

Assessing the Impact on the People of Gwynedd

This document assesses what impact the policy, procedure, plan, etc. will have on the county's population and will be implemented based on a number of legislations.

- **Equality Act 2010.** The Act places a duty on public organisations to give due attention to the impact of any new (or amended) policy, procedure or plan, etc. on persons with protected characteristics. We are required to
 - eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
 - promote 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.

In Wales, the specific duty notes the need to undertake an impact assessment following specific guidelines to consider the impact that any changes in policy or procedure (or the creation of a new policy or procedure), will have on persons with protected equality characteristics. A timely assessment should be made before any decision is taken on any relevant change (i.e. that affects people with protected equality characteristics).

- **Socio-economic Duty.** Wales has implemented this further duty which is part of the Equality Act 2010 and places a duty to address socio-economic disadvantages in strategic decisions.

- **Welsh Language Standards (Section 44 Welsh Language Measure (Wales) 2011.** The Council is required to consider the impact that any change in policy or procedure (or the creation of a new policy or procedure), will have on opportunities for people to use the Welsh language and to ensure that the Welsh language is not treated less favourably than English. This document therefore ensures that these decisions safeguard and promote the use made of the Welsh language.
- **Well-being of Future Generations Act 2015.** The Council has a duty to put the five ways of working in place and to respond to the seven national well-being goals.
- **Armed Forces Act 2021.** Councils must give due attention to the impact of this proposal on those who serve or who have served in the Armed Forces, as well as their families.

Composite Impact Assessment

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STEP 1 - Main Aims and Objectives of the Policy or Practice

1. What kind of document or procedure is being assessed?

New and revised policies, practices or procedures (which modify service delivery or employment practices)

2. What are the aims, objectives and intended outcomes of the policy or practice?

The original Strategic Programme Strategy "Towards 2025": The Future of Education and Training for Children and Young People in Gwynedd was published in 2010 to set a direction for education and training in Gwynedd up to 2025. The new draft Schools Strategy before us builds on the foundations of this Strategic Programme for the next decade up to 2036.

The new Strategy plays a prominent role in the Council Plan, which sets a clear direction for us as an authority up to 2028, and ensures that we deliver on the Council's ambition. 'Gwynedd Yfory' (Tomorrow's Gwynedd) highlights how we will ensure the best possible start for our children and young people.

The Education Department has produced the Gwynedd Schools Strategy 2026-2036 to set a clear direction for the schools' provision over the next decade. It must be acknowledged that there have been far-reaching changes in education in Wales over recent years, and the new Strategy responds to national changes such as the Curriculum for Wales and the Additional Learning Needs and Education Tribunal (Wales) Act (2018) along with increasing expectations on schools, and the need to modernise buildings and resources.

To shape the system for the future we have determined eight core values. Regardless of the changes that we will consider in future, we are committed to these values:

- 1) Offering the best possible learning experiences for our learners, ensuring an engaging and broad curriculum that motivates learning and understanding and leads to improving standards and outcomes for all.
- 2) Promoting and supporting our learners' physical health, emotional needs and well-being, ensuring that our schools play a key role when designing and delivering integrated services for children, young people and their families.
- 3) Ensuring that children and young people (aged between 0 and 25) who have additional learning needs have access to opportunities and gain experiences that are planned effectively, to allow them to make progress according to their ability.
- 4) Ensuring a system that keeps our learners safe and protects them from any abuse.
- 5) Preparing young people for the world of work – making sure that they have the right skills for employment, especially within the local economy.
- 6) Creating a first-class learning environment by improving facilities and buildings, ensuring that schools are designed to respond to the changes in contemporary teaching and learning processes and practices, particularly in the use of Technology.
- 7) Developing educational establishments as a hub for public and community services where appropriate.
- 8) Strengthening the Welsh language as an educational and social medium enabling children and young people to access Welsh and bilingual education and training.

3. Who are the main consultative groups (stakeholders)?

Pupils

Parents

Headteachers

Governors

Education Staff

STEP 2 - Engagement Data and Impact Assessment

4. Has there been any attempt to comply with the duty to engage in accordance with what is described above and has enough information been gathered to move forward?

Yes. A firm and proportionate effort has been made to comply with the duty to engage, and sufficient relevant information has been gathered to enable the Council to move forward.

An engagement questionnaire was carried out on the Gwynedd Schools Strategy 2026 - 2036, which was widely shared with key stakeholders across the education sector, including schools, governing bodies, education staff and strategic planning groups. 19 responses were received, with over half of these from school governors, providing valuable qualitative input from stakeholders with a direct understanding of the school system and its strategic challenges.

In general, the results of the questionnaire show clear support for the strategic direction of the document. It was recognised that the Strategy responds realistically to the county's demographic, financial and educational challenges, and sets a clear vision for planning school provision in the medium and long term. There was particularly strong support for the emphasis on the Welsh language and bilingualism.

A number of key themes were identified through the responses, including:

- the sustainability of the school network and the need to review the provision in order to ensure efficient use of resources;
- concerns about the potential impact of structural changes on local communities and the use of the Welsh language outside the classroom;
- strong support for Welsh language education and immersion education, together with an expectation of clear arrangements to monitor pupils' linguistic progress;
- the challenges of the education workforce, particularly workload, recruitment and retention of staff, with recognition that a sustainable workforce is essential to the success of the Strategy;
- the importance of pupils' well-being and ensuring a positive educational experience as central considerations in any change;
- the need for a clear action framework, robust arrangements for governance and monitoring, and assurance that the Strategy will remain a live document.

In addition, direct engagement with young people was carried out through the County Children and Young People's Forum. Their views were strongly in line with the main objectives of the Strategy, especially in terms of promoting the Welsh language, ensuring a fair and inclusive educational experience, supporting well-being, and strengthening mechanisms for the voice and participation of young people.

Together, these engagement activities have provided a solid, balanced and relevant evidence base, which shows general support for the Strategy's vision and enables the Council to move forward with confidence to implement it.

Details of engagement. Note any consultation or engagement you have conducted or intend to conduct.

Action	Dates	Information
Primary and Special Catchment Advisory Group	February 2025	Discussion on the main themes of the Strategy and agreement to proceed with the development of the Strategy.
Secondary Strategic Planning Group	February 2025	Discussion on the main themes of the Strategy and agreement to proceed with the development of the Strategy.

Meeting with Education Department Staff	March 2025	Discussion on the main themes of the Strategy and agreement to proceed with the development of the Strategy.
Meeting with the County Children and Young People's Forum	March 2025	Discussion on the main themes of the Strategy and agreement to proceed with the development of the Strategy.
Meeting with Education Department Staff	November 2025	Presentation of the Draft Strategy
Secondary Strategic Planning Group	December 2025	Presentation of the Draft Strategy
Primary and Special Catchment Advisory Group	December 2025	Presentation of the Draft Strategy
Meeting with the County Children and Young People's Forum	December 2025	Presentation of the Draft Strategy
Meeting with Gwynedd Governors' Forum	December 2025	Presentation of the Draft Strategy
Education and Economy Scrutiny Committee	December 2025	Presentation of the Draft Strategy

5. What information is available about the impact on each of the following characteristics and subjects?

	Evidence, Information and Relevant Data	Potential Positive and/or Negative Impact
Race	<p>Gwynedd schools have relevant policies in place to protect individuals from any discrimination based on race, such as Equality, Inclusion and Anti-bullying Policies. The Anti-bullying Policy provided by Cyngor Gwynedd sets out anti-bullying guidelines and procedures based on factors such as race in the school.</p> <p>All schools have their own anti-bullying policies to safeguard children with certain equality characteristics.</p> <p>In addition, the Equality policy implemented by Gwynedd primary schools states that the schools "... oppose all forms of prejudice and discrimination and recognise that pupils have different needs, requirements and objectives."</p> <p>To shape the system for the future we have determined eight core values. Number 1 (see question 2) states that we will aim to improve outcomes for our most vulnerable learners, and groups of learners who often face barriers to engaging with education.</p>	Positive

Disability	<p>To shape the system for the future we have determined eight core values. Number 1 (see question 2) aims to improve outcomes for our most vulnerable learners, and groups of learners who often face barriers to engaging with education. As regards children and young people with Additional Learning Needs, number 3 (see question 2) states that we will ensure that children and young people with additional learning needs have access to opportunities and gain experiences that have been planned effectively to enable them to progress according to their ability.</p> <p>The Strategy sets out that we will ensure that the infrastructure of our schools is fully accessible, enabling all learners, regardless of their individual needs, to access high quality and equal education.</p> <p>We will continue to implement the requirements of the Additional Learning Needs and the Education Tribunal (Wales) Act 2018, as well as the Additional Learning Needs and Inclusion Strategy. The aim of the ALN&I Strategy is to ensure that children and young people (aged between the ages of 0 and 25) who have additional learning benefit from education opportunities and experiences that have been appropriately planned for them, to enable them to progress and achieve their potential in</p>	Positive
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	<p>education settings that are suitable for their needs.</p> <p>It is anticipated that number 2 of our values (see question 2) will also contribute positively to this feature by incorporating good well-being into Gwynedd's schools; creating a supportive atmosphere where children and young people are encouraged to achieve their personal and academic potential, where they thrive, learn and develop emotionally, with the support of teachers and staff who operate in a culture that values their well-being. Ensuring that regular physical activity is a lifelong practice will be a vehicle to improve the health of children and young people now and as they become older, contributing to improved overall happiness and resilience.</p>	
Gender		Premature to identify any impact at this point
Age	Our vision is to ensure a fair and inclusive education system that meets the needs of all learners in the County, and gives them the opportunity to reach their full potential.	Positive
Religion and Belief	Gwynedd schools have relevant policies in place to protect individuals from any discrimination based on race, such as Equality, Inclusion and Anti-bullying Policies. The Anti-bullying Policy provided by Cyngor Gwynedd sets out anti-bullying guidelines and procedures based on factors such as race in the school.	Positive

	<p>All schools have their own anti-bullying policies to safeguard children with certain equality characteristics.</p> <p>In addition, the Equality policy implemented by Gwynedd primary schools states that the schools "... oppose all forms of prejudice and discrimination and recognise that pupils have different needs, requirements and objectives."</p> <p>To shape the system for the future we have determined eight core values. Number 1 (see question 2) states that we will aim to improve outcomes for our most vulnerable learners, and groups of learners who often face barriers to engaging with education.</p>	
Sexual Orientation	<p>Relationships and Sexuality Education (RSE) is a statutory requirement in the Curriculum for Wales framework and is published under section 71 of the Curriculum and Assessment (Wales) Act 2021 and is mandatory for all learners between the ages of 3 and 16. RSE has a positive and empowering role in learners' education and plays a vital role in forming and maintaining a range of relationships, all based on mutual trust and respect, which is the foundation of RSE. These relationships are critical to developing emotional well-being, resilience, and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours and form relationships.</p>	Positive

Gender reassignment	The Equality policy implemented by Gwynedd schools states that the schools "... oppose all forms of prejudice and discrimination and recognise that pupils have different needs, requirements and objectives."	Positive
Marriage and Civil Partnership		Premature to identify any impact at this point
Pregnancy and Maternity		Premature to identify any impact at this point
The Welsh Language	<p>To shape the system for the future we have determined eight core values. It is anticipated that number 8 in the Draft Strategy (Strengthening the Welsh Language as an educational and social medium and enabling children and young people to access Welsh and bilingual education and training) will contribute positively to this aim by ensuring that all children and young people benefit from first-class Welsh and bilingual education provision, as well as access to specialist support and services through the medium of Welsh that enable them to succeed, thrive, and realise their aspirations for the future.</p> <p>It is anticipated that this will also contribute to supporting staff to improve their Welsh language skills or to boost their confidence to use the language as well as promoting the benefits of Welsh and bilingual education among parents. In addition, this will promote</p>	Positive

	employment through the medium of Welsh in Gwynedd schools and within the Education Department.	
Socio-economic Considerations	<p>To shape the system for the future we have determined eight core values. It is anticipated that number 1 (see question 2) will contribute positively to this aim by ensuring that all children and young people have access to the highest possible quality education and training that enable them to thrive and achieve their potential.</p> <p>Further expansion of the existing Flying Start provision areas and the childcare offer will ensure the best start for children from the early years onwards and will contribute positively to this aim by ensuring access to childcare and early years services for families in deprived areas of the county.</p> <p>We also recognise the impact of the increase in current costs of living, including the increasing costs of everyday materials such as school uniform, food, transport and stationery, impacting the well-being of children, young people and families. The free school meals scheme for all primary learners will be of great help to families in reducing socio-economic disadvantage, and the commitment to re-examine the costs of sending children to school with a view to reducing them is also likely to reduce socio-economic disadvantage.</p>	Positive

Those Who Serve or Who Have Served in the Armed Forces, As Well As Their Families	Our vision is to have a fair education system that meets the needs of all our learners and ensures that every individual learner is reaching their full potential.	Positive
Human Rights	Our vision is to have a fair education system that meets the needs of all our learners and ensures that every individual learner is reaching their full potential.	Positive

6. Are there any data or information gaps, and if so, what are they and how do you intend to address them?

There are no data or information gaps. A thorough engagement exercise was carried out with stakeholders to gather a wide range of views and feedback. This has ensured that sufficient evidence and understanding are available, and that the new Strategy reflects and effectively meets the needs of stakeholders.

7. When considering other key decisions that affect these groups, is there an increasing impact (cumulative impact)?

There may be additional pressure on schools and teachers if there are insufficient resources or support to implement the Strategy.

8. What does the proposal include to demonstrate you have given due regard to the Public Sector Equality Duty (to promote equal opportunity; help to eliminate unlawful discrimination, harassment, or victimisation and foster good relations and wider community cohesion) as covered by the three aims of the General Duty in the Equality Act 2010?

To shape the system for the future we have set out eight core values (see question 2). It is anticipated that number 1 “Offering the best possible learning experiences for our learners ensuring an engaging and broad curriculum that will stimulate learning and understanding and lead to improved standards and outcomes for all” will positively impact this duty by ensuring that all children and young people can access the highest possible quality education and training that enables them to thrive and achieve their potential.

It is anticipated that number 8, “Strengthening the Welsh Language as an educational and social medium and enabling children and young people to access to Welsh and bilingual education and training” will positively impact this duty by ensuring that all children and young people can fully benefit from the Welsh and bilingual provision found in Gwynedd schools.

Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework and is published under section 71 of the Curriculum and Assessment (Wales) Act 2021 and is mandatory for all learners aged 3 to 16. RSE has a positive and empowering role to play in learners' education and is essential to form and maintain a range of relationships, all based on mutual trust and respect, at the core of relationships and sexuality education. These relationships are critical to developing emotional well-being, resilience, and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours and form relationships.

It is anticipated that number 2 of the values in the draft Strategy “Promoting and supporting the physical health, needs and emotional wellbeing of our learners, ensuring that our schools play a key role in the planning and delivery of integrated services for children, young people and their families” will contribute to fostering good relationships as the children and young people of Gwynedd are aware of the importance of well-being, and are aware of the various problems they often face in terms of staying safe, staying healthy, managing relationships, and dealing with the challenges of growing up in such a changing society.

9. How does the proposal show that due regard has been given to the need to address inequality due to socio-economic disadvantage? (Note that this relates to closing the inequality gap, rather than just improving outcomes for everyone.)

In order to shape the education system for the future, we have set out eight core values. It is anticipated that number 1 “Offering the best possible learning experiences for our learners ensuring an engaging and broad curriculum that will stimulate learning and understanding and lead to improved standards and outcomes for all” will positively impact this duty by ensuring that all children and young people can access the highest possible quality education and training that enables them to thrive and achieve their potential. Further expansion of the existing Flying Start provision areas and the childcare offer will ensure the best start for children from the early years onwards and will contribute positively to this aim by ensuring access to childcare and early years services for families in deprived areas of the county.

We also recognise the impact of the increase in current costs of living, including the increasing costs of everyday materials such as school uniform, food, transport and stationery, impacting the well-being of children, young people and families. The free school meals scheme for all primary learners will be of great help to families in reducing socio-economic disadvantage, and the commitment to re-examine the costs of sending children to school with a view to reducing them is also likely to reduce socio-economic disadvantage.

10. How does the proposal show implementation in line with the requirements of the Welsh Language Standards (Welsh Language Measure (Wales) 2011), to ensure that the Welsh language is not treated less favourably than the English language, and to ensure opportunities for people to use the Welsh language? Also, how does the proposal operate in accordance with the requirements of the Council's Welsh Language Strategy to take advantage of every opportunity to promote the Welsh language (beyond providing bilingual services) and increase opportunities to use and learn the language in the community?

To shape the system for the future we have determined eight core values. It is anticipated that number 8 “Strengthening the Welsh Language as an educational and social medium and enabling children and young people to access Welsh and bilingual education and training”, will contribute positively to this aim by ensuring that all children and young people benefit from first-class Welsh and bilingual education provision, as well as access to specialist support and services through the medium of Welsh that enable them to succeed, thrive, and realise their aspirations for the future.

11. How does this proposal meet the requirements of the Well-being of Future Generations Act by implementing the five ways of working, and respond to the seven national well-being goals, including creating a More Equal Wales?

Well-being Goals:

A prosperous Wales - This draft Strategy is intended to be of benefit to all children and young people in Gwynedd. It will seek to address some challenges that the system is likely to face now and, in the future, such as:

- Maintaining and strengthening our education and training provision to enable children and young people in Gwynedd to reach their full potential and to develop the qualifications and skills that enable them to live and thrive.
- Maintaining and strengthening the Welsh language in all aspects of the school's life and communities served in light of the 2021 Census results.
- Ensuring excellent well-being support services for children and young people in Gwynedd to help them to overcome barriers and reach their full potential.
- Strengthening leadership on all levels and responding to the challenge of recruiting teachers and assistants in our schools.
- Ensuring the viability and resilience of our schools when there is a reduction in the number of learners as a result of low birth rates, an ageing population and rural depopulation. Improving our school estate to ensure the best possible learning environment for our children and young people when we have so many buildings to maintain, and an expectation for the school estate to be zero carbon over the next period.
- Responding to the challenge of maintaining the education system in an unprecedented period of cuts to Local Authority budgets.

A resilient Wales - The draft Strategy contributes positively to this aim through the values, number 6 in particular "Creating a first-class learning environment by improving facilities and buildings, and to ensure that schools are designed to respond to changes in contemporary teaching and learning practices and processes, particularly in the use of Technology". The purpose of this is to try and ensure that Gwynedd's schools offer a safe, inspiring and sustainable learning environment of the highest quality for learners and teachers in the county, and that they are organisations that have a strong link with their communities.

A healthier Wales - The draft Strategy contributes positively to this aim through the values, in particular number 2, “Promoting and supporting the physical health, needs and emotional well-being of our learners, ensuring that our schools play a key role in the planning and delivery of integrated services for children, young people and their families”. The purpose of this is to ensure that every child and young person in Gwynedd is ready to learn and can fully benefit from the education and training available, and can easily access support to improve their emotional, mental and physical well-being.

A more equal Wales - The draft Strategy contributes positively to this aim through the values, in particular number 1, “Offering the best possible learning experiences for our learners, ensuring an engaging and broad curriculum that motivates learning and understanding and leads to improved standards and outcomes for all”. The purpose of this is to try and ensure that all children and young people can access the highest possible quality education and training that enable them to thrive and achieve their potential.

A Wales of cohesive communities - The draft Strategy contributes positively to this aim through the values, in particular number 6 “Creating a first-class learning environment by improving facilities and buildings, and to ensure that schools are designed to respond to changes in contemporary teaching and learning practices and processes, particularly in the use of Technology”. The purpose of this is to try and ensure that Gwynedd's schools offer a safe, inspiring and sustainable learning environment of the highest quality for learners and teachers in the county, and that they are organisations that have a strong link with their communities.

A Wales of vibrant culture where the Welsh language thrives - The draft Strategy contributes positively to this aim through the values, in particular number 8, “Strengthening the Welsh language as an educational and social medium and enable children and young people to access Welsh and bilingual education and training”. The purpose of this is to seek to ensure that all children and young people benefit from the provision of first-class Welsh and bilingual education, as well as access to specialist support and services through the medium of Welsh that enable them to succeed, thrive, and realise their aspirations for the future.

A globally responsible Wales - It is not anticipated that the proposal is likely to have an impact on this goal.

5 ways of working:

Long-term - The Strategy sets out a long-term vision that will set the direction for education and training in Gwynedd up to 2035.

Prevention - This draft Strategy is intended to be of benefit to all children and young people in Gwynedd. It will seek to address some challenges that the system is likely to face now and, in the future, such as:

- Maintaining and strengthening our education and training provision to enable children and young people in Gwynedd to reach their full potential and to develop the qualifications and skills that enable them to live and thrive.
- Maintaining and strengthening the Welsh language in all aspects of the school's life and communities served in light of the 2021 Census results.
- Ensuring excellent well-being support services for children and young people in Gwynedd to assist them to overcome barriers and reach their full potential
- Strengthening leadership on all levels and responding to the challenge of recruiting teachers and assistants in our schools.
- Ensuring the viability and resilience of our schools when there is a reduction in the number of learners as a result of low birth rates, an ageing population and rural depopulation.
- Improving our school estate to ensure the best possible learning environment for our children and young people when we have so many buildings to maintain, and an expectation for the school estate to be zero carbon over the next period.
- Responding to the challenge of maintaining the education system in an unprecedented period of cuts to the budgets of Local Authorities.

Integration - This draft Strategy is intended to be of benefit to all children and young people in Gwynedd. It will seek to address some challenges that the system is likely to face now and, in the future, such as:

Collaboration - During February 2025, the Education Department held discussions with the Headteachers of Secondary, Primary and Special Schools on the draft vision and objectives for the new Schools' Strategy.

Involvement - During February 2025, the Education Department held discussions with the Headteachers of Primary, Secondary and Special Schools on the draft vision and objectives for the new Schools' Strategy. In addition, engagement sessions have been arranged with the Headteachers of Primary, Secondary and Special Schools, including a meeting with the County Young People's Forum and Gwynedd Governors' Forum. The Impact Assessment will be updated following these sessions.

Following consideration and assessment in accordance with the requirements of the Well-being of Future Generations Act, the 7 aims of the Well-being Act have been considered and it is concluded that no negative impacts are anticipated to arise from the Strategy. The aim of the Strategy and its fundamental intention is to have an education system that puts the needs of all our learners at the heart of our provision, by

maintaining and strengthening our education and training provision to enable Gwynedd's children and young people to reach their full potential and to develop the qualifications and skills that enable them to live and thrive.

STEP 3 - Procurement and Partnerships

12. Will this policy or practice be carried out wholly or partly by contractors or in partnership with another organisation(s)?

No.

What action will be taken to comply with the General Equality Duty, Human Rights and Welsh language legislation and the Socio-Economic Duty in relation to procurement and/or partnerships?

Procurement:

Not applicable at this time.

Partnership:

Not applicable at this time.

STEP 4 - Dealing with Negative or Unlawful Impact and Strengthening the Policy or Practice

13. When considering proportionality, does the policy or practice have a significantly positive or negative impact or create unequal outcomes?

Significant Positive Impact:

Although it is early days, it is anticipated that the Strategy is likely to have a positive impact on the equality characteristics (see question 5). We will update the Impact Assessment as the direction of the work becomes clearer.

Significant Negative Impact:

Although it is early days, it is not anticipated at this time that the Strategy will have a negative impact on any of the characteristics.

14. Any intentional negative impact and why it is believed that there is justification for operating in this way should be explained (for example, on the grounds of improving equal opportunities or developing good relationships between those who share a protected characteristic and those who do not or due to objective justification or positive action).

Not applicable at this time.

15. Will any of the negative impacts identified count as unlawful discrimination albeit they are unavoidable (e.g. budget cuts)?

No.

16. What other measures or changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to equal opportunity; help to eliminate unlawful discrimination, harassment, or victimisation; and foster good relations and wider community cohesion; as covered by the improvement aim of the General Duty in the Equality Act 2010?

Premature to identify any measures at this point.

17. What measures or other changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to the need to reduce inequalities of outcome as a result of socio-economic disadvantage?

Premature to identify any measures at this point.

18. What other measures or changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to the need to increase opportunities for people to use the Welsh language and in treating the Welsh language no less favourably than the English language as set out in the Welsh Language (Wales) Measure 2011 and to reduce or prevent any adverse effects that the policy/practice may have on the Welsh language?

Our aim is to ensure that all learners have the support and opportunities to achieve their full potential – nurturing ambitious, confident and inspiring young people who are ready for life and work in the future.

19. Is there enough information to make a balanced judgement and to proceed?

Yes

STEP 5 - Decision to Proceed

20. Given the information gathered in Steps 1–4 above, is it possible to move forward with the policy or practice or not, and if so, on what basis? Choice of:

Continuing with the policy or practice in its current form.

STEP 6 - Actions and Arrangements for Monitoring Outcomes and Reviewing Data

The EqIA process is an ongoing one that doesn't end when the policy/practice and EqIA is agreed and implemented. There is a specific legal duty to monitor the impact of policies/practices on equality on an ongoing basis to identify if the outcomes have changed since you introduced or amended this new policy or practice. If you do not hold relevant data, then you should be taking steps to rectify this in your action plan.

To review the EHRC guidance on data collection you can review their [Measurement Framework](#)

21. What actions noted in Steps 1-5 or any additional data collection work would help to monitor the policy/practice when implemented:

Action	Date	Timetable	Lead Responsibility
To present the Draft Strategy to the Education and Economy Scrutiny Committee	December 2025	December 2025	Head of Education
Present the Draft Strategy to the Cabinet	February 2026	February 2026	Head of Education

22. What arrangements to monitor and review the ongoing impact of this policy or practice will be implemented, including timeframes for when it should be formally reviewed:

Monitoring and Review Arrangements (including where outcomes will be recorded)	Timeframe and Frequency	Lead Responsibility
Strategy Review	Every 5 years	Head of Education