

Integrated Impact Assessment

This document assesses the impact that the policy, procedure, plan etc will have on the population of the county and operates based on several laws.

1. **The Equality Act 2010.** It places a duty on public organisations to pay due attention to the impact of any new policy, procedure, scheme etc (or in adapting them) on people with protected characteristics. We are asked
 1. abolish unlawful discrimination, harassment and persecution and other conduct prohibited by the Act.
 2. promote equal opportunities between people who share a relevant protected feature and those who do not.
 3. foster good relationships between people who share a protected trait and those who don't.

In Wales the specific duty sets out the need to carry out an impact assessment following specific guidelines to consider the impact that a change in any policy or procedure (or the creation of a new policy or procedure) will have on people with protected equality characteristics. A timely assessment must be made before a decision is made on any material change (i.e. affecting people with a protected feature).

1. **Socio-Economic Duty.** Wales has now implemented this duty which is part of the Equality Act 2010 giving a duty to address socio-economic disadvantage in strategic decisions.
2. **Welsh Language Standards (Section 44 of the Welsh Language (Wales) Measure 2011).** Cyngor Gwynedd is required to consider the impact that a change in any policy or procedure (or the creation of a new policy or procedure) will have on opportunities for people to use Welsh and to ensure that the Welsh language is not treated less favourably than English. This document therefore ensures that these decisions protect and promote the use of the Welsh language.

1. **Well-being of Future Generations Act 2015.** Cyngor Gwynedd has a duty to implement the five ways of working, and to respond to the 7 national well-being goals.
2. **the Armed Forces Act 2021.** Councils must give due regard to the impact of this proposal on those serving or having served in the Armed Forces, as well as their families.

Awdur: Siwan Llwyd Roberts (ADDYSG)

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

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

1. New or revised policies, practices or procedures (involving a change in service provision or employment practices)

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

Cyngor Gwynedd's Language Education Policy is a core part of Cyngor Gwynedd's Language Strategy and is in line with the Strategy's central priority, which is to maintain and empower the Welsh language. The aim of this model policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have solid skills in both languages. This will ensure the prosperity of the Welsh language in the communities of the County, and equip them to step confidently into a multilingual world

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

Gwynedd Families

Gwynedd Schools

Gwynedd Schools Governing Bodies

Gwynedd Residents

STEP 2 - Engagement Data and Impact Assessment

4. Has an attempt been made to comply with the duty to engage in accordance with what is described above and has sufficient information been gathered to proceed?

Yes

Details of engagement. Please note any consultation or engagement you have made or intend to do

Engagement	Date	Information
Arfon Secondary Headteachers	3/10/24	<p>A series of engagement sessions were held to discuss Gwynedd Council's current Education Language Policy. There was an opportunity to discuss and gather ideas and suggestions regarding the policy and the need to amend it in light of the results of the 2021 Census, Welsh Language and Education Bill (before the Welsh Language and Education Act was passed in June 20250 and the Welsh language aims of 2025. These were mostly face-to-face meetings and those with a range of stakeholders.</p> <p>A public engagement period was held between January 7th and February 25th, 2026, with an opportunity for the public to identify what they supported as well as the elements they had concerns or comments about, in relation to the content of the Model Education Language Policy. This was done in the context of the following categories, with the option to respond either to the policy as a whole or to the sections that were most relevant to the respondent.</p> <ul style="list-style-type: none"> • Pre-school • Nursery to Year2 • Year 3 to Year 6 • Secondary • Special Education • Transitional Schools • Immersion Provision
Arfon Primary and Special School Headteachers	3/10/24	
Dwyfor Primary Headteachers	4/10/24	
Dwyfor Secondary Headteachers	4/10/24	
Meirionnydd Primary Headteachers	10/10/24	
Meirionnydd secondary Headteachers	10/10/24	
Dwyfor Secondary Language Forum (Ysgol Botwnnog)	15/10/24	
Hafod Lon Special School Learners	15/10/24	
Primary School Learners in Dwyfor	15/10/24	
Transitional Category High School Learners- Ysgol Tywyn	16/10/24	
Primary School Learners in Meirionnydd	16/10/24	
Meirionnydd Secondary Language Forum- Ysgol y Moelwyn	16/10/24	
Arfon Secondary Language Forum - Ysgol Dyffryn Ogwen	27/11/24	
Primary school Learners in Arfon - Ysgol Cae Top	27/11/24	
Welsh language movements - Cylch yr Iaith, Cymdeithas yr Iaith, Dyfodol yr Iaith, Rhieni Dros Addysg Gymraeg	27/11/24	

Welsh Language Commissioner	4/12/24	
Public Engagement	7/1/26 - 25/2/26	

5. What information is available about the impact on each of the features and topics below?

	Relevant Evidence, Information and Data	Potential Positive and/or Negative Impact
Race	The aim of this policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have sound skills in Welsh and English.	No impact has been identified during the engagement
Disability	The aim of this policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have sound skills in both Welsh and English. Learners with ALN will receive an equal linguistic opportunity to receive education through Welsh in accordance with this policy. The provision set out in an Individual Development Plan (UDP) will be implemented in the appropriate medium, in full compliance with the ALN and the Welsh Tribunal Act (2018) and the Equality Act (2010)	No discrimination based on disability has been identified during the engagement and the policy ensures that all learners have an equal opportunity to receive education through Welsh.
Gender	The policy is intended to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have sound skills in Welsh and English.	The policy ensures that all learners have an equal opportunity to receive education through Welsh. No impact has been identified during the engagement.
Age	The aim of the policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have sound skills in Welsh and English	Upon acceptance of the policy, all pupils in Gwynedd will receive an equal linguistic opportunity to receive education through Welsh.
Religion and belief	The policy is intended to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have sound skills in Welsh and English.	Upon acceptance of the policy all pupils will receive an equal linguistic opportunity to receive education through the medium of Welsh
Sexual Orientation	The aim of the policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have sound skills in both Welsh and English.	If the policy is accepted, all pupils in Gwynedd will receive an equal linguistic opportunity to receive education through Welsh.

Gender reassignment	The aim of the policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have sound skills in Welsh and English.	Upon acceptance of the policy, all pupils in Gwynedd will receive an equal linguistic opportunity to receive education through Welsh.
Marriage and Civil Partnership	The aim of the policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have sound skills in both Welsh and English.	No effect has been identified
Pregnancy and Maternity	The aim of the policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have sound skills in both Welsh and English.	No impact has been identified.
The Welsh Language	Gwynedd Council's Language Education Policy is a core part of Gwynedd Council's Language Strategy and is in line with the Strategy's central priority, which is to maintain and empower the Welsh language. The aim of this policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have sound skills in Welsh and English. This will ensure the prosperity of the Welsh language in the communities of the County and equip them to step confidently into a multilingual world.	<p>Possible impacts:</p> <ul style="list-style-type: none"> • to ensure the prosperity of the Welsh language in the communities of Gwynedd. • equipping Gwynedd pupils to step confidently into a multilingual world • to develop opportunities to use the Welsh language in a wide range of different contexts • Skip to content _ Skip to footer • Demonstrating the value of language as a skill in the world of work for young people • to increase informal opportunities to use the Welsh language.
Socio-Economic Considerations	The aim of the policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have solid skills in Welsh and English. This will ensure the prosperity of the Welsh language in the communities of the County and equip the young people of Gwynedd to step confidently into living and working within local communities and beyond in a multilingual world.	The opportunity for every single pupil in Gwynedd to become fluent bilingual has been identified as a positive impact.
Those who serve or have served in the armed forces, together with their families	The aim of the policy is to ensure that all pupils in Gwynedd, including the children of those serving or having served in the Armed Forces, have sound skills in Welsh and English by the end of their period of statutory education. This will ensure the prosperity of the	The opportunity for every single pupil in Gwynedd to become fluent bilingual has been identified as a positive impact.

	Welsh language in the communities of the County and equip pupils to step confidently into a multilingual world.	
Human Rights	The aim of the policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have sound skills in Welsh and English. This will ensure the prosperity of the Welsh language in the communities of the County and equip them to step confidently into a multilingual world.	The opportunity for every single pupil in Gwynedd to become fluent bilingual has been identified as a positive impact.

6. Are there any data or information gaps and if so, what are these and how are they intended to be addressed?

Further engagement with schools, parents, Governing Bodies and other stakeholders was conducted through a period of public engagement between January 7th and February 25th, 2026. The process has now been completed, and the responses received have been considered in the formulation of the final version of this policy and report.

7. When considering other key decisions affecting these groups, is there a incremental effect (cumulative effect)?

The introduction of the Education Language Policy may have a cumulative impact, particularly in the wider context of policy changes affecting education in Gwynedd.

It is expected that the policy may contribute to strengthening the use of the Welsh language and supporting the development of Welsh language education in the County. It may also lead to additional pressure on schools and teaching staff if appropriate resources and support are not provided for its implementation. The Department of Education will support schools to implement the policy by providing appropriate guidance and support.

8. What does the proposal include to show that you have given due regard to the Public Sector Equality Duty (to promote equal opportunities; help to eliminate discrimination, harassment or unlawful victimisation and foster good relationships and wider community cohesion) as covered by the 3 aims of the General Duty in the Equality Act 2010?

Impact on Equality

- Elimination of discrimination: An opportunity for all pupils in Gwynedd to receive an equal linguistic opportunity to receive education through Welsh.
- Promoting equal opportunities: Increasing access to Welsh education for all.

- Fostering good relationships: ensure that all schools in Gwynedd adopt a Language Education Policy together with a Welsh Education Delivery Plan to ensure consistent provision in the county's schools.

9. How does the proposal show that due attention has been given to the need to address inequalities in the cause of socio-economic disadvantage? (Note that this is about closing inequality gaps rather than just improving outcomes for all)

Delivery Plans will be prepared by each school setting out how they will:-

- identify the aims and objectives in the teaching of Welsh and through the medium of Welsh.
- identify the amount of Welsh education provided, ensuring that the school provides Welsh education, in accordance with the school's linguistic category.
- outline how the governing body will carry out its duties to provide the percentage of Welsh education, in line with the school's linguistic category.
- set out what action the governing body will take to promote late immersion education.
- set out how the governing body will promote the Welsh ethos and use of Welsh within the school, and to support parents who are not confident Welsh speakers to support their children's learning.

10. How does the proposal demonstrate action in accordance with the requirements of the Welsh Language Standards (Welsh Language (Wales) Measure 2011), not to treat the Welsh language less favourably than English, and to ensure opportunities for people to use Welsh? Also how will action be taken in accordance with the Council's language policy and strategy to take advantage of every opportunity to promote the Welsh language (beyond providing services bilingually) and increase opportunities to use and learn the language in the community?

Cyngor Gwynedd's current Language Policy is based on the principle that Welsh is the Council's natural language and that Welsh is therefore the main administrative and public language, with all services, meetings, correspondence and signage bilingual but with priority given to Welsh. It ensures that the public and staff are fully served in Welsh, that Welsh skills are essential to all jobs, and organisations that receive support from the Cyngor Gwynedd are also expected to promote the Welsh language. In relation to education, the policy emphasises the central role of schools and education providers in passing on the Welsh language to the next generation and reinforcing its use as the main language of learning and community.

Cyngor Gwynedd's Model Education Language Policy is a core part of Cyngor Gwynedd's Language Strategy and is in line with the Strategy's central priority, which is to maintain and empower the Welsh language. The aim of this policy is to ensure that all pupils in Gwynedd, by the end of their period of statutory education, have solid skills in Welsh and English. This will ensure the prosperity of the Welsh language in the communities of the County and equip Gwynedd pupils to step confidently into a multilingual world.

The aim of the wider policy is to "create an inclusive strategy, with the main aim of increasing opportunities for all residents of Gwynedd to see and use the Welsh language in a wide range of different contexts. By working on raising the status and increasing people's use of the language in all parts of their lives, we will increase the incentive for others to learn the language. We want to pay particular attention to young people's language use over the coming years, including highlighting their use of Welsh with technology, showing them the value of the language as a skill in the world of work, and increasing the informal opportunities for them to use Welsh in their daily lives".

11. How does this proposal meet the requirements of the Well-being of Future Generations Act by implementing the five ways of working, and responding to the 7 national well-being goals including creating a More Equal Wales?

The Gwynedd Education Language Policy contributes directly to the Act in several ways:

1. A prosperous Wales – bilingual skills increase job opportunities and strengthen the economy. A resilient Wales – the language is part of our identity.
2. A healthier Wales – bilingualism supports emotional well-being and positive identity, which is linked to strengthening mental health
3. A more equal Wales – access to the Welsh language ensures linguistic and social equity for all children, regardless of their background.
4. A Wales of cohesive communities – the language connects people to their communities and fosters a sense of belonging.
5. A Wales with a vibrant culture where the Welsh language is flourishing – Welsh-medium education is one of the main means of achieving this goal.
6. Wales has a global responsibility – by protecting a minority language, Wales contributes to the world's linguistic and cultural diversity.

The five ways of working are in place

Long-term – building strong linguistic foundations to maintain the Welsh language for future generations.

Prevention – ensuring that children do not miss the opportunity to become fluent in Welsh through early action.

Integration – linking to education, culture, health and equality.

Collaboration – partnerships between schools, local authorities and parents.

Content – giving families and learners a voice in policy making and development

PHASE 3 - Procurement and Partnerships

12. Will this policy or practice be carried out in whole or in part by contractors or in partnership with other organisation(s)?

No

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

13. In considering proportionality, does the policy or practice cause a significant positive or negative impact or create unequal outcomes?

Significant Positive Impact:

The engagement so far suggests a significant positive impact on promoting and strengthening the use of the Welsh language in Gwynedd's schools. The policy is proportionate to Cyngor Gwynedd's strategic aims and in line with the objectives of the Welsh Language and Education Act 2025 and Cymraeg 2050.

While some challenges are possible e.g. ensuring adequate resources and providing appropriate training and support to schools and staff, there is no evidence that the policy creates unequal outcomes for any group. Rather, the policy seeks to ensure equal opportunities for all learners to develop Welsh language skills, regardless of their linguistic or social background.

Therefore, the overall impact can be considered positive and proportionate, providing clear benefits to the education community and the wider Welsh language.

Significant Negative Impact:

As set out in this report, some challenges are possible, e.g. ensuring adequate resources and providing appropriate training and support to schools and staff, but there is no evidence that the policy creates disproportionate outcomes for any group. It is not yet possible to predict what the effect of the impact will be.

14. Any deliberate negative impact and why it is believed that there is justification for such action should be explained

There may be some deliberate negative impacts resulting from the Language Education Policy, for example:

- new requirements for schools and staff to ensure that all pupils have equal opportunities to learn Welsh, which can create additional pressure in terms of securing resources and timetables.
- adjustments or limitations in teaching methods to improve equal opportunities, which may mean that some conventional approaches are changed.

However, **there is a clear justification for implementing the policy:**

- it ensures equal opportunities for all pupils to develop Welsh language skills, creating equal opportunities regardless of their linguistic or social background.
- It promotes positive relationships between schools creating a more coherent and inclusive system.
- The policy and action are based on objective principles and affirmative action, avoiding prejudice and inequity while ensuring long-term social and national benefits.

The deliberate negative impact has been carefully and proportionately planned, with the aim of ensuring long-term positive benefits for all and strengthening the Welsh language in education.

15. Will any of the negative impacts identified count as unlawful but unavoidable discrimination (e.g. reduction of funding)?

No

Please note the reason for saying so and the justification for continuing

Gwynedd Council's Model Education Language Policy supports and delivers on the core objectives of the Welsh Language and Education (Wales) Act 2025 by ensuring that all pupils develop sound skills in Welsh and English by the end of their statutory education. By placing the Welsh language at the heart of its education strategy, Cyngor Gwynedd contributes directly to the Act's objective of fostering confident bilingual citizens, and helps to ensure consistency, quality and linguistic ambition across Wales.

16. What other measures or changes could be included in order to strengthen or change the policy/practice to demonstrate that due attention has been given to the promotion of equal opportunities; helping to eradicate unlawful discrimination, harassment or persecution and foster good relationships and wider community cohesion; as addressed in the General Duty of the Equality Act 2010?

A period of public engagement was undertaken, and the Department for Education has analysed the responses received. The need for fundamental changes to the policy was not identified, but the feedback was used to strengthen the clarity of operating arrangements and support for schools. The General Duty of the Equality Act 2010 has been considered in the development of the policy, in terms of promoting equal opportunities, eliminating discrimination, and fostering good relationships and community cohesion.

17. What other measures or changes could be included to strengthen or change the policy/practice to demonstrate that due attention has been given to the need to reduce unequal outcomes because of socio-economic disadvantage?

- To give due consideration to the need to reduce unequal outcomes resulting from socio-economic disadvantage, the following are considered when developing Cyngor Gwynedd's Language Education Policy:
- providing support to pupils from socio-economic backgrounds through the Immersion Regime, offering extended learning opportunities to develop Welsh language skills and language confidence.
- ensure equal access to high quality Welsh language education and resources, including technological support where necessary.
- offer free standard training to teaching staff through the National Centre for Learning Welsh to strengthen capacity to support pupils.
- developing methods of communication and access to support for parents who do not speak Welsh, to strengthen the partnership between home and school.

- continue to collect and analyse data on the linguistic attainment and development of pupils from different economic backgrounds to better identify and address any inequalities.

By implementing these actions, the Council will strengthen its capacity to ensure that all pupils — regardless of their social or economic background — have an equal opportunity to develop sound Welsh language skills and to confidently contribute to a bilingual society.

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 not to treat the Welsh language less favourably than English in accordance with the Welsh Language (Wales) Measure 2011 and to reduce or prevent any adverse effects that the policy/practice may have on the Welsh language?

The aim of Gwynedd's Model Education Language Policy is to ensure linguistic and social equity for all children, regardless of their background. The language is part of our identity and using Welsh and English confidently increases job opportunities. That leads to a strengthening of the economy. The aim is to build solid linguistic foundations in Gwynedd's schools to maintain the Welsh language for future generations. It is committed to ensuring that children do not miss out on the opportunity to become fluent in Welsh by taking early action, linking up with education, culture, health and equality and maintaining partnerships between schools, local authorities and parents. Families and learners are given a voice.

19. Is there enough information to form a balanced view and move forward?

Yes

STEP 5 - Decide to Go Ahead

20. Given the information gathered at Steps 1-4, is it possible to proceed with the policy or practice, and if so, on what basis?

The policy can be progressed to be presented to Cabinet members, based on the evidence and information gathered through Phases 1–4, which supports its implementation.

PHASE 6 - Actions and Arrangements for Monitoring Results and Reviewing Data

21. What actions identified in Steps 1-5 or any additional data collection work will assist in monitoring the policy/practice when implemented:

Implementation	Timetable	Primary Responsibility	Add to Service Plan
Undertake periodic reviews by the Department of Education to assess progress against the targets of the Delivery Plans and identify areas for strengthening.	Every three years	Department of Education Officers	Yes
Monitor the implementation of the policy by collecting regular data on pupils' linguistic progress and attainment, in line with the schools' Delivery Plans.	Yearly	Department of Education Officers	Yes
Undertake an analysis of qualitative and quantitative data, including information derived from the Delivery Plans, to assess the impact of the policy on different pupil groups.	Yearly	Department of Education Officers	Yes
Use ongoing feedback and information from the Delivery Plans to inform improvements to the implementation of the policy over time	Yearly	Department of Education Officers	Yes
Report monitoring and review findings, including data from the Delivery Plans to Cabinet as required.	Yearly	Department of Education Officers	Yes

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

Monitoring and Review Arrangements (including where the results will be recorded)	Timetable and Frequency	Primary Responsibility	Add to Service Plan
Delivery Plans for all schools in Gwynedd	Every 3 years	Department of Education Officers	Yes