



Proposal to change the language category of Ysgol Bro Hyddgen

Impact Assessments

Updated April 2020

Contents

	Page
1 Introduction	2
2 Integrated Impact Assessment	3
3 Equality Impact Assessment	23
4 Community Impact Assessment	31
5 Welsh Language Impact Assessment	36

Proposal to change the language category of Ysgol Bro Hyddgen

Impact Assessments

1. Introduction

Powys County Council is consulting on a proposal to change the language category of Ysgol Bro Hyddgen. The proposal is as follows:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

In line with the Council's policy, an Integrated Impact Assessment has been carried out which incorporates the Welsh Language, Equalities, Well-being of Future Generations Act, Sustainable Development Principles, Communication and Engagement, Safeguarding, Corporate Parenting, Community Cohesion and Risk Management.

In addition, the Welsh Government's School Organisation Code (2018) requires local authorities to carry out an Equality Impact Assessment and Community Impact Assessment in relation to all school reorganisation proposals. For proposals which affect teaching through the medium of Welsh, local authorities are also required to carry out a Welsh Language Impact Assessment.

These impact assessments were provided in draft form during the consultation period and have been updated following the consultation. The Equality Impact Assessment has been carried out based on the latest PLASC information available. The Community Impact Assessment and Welsh Impact Assessment has been carried out with input from the affected schools.

2. Integrated Impact Assessment

The Impact Assessment (IA) below incorporates Welsh Language, Equalities, Well-being of Future Generations Act, Sustainable Development Principles, Communication and Engagement, Safeguarding, Corporate Parenting, Community Cohesion and Risk Management, supporting effective decision making and ensuring compliance with respective legislation.

Service Area	Schools Service	Head of Service	Lynette Lovell	Portfolio Holder	Cllr Phyl Davies
---------------------	-----------------	------------------------	----------------	-------------------------	------------------

Proposal

To support Ysgol Bro Hyddgen to move along the language continuum over time, by phasing in fully Welsh bilingual (Welsh-medium) provision year by year, starting with Reception in September 2022.

Outline Summary / Description of Proposal

The Council carried out consultation on the following proposal in order to move Ysgol Bro Hyddgen along the language continuum over time:

- To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen from Bilingual (dual-stream) to Welsh-medium
- This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

This would mean that:

- English-medium provision would be phased out gradually year by year, starting with Reception in September 2022 – pupils would be taught in Welsh-medium classes and become fully bilingual i.e. fluent in both Welsh and English
- Additional Welsh language support would be introduced alongside the change in language category for latecomers and those pupils needing the additional support. This would include immersion provision which has been very successful in other authorities.

Should this be implemented, the change would start to be phased in from September 2022.

1. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Date
1	Developed at a workshop attended by the following: <ul style="list-style-type: none"> - Sarah Astley, Programme Manager, Transforming Education Team - Richard Williams, Programme Officer, Transforming Education Team - Bedwyr Fychan, Welsh Language Officer 	16/10/2020
2	Amended following Cabinet meeting for inclusion as part of consultation documentation	12/11/20
3	Amended following consultation	22/04/21

2. Profile of savings delivery (if applicable)

2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
£	£	£	£	£	£

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Public consultation required	Consultation in accordance with the School Organisation Code was carried out between 8/12/21 and 26/01/21

4. Impact on Other Service Areas

**Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?)
PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY**

The proposal has the potential to impact the following services:

- Children’s Services
- Digital Services
- Education
- Finance

Data Protection Impact Assessment

Would the proposal involve processing the personal details of individuals? Yes

Is Powys County Council the data controller? Yes

If you have answered yes to either of the above you would be required to complete, as a minimum, the screening questions on the data protection impact assessment. For further advice please contact the Data Compliance Team.

4a Geographical Locations

What geographical area(s) will be impacted by the proposal? (Chose all those applicable)

The following geographical areas would be impacted by the proposal:

- North Powys
- Machynlleth

5. How does your proposal impact on Vision 2025?

Council’s Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below

<p>The Economy</p> <p>We would develop a vibrant economy</p>	<p>Should the proposal be implemented, eventually all pupils attending Ysgol Bro Hyddgen would be fully bilingual in Welsh and English so that they are able to utilise these skills in the workplace, where there is a growing demand for fluency in both languages in Wales</p>	<p>Good</p>		
<p>Health and Care</p> <p>We would lead the way in providing effective, integrated health and care in a rural environment</p>	<p>No impact</p>	<p>Neutral</p>		
<p>Learning and skills</p> <p>We would strengthen learning and skills</p>	<p>The proposal would eventually provide a more sustainable model for delivering education in Ysgol Bro Hyddgen, ensuring that all pupils are fully bilingual in Welsh and English when they leave the school.</p> <p>As the change is phased in, it is expected that implementation would lead to more effective and efficient use of resources as the school would no longer need to duplicate provision, which would enable improved opportunities for learners across all ages.</p>	<p>Good</p>		
<p>Residents and Communities</p> <p>We would support our residents and communities</p>	<p>In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the</p>			

	<p>proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p> <p>Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area / outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community.</p>	Neutral	<p>Additional Welsh language support to be introduced at Ysgol Bro Hyddgen alongside any change in language category e.g. Trochi, additional Welsh language support. Whilst this would ensure that primary aged pupils from outside the area would be able to attend the school, it is possible that this may not be attractive to older, secondary aged pupils.</p> <p>The Council's 'Strategy for Transforming Education in Powys includes a strategic objective to 'develop immersion opportunities', and work is underway to develop these opportunities in Powys. Online immersion provision was introduced in January 2021, and this will be developed further over the coming months. Eventually, the intention is to provide opportunities for pupils across Powys to access immersion provision, to enable pupils to transfer into Welsh-medium education during their school careers. This would include areas such as Newtown or Welshpool as well as the Machynlleth area.</p> <p>Immersion provision exists in different forms across Wales. Whilst some programmes focus on primary aged pupils, there are successful programmes which provide opportunities for pupils to be immersed to Welsh-medium education on transfer to the secondary phase. There is no reason to believe that such provision could not be offered effectively at Ysgol Bro Hyddgen. However, in some situations – for</p>	Neutral
--	---	---------	---	---------

			example when learners are nearing the end of their time in school – this may not be appropriate.	
--	--	--	--	--

Source of Outline Evidence to support judgements

6. How does your proposal impact on the Welsh Government’s well-being goals?

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below

<p>A prosperous Wales:</p> <p>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The proposal is to phase any change in the school's language category in over a number of years. This would ensure that no additional transport would need to be provided, as English-medium pupils currently attending the school would be able to continue to access this provision until they leave school.</p> <p>It is anticipated that the proposal would lead to improved employment opportunities for all pupils in the area in the future, as all pupils would be fully bilingual in Welsh and English, and therefore able to take advantage of employment opportunities which require fluency in both languages.</p>	<p>Good</p>		
<p>A resilient Wales:</p> <p>A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>No impact</p>	<p>Neutral</p>		
<p>A healthier Wales:</p> <p>A society in which people's physical and mental well-being is maximised and in which choices</p>	<p>In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. This could have a negative impact on people's well-being.</p>		<p>The proposal includes additional Welsh language support to be introduced alongside the change in</p>	

<p>and behaviours that benefit future health are understood.</p> <p>Public Health (Wales) Act, 2017:</p> <p>Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.</p>	<p>Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p>	<p>Neutral</p>	<p>language category e.g. Trochi, additional Welsh language support</p>	<p>Neutral</p>
<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities</p>	<p>In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the area would be fluent in both Welsh and English.</p> <p>Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area / outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community.</p>	<p>Neutral</p>	<p>Additional Welsh language support to be introduced at Ysgol Bro Hyddgen alongside any change in language category e.g. Trochi, additional Welsh language support. Whilst this would ensure that primary aged pupils from outside the area would be able to attend the school, it is possible that this may not be attractive to older, secondary aged pupils.</p>	<p>Neutral</p>

<p>A globally responsible Wales:</p> <p>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p> <p>Human Rights - is about being proactive (see guidance) UN Convention on the Rights of the Child:</p> <p>The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.</p>	<p>The proposal would ensure that all pupils accessing Ysgol Bro Hyddgen in the future will develop bilingual skills in Welsh and English. Being fully bilingual in Welsh and English contributes to the cultural wellbeing of Wales, and would enable pupils to take part in local, national and global activities through the medium of Welsh and English.</p> <p>It is anticipated that implementation of the proposal would have a positive impact on the use of resources, as it would enable the school to operate more efficiently as a single stream school, and would enable resources to be focussed on delivering education through the medium of Welsh.</p> <p>Should the Cabinet agree to proceed, a consultation exercise would be carried out, which would include consultation with children and young people affected by the proposal, ensuring that all affected by the plans have the opportunity to give their views.</p>	<p>Good</p>		
--	---	-------------	--	--

A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.

Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from
-----------------	--	---	---	--

				drop down box below
<p><i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i></p>	<p>The proposal is to change the school's language category over time, so that eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English.</p> <p>As well as ensuring that all pupils are fully bilingual, this would ensure a fully Welsh-medium ethos, leading to enhanced opportunities to use the Welsh language throughout the school, and increased opportunities for participation in Welsh language extra-curricular activities and opportunities.</p> <p>Implementing the proposal would strengthen and broaden Welsh medium provision by improving the breadth of Welsh medium options at all key stages and ensuring stronger transition and progress for pupils. As a result, pupils would develop into fully bilingual pupils that would be better placed to support the local and national economic and community needs.</p> <p>As well as a full Welsh-medium curriculum, it is likely that establishing a Welsh-medium all-age school would also result in increased opportunities for pupils to access Welsh language activities, including activities provided by the school and activities provided by other organisations e.g. Menter Maldwyn, the Urdd.</p> <p>Implementing the proposal would raise the profile of Welsh-medium education in the area,</p>	<p>Very Good</p>		

	and create more fluent Welsh speakers who will be able to use the language within the community, therefore contributing to the Welsh Government target to achieve a million Welsh speakers by 2050.			
Opportunities to promote the Welsh language	<p>The proposal is to change the school's language category over time, so that eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English. This would lead to enhanced opportunities to promote the Welsh language within the school and beyond, for example through the "Siartr Iaith" (Welsh Language Charter) and through improved opportunities to provide Welsh language cluster activities.</p> <p>As well as a full Welsh-medium curriculum, it is likely that establishing a Welsh-medium all-age school would also result in increased opportunities for pupils to access Welsh language activities, including activities provided by the school and activities provided by other organisations e.g. Menter Maldwyn, the Urdd</p>	Very Good		
People are encouraged to do sport, art and recreation	<p>Currently, some sport, art and recreation activities which take place in Welsh in the local area may not be considered accessible to pupils.</p> <p>Should the proposal be implemented, all pupils would be fully bilingual in Welsh and English, which would allow students to participate in these activities.</p>	Good		

A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).

Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).

Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Age	<p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen regardless of their age, including the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>Initially the proposal would mainly impact younger pupils as the intention is that the change would be phased in, starting with Reception aged pupils.</p>	Neutral		
Disability	<p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, including any pupils with disabilities. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>The Consultation Report shows that there is a significant concern about the impact of the proposal on pupils with ALN.</p> <p>The parents of some pupils with disabilities or pupils with ALN may choose for them to be educated in English. This would require additional travel for these pupils</p>	Neutral	<p>Across Wales there are children with SEN/ALN who are educated successfully in Welsh-medium schools, whether they are from Welsh-speaking homes, English-speaking homes or homes where other languages are spoken. Ysgol Bro Hyddgen, along with other schools, can benefit from learning from best practice.</p> <p>The Powys SEN/ALN strategy, agreed by Cabinet in November 2021, is committed to improving the provision for all pupils with SEN/ALN,</p>	Neutral

			<p>whatever their first language. This includes pupils who can be educated in mainstream classes as well as pupils who require specialist provision.</p> <p>As part of the strategy, the local authority is developing and improving its range of specialist provision, including specialist centres and satellites of special schools, in order to make sure that the needs of all pupils in Powys can be met effectively. The design of the new building planned for Ysgol Bro Hyddgen includes significantly improved facilities for pupils with SEN/ALN which will enable them to receive high quality support.</p> <p>The school will not change from Welsh medium to English medium over night. There will be a transition period for those pupils already in the school. During this transition period, pupils with SEN/ALN who are currently attending the English stream at Ysgol Bro Hyddgen will continue to receive their education through the medium of English as outlined in the proposal. Pupils who attend the specialist centre at Ysgol Bro Hyddgen will continue to attend the centre, whatever their first language – English, Welsh or other.</p>	
--	--	--	--	--

			<p>If the proposal goes ahead, pupils with SEN/ALN will be taught through the medium of Welsh. A key part of the strategy is that pupils with SEN/ALN have the right to be educated in mainstream schools alongside their peers.</p> <p>Under the Additional Learning Needs and Education Tribunal (Wales) Act 2018, pupils with ALN will have individual development plans (IDPs) which will set out their needs and the support that they will receive. This could include support from school staff as well as specialist support from the local authority. Where appropriate, interventions may take place through the medium of English. This will be determined in line with the needs of the individual pupil. Similarly, if a pupil arrives at the school with no English, a level of support may be provided in their own language.</p>	
Gender reassignment	No impact	Neutral		
Marriage or civil partnership	No impact	Neutral		
Race	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their race. This would include the			

	opportunity for all pupils to become fully bilingual in Welsh and English	Neutral		
Religion or belief	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their religion or belief. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		
Sex	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their sex. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		
Sexual Orientation	The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, regardless of their sexual orientation. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.	Neutral		
Pregnancy and Maternity	No impact	Neutral		
Socio-economic duty	<p>Concerns were raised during the consultation about the proposal being a barrier to attracting incomers, professional people and new businesses to the area.</p> <p>The proposal would provide improved opportunities for all pupils at Ysgol Bro Hyddgen, including any learners from economically disadvantaged backgrounds. This would include the opportunity for all pupils to become fully bilingual in Welsh and English.</p> <p>It is anticipated that the proposal would lead to improved employment opportunities for all pupils</p>	Neutral		Neutral

	in the area in the future, as all pupils would be fully bilingual in Welsh and English, and therefore able to take advantage of employment opportunities which require Welsh language skills.			
--	---	--	--	--

Source of Outline Evidence to support judgements

7. How does your proposal impact on the council's other key guiding principles?

Sustainable Development Principle (5 ways of working)

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Long Term: Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.	The proposal would provide a more sustainable model of delivering education in Machynlleth, which would enable the school to operate more efficiently through not having to duplicate provision. As a single language school, there would be no need for the school to duplicate provision in two	Good		

	languages, which would also ensure effective use of resources in the long term.			
Collaboration: Working with others in a collaborative way to find shared sustainable solutions.	Should Cabinet agree to implement the proposals the Council would work in collaboration with key stakeholders associated with the current school, and external partners such as Mudiad Meithrin to transition to the new delivery model.	Neutral		
Involvement (including Communication and Engagement): Involving a diversity of the population in the decisions that affect them including: Unpaid Carers: Ensuring that unpaid carers views are sought and taken into account	Full consultation was carried out with stakeholders in accordance with the School Organisation Code, which provided an opportunity for all interested parties to give their views. The findings of this exercise is reported to Cabinet and is taken into consideration when determining how to proceed. This impact assessment has been updated to reflect feedback received. The percentage in favour of the proposal suggests that a majority of respondents are in favour All stakeholders have had the opportunity to give their views as part of this process, including any unpaid carers in the area.	Good		
Prevention: Understanding the root causes of issues to prevent them from occurring including: Safeguarding: Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.	The proposal would provide a more sustainable model of delivering education in Machynlleth, which would enable the school to operate more efficiently through not having to duplicate provision. It is not anticipated that there would be an impact on safeguarding arrangements.	Good		

<p>Integration: Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives</p>	<p>An integrated approach would be taken in order to implement the proposal, which would include other Council service areas and other partners as required.</p>	<p>Neutral</p>		
<p>Powys County Council Workforce: What Impact would this change have on the Workforce?</p>	<p>Implementation of the preferred way forward would have a positive impact on Welsh-medium staff by enabling them to work in a fully Welsh-medium environment.</p> <p>In the longer term, as the change in language category is phased in across the school, there may be an impact on school staff who cannot work through the medium of Welsh, however the number of affected staff is low.</p> <p>If the proposal was implemented, Welsh would be the primary, main language of the school. It is anticipated that this this would support the development of a fully Welsh ethos across the school.</p> <p>Implementing the proposal may have an additional impact on Council staffing services such as Children’s Services, Catering, Payroll, ALN as there would be an expectation for services to be provided in Welsh. This would have a positive impact on opportunities for Council staff to use the Welsh language.</p>	<p>Neutral</p>	<p>The Council will work with the school to support staff to develop their language skills.</p>	<p>Neutral</p>
<p>Payroll: How would this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female</p>	<p>The proposal complies with Powys CC’s Single Status Terms and Conditions. The proposal would have no impact on PCC staff salaries/enhanced payments.</p>			

<p>dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?</p>		Neutral		
<p>Welsh language impact on staff</p>	<p>Implementation of the preferred way forward would have a positive impact on Welsh-medium staff by enabling them to work in a fully Welsh-medium environment.</p> <p>In the longer term, as the change in language category is phased in across the school, there may be an impact on school staff who cannot work through the medium of Welsh, however the number of affected staff is low.</p> <p>If the proposal was implemented, Welsh would be the primary, main language of the school. It is anticipated that this this would support the development of a fully Welsh ethos across the school.</p> <p>Implementing the proposal may have an additional impact on Council staffing services such as Children’s Services, Catering, Payroll, ALN as there would be an expectation for services to be provided in Welsh. This would have a positive impact on opportunities for Council staff to use the Welsh language.</p>	Good		
<p>Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on</p>	No impact	Neutral		

Apprenticeships within the service?				
-------------------------------------	--	--	--	--

Source of Outline Evidence to support judgements

8. What is the impact of this proposal on our communities?

Communities	How does the proposal impact on residents and community?	<u>IMPACT</u> See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> See impact definitions in guidance document	Source of Outline Evidence to support judgement
Machynlleth	In the short term, it is possible that the proposal to change the school's language category could lead to tensions and disagreement within the local community, in particular whilst consultation processes are ongoing. Eventually however, it is expected that these tensions would diminish, and in the longer term as the change in language category is implemented, it is hoped that the proposal would help to improve community cohesion, as all pupils in the	Moderate	The proposal includes additional Welsh language support to be introduced alongside the change in language category e.g. Trochi, additional Welsh language support. However, this support may not be attractive to older, secondary school aged pupils. The benefits of a bilingual education will need to be	Minor	

	<p>area would be fluent in both Welsh and English.</p> <p>Following implementation of the proposal, there could be a negative impact on pupils moving to the area from outside the area / outside Wales. In particular, this could mean that secondary aged pupils moving to the area would attend English-medium provision in alternative locations, which would not support their integration into the community.</p>		<p>explained carefully to the community.</p>		
--	---	--	--	--	--

9. What are the risks to service delivery or the council following implementation of this proposal?

Risk Identified	Inherent Risk Rating <small>Impact X Likelihood (See Risk Matrix in guidance document)</small>	Mitigation	Residual Risk Rating <small>Impact X Likelihood (See Risk Matrix in guidance document)</small>
Parents don't want their children to attend a Welsh-medium school, so choose for them to move to alternative schools	Medium	<p>Change to be phased in to minimise the impact on current pupils</p> <p>Engagement with parents to take place throughout the process</p>	Low
Risk that pupil numbers at Ysgol Bro Hyddgen could reduce if parents choose not to send their children to Ysgol Bro Hyddgen if they preferred an English-medium provision, which could have an impact on the school's budget and increase surplus places.	Medium	A promotional campaign is required to help parents understand the benefits of a bilingual education, and the support available to them e.g. Trochi	Low

10. Overall Summary and Judgement of this Impact Assessment?

This impact assessment has been updated following the consultation exercise. A number of concerns were raised during the consultation about the impact of the proposal on pupils with ALN. The Council proposes to mitigate this by ensuring that any pupil with SEN/ALN who requires targeted support through the medium of English at Ysgol Bro Hyddgen is provided with this support as part of the agreed alternative learning provision under the new Additional Learning Needs and Education Tribunal (Wales) Act 2018.

Following consultation, it is judged that the impact of the proposal remains positive overall. The proposal would eventually provide a more sustainable model for delivering education in Ysgol Bro Hyddgen, ensuring that all pupils are fully bilingual in Welsh and English when they leave the school. The proposal is to change the school's language category over time, which minimises the impact on pupils currently attending Ysgol Bro Hyddgen, but would also ensure that, eventually, all pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English. This would lead to enhanced opportunities to promote the Welsh language within the school and within the community and would provide those pupils with bilingual skills to take into the workplace.

11. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?

Stakeholder engagement with representatives from the school

12. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?

The Transforming Education Programme Board will continue to monitor impact over time.

Please state when this Impact Assessment will be reviewed.

This impact assessment will be reviewed at each stage of the process

13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Astley		16/10/20
Head of Service:	Lynette Lovell / Emma Palmer		

Portfolio Holder:	Cllr Phyl Davies		
--------------------------	------------------	--	--

14. Governance

Decision to be made by	Cabinet	Date required	18 th May 2021
-------------------------------	---------	----------------------	---------------------------

3. Equality Impact Assessment

Powys County Council

Equality Impact Assessment (EqIA)



Proposal	To change the language category of Ysgol Bro Hyddgen
Service Area	Schools Service
Date of Assessment	Initial Assessment November 2020 Updated Assessment April 2021
Lead Person undertaking the assessment	Richard Williams
Relevant Head of Service who has agreed this assessment	Lynette Lovell

The Equality Act 2010, requires that public sector organisations in the exercise of their functions, pay due regard to the following 'general duty':

- (a) Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;**
- (b) Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;**
- (c) Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.**

The protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex and sexual orientation. This assessment also includes a consideration of impact upon people and communities whose language of choice is Welsh.

The specific regulations for Wales [Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011] require public sector bodies to monitor relevant policy and practises and then assess and report on the impact based upon an analysis of relevant data and evidence.

1. AIM or PURPOSE

<p>Briefly describe the aim or purpose of the change proposal being assessed.</p> <p>Powys County Council is consulting on a proposal to change the language category of Ysgol Bro Hyddgen. The proposal is as follows:</p> <ul style="list-style-type: none">• To make a regulated alteration to alter the medium of instruction at Ysgol Bro Hyddgen to Welsh-medium.• This would be introduced on a phased basis, year-by-year, starting with Reception in September 2022.

2. OBJECTIVES

Please state the current business objectives of the change proposal.

The Council is proposing to change the language category of Ysgol Bro Hyddgen for the following reasons:

- To improve educational outcomes
 - Children would no longer be taught in mixed language classes in the secondary phase
 - Children would no longer be taught in mixed age classes in the primary phase
 - There will be more pupils who are fluent and confident in using the Welsh and English language equally
- To improve educational provision
 - Opportunities to develop a broader curriculum to meet the needs of pupils
 - Having one language stream would make it easier to track and target the progress of pupils and their well-being
- To improve leadership and management
 - The school's management team could work more efficiently
- To improve efficiency in the delivery of education
 - Potential for the school to operate more efficiently through more efficient deployment of staff and resources
- To increase the number of pupils accessing Welsh-medium education
 - More pupils would be fluent in both Welsh and English, therefore contributing to the Welsh Government's aim to achieve a million Welsh speakers by the year 2050.

3. BENEFITS and OUTCOMES

i) What are the intended benefits or outcomes from the change proposal?

The benefits of the proposal are:

- Minimal impact on pupils currently accessing English-medium education at the school – the provision would continue until they left school
- In the long term, would enable the school to operate more efficiently
- Would enable school leadership to make more effective use of human resources
- Would allow staff to focus on one linguistic delivery model
- Would allow time for any necessary staff development and professional learning
- More opportunities could be offered through the medium of Welsh
- Increase in pupils studying through the medium of Welsh
- Meets the Council’s Strategy for Transforming Education in Powys
- Potential financial saving to the authority

4. CORPORATE RELEVANCE

How does this change proposal relate to Vision 2025?

Learning and Skills is one of the four priorities outlined in Corporate Improvement Plan 2020-25: Vision 2025. Within this priority, the Plan includes a commitment to increasing the number of pupils educated through the medium of Welsh.

5. DATA USED

5.1. What data has been used to conduct this assessment?

Tick/shade boxes as appropriate.

Profiling of service users, providing a breakdown of who uses the service by the protected characteristics.	✓
Service user satisfaction rates, broken down by the protected characteristics.	
Qualitative data (analysed against the protected characteristics) which provides evidence about current services users experience accessing the service.	
Qualitative data gathered from those that are not currently using the service.	
Complaints monitoring against the protected characteristics.	
Wider research reports and findings.	
Relevant service based Equality Impact Assessment.	

5.2. Are there any gaps in the data?

Yes No

Please state the gaps:

- No qualitative data is currently available

How will the gaps be addressed going forward?

- Qualitative data will be collected as part of the forthcoming consultation process.

6. DATA ANALYSIS

<p>6.1 Quantitative Summarise the key quantitative data analysis results, providing key headline statistics. Include data that relates to existing provision and also data relating to proposal. E.g. statistics generated from a consultation questionnaire.</p> <p>Key questions:</p>	<p><u>PLASC January 2020</u></p> <p><u>Ysgol Bro Hyddgen</u></p> <p>Based on the information provided in the school's PLASC return in January 2020, the following pupils belong to the protected characteristic groups:</p> <ul style="list-style-type: none"> - Free school meals: 13.5% of pupils are eligible for Free School Meals
--	---

<p>i) Are certain groups currently underrepresented in service user figures? Will a change affect this?</p> <p>ii) How do satisfaction levels compare across the protected characteristic groups? How will a change affect this?</p>	<ul style="list-style-type: none"> - ALN: 17.1% of pupils at the school have special educational needs. Of these, 50 pupils are on School Action, 28 pupils are on School Action Plus and 3 pupils have statements - ALN: The % of pupils at the school that have special educational needs can be broken down further by phase. 26.0% of primary pupils and 12.0% of secondary pupils have special educational needs. - Disabilities: 17.1% of pupils have additional learning needs - English as an Additional Language: 0.4% of pupils are identified as EAL pupils. - Ethnicity: The ethnic group of 91.4% of pupils at the school is White British. 3.2% of pupils belong to ethnic groups other than White British. - Looked after Children: 1.1% of pupils are looked after. <p>This information shows that a proportion of pupils that belong to the protected characteristic groups will be affected by this proposal. In particular:</p> <ul style="list-style-type: none"> - 13.5% of pupils at Ysgol Bro Hyddgen are eligible for Free School Meals. - 26.0% of primary pupils at Ysgol Bro Hyddgen have additional learning needs. This is higher than the Powys average for primary schools (18.8%) <p>The proposal to change the language category of Ysgol Bro Hyddgen would not impact pupils currently attending the school, as the change in the school’s language category would be phased in on a year-by-year basis. However, over time, pupils attending Ysgol Bro Hyddgen would be affected, including those pupils belonging to protected characteristic groups.</p> <p>Nevertheless, the aim of the proposal is to improve the educational opportunities for all pupils attending Ysgol Bro Hyddgen, including any pupils belonging to the protected characteristic groups.</p>
<p>6.2 Qualitative Summarise the key qualitative data analysis, providing key themes or patterns.</p>	<p>Concerns were raised during the consultation about the impact of the proposal on children with additional learning needs. The authority’s response is as follows:</p>

<p>Include data that relates to existing provision and also data relating to proposal. E.g. protected characteristics focus group on the proposal.</p> <p>Key questions:</p> <p>i) Do certain groups have a different service user experience? How will a change affect this?</p> <p>ii) Have any areas for improvement been communicated by particular groups? Will a change have an impact upon these views?</p> <p>iii) What are the reasons behind some groups not using the service? How will a change affect this position?</p> <p>iv) What has consultation on your proposals revealed about impact on the protected characteristics?</p>	
---	--

7. EqIA RESULT

Based on an analysis of the available qualitative and quantitative data, please tick/shade the appropriate box opposite to provide the EqIA assessment result.

The proposal does not present any adverse impact on equality. [Proceed to question 10]	
The proposal presents some adverse impact on equality. [Proceed to question 8]	✓
The proposal presents significant impact on equality [Proceed to question 8]	

8. AREAS for IMPROVEMENT

<p>Please provide detail of weak or sensitive areas of the proposal identified by the assessment.</p> <p>i) Which protected characteristic groups are particularly affected?</p> <p>ii) Will people on low incomes be affected?</p> <p>iii) Will Welsh speakers be affected?</p>	<p>i) The proposal could impact on pupils with additional learning needs, pupils that belong to ethnic groups other than White British, have English as an Additional Language or are Looked After Children. 26.0% of primary pupils attending Ysgol Bro Hyddgen have special educational needs.</p> <p>Concerns were raised about the impact of the proposal to change the school's language category on any pupils with disabilities, including additional learning needs, attending the school in the future, therefore the protected characteristic group that would potentially be most affected would be pupils with disabilities.</p> <p>ii) 13.5% of pupils attending Ysgol Bro Hyddgen are eligible for free school meals.</p> <p>iii) Ysgol Bro Hyddgen is a dual stream school, therefore the proposal would affect Welsh speakers. As required by the Welsh Government's School Organisation Code, a separate Welsh Language Impact Assessment will be carried out.</p>
---	---

9. EQUALITY IMPROVEMENT

<p>9.1 Having identified problematic aspects to the proposal, how will this now be addressed?</p> <p><i>i.e. Are you able to involve (in some capacity) people from protected characteristic groups, Welsh Speakers, people on low incomes, to assist you in this process?</i></p> <p>i) Can the impact be mitigated, and how will this be done?</p> <p>ii) Does the proposal require modification to reduce or remove this impact?</p>	<p>Should the proposal be implemented, the medium of instruction of Ysgol Bro Hyddgen would change to Welsh-medium. This would be phased in, year on year, starting with Reception pupils. There would be no impact on existing pupils.</p> <p>The proposal aims to improve the educational opportunities offered to all pupils in the Machynlleth catchment, including pupils that belong to the protected characteristic groups.</p> <p>It is noted that there could be concern about the impact of the proposal to change the school's language category to Welsh-medium on any pupils with additional learning needs attending the school in the future. To mitigate this concern, the school would need to provide enhanced support to pupils with ALN as needed in order to meet their needs. The authority's mitigation is as follows:</p>
--	---

<p>iii) Should the proposal be considered for removal, owing to the degree of impact it is likely to have?</p>	<p>Across Wales there are children with SEN/ALN who are educated successfully in Welsh-medium schools, whether they are from Welsh-speaking homes, English-speaking homes or homes where other languages are spoken. Ysgol Bro Hyddgen, along with other schools, can benefit from learning from best practice.</p> <p>The Powys SEN/ALN strategy, agreed by Cabinet in November 2021, is committed to improving the provision for all pupils with SEN/ALN, whatever their first language. This includes pupils who can be educated in mainstream classes as well as pupils who require specialist provision.</p> <p>As part of the strategy, the local authority is developing and improving its range of specialist provision, including specialist centres and satellites of special schools, in order to make sure that the needs of all pupils in Powys can be met effectively. The design of the new building planned for Ysgol Bro Hyddgen includes significantly improved facilities for pupils with SEN/ALN which will enable them to receive high quality support.</p> <p>The school will not change from Welsh medium to English medium over night. There will be a transition period for those pupils already in the school. During this transition period, pupils with SEN/ALN who are currently attending the English stream at Ysgol Bro Hyddgen will continue to receive their education through the medium of English as outlined in the proposal. Pupils who attend the specialist centre at Ysgol Bro Hyddgen will continue to attend the centre, whatever their first language – English, Welsh or other.</p> <p>If the proposal goes ahead, pupils with SEN/ALN will be taught through the medium of Welsh. A key part of the strategy is that pupils with SEN/ALN have the right to be educated in mainstream schools alongside their peers.</p> <p>Under the Additional Learning Needs and Education Tribunal (Wales) Act 2018, pupils with ALN will have individual development plans (IDPs) which will set out their needs and the support that they will receive. This could include support from school staff as well as specialist support from the local authority. Where appropriate, interventions may take place through the medium of English. This will be determined in line with the needs of the individual pupil. Similarly, if a pupil arrives at the school with no English, a level of support may be provided in their own language.</p>
--	--

	<p>It is not considered that the proposal requires modification to reduce or remove the impact.</p> <p>It is not considered that the proposal should be considered for removal, owing to the degree of impact it is likely to have.</p>
--	---

9.2 Will the management of the impact as outlined in 9.1, be included in the Service Improvement Plan?

<p>Yes <input type="checkbox"/></p> <p>Date added.....</p> <p>Reference.....</p>	<p>No <input checked="" type="checkbox"/></p> <p>If no, please explain why not:</p> <p>Need was not identified at time of writing Service Strategy</p>
---	--

4. Community Impact Assessment

4.1 Ysgol Bro Hyddgen

i) Information on the proportion of pupils from the catchment area and outside the catchment area that attend the school

Welsh-medium Secondary

School	% of Pupils
Ysgol Bro Hyddgen	89.2%
Llanidloes High School	3.8%
Ysgol Uwchradd Caereinion	2.8%
Ysgol Bro Idris, Dolgellau	1.9%
Ysgol Penweddig, Aberystwyth	1.4%
Ysgol Godre'r Berwyn, Y Bala	0.9%

This suggests that 89.2% of pupils attending the school's secondary Welsh-medium stream were attending their closest Welsh-medium provider, whilst 10.8% of pupils attending the school's secondary Welsh-medium stream live closer to other Welsh-medium providers.

English-medium Secondary

School	% of Pupils
Ysgol Bro Hyddgen	93.2%
Ysgol Penglais, Aberystwyth	4.5%
Ysgol Uwchradd Tywyn	2.3%

This suggests that 93.2% of pupils attending the school's secondary English-medium stream were attending their closest English-medium provider, whilst 6.8% of pupils attending the school's secondary English-medium stream live closer to other English-medium providers.

Welsh-medium Primary

School	% of Pupils
Ysgol Bro Hyddgen	93.5%
Ysgol Glantwymyn	4.9%
Ysgol Gynradd Carno	0.8%
Ysgol Henry Richard, Tregaron	0.8%

This suggests that 93.5% of pupils attending the school's primary Welsh-medium stream were attending their closest Welsh-medium provider, whilst 6.5% of pupils attending the school's primary Welsh-medium stream live closer to other Welsh-medium providers.

English-medium Primary

School	% of Pupils
Ysgol Bro Hyddgen	91.6%
Caersws Community Primary School	6.3%
Ysgol Dyffryn Trannon, Trefeglwys	2.1%

This suggests that 91.6% of pupils attending the school's primary English-medium stream were attending their closest English-medium provider, whilst 8.4% of pupils attending the school's primary English-medium stream live closer to other English-medium providers.

ii) **After-school clubs and extra-curricular activities provided by the school**

The school provides the following after-school clubs and extra-curricular activities:

- Urdd
- Sports clubs – rugby, football, athletic, cross country, netball, hockey clubs
- Computer Club

iii) **Any other facilities or services the school accommodates or services the school provides**

The school accommodates or provides the following other facilities or services:

- Karate and Yoga lessons for the benefit of the community
- Computer lessons for the benefit of the community
- Welsh lessons for adults
- Sporting facilities for Machynlleth Hurricanes junior football team
- Sporting facilities for adult football and rugby

iv) Other use by the community of the school building

The following have made use of the school building:

- Annual Merched y Wawr conference in May
- Machynlleth Comedy Festival
- Local car rally
- Cymdeithas Carafanwyr Cymru

v) Other links between the school and the community

The school has links with the following community groups:

- Y Cylch Meitrhin
- MCCP
- St Peter's Church
- Gerddi Bro Ddyfi Gardens
- Mach Maethlon
- Siop Pen'rallt
- Save the Children shop
- CREDU
- Transport for Wales
- Tuffins
- Co-op
- Town library
- Y Tabernacl
- Owain Glyndŵr Centre
- Ynys-hir Nature Reserve
- Centre for Alternative Technology
- Dulas Engineering
- New Dyfi Players
- Aberystwyth Arts Centre

vi) If accommodation, facilities or services are provided by a school, where would they be provided in the event of closure?

The proposal will not close or affect in any way any accommodation, facilities or services provided by Ysgol Bro Hyddgen.

vii) Distance and travelling time involved in attending an alternative school of the same language category

Should the proposal be implemented, there would be no impact on distance and travelling time for current pupils at Ysgol Bro Hyddgen. All pupils currently receiving English-medium education at the school would be able to continue to access this provision until they leave the school.

In the future, pupils wishing to access English-medium education would need to travel to alternative provision. In respect of primary provision, the nearest alternative schools would be as follows:

School name	Distance from Ysgol Bro Hyddgen
Ysgol Comins Coch (Ceredigion)	16 miles
St Padarn Primary School (Ceredigion)	17.8 miles
Plascrug Primary School (Ceredigion)	18.1 miles
Llwyn yr Eos Primary School (Ceredigion)	18.2 miles
Caersws C.P. School	23.2 miles
Llanidloes C.P. School	26.6 miles

In respect of secondary provision, the nearest alternative schools would be as follows:

School name	Distance from Ysgol Bro Hyddgen
Ysgol Penglais, Aberystwyth	17 miles
Llanidloes High School	26.7 miles

viii) How parents' and pupils' engagement with the alternative school and any facilities it may offer could be supported

Should the proposal be implemented, all current pupils would be able to continue to receive education through the medium of Welsh or English at Ysgol Bro Hyddgen throughout their time in the school, therefore there

would be no change in terms of parents' and pupils' engagement with the school.

ix) Any wider implications e.g. impact on public transport provision, wider community safety issues

The implementation of the proposal would not impact on public transport provision or community safety.

4.2 Conclusion

As the proposal only relates to changing the language category of Ysgol Bro Hyddgen, it is not anticipated that the proposal's impact on the community would be minimal. Primary and secondary provision would continue to be available in Machynlleth, and community facilities associated with the school would continue to be available, and would be enhanced following the planned new building.

It is acknowledged that the proposal would eventually lead to additional travel for pupils wishing to access English-medium education, however by phasing in the change in language category over a number of years, the intention is that all pupils living in the catchment area would have the Welsh language skills needed to continue to study through the medium of Welsh throughout their time in school. Therefore the number of pupils travelling to access English-medium education should be small.

5. Welsh Language Impact Assessment

This Welsh Language Impact Assessment should be read in conjunction with the Integrated Impact Assessment and Equality Impact Assessment earlier on in this document.

5.1 Ysgol Bro Hyddgen

Ysgol Bro Hyddgen

i) Standards in the Welsh language

Language, literacy and communication skills in Welsh (LCW)

Foundation Phase

	Number of Year 2 pupils	No. Outcome 5+	% Outcome 5+	No. Outcome 6+	% Outcome 6+
2017	14	14	100.0%	6	42.9%
2018	26	26	100.0%	8	30.8%
2019	16	16	100.0%	5	31.3%

No Teacher Assessment in 2020 due to Covid-19

Welsh First Language

Key Stage 2

	Number of Year 6 pupils	No. Level 4+	% Level 4+	No. Level 5+	% Level 5+
2017	15	14	93.3%	7	46.7%
2018	19	18	94.7%	6	31.6%
2019	19	19	100.0%	7	36.8%

No Teacher Assessment in 2020 due to Covid-19

End of Key Stage 3

	Number of Year 9 pupils assessed	No. Level 5+	% Level 5+	No. Level 6+	% Level 6+
--	----------------------------------	--------------	------------	--------------	------------

	in Welsh 1st lang				
2017	33	31	93.9%	19	57.6%
2018	26	25	96.2%	23	88.5%
2019	34	32	94.1%	23	67.6%

No data in 2020 due to Covid-19

End of Key Stage 4

	Total number of GCSE Welsh 1st lang. entries	Number of pupils that achieved grades A* - C	% of pupils that achieved grades A* - C
2017	34	27	79.4%
2018	76	38	50.0%
2019	32	20	62.5%

No data in 2020 due to Covid-19

Welsh Second Language

Key Stage 2

	Number of Year 6 pupils	No. Level 4+	% Level 4+	No. Level 5+	% Level 5+
2017	13	12	92.3%	8	61.5%
2018	11	10	90.9%	4	36.4%
2019	16	11	68.8%	8	50.0%

No Teacher Assessment in 2020 due to Covid-19

End of Key Stage 3

	Number of Year 9 pupils assessed in Welsh 2nd lang	No. Level 5+	% Level 5+	No. Level 6+	% Level 6+
2017	6	2	33.3%	2	33.3%
2018	10	10	100.0%	4	40.0%
2019	16	11	68.8%	8	50.0%

No data in 2020 due to Covid-19

End of Key Stage 4

	Total number of GCSE Welsh 2 nd lang. entries	Number of pupils that achieved grades A* - C	% of pupils that achieved grades A* - C
2017	25	24	96.0%
2018	25	24	96.0%
2019	24	20	83.3%

No data in 2020 due to Covid-19

ii) **After school / extra-curricular activities which provide additional opportunities for pupils to use Welsh**

All of the after-school clubs provided by the school provide opportunities for pupils to use Welsh, either as a first or second language. These include the following:

- Urdd – various activities, but includes practising for the Urdd Eisteddfod and attending the Urdd camps at Llangrannog and Glanllyn
- Rugby, football, athletic, cross country, netball, hockey clubs
- Computer Club

The school also provides various extra-curricular activities which provide additional opportunities for pupils to use Welsh and these include visits to or from various organisations such as the Centre of Alternative Technology, Eco Dyfi, Ynys Hir Nature Reserve, Aberystwyth University.

iii) **Opportunities provided by the school for members of the community to learn Welsh, or undertake activities through the medium of Welsh**

The school does not provide opportunities for members of the community to learn Welsh. However, the secondary campus has been used for Welsh learning classes provided by outside providers.

The school also regularly communicates information to parents and guardians as to opportunities to learn Welsh and the support available.

iv) **Other links between the school and the Welsh language community**

The school has strong links with the following Welsh language organisations and individuals:

- Cylch Meithrin
- Ennyn Cymru
- Sioeau *Mewn Cymeriad*
- Cyngor Llyfrau Cymru
- Merched y Wawr
- Participation in Urdd Eisteddfodau at a local and regional level
- Authors, artists and poets as needed e.g. Elin Crowley, Ruth Jên, y *Welsh Whisperer*, Eurig Salsbury, Candelas, Aneurin Karadog, Mererid Hopwood, Anni Llŷn

5.2 Other considerations

i) Whether it might be appropriate to provide additional after school facilities at any alternative school to further secure standards in the Welsh language

Should the proposal be implemented, the use of the Welsh language would increase and there would be enhanced opportunities for pupils across all age ranges to take part in Welsh language activities, including after school activities.

There is therefore no need to consider providing additional after school facilities at any alternative school in order to further secure standards in the Welsh language.

ii) How parents' and pupils' engagement with any alternative school and any specific language enhancement it offers could be supported

Should the proposal be implemented, all current pupils would be able to continue to receive education through the medium of Welsh or English at Ysgol Bro Hyddgen throughout their time in the school, therefore there would be no change in terms of parents' and pupils' engagement with the school.

iii) Observations provided by the local authority's Welsh medium Education Forum

The following is a summary of observations provided by the local authority's Welsh medium Education Forum at a meeting held on 20th November 2020:

“The Welsh-medium Education Forum fully supports the proposal to change the language category of Ysgol Bro Hyddgen to Welsh-medium, on a phased basis, year-by-year, starting with Reception in September 2022.

The proposal supports the Council’s strategy to improve access to Welsh-medium-education in the county, and it is sensible and natural that consideration is given to the language category of Ysgol Bro Hyddgen. This is especially so, bearing in mind the Welsh language nature of the catchment, and that the three other primary schools that feed Ysgol Bro Hyddgen are Welsh-medium.

The Forum’s view is that the proposal will improve educational provision. It will provide the opportunity for pupils to be educated in more appropriately sized classes, without the need to mix age groups in the primary phase of Ysgol Bro Hyddgen, and in classes where there is no need to duplicate language provision in the secondary phase.

Alongside the consultation, the Forum recommends that the Council should also share information about the benefits of bilingualism and Welsh-medium education, and that the Council includes responses to questions that are being asked in the local area in respect of the proposal.

The Forum also recommends that the Council works in partnership with those providing early years provision in Welsh or English in the catchment, including cylchoedd meithrin and any other providers.

If the proposal is implemented, the Welsh-medium Education Forum would be happy to work with Ysgol Bro Hyddgen, to support the school to move along the language continuum, to ensure that the best possible opportunities are offered to Powys pupils by providing Welsh-medium provision which will create bilingual citizens.”

iv) How does the proposal fit with the authority’s Welsh in Education Strategic Plan

The Council’s Welsh in Education Strategic Plan (WESP) for 2017-20 sets out the Council’s aim to provide equality of provision for Welsh-medium learners in Powys, and includes a specific objective to ‘Support Ysgol Bro Hyddgen, Machynlleth to move along the language continuum.’ The WESP goes on to state that ‘The authority will support Ysgol Bro Hyddgen to move along the language continuum in order to provide a more viable model of delivery for the school, and to ensure

that all pupils in the catchment area are fully bilingual by the time they leave school.'

Since the Council's WESP for 2017-20 was developed, the Council has agreed a new Strategy for Transforming Education in Powys 2020-2030. This Strategy includes a strategic aim to 'improve access to Welsh-medium provision across all key stage' and a strategic objective to 'move schools along the language continuum'. The proposal for Ysgol Bro Hyddgen aligns with this.

v) Any future actions that will be needed in consequence of the change to continue to comply with the scheme or meet targets in the scheme.

The proposal to change the language category of Ysgol Bro Hyddgen will have a positive effect on the Welsh language. It is not therefore anticipated that any future action will be needed in order to continue to comply with the scheme or its targets.

However, the Council recognises that if the proposal is implemented, it will need to actively monitor progress of the implementation of the change of language category at Ysgol Bro Hyddgen, especially as it is happening on a year-by-year basis, in order to ensure its success.

5.3 Conclusion

Implementation of the proposal would have a positive impact on the Welsh language, as in time, it would ensure that all pupils in the Machynlleth catchment would access Welsh-medium education, and would become fully bilingual in Welsh and English, leading to an increase in the number of pupils able to use the Welsh language confidently, and contributing to the Welsh Government's Strategy to achieve a million Welsh speakers by 2050.