 munud olaf, diweddsglo dwyieithog. Cyfnod o asesu er mwyn gwneud yn siŵr bod pob plentyn wedi deall cynnwys y wers.

Dechrau	Start	End	Percentage
0m..	Start	6m..	10%
6m..		54m..	80%
54m..		60m..	10%
	Gorffen	Finish	

For the first 6 minutes. A bilingual introduction in Welsh and in English of all the terms and mathematical and scientific concepts to be used in the lesson.

48 minutes Welsh will be the main language of teaching and learning.

For the final 6 minutes, a bilingual conclusion. A period of assessment to make sure that every pupil has understood the content of the lesson.

2.7 School Standards

As part of a national programme of school inspections, Estyn commissions a review of each school. The latest inspection took place in December 2009 and consultees can read the findings, either on the Estyn website: www.estyn.gov.uk or can request a copy from the Local Authority (there may be a charge for photocopying).

The school has been exemplified on several occasions as an example of good practice by Estyn in recent publications. In 2013 a case study from the school was used to show good practice in teaching mathematics at Key Stage 4. Subsequently, another scheme by the Mathematics department was identified under *Signposts To Best Practices - a whole school commitment and innovation = better school skills* – as an example of good practice. Good practice in the school was also identified in the document *Numeracy for Learners 14-19* (see copy of all documents on the Estyn website).

The school standards have been consistently high in recent years and in order to maintain and improve these standards we believe that moving the school to Category WM is the natural step.

It is the unanimous desire of the Governing Body to drive the agenda forward in order to raise standards further.

2.8 National School Categorisation System

The Minister for Education and Skills announced the introduction of the national School Categorisation System in September 2014. The system is not purely data-driven but also takes into account the quality of leadership and teaching and learning in our schools. The system will not take the place of Estyn reports, Estyn will continue to inspect schools and provide an external check on the national school categorisation system when inspecting.

The new system evaluates and assesses schools and places them in a support category using the following information:

- A range of performance measures provided by the Welsh Government
- Robust self-evaluation by the school on its capacity to improve in relation to leadership and teaching and learning
- Assessment of the school’s self evaluation by challenge advisers in the regional consortia, agreed with the local authority.

The new categorisation system will give a clear and fair picture of a school’s progress. There is a three step process in generating a category for a school. Firstly after the performance data and self-evaluation have been analysed a draft support category is generated for each school. This category is discussed with the school by regional consortia and then agreed with the local authority.

The table below summarises the data for Ysgol Gyfun Gymraeg Bro Myrddin.

National School Categorisation System – Data 2014

School	Standards Group	Improvement Capacity	Support Category
Ysgol Gyfun Gymraeg Bro Myrddin	2	B	Yellow

3. The Proposal

3.1 Rationale for Change

Ysgol Gyfun Gymraeg Bro Myrddin has seen a huge increase in pupils choosing to study Mathematics and Science through the medium of Welsh. As previously stated, there are no pupils from year 7 to 10 studying Mathematics in English and only 10 pupils studying Mathematics in English in year 11. In Science 75.2% of students have chosen to study the subject through the medium of Welsh in years 7 to 11. It is, therefore, a natural step to proceed towards teaching all subjects through the medium of Welsh from September 2016 for year 7 only, and continuing to offer the same option for Year 7 pupils in September 2017, 2018 and so on.

Establishing only Welsh medium groups will ensure that pupils are placed in groups of the same ability and, therefore, this would be academically advantageous. These groups would reflect the ability of pupils across the whole cohort rather than just across the teaching medium. English language sets are more likely to include pupils of mixed ability and hence a pupil may be disadvantaged.

3.2 The Benefits of Bilingualism

We know now, from the research carried out by educators in many countries in the world, that bilingual children are more able and are more flexible in their use of language. Furthermore, less able children do not suffer in any way by receiving their education mainly in Welsh. We also know that children who have two languages can learn other languages more easily, can take full advantage of living in a bilingual community and possess a tangible qualification in order to compete in the market for jobs. In addition, great emphasis is placed on bilingualism in the competition for jobs and apprenticeships locally here in Carmarthenshire.

Children with two languages tend to do better in the curriculum and their performance is slightly better in tests and examinations - this is shown in research into bilingual education systems in countries as far apart as Canada, United States of America, the Basque Country, Catalonia and Wales. Analysis of examination results in Wales shows us that the performance of children being taught in Welsh medium schools is consistently higher than that of their counterparts in English medium schools.

3.3 Nature of Welsh education in secondary schools

The nature of Welsh medium Secondary education is different from the primary school where children are immersed in Welsh in order to lay firm foundations for the future. The English language has a prominent place in the education and social life of children of secondary school age and this builds on the solid foundation provided in primary school and extends the use of both languages. Welsh medium teaching in the secondary school makes great use of the English language e.g. by introducing terms, books, television programmes and computer programs, and the children develop their understanding and bilingualism at the same time. Examination Boards will ensure during external examinations that a copy of every English examination paper will be available and translations are given of any unusual terms.

3.4 Higher Education

Historically there has been concerns that the study of Science and Mathematics in Welsh hinders access to higher education, especially in England. No proof of that exists. Many of Bro Myrddin's former pupils who are doctors, vets and dentists have studied science at the school through the medium of Welsh. Every year, pupils from Welsh Medium schools such as Glantaf, Plasmawr, Bro Morgannwg, Llanhari, Y Cymer, Morgan Llwyd, Rhydywaun and Gartholwg enter universities in England and Wales to study medical courses, and there is no proof that the fact that they have received their education through the medium of Welsh only has ruined their chances.

3.5 Costs

The Authority does not provide any additional funding to allow the school to offer subjects through two languages. Offering courses in Welsh only would save money in terms of staffing in the Science Department in particular and release members of that department to assist with other aspects of the curriculum at no additional cost to the school. Significant funding cuts are on the horizon and the need to provide Welsh and English medium classes is not cost-effective.

3.6 Assessment of the impact on the Welsh language

Please refer to **Appendix A** for further information on the Welsh language impact assessment.

3.7 Assessment of Impact on the Community

It is not anticipated to impact on the Community since Ysgol Gyfun Gymraeg Bro Myrddin already play an important part in the community and there would be no change in this.

3.8 Equality Impact Assessment

Please refer to **Appendix B** for further information on the equality impact assessment.

4. Consultation and the Statutory Process

4.1 Consultation Process.

The consultation on this proposal will follow the guidelines established by the Welsh Government.

4.2 Who will be consulted?

This document will be sent to the following interested parties

Staff (Teaching and Ancillary) Ysgol Gyfun Gymraeg Bro Myrddin	Governors and Parents / Guardians Ysgol Gyfun Gymraeg Bro Myrddin
Staff (Teaching and Ancillary) feeder primary schools	Governors and Parents / Guardians feeder primary schools
Carmarthenshire Children's Partnership	Carmarthen Community Councillors
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) / Regional Assembly Member	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	National Union of Teachers (NUT)
Association Of Teachers & Lecturers (ATL)	The Professional Association of Teachers (PAT)
National Association Of Head Teachers (ASCL)	GMB Union
UNISON	Neighbouring Primary and Secondary schools in Carmarthenshire
Diocesan Director of Education	
Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Carmarthen Town Council	Coleg Sir Gâr
Local Service Board	Regional Transport Consortium
Local Police and Crime Commissioner	Welsh Ministers
Estyn	RHAG (rhieni dros addysg Gymraeg)

4.3 Consultation Period

There will be a period from 19th October 2015 to 4th December 2015 when you can express your views.

You can express your views by writing a letter or alternatively completing the attached response form in **Appendix C** which should be received by the Director of Education and Children's Services (Mr. R. A. Sully) by no later than noon on 4th December 2015, at the following address:

Mr R A Sully, Director of Education and Children's Services,
Building 2, St. David's Park, Jobs Well Road, Carmarthen, SA31 3HB

Or E-mail to: DECMEP@carmarthenshire.gov.uk

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period outlined below.

4.4 Consultation with pupils

There will be an opportunity for the pupils of Ysgol Gyfun Gymraeg Bro Myrddin to participate in the consultation process during a session which will be conducted at the school. The information gathered from the consultation will form part of the consultation report which will be submitted to the County Council for consideration following the formal consultation period.

4.5 Considering Your Views

Within 13 weeks of 4th December a consultation report will be published on Carmarthenshire County Council's website. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees and provide Carmarthenshire County Council's response to these issues. The report will also contain Estyn's view of the proposal.

County Council will consider the consultation report and decide whether or not to proceed with the proposal.

If the County Council decides to continue with the proposal Carmarthenshire County Council must publish a statutory notice.

4.6 Statutory Notice

The statutory notice will be published on Carmarthenshire County Council's website and posted in the named and neighbouring schools within the locality. Copies of the notice will be made available to the school to distribute to pupils, parents, guardians, and staff members (the school may also distribute the notice by email).

The notice will set out the details of the proposal and invite anyone who wishes to object to do so in writing within a period of 28 days.

4.7 Determination of Proposal

The County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the County Council will take into account any statutory objections that it received.

4.8 Decision notification

Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.

4.9 The Statutory Process Time-Table

The statutory process and timetable will be as follows:-

October 2015	Issue of this consultation document to identified and other interested parties.
December 4 th 2015	Closing date for views on the proposal to be received by the Department for Education & Children.
April 2016	<p>Within 13 weeks of 4th December 2015 a Consultation Report will be taken to County Council and published on Carmarthenshire County Council's website. Decision to proceed to publish statutory notice OR alternatively proposal ends.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and neighbouring schools within the locality. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members.</p> <p>Following publication there will be a 28 day period during which time formal written objections will be invited.</p> <p>The statutory notice will give details on how you may record your objections to the proposal.</p>
May 2016	End of formal 28 day notice period for objections. County Council will determine the proposal. County Council may decide to approve, reject or approve the proposal with modifications, in doing so County Council will take into account any statutory objections that it received.
July 2016	<p>Deadline to notify parents of intention to implement proposal.</p> <p>Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.</p>

5. Conclusion

Given all the points raised in this document, we must realize that the change is already happening. Many pupils are already studying Science in Welsh in primary schools, it is therefore a natural step to continue with the language of study in secondary school. The terms will not be taught through one language only but the 'bilingual model' will be developed further - a model that all children will benefit enormously from.

This is an opportunity, therefore, to lead the way in Carmarthenshire and West Wales and for Bro Myrddin to create history by establishing the first Welsh school in Carmarthenshire.

6. Appendix A – Welsh Language Impact Assessment

As already stated, at the moment, the language category of the school is 2A. However, the description of the 'Language of School' as set out on page 56 of the Authority's Welsh in Education Strategic Plan is a description of a category WM school – *'Welsh is the day to day language of the school. Welsh is used as the language of communication with the pupils and for the school's administration. The school communicates with parents in both languages.'* There is a marked contrast between this and the description 'Language of School' identified in describing a category 2A school: *'The day to day language or languages of the school will be determined by its linguistic context. Both languages are used to communicate with pupils and for the school's administration.'* Certainly, Bro Myrddin School is already in the WM category based on 'Language of School'.

English language lessons (Mathematics, Science and English) contribute 36% of the curriculum for pupils at Key Stage 3, between 44% and 54% at Key Stage 4 and up to 79% at Key Stage 5. This may undermine the ability of the individual to develop to be a natural and confident bilingual speaker across all areas of study, as well as setting a precedent that it is too difficult and not suitable to study some subjects through the medium of Welsh. Arguably, this also undermines the Welsh ethos of the school.

Moving the school along the language continuum reflects the aspirations of the Council and those of the Welsh Government, as have been identified in the Welsh Medium Education Strategy, School Effectiveness Framework, Carmarthenshire Council's Language Policy and Integrated Community Strategy. It is the Council's intention, as stated in the Welsh in Education Strategic Plan 2014-17, to increase the provision of Welsh medium education in Carmarthenshire. Changing the school's language category would ensure that.

7. Appendix B – Equality Impact Assessment

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the

obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

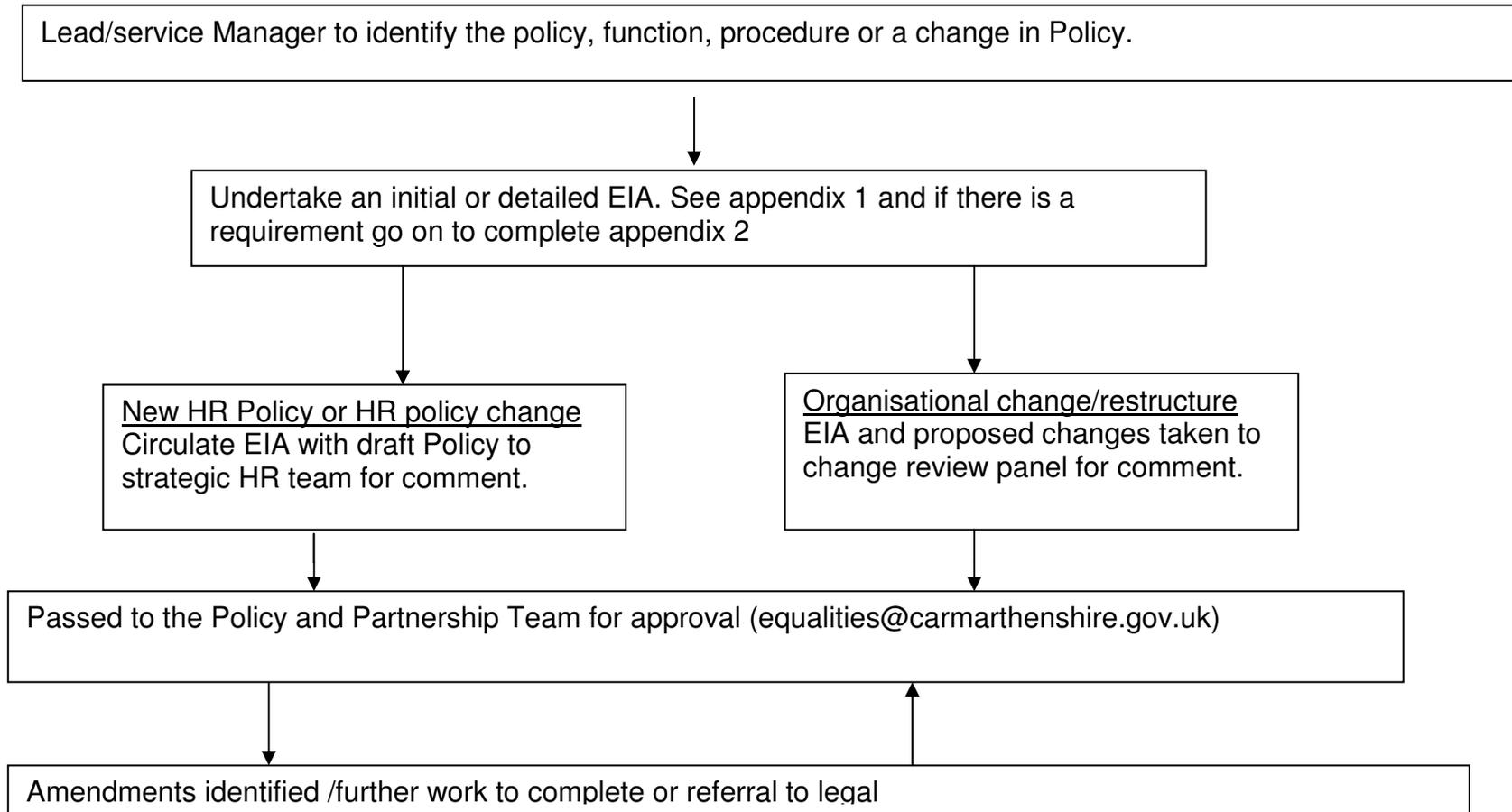
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny .

Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Appendix 1

Department: Education & Children	Completed by (lead): Sharon James	Date of initial assessment: March 2015 Revision Dates: N/A
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	YSGOL GYFUN GYMRAEG BRO MYRDDIN CHANGE IN LANGUAGE CATEGORY FROM CATEGORY 2A TO CATEGORY WM	
Is this existing or new function/policy, procedure, practice or decision?	Change in Language Category Proposal – Modernising Education Programme	
What evidence has been used to inform the assessment and policy? (please list only)		
<ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • Welsh Government Guidance – School Organisation Code 2013 • PLASC Data 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	It is the Authority's proposal to change the language category of Ysgol Gyfun Gymraeg Bro Myrddin from category 2A to category WM.		
The Public Sector Equality Duty requires the Council to have "due regard" to the need to:-	2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.	3. Identify the risk or positive effect that could result for each of the group/protected characteristics?	4. If there is a disproportionately negative impact what mitigating factors have you considered? N/A

(1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between different groups; and (3) foster good relations between different groups (see guidance notes)			Risks	Positive effects	
Protected characteristics	Age	M	Risk Neutral		
	Disability	M	Risk Neutral	There are currently 16.4% of pupils with additional learning needs at the school, there will be sufficient support available to these pupils through the medium of Welsh.	
	Gender reassignment	N	Risk Neutral		
	Race	N	Risk Neutral		
	Religion/Belief	N	Risk Neutral		
	Pregnancy and maternity	N	Risk Neutral		
	Sexual Orientation	N	Risk Neutral		
	Sex	N	Risk Neutral		
Welsh language	M	Risk Neutral	As part of the proposal the language category of the school will be changed to WM which will support the Council's vision and aims for Welsh medium education as		

				set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2014 – 2017	
	Any other area	N	Risk Neutral		

5. Has there been any consultation/engagement with the appropriate protected characteristics? YES Informal and formal consultation will be undertaken as stated in Welsh Government guidance, School Organisation Code (2013).
NO

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that parents, staff and governors are fully informed at each stage of the consultation.

7. Procurement
Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice. N/A

8. Human resources
Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? No implications to staffing

9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2) YES NO

Approved by: Head of Service **Gareth Morgans** **Date:** June 2015

Detailed Equalities Impact Assessment Template

Appendix 2

Department:	Please see initial impact assessment
Completed by (lead):	
Date of Detailed assessment:	
Area to be assessed: (<i>Policy, function, procedure, practice or a financial decision</i>)	Please see initial impact assessment
Is this existing or new function/policy/Procedure/practice	Please see initial impact assessment

1. Describe the aims, objectives or purpose of the function/policy, practice or procedure and who is intended to benefit.	Please see initial impact assessment
2. Please list any existing documents, evidence, research which have been used to inform the Detailed equality impact assessment. (This must include relevant data used in this assessment)	

3. Has any consultation, involvement been undertaken with the protected characteristics to inform this assessment? (please provide details, who and how consulted)				
4. What is the actual/likely impact?				
5. What actions are proposed to address the impact? (<i>The actions needs to be specific, measurable and outcome based</i>)	What are we going to do	Who will be responsible	When will it be completed	How will we know we have achieved our objective
6. How will actions be monitored?				
Approved by: Head of Service			Date:	

Thank you for completing this assessment.

For further information regarding Assessing Impact, please contact the -
Policy & Partnership Team
Chief Executive's Department
01267 22(4914) / (4676)
equalities@carmarthenshire.gov.uk

Please send a copy of the assessment to the above e-mail address upon completion.

8. Appendix C – Response Pro-forma

Please provide us with your comments on the proposal regarding the future language category of Ysgol Gyfun Gymraeg Bro Myrddin.

Your comments:

Do you have any other issues that you wish to bring to our attention?

Please tick box if you wish to be notified of the publication of a consultation report.

Signature _____

Print Name _____

Position /
Category of
Respondent
(E.g. parent) _____

Address _____

Postcode _____

Date _____

Please note that unless you indicate otherwise your comments will be open to the public as part of the formal records of the consultation.

Please detach this form and return to: Mr. R. A. Sully, Director – Department for Education and Children, Building 2, St David’s Park, Jobs Well Road, Carmarthen. SA31 3HB or E-mail to DECMEP@carmarthenshire.gov.uk no later than **4th December 2015.**