

MONDAY, 1 FEBRUARY 2021

TO: ALL MEMBERS OF THE EXECUTIVE BOARD

I HEREBY SUMMON YOU TO ATTEND A **VIRTUAL MEETING** OF THE **EXECUTIVE BOARD AT 10.00 AM, ON MONDAY, 8TH FEBRUARY, 2021** FOR THE TRANSACTION OF THE BUSINESS OUTLINED ON THE ATTACHED AGENDA

Wendy Walters

CHIEF EXECUTIVE

Democratic Officer:	Emma Bryer
Telephone (direct line):	01267 224029
E-Mail:	ebryer@carmarthenshire.gov.uk

Wendy Walters Prif Weithredwr, *Chief Executive*,
Neuadd y Sir, Caerfyrddin. SA31 1JP
County Hall, Carmarthen. SA31 1JP

EXECUTIVE BOARD

MEMBERSHIP - 10 MEMBERS

Councillor	Portfolio
Councillor Emlyn Dole	Leader Corporate Leadership and Strategy; Chair of Executive Board; Represents Council at WLGA; Economic Development Represents the Council on the Swansea Bay City Region; Collaboration; Marketing and Media; Appoints Executive Board Members; Determines EBM Portfolios; Liaises with Chief Executive; Public Service Board
Councillor Mair Stephens	Deputy Leader Council Business Manager; Human Resources; Performance Management; Wales Audit; Training; I.C.T.; T.I.C. (Transformation, Innovation and Change); Strategic Planning
Councillor Cefin Campbell	Communities and Rural Affairs Rural Affairs and Community Engagement; Community Safety; Police; Counter-Terrorism and Security Act 2015; Tackling Poverty; Wellbeing of Future Generations; Third Sector Liaison ;Equalities, Climate Change Strategy.
Councillor Glynog Davies	Education and Children Schools; Children’s Services; Special Education Needs; Safeguarding; Respite Homes; Regional Integrated School; Improvement Service; Adult Community Learning; Youth Services; School Catering Services, Lead Member for Children and Young People; Youth Ambassador
Councillor Hazel Evans	Environment Refuse; Street Cleansing; Highways and Transport Services; Grounds Maintenance; Building Services; Caretaking; Building Cleaning; Emergency Planning; Flooding, Public Rights of Way.
Councillor Linda Evans	Housing Housing – Public; Housing – Private, Ageing Well
Councillor Peter Hughes Griffiths	Culture, Sport and Tourism Town and Community Councils Ambassador; Development of the Welsh Language; Theatres; Sports; Leisure Centres; Museums; Libraries; Country Parks; Tourism.
Councillor Philip Hughes	Public Protection Trading Standards; Environmental Health. Environmental Enforcement; Planning enforcement; Unlicensed Waste; Parking Services; Bio diversity
Councillor David Jenkins	Resources Finance & Budget; Corporate Efficiencies; Property/Asset Management; Procurement; Housing Benefits; Revenues; Statutory Services (Coroners, Registrars, Electoral, Lord Lieutenancy); Armed Forces Champion Contact Centres and Customer Service Centres
Councillor Jane Tremlett	Social Care & Health Adult Social Services; Residential Care; Home Care; Learning Disabilities; Mental Health; NHS Liaison/Collaboration/ Integration; Care Home Catering Services, Carers’ Champion; Dementia Care Champion; Disability Ambassador

A G E N D A

- 1. APOLOGIES FOR ABSENCE.**
- 2. DECLARATIONS OF PERSONAL INTEREST.**
- 3. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE EXECUTIVE BOARD HELD ON THE:**
 - 3 .1 18TH JANUARY, 2021** 5 - 8
 - 3 .2 25TH JANUARY, 2021** 9 - 12
- 4. QUESTIONS ON NOTICE BY MEMBERS**
- 5. PUBLIC QUESTIONS ON NOTICE**
- 6. PROPOSAL TO CHANGE THE NATURE OF PROVISION AT MODEL V.A. PRIMARY SCHOOL** 13 - 58
- 7. PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL Y FELIN** 59 - 102
- 8. STRATEGIC EQUALITY PLAN ANNUAL REPORT 2019/20** 103 - 136
- 9. ANNUAL REPORT ON THE WELSH LANGUAGE 2019/20** 137 - 176
- 10. ANY OTHER ITEMS OF BUSINESS THAT BY REASONS OF SPECIAL CIRCUMSTANCES THE CHAIR DECIDES SHOULD BE CONSIDERED AS A MATTER OF URGENCY PURSUANT TO SECTION 100B(4)(B) OF THE LOCAL GOVERNMENT ACT, 1972.**
- 11. EXCLUSION OF THE PUBLIC**

THE REPORTS RELATING TO THE FOLLOWING ITEMS ARE NOT FOR PUBLICATION AS THEY CONTAIN EXEMPT INFORMATION AS DEFINED IN PARAGRAPH 14 OF PART 4 OF SCHEDULE 12A TO THE LOCAL GOVERNMENT ACT 1972 AS AMENDED BY THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) (WALES) ORDER 2007. IF THE BOARD RESOLVES PURSUANT TO THE ACT TO CONSIDER THESE ITEMS IN PRIVATE, THE PUBLIC WILL BE EXCLUDED FROM THE MEETING DURING SUCH CONSIDERATION.
- 12. LAND AT PENPRYS, LLANELLI** 177 - 182
- 13. PLOT 4, TROSTRE RETAIL PARK, LLANELLI** 183 - 188
- 14. CROWN PRECINCT BUILDING, LLANELLI** 189 - 196

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EXECUTIVE BOARD

Monday, 18 January 2021

PRESENT: Councillor E. Dole (Chair);

Councillors:

C.A. Campbell, G. Davies, H.A.L. Evans, L.D. Evans, P.M. Hughes, P. Hughes-Griffiths, D.M. Jenkins, L.M. Stephens and J. Tremlett;

Also in attendance:

Councillor D.M. Cundy and K. Lloyd;

The following Officers were in attendance:

W. Walters, Chief Executive

C. Moore, Director of Corporate Services

J. Morgan, Director of Community Services

R. Mullen, Director of Environment

G. Morgans, Director of Education & Children's Services

L.R. Jones, Head of Administration and Law

J. Morgan, Head of Homes & Safer Communities

P.R. Thomas, Assistant Chief Executive (People Management & Performance)

D. Hockenull, Marketing and Media Manager

M. Evans Thomas, Principal Democratic Services Officer

S. Rees, Simultaneous Translator

L. Jenkins, Executive Board Support Officer

J. Corner, Technical Officer

E. Bryer, Democratic Services Officer

M.S. Davies, Democratic Services Officer.

Virtual Meeting: 10.00 am - 11.20 am

1. APOLOGIES FOR ABSENCE

There were no apologies for absence.

2. DECLARATIONS OF PERSONAL INTEREST

There were no declarations of personal interests.

3. MINUTES - 21ST DECEMBER 2020

UNANIMOUSLY RESOLVED that the minutes of the meeting of the Executive Board held on the 21st December, 2020 be signed as a correct record.

4. QUESTIONS ON NOTICE BY MEMBERS

The Chair advised that no questions on notice had been submitted by members.

5. PUBLIC QUESTIONS ON NOTICE

The Chair advised that no public questions had been received.

6. FOOD AND FEED SERVICE DELIVERY 2020-21

The Executive Board considered a report detailing a proposed plan for food and feed advisory/official control work based on Food Standards Agency (FSA) guidance up to the 31 March 2021. As a result of COVID-19 officers from the Food Safety and Health section, who, ordinarily, would have been implementing the food and feed official controls (inspections), had, over the last six months, been involved in implementing the COVID relevant legislation. They had also been deployed/seconded into the Infection Prevention and Control Team. The Food, Safety and Health team was now, however, in a position where advisory/official controls for food and feed could be reinstated and implemented. The FSA had recently provided guidance for the delivery of official food controls in the context of the ongoing response to the COVID -19 pandemic.

UNANIMOUSLY RESOLVED that the proposals for the advisory/official controls at food and feed businesses up to 31 March 2021 be approved.

7. TRANSITIONAL HOMELESSNESS PLAN

The Executive Board considered a report which provided an update on the continued impact of COVID-19 on homelessness provision, particularly in relation to single people, a bid to Welsh Government for funding to assist in developing plans to tackle additional demand and plans to re-house and support single homelessness people particularly over the next 12 months and into the future. Welsh Government had agreed to continue to fund additional B & B provision from the Emergency Homelessness Provision. This would amount to approximately £350,000 by the end of March 2021.

UNANIMOUSLY RESOLVED

7.1 to note the continued impact of Covid-19 on homelessness provision;

7.2 to note the outcome of a bid to Welsh Government for additional support and progress made regarding the Authority's homeless plans;

7.3 to approve a variation of the Access to Social Housing Policy to undertake a pilot exercise to help re-house single homeless households in Council stock including:

- **Using 6 vacant upper floor two-bedroom flats for single people; and**
- **Using 3 vacant houses where two single people are given the opportunity to share a tenancy;**

7.4 that investigation be undertaken with a view to buying single person accommodation in the private sector as part of the Authority's general plans to increase stock numbers.

8. REVENUE BUDGET STRATEGY 2021/22 TO 2023/24

The Board considered a report providing an overview of the Revenue Budget Strategy for 2021/22 and the following two financial years. The report provided details of the budget process, the current Welsh Government provisional settlement and the Final settlement timetable and identified the validation and budget pressures that needed to be considered by members in setting next year's revenue budget. The report would form the basis of the budget consultation process which would be undertaken during January and February 2021.

The report indicated that, after adjustments for WG identified transfers, the increase in the provisional settlement for Carmarthenshire was 3.8% (£10.466

million). The Aggregate External Finance (AEF) had therefore increased to £284.820 million in 2021/22 which included £244k in respect of Teachers pay.

It was noted that whilst significant work had already been undertaken in preparing the budget, this report was only an initial position statement which would be updated over the coming months as the budget was further developed, council members were engaged, public consultation took place and the final settlement was expected to be received from Welsh Government on 2nd March 2021.

The Leader thanked all Council staff for their dedication and hard work in maintaining care and support for communities in Carmarthenshire during the current Covid pandemic. He added that whilst he recognised the reasons, both in terms of prudence and fiscal responsibility, why officers were recommending a Council Tax of 4.89% in the report he proposed a motion, given the circumstances surrounding Covid 19 and its effect on so many people in the county, that the Council Tax be reduced to 4.48%. The motion was duly seconded.

It was clarified by the Director of Corporate Services that the proposed reduction in Council Tax to 4.48% would be considered as part of the budget finalisation process over the next month in conjunction with the consultation feedback where final budget proposals and options will be presented to Executive Board late February, therefore ensuring a balanced budget is presented to County Council.

UNANIMOUSLY RESOLVED that the contents of the report be noted and, subject to the Council Tax being reduced to 4.48% [rather than 4.89% as set out in the report], the 2021/22 to 2023/24 budget strategy be approved as a basis for consultation specifically seeking comments from consultees on the efficiency proposals detailed within Appendix A to the report.

9. FIVE YEAR CAPITAL PROGRAMME (COUNCIL FUND) - 2021/22 TO 2025/26

The Executive Board considered a report detailing the latest proposals for the Five-Year Capital Programme (Council Fund) 2021/22 to 2025/2026 which would form the basis of the budget consultation process with members and other relevant parties. Feedback from this consultation process, along with any updates on the settlement figures and grant applications, would inform the final Capital Programme budget report which would be presented to the Executive Board in February 2021 and County Council in March 2021.

The proposed gross expenditure on the capital programme for 2021/22 was £127.1m with the projected funding being £63.854m from the county council's own resources through the use of borrowing, capital receipts, reserves and general capital grant and the balance of funding of £63.239m coming from external sources. These figures included projects delayed in 2020/21, mainly because of Covid-19 restrictions, that had been carried over and build into the budgets of future years.

The capital programme was projected to be fully funded over the five years. It included projected expenditure on the Swansea Bay City Region Deal projects against which the authority would borrow, with the funding being returned from both Welsh and UK governments over a 15 years period (from 2018/19).

Whilst disappointment was expressed over the proposal to reduce Council funding for the Towy Valley Path due to the difficulties of securing external funding the Leader gave an assurance that the Authority remained firmly

committed to the project, particularly in terms of safe travel, and would continue to make the case to Welsh Government for support.

UNANIMOUSLY RESOLVED to endorse the report as a provisional capital programme for consultation purposes, including consideration by the Policy and Resources Scrutiny Committee at its meeting on 3rd February.

- 10. ANY OTHER ITEMS OF BUSINESS THAT BY REASONS OF SPECIAL CIRCUMSTANCES THE CHAIR DECIDES SHOULD BE CONSIDERED AS A MATTER OF URGENCY PURSUANT TO SECTION 100B(4)(B) OF THE LOCAL GOVERNMENT ACT, 1972**

The Chair advised that there were no items of urgent business.

CHAIR

DATE

Executive Board

Monday, 25 January 2021

PRESENT: Councillor E. Dole (Chair);

Councillors:

C.A. Campbell, G. Davies, H.A.L. Evans, L.D. Evans, P.M. Hughes, P. Hughes-Griffiths, D.M. Jenkins, L.M. Stephens and J. Tremlett;

Also in attendance:

Councillor D.M. Cundy and R. James;

The following Officers were in attendance:

W. Walters, Chief Executive;
C. Moore, Director of Corporate Services;
J. Morgan, Director of Community Services;
R. Mullen, Director of Environment;
G. Morgans, Director of Education & Children's Services;
J. Jones, Head of Regeneration;
S. Pilliner, Head of Transportation & Highways;
L.R. Jones, Head of Administration and Law;
P.R. Thomas, Assistant Chief Executive (People Management & Performance);
D. Hockenull, Marketing and Media Manager;
M. Evans Thomas, Principal Democratic Services Officer;
E. Bryer, Democratic Services Officer;
K. Thomas, Democratic Services Officer;
J. Corner, Technical Officer;
L. Jenkins, Executive Board Support Officer;
S. Rees, Simultaneous Translator;
M.S. Davies, Democratic Services Officer.

Virtual Meeting: 10.00 am - 10.40 am

1. APOLOGIES FOR ABSENCE

There were no apologies for absence.

2. DECLARATIONS OF PERSONAL INTEREST

Member	Minute Number	Nature of Interest
E. Dole	5 – Renewal Ballot of the Llanelli Business Improvement District (BID)	Has represented the Council on the BID Group.

3. QUESTIONS ON NOTICE BY MEMBERS

The Chair advised that no questions on notice had been submitted by members.

4. PUBLIC QUESTIONS ON NOTICE

The Chair advised that no public questions had been received.

5. RENEWAL BALLOT OF THE LLANELLI BUSINESS IMPROVEMENT DISTRICT (BID)

[NOTE: Councillor E. Dole had earlier declared a non prejudicial interest in this item.]

The Executive Board considered a report seeking support for 'Ymlaen Llanelli' to undertake a renewal ballot for the Llanelli Business Improvement District (BID) for a new 5-year term from 1st April 2021 to 31st March 2026.

Since its inception the BID had sought to improve Llanelli as a place for people to live work and visit. Over the proposed second five-year delivery period of the BID it was estimated that £456,095 would be collected via a 1.25% levy on the rateable value of commercial properties within the BID delivery area which would be reinvested in projects and services that benefited businesses within the town centre.

UNANIMOUSLY RESOLVED

5.1 to support the holding of a formal ballot by 'Ymlaen Llanelli' on whether or not the town's eligible rateable businesses wish to renew the Llanelli Business Improvement District for a second 5-year term to run from 1st April 2021 to 31st March 2026;

5.2 to support the principle of the proposed BID's second term and voting in respect of its 24 affected Council owned rateable properties within the BID zone (estimated annual levy charge of £14,841.25 plus inflation at 2% pa);

5.3 to agree to the principle of undertaking the BID levy collection as detailed in the Operational Agreement on behalf of 'Ymlaen Llanelli' at a cost of circa £3,494.98 per annum;

5.4 to approve the Statement of Baseline services to the BID company appended to the report;

5.5 that Cllr. E. Dole be nominated to sit on the BID Company Board;

5.6 to agree to manage the BID ballot process at no fee on behalf of 'Ymlaen Llanelli'.

6. WALES GOVERNMENT BUS EMERGENCY SCHEME 2

The Executive Board considered a report setting out the wider context, the background to, and reasons for the Wales Government' Bus Emergency Scheme (BES) and seeking its agreement to sign up to the BES2 scheme. The scheme was required to ensure services were sustained. Any reduction in BES2 funding not covered by an uptake in farebox revenue would place pressure on any Council subsidised bus contracts. It was emphasised that without BES2 support the bus industry would not survive the crisis and many public transport routes would be lost.

UNANIMOUSLY RESOLVED

6.1 to agree to the principles of the BES2 agreement to secure (conditional) financial support for the bus sector and to establish a relationship with their regional lead authority and signatory, that ensures that the ongoing emergency funding meets the authority's priorities and is delivered on its behalf.

6.2 that the requirement for the current legal agreement for the Bus Services Support Grant to be updated to reflect the requirements for the BES2 agreement be noted;

6.3 that a further report be considered in due course on wider bus reform proposals relating to the future management of bus services in Wales following the WLGA meeting with Executive Board Members and the Minister early in 2021.

7. COUNCIL'S REVENUE BUDGET MONITORING REPORT

The Executive Board considered the revenue budget monitoring report which provided the latest budgetary position as at 31st October 2020, in respect of 2020/2021. The budget position recognised the substantial additional pressures that had been placed on the Authority in responding to the Covid 19 pandemic.

Overall, the monitoring report forecasted an end of year overspend of £1,226k on the Authority's net revenue budget with an overspend at departmental level of £2,426k. The Executive Board noted that the unprecedented position was due to a combination of additional irrecoverable costs due to the Covid-19 activity, the foregone income from services which had closed during the national lockdowns and continued to experience reduced revenue which may not be fully recompensed by Welsh Government (WG) and planned savings proposals which had either been reduced or delayed due to the pandemic or may be undeliverable due to current service operations.

The Authority continued to submit a monthly hardship claim to Welsh Government for additional Covid-19 expenditure. Whilst the majority of costs were being refunded, some were deemed ineligible, particularly those linked to local decisions.

In light of the significant forecasted overspends at departmental level, Chief Officers and Heads of Service had been asked to critically review options available to them to limit the forecasted overspend of budgets, whilst recognising the pressure Covid-19 had placed on the Authority's overall budget.

The Chair advised that Councillor R. James had sought permission in accordance with CPR 11.1 to ask a question in relation to this item.

Councillor James referred to the proposal in the draft budget to save in the region of £1m within the school rationalisation programme and asked when more details on the future of education provision in Carmarthenshire be available.

The Executive Board Member for Resources responded that the report before the Board related to the current year's budget and that the draft budget was presently the subject of consultation during which period members would have the opportunity to raise issues such as the above. The Director of Education & Children's Services explained that numerous schemes were being explored which involved investment in school buildings across the county. Proposals currently forming part of the budget consultation exercise included a review of the county's primary school footprint and investment in the delivery of more sustainable education provision.

UNANIMOUSLY RESOLVED that:

7.1 The Budget Monitoring report be received, and consideration given to the budgetary position and appropriate corrective action.

7.2 Chief Officers and Heads of Service critically review options available to them to limit the forecasted overspend of budgets, whilst recognising the pressure Covid-19 has placed on the Authority's overall budget.

8. CAPITAL PROGRAMME 2020/21 UPDATE

The Executive Board considered a report which provided an update of the latest budgetary position for the 2020/21 capital programme as at the 31st October, 2020 and detailed a set of virements which sought Executive Board approval.

It was reported that departmentally, a net spend of £51,198k was forecasted compared with a working net budget of £114,351k giving a -£63,153k variance.

The report highlighted one virement that required approval and the following additional Schemes, which had received direct funding, to the Capital Programme:-

- Public Sector Housing;
- Rights of Way Access Improvement Grant;
- Llyn Llech Owain Country Park.

UNANIMOUSLY RESOLVED that:

8.1 The capital programme update report be received.

8.2 The virement detailed in the report be approved.

9. ANY OTHER ITEMS OF BUSINESS THAT BY REASONS OF SPECIAL CIRCUMSTANCES THE CHAIR DECIDES SHOULD BE CONSIDERED AS A MATTER OF URGENCY PURSUANT TO SECTION 100B(4)(B) OF THE LOCAL GOVERNMENT ACT, 1972.

The Chair advised that there were no items of urgent business.

CHAIR

DATE

EXECUTIVE BOARD

8th February 2021

MODERNISING EDUCATION PROGRAMME

PROPOSAL TO CHANGE THE NATURE OF PROVISION AT MODEL VA PRIMARY SCHOOL

Recommendations / key decisions required:

It is recommended that the Executive Board approves:

- The proposal as outlined below and in the attached consultation document;
- Officers to initiate formal consultation on the proposal;
- That a report is submitted to the Executive Board at the end of the consultation period.

Reasons:

- To support Carmarthenshire’s Welsh in Education Strategic Plan launched on 25 June 2018 in accordance with WG Strategic Plans;
- To comply with statutory procedures and guidance in relation to school re-organisation.

Relevant Scrutiny Committee Consulted: YES – 28/01/2021

A verbal update will be provided at the meeting.

Council Decision Required NO

EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER: Cllr. Glynog Davies
(Education & Children)

<p>Directorate: Education & Children</p> <p>Name of Head of Service: Simon Davies</p> <p>Report Author: Sara Griffiths</p>	<p>Designations:</p> <p>Head of Access to Education</p> <p>Modernisation Team Manager</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 246471 SiDavies@carmarthenshire.gov.uk</p> <p>01267 246618 SMGriffiths@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EXECUTIVE BOARD

8th February 2021

MODERNISING EDUCATION PROGRAMME

PROPOSAL TO CHANGE THE NATURE OF PROVISION AT MODEL VA PRIMARY SCHOOL

Background

On 25th June 2018 in accordance with WG Strategic Plans the Local Authority launched **Carmarthenshire's Welsh in Education Strategic Plan** and its vision for a bilingual Carmarthenshire. To achieve this, the authority will deliver significant growth in Welsh medium education and training to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, the attached draft consultation document sets out proposals with regards to the change in nature of provision at **Model VA Primary School**.

The Proposal

- From 1st September 2022 the nature of Foundation Phase provision at Model VA Primary School will change to Welsh medium education.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase this will, in time, necessitate setting up a Welsh Stream at Key Stage 2 to ensure continuity of provision. This will be reviewed in line with Carmarthenshire's Welsh in Education Strategic Plan.

Recommendation

It is recommended that the Executive Board approves to proceed with the proposal as outlined above and a formal consultation be initiated.

DETAILED REPORT ATTACHED?

YES: Draft Consultation Document

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed:  Head of Access to Education

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	YES	NONE	YES	YES	NONE

- 1. Policy, Crime & Disorder and Equalities**
 Developments are consistent with the Authority’s Corporate Strategy and the Modernising Education Strategic Outline Programme and WESP 2018.
- 2. Legal**
 Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.
- 3. Finance**
 Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.
- 4. ICT**
 None.
- 5. Risk Management Issues**
 The proposal may impact on the demand for school places at the school and surrounding catchment area schools. The situation will be monitored as part of the school admission process and ongoing data forecasting and analysis through the Authority’s Modernising Education Programme.
- 6. Staffing Implications**
 Staffing implications will be addressed in accordance with the County Council’s Policy and Procedures.
- 7. Physical Assets**
 None.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed:  Head of Access to Education

1. **Scrutiny Committee** – Consulted on 28/01/2021.
A verbal update will be provided at the meeting.
2. **Local Member(s)** – The local members are aware of the proposal and will be consulted during the formal consultation period.
3. **Community / Town Council** – Will be consulted during the formal consultation period.
4. **Relevant Partners** – Will be consulted during the formal consultation period.
5. **Staff Side Representatives and other Organisations** – Will be consulted during the formal consultation period.

**EXECUTIVE BOARD PORTFOLIO
HOLDER(S) AWARE/CONSULTED**
YES

N/A

Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Stage 1 (Permission to Consult) – ECS Scrutiny Committee Report	https://democracy.carmarthenshire.gov.wales/documents/s48022/Summary.pdf
Carmarthenshire's Welsh in Education Strategic Plan	https://www.carmarthenshire.gov.wales/home/council-democracy/strategies-and-plans/welsh-in-education-strategic-plan/
MEP Biennial Review	www.carmarthenshire.gov.uk Executive Board 20 th June 2016
21 st Century Schools Website	www.21stcenturyschools.org
School Organisation Code 2018	School Organisation Code 2018

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Proposal to Change the Nature of Provision at Model VA Primary School

Consultation Document

DRAFT

carmarthenshire.gov.uk

Cyngor **Sir Gâr**
Carmarthenshire
County Council



School Modernisation Section

Sara Griffiths, Modernisation Team Manager

If you require this information in large print, Braille or on audiotape please contact the Department for Education & Children

Email: DECMEP@carmarthenshire.gov.uk

Telephone: 01267 246618

Foreward

On 25th June 2018 in accordance with Welsh Government Strategic Plans the Local Authority launched [Carmarthenshire's Welsh in Education Strategic Plan](#) and our vision for a bilingual Carmarthenshire. To achieve this, we will deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.


The Local Authority not only supports this vision, but are wholly supportive of a bilingual Wales. On the 10th July 2017 the Welsh Government published "Cymraeg 2050: A million Welsh Speakers" with the aim of reaching a million Welsh speakers in Wales by 2050. The document considers three key themes:

- Increasing the number of Welsh speakers;
- Increasing the use of Welsh; and
- Creating favourable conditions, infrastructure and context

all of which we must consider in our own locality where our education system can support, develop and sustain bilingualism.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, this consultation document sets out proposals with regards to the change in nature of provision of the Foundation Phase at **Model VA Primary School**.

Consultation will follow the guidelines established by the Welsh Government as set out in the [School Organisation Code 2018](#) 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.



Gareth Morgans
Director of Education and Children

Glossary of Abbreviations

ALN	Additional Learning Needs
AN	Admission Number
CCC	Carmarthenshire County Council
CP	Community Primary
DS	Dual Stream
EM	English Medium
Estyn	Her Majesty's Inspectorate for Education and Training in Wales
FTE	Full Time Equivalent
LA	Local Authority
MCSW	Measuring the Capacity of Schools in Wales
MEP	Modernising Education Programme
NOR	Number on Roll
PLASC	Pupil Level Annual School Census Data
PT	Part-Time
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WM	Welsh Medium

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Introduction

Carmarthenshire County Council has a legal responsibility to review the number and type of schools it maintains in the area and whether or not it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

As part of this process the Council has published its vision on how it sees the future for all of the primary and secondary schools in the County and this includes consulting on the future shape of education in Model VA Primary School.

This consultation document outlines current provision and options to determine the optimum solution for meeting future need.

Background

Model Church in Wales VA Primary School is an English medium primary school. The school provides education to pupils between the ages of 3-11 years old.

Over recent years, pupil numbers have been declining gradually.

Based on current pupil projections, this trend is set to continue for the next five years.

Model VA Primary School building condition is **Grade B** – Satisfactory (Performing as intended but exhibiting minor deterioration).

The school's most recent Estyn inspection completed in October 2019 judged the school as **Good** in all five inspection areas.

The Local Authority has a responsibility to provide all pupils with the best education possible and believes that providing bilingual opportunities has a role to play in this. This aligns with Carmarthenshire's Welsh in Education Strategic Plan 2017-2020 which aims to move schools along the Welsh language continuum. In light of this, the best way to create confident, bilingual individuals is through immersing pupils in the Welsh language from a very early age.

Rationale for Change

This proposal has been prepared in response to Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP) and the Welsh Medium Education Strategy (WMES). The Local Authority has a vision for a bilingual Carmarthenshire. To achieve this, we will, in accordance with 'Cymraeg 2050: A Million Welsh Speakers':

“Ensure significant growth in Welsh-medium education and training to increase the number of people of all ages to become fluent in both Welsh and English and have the ability to use their languages

confidently with their families, in their communities and in the workplace.”

As a result, it is the Local Authority’s proposal:

- From 1st September 2022 the nature of Foundation Phase provision at Model VA Primary School will change to Welsh medium education.

This proposal will support the development of bilingual and multilingual opportunities in line with the new curriculum to be launched in 2022.

Should the proposals be implemented, all future pupils at the school will receive their Foundation Phase education primarily through the medium of Welsh.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase this will, in time, necessitate setting up a Welsh Stream at Key Stage 2 to ensure continuity of provision. This will be reviewed in line with Carmarthenshire’s Welsh in Education Strategic Plan.

In addition, this proposal will link to Welsh Government Policies as stated below:

- Rewriting the Future;
- Successful Futures;
- Well-being of Future Generations (Wales) Act 2015;
- Welsh Government’s Draft Strategy; and
- 21st Century Schools and Education Programme.

Early Welsh Medium Immersive Provision

The immersion method focuses on using Welsh as the predominant medium of teaching and learning, using practical and visual techniques to help children and pupils to develop vocabulary and syntax. The essence of this method is introducing and modelling good language. Also, international evidence confirms that ‘the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language.’ Young children do not need to learn a language as adults do. They absorb languages if they are exposed enough to them.

There is an abundance of research showing that investing in the first years of a child’s life improves outcomes for them throughout the rest of their lives.

The change to Welsh medium education at Foundation Phase will strengthen pupils' bilingual skills from an early age providing them with a firm foundation for future linguistic development.

As qualified by research the presence of two languages in the operating system of the brain is likely to produce a more richly fed thinking engine (Baker, 2000:66-67). Therefore, this proposal provides pupils with increased opportunities to reach their full potential as bilingual learners.

Bilingualism

The advantages of being bilingual

What does being bilingual mean?

The ability to live your everyday life using two languages.

Being able to switch from one language to another fluently and confidently at any given time.

Education

- Bilingual children tend to be more successful in education. They tend to perform better in tasks.
- Bilingual people find it easier to learn additional languages.
- Children in Welsh medium education do just as well, if not better, in English as children in English medium education.

Evidence:

[Estyn Thematic Report- Welsh in Key Stage 2 and Key Stage 3 in Welsh-medium or bilingual schools](#)

Career

- Speaking two languages is an extra skill to put on your application form and CV.
- Bilingual people earn an average of 11% more income.
- Employers need bilingual workforces in Wales, because services need to be offered bilingually in accordance with the Welsh Standards Paper.

Evidence:

[Wales Online Article - Welsh Speakers 'more likely to get top qualifications and jobs'](#)

Nigel Owens

“ Without my Welsh education in School I would not have had all the opportunities to present and perform and I would not have been encouraged to start as a referee at 16 years old.

I carry Welsh with me wherever I referee in the world. Before each game I listen to Welsh music. I'm lucky enough to have two languages and Welsh is an important part of who I am. ”



Alex Jones

“ Having a bilingual education has been pivotal to me in so many ways. It meant that I had twice as many opportunities, it doubled my capacity to learn other languages, it enhanced my ability to communicate and therefore make friends, and most importantly, it gave me a strong sense of belonging and of our heritage. Starting out as a broadcaster in Welsh gave me the vast experience I needed to move forward to my dream job. Without a bilingual education, I'd be in a very different place. ”



Health

- Research shows that being bilingual delays the onset of Dementia and other symptoms of Alzheimer disease.

Evidence:

[Article - Delaying the onset of Alzheimer's disease: Bilingualism as a form of cognitive reserve](#)

[The Telegraph Article- Bilingual people twice as likely to recover from a stroke](#)

Life

- Speaking two languages widens your horizons.
- Being able to speak Welsh gives you access to many aspects of Welsh culture, history and identity.
- Speaking Welsh can provide a key to rich community life.
- Being able to speak Welsh gives you a strong sense of identity and belonging.
- Being able to switch from one language to the other with confidence gives the individual self-confidence and pride.
- Speaking many languages can make people more tolerant towards other cultures.

Evidence:

[The Advantages of Bilingualism in Welsh and English by Colin Baker](#)

Common parental concerns

'How can I help my child with homework if I don't understand much Welsh myself?'

Welsh schools set homework instruction in Welsh and in English so there will be no problem in understanding what your child is being asked to do at home. The schools themselves will be happy to provide educational advice and the parents evening will be in your chosen language.

Work set will be appropriate to the pupil's age and ability level and therefore should be within your child's reach.

Developing increasingly as independent learners, you may find that your child is happy to progress without extra parental guidance as they get older.

[Booklet - Welsh Homework? No problem](#) (English version)

[Booklet - Gwaith Cartref? Dim problem](#) (Welsh version)

'Will pupils who struggle with Welsh medium education have to move to an English medium school?'

It is the Local Authority's desire that all pupil receive the opportunity to become bilingual in both Welsh and English languages. In Welsh medium schools, pupils will receive their education principally through the medium of Welsh, with English being taught as a subject in Key Stage 2 and used as a medium for instruction. Sufficient support will be provided to all pupils as required through a range of mechanisms and tailored to the individual's needs.

‘The children will be confused and their English will suffer.’

On average, bilingual children achieve higher grades in the English language. Also, as a child explains homework in English to the parent, their own understanding is reinforced. Ask your child to describe what he/she is doing in his own words.

On average, about 80% of Carmarthenshire pupils who attend Welsh medium education get an A* to C grade in both Welsh and English.

‘Will my child’s thinking be affected by being bilingual?’

The answer is “yes”, and probably for the better. The presence of two languages in the operating system of the brain is likely to produce a more richly-fed thinking engine (Baker, 2000:66-67).

‘Will my child be able to cope with learning through the medium of Welsh?’

School and staff are fully committed to providing the necessary support to all pupils and parents through a wide range of mechanisms: open door policy; homework provided bilingually; support by The Athrawon Bro Service; bilingual school website etc. Staff are also required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil.

‘Should the Welsh language be forced?’

International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. This is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.

‘Will learning through the medium of Welsh affect later life opportunities?’

Yes, but probably for the better. It is the belief of the department, based upon international evidence and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals’ cultural experiences and can enhance career prospects. Bilingualism will increasingly over time become an employment skill and possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.

‘Does learning through the medium of Welsh segregate English speaking pupils/families?’

On the contrary, learning through the medium of Welsh provides all children with opportunity to become fully bilingual with the skills to be able to read, write and speak in both Welsh and English languages by the time that they leave primary school. In Welsh medium schools, children receive their education principally through the medium of Welsh with English being taught as a subject in Key Stage 2 and used as a medium of instruction. Learning through the medium of Welsh also helps family/community members with the opportunity to develop their Welsh language skills.

‘Will children with additional learning needs be able to learn through the medium of Welsh?’

Carmarthenshire County Council's policy is that all its schools should be inclusive, with children with additional learning needs being educated in a mainstream setting alongside their peers wherever possible. In the vast majority of cases, this is achieved, with all children benefitting. All pupils with additional learning needs have specific individual plans based on their circumstances and a tailored support programme is provided according to need. Generally, an additional learning need is not a barrier to learning two languages. There will be rare instances, however where a child may be diagnosed with a condition that is not conducive to a fully bilingual education. In these circumstances a package of support is identified by professional practitioners and discussed with parents.

Carmarthenshire Language Learning Centres

Due to the nature of the county we need to provide a language service to all latecomers so that they can become fully assimilated into our bilingual communities and are steeped in Welsh language and culture. In order to achieve this, we need to address the importance of dedicated facilities to support latecomers to a level where they can easily integrate into the day to day timetable in Welsh medium schools. Thorough research shows that this can be more easily achieved through intensive language courses. Language centres are the vehicles needed to ensure that this becomes a reality. As alluded to above, the language centres will also provide language support for parents and pupils and will also have provision for professional learning and Welsh for Adults.

Bilingualism in Carmarthenshire

Further information can be found using the following links:

- **Cymraeg gyda'r plant / Welsh with your kids- give it a go!**

[Booklet - Cymraeg gyda'r plant/Welsh with your kids-give it a go!](#)

Within this booklet you will find a number of useful Welsh words and phrases which can be used to practise the Welsh language with young children. This will help them to speak naturally and confidently.

- **Bod yn Ddwylieithog... yn Sir Gâr / Being Bilingual... in Carmarthenshire**

[Booklet- Bod yn Ddwylieithog...yn Sir Gar/Being Bilingual... in Carmarthenshire](#)

This booklet details what it means to be bilingual whilst highlighting the advantages that can be achieved from being bilingual in areas such as education, career, health and life. In addition, within this booklet you will find the answers to many common parental concerns regarding the Welsh language.

- **Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh**

[Booklet- Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh](#)

This booklet has been prepared by Carmarthenshire County Council to welcome newcomers to its bilingual County. Within the booklet you will find information on how the Welsh language is used in Carmarthenshire along with details on where you can find Welsh language support and useful websites to visit to develop your Welsh language skills.

The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2018).

Who will be consulted?

This document will be sent to the following interested parties:

Staff (Teaching and Ancillary)	Director of Education – All Neighbouring Authorities
Governors and Parents/Guardians	Diocesan Director of Education Church in Wales and RC
Local County Councillors	Estyn
Community Councillors	Regional Transport Consortium
Members of the Senedd (MS) / Regional Members / Members of Parliament (MP)	Neighbouring Primary and Secondary schools
Welsh Ministers	All relevant unions
SEN Partners	Welsh Language Commissioner
LA Special Educational Needs Division	Local Police and Crime Commissioner
ERW – Education through Regional Working	Flying Start
	Child Care / Early Years
Communities for Work +	Public Services Board
Communities for Work	Legacy
Fusion	Families First Carmarthenshire

****Copies of the consultation document will be sent to the Head teacher and Chair of Governors of the surrounding catchment area of schools subject to proposals.***

Consultation Period

The consultation period for the proposals starts on 22 February 2021 and ends on 4 April 2021.

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 on page 16.

Considering your views

During the consultation period you can ask questions and express your views by writing a letter to the address below or by completing an online survey using the following link:

[Insert Link](#)

Letters should be sent to the following address by no later than noon on 4 April 2021:

Mr Gareth Morgans, 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

Drop-in Sessions

Due to the ongoing implications of the Coronavirus issue we have been advised to postpone all events where there is interaction between staff, parents and the wider community and as a result there will not be a drop in session to discuss proposals. Should you feel strongly about discussing the proposals please contact Mrs Rhianydd Evans by sending an e-mail to DECMEP@carmarthenshire.gov.uk and a virtual meeting can be arranged.

Consultation with Pupils

There will be an opportunity for the pupils of the schools subject to the proposals to participate in the consultation process.

The information gathered from the consultation with pupils will form part of the consultation report which will be submitted to the Executive Board for consideration following the consultation period.

Consultation Report

A Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. 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 and details of consultation undertaken with the pupils.

The Executive Board of Carmarthenshire County Council will consider the consultation report and decide whether or not to proceed with the proposal.

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

Statutory Notice

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

Statutory Objection Period

The statutory 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. If objections are received an objection report will be published on the Carmarthenshire County Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised and provide Carmarthenshire County Council's response to those objections.

Determination of Proposal

Carmarthenshire 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.

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.

The Statutory Process Time-Table

The statutory process and timetable will be as follows:

22 February 2021	Issue of this consultation document to identified and other interested parties.
4 April 2021	Closing date for views on the proposal to be received by the Department for Education and Children.
27 April 2021	The Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks prior to the publication of a statutory notice.
10 May 2021	A Consultation Report will be taken to the Executive Board for a decision on whether or not to proceed to publish a statutory notice. OR alternatively proposal ends.
11 May 2021	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 schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members. Following publication there will be a 28 day period during which time formal written objections will be invited. The statutory notice will give details on how you may record your objections to the proposal.
8 June 2021	End of formal 28 day notice period for objections. 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 received.
July 2021	Deadline to notify parents of intention to implement proposal. 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.

School subject to proposals

		Model Church in Wales VA Primary School
School Location		College Road Carmarthen SA31 3EQ
Age Range		3-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Voluntary Aided
Language Category		English Medium
Number of registered Pupils (January 2020)	Nursery Age	67
	Reception – Y.6	362
	Total	429
Number of pupils previously on the register	January 2019	438
	January 2018	443
	January 2017	454
	January 2016	478
Pupil Projections	January 2021	421
	January 2022	405
	January 2023	400
	January 2024	395
	January 2025	396
Capacity (including nursery age)		485
Cost per pupil (2020/21)		£3,412
School Budget (2020/21)		£1,406k
Estyn Inspection Result		Estyn
Building Condition Category		B

The Proposal

- From 1st September 2022 the nature of Foundation Phase provision at Model VA Primary School will change to Welsh medium education.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

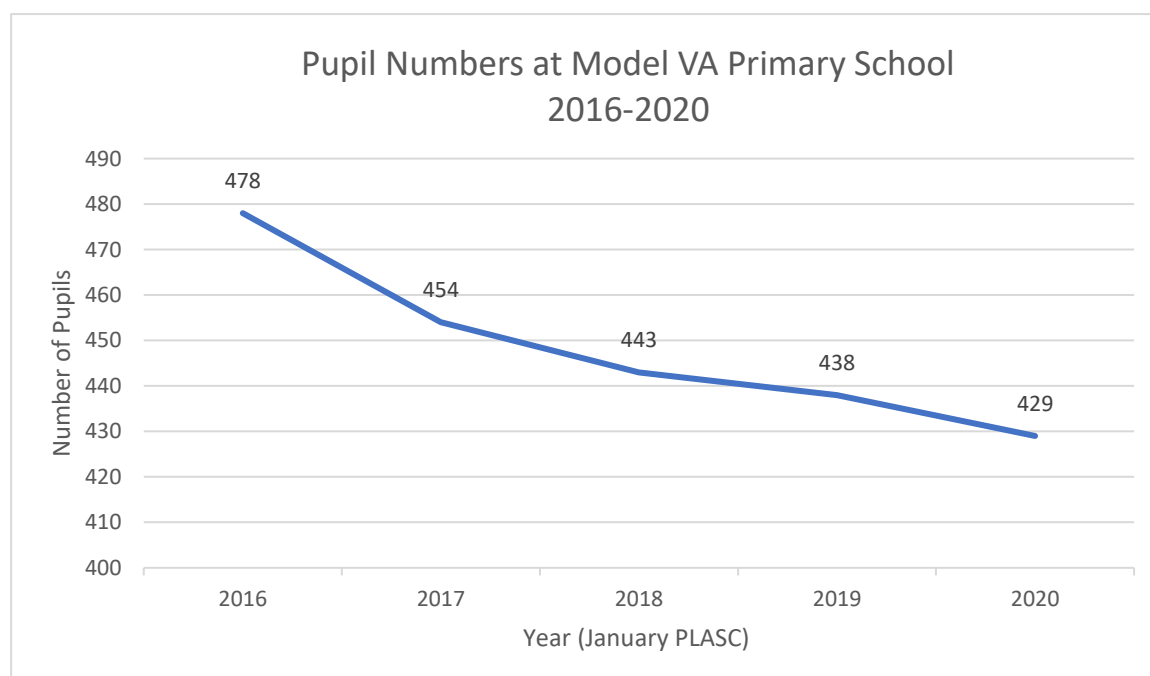
Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase this will, in time, necessitate setting up a Welsh Stream at Key Stage 2 to ensure continuity of provision. This will be reviewed in line with Carmarthenshire's Welsh in Education Strategic Plan.

Background

Model Church in Wales VA Primary School is situated on College Road, Carmarthen in Carmarthenshire. It serves the historic parish boundaries of St David's and St Peter's Carmarthen although some pupils attending the school live outside these parishes. The school currently provides English medium education to pupils between the ages of 3-11 years old.

The graph below shows pupil numbers at the school over the last five years.



In recent years, pupil numbers have gradually declined and have been below the school's capacity. Pupils are taught in single year group classes. January 2020 PLASC showed that there were 429 pupils at the school and 56 surplus places.

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language.
- Provides additional Welsh medium places to meet current and projected demand.

Disadvantages

- Potential local community resistance to the proposal.
- Statutory process required to implement the proposal.
- Potential loss of pupils to other schools.

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018
2.	An unsatisfactory consultation with the community	- Develop communication strategy and consult on a regular basis to address concerns

Financial Implications - Revenue

Model Church in Wales VA Primary School is funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on pupil numbers and facilities.

Admissions Arrangements

The Governing Body is the Admissions Authority for Model Church in Wales VA Primary School.

Chair of the Governing Body
 Model Church in Wales School
 College Road
 Carmarthen
 SA31 3EQ
 Tel No: 01267 234386

E-mail: admin@model.ysgolccc.cymru

Alternative Options Considered

In developing a preferred option, the Authority considered a range of alternative options.

Status Quo – No change to the nature of provision	
Advantages	Disadvantages
No change to stakeholders	Does not support Welsh Government's aim of 1 million Welsh speakers by 2050
No Statutory Process required	Does not meet the aims of the County's WESP.

Change the nature of Foundation Phase provision at Model VA Primary School to Dual Stream education with English medium provision remaining from Key Stage 2 (KS2)	
Advantages	Disadvantages
Provides parents with a choice of language medium in the Foundation Phase	Statutory Process required.
Supports the aims of the County's WESP.	Potential local community resistance to the proposal.
Increases pupils' early linguistic skills.	Possible change for stakeholders.

Preferred Option	
Change the nature of Foundation Phase provision at Model VA Primary School to Welsh medium education with English medium provision remaining from Key Stage 2 (KS2)*	
Advantages	Disadvantages
Opportunity for pupils to gain early immersion in the Welsh language from a young age.	Statutory Process required.
Allows pupils to gain a firm foundation in the Welsh language.	Potential local community resistance to the proposal.
Provides additional Welsh medium places to meet current and projected demand.	Change for stakeholders.
The proposal will help address the issue of a shortage of Welsh medium places within Carmarthen Town.	No job security for some members of staff.

(With learners accessing Welsh medium education in the Foundation Phase this will, in time, necessitate setting up a Welsh Stream at Key Stage 2 to ensure continuity of provision. This will be reviewed in line with Carmarthenshire's Welsh in Education Strategic Plan.)*

School Catchment Area

The current catchment area of Model Church in Wales VA Primary School will remain as is.

Secondary School Transfers

There will be no change to the current transfer arrangements for pupils in respect of Secondary education.

School(s) affected by this proposal

School Name	Johnstown Primary	Richmond Park Primary	Myrddin Primary	Ysgol y Dderwen	St Mary's School	Peniel Community School	Abergwili VC Primary	Llangunnor Primary	Bancyfelin School	Cynwyl Elfed Community Primary	Llangain Primary	
School Location	SA31 3HS	SA31 1NN	SA31 1TE	SA31 1TG	SA31 3DE	SA32 7AB	SA31 2JD	SA31 2NN	SA33 5ND	SA33 6TR	SA33 5AE	
County	Carmarthenshire											
Age Range	3-11	3-11	3-11	3-11	3-11	4-11	4-11	3-11	4-11	4-11	3-11	
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])	C	C	C	C	VA	C	VC	C	C	C	C	
Language Medium Category (PLASC)	EM	EM	EM	WM	EW	WM	WM	DS	WM	WM	WM	
Number of registered Pupils (January 2020)	Nursery	72	35	19	63	14	13	3	55	1	2	5
	Reception – Y.6	409	177	79	308	59	103	48	264	38	61	36
	Total	481	212	98	371	73	116	51	319	39	63	41
Number of pupils previously on the register Page 41	January 2019	484	213	98	373	68	109	53	314	43	67	36
	January 2018	474	197	101	358	63	109	55	310	35	73	31
	January 2017	468	200	104	360	73	113	60	322	40	71	32
	January 2016	464	197	85	347	82	119	66	319	41	78	25

School Name		Johnstown Primary	Richmond Park Primary	Myrddin Primary	Ysgol y Dderwen	St Mary's School	Peniel Community School	Abergwili VC Primary	Llangunnor Primary	Bancyfelin School	Cynwyl Elfed Community Primary	Llangain Primary
Pupil Projections	January 2021	480	210	101	368	66	118	56	319	41	65	44
	January 2022	477	211	102	383	61	116	51	314	42	63	43
	January 2023	475	205	97	385	65	118	45	306	39	62	49
	January 2024	478	205	96	385	61	119	46	298	39	56	53
	January 2025	477	204	96	383	62	119	46	300	42	60	55
Capacity (including nursery)		459	214	123	361	167	120	68	301	64	94	61
Cost per pupil (2020/21)		£3,403	£4,421	£7,819	£3,564	£3,893	£3,900	£3,862	£3,660	£4,520	£3,975	£4,547
School Budget		£1574k	£924k	£942k	£1269k	£269k	£452k	£197k	£1114k	£176k	£250k	£182k
Estyn Inspection Result		Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn
Building Condition Category		B	B	C	A	C	A	B	B	C	B	A

Building Condition:

Grade A	Good. Performing as intended and operating efficiently.
Grade B	Satisfactory. Performing as intended but exhibiting minor deterioration.
Grade C	Poor. Exhibiting major defects and/ or not operating as intended.
Grade D	Bad. Life expired and/or serious risk of imminent failure.

Evaluation of Present Arrangements

The school was last inspected in October 2019 and was judged as 'good' in the five inspection areas.

The school is a two-form entry school with pupils currently being taught in single year group classes. There is currently a Headteacher, 2 Assistant Headteachers and 12 teachers employed at the school along with 16 teaching assistants.

During each inspection five inspection areas are looked at:

- 1: Standards**
- 2: Wellbeing and attitudes to learning**
- 3: Teaching and learning experiences**
- 4. Care, support and guidance**
- 5. Leadership and management**

Standards

When they start at the school, most pupils' skills are at the expected level for their age and they make strong progress over time. Most recall prior learning confidently and apply themselves diligently to their tasks and challenges.

Most pupils listen attentively. They speak confidently and politely with their peers and respect other pupils' opinions, such as when discussing which fruit and vegetables they would like to buy from the class shop. Across key stage 2, most pupils appreciate other people's views and share ideas confidently together.

Most pupils read confidently. The nursery and reception pupils develop early reading skills quickly and become aware of the link between sounds and letters. Many Year 2 pupils use phonic skills successfully to discover meaning in different texts. They understand the importance of punctuation and direct speech when reading. The more able pupils read with lively expression and discuss their likes and dislikes maturely. Most pupils maintain strong progress with their reading across key stage 2. They discuss their favoured genres confidently and make sensible decisions about what they want to read. In upper key stage 2, many pupils have good research skills and show a good understanding of the importance of inference in text to read for subtle meaning.

Many reception pupils have well developed early writing skills. They use their understanding of letters to start mark-making from an early stage. Many Year 2 pupils write to a good standard in a variety of genres. Most show a sound understanding of when to use basic punctuation. Many more able pupils develop their ideas effectively when producing a range of engaging writing, both in factual and creative contexts. Most pupils maintain good progress with their writing across key stage 2. For example, when writing a high-quality recount of their recent visit to Green Castle woods, using effective opening paragraphs, time connectives and direct speech. Many Year 6 pupils write to a high standard in different contexts.

Most pupils across the foundation phase have good mathematical skills. Many reception pupils have an early understanding of how to use different coins in the class shop. Many more able Year 2 pupils apply their numeracy skills confidently, adding and subtracting two-digit numbers successfully. Most have a sound understanding of the properties of two and three-dimensional shapes.

Most Year 3 and 4 pupils' numeracy skills are good and they apply them successfully when taking part in challenges within their 'Ditectif Dysgu' activities. Most Year 6 pupils use data to create graphs accurately, for example when drawing a line graph to show the varying weight of chocolate bars over the decades. This is particularly detailed work, and the more able pupils' interpretation of the change in weight is highly effective.

Many pupils' Welsh oracy is developing appropriately across the school. Pupils speak confidently in familiar contexts and enjoy speaking in class with their peers. The younger pupils develop an increasingly wide vocabulary and respond well to the language model and encouragement provided by staff. However, many older pupils lack confidence when using the language in less structured contexts.

Most pupils in the foundation phase develop a good range of ICT skills and apply them well across the areas of learning. Many pupils in Year 2 can search the internet safely for 2D shapes and then use these to classify them in a simple branching database. In key stage 2, many pupils build appropriately on their previous ICT skills. Older pupils locate and use information on the first open heart surgery and use the information to create an informative presentation.

Wellbeing Standards

The school is a very caring and happy community in which nearly all pupils feel valued. They feel safe and secure in school, and appreciate the care shown to them by staff. There is a strong family ethos across the school. Pupils show a high level of respect towards their peers. They value others' contributions during activities and class discussions. The older pupils show concern and empathy for their younger peers and enjoy taking care of them. This supports pupils' wellbeing successfully. Most pupils adhere to the school's high expectations in relation to behaviour.

Nearly all pupils have a clear and detailed understanding of how to keep themselves safe on the internet, and in the wider community. They understand the importance of strong passwords and ensuring that their parents and carers are aware of their online activity.

Most pupils have a sound understanding of the significance of maintaining a healthy lifestyle through eating healthy lunches and snacks. They understand the importance of drinking water regularly. Pupils have a positive attitude towards keeping themselves healthy, through a varied programme of physical activity, including opportunities to participate in the daily mile run. Many pupils enjoy taking part in an effective range of after school activities and clubs. They develop a mature understanding of the human body through their work in science.

Most pupils demonstrate a positive attitude to learning. They respond very well to opportunities to work independently, selecting graded activities that provide them with individual challenges. During these activities, most demonstrate very good resilience, and persevere confidently in order to succeed in completing their tasks. Many pupils develop real ownership of their learning, and explain the impact of different activities on their skill development. Most pupils understand that making mistakes is an essential part of learning.

Many pupils represent their peers diligently on whole school groups such as the school council, eco council, 'criw Cymraeg', and as digital leaders. These groups meet regularly and discuss issues that relate to the provision at the school.

Most pupils make an active contribution to what and how they learn. They make mature suggestions about the direction that their learning will follow next and feel fully included in the planning process. They know that their teachers will listen to their ideas. Most pupils participate confidently and many maintain excellent concentration during teacher-led and independent activities. This positive attitude to their learning is a consistently strong feature across the school. Pupils' attendance does not compare well with that in similar schools and persistent absenteeism is relatively high.

Teaching and learning experiences

Nearly all teachers have high expectations of pupils in all areas of learning. Most learning activities are engaging and creative and most pupils participate with enthusiasm and interest. Teachers provide meaningful opportunities for pupils to have a say in what they learn. As a result, pupils remain on task for extended periods and speak enthusiastically about what they are learning and why. Most teachers plan activities that provide effective challenge for pupils. As a result, most pupils make good progress and develop their skills successfully.

Teachers plan an enriching range of 'Ditectif Dysgu' enhanced provision activities. They provide a rotation of engaging, independent learning activities for the pupils to select and complete throughout the week. This is particularly evident in key stage 2, where pupils have the opportunity to enhance their skills in focused tasks. As a result, nearly all pupils collaborate successfully with peers and show high levels of perseverance. Teachers plan valuable opportunities for pupils to reflect on their learning, and most pupils speak confidently about the impact this method of working has on their understanding.

Nearly all teachers foster a positive and supportive working environment. They deploy staff well to support groups of pupils in both the indoor and outdoor learning areas. Nearly all staff use effective and consistent strategies to encourage good behaviour and engagement in learning is managed effectively.

Most teachers provide clear guidance for pupils on how to succeed in a task and encourage them to lead their own learning. Most teachers provide useful feedback for pupils, in both written and verbal form. As a result, most pupils understand how to

develop their work further. Most know how to ensure they are making progress and how to improve their work.

Teachers plan and deliver purposeful opportunities for pupils to apply their literacy and numeracy skills across the curriculum. However, teachers do not always provide sufficient progression and continuity in developing pupils' ICT skills.

Across the school, many staff use incidental Welsh well to instruct and praise pupils. In many classes, especially in the foundation phase, teachers provide effective opportunities for pupils to develop their speaking in meaningful contexts. However, opportunities to develop pupils' Welsh oracy are not consistent enough across the school and this has a detrimental effect on pupils' standards.

Care support and guidance

The school has effective processes for monitoring pupils' progress. Leaders and staff analyse a wide range of data to set challenging targets for pupils and use this information to measure progress to identify pupils who may need additional support. This enables pupils of all abilities to make good progress.

There is effective provision for pupils with special educational needs (SEN). The SEN co-ordinator and staff collaborate effectively to identify pupils who may require specific support or intervention. The school involves parents in identifying a suitable person-centred plan in partnership with specialist agencies where appropriate. Staff make purposeful use of a range of intervention programmes, such as to support pupils' speech and phonic development. The SEN co-ordinator has developed an effective timetable of assessment activities, which include regular pupil progress meetings. As a result, staff have detailed information about pupil progress against agreed targets.

The school communicates well with parents through social media, email and text messaging service. There is a suitable range of opportunities for parents to engage with the school, for example through the parent council and the parent-teachers and friends association. This enables parents and the community to be part of the life of the school and to support specific projects such as the eco garden.

The school sets regular homework for pupils and provides appropriate advice to parents about how to support their children's learning. For example, teachers arrange a useful numeracy workshop to raise parents' awareness of how to support their children with their numeracy development at home.

The school works closely with parents and the local authority's attendance officer to implement a range of strategies to promote good attendance and punctuality. However, this has not had a strong enough impact on whole school attendance.

The school makes appropriate arrangements to help pupils make healthy lifestyle choices. Staff provide a range of effective opportunities for physical exercise. For example, nearly all pupils participate the daily mile. They receive worthwhile lessons on healthy eating, substance misuse, sex and relationships education and online safety.

Staff provide pupils with opportunities to have a meaningful voice within the school. There are many opportunities for pupils to play an active part in decision-making and to undertake leadership roles.

The school ensures that pupils have opportunities to contribute to events in the local area. For example, the school choir regularly sings at venues in the community including at the local care home. The school provides meaningful opportunities for pupils to reflect on the human consequences of war, for example through making poppies for the annual remembrance service, where they regularly attend and perform.

There are worthwhile opportunities for pupils to reflect on their learning and wellbeing. For example, a mindfulness programme helps pupils to develop resilience when facing challenging situations. Staff and pupils discuss the school's 'value of the half term' and relate it to pupils' friendships and the best use of the 'playtime peacemakers'. There is effective use of restorative practices across the school, ensuring pupils' positive attitudes towards learning and behaviour.

The school provides many opportunities for pupils to engage in worthwhile activities such as visits to Llangrannog and theatre trips, which enrich their out of school experiences successfully.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Leadership and Management

The headteacher and governors have a clear vision based on establishing high expectations for the academic, social, emotional and wellbeing of all pupils. Recently, they have used the restructuring of the leadership team purposefully to develop an enthusiastic team who have a clear understanding of the roles and challenges they face. The new senior leadership team focus well on the strategic management of the school and work cohesively to monitor and raise standards, and to establish consistency in provision and assessment across the school.

Leaders ensure that the school responds meaningfully to national priorities with a clear focus on developing Welsh language skills within the school. The school is beginning to respond positively to the new curriculum for Wales and many classes are creating an innovative curriculum that successfully engages the enthusiasm and imagination of pupils and staff.

The governors know the school well and provide effective support and challenge in equal measure. They understand and fulfil their roles and responsibilities well, and promote the school's values successfully. Governors undertake visits to the school that equip them with a valuable first-hand understanding of recent developments. This enables them to ask relevant questions to evaluate the impact of changes. As a result, they know the school's strengths and areas for development thoroughly and play a robust role in agreeing school policies and priorities.

Leaders use a range of self-evaluation processes purposefully in order to identify the strengths of the school and the areas that need further development. Their views on standards, provision and leadership are generally accurate and the school's priorities reflect the identified priorities well in nearly all instances. The school has a strong

track-record of making improvements and has responded purposefully to the recommendations of the previous Estyn inspection.

Leaders ensure that professional learning supports school improvement effectively. They make good use of the expertise within the school, for example to improve the consistency and impact of classroom practice. Leaders successfully deliver worthwhile training opportunities to enhance staff understanding of how restorative practices build and maintain positive relationships. They then evaluate the impact of the various strategies and amend practices in response to teacher and pupil feedback. Teachers and leaders visit other schools in order to learn from good practice and have the confidence to evaluate which ideas are most likely to be successful for their pupils. Where appropriate, leaders invite experts to train staff in new initiatives and to support ongoing professional development.

Impact of the proposal

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to Welsh medium education within the Ysgol Y Model School catchment area.

Appendix A – Community Impact Assessment

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Catchment Area Analysis – January PLASC 2020 Data

Model VA Primary School serves the historic parish boundaries of St David's and St Peter's Carmarthen although some pupils attending the school live outside these parishes. As it is categorised as a faith school, it does not have a designated catchment area. It is therefore not possible to obtain any data for the purpose of a catchment area analysis.

Other facilities or services provided by the school e.g. after school clubs/ community Library

The school currently hold a breakfast club for pupils during the weekdays between 8:00am - 8.45am.

Pupils also benefit from an independently run after-school care club which is held every afternoon until 6pm.

Community Impact

Prior to COVID-19, the school was used outside school hours for various classes. These included Yoga & Pilates, Taekwando, Zumba and trumpet lessons.

Appendix B – Welsh Language Impact Assessment

Carmarthenshire County Council's vision is to provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, this enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to Welsh medium education within the Carmarthen Town area.

Standards *

In the Foundation Phase, pupils are assessed in different areas of learning but not in Welsh as it is an English medium school. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2019 data, 79.25% of pupils achieved at least Level 4 in Welsh second language.

After school activities which provide additional opportunities to use the Welsh language

Pupils are offered the opportunity to become members of the Urdd and take part in Urdd activities such as football tournaments and swimming galas. They also take part in Eisteddfod yr Urdd and have reached the national level in singing and recital competitions.

** No National Teacher assessments were conducted in 2020 due to the ongoing impact of the Coronavirus outbreak. For this reason, 2019 has been used.*

Appendix C – Equalities 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

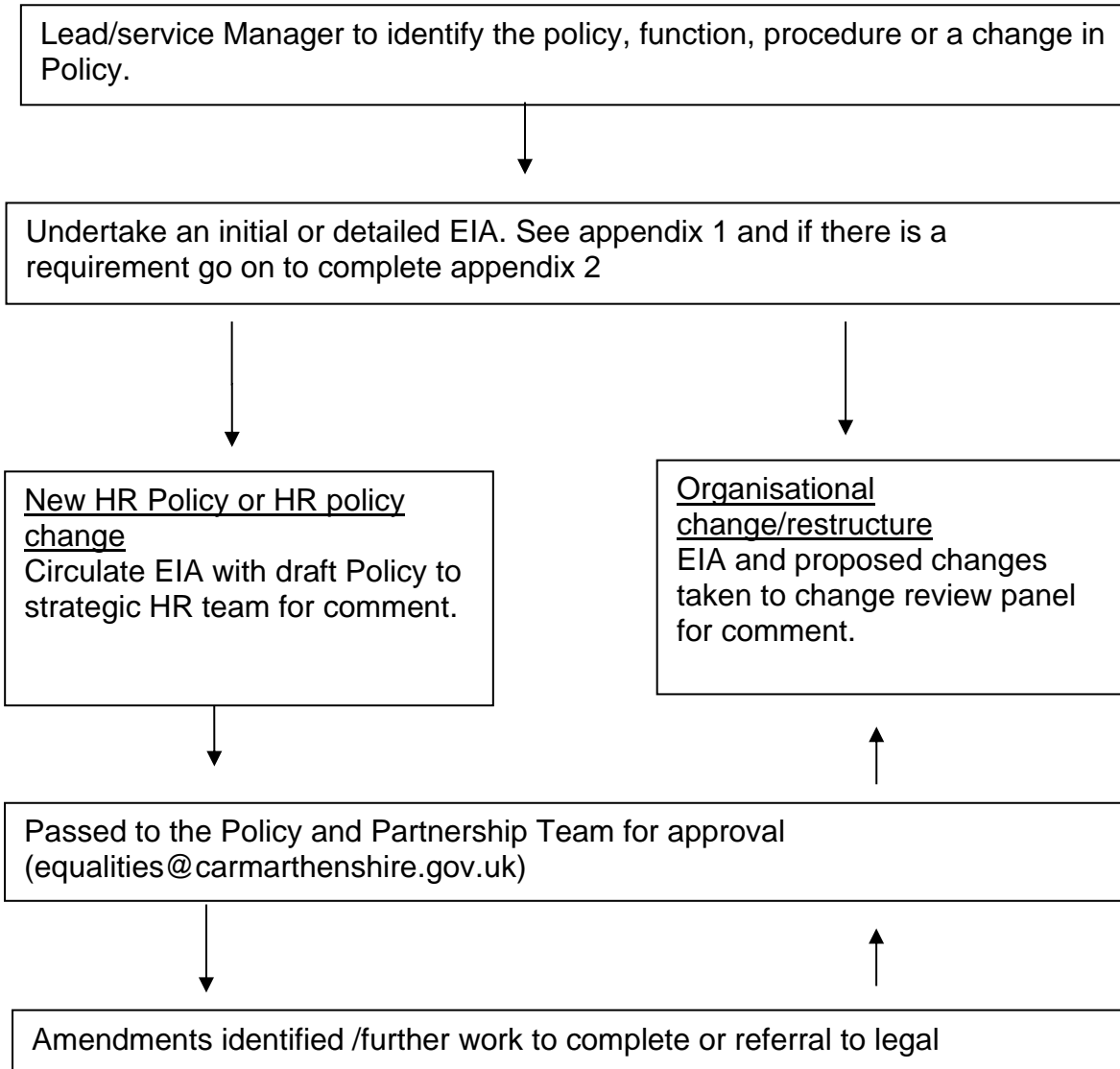
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

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): Sara Griffiths	Date of initial assessment: November 2020 Revision Dates: July 2021
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	This proposal is to change the nature of provision at Model VA Primary School.	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation 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 • School Organisation Code 2018 • PLASC Data 2020 • The Well-being of Future Generations (Wales) Act 2015 		
1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG ‘A Million Welsh Speakers by 2050’, Carmarthenshire County Council’s Welsh in Education Strategic Plan and the authority’s vision for creating a bilingual Carmarthenshire by changing the nature of Foundation Phase provision at Model VA Primary School change to Welsh medium.	

<p>The Public Sector Equality Duty requires the Council to have “due regard” to the need to:-</p> <p>(1) eliminate unlawful discrimination, harassment and victimisation;</p> <p>(2) advance equality of opportunity between different groups; and</p> <p>(3) foster good relations between different groups</p> <p>(see guidance notes)</p>		<p>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.</p>	<p>3. Identify the risk or positive effect that could result for each of the group/protected characteristics?</p>		<p>4. If there is a disproportionately negative impact what mitigating factors have you considered?</p>	
<p>Protected characteristics</p>		<p>Age</p>	<p>Risks</p>	<p>Positive effects</p>		
			L	Neutral	Foundation Phase pupils will be immersed in the Welsh language.	
			L	ALN pupils will be supported appropriately as required.		
			N	Neutral		
			N	Neutral		
			N	Neutral		
			N	Neutral		

Sex	N	Neutral		
Welsh language	L	Neutral	This proposal is to change the nature of provision in the Foundation Phase to Welsh medium 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) 2017-2020.	
Any other area	N	Neutral		

5. Has there been any consultation/engagement with the appropriate protected characteristics?

YES

NO

The Project Officer has liaised with the Headteacher, Staff and Parents of Model VA Primary School with regards to the proposal. All stakeholders will be fully consulted during the formal consultation period.

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed throughout the statutory process.

7. Procurement		
Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.		
8. Human resources		
Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? As there will be a change in the nature of provision, additional staffing may be required. However, this will be addressed as the scheme progresses and Human Resources will be fully consulted.		
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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Approved by: Head of Service	Simon Davies	Date: November 2020

EXECUTIVE BOARD

8th February 2021

MODERNISING EDUCATION PROGRAMME

PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL Y FELIN

<p>Recommendations / key decisions required:</p> <p>It is recommended that the Executive Board approves:</p> <ul style="list-style-type: none"> The proposal as outlined below and in the attached consultation document; Officers to initiate formal consultation on the proposal; That a report is submitted to the Executive Board at the end of the consultation period. 		
<p>Reasons:</p> <ul style="list-style-type: none"> To support Carmarthenshire’s Welsh in Education Strategic Plan launched on 25 June 2018 in accordance with Welsh Government Strategic Plans; To comply with statutory procedures and guidance in relation to school reorganisation. 		
<p>Relevant Scrutiny Committee Consulted: Yes – 28/01/2021</p> <p>A verbal update will be provided at the meeting.</p>		
<p>Council Decision Required NO</p>		
<p>Executive Board Member Portfolio Holder: Cllr. Glynog Davies (Education & Children)</p>		
<p>Directorate: Education & Children</p> <p>Name of Head of Service: Simon Davies</p> <p>Report Author: Sara Griffiths</p>	<p>Designations:</p> <p>Head of Access to Education</p> <p>Modernisation Team Manager</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 246471 SiDavies@carmarthenshire.gov.uk</p> <p>01267 246618 SMGriffiths@carmarthenshire.gov.uk</p>

EXECUTIVE SUMMARY

EXECUTIVE BOARD

8th February 2021

MODERNISING EDUCATION PROGRAMME

PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL Y FELIN

Background

On 25th June 2018 in accordance with WG Strategic Plans the Local Authority launched **Carmarthenshire's Welsh in Education Strategic Plan** and its vision for a bilingual Carmarthenshire. To achieve this, the authority will deliver significant growth in Welsh medium education and training to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, the attached draft consultation document sets out proposals with regards to the change in nature of provision at **Ysgol Y Felin**.

The Proposal

- From 1st September 2022 the nature of Foundation Phase provision at Ysgol Y Felin will change to Welsh medium education.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase the capacity of the Welsh stream in KS2 to cope with the potential increased demand for places will have to be monitored and reviewed in line with Carmarthenshire's Welsh in Education Strategic Plan.

Recommendation

It is recommended that the Executive Board approves to proceed with the proposal as outlined above and a formal consultation be initiated.

DETAILED REPORT ATTACHED?

YES: Draft Consultation Document

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed:



Head of Access to Education

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	YES	NONE	YES	YES	NONE

1. Policy, Crime & Disorder and Equalities

Developments are consistent with the Authority's Corporate Strategy and the Modernising Education Strategic Outline Programme and WESP 2018.

2. Legal

Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

3. Finance

Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

4. ICT

None

5. Risk Management Issues

The proposal may impact on the demand for school places at the school and surrounding catchment area schools. Admissions will be monitored and if required, appropriate action will be undertaken.

6. Staffing Implications

Staffing implications will be addressed in accordance with the County Council's Policy and Procedures.

7. Physical Assets

None

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed:  Head of Access to Education

1. **Scrutiny Committee** – Were consulted on 28/01/2021.
A verbal update will be provided at the meeting.
2. **Local Member(s)** – The local member is aware of the proposal and will be consulted during the formal consultation period.
3. **Community / Town Council** – Will be consulted during the formal consultation period.
4. **Relevant Partners** – Will be consulted during the formal consultation period.
5. **Staff Side Representatives and other Organisations** – Will be consulted during the formal consultation period.

**EXECUTIVE BOARD PORTFOLIO
HOLDER(S) AWARE/CONSULTED**
YES

N/A

**Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:**

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Stage 1 (Permission to consult) – ECS Scrutiny Committee Report	https://democracy.carmarthenshire.gov.wales/documents/s48024/Summary.pdf
Carmarthenshire’s Welsh in Education Strategic Plan	https://www.carmarthenshire.gov.wales/home/council-democracy/strategies-and-plans/welsh-in-education-strategic-plan/
MEP Biennial Review	www.carmarthenshire.gov.uk Executive Board 20 th June 2016
21 st Century Schools Website	www.21stcenturyschools.org
School Organisation Code 2018	School Organisation Code 2018

PROPOSAL TO CHANGE THE NATURE OF PROVISION AT YSGOL Y FELIN

Consultation Document

DRAFT

carmarthenshire.gov.uk

Cyngor Sir Gâr
Carmarthenshire
County Council



School Modernisation Section

Sara Griffiths, Modernisation Team Manager

If you require this information in large print, Braille or on audiotape please contact the Department for Education & Children

Email: DECMEP@carmarthenshire.gov.uk

Telephone: 01267 246476

Foreword

On 25th June 2018 in accordance with Welsh Government Strategic Plans the Local Authority launched [Carmarthenshire's Welsh in Education Strategic Plan](#) and our vision for a bilingual Carmarthenshire. To achieve this, we will deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

The Local Authority not only supports this vision, but are wholly supportive of a bilingual Wales. On the 10th July 2017 the Welsh Government published "Cymraeg 2050: A million Welsh Speakers" with the aim of reaching a million Welsh speakers in Wales by 2050. The document considers three key themes:

- Increasing the number of Welsh speakers;
- Increasing the use of Welsh; and
- Creating favourable conditions, infrastructure and context

all of which we must consider in our own locality where our education system can support, develop and sustain bilingualism.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, this consultation document sets out proposals with regards to the change in nature of provision of the Foundation Phase at **Ysgol Y Felin**.

Consultation will follow the guidelines established by the Welsh Government as set out in the [School Organisation Code 2018](#) 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.



Gareth Morgans

Director of Education and Children's Services

Glossary of Abbreviations

ALN	Additional Learning Needs
AN	Admission number
CCC	Carmarthenshire County Council
CP	Community Primary
DS	Dual Stream
EM	English medium
Estyn	Her Majesty's Inspectorate for Education and Training in Wales
FTE	Full Time Equivalent
LA	Local Authority
MCSW	Measuring the Capacity of Schools in Wales
MEP	Modernising Education Programme
NOR	Number on Roll
PLASC	Pupil Level Annual School Census Data
PT	Part time
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WM	Welsh medium

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Introduction

Carmarthenshire County Council has a legal responsibility to review the number and type of schools it maintains in the area and whether or not it is making the best use of the resources and facilities to deliver the opportunities that children deserve.

As part of this process the Council has published its vision on how it sees the future for all of the primary and secondary schools in the County and this includes consulting on the future shape of education in Ysgol Y Felin.

This consultation document outlines current provision and options to determine the optimum solution for meeting future need.

Background

Ysgol Y Felin is a dual stream primary school based in Felinfoel, Llanelli. The school provides education to pupils between the ages of 4-11 years old.

In recent years, pupil numbers have remained consistent.

Based on current pupil projections it is estimated that the pupil figures will remain consistent.

Ysgol Y Felin School building condition is **Grade B** – Satisfactory (Performing as intended but exhibiting minor deterioration.)

The school's most recent Estyn inspection completed in September 2016 judged the school's current performance and prospects for improvement to be **Good**

The Local Authority has a responsibility to provide all pupils with the best education possible and believes that providing bilingual opportunities has a role to play in this. This aligns with Carmarthenshire's Welsh in Education Strategic Plan 2017-2020's objective of ***ensuring "that all pupils are able to speak, read and write the Welsh language fluently by the end of Key Stage 2 in accordance with their expected stage of development."*** The best way to create confident, bilingual individuals is through immersing pupils in the Welsh language and as a result the Local Authority is looking to change the nature of provision.

Rationale for Change

Ysgol Y Felin

This proposal has been prepared in response to Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP) and the Welsh Medium Education Strategy (WMES). The Local Authority has a vision for a bilingual Carmarthenshire. To achieve this, we will, in accordance with 'Cymraeg 2050: A Million Welsh Speakers':

“Ensure significant growth in Welsh-medium education and training to increase the number of people of all ages to become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace”

As a result, it is the Local Authority's proposal:

- From 1st September 2022 the nature of Foundation Phase provision at Ysgol Y Felin will change to Welsh medium education.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase the capacity of the Welsh stream in KS2 to cope with the potential increased demand for places will have to be monitored and reviewed in line with Carmarthenshire's Welsh in Education Strategic Plan.

This proposal will support the development of bilingual and multilingual opportunities in line with the new curriculum to be launched in 2022.

Should the proposals be implemented, all future pupils at the schools subject to proposals will receive their Foundation Phase education through the medium of Welsh with the choice of language medium being introduced at Key Stage 2.

This proposal will serve to implement the 7 outcomes noted below as specified by WG in 'Carmarthenshire's Welsh in Education Strategic Plan':

- Outcome 1: More seven year old children being taught through the medium of Welsh
- Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school
- Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh

- Outcome 4: More students aged 14-19 study subjects through the medium of Welsh, in schools, colleges and work-based learning
- Outcome 5: More students who have higher language skills in Welsh
- Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)
- Outcome 7: Workforce planning and continuing professional development

In addition, this proposal will link to Welsh Government Policies as stated below:

- Rewriting the Future
- Successful Futures
- Well-being of Future Generations (Wales) Act 2015
- Welsh Government's Draft Strategy; and
- 21st Century Schools and Education Programme

Early Welsh Medium Immersive Provision

The immersion method focuses on using Welsh as the predominant medium of teaching and learning, using practical and visual techniques to help children and pupils to develop vocabulary and syntax. The essence of this method is introducing and modelling good language. Also international evidence confirms that 'the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language.' Young children do not need to learn a language as adults do. They absorb languages if they are exposed enough to them.

There is an abundance of research showing that investing in the first years of a child's life improves outcomes for them throughout the rest of their lives.

The change to Welsh medium education at Foundation Phase will strengthen pupils' bilingual skills from an early age providing them with a firm foundation for future linguistic development.

As qualified by research the presence of two languages in the operating system of the brain is likely to produce a more richly fed thinking engine (Baker, 2000:66-67). Therefore, this proposal provides pupils with increased opportunities to reach their full potential as bilingual learners.

Bilingualism

Advantages of Bilingualism

What does being bilingual mean?

The ability to live your everyday life using two languages.

Being able to switch from one language to another fluently and confidently at any given time.

The advantages of being bilingual

Education

- Bilingual children tend to be more successful in education. They tend to perform better in tasks.
- Bilingual people find it easier to learn additional languages.
- Children in Welsh medium education do just as well, if not better, in English as children in English medium education.

Evidence:

<https://www.estyn.gov.wales/sites/default/files/documents/English%20in%20key%20stages%202%20and%203%20-%20June%202014.pdf>

Career

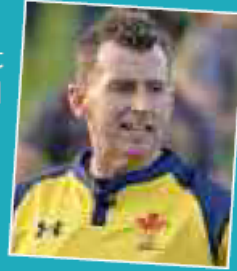
- Speaking two languages is an extra skill to put on your application form and CV.
- Bilingual people earn an average of 11% more income.
- Employers need bilingual workforces in Wales, because services need to be offered bilingually in accordance with the Welsh Standards Paper.

Evidence: <http://www.walesonline.co.uk/news/wales-news/welsh-speakers-more-likely-top-6335953>

Nigel Owens

“ Without my Welsh education in School I would not have had all the opportunities to present and perform and I would not have been encouraged to start as a referee at 16 years old.

I carry Welsh with me wherever I referee in the world. Before each game I listen to Welsh music. I'm lucky enough to have two languages and Welsh is an important part of who I am. ”



Alex Jones

“ Having a bilingual education has been pivotal to me in so many ways. It meant that I had twice as many opportunities, it doubled my capacity to learn other languages, it enhanced my ability to communicate and therefore make friends, and most importantly, it gave me a strong sense of belonging and of our heritage. Starting out as a broadcaster in Welsh gave me the vast experience I needed to move forward to my dream job. Without a bilingual education, I'd be in a very different place. ”



Health

- Research shows that being bilingual delays the onset of Dementia and other symptoms of Alzheimer disease.

Evidence: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3033609/http://www.telegraph.co.uk/news/science/science-news/12005837/Bilingual-people-twice-as-likely-to-recover-from-a-stroke.html>

Life

- Speaking two languages widens your horizons.
- Being able to speak Welsh gives you access to many aspects of Welsh culture, history and identity.
- Speaking Welsh can provide a key to rich community life.

- Being able to speak Welsh gives you a strong sense of identity and belonging.
- Being able to switch from one language to the other with confidence gives the individual self-confidence and pride.
- Speaking many languages can make people more tolerant towards other cultures.

Evidence: http://www.assembly.wales/NAfW%20Documents/paper_3_-_prof._colin_baker.pdf%20-%2002092010/paper_3_-_prof._colin_baker-English.pdf

Common parental concerns

‘How can I help my child with homework if I don’t understand much Welsh myself?’

Welsh schools set homework instruction in Welsh and in English so there will be no problem in understanding what your child is being asked to do at home. The schools themselves will be happy to provide educational advice and the parents evening will be in your chosen language.

Work set will be appropriate to the pupil’s age and ability level and therefore should be within your child’s reach.

Developing increasingly as independent learners, you may find that your child is happy to progress without extra parental guidance as they get older.

[Booklet - Welsh Homework? No problem](#) (English version)

[Booklet - Gwaith Cartref? Dim problem](#) (Welsh version)

‘Will pupils who struggle with Welsh medium education have to move to an English medium school?’

It is the Local Authority’s desire that all pupil receive the opportunity to become bilingual in both Welsh and English languages. In Welsh medium schools, pupils will receive their education principally through the medium of Welsh, with English being taught as a subject in Key Stage 2 and used as a medium for instruction. Sufficient support will be provided to all pupils as required through a range of mechanisms and tailored to the individual’s needs.

‘The children will be confused and their English will suffer.’

On average, bilingual children achieve higher grades in the English language. Also, as a child explains homework in English to the parent, their own understanding is reinforced. Ask your child to describe what he/she is doing in his own words.

On average, about 80% of Carmarthenshire pupils who attend Welsh medium education get an A* to C grade in both Welsh and English.

‘Will my child’s thinking be affected by being bilingual?’

The answer is “yes”, and probably for the better. The presence of two languages in the operating system of the brain is likely to produce a more richly-fed thinking engine (Baker, 2000:66-67).

‘Will my child be able to cope with learning through the medium of Welsh?’

School and staff are fully committed to providing the necessary support to all pupils and parents through a wide range of mechanisms: open door policy; homework provided bilingually; support by The Athrawon Bro Service; bilingual school website etc. Staff are also required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil.

‘Should the Welsh language be forced?’

International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. This is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.

‘Will learning through the medium of Welsh affect later life opportunities?’

Yes, but probably for the better. It is the belief of the department, based upon international evidence and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals’ cultural experiences and can enhance career prospects. Bilingualism will increasingly over time become an employment skill and possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.

‘Does learning through the medium of Welsh segregate English speaking pupils/families?’

On the contrary, learning through the medium of Welsh provides all children with opportunity to become fully bilingual with the skills to be able to read, write and speak in both Welsh and English languages by the time that they leave primary school. In Welsh medium schools, children receive their education principally through the medium of Welsh with English being taught as a subject in Key Stage 2 and used as a medium of instruction. Learning through the medium of Welsh also helps family/community members with the opportunity to develop their Welsh language skills.

‘Will children with additional learning needs be able to learn through the medium of Welsh?’

Carmarthenshire County Council's policy is that all its schools should be inclusive, with children with additional learning needs being educated in a mainstream setting alongside their peers wherever possible. In the vast majority of cases, this is achieved, with all children benefitting. All pupils with additional learning needs have specific individual plans based on their circumstances and a tailored support programme is provided according to need. Generally, an additional learning need is not a barrier to learning two languages. There will be rare instances, however where a child may be diagnosed with a condition that is not conducive to a fully bilingual education. In these circumstances a package of support is identified by professional practitioners and discussed with parents.

Carmarthenshire Language Learning Centres

Due to the nature of the county we need to provide a language service to all latecomers so that they can become fully assimilated into our bilingual communities and are steeped in Welsh language and culture. In order to achieve this, we need to address the importance of dedicated facilities to support latecomers to a level where they can easily integrate into the day to day timetable in Welsh medium schools. Thorough research shows that this can be more easily achieved through intensive language courses. Language centres are the vehicles needed to ensure that this becomes a reality. As alluded to above, the language centres will also provide language support for parents and pupils and will also have provision for professional learning and Welsh for Adults.

Bilingualism in Carmarthenshire

Further information can be found using the following links:

- **Cymraeg gyda'r plant / Welsh with your kids- give it a go!**

<http://newsroom.carmarthenshire.gov.uk/media/1214148/gd4808-taflencymraeqplant4-002.pdf>

Within this booklet you will find a number of useful Welsh words and phrases which can be used to practise the Welsh language with young children. This will help them to speak naturally and confidently.

- **Bod yn Ddwyieithog... yn Sir Gâr / Being Bilingual... in Carmarthenshire**

<https://www.carmarthenshire.gov.wales/media/1216432/being-bilingual.pdf>

This booklet details what it means to be bilingual whilst highlighting the advantages that can be achieved from being bilingual in areas such as education, career, health and life. In addition, within this booklet you will find the answers to many common parental concerns regarding the Welsh language.

- **Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh**

<http://newsroom.carmarthenshire.gov.wales/media/1216436/welcome-pack.pdf>

This booklet has been prepared by Carmarthenshire County Council to welcome newcomers to its bilingual County. Within the booklet you will find information on how the Welsh language is used in Carmarthenshire along with details on where you can find Welsh language support and useful websites to visit to develop your Welsh language skills

The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2018).

Who will be consulted?

This document will be sent to the following interested parties:

Staff (Teaching and Ancillary)	Director of Education – All Neighbouring Authorities
Governors and Parents/Guardians	Diocesan Director of Education Church in Wales and RC
Local County Councillors	Estyn
Community Councillors	Regional Transport Consortium
Members of the Senedd (MS) / Regional Members / Members of Parliament (MP)	Neighbouring Primary and Secondary schools
Welsh Ministers	All relevant unions
SEN Partners	Welsh Language Commissioner
LA Special Educational Needs Division	Local Police and Crime Commissioner
ERW – Education through Regional Working	Flying Start
	Child Care / Early Years
Communities for Work +	Public Services Board
Communities for Work	Legacy
Fusion	Families First Carmarthenshire

****Copies of the consultation document will be sent to the Head teacher and Chair of Governors of the surrounding catchment area of schools subject to proposals.***

Consultation Period

The consultation period for the proposals starts on 22nd February 2021 and ends on 4th April 2021.

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 on page 16.

Considering your views

During the consultation period you can ask questions and express your views by writing a letter to the address below or by completing an online survey using the following link: **New link required**

Letters should be sent to the following address by no later than noon on 4th April 2021:

Mr Gareth Morgans, 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

Drop in sessions

Due to the ongoing implications of the Coronavirus issue we have been advised to postpone all events where there is interaction between staff, parents and the wider community and as a result there will not be a drop in session to discuss proposals. Should you feel strongly about discussing the proposals please contact Mr Roger Bowen by sending an e-mail to: DECMEP@carmarthenshire.gov.uk and a virtual meeting can be arranged.

Consultation with Pupils

There will be an opportunity for the pupils of the school subject to the proposals to participate in the consultation process.

The information gathered from the consultation with pupils will form part of the consultation report which will be submitted to the Executive Board for consideration following the consultation period.

Consultation Report

A Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. 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 and details of consultation undertaken with the pupils.

The Executive Board of Carmarthenshire County Council will consider the consultation report and decide whether or not to proceed with the proposal.

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

Statutory Notice

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

Statutory Objection Period

The statutory 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. If objections are received an objection report will be published on the Carmarthenshire County Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised and provide Carmarthenshire County Council's response to those objections.

Determination of Proposal

Carmarthenshire 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.

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.

The Statutory Process Time-Table

The statutory process and timetable will be as follows:

22 nd February 2021	Issue of this consultation document to identified and other interested parties.
4 th April 2021	Closing date for views on the proposal to be received by the Department for Education and Children.
27 th April 2021	The Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks prior to the publication of a statutory notice.
10 th May 2021	A Consultation Report will be taken to the Executive Board for a decision on whether or not to proceed to publish a statutory notice. OR alternatively proposal ends.
11 th May 2021	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 schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members. Following publication there will be a 28 day period during which time formal written objections will be invited. The statutory notice will give details on how you may record your objections to the proposal.
8 th June 2021	End of formal 28 day notice period for objections. 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 received.
July 2021	Deadline to notify parents of intention to implement proposal. 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.

School subject to proposal

		Ysgol Y Felin
School Location		Ynys Wen, Felinfoel, Llanelli. SA14 8BE
Age Range		4 – 11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community Primary
Language Category		Dual Stream
Number of registered Pupils (January 2020)	Nursery Age	17
	Reception – Y.6	205
	Total	222 (exc Special Unit)
Number of pupils previously on the register	January 2019	219
	January 2018	222
	January 2017	226
	January 2016	224
Pupil Projections	January 2021	218
	January 2022	220
	January 2023	217
	January 2024	217
	January 2025	215
Capacity (including nursery age)		240
Cost per pupil		£5,125
School Budget		£1,138,000
Estyn Inspection Result		ESTYN
Building Condition Category		B

The Proposal

- From 1st September 2022 the nature of Foundation Phase provision at Ysgol Y Felin will change to Welsh medium education.

This will only affect pupils starting in the Foundation Phase at the school from September 2022 onwards.

Current pupils attending the school will be unaffected.

With learners accessing Welsh medium education in the Foundation Phase the capacity of the Welsh stream in KS2 to cope with the potential increased demand for places will have to be monitored and reviewed in line with Carmarthenshire's Welsh in Education Strategic Plan.

Background

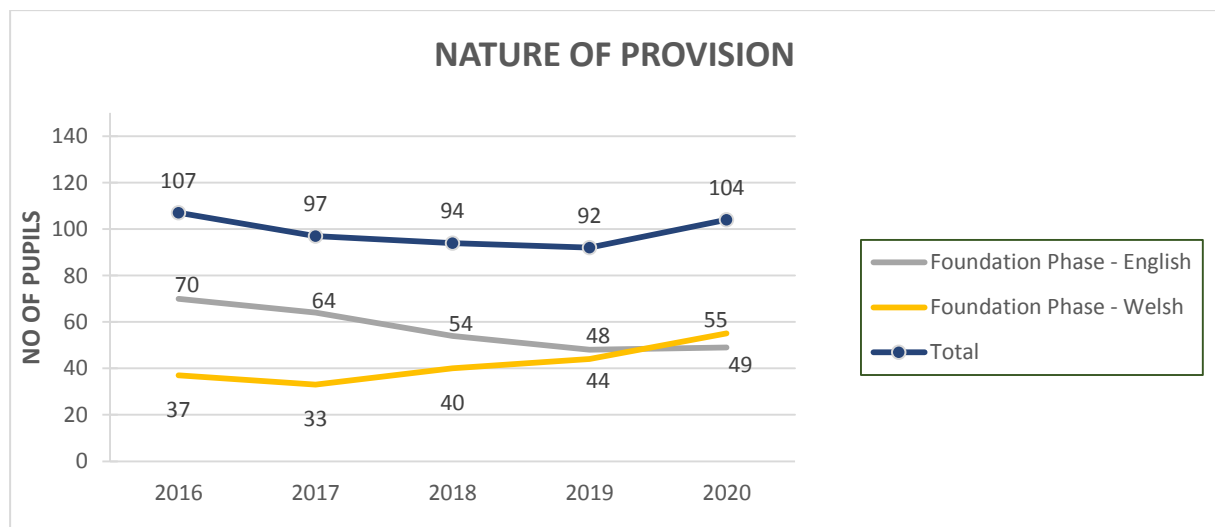
Ysgol Y Felin is a dual stream primary school based in Felinfoel, Llanelli.

The school provides education to pupils between the ages of 4-11 years old.

Rationale for Change

Foundation Phase data (Exc Special unit)

The graph below shows the relationship between the language streams and the number of pupils within the Foundation Phase at Ysgol Y Felin between January 2016-2020.



As can be seen from the graph above, the number of pupils attending the English stream Foundation Phase at Ysgol Y Felin has been decreasing and those attending the Welsh stream Foundation Phase have been increasing.

Pupil numbers in the English stream Foundation Phase ranged between 48- 70 during January 2016-2020 whereas pupil numbers in the Welsh stream ranged between 33- 55 pupils.

When considering the number of pupils attending the Foundation Phase as a whole, 47% attend the English stream whilst 53% attend the Welsh stream (January 2020).

Whole School data - English / Welsh Split

		Foundation Phase	Key Stage 2	Total (Excluding Special Unit)
2020	English Medium	49	81	130
	Welsh Medium	55	37	92
	Total	104	118	222
2019	English Medium	48	88	136
	Welsh Medium	44	39	83
	Total	92	127	219
2018	English Medium	54	88	142
	Welsh Medium	40	40	80
	Total	94	128	222
2017	English Medium	64	78	142
	Welsh Medium	33	51	84
	Total	97	129	226
2016	English Medium	70	67	137
	Welsh Medium	37	50	87
	Total	107	117	224

(January PLASC Data 2020)

As can be seen from the table above, the number of children attending the Welsh stream at Foundation Phase (exc special unit) is greater than the number of children attending the English stream at Foundation Phase.

The number of children attending the English stream at Key Stage 2 (exc special unit) is greater than the number of children attending the English stream at Foundation Phase.

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language
- Provides pupils with enhanced linguistic skills for further development in Key Stage 2

Disadvantages

- Potential local community resistance to the proposal
- Statutory process required to implement the proposal
- Potential loss of pupils to other schools

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018.
2.	An unsatisfactory consultation with the community	- Develop communication strategy and consult on a regular basis to address concerns

Financial Implications - Revenue

Ysgol Y Felin funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on pupil numbers and facilities.

Admission Arrangements

The County Council is the Admissions Authority for Ysgol Y Felin

The School Admissions Unit,
Carmarthenshire Local Authority,
Department for Education and Children,
Block 2,
Main Building,
St. David's Park,
Carmarthen. SA31 3HB
Tel No: 01267 246449

E-mail: admissions@carmarthenshire.gov.uk

Alternative Options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1 –Status Quo- no change to nature of provision

Advantages	Disadvantages
No statutory process required	Does not support Welsh Government aim of 1 million Welsh speakers by 2050
No Change for stakeholders	Does not meet the aims of the County's WESP

Option 2 (Preferred Option) –Change in nature of Foundation Phase provision (Welsh Medium Foundation Phase and Dual Stream Key Stage 2 *)

Advantages	Disadvantages
Increases pupils' early linguistic skills	Requires statutory process
Parental choice of language medium remains in Key Stage 2	
Supports the aims of the County's WESP	

**With learners accessing Welsh medium education in the Foundation Phase the capacity of the Welsh stream in KS2 to cope with the potential increased demand for places will have to be monitored and reviewed in line with Carmarthenshire's Welsh in Education Strategic Plan.*

Option 3 –Change in nature of the whole school's provision (Welsh Medium Foundation Phase and Key Stage 2)

Advantages	Disadvantages
Generates bilingual citizens	Requires statutory process
Meets the aim of the county's WESP	

School Catchment Area

There will be no change to the current school catchment area.

Secondary School Transfers

There will be no change to the current transfer arrangements for pupils in respect of Secondary education.

Schools that may be affected by the proposal to change the nature of provision at Ysgol Y Felin:

	Swiss Valley Primary School	Dafen Primary School	Dewi Sant Primary School	Penygaer Primary School	Old Road Primary School	Five Roads Primary School	
School Location	Heol Beili Glas, Swiss Valley Felinfoel Llanelli SA14 8DS	Lon yr Ysgol Dafen Llanelli SA14 8LL	Rhodfa Bryndulais Ave Llanelli SA14 8RS	Rhodfa Bryndulais Ave Llanelli SA14 8RS	Old Road Llanelli SA15 3HW	Five Roads Llanelli SA15 5EX	
County	Carmarthenshire						
Age Range	4-11	3-11	3-11	3-11	4-11	4-11	
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])	Community	Community	Community	Community	Community	Community	
Language Category	English Medium	English Medium	Welsh Medium	English Medium	English Medium	Welsh Medium	
Number of registered Pupils (January 2020)	Nursery Age	14	24	79	18	17	7
	Reception – Y.6	222	130	392	172	154	80
	Total	236	154	471	190	171	87
Number of pupils previously on the register	January 2019	232	164	482	206	173	91
	January 2018	236	161	467	211	187	92
	January 2017	239	163	440	222	153	95
	January 2016	238	141	434	219	174	90

Pupil Projections	January 2021	240	156	465	197	163	88
	January 2022	246	160	458	199	153	95
	January 2023	241	158	458	196	148	96
	January 2024	238	162	467	194	150	94
	January 2025	242	160	464	196	150	93
Capacity		243	163	419	233	240	101
Cost per pupil		£3,573	£3,707	£3,357	£3,589	£3,716	£3,688
School Budget		£870,000	£550,000	£1,504,000	£664,000	£635,000	£321,000
Estyn Inspection Result		ESTYN	ESTYN	ESTYN	ESTYN	ESTYN	ESTYN
Building Condition Category		B	C	C	B	B	C

Building Condition Key:

Grade A	Good. Performing as intended and operating efficiently.
Grade B	Satisfactory. Performing as intended but exhibiting minor deterioration.
Grade C	Poor. Exhibiting major defects and/ or not operating as intended.
Grade D	Bad. Life expired and/or serious risk of imminent failure.

Evaluation of Present Arrangements

Ysgol Y Felin

Ysgol Y Felin School is a Dual Stream community School within a highly deprived and Community First area.

It caters for children from the ages of 4-11 years.

There are currently 222 pupils on roll at the school. The total number of pupils attending the school including pupils attending the special unit is 261.

Ysgol Y Felin provides education through the medium of Welsh and English across two streams. Parents choose a language stream from Reception onwards. Currently pupils are taught across 4 classes. There are 4 Welsh classes and 5 English classes due to a high intake of pupils entering Year 3 during the year and the need to split the numbers to reduce class sizes.

The children in the English classes are taught Welsh as a second language whilst the Welsh classes are taught through the medium of Welsh. There are 222 pupils on roll, 92 of whom are taught through Welsh, 130 through English and an additional 40 pupils are taught in a special educational needs (SEN) centre comprising of two Foundation Phase assessment and observation classes, a language unit and a Key Stage 2 class of pupils with severe learning difficulties (SLD Centre). The Centre is a purpose-built unit attached to the school building which houses the Language Unit class and also the Observation and Assessment classes.

The school was last inspected in September 2016.

Standards

Nearly all foundation phase pupils make the expected progress or better across all areas of learning from their starting points. The foundation phase indicator shows an increase trend and is higher than the local authority average. However, performance at upper outcomes remain very low across both languages and mathematical development.

Performance at upper outcomes in PDS is extremely high at 90.9%. On the whole, many pupils make the expected progress or better between foundation phase and end of KS2. Welsh standards are good with nearly all pupils achieving the expected level and the minority achieving at higher levels. However, end of key stage 2 data in other subjects demonstrates a downward trend and is lower than the local authority average.

Many pupils demonstrate good literacy skills across the various subjects and areas of learning. Pupils' progress in literacy skills in both Welsh and English across the

school is generally good. In the Foundation Phase, many pupils talk confidently about their work and pupils who begin with low level linguistic skills develop quickly to take a meaningful role in classroom discussion.

Reading skills in both languages are developing steadily across the school. In the Foundation Phase, most pupils apply many suitable techniques to help them understand what they are reading. By the end of the Foundation Phase, they read confidently. In key stage 2, most pupils read effectively from a wide range of sources. They can use books and electronic sources effectively to research information for their class topics. However, the school is continuing to develop pupils' higher order thinking skills to support their progress in class and their understanding of text.

By the end of the Foundation Phase, many pupils produce pieces of writing of a good standard in both Welsh and English, using well-structured sentences in sequence. They generally spell familiar words correctly and use phonetic techniques appropriately to attempt more unfamiliar words. Pupils that are more able write at length for different purposes in different curriculum areas. By the end of key stage 2 in Welsh, boys and girls write well in different genres across the curriculum. However, 2018-19 data shows that boys underperformed in English writing but outperformed the girls in Oracy. Spelling and punctuation are generally in line with pupils' age and ability.

Wellbeing Standards:

Most pupils participate actively in lessons and are eager to learn. Nearly all work co-operatively and most remain on task for extended periods. They show a clear enjoyment in learning, especially in practical lessons, for example when examining Celtic artefacts.

Nearly all pupils are happy in school. They are aware of the importance of keeping healthy and safe including the need to use the internet responsibly. Most pupils know the importance of eating a balanced diet, drinking healthily and taking regular exercise. Over a half are involved in extracurricular activities including rounders, football and roller-skating. This reinforces their understanding of living healthily.

Nearly all pupils know what to do if they feel worried or have a problem. They have worked with the headteacher to develop a system of 'playground buddies' and have established a 'friendship bench' to ensure that pupils enjoy playtimes.

The behaviour of most pupils throughout the school is exemplary. Through a programme of agreed values, pupils understand the importance of showing respect and consideration towards adults and each other. This is a notable feature of the school. The school council and eco committee play an active part in the school and represent the pupils' needs well. The school council has played a proactive role in the management of behaviour on the playground and has introduced a 'luncheon club' and an area on the playground for vulnerable pupils. It also plays an important role in the implementation of the school's response to the Welsh Government's language charter initiative, and actively promotes the use of Welsh around the school. The eco committee has also been proactive in developing 'green' activities,

such as designing planting areas within the school grounds, and working with the local community on a 'litter pick'. As a result, most pupils are aware of the importance of looking after the environment. Attendance has remained consistent through 2018 - 19 and is very slightly above from the previous year's percentage, at 91.7%. EFSM pupils' attendance also remains consistent at 89.8%.

Teaching and learning experiences

The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good.

Nearly all teachers have a thorough knowledge of the pupils' abilities and their individual needs, which enables them to use effective strategies to move the learning forward. In these cases, there is a good balance between teacher-led and pupil-led tasks to maintain a lively pace and provide focus for the pupils in learning sessions. Teachers use effective questioning to challenge and motivate pupils. As a result, in most lessons, pupils understand what the teachers expect of them, and teachers discuss with them how well they have achieved.

Nearly all teachers provide tasks at levels that are appropriate for a range of different abilities. This variety of activities maintains the interest of most pupils well. Nearly all teachers make very effective use of ICT resources to support their teaching. In nearly all classes, there is a positive working relationship between staff and pupils. This encourages most pupils to play an active role in the lesson. Nearly all teachers manage behaviour very well.

Most teachers' marking is effective in identifying ways for pupils to improve their work. In literacy, this enables pupils to redraft their work well. There are opportunities for pupils to assess their own and other pupils' work, and nearly all teachers use assessment for learning techniques appropriately in many activities. However, in a few lessons, this does not always lead to pupils knowing how they can improve their work.

The school provides a broad and balanced curriculum which meets the requirements of the Foundation Phase, the National Curriculum and religious education. Many teachers involve pupils in planning termly activities and engage the interests of most pupils effectively. In the best examples, they choose themes carefully and plan stimulating and exciting cross-curricular activities.

The school continuously implements successfully national and local priorities. These are integral to the performance management targets of all staff. The headteacher has arranged for all staff to undertake action research in line with the new national professional standards for teaching and leadership. These are incorporated into the performance management cycle. Leaders give a high priority to developing the workforce. For example, by supporting members following their return work and mentoring members of staff to ensure consistency in pedagogy and teaching standards across the school.

The school makes very good use of the locality and often introduces a new theme following a visit to a landmark or by involving external providers.

Teachers consistently plan, develop and enhance the pupils' awareness of the Welsh language, culture and traditions. Nearly all teachers use incidental Welsh during lessons and outside the classrooms, and encourage pupils to do the same. However, this does not always provide enough structure for pupils to learn from effectively. There is a clear scheme of work for developing Welsh in the English-medium classes to ensure that pupils make good progress. The school promotes a Welsh ethos effectively, and develops the Welsh dimension successfully in all aspects of school life. For example, the support of a local artist has resulted in pupils creating 3D models depicting the Rebecca riots. Nearly all teachers, particularly within the Foundation Phase, plan and make good use of the outdoor areas to enhance learning and teaching. For example, by creating a bug hotel, pupils learn about minibeasts and their habitats.

The school promotes sustainable development and global citizenship effectively through a range of curricular and extra-curricular initiatives and activities, for example, by composting school waste, maintaining links with a school in Malawi, and working to promote sustainable products, such as those available from local supermarkets – coffee, tea, and fruit.

Care support and guidance

Personal and social education is a strength and there is an obvious whole school emphasis on promoting and supporting pupils' wellbeing. Teachers promote pupils' spiritual, moral and cultural development successfully. Activities include regular collective worship, promoting values and taking part in local cultural activities. Visitors to the school also contribute positively to these aspects.

The staff support pupils with additional learning needs well by providing them with a wide range of effective interventions activities. This is a strength of the school. All staff know the pupils well and identify the more vulnerable of them at an early stage. The school has a very good track record in raising the achievement of vulnerable learners and is aware of the need to target bordering pupils in order to further improve their progress. This will improve performance at upper outcomes and levels. The school has effective arrangements for promoting healthy eating and drinking. Pupils assist with a range of initiatives including the organisation of the 'fruit tuck shop' and the sale of specially designed water bottles. There are many activities that promote health education, including the creation of fruit faces and posters to recommend eating a balanced diet.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. All staff ensure that pupils know how to keep themselves safe online, for example by ensuring that they choose a safe password when using the internet.

The school has effective procedures to track pupils' progress. This enables teachers and pupils to agree appropriate targets for improvement, which they share effectively

with parents. End-of-year reports to parents provide useful information on their children's progress and targets for the following year and meet requirements.

Leadership and Management

The headteacher, other leaders and staff have developed a shared vision and there is a very clear strategy to improve outcomes for all groups of learners. Leaders demonstrate a very strong capacity to plan and implement change and they engage all staff and other partners very effectively in the change process.

Self-evaluation is well established and is effective in contributing to improving standards, learning and teaching. As a result, many priorities within last year's school development plan (SDP) are achieved or have made strong and very good progress. Leaders and staff effectively use all available performance data and evidence about the quality of learning and teaching and pupils' work to identify strengths and set improvement priorities. However, all data analysis needs to be summarised for the self-evaluation report.

There is a well-established process for performance management of all staff. Senior leaders use the process effectively to support the professional development of staff and targets link strongly with the priorities in the school development plan.

The school is responding well to national and local priorities. Good examples include the implementation of the Welsh Language Charter and the Digital Competency Framework. These initiatives are having positive impact on pupils' standards in Welsh and ICT.

Governors have a very good understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance.

Impact of the proposal on the above

Currently there are five English and four Welsh mainstream classes, with two age groups in majority of the classes. The children in the English classes are taught Welsh as a second language whilst the Welsh classes are taught through the medium of Welsh. There are 222 pupils on roll, 92 of whom are taught through Welsh, 130 through English and additional 40 of the pupils are taught in a special educational needs (SEN) centre.

The change in the nature of provision at Foundation Phase from Dual Stream to Welsh medium will ensure that the school is moving along the local authority's WESP continuum plan.

Appendix A – Community Impact Assessment

Ysgol Y Felin

Catchment Area Analysis – January PLASC 2020 Data

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Pupils attending the school from inside / outside the catchment

Based on January PLASC 2020 data, the geographical data in relation to the pupil distribution for Ysgol Y Felin catchment area indicated that of the 222 pupils on roll (***exc Special Unit***), 91 lived within the catchment area, whilst the remaining 131 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2020 data, 163 pupils lived within the Ysgol Y Felin catchment area attended other schools.

Taking into consideration the 91 pupils living within the catchment area attending Ysgol Y Felin, and the 163 pupils living within the catchment area but attending other schools, a total of 254 pupils are living within the catchment area of Ysgol Y Felin.

Other facilities or services provided by the school e.g. after school clubs/breakfast Club/community Library.

A number of clubs are offered at Ysgol Y Felin. The school has a breakfast club which is conducted through the medium of Welsh and English and which promotes a Welsh ethos celebrating the Welsh culture through listening to Welsh music and reading Welsh books and magazines. There is also an after school club run by Welsh speakers whereby various activities are provided for the pupils mainly through the medium of Welsh. On the school site there is a private/Mudiad Meithirn Nursery School which currently provides up to 30 hours of care and education for pupils from two years up through the medium of Welsh.

Other facilities the school provides e.g. club/play group/community Council

The school has established a wide range of partnerships that have a beneficial impact on pupils' wellbeing and attainment. Communication with parents is very good. The school provides them with many opportunities to support their children's

learning, such as supporting their school work through the ICT network. Parents are supportive and staff and governors value their contributions to school life.

The school is at the heart of its community and pupils make good use of the locality to enrich their curriculum experiences, for example through visits to local places of worship, and places of work, such as the local water reservoir, Parc Y Sgarlets and Parc Howard.

The very strong links with the pre-school setting, located on site, ensures that younger pupils settle confidently into the school. Opportunities for the pre-school children to participate in language and play development sessions before starting school are particularly valuable.

There are effective transition programmes in place with the local secondary schools to ensure that pupils are well prepared to move on to the next phase in their education. The moderation work with the secondary schools and their feeder primaries ensures the reliability of end of key stage teacher assessments.

A strength of the school is its partnership with external specialist agencies to support vulnerable pupils and their families

Effect of the proposal on the school/community

The implementation of the Welsh Medium Foundation phase will ensure that the community of Felinfoel, Llanelli continues to thrive as a bilingual one and helps towards realising Wales ' national ambition of having a million Welsh speakers by 2050. The proposal will provide all pupils joining the school the opportunity to develop their Welsh language skills from an earlier age.

The community of Felinfoel, Llanelli is bilingual in nature. In order to ensure that pupils are able to benefit fully from the community that they belong to, it is vital that they have sound basic skills to be able to communicate informally in Welsh.

Appendix B – Welsh Language Impact Assessment

This proposal supports the Council’s vision and aims for Welsh medium education as set out in Carmarthenshire’s Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to Welsh medium education within the Ysgol Y Felin School catchment area and will ensure linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in both Welsh and English languages.

Language Category

Ysgol Y Felin is categorised as a Dual Stream Primary School.

Standards*

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2019 data, 80.0% of pupils achieved at least Outcome 5 in ‘Language, Literacy and Communication (in Welsh)’.

In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2019 data, 100% of pupils achieved at least Level 4 in Welsh first language.

** No National Teacher assessments were conducted in 2020 due to the ongoing impact of the Coronavirus outbreak. For this reason, 2019 has been used.*

After school activities which provide additional opportunities to use the Welsh language

The school takes an active role and pride in implementing the Welsh Charter scheme which ensures that pupils receive opportunities to use the Welsh language in informal ways. The school is also very active with the Urdd organisation arranging residential trips to their camps at Llangrannog annually for pupils from both streams, competing in many sporting activities through the medium of Welsh and taking an active part in the local Eisteddfod, regional and national Eisteddfod on an annual basis. Pupils from both streams also have opportunities to attend the Urdd Jambori. The school hosts activity clubs each week. The linguistic medium of those clubs is Welsh and through this they see that Welsh belongs in the context of art, sustainability, cooking, creative and sporting. The school often invites external companies to come and run drama workshops and to make performances for pupils. These performances and workshops are through the medium of Welsh so that pupils appreciate that Welsh is a living language.

Appendix C – Equalities 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

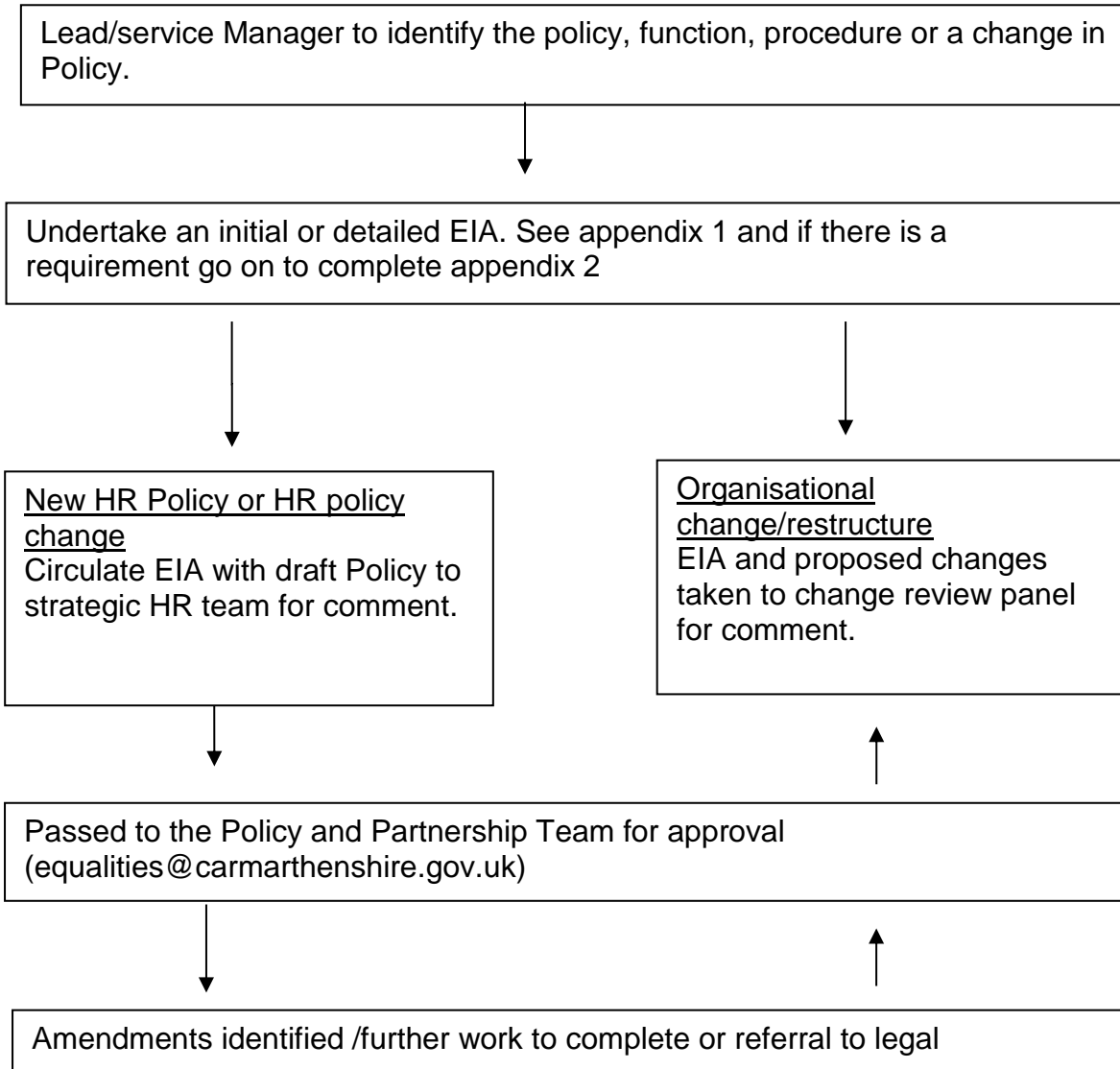
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

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): Sara Griffiths	Date of initial assessment: November 2020 Revision Dates: July 2021
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	This proposal is to change the nature of provision at Ysgol Y Felin Primary School.	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation 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 • School Organisation Code 2018 • PLASC Data 2020 • The Well-being of Future Generations (Wales) Act 2015 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG ‘A Million Welsh Speakers by 2050’, Carmarthenshire County Council’s Welsh in Education Strategic Plan and the authority’s vision for creating a bilingual Carmarthenshire by increasing Welsh medium provision at Ysgol Y Felin.		
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	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

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<p>(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)</p>		<p>the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.</p>	<p>Risks</p>	<p>Positive effects</p>	<p>factors have you considered?</p>
<p>Protected characteristics</p>	<p>Age</p>	<p>L</p>	<p>Neutral</p>	<p>Foundation Phase pupils will be immersed in the Welsh language.</p>	
	<p>Disability</p>	<p>L</p>	<p>ALN pupils will be supported appropriately as required.</p>		
	<p>Gender reassignment</p>	<p>N</p>	<p>Neutral</p>		
	<p>Race</p>	<p>N</p>	<p>Neutral</p>		
	<p>Religion/Belief</p>	<p>N</p>	<p>Neutral</p>		
	<p>Pregnancy and maternity</p>	<p>N</p>	<p>Neutral</p>		
	<p>Sexual Orientation</p>	<p>N</p>	<p>Neutral</p>		
	<p>Sex</p>	<p>N</p>	<p>Neutral</p>		
	<p>Welsh language</p>	<p>L</p>	<p>Neutral</p>	<p>This proposal is to change the nature of provision in the Foundation Phase to Welsh medium which will support the Council's vision and</p>	

				aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020.	
	Any other area	L	Neutral		

5. Has there been any consultation/engagement with the appropriate protected characteristics?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> The Project Officer has liaised with the Headteacher, Staff and Parents of Ysgol Y Felin primary School with regards to the proposal. All stakeholders will be fully consulted during the formal consultation period.
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6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed throughout the statutory process.

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

8. Human resources
 Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? As there will be a change in the nature of provision, additional staffing may be required. However, this will be addressed as the scheme progresses and Human Resources will be fully consulted.

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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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Approved by: Head of Service	Simon Davies	Date: November 2020
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EXECUTIVE BOARD
8th February, 2021

Strategic Equality Plan
Annual Report 2019-20

Recommendations / key decisions required:

- To approve the Strategic Equality Plan Annual Report for 2019-20.

Reasons:

The Equality Act 2010 brings together and replaces the previous legislation and simplifies and strengthens the law, making it easier for people to understand and comply with. The majority of the Act came into force on 1 October 2010.

Annual reporting is one of the prime opportunities for review, monitoring and reflection and for an authority to capture its ongoing activity around meeting the general and specific duties. This includes any reflection on whether its arrangements and actions are effective and remain appropriate. Annual reports will assist authorities in monitoring their own work, as well as providing transparency for stakeholders.

Annual reports must include the specified employment information, including information on training and pay. The Workforce Information Report is prepared by the People Management division.

Relevant scrutiny committee to be consulted YES

Policy & Resources Scrutiny Committee

Exec. Board Decision Required YES

Council Decision Required NO

Executive Board Member Portfolio Holder(s):

Cllr. Cefin Campbell (Communities and Rural Affairs)

<p>Directorate: Chief Executive's</p>	<p>Designations:</p>	<p>Tel Nos. / E-Mail Addresses:</p>
<p>Name of Head of Service: Noelwyn Daniel</p>	<p>Head of ICT & Corporate Policy</p>	<p>01267 224914</p>
<p>Report Author: Llinos Evans</p>	<p>Policy & Partnership Officer</p>	<p>LlinEvans@carmarthenshire.gov.uk</p>

EXECUTIVE SUMMARY

Strategic Equality Plan Annual Report 2019-20

The Equality Act 2010 includes a public sector equality duty, replacing the separate duties on race, disability and gender equality.

The new general duty covers the following protected characteristics:

- Age
- Gender reassignment
- Sex
- Race – including ethnic or national origin, colour or nationality
- Religion and belief – including lack of belief
- Disability
- Marriage and Civil Partnership
- Pregnancy and maternity
- Sexual Orientation.

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.

Public bodies are required to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

Annual Reporting as a Specific Duty

The Wales specific equality duties set out the requirement to report annually under the heading *Reports by authorities on compliance with the general duty*. This is a useful reminder that the essential purpose of the specific duties is to help authorities to have better due regard to the need to achieve the 3 aims of the General Duty. The Regulations invite authorities to produce an annual report covering *any matter* that is relevant to the authority fulfilling the general and specific equality duties.

DETAILED REPORT ATTACHED?

Yes

Strategic Equality Plan Annual Report
Appendix 1 - Action Plan 2020-24

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: Noelwyn Daniel

Head of ICT & Corporate Policy

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	NONE	NONE	NONE	YES	NONE

1. Policy, Crime & Disorder and Equalities

The development and publication of a Strategic Equality Plan is a Statutory responsibility under the Equality Act 2010.

Equality and Diversity issues are considered alongside the Well-being of Future Generations Act responsibilities.

2. Legal

There are legal obligations to non-compliance with the Equality Act 2010.

3. Staffing Implications

The publication of a Workforce monitoring report is a statutory duty. This report is published separately, due to its detailed nature.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Noelwyn Daniel, Head of ICT & Corporate Policy

1. Scrutiny Committee

Pwyllgor Craffu Polisi ac Adnoddau.

2. **Local Member(s)** – N/A

3. **Community / Town Council** – N/A

4. **Relevant Partners** – A variety of organisations and individuals have been consulted with to collect data and opinions.

5. **Staff Side Representatives and other Organisations** – N/A

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
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<p>Equality and Human Rights Commission Guidance for the Public Sector in Wales</p>	<p>http://www.equalityhumanrights.com/wales/publications/guidance-on-the-equality-duty-for-the-welsh-public-sector/ or through Llinos Evans (LlinEvans@carmarthenshire.gov.uk / 01267 224914)</p>
<p>Carmarthenshire County Council's Strategic Equality Plan 2016-20</p>	<p>http://www.carmarthenshire.gov.uk/english/council/pages/equalitydiversity.aspx or through Llinos Evans (LlinEvans@carmarthenshire.gov.uk / 01267 224914)</p>

Strategic Equality Plan

Annual Report

2019-2020

carmarthenshire.gov.wales

Cyngor **Sir Gâr**
Carmarthenshire
County Council



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Foreword to the Strategic Equality Plan Annual Report 2019-20

We are pleased to present Carmarthenshire County Council's Annual Report for 2019-20 detailing the implementation of our Strategic Equality Plan and our Strategic Equality Objectives.

Strategic Equality Plans (SEPs) are important documents that set out how public bodies will consider the needs of groups with 'protected characteristics', as outlined in the Equality Act 2010. This is intended to ensure that all individuals receive just and equitable treatment in respect of service delivery and strategy/policy formulation.

During the year, we have undertaken the revision of our **Strategic Equality Plan** and have worked in partnership with the Local Authorities across Dyfed Powys, both Health Boards, Dyfed Powys Police, Mid and West Wales Fire Service, Wales Ambulance Services NHS Trust, the Brecon Beacons National Park Authority, Pembrokeshire Coastal National Park Authority and the Dyfed Powys Police and Crime Commissioner, to undertake a detailed engagement and consultation exercise.

A mixed methods approach was employed to collect the views and experiences of stakeholders across Dyfed Powys. It was agreed to produce one central survey (and sister versions) and where possible, to hold local stakeholder events. This approach increased the robustness of collected data and facilitated comparability of results.

Following discussion with partners, the survey focused on the Equality and Human Rights Commission strategic domains and linked closely to the '**How Fair is Wales**' evidence report. The feedback has informed our next Strategic Equality Plan and Equality Objectives and has provided us with revised evidence on which to base our decisions.

We are once again a Proud Employer, through the **Stonewall Diversity Champions** programme and I'm personally looking forward to working with Stonewall Cymru and colleagues to embed inclusion across the authority. Through our previous membership, we learnt so much as an employer and provider of services and we are now ready to build upon that good work. I will also be working with Cllr Mair Stephens and the People Strategy Steering Group, to promote the progress made following our recent Investors in People accreditation.

During the year, we have worked to develop a **Diversity and Equality Promotion Calendar and a Flag and illumination protocol**. The aim of the calendar, which will be implemented during 2020-21, is to provide a standardised and authorised timetable of key equality and diversity celebratory / designated days. The calendar aims to provide a platform for both internal and external communication, across all of the protected characteristics, as noted in the Equality Act 2010. I will look forward to providing an update on the calendar in the 2020-21 report.

As a local authority, we recognise that there is more work to be done and we look forward to developing partnerships with our communities and with the protected groups in order to learn more.

Councillor Cefin Campbell

Executive Board Member (Equalities)

Section 1 - Introduction

1.1 Introduction and background

Public Sector Equality Duties

The General Duty

The aim of the General Duty is to ensure that public authorities and those who carry 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.

Public bodies are required to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
3. Foster good relations between people who share a protected characteristic and those who do not.

Specific duties in Wales

The Equality Act 2010 made provision for Welsh Ministers to be able to make regulations that place specific public sector equality duties on relevant Welsh public authorities listed in Part 2 of Schedule 19 of the Act.

The duties have been developed to be proportionate in design, relevant to need, transparent in approach and tailored to guide relevant Welsh public authorities towards better performance of the general duty. The ambition is to better meet the needs of the citizens of Wales relying on the services provided to them by the public sector.

The Specific Duties in Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and came into force on 6 April 2011 and note that the listed bodies will undertake and develop the following requirements:

- Objectives
- Strategic Equality Plans
- Engagement
- Assessing Impact
- Equality information
- Employment information
- Pay differences
- Staff training
- Procurement
- Annual reporting (by Public Authorities and Welsh Ministers)
- Publishing
- Review
- Accessibility

1.2 Any other information relevant to meeting the duties

Investors in People

Once again, the Council has achieved the highest award in recognition of the work we do to support our staff's health and well-being. The Platinum Corporate Health Standard is the quality-mark for workplace health promotion in Wales led by the Welsh Government. Carmarthenshire County Council is the only Local Authority in Wales to hold this award and has done so since 2009. Organisations are re-assessed every three years and this year we have been revalidated with the Gold and Platinum awards.

To achieve the Platinum award, we had to demonstrate business excellence and sustainable development as an integral part of business practice and culture.

Time to Change Pledge

The Time to Change Wales pledge is a public declaration that an organisation wants to step up to tackle mental health stigma and discrimination. It isn't a quality mark, accreditation or endorsement. Organisations have to commit to taking actions that are realistic and right for them that will lead to a reduction in discrimination within your organisation and the wider community.

More organisations stepping up to make the organisational pledge means that more is being done to help break the silence around mental health. This pledge sends a powerful message that mental health is something that can be talked about, and that stigma and discrimination are not welcome.

We are continuing our commitment to reducing the stigma of mental health conditions.

Carmarthenshire County Council has re-signed the Time to Change Pledge which confirms our continued support, priority and work on reducing mental health discrimination and the stigma around the topic. Alongside this, work continues on our mental health action plan which works in partnership with the authority's wellbeing agenda.

Since first signing the pledge in 2015 we have created a mental health e-learning module and rolled out mental health awareness training for managers and all staff across the authority.

We are also looking to recruit mental health first aiders/supervisors across the authority and in our schools as well as recruiting a new Well-being Coordinator which will focus on mental health and initiatives supporting this work.

Stonewall Cymru Diversity Champions

Stonewall Diversity Champions programme is an employers' forum for sexual orientation and gender identity equality, diversity, and inclusion. The organisation works with over 700 organisations across public, private and third sectors to help them create inclusive and accepting environments for almost a quarter of the UK workforce.

During the year, we have worked closely with Stonewall Cymru to undertake a soft audit of our work in readiness for formal submission to the Index. We will be working with Stonewall

Cymru to establish our priorities for the next year, based on the evidence collated through the audit and in discussion with our People Strategy Steering Group.

Colleagues from Stonewall held a tailored session with our Procurement Team to discuss opportunities to promote equality and diversity within our tender documents and contracts. Pre-tender documents include questions regarding whether a supplier has an equality and diversity policy in place that explicitly bans bullying and harassment on all protected characteristics in the Equality Act.

Pay Differences

Equal Pay Audits are calculated and published annually to continue to monitor pay gap. Recommendations to work towards a further reduction in the pay gap are made to the Corporate Management Team and Heads of Service. The trend since first published in 2013/14 shows an annual reduction in the pay gap to date, which is a result in the main to the implementation of single status, a new pay model, monitoring the application of pay elements and commitment to living wage.

We continue to gather data on all protected characteristics with a view to being able to include more characteristics in future audits. Collation of data is undertaken at the point of recruitment and through annual reminders to staff. Following soft audit feedback from Stonewall Cymru, how we describe protected characteristics in our Equal Opportunity Monitoring form has been reviewed and our web recruitment and payroll systems are being updated to reflect the changes. On completion, the Council will undertake another promotional campaign to encourage employees to complete equality monitoring which is a voluntary declaration.

Learning Disabilities Charter

Over the past 5 years, people with learning disabilities in Carmarthenshire, Pembrokeshire and Ceredigion have worked together to develop a Charter – a simple list of things they expect, and need, to live fulfilling lives. The Charter has been developed with support from the Welsh Government's Intermediate Care Fund, the West Wales Care Partnership, and Pembrokeshire College. It is supported by the County Councils of Carmarthenshire, Ceredigion and Pembrokeshire, and the Hywel Dda University Health Board. Organisations, companies, and individuals can sign the Charter and commit to treating everyone equally. There will be a quality mark developed which will be awarded to organisations or businesses who demonstrate they live up to the standards and aspirations of the charter.

50+ Forum

Hundreds of people came together to discuss health, well-being, and the growing use of technology as part of Carmarthenshire's annual 50+ Forum in September 2019.

The popular event brings together a wide variety of people and over 30 organisations and provides opportunity to reflect positively on ageing as well as focusing minds on the needs of the county's older people. The National Botanic Garden of Wales hosted the event, where guest speakers included Dr Charles Musselwhite and Allyson Rogers of Swansea

University's Centre for Innovative Ageing, and Julie Morgan AM, Deputy Minister for Health and Social Services.

This year's key themes reflected what the forum's 2,000 strong membership have said is important to them. On-line technology, mobility and access to transport were high on the agenda, with keynote speakers touching on these points.

Members also had the chance to take part in a series of workshops focusing on digital health monitoring, banking, shopping, communication, and research, as well as spotting and avoiding scams. There were also well-being workshops, tasters and demonstrations in arts and crafts, exercise and ageing well.

The annual event is supported by Carmarthenshire County Council and Welsh Government.

Carmarthenshire Disability Coalition and Partnership

Relationships between the Council and the Coalition have been enhanced through bi-monthly meetings of the Carmarthenshire Disability Partnership, chaired by the Executive Board Member for Disabilities, Cllr Jane Tremlett.

The Council continues to support the work of the Coalition and benefits from its feedback and advice. A key example of the involvement of the Partnership can be seen as Case Study 3.

White Ribbon Campaign

We are proud to support White Ribbon Day on November 25, which aims to raise awareness and work towards ending male violence against women. Residents can also show their support by making the pledge online to "never commit, excuse or remain silent about male violence against women."

While domestic abuse affects both sexes, the largest number of violent incidents involve men against women. However, ultimately male violence against women is everyone's issue, not just women.

Men can sign up to become a White Ribbon Ambassador and women a Champion and help promote awareness of the campaign and engage with men and boys to step up and call out violent behaviour among their 'peers.'

Once again, this year Carmarthenshire County Council showed its support by flying the White Ribbon flags at its council buildings in Carmarthen (County Hall), and town halls in Llanelli and Ammanford on 25 November and continued its promotion through the following 16 days of action.

Section 2 - Identifying, collecting and using relevant information

2.1 Our communities

Statistical background

Carmarthenshire has an estimated population of 186,452 and a population density (population count/area in sq. km) of 77 people per square km. The County is very diverse and rural. It consists of 58 Electoral Wards with 74 Elected Members. Demographic Profiles have been produced of each of the Electoral Wards and for the County which provides a picture of life in the individual communities as well as valuable local information. The profiles will give you information such as:

- Population Statistics
- Population density
- Birth and Death rate
- 2011 Census Data
- Housing Information

The Ward Profiles can be accessed through the Council's corporate website.

Statistical information provides us with a useful baseline of information; however, the Census results do not provide information on all protected characteristics.

As a local authority, we can access a wealth of data. Our key aim during the preparation of the evidence report was to identify data to support the General Duty in:

1. Eliminating unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
2. Advancing equality of opportunity between people who share a relevant protected characteristic and those who do not
3. Fostering good relations between people who share a protected characteristic and those who do not.

2.2 Our staff

Carmarthenshire County Council has been collecting employment data for several years and has developed specific resources to explain to staff why the information is collected and how the data can influence our workplace policies and support for staff. Our detailed Workplace Profile Report can be viewed on our corporate website. Following the publication of the Equality Act 2010, the division have been working to improve the collection of workforce data and we recognise that this is a continuous process.

Section 3 – Equality Impact Assessments

Equality Impact Assessments are a key element of the Strategic Equality Plan and objectives and are integral to all budgetary, policy and strategy decisions. Heads of Service and Budget Managers are required to complete an assessment of all policy decisions as part of the budget setting process. It is also key that assessments are undertaken as part of all policy and strategy developments and that the Organisational Change template is completed when there are HR considerations.

The Policy and Partnership Team are leading on the introduction of an Integrated Assessment. This is due to the fact that the Council has a statutory requirement to complete impact assessments under a number of new and existing legislation.

These requirements are legal obligations for the Council and failure to meet these duties may result in the Council being exposed to legal challenge.

This integrated assessment (which was due to be introduced during 2019-2020 but has been delayed due to COVID-19) incorporates the requirements of the following Acts into one Impact Assessment:

- Well-being of Future Generations (Wales) Act 2015
- Public Sector Equality Duty and the Equality Act 2010
- Welsh Language Measure 2011 and Welsh Language Standards
- United Nations Convention on the Rights of the Child (UNCRC) & Rights of Children and Young Persons (Wales) Measure 2011
- Environment (Wales) Act 2016 – Biodiversity and Resilience of Ecosystems Duty
- General Data Protection Regulation.

Further work on introducing the integrated assessment will be finalised during 2020-21.

Section 4 – Training

The Council's Learning and Development Team prepare an annual Learning & Development Plan which outlines all the training and development opportunities available - including Equality and Diversity opportunities. Line Managers are required to discuss learning and development opportunities as part of staff appraisal and ensure that staff have opportunities to develop professionally. All new members of staff are required to complete "Engaging Diversity", an on-line learning module within six months of appointment. All Managers and Senior Managers are required to attend the Behavioural Standards in the Workplace training and, if involved in recruitment activities, Recruitment and Selection Training.

Section 5 – Procurement arrangements

The Policy and Partnership Team work closely with the Procurement Unit to ensure compliance. One of the key documents is the Supplier Qualification Information Database

(SQuID). This Information is a template provided by the Value Wales Division of the Welsh Government.

The SQuID has been designed to simplify and standardise the selection stage of procurement whilst improving transparency. This approach also makes it easier for small businesses to tender for public sector contracts. Information in relation to Equalities is included in the SQuID documents and all potential suppliers must complete the section. The SQuID template specifically asks prospective suppliers for information in relation to any findings of unlawful discrimination by an Employment Tribunal, an Employee Appeal Tribunal, or any other court and/or any complaints upheld following an investigation by the Equality and Human Rights Commission or its predecessors (or comparable body in any jurisdiction other than the UK) on grounds of alleged unlawful discrimination. The guidance clearly notes that any prospective suppliers, who hold any findings against them, will not be selected to tender, unless they have provided adequate evidence that they have taken appropriate action to stop it happening again.

Welsh Government Code of Practice – Ethical Employment in Supply Chains

The Ethical Employment in Supply Chains Code of Practice has been established by the Welsh Government to support the development of more ethical supply chains to deliver contracts for the Welsh Public Sector. During the year, officers from Corporate Procurement, People Management and Policy have prepared an Ethical Employment & Supply Chains Policy for consideration by the Executive Board.

The Executive Board have also nominated an Ethical Employment Elected Champion, Cllr. David Jenkins.

Section 6 - Revision of the Strategic Equality Plan

Our Strategic Equality Plan, (SEP), sets out how we, as Carmarthenshire County Council, will ensure that our actions are fair to all. Being treated fairly and with respect is relevant to all of us and to our families and friends.

During 2019-20 we have revised our SEP to build on our previous plans of 2012-16 and 2016-2020. The plan was written after carrying out engagement with the public and key stakeholders as part of a Mid and West Wales partnership with other public service bodies during the summer of 2019.

This included a joint survey to gather views on how people from different backgrounds experience six major areas of life.

- Education
- Work
- Living Standards
- Health
- Justice and personal Security
- Participation

The Strategic Equality Objectives are based on the needs and issues raised during engagement and consultation and *'Is Wales Fairer 2018?'*. We have also considered the Strategic Objectives as set by the Welsh Government and how we are able to contribute to those objectives.

Taking the above information into account, we have set the following equality objectives for 2020-24 for Carmarthenshire County Council:

1. Being a leading employer
2. The needs and rights of people with Protected Characteristics shape the design of services
3. Safe and Cohesive communities that are resilient, fair, and equal
4. Improving access to our services and access to our environment.

Appendix 1 of this Annual Report is our action plan for 2021-22. We will take the opportunity to update our action plan through the annual report, on an annual basis.

Case study 1: Community Cohesion

Community Cohesion is funded by the Welsh Government, there are 8 Co-ordinators across Wales and Officers working alongside them. Kay Howells is the Community Cohesion Coordinator for Mid and South West Wales (Ceredigion, Powys, Carmarthenshire and Pembrokeshire), she came into post in July 2019 and there are two officers in the team, Paul Davies who works across Carmarthenshire and Pembrokeshire and Sarah Bowen who works across Ceredigion and Powys who began work in December 2019.

Community Cohesion has a wide brief including Hate Crime, Cohesion Campaigns, Work with Refugees, Modern Slavery, work with the Gypsy Traveller Community and work looking at the impact that Brexit may be having upon our communities. In relation to this area of work, the team are tasked with ensuring that as many EU Citizens in the County have applied to the EU Settlement Scheme.

Hate Crime

Schools across Carmarthenshire have been identified to receive Critical Thinking Training linked to Hate Crime within Schools. This training has been funded by Welsh Government and has been developed by the WLGA. 100 schools across Wales will be targeted for this training. It has been launched to help school children in Wales and their teachers learn to better identify and respond to hate speech and misinformation, and to ensure schools. Pupils and teachers from 5 secondary schools across the county will receive this training.

Community Cohesion Films

Community Cohesion are developing a series of short films to raise awareness of key cohesion issues. They will be released during key campaign periods during 2020. Films will focus on raising awareness of Hate Crime in collaboration with Victim Support,. This will be released in Hate Crime Awareness Week 2020. We are also developing films for other campaigns during the year including one for Refugee week with the purpose of promoting integration and diversity and to showcase positive stories of Syrian Refugees who have settled in Mid and South West Wales, Disability Awareness and a general film on what is Community Cohesion.

EU Settled Status (EUSS)

The Community Cohesion team have a communication plan for engaging with EU Citizens living in Carmarthenshire to promote EUSS and encourage EU Citizens to apply to the scheme. We have linked in with third sector agencies who offer EU Citizens advice. Specifically we have:

- Set up training sessions for our frontline staff so they are able to signpost EU citizens to appropriate support and guidance.
- Developed a promotional campaign using media, bus stop advertising, social media and and press releases
- Developed and attended a number of events to promote EUSS

- Contacted key employers, schools and other organisations who have contact with numbers of EU Citizens to promote the scheme.

Small Grant funding for Cohesion Projects

In December 2019, the team promoted a new small grants fund which community groups across the region could apply for funds to develop project work to support community cohesion in their areas. 3 projects have been funded in Carmarthenshire and are running between January – March 2020. The projects are:

Story Connections – People Speak Up

8 sessions to develop a project that brings people from diverse communities together to share space and create stories. Working with a wide range of partners including Syria Sir Gâr, Llanelli Pride, Ffwrnes Theatre and Youth service, the project will culminate with a case study film showcasing the project.

Friends and Neighbours (FAN) Together in Llanelli

The aim of this project is to start a FAN group in Llanelli and to train FAN facilitators to run the group so it is sustainable in the future. The group will celebrate the diversity of Llanelli and the opportunities available in the future. FAN offers people from a diverse range of backgrounds the opportunity to come together, meet new people from different cultures, build confidence and foster kinship and mutual understanding and respect.

Carmarthenshire International Women’s Day Celebrations and Community Awards Ceremony, Llanelli Community Partnership

This event will celebrate diversity and will feature inspirational speakers from all walks of life and backgrounds. In attendance will be a wide range of organisations and community groups with an emphasis on Community Cohesion and community safety, including Syria Sir Gâr and Llanelli Multicultural Network. There will be information stalls and stands from Victim Support, Race Council Cymru and Dyfed Powys Police.

LGBTQ+ engagement work

The team have supported the set up of a LGBTQ+ Youth group at Dr Mz in Carmarthen. Recent research demonstrated that many of the LGBT youth in Carmarthen don’t always feel that generic provision is affirming/safe enough, with bullying (online and in person) cited as the most significant problem. In October 2019, they hosted a meeting of LGBTQ+ adults, interested parents of LGBTQ+ children and young people - the outcome being the development group who now meet monthly.

Parents' feedback....

"It has been invaluable, my child had become isolated at school and this has given them a completely safe space to be around other young people having similar life experiences, their confidence has improved, they've started a relationship with another young attendee and literally cannot wait to attend each session." Mum of a non-binary, bisexual 15 year old

"It's been amazing for my child, somewhere they can let down their guard and feel safe to be the person they actually are without constantly having to hide or justify themselves. They get so weary of having to be constantly on guard, it's exhausting, but they so much look forward to going to the group and relaxing, making friends and enjoying themselves, as a teenager should be able to, without fear." Mum of a non-binary, bisexual 14 year old

"Although the group has only been in existence for a short time, it already feels like a warm, welcoming and supportive place. The youth leaders really understand what our kids are experiencing, which is vital. She has made friends and has come back home each time with a huge grin." Mum of a 14 year old Cis lesbian.

Case Study 2: Marking the Holocaust



For four years running now, Carmarthenshire County Council's Department of Education has organised an event for its secondary school pupils to mark the Holocaust. The aim is for young people to improve their knowledge and understanding of the Holocaust as well as subsequent genocides, and for them to learn about the dangers of prejudice and racism and where these can ultimately lead.

Initially the event took the form of viewing a live webcast with a survivor organised by the Holocaust Memorial Day Trust but, following feedback from pupils in 2018, the Department has sought out and invited survivor speakers to share their experiences in person.

In 2019, pupils had the privilege of meeting Marie Christine Nibagwire, a survivor of the Rwandan genocide. Carrying her daughter on her back, Marie-Christine crossed three other African countries, on foot, experiencing much abuse as well as hunger before coming to the UK as an illegal immigrant, seeking asylum, and eventually being granted citizenship. She now devotes her time to counselling other survivors, sharing stories of the loss and suffering such atrocities can cause, and teaching the values of love, justice, and respect as the foundations for peace. Her testimony was followed by a workshop for pupils led by the county's Minority Ethnic Achievement Service, raising awareness of the plight of present-day refugees, and a presentation by Glan y Môr school pupils, showcasing the ChangeMakers initiative which has helped them challenge discrimination.

In 2020, to mark the 75th anniversary of the liberation of Auschwitz Birkenau, the Department applied successfully to the Holocaust Education Trust for the Holocaust survivor, Eva Clarke, to share her testimony. Due in large part to her extraordinary courage and strength of character, Eva's mother, Anka, survived Theresienstadt, Auschwitz concentration camp, Freiburg slave labour camp, and finally Mauthausen death camp in Austria, where, weighing just 5 stone, she gave birth to daughter Eva in a coal truck on 29th April, 1945. Eva and her mother were the only survivors of their family, her father and 14 other close relations having been killed in Auschwitz-Birkenau.

Sixty Year 10 and 11 students and their teachers from ten Carmarthenshire Schools gathered at Neuadd y Gwendraeth, Drefach, on 28 February, 2020, to hear Eva's moving testimony and were given the opportunity to ask her their own questions. The questions posed showed that pupils were fully absorbed by and engaged with the experience and they demonstrated both sensitivity and insight.

Following this session, pupils participated in two workshops. The first of these was led by local Holocaust Education Trust volunteer and educator, Elaine Thomas. This gave further context to Eva's experiences and enabled pupils to improve their knowledge of the legal measures enacted against Jews during the Nazi period, prompting reflection on the human impact brought about by this legislation. The second workshop was led by event organiser, Polly Seton, Carmarthenshire's Global Learning officer. In this session, pupils were reminded that tragically there have been other genocides since the Holocaust, that racism and hate crimes are on the increase, and that name-calling and stereotyping can escalate and ultimately lead to violence. Pupils and their teachers then discussed positive actions they could take as individuals and as school communities.

Following the workshops, Louise Morgans, Creative Arts Officer, read the poem “The Butterfly” written by Pavel Friedmann, the Jewish Czech poet who was killed in Auschwitz. Pupils were inspired by this and by Eva’s testimony to create paper butterflies for a commemorative art piece to remember and honour those who have perished in genocides.

As a council, we are immensely grateful to Eva Clarke for making the long journey from Cambridge to Drefach and to the Holocaust Education Trust for their support with the event. This has been an unique opportunity and has made a lasting impression on our young people and helps us all to realise the dangers of hatred and bigotry as well as the importance of promoting empathy and taking action to challenge racism and prejudice today.

Case study 3: The Disability Partnership and Pentre Awel

[Pentre Awel](#) is a 'once in generation' development located across 86 acres of brownfield land in south Llanelli. Pentre Awel will co-locate public (local government, health board), academia, private and voluntary sectors to create an ecosystem for education, research and development, business incubation and broader wellness initiatives and will create approximately 1,800 jobs and improve social, economic and environmental well-being across the region.



Pentre Awel has benefited from extensive public and stakeholder engagement at all stages of the project. In particular, the project team engaged the Carmarthenshire Disability Partnership (CDP) during the design development phase to allow due consideration to be given to accessibility and inclusivity in relation to building facilities and layout.

Arup – the design consultants for the project – presented plans/schematics to the CDP as they evolved and sought feedback on a number of topics within the remit of the Group, including: welfare provision (accessible toilets), public transport, disabled car parking, hydrotherapy pool access, changing places facilities and accessible public realm environments.

Following initial engagement, ongoing dialogue with the project team was maintained by way of written and verbal updates in order to keep the CDP apprised of the design development process.

Benefits:

- Project team able to engage with a key demographic group and communicate important/tailored messages
- Ability to improve public understanding of the proposals and services
- CDP members were able to provide specialist input / feedback
- The project team were able to consider any perceived barriers to access prior to development
- CDP were able to provide effective scrutiny and challenge
- CDP could become advocates for the project within their stakeholder networks

Lessons/Best Practice:

- In order for the engagement to be meaningful and constructive, it is important to consult at the formative stages of the project where there is scope to influence the designs / decision making process
- Early and frequent engagement with stakeholders can build trust and lead to better outcomes
- Remember to 'close the loop' following engagement
- Given the breadth of the topics under discussion, additional meetings were scheduled with the Group to provide sufficient time to consider the proposals

Contact details

For further information on Carmarthenshire County Council's Strategic Equality Plan, please contact:

Policy and Partnership Team

County Hall

Carmarthen

SA31 1JP

01267 224914

equalities@carmarthenshire.gov.uk

You can also contact Carmarthenshire Direct by text

0789 2345678

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Appendix 1: Action Plan (2020-2024)

Objective 1: Being a leading employer				
Action		Division	Outcome	Timescale
1.	Promote our commitment to the Disability Confident Employer scheme and act to improve how we recruit, retain, and develop disabled people	People Management	Drawing employees from the widest possible pool of talent	On-going throughout 2020-24
2.	Continue to close and monitor pay differences and continue to publish an annual Workforce Pay Gap report	People Management	Workforce Pay gaps continues to close	On-going throughout 2020-24
3.	Improve our workforce equality information and Welsh language skills data from current and new staff	People Management / IT & Corporate Policy	Increased number of staff disclosing equality and Welsh language data	On-going throughout 2020-24
4.	Mainstream Equality and Diversity in our Learning & Development opportunities	People Management	Increased number of staff completing E&D opportunities	On-going throughout 2020-24
5.	Ensure that staff involved in recruitment and management receive effective training around unconscious bias	People Management	Increased number of staff completing opportunities Increased awareness of unconscious bias	On-going throughout 2020-24
6.	Continue to support and promote our staff Well-being through various initiatives such as the 'Time to Change' pledge	People Management	Improved staff well-being	On-going throughout 2020-24

7.	Review existing policies (e.g. adoption, maternity, paternity, and parental leave) to ensure that they use gender neutral language throughout	People Management	Drawing employees from the widest possible pool of talent	2020-21
8.	Promote and monitor our workplace policies, such as Flexible Working, Equality and Diversity and Behavioural Standards	People Management	Drawing employees from the widest possible pool of talent	On-going throughout 2020-24
9.	Promote and enact our membership with the Stonewall Diversity Champions programme	People Management / IT & Corporate Policy	Drawing employees from the widest possible pool of talent	On-going throughout 2020-24
10.	Develop Transgender guidance to support our employees and managers in understanding the experience and process of transitioning and the potential barriers that may inhibit a trans person in reaching their potential in the workplace	People Management	Improved support for Transgender employees	2020-21
11.	Promote key workplace messages based on the Carmarthenshire Equalities and Diversity Calendar	People Management	Improved awareness of protected groups Improved involvement of protected groups	On-going throughout 2020-24
12.	Support the EHRC pledge 'Working Forward' which supports pregnant women and new parents	People Management	Improved support for new parents	On-going throughout 2020-24
13.	Introduce a diversity mentoring scheme to enable staff from under-represented groups to reach their full potential	People Management	Improved involvement of protected groups Improved workplace participation	2020-22

14.	Reflect and consider the impact of the Covid-19 pandemic on our workforce and workplace	People Management	<p>Improved understanding of the impact on our workforce and workplace</p> <p>Key actions to promote the support available to our staff</p>	2021-22
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Objective 2: The needs and rights of people with Protected Characteristics shape the design of services

Action	Division	Outcome	Timescale
15. Ensure that 'due regard' is given to all Protected Groups through our Integrated Assessment process and that support / challenge is provided on key managerial and policy-based decisions	IT & Corporate Policy	Improved information for Elected Members on which to base their decisions Improved decisions, with a clear evidence base of consideration across key pieces of legislation	On-going throughout 2020-24
16. Ensure that our Elected Members have the best possible evidence and information, on which to base their decisions	IT & Corporate Policy / Democratic Services	Improved information for Elected Members on which to base their decisions	On-going throughout 2020-24
17. Implement the Socio-Economic Duty for Wales across all departments (The socio-economic duty is a duty on public authorities to address the inequality that arises from socio-economic disadvantage, and to place this objective at the core of their policies and programmes)	IT & Corporate Policy	Improved outcomes for those who experience socio-economic disadvantage	2021-24
18. Strengthen our relationship with Protected Groups through forums such as Equality Carmarthenshire, the Carmarthenshire Disability Partnership, and the 50+ Forum	IT & Corporate Policy	Improved involvement of protected groups	On-going throughout 2020-24
19. Enable the Carmarthenshire Disability Coalition to influence policy decisions and key developments, in partnership with other public sector bodies	IT & Corporate Policy	Improved involvement of protected groups	On-going throughout 2020-24

20.	Encourage and support age-friendly communities	Integrated Services / IT & Corporate Policy	Communities where age is not a barrier to living well and where the environment, activities and services support and enable older people	On-going throughout 2020-24
21.	Encourage and support Dementia friendly communities	Integrated Services	Communities where people with dementia are understood, respected, and supported	On-going throughout 2020-24
22.	Review and develop our Involvement Policy to establish a range of consultation and involvement methods	IT & Corporate Policy Marketing & Media	Improved involvement across all communities and protected groups	2021-22
23.	Support County Youth Council/Youth Forum structures to be as inclusive as possible and informed by and linked to their local democratic structures	Curriculum & Well-being	Improved involvement with young people	On-going throughout 2020-24
24.	Identify and address any gaps in the groups / forums of young people engaged for consultation and engagement to ensure they are fully inclusive	Curriculum & Well-being	Improved involvement with young people	On-going throughout 2020-24
25.	Create and implement a new Children and Young Peoples Participation & Children's Rights Strategy to ensure the Council delivers on its statutory and moral obligations for ensuring children and young people have their say on decisions that affect them	Curriculum & Well-being	Improved involvement with young people in the council's decision-making processes	On-going throughout 2020-24
26.	Revisit and review the 2015 Children's Rights Promise that sets out a clear commitment to children's rights	Curriculum & Well-being	Children's Rights are considered in our decision-making processes	On-going throughout 2020-24

27.	Adopt the National Standards for Children and Young People’s Participation and work with 5 services to complete National Standards Self-Assessments	Curriculum & Well-being	Improved involvement with young people	On-going throughout 2020-24
28.	Reflect and consider the impact of the Covid-19 pandemic on our communities, building on the information on our Community Impact Assessment and national research	IT & Corporate Policy	<p>Improved understanding of the impact on our communities</p> <p>Involvement across all protected groups in the redesign of services</p> <p>Key actions to promote the support available to our communities</p>	2021-22

Objective 3: Safe and Cohesive communities that are resilient, fair, and equal

Action		Division	Outcome	Timescale
29.	Continue to raise awareness of hate crime and to signpost potential victims to report and support services	Homes & Safer Communities	Increased awareness of hate crime and ways of reporting Potential increase in number of hate crime cases	On-going throughout 2020-24
30.	Monitor and respond to community tensions relating to the Brexit process	Homes & Safer Communities	Increased number of interventions and de-escalations	On-going throughout 2020-24
31.	Signpost EU citizens living in Carmarthenshire to the Home Office EU Settlement Scheme and provide the appropriate level of local authority support	Homes & Safer Communities	Increased number of EU citizens resident in Carmarthenshire who apply to the scheme	On-going throughout 2020-24
32.	Implement the Carmarthenshire Equality and Diversity Calendar and review the focus on an annual basis. Examples will include Black History Month, Hate Crime Awareness Week, the International Day Against Homophobia, Transphobia and Biphobia and White Ribbon Day	Homes & Safer Communities / IT & Corporate Policy	Increased awareness of protected groups and significant events / days Increased number of campaigns	On-going throughout 2020-24
33.	Implement and promote the 'Every Learner Matters' strategy, to promote equity, Well-being, Inclusion and Excellence in our learning communities	Curriculum & Well-being	Diversity amongst learners is valued and supported Barriers within learning environments are reduced	On-going throughout 2020-24

34.	Support Carmarthenshire Schools to develop and monitor their Strategic Equality Plans and Objectives	Education & Inclusion	Strategic Equality Plans are promoted and monitored across all schools	On-going throughout 2020-24
35.	Support Carmarthenshire Schools to monitor and address Identity Based Bullying	Curriculum & well-being	<p>Improved monitoring of identity-based bullying</p> <p>Improved consistency and support across schools in relation to identity-based bullying</p>	On-going throughout 2020-24

Objective 4: Improving access to our services and access to our environment

Action		Division	Outcome	Timescale
36.	Work within the ethos of the Social Services and Well-being Act to ensure that people have received the right information and advice when needed	Integrated Services	Improved information and advice Increase in number of referrals	On-going throughout 2020-24
37.	Work with individuals and organisations from the sensory loss community to embed the All Wales Standards for Accessible Communication and information	Marketing & Media / IT & Corporate Policy	Improved accessibility across all forms of communication	2021-22
38.	Identify a consistent approach to diversity monitoring of service users and citizens	IT & Corporate Policy	Consistent approach across all services in monitoring questions Increased returns from citizens across Carmarthenshire Improved use of data in influencing policy decisions	2021-22
39.	Work with key stakeholders to ensure inclusive design principles for all new premises and developments	Property Services	Increased involvement of protected groups Access considerations across all new premises and developments	On-going throughout 2020-24
40.	Reflect and consider the impact of the Covid-19 pandemic on our communities and how are services are being accessed	Across departments	Involvement across all protected groups in the redesign of services	On-going throughout 2020-24

			Key actions to promote the support available to our communities	
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EXECUTIVE BOARD 8th February, 2020

<h3>Annual Report on the Welsh language 2019-20</h3>		
Recommendations / key decisions required: 1. To receive the annual report in relation to the Welsh language and compliance with the Welsh language Standards during 2019-20.		
Reasons: It is a statutory responsibility for the Authority to implement the Welsh language Standards. As part of the Standards, we must publish an Annual Report which outlines the implementation work.		
Relevant scrutiny committee to be consulted YES Policy & Resources Scrutiny Committee		
Exec. Board Decision Required		YES
Council Decision Required		NO
EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER: Cllr. Peter Hughes Griffiths (Culture, Sport, Tourism and the Welsh Language)		
Directorate: Chief Executive's Name of Head of Service: Noelwyn Daniel Report Author: Llinos Evans & Myfanwy Jones	Designations: Head of ICT & Corporate Policy Policy & Partnership Officer Welsh Language Policy Officer	Tel: Email addresses: NDaniel@sirgar.gov.uk LlinEvans@sirgar.gov.uk MyJones@sirgar.gov.uk

Annual Report on the Welsh language 2019-20

This Annual Report has been produced in order to comply with the Welsh Language Commissioner's monitoring arrangements. The Welsh Language Commissioner gave Carmarthenshire County Council a compliance notice regarding the Welsh Language Standards Regulations on 30 September 2015 which required CCC to comply with most of the standards by 31 March 2016.

The Standards mean that the Welsh language must not be treated less favourably than the English language and must also promote or facilitate the use of the Welsh language. This is in accordance with the two principles that form the basis of the Welsh Language Commissioner's work:

- in Wales, the Welsh language should be treated no less favourably than the English language
- persons in Wales should be able to live their lives through the medium of the Welsh language if they choose to do so.

The Welsh language Standards have replaced the Welsh language schemes and will:

- provide greater clarity to organisations on their duties on the Welsh language;
- provide greater clarity to Welsh speakers about the services they can expect to receive in Welsh;
- Ensure more consistency of Welsh language services and improve their quality.
- The Welsh Language Commissioner's Assurance Report 2019-20 notes that our performance was excellent in the provision of services through the medium of Welsh, with the only exception being self-service machines. With the county's parking payment machines currently being upgraded, this issue will soon be resolved.
- Areas sampled include correspondence, telephone calls, reception areas, forms, press releases, social media, website, jobs advertised and signage. Of the sample undertaken, the areas noted above were fully compliant.

DETAILED REPORT ATTACHED?

YES – Annual Report 2019-20

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report:

Signed: Noelwyn Daniel, Head of ICT & Corporate Policy

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	NONE	NONE	NONE	NONE	NONE

1. Policy, Crime & Disorder and Equalities

The Compliance Notice received from the Welsh Language Commissioner on 30 September 2015 required the Authority to comply with a new set of Standards by 31 March 2016.

2. Legal

The Welsh Language Standards Regulations 2015 came into force on 31 March 2015. These Regulations replace the responsibilities placed on Carmarthenshire County Council under the Welsh Language Act 1993 and were imposed on the Authority on 31 March 2016.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: Noelwyn Daniel, Head of ICT and Corporate Policy

1. Scrutiny Committee

Policy & Resources Scrutiny Committee

2. Local Member(s)

N/A.

3. Community / Town Council

N/A

4. Relevant Partners

N/A

5. Staff Side Representatives and other Organisations

N/A

EXECUTIVE BOARD PORTFOLIO
HOLDER(S) AWARE/CONSULTED

YES

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW

Title of Document	File Ref No.	Locations that the papers are available for public inspection
Welsh Language (Wales) Measure 2011		Welsh version http://www.legislation.gov.uk/mwa/2011/1/pdfs/mwa_20110001_we.pdf English version http://www.legislation.gov.uk/mwa/2011/1/pdfs/mwa_20110001_en.pdf
Carmarthenshire County Council's Welsh Language Standards – Compliance Notice		Welsh version http://www.sirgar.llyw.cymru/media/1885671/20170321-hysbysiad-cydymffurfio44-cyngor-sir-g%C3%A2r-cy-.pdf English version http://www.carmarthenshire.gov.wales/media/1885670/20170321-hysbysiad-cydymffurfio44-cyngor-sir-g%C3%A2r-en-.pdf
Closing the Gap: The Welsh Language Commissioner's Assurance Report 2019-20		Welsh Version http://www.comisiynyddygydraeg.cymru/Cymraeg/Rhestr%20Cyhoeddiadau/20200911%20Adroddiad%20sicrwydd%202019-20.pdf English version http://www.comisiynyddygydraeg.cymru/English/Publications%20List/20200911%20Assurance%20report%202019-20.pdf

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Annual Report on the Welsh Language

Carmarthenshire
County Council

2019-20



carmarthenshire.gov.wales

Cyngor **Sir Gâr**
Carmarthenshire
County Council



Annual Report on the Welsh Language 2019/20

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Introduction

This is the Annual Report of Carmarthenshire County Council's work for 2019/20. The report focuses on the *fourth year of implementing the Welsh Language Standards*. This year's report follows a similar format to last year with descriptions of activities grouped by *class* of Standards, as the work of establishing systems to comply with the individual Standards has been achieved, and much of the compliance work remains constant between financial years and does not need to be repeated.



During 2019/20, the new *Chief Executive* of Carmarthenshire County Council has given new impetus to the implementation of the standards within the Council, particularly through her desire and willingness to operate through the medium of Welsh in democratic meetings. Meanwhile, the *Executive Board Member* with responsibility for the Welsh language has continued to lead further progress in the Council's internal work as well as building on partnerships with other organisations in order to promote the Welsh language across Carmarthenshire.

The *Members' Advisory Panel on the Welsh Language* has continued to receive regular updates regarding the Standards, and has continued its key role in offering advice, monitoring progress and calling for evidence of progress from specific departments within the Council. This Panel has met 5 times during the year and has received feedback on Regeneration, Early years, Welsh in the workplace, Apprenticeships and Work experience, the language leaders, Planning, Welsh for adults and standardising place names.

The *Welsh language County Strategic Forum*, which continues to be led by the Council and includes representation from the county's language promotion organisations, as well as public bodies with language officers, has also continued with its role of developing a programme of promoting the Welsh language in the county and instigated much joint planning for the implementation of the Carmarthenshire Promotion Action Plan, which is in line with the Promotion standards. The forum has acquired a new, *independent chair*, *Meri Huws* to help lead the work and her experience is already leaving its mark on the Forum's meetings. In addition, we corresponded with all the Forum's organisations to confirm whether they wished to continue to attend the forum and received positive responses. 16 organisations are now sending full representation to the Forum, 2 institutions wish to attend occasionally and 1 organisation as a commentator. The forum met four times and specific attention was given to Pre-school years, Planning, Population movements, Young people and Welsh for adults.

Much *internal communications* work was done during 2019-20. Messages about the Standards were conveyed to staff through presentations by the policy team, through the communication streams maintained by Marketing and Media and through the Language Leaders. More intensive work conveying messages about the Standards and the use of Welsh in the workplace was also undertaken at various events across the council's buildings on *Diwrnod Shwmae*, on *St David's* and at other times during the year.

During the year, the new *online skills checker* provided by the National Centre for learning Welsh enabled us to improve our systems of collecting the language skills data of our new staff and staff wanting to start learning Welsh. The electronic system enabled us to both standardise our approach and increase the number of individuals assessed and this, in turn, facilitated the identification of suitable courses for developing those skills. A new *resource for mentors* was produced to support learners, and the process of agreeing and setting learning agreements for new members of staff who do not meet the linguistic level of a position when appointed is progressing.

The regular meetings with *colleagues in the People Management Division* have continued, to ensure progress in line with the Standards and to receive regular feedback in terms of the implementation of the Language Skills Strategy. The Division monitors the recruitment process and supports managers in carrying out *language assessments* on posts and is also responsible for the provision of *training and employment support* for all council staff. During the year, we have carried out a detailed analysis of the language level required in the advertisement process of the workforce alongside the actual language skills of those recruited. Following the validation of the data, we will undertake a specific piece of work identifying the key areas where recruiting Welsh speakers is a challenge and planning to meet those challenges.

The *Welsh language in Business* working group continued to meet during the year and the group was given additional impetus by the support of the new Head of Economic Development. There is a much better understanding and stronger links between officers from the various departments of the Council who are involved with the private sector, the Welsh in Business officers and the language Commissioner as we attempt to influence the use of Welsh by businesses.

The following pages provide further information about the Council's work to adhere to the Standards and our work to promote key messages.



Compliance with the Service Delivery Standards

STANDARDS

Correspondence (1 - 7), Telephone (8 - 22), Meetings and events (24 - 36) Publicity, display material, documents and forms (37 - 51), Website and social media (52 - 59), Self-service machines (60), Signs (61 - 63), Reception service (64 - 68), Official notices (69 - 70), Awarding of grants and contracts (71 - 80), Public announcement systems (87), Raising awareness of Welsh language services (81 - 82), Corporate identity (83), Courses (84 - 86)

General Compliance – raising awareness of the Standards in internal operations

As time has progressed since the introduction of the *Standards*, we are no longer following a strategic, communication plan to disseminate information about the requirements. Instead, more work is being done to *raise general awareness*. We are now confident that the induction procedure ensures that new staff have access to the guidelines on the intranet that explain the compliance requirements. However, it became evident that the visibility of the guidance needed to be improved and work on updating the intranet pages will take place during 2020-21. This will provide a renewed opportunity to bring attention to the Standards internally.

Some work was also done to update the guideline on the ‘*Using Welsh on the computer*’ guideline to reflect developments such as Microsoft Translate, and these changes will be completed and introduced with the renewed internet pages.

Some presentations were held during ‘19/20 to promote the Standards. Three presentations were instigated by the work of the new *Welsh Language Leaders* in the **Communities** department. A presentation on the Standards was given to a group of **Flying Start** health visitors, parenting group and to the program’s Social support workers. The presentations were focused on the reason behind the Standards as well as the requirements of Standards that were specifically relevant to them. E.g. The Standards relevant to promoting the Welsh language were relevant to the Parenting team, whereas the Social workers needed to consider the repercussions of the Standards on inviting individuals to meetings. Following the presentations more work was done promoting the Welsh language within the program was done as will be described later in this report.

A series of presentations on the Standards were given by the *Language Leaders* of the **Environment** department during September 2019. Their aim was to raise the operational staff’s awareness of the Standards and of the advisory and assisting role of the Welsh language Leaders. This method of engagement was new and tailored specifically to those front-line functions. Feedback from those workshops has been very positive and we will be looking to continue that dialogue in the coming year.

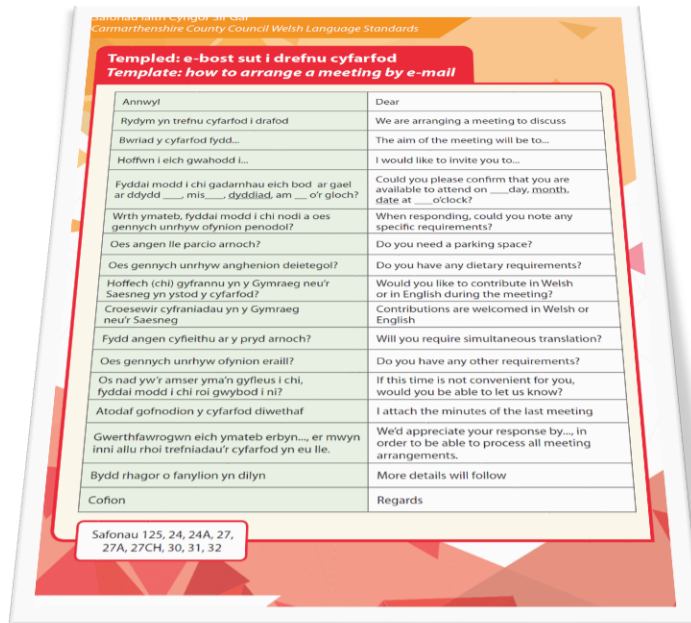


New and additional slides have been inserted in the Environment Department’s induction training, which supplements the Council’s central induction training. The slides provided information about the Standards and their purpose as well as information about the role and contact details of the Department’s language leaders in supporting staff to comply with the standards.



Events to celebrate St David's Day were organised on three of the Council's locations, County Hall, Carmarthen, Parc Myrddin, Carmarthen and Theatr y Ffwrnes, Llanelli.

These are further explained in the 'Promoting internal use' section (p.14) but the three events were also an opportunity to raise staff's awareness of the Standards and what is expected of them.



The Standards were printed in *poster size* to communicate the messages in the events, and hard copies of the *templates* that assist conformation with the 'Communication' Standards were also distributed.

Continuous work was done *advising* departments on the practical application of the Standards to their day to day work. During the year, the *Policy and Partnership Team* have been supporting areas of work such as:

- Developing tender documentation for a network of car charging points, following receipt of a Welsh government grant. Offering a bilingual payment service and telephone line were made an integral requirement of the tender.
- Developing research on the 10 rural town plan ensuring considerations of linguistic and cultural elements as part of regeneration projects and of the local committees
- Supporting the tender work on the Ammanford regeneration scheme, including local engagement with communities.

Education Courses

STANDARDS

Courses (84 - 86)

84. If you offer an education course that is open to the public, you must offer it in Welsh

During 2019-20, work was undertaken with the **Leisure** division to promote compliance with the Standard on *courses for the public*. An in-house training video was commissioned to advise staff how to provide **Welsh swimming lessons** within a bilingual setting.



The video led the staff through the whole process of providing swimming lessons, from registering the child, to offering feedback to parents and to providing the training sessions themselves.

The video ensured that the lesson was undertaken in Welsh without slipping back into English and ensured that staff understood the requirements of providing lessons as well as dealing with parents. Following the training, a survey was carried out to find staff impressions of the video and to ask what further support they would need. As a result, further training was provided, which took the form of Welsh swimming terms workshops in Ammanford, Llanelli and Llandovery during February 2020.

➔ **see case study 1**



A second training video was created for the Leisure division to train staff on how to **deliver sports coaching sessions in Welsh** within a bilingual situation, and in a variety of different situations. The video is going to be of use to staff providing sessions themselves, to staff who coordinate sports coaching sessions, and indeed to community sports clubs that use the Council's facilities. Work to disseminate the message within the Council and among the community clubs will take place during 2020-21.

During the year, we discovered that the British and Welsh Cycling Association's lack of bilingual materials was causing us difficulties in complying with the Standards in terms of providing **cycle training** to children. In order to rectify this situation, we instigated extensive and prolonged discussions with the two governing bodies and it was ultimately agreed that Carmarthenshire County Council would translate the materials and cover the cost of translation, while the British Cycling Association would redesign the materials to the format of the English materials and pay for this cost. The work continued over a long period with editing, correcting, and adapting. By January 2020 there were 3 sets of cycle learning cards available for use electronically as well as hard copies and a set of certificates in Welsh. The Leisure division then provided joint cycling training with Youth Sports Trust to the county's primary schools, distributing the Welsh cards and certificates to use when teaching children how to cycle. We will be launching this resource during 2020-21.

➔ **See case study 2**

Displaying Materials

STANDARDS

Publicity, display material, documents and forms (37 - 51)

38. Any material that you display in public must be displayed in Welsh, and you must not treat any Welsh language version of the material less favourably than the English language version.

The promotional materials for the '*Swimathon*' charity were available in English only and again obstructed our ability to comply with displaying Welsh language materials in accordance with the standards. In this case, we communicated with the charity for two years to express our concern until they provided Welsh flags this year. We also assisted them on the accuracy of the Welsh language and the materials are now available to display in our leisure centres.



Raising Awareness of Services

STANDARDS

Raising awareness of Welsh language services (81 - 82)

81. You must promote any Welsh language service that you provide and advertise that service in Welsh.

Following discussions at the *County Strategic Forum* on the Welsh language promotion strategy, we decided to attempt to promote the fact that we are a bilingual employer able to provide **Welsh-medium and bilingual work experience**. A sentence was added on the webpage when it was updated in November 2019 to highlight this provision, 'As one of the largest employers in West Wales in a bilingual county we can offer bilingual work experience placements in each section'. A section was then added to our work experience application forms which specifically asked:

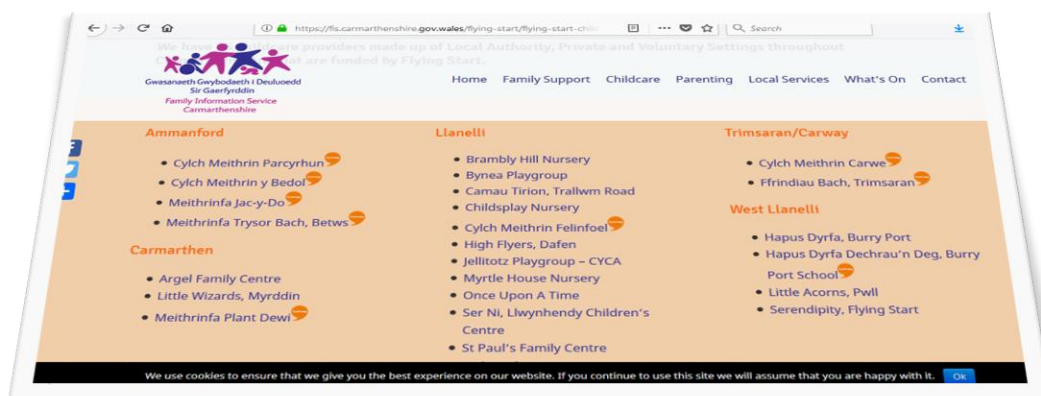
Carmarthenshire County Council promotes the Welsh language.

Would you like to undertake some of your work experience through the medium of Welsh?

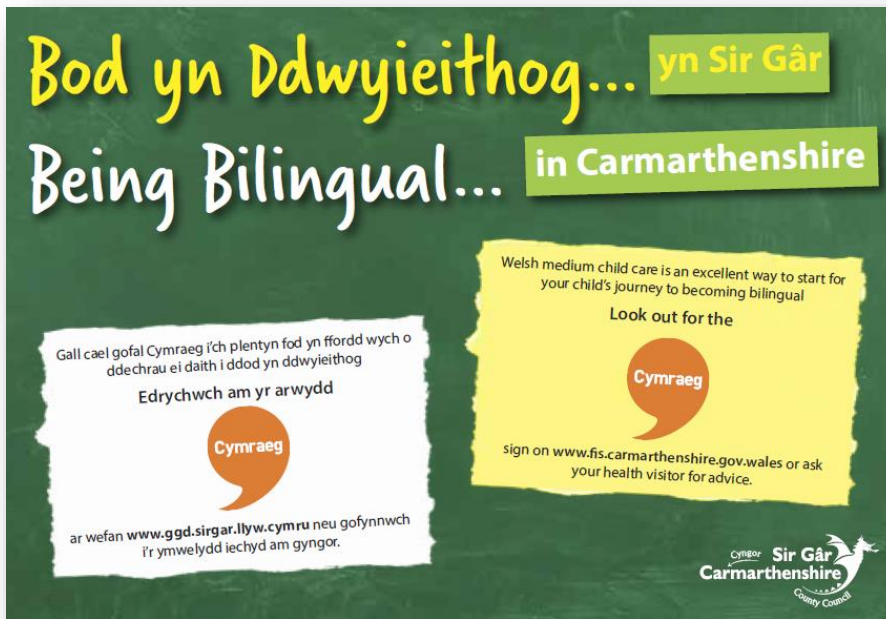
Yes No

Having made these changes, we hope it will raise the profile of the Welsh language in the organisation, to encourage the public to use the organisation bilingually and, finally, to encourage young people to use Welsh in their contact with the world of work within the county.

We will be able to monitor the answers to this question on the application form from now on, to see if we need to do more to raise the Council's bilingual status as a workplace.



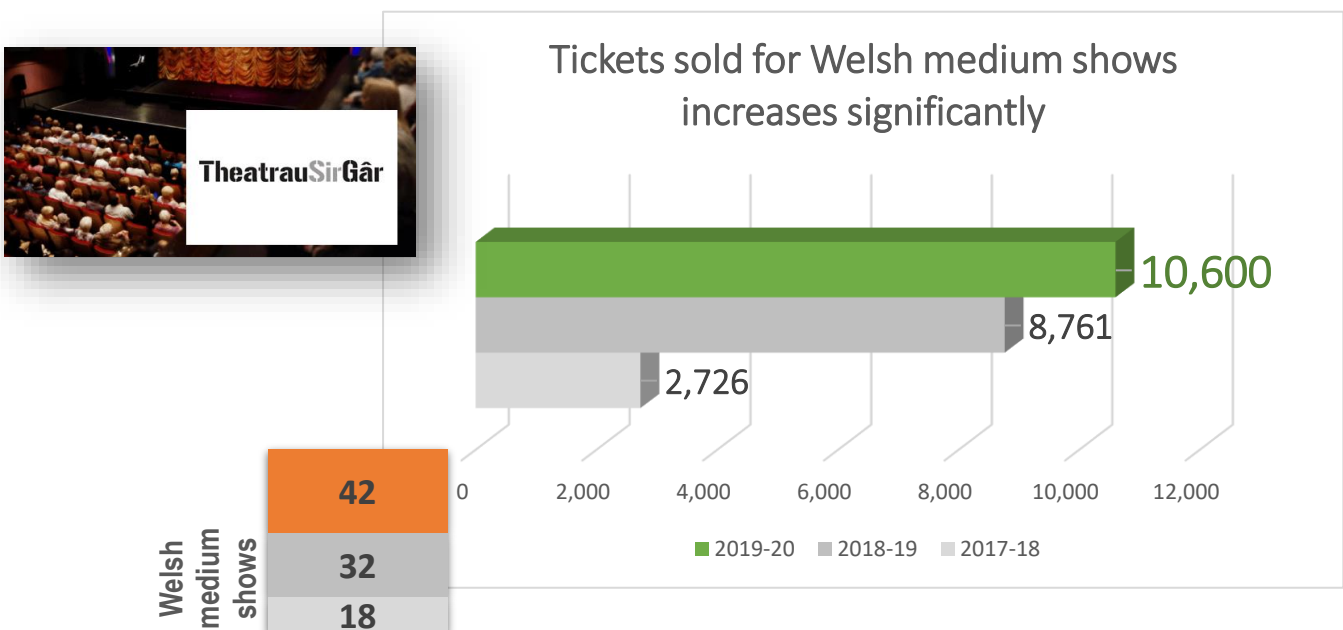
With the help of our language leader in the *Children's Services* division, we have taken steps to promote the bilingualism of our childcare settings. We inserted the orange symbol next to the Welsh language childcare settings on the Flying Start page of our Family Information Services website to promote the Welsh medium provision. This work also contributed to promoting the choice of Welsh-medium childcare and Welsh-language education to everyone (see also *Promotion Strategy*).



To further promote our Welsh language childcare services, our *Being Bilingual* booklet was reprinted but with an additional reference to Welsh medium Childcare on the front. This reference signposted families to the information on Welsh language settings on the family information website and to the health visitor. These were distributed in the book packs to families receiving support from flying start.

Following considerable changes to our *Theatres' Welsh medium provision*, our Leisure division has been working tirelessly to promote these services and to ensure audiences for the Welsh performances in our theatres. Officers have provided specific information to the County Forum for community organisations to disseminate information on the ground.

They have also collated data showing that the number of tickets sold for Welsh language shows has continued to increase:



The *Mae gen ti hawl* day was an opportunity for us to promote Welsh language services and to try to increase the number of those who choose to use them. However, although the Council supported the campaign this year, it fell during the pre-electoral period, therefore were unable to fully support the campaign.

Public events

STANDARDS

Meetings and events (24 - 36)

36. If you organise a public event, or fund at least 50% of a public event, you must ensure that the Welsh language is treated no less favourably than the English language at the event...

Several significant, public events were held during the year which were organised and held in accordance with the Standards. The *50+ Forum's annual event* was a bilingual event with bilingual promotional and communication work and with complete bilingual administration and delivery at the Botanic Gardens this year. Welsh speakers were organised as part of the event in the main tent and simultaneous translation equipment was provided for non-Welsh speakers.

A *consultation event with young people* was organised, which was attended by nearly all the county's secondary schools. The Council Leader, the Chief Executive and senior Officers gave short presentations to the young people and they did so in Welsh, in English or bilingually. In doing so, Welsh and English were given equal status, and the young people were encouraged to use Welsh when dealing with matters of public importance. In addition, there was a specific question as part of the forum on increasing the number of Welsh speakers in the county. Welsh medium workshops were held for the pupils from Welsh medium schools and these pupils also delivered their presentations in Welsh.

Contributing to national and regional developments on the Standards

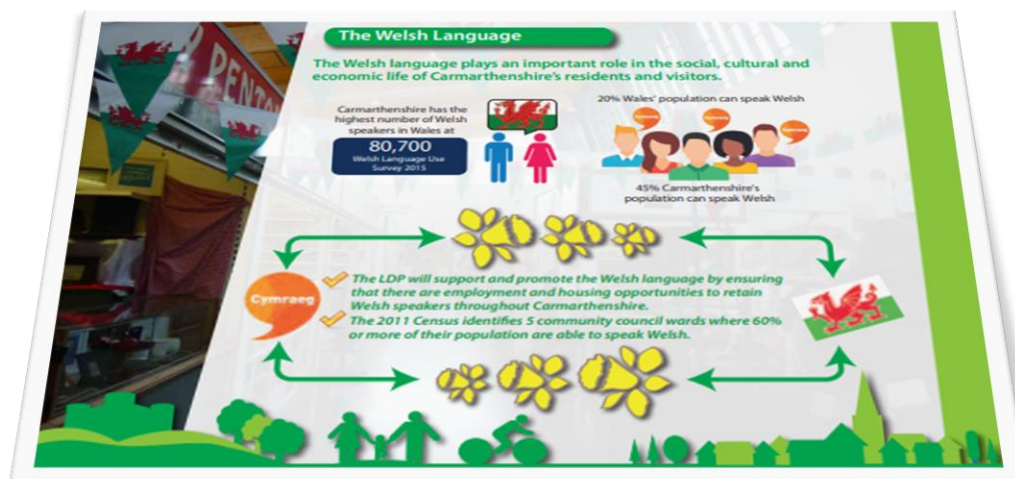
- We attended a Workshop with the Commissioner's Office which discussed the issue of promoting Welsh medium services in the public sector. These discussions led to the aforementioned '*Mae gen ti hawl*' campaign.
- We also organised for a group of staff to discuss the Standards with officers from the Commissioner's Office. Welsh speakers from a variety of departments attended to discuss their awareness of their duties in relation to the Welsh language, the internal arrangements and how the organisation supports them to use and develop their Welsh.
- Our experiences of administering and chairing our county Forum in relation to the Promotion Strategy were presented to the annual Mentrau Iaith Cymru Conference. Good practice was shared about Forum membership, how we prepared the Strategy within the Forum and our arrangements for visiting the themes at each meeting.
- The Policy and Partnership Team organised a group of staff to trial the Welsh medium version of the Census papers. A series of short sessions were held which enabled ONS to check whether the Welsh version of the papers was accurate and understandable.

Compliance with the Policy making Standards (Standards 88 – 97)

STANDARDS

Compliance with the Policy making Standards (Standards 88 – 97)

When you formulate a new policy, or review or revise an existing policy, you must consider what effects, if any (whether positive or adverse), the policy decision would have on - (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.



Considerable work has been undertaken this year to assist the Planning Department in ensuring compliance with the policy making Standards in relation to when dealing with the formulation of the new **Local Development Plan**. Work has been commissioned to assess the likely effects of the revised [Carmarthenshire Local Development Plan \(2018-2033\)](#) on the Welsh language. There has been detailed research and clear guidance on a suitable methodology for assessing impact on the language. This work provides a much more resilient framework than those available and we trust that following the methodology to assess the impact of the preferred strategy and the deposit plan will ensure the potential positive impact of the Local Development Plan on the Welsh language. A detailed topic paper on the Welsh language was prepared, to set the statistical context as part of the public consultation.

In addition to the work on the impact Assurance framework, in order to ensure specialist input in relation to the Welsh language on the scheme, opportunities to consult on the process of drawing up the new local Development plan were disseminated with all organisations promoting the Welsh language in the county.

During 2017-18, a task and finish group was established to look at the economic and social regeneration of rural Carmarthenshire. This was an attempt to address rural needs in the light of the investment made through the civic deal in the urban areas. During 2019-20 the [Moving Rural Carmarthenshire Forward](#), strategic plan was published. The Welsh language has been at the heart of this policy from the outset. The need to create economic and social conditions that will enable young people to stay or re-settle in the county is recognised, and the development of rural areas in a way that will enable the Welsh language to flourish is recognised as the 'common principle across all of the task group's recommendations'.

Work was undertaken to assist the Department of Education in implementing the **WESP** in accordance with the Standards. The Policy team assisted in the process of consultation with the communities of the schools to provide Welsh-medium education and also ensured the practical input of the Mentrau to ensure that the policy had the most positive impact possible on the use of the Welsh language in the areas concerned.

We have continued to develop our **Integrated Impact Assessment** approach and have held several sessions with heads of service and report authors to obtain feedback on the template. An electronic form has also been developed, and the assessment will be published alongside the papers for the Democratic meetings.

An in-house workshop was held to scrutinize our Well-being Objective, to *'Promote Welsh Language and Culture'* and verify whether the objective considered and implemented the 'Five Ways of Working' which are part of the Well-being of Future Generations Act. We identified a number of strengths and new ideas for our business plan in 2020-21.

Compliance with the Service Delivery Standards

Facilitation of the internal use of Welsh



To develop further the Council's system of matching a learner with a workplace mentor to reinforce the learner's use of the Welsh language, we commissioned a resource for Mentors called *Dewch i Sgwrsio*. A booklet was commissioned and designed with exemplars and advice on how to support a learner through mentoring, set out to coincide with the learner's language level and the types of language constructions he learns on his course. This resource was launched on *Diwrnod Shwmae* (see *Dathliad Dysgu* below). We also shared this resource with Dyfed Powys Police, for their use with staff within the force.

Flash cards were also designed and printed for our community staff working in the care sector as part of the Social Care Workforce Development Plan. The cards, *Caring in Welsh*, are designed to hang around the neck or on a clip and are a prompt for staff who are learning Welsh or are unconfident in their Welsh to enable them to use Welsh with their clients.



On *Diwrnod Shwmae* Day, 15.10.2019, which coincided with *Learning Welsh* week, we organised an event which showcased all our efforts to increase the use of Welsh in the workplace and celebrated the achievements of our learners under the title '*Dathlu Dysgu Cymraeg*'. The event was an opportunity to launch the Mentor Resource, the swimming training video and the flash cards and an opportunity to present certificates to staff who had attended Welsh courses. The event was well attended and theatre at the Egin was comfortably full and we received positive feedback about the event (see Case study).

On *Diwrnod Shwmae* day, the Leisure division's Welsh language leaders held an event to encourage the use of Welsh in the workplace and beyond. A **Pledge Tree** was designed, and staff and the public were encouraged at Llanelli Library and Amman Valley Leisure Centre to recognise opportunities to use more Welsh regardless of how fluent they may be, and then to jot them down on the tree. This raised the profile of the Welsh language amongst the staff and to some extent, the public. The importance of using the Welsh language in order to maintain and improve skills was highlighted.

A Coffee Morning was also organised on *Diwrnod Shwmae* in Llanelli library. The language leader of the library welcomed people to have a cup of tea and a chat in Welsh and two new members of staff showed an interest in learning Welsh as a result.



photo of a coffee morning



Another event that was organised to increase our staff's use of Welsh was the ***Diwrnod Shwmae* quiz** organised by the Environment language leaders. This was an event held after working hours at the Atom, Carmarthen. Marc Griffiths was invited to run the quiz and approximately 35 people attended. This was an opportunity for learners and Welsh speakers to use Welsh outside working hours and all who attended appreciated the opportunity.



At the beginning of July, The Environment's language leaders organised a **Treasure Hunt** to encourage the use of Welsh. It was a lunch hour activity held outdoors. A stall was set up by the language leaders, located at Castle House near County Hall, where staff collected a leaflet and then returned their answers after completing the treasure hunt which raised awareness of the Welsh language within the town and of the Welsh language Standards.

Events were also arranged to celebrate **St David's Day 2020** to instigate the use of Welsh in the workplace. The events were an opportunity to raise the status of the Welsh language within the workplace, to offer staff the opportunity to socialise in Welsh in the workplace, to raise awareness of the Standards and to advertise opportunities to learn Welsh and to be a mentor in the workplace. Events were held at County Hall, Parc Myrddin and the Ffwrnes Theatre and around 120 staff attended the events.



Following the events further awareness was raised by featuring the day on the intranet. To this end a [vimeo](#) was put together to give the events a visual platform too.

189 members of staff have been put through the **language skills checker** since its introduction in September 2019. This process has led to a large number of staff who were appointed under the required level of language skills to receive information about Welsh learning agreements. A particular effort was made this year to support new learners in a variety of ways taking full advantage of the opportunities from the National Centre and the opportunities offered by *Say Something in Welsh*. A questionnaire was circulated by the Leisure division to see what types of support, formal or informal opportunities, would be useful to increase their Welsh language skills.

Compliance with the Promotion Standards

STANDARDS

Compliance with the Promotion Standards (145 - 146)

Carmarthenshire Welsh Language Promotion Strategy 2017-21

During 2019-20 we continued with the implementation of the *Promotion Strategy action plan*. The process of looking at a theme from the action plan at each quarterly meeting was established with the themes this year including 'early years' in June 2019, 'influencing population movements' in September 2019, 'young people' in December 2019 and 'Welsh for adults' in March 2020. At each of these meetings, there were presentations from Council officers as well as from external agencies and following the discussions each time, new actions were drawn up for the next period. There is a column on 'progress' and a column containing 'new actions' throughout the Action Plan now following the attention given to all the themes over the last two years.

During the year, *Meri Huws* became an independent chair for the Forum, and her contribution gave a fresh impetus to the membership of the Forum, as well as a new, impartial influence that lead the discussions more positively. Meri also contributed to the discussion on how to measure the impact of the Promotion Strategy as we come to the end of its first phase, and considerable work has already been done developing the possibilities which will come into fruition in the next financial year.

Publishing and distributing resources

The electronic as well as paper distribution of the '*Being Bilingual*' leaflet continued during 2019-20. 3000 hard copies were distributed to the Registry for distribution when registering births. It was also used during the consultation process in June 2019 with the school communities who were increasing their provision of Welsh-medium education through the WESP.

We also continued our efforts to distribute the Welcome Pack in a variety of areas. The county's *Federation of Young Farmers* agreed to distribute the leaflet when carol singing and we also arranged for three Urdd Eisteddfod appeal committees at 2021 to distribute, using their local knowledge to approach newcomers in their areas. This work will continue in 2020-21.

The **Welsh with your Kids** leaflet was reprinted and distributed in September to all the county's primary schools to coincide with the work done with the WESP and the Welsh language Charter. According to the Welsh language development tea, within Education, *'Quite a few schools are distributing the booklets in the children's 'Starter packs', if the parents do not speak Welsh... I have also used the booklets when working with parents and latecomers...'* The schools find the booklets colourful and simple and "user-friendly", with useful phrases for use at home. They were also distributed through our Family Information Services and through Flying Start health visitors.



A new leaflet was designed and printed to promote Welsh-medium education which aimed to allay the concerns of non-Welsh speakers about not being able to assist with children's homework when children are in Welsh medium education. Financial support was secured from the Glyndwr fund for **'Welsh Homework: No Problem'**, and the content and design of the leaflet was a collaboration between the Policy and the Education Department. The booklet will be distributed extensively electronically and as paper copies during 2019-20 and we hope that we will be able to provide an electronic link to all these resources to promote the Welsh language for people as they register their children for primary and secondary schools.



In cooperation Menter Gorllewin Sir Gâr, hard copies of the Menter's new booklet **'Songs and Rhymes'** were printed. The supply was split between the Menter and the Council and 1000 was distributed to the Council's Family information services in order to promote families to use Welsh with their toddlers.

Work to ***promote the Welsh language in the private sector*** continued during the year through the forum of local authority, Welsh for business and Welsh language Commissioner officials. More work has been done to promote the Welsh language mainly by distributing the '*Welsh language in business*' booklet and by sharing information among the 3 organisations on the forum about businesses moving to the county and needing to be advised about the use of Welsh. We approached the Commissioner to suggest that the government should update the Advertising Regulations to reflect the Well-being of Future Generations Act, specifically on the protection of the Welsh language.

Information about the council's bilingual expectations on businesses was also successfully added to our *letting information documents for commercial properties*:

You will need to operate bilingually according to the Council's policies including interior and exterior bilingual signs in the property. There is an advice and assistance service as well as free translation and proof-reading available. For information, go to www.carmarthenshire.gov.wales/home/business and click on 'Welsh Language in business'

For information and help to work biligually, go to www.carmarthenshire.gov.wales/home/business and click on 'Welsh Language in business'

Through the links of the Economic Development section, an opportunity arose to contribute to a *magazine dedicated to the business sector* in the county. Every business that pays business rates in the county received a copy of the magazine, which includes pages on the Welsh language and the value of the language in business. Details of the support available through the Business Officers and the Welsh Language Commissioner are also included.

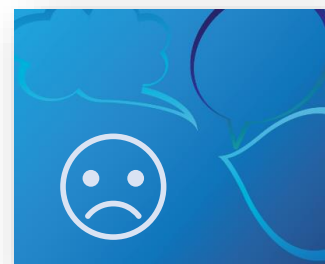
The council also chaired the ***County field officers Welsh Language forum*** meetings. The Forum met in April 2019 with a focus on discussing the use of statistics, in July to discuss 'the early years' and in October 2019 to look at the 'sport and leisure'. Following the July meeting, the Council organised that all resources for promoting the Welsh language for the early years were shared on Sharefile so that everyone could use each other's materials. Staff from the Council's Family information and Flying start Services, Meithrin staff, the Mentrau, Cymraeg i Blant, Early Years Wales and the health authority were invited to access the materials in electronic form.

Our Family Information Service also distributed information on *Welsh Music Day* to all the county's childcare settings encouraging them to promote Welsh language music during the Welsh Government's campaign.

Complaints received 2019/20

Below, we have a list of complaints received during 2019/20 along with a summary of resultant action taken.

3 complaints were received directly to the Council and the complaints were dealt with in accordance with the council's complaints procedure.



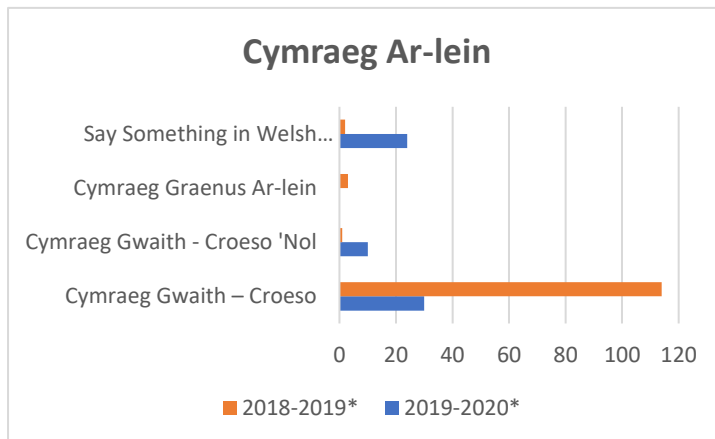
Complaint Service Delivery Standard	Response and action
1. Request to see the language policy of the active holiday club and a complaint about the lack of Welsh language provision in the holiday club at Carmarthen Leisure Centre	<ul style="list-style-type: none">• It was explained that the Leisure Department plan provision in accordance with the Standards as much as is practicable rather than according to a policy• Two members of staff were added to the rota to ensure that there is a member of staff who can speak Welsh available always
2. Complaint about the lack of Welsh language provision in the process of registering for swimming lessons in Carmarthen Leisure Centres	<ul style="list-style-type: none">• The complainant was contacted to arrange Welsh language lessons for the children concerned. 7 options were offered with a bilingual instructor for Level 1, and 2 options of a bilingual instructors and 3 partially Welsh options were offered for Level 3.• The children were registered for the choices made.
3. Second complaint on language medium of lessons and lack of reception staff awareness of language medium of lessons	<ul style="list-style-type: none">• It was explained to the complainant that we were trying to recruit more Welsh speakers as staff turnover in this area was high. We recognised the need for better communication between reception staff and the Learn to Swim programme, and the electronic registers have been updated to show which teachers are delivering their lessons in Welsh.• A new training video resource was then created to explain to leisure centre staff the expectations regarding the provision of swimming lessons in Welsh, from the registration process through to providing lessons.• The video was widely shown, and follow-up sessions were held in three of the centres that provide swimming lessons on Welsh terms for use in lessons.

Training provided

Increase of 43% staff undertook an L&D Opportunity during 2019/20 (223 staff) (156 in 2018/19)

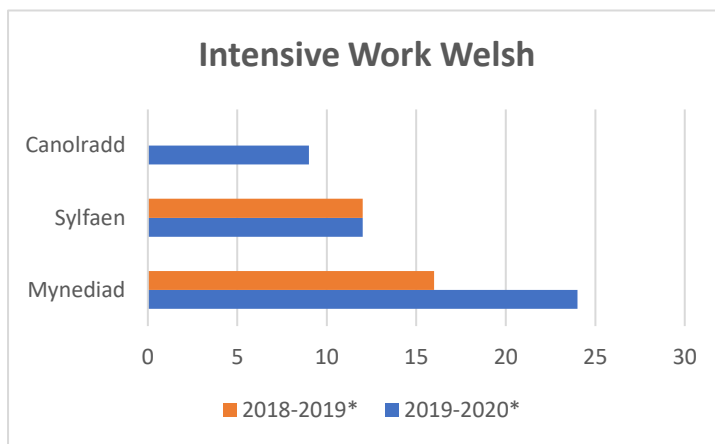
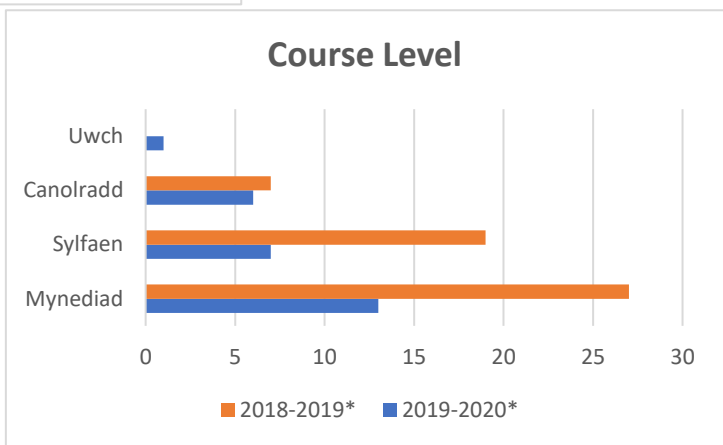


Learning and Development (L&D) opportunities



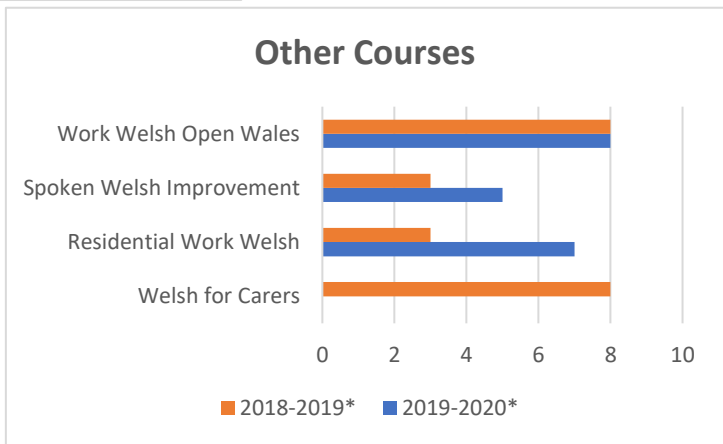
The graph shows the online opportunities to learn Welsh. They include Say Something in Welsh and three Work Welsh modules from the National Centre.

The graph shows the various levels of learning Welsh. The highest number of learners is at Entry level. There is a decrease in the number of learners from the year 2019-19 as more staff are learning through the Work Welsh scheme.

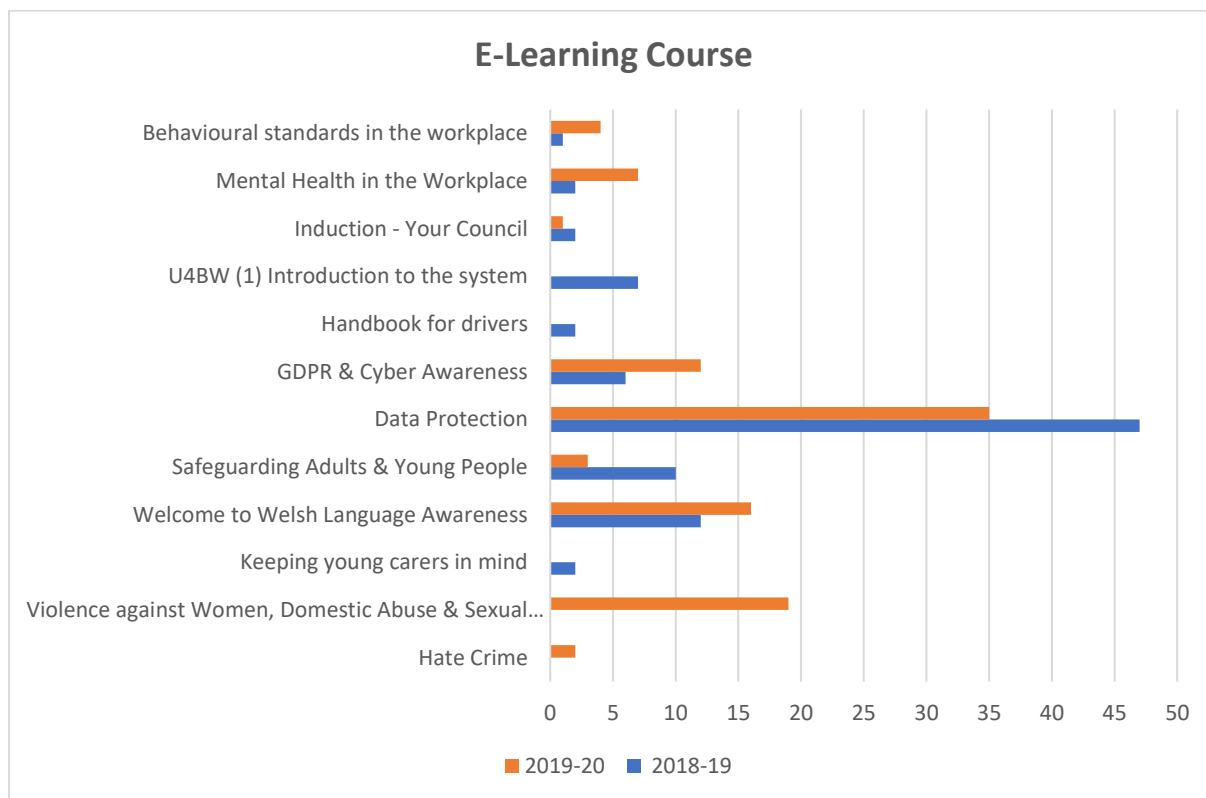


This graph shows the number of staff attending intensive Work Welsh provision, which is funded by the National Centre. The provision follows a more intensive programme than community-based courses.

We are keen to offer the widest possible range of opportunities for staff to learn, to provide flexibility to fit work responsibilities and work-life balance. Some staff have attended the Centre's intensive courses, spending a week learning intensively.



E-learning courses through the medium of Welsh:



99 staff have undertaken a variety of e-learning courses, through the medium of Welsh during 2019/20 (91 staff during 2018/19)

720 staff members also undertook Language Awareness through the medium of English

Overview of using Welsh in training

Many other courses include some Welsh, provide bilingual learning resources, and give attendees the opportunity to speak Welsh. The *Social Care Workforce Development partnership* ensures that all their resources are bilingual, welcomes everyone bilingually and appoints Welsh trainers as necessary, and *Flying Start* programme staff regularly receive bilingual materials to use where possible when receiving in-service training.

It should also be noted that new Welsh-medium e-learning materials with English subtitles have been created and distributed to the Leisure Division as explained above, specifically in the field of cycling and swimming training. Also as noted above, we created a resource that is now used in our training for *Welsh language Mentors*.

STANDARDS



Standard 128 requires the council to provide training in Welsh in the following areas, if such training is provided in English: (a) recruitment and interviewing; (b) performance management; (c) grievance and disciplinary procedures; (d) induction; (d) dealing with the public; and (f) health and safety.

The offer to follow any learning in Welsh is part of our Learning and Development application forms.

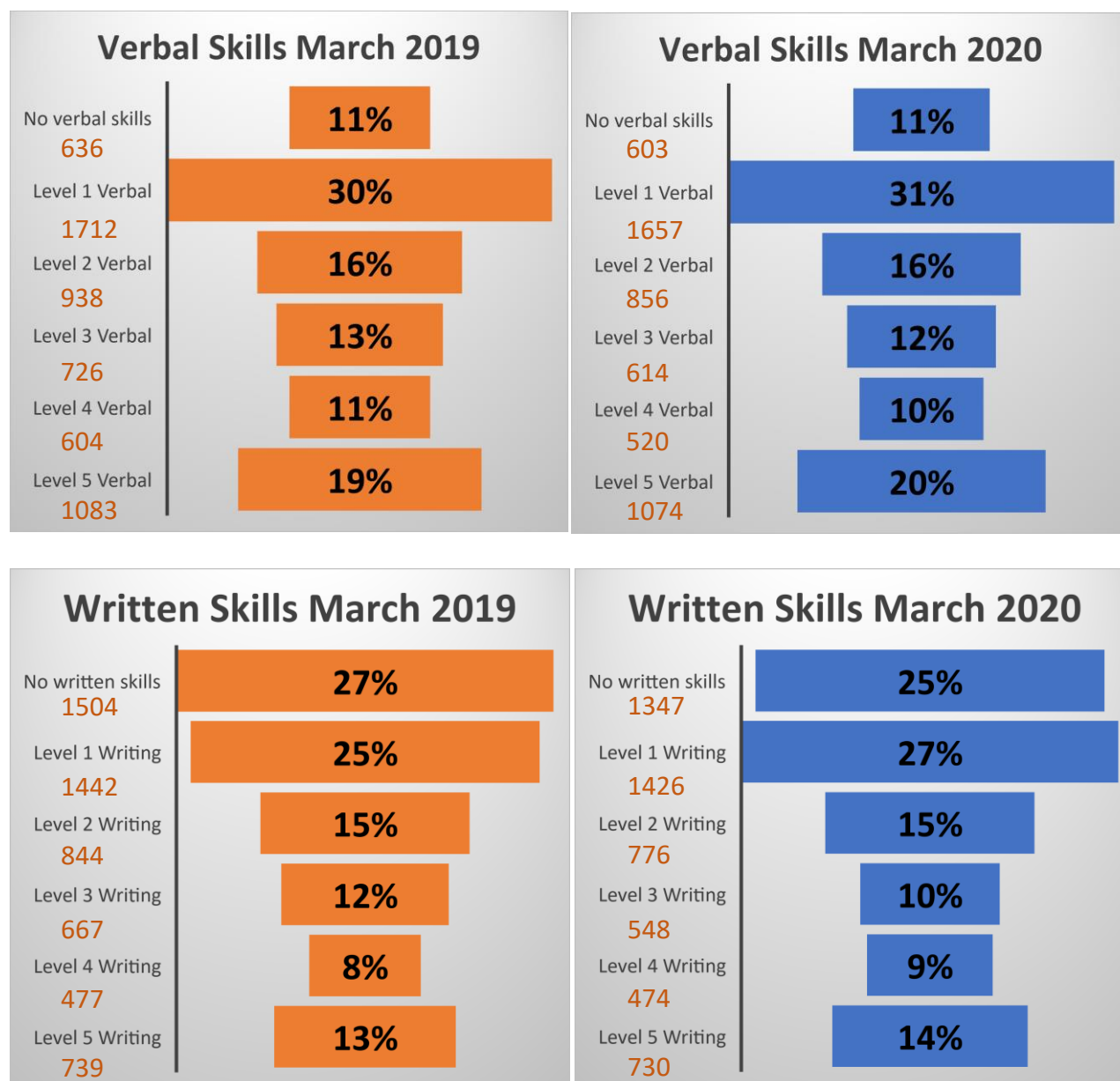
Standard 152 places a responsibility on the council to keep a record, for each financial year, of:

- (a) The number of members of staff who attended training courses offered in Welsh (in accordance with standard 128), and
- (b) if you have offered a Welsh version of a course in accordance with standard 128, the percentage of the total number of staff who attended that version of the course.

During 2019-20, we registered in accordance with Standard 152 (a), that there were 6,387 attendees to courses where Welsh language provision was offered. Of the 6,387 who attended the courses where the teaching was offered in Welsh, 204 followed the provision through the medium of Welsh or 3.19% (Standard 152 (b))



The Council adopted a *Language Skills Strategy* in January 2016 which in turn supported compliance with the Standards on 30 March 2016. One of the actions of the Strategy was to update the audit of the language skills of the workforce which met the responsibility under Standard 127 to 'assess the Welsh language skills of your employees'. As staff receive training and move along the continuum, the record is updated and when appointing new members of staff, the record is placed on Human Resources software. The data on the system was as follows –



- The skills audit has been carried out in two parts. A meta-compliance survey was carried out on the Council's computers for all office staff and for staff working across the county without office contact, SNAP software and mobile devices and a paper version were used.
- All data is based on staff self-assessment of their language skills levels. In completing the audit, staff were asked to note any support they would like to have to improve their language skills.

Recruitment



In accordance with **Standard 136**, the following records have been kept during 2019/20 of the number of posts advertised and the level of **Spoken Welsh language skills** on those posts.

LEVEL ADVERTISED	NUMBER OF POSTS	FRAMEWORK DEFINITION
Level 1	92	<ul style="list-style-type: none"> • Able to pronounce place names and personal names correctly. • Able to greet customers at reception or on the phone. • Able to open and close a conversation.
Level 2	245	<ul style="list-style-type: none"> • Able to understand the core conversation. • Able to receive and understand simple messages on normal patterns, e.g. time and place of a meeting, request to talk with someone. • Able to convey basic information and simple instructions. • Able to open and close conversations and meetings bilingually.
Level 3	384	<ul style="list-style-type: none"> • Able to understand and participate in most normal day-to-day conversations in the office. • Able to offer advice to the general public on issues relating to the post. Referring to specialised or technical terms in English. • Able to contribute to a meeting or a presentation on general issues relating to the post; referring to specialised or technical terms in English.
Level 4	31	<ul style="list-style-type: none"> • Able to contribute effectively in internal and external meetings in the context of the work subject. • Able to understand differences in tone and dialect. • Able to argue for and against a particular case. • Able to chair meetings and answer questions confidently.
Level 5	27	<ul style="list-style-type: none"> • Able to contribute fluently and confidently with regard to all aspects of daily work, including negotiating and advising on technical, specialised or sensitive areas. • Can contribute to meetings and provide presentations fluently and confidently.
TOTAL	779 POSTS	

In accordance with **Standard 136**, the following records have been kept during 2019/20 of the number of posts advertised and the level of **Written Welsh language skills** on those posts.

LEVEL ADVERTISED	NUMBER OF POSTS	FRAMEWORK DEFINITION
Level 1	428	<ul style="list-style-type: none"> • Able to write personal names, place names, job titles and names of council departments.
Level 2	254	<ul style="list-style-type: none"> • Able to produce a simple short message on paper or email for a colleague within the Council or a familiar colleague outside the Council.
Level 3	62	<ul style="list-style-type: none"> • Able to prepare informal messages and reports for internal use.
Level 4	12	<ul style="list-style-type: none"> • Able to produce business correspondence, short reports, e-mails and promotional literature with editing assistance.
Level 5	23	<ul style="list-style-type: none"> • Able to produce business correspondence, short reports, e-mails and promotional literature to an acceptable level with the aid of standard language tools. • Able to draw up detailed notes while taking a full part in the meeting.
TOTAL	779 POSTS	

The following pages include **case studies** that highlight and detail specific pieces of work from 2019/20.

Case Study 1: Swimming Video



<https://vimeo.com/357654388/013bac4c4f>

Aim: To train staff on how to provide Welsh medium swimming teaching in a bilingual setting.

Standard 84: If you offer an education course that is open to the public, you must offer it in Welsh.

Process and timescale:

TIMESCALE	PROCESS
March 2019	<i>Optimwm</i> commissioned to undertake video after receiving quotations
April 2019	Draft Content, consult and script
June 2019	Filming begins
Sept 2019	<ul style="list-style-type: none">• Finish final version• Send the link to managers on the leisure department
Oct 2019	<ul style="list-style-type: none">• Launch on Shwmae Day• Administration of SNAP questionnaire for staff feedback
January - February 2020	one-to-one sessions on Welsh terms for swimming
Feb 2020	<ul style="list-style-type: none">• The <i>Active Roadshow Tour</i>: 100 of the three main leisure centre staff have seen the video• Follow-up email with vocabulary lists and audio clips• Permission given for Swim Wales to use

Conclusions and decisions from above process:

- To include instructions on the whole process; from registering children onto courses to providing the lessons themselves
- The importance of reception staff viewing the video as well as swimming instructors
- The extent of the potential of Welsh language provision in terms of instructors but a need to boost their confidence and that of colleagues and managers

Successes:

The video was visually engaging and purposeful and conveyed a strong message to staff about the expectations placed upon them to provide in Welsh, even in mixed linguistic situations and not to repeatedly slip back into English. All the staff who answered the questionnaire liked the format of a video for training and felt that the resource was interesting. The resource had reinforced the current practise of some instructors who were already instructing through the medium of Welsh and it introduced the idea of using Welsh to others. Most of the staff had learnt something new from the video; the need to offer feedback in Welsh to parents, that the children need to be asked at first point of contact by the instructor whether they speak Welsh. We were particularly pleased with the visual quality of the video, the suitability of the message and the fact that we had obtained as much input as possible from practitioners in the field when putting the script together.

The endeavour to obtain feedback following the dissemination of the training video was a laborious but valuable exercise as it ensured that staff considered what they had learned when discussing the questionnaire. A response was received from 17 members of staff, resulting in face-to-face follow-up sessions to look at swimming terms and to build the confidence of staff to use their Welsh.

Gwersi nofio yn Gymraeg
Ydych chi'n teimlo fod angen rhywbeth arall arnoch chi i fedru darparu gwersi nofio dwyieithog?
confidence! Increased vocabulary.
Fi'n iawn, ond falle byddai termau yn ddefnyddiol - handouts/resources ar pool side
Na
CPD Welsh that is specifically directed at swimming
Mae Cath yn gwneud fel mae'r fideo'n dweud beth bynnag Mae angen cardiau fflach Cymraeg i'r byddar
In process of flash cards and familiar phrases. More language training in December on this
Popeth gyda nhw nawr. Jyst mater o neud e o hyd. Dim ond angen magu hyder.
Term for swimming specifically in December- key words. Terms are on ipads has been done.
refresher in welsh language after living away from wales for 16 years and not using the language
Ddim yn gwybod pwy yw'r staff dysgu. Bydde hi'n hoffi adnabod y staff nofio a gwbod os yn siaraCymr
yes some translation work for key teaching points
Course to develop the basic swimming terminology- No desk/ computer time available here at the LC
Efallai bydd rhai hyfforddwyr yn gweld sesiwn terminoleg yn help.
Yes. Welsh lessons. Handouts to instructors

In order to meet the staff's requirements for further training, we collated all the swimming terminology lists and created a new one with audio clips to accompany it. These were shared at sessions in Llanelli, Llandovery and Ammanford leisure centres.

Launch: The training video was launched as part of a 'celebration of learning' event on Shwmae Day in the Egin, Carmarthen.

Feedback:

Thank you for yesterday and for the materials. The instructors from the teachers was excellent. One instructor said that the video was very valuable, and she can now understand the importance of speaking Welsh. Another was asking about having another session like this because the time had gone quickly.

Case Study 2: Learning to ride a bike; *Ready, Set, Ride*



Aim: Ensure that current training materials are available in Welsh. This will enable us to provide training for our schools, so that they can provide training for children in Welsh with resources that are as attractive and up to date as the English resources.

Standard: 84 If you offer an education course that is open to the public, you must offer it in Welsh.

The process and timetable:

TIMESCALE	PROCESS
December 2018	Leisure division language leaders identified the gap internally
January - March 2019	Lengthy communication with Cycling Wales, British Cycling and the Youth Sports Trust about the possibilities of translating their resource <i>Ready, Set, Ride</i> into Welsh
May 2019	Agree to pay for translation costs and organise translation
May 2019	Organise translation work
June – December 2019	Coordinate with British Cycling the designing of versions of the translated resource
December 2019	Finalise a final set of training cards and certificates
28 February 2020	Provide Pilot training session with Youth Sports Trust introducing the new resource for the first time to schools in the Llanelli area

Conclusions and decisions from the above process:

- Crucial to have one person driving the process forward, persisting and coordinating between the 4 involved organisations
- The importance of being able to offer a practical contribution to the solution. Being able to offer to pay and organise the translation in this situation gave impetus to the project and also put us in a situation in which we could insist on the completion of the resource
- Having an individual to check the Welsh versions as all the amendments were made, rather than having to take each version back to a translator as the design work proceeded was key

- It was important for us to have a direct link in British Cycling with both the staff designing the resource as well as those making strategic decisions regarding its use. This facilitated the whole process, allowing decisions to be made that would influence elements of the design and the translation as they arose.

Successes:

Representation from 19 schools were present in the training in Llanelli Leisure Centre at the end of February, and 11 of them were going to use the resource in Welsh.

Following the collaboration, British Cycling asked if we would be interested in translating more resources on their behalf. This was precisely the aim of giving them so much practical assistance along this journey – we hoped it would open their eyes to the need for Welsh medium resources and show them how easy the process can be. We hope to draw attention to this resource next year and that this might urge other sports governing bodies to undertake similar work. The knock-on effect of the work is that our translation unit has received more work from the organisation directly

Feedback:

- Youth Sports Trust: This is brilliant news, great to hear that we are now at this stage! Thank you for your time and input into helping to make this happen and agree would be great to get the certificates design up too.
- Active Communities Manager Carmarthenshire Council: Thank you for all your work sorting this. Hopefully this will be a good example for other sports governing bodies to follow
- Cycling Wales: This is fantastic – thank you for your help with making this happen, it's fantastic that we have Welsh resources.
- Ysgol Penrhos Classroom assistant:



Cynorthwydd Ysgol
Penrhos, Llanelli.MP

We will be launching this resource during 2020-21.

Case Study 3: Learning Celebration



Standard 98: You must develop a policy on using the Welsh language internally, with the intention of promoting and facilitating the use of the Welsh language, and you must publish that policy on your intranet.

Aim: Celebrate our efforts to promote the use of Welsh in the workplace

The Process:

- Policy team and Learning and Development Officer agree on event date: decision to combine the 'Shwmae' day and 'Learning Welsh week' to celebrate the use of Welsh internally within the Council
- Decision on event location and content – the Theatre in Yr Egin, Carmarthen. Launch i) Mentor pack, ii) Care Service Flash cards, iii) Swimming Training video, iv) SSiW Learning opportunities, v) Presenting certificates to council learners
- Invite speakers – Efa Gruffudd Jones, Cllr. Peter Hughes Griffiths, Cllr. Mair Stevens, Ian Jones, Iestyn ap Dafydd
- Prepare contents of presentations
- Invite attendees through 'Tocyn Cymru
- Organise certificates for learners: 21 learners who attend the Community Education and the Work Welsh provision
- Hold event
- Place vimeo of the event on our intranet



Digwyddiad
DAthlu.ppt

Agenda

12:00	Cyrraedd Arrive
12:30	Cyng. Cllr. Peter Hughes Griffiths
12:40	Efa Gruffudd Jones Ganolfan Dysgu Cymraeg Genedlaethol National Centre for Learning Welsh
12:55	Cyng. Cllr. Mair Stephens
13.05	Ian Jones
13:20	Iestyn ap Dafydd Say Something in Welsh
13:35	Tystysgrifau Certificates
13:45	Cau Close



EICH CYNGOR arleinamdani
www.sirgar.llyw.cymru
YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

Successes:

- Raising status of Welsh Language within the Council

Diwrnod Shwmae Su'mae; Diwrnod Ymwybyddiaeth Iechyd Meddwl a mwy...

NS Newyddion staff <Carmarthenshire.County.Council@cmp.dotmailer.co.uk>
At Llinos Evans (Policy)

Os oes problem gyda dangos y neges hon, cliciwch yma i'w gweld mewn porwr gwe.

[» Darllenwch mwy](#)



Diwrnod Shwmae Su'mae

I ddathlu Wythnos Dysgu Cymraeg a Diwrnod Shwmae Su'mae (15 Hydref) byddwn yn lansio nifer o adnoddau newydd i gefnogi'r defnydd o'r Gymraeg yn y gweithle.

[» Darllenwch mwy](#)

- Highlight how much work is being done within the Council to increase the staff's Welsh Language skills and to provide staff with resources to facilitate their use of the Welsh language
- Celebrate the wide range of Welsh Language courses available since the establishment of the National Centre
- Recognise the efforts of our learners and increase their sense of pride for their Learning successes



Feedback:

Only a word of very sincere thanks to you for the event at lunch time today – excellent – and a reminder of all the good work happening within the Council and the positive spirit amongst the staff.

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Agenda Item 12

By virtue of paragraph(s) 14 of Part 4 of Schedule 12A of the Local Government Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007.

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Agenda Item 13

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Agenda Item 14

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