

Integrated Impact Assessment Report – Proposal to amend the Welsh language provision at Ysgol Griffith Jones

Carmarthenshire County Council Integrated Impact Assessment (IIA)

PROPOSAL DETAILS			
Service & Department:	Completed by	Date of initial assessment:	April 2026
Education & Leisure	WESP	Version number:	1
		Revision Date:	
What is the proposal to be assessed?	Carmarthenshire County Council is proposing to make a regulated alteration to the Welsh language provision at Ysgol Griffith Jones. The proposal is as follows: • Foundation Learning (Nursery to Year 2) would remain Primarily Welsh (Category 3) for all pupils, as at present. • From Year 3 to Year 6, the school's language provision would be amended so that all pupils follow a Primarily Welsh (Category 3) pathway. • This change would be introduced gradually, on a year-by-year basis, starting with Year 3 in September 2027. • Pupils who will be in Years 4, 5 and 6 in September 2027 would not be affected by this proposal. • If the proposal is implemented, the school would transition year by year to become a Primarily Welsh (Category 3) school throughout, reaching full implementation by September 2030.		

Who will be directly affected by this proposal?	• Pupils at Ysgol Griffith Jones • Parents and Guardians at Ysgol Griffith Jones • School staff at Ysgol Griffith Jones • Governors at Ysgol Griffith Jones • Local community of St Clears
How informal consultation feedback informed this assessment	• Engagement with school leaders and the Governing Body has informed both the development of the proposal and this Integrated Impact Assessment. These discussions provided insight into practical considerations, including learner progression, workforce readiness and parental communication. • Feedback from these stakeholders has directly influenced key elements of the proposal, including the phased approach to implementation, and the emphasis on clear communication and targeted support for learners and families. • These contributions have also informed the identification of potential impacts, risks, and mitigation measures within this assessment, strengthening its robustness and ensuring it reflects operational, educational, and community perspectives.

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT FIVE WAYS OF WORKING <i>(also known as the sustainable development principle. The Well-being of Future Generations (Wales) Act 2015 requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)</i>		
The sustainable development principle is: ‘... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.’		
The assessment does not assume the absence of impact. Where no significant adverse impact has been identified, this is based on the available evidence at this stage and reflects consideration of potential risks, mitigation measures, and ongoing monitoring arrangements.		
Ways of Working	How does the proposal demonstrate that it has taken this into account?	What evidence has been used to support this view?
Long-term Balancing short term need with the long term and planning for the future	The proposal for Ysgol Griffith Jones demonstrates a strong long-term approach by planning sustainable improvement to Welsh-medium education while carefully balancing the needs of current learners, families, and staff. The proposal focuses on incremental, phased change, rather than short-term or reactive decision-making, ensuring that immediate educational stability is maintained while planning for improved outcomes for future generations. The phased introduction of increased Welsh-medium provision, reflects long-term planning by: • Establishing early linguistic foundations that support stronger Welsh language outcomes throughout statutory education • Allowing time for workforce development, curriculum planning, and resource alignment This approach aligns with the Carmarthenshire Modernising Education Programme (MEP) Strategy, which emphasises the importance of creating a sustainable, high-quality education network capable of meeting both current and	The long-term assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: ○ Sets out a phased, forward-looking proposal ○ Demonstrates consideration of long-term educational standards, pupil well-being, and community stability Welsh Language Impact Assessment, which identifies: ○ Long-term benefits of Welsh-medium education ○ Risks associated with delayed or short-term approaches to language planning ○ The importance of sustainability and progression in Welsh language provision

	future learner needs. The proposal modernises educational provision rather than physical infrastructure, supporting long-term sustainability without destabilising local communities or the school network. The proposal also contributes directly to the long-term national ambition set out in Cymraeg 2050, which seeks to increase the number of Welsh speakers and the daily use of the language. By strengthening Welsh-medium education, the proposal supports long-term linguistic, cultural, and economic well-being, recognising education as the principal mechanism through which the Welsh language can thrive over time. In addition, the proposal anticipates and aligns with the Welsh Language and Education (Wales) Act 2025, which establishes a long-term statutory framework for Welsh language education. The proposal's use of recognised language categories and its focus on progression toward linguistic independence ensures that the school is positioned to meet future statutory expectations as the Act is implemented.	<u>Carmarthenshire Modernising Education Programme (MEP) Strategy</u>, which: ○ Emphasises long-term planning, sustainability, and resilience within the school system ○ Confirms that modernisation includes curriculum and provision planning, not solely buildings or reorganisation <u>Cymraeg 2050</u>, which provides: ○ A long-term national vision for the growth and use of the Welsh language ○ Clear recognition of education as the primary driver for achieving linguistic sustainability <u>Welsh Language and Education (Wales) Act 2025</u>, which: ○ Establishes a future-focused statutory framework for Welsh language education ○ Aligns national ambition with local authority planning and school-level delivery
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		<u>School Organisation Code (Wales) 2026</u>, which requires proposals to: ○ Demonstrate sustainability, proportionality, and long-term benefit ○ Balance immediate impacts with future educational and well-being outcomes This evidence demonstrates that the proposal for Ysgol Griffith Jones is strategic, future-focused, and sustainable, meeting the long-term requirement of the Well-being of Future Generations (Wales) Act 2015 and the expectations of the School Organisation Code (Wales) 2026.
Prevention Preventing problems occurring or getting worse	The proposal for Ysgol Griffith Jones demonstrates a strong preventative approach by addressing identified risks to Welsh language progression and educational outcomes at the earliest appropriate stage, thereby reducing the likelihood that these issues will worsen over time. By strengthening Welsh-medium provision, the proposal directly responds to preventative priorities set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP), which recognises early-years provision as critical to: • Building secure linguistic foundations	The preventative assessment is supported by the following evidence contained within the Griffith Jones documentation: Ysgol Griffith Jones Consultation Document, which: ○ Identifies current and future pressures on Welsh language progression

	• Preventing uneven progression in Welsh language skills • Avoiding the need for later remedial or intensive intervention The proposal prevents longer-term challenges by: • Continuing to introduce Welsh-medium immersion early, reducing the risk of learners lacking confidence or fluency at Year 3 and beyond • Supporting sustained progression into a Primarily Welsh (Category 3) provision from Year 3 • Aligning school-level delivery with county-wide WESP targets, reducing the risk of future non-alignment between schools and strategic planning The phased nature of the proposal further prevents adverse impacts by: • Avoiding sudden language-medium change for pupils already on roll • Allowing time for workforce upskilling and curriculum planning, reducing pressure on staff capacity This preventative approach is consistent with the Modernising Education Programme (MEP) Strategy, which emphasises early, proportionate intervention to avoid future pressures on standards, sustainability, and learner wellbeing. From a national perspective, the proposal supports the preventative ambitions of Cymraeg 2050, which identifies education, particularly in the early stages, as the most	○ Explains the rationale for early-years Welsh immersion as a preventative strategy ○ Sets out a phased approach designed to minimise risk and avoid disruption ○ Sets out mitigation measures to avoid disruption to existing learners Welsh Language Impact Assessment, which concludes that: ○ Early exposure to Welsh has a preventative effect on later achievement gaps ○ Delayed or partial intervention increases the risk of weaker long-term outcomes ○ Planned, phased delivery reduces the risk of adverse impacts on families and staff <u>Welsh in Education Strategic Plan (WESP)</u> context referenced in the documents, which emphasises: ○ Prevention of declining Welsh language use through early education
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	effective means of preventing long-term decline in Welsh language use. In addition, by aligning provision with the statutory language categories and progression expectations introduced under the Welsh Language and Education (Wales) Act 2025, the proposal prevents the risk of future non-compliance or disruptive corrective action as the new framework is implemented across Wales. Overall, the proposal is preventative by design, responding early to identified risks in order to secure sustainable educational, linguistic, and well-being outcomes for learners.	○ The long-term risks of not increasing Welsh-medium provision School Organisation Code (Wales) 2026, which requires proposals to demonstrate: ○ Early and proportionate response to identified educational needs ○ Clear mitigation to prevent negative impacts on well-being and standards This evidence demonstrates that the proposal is designed to prevent problems rather than react to them, ensuring more sustainable outcomes for learners, the school, and the wider community.
Integration Recognising relationships and interdependencies with other well-being goals and objectives of other service areas and partners.	The proposal for Ysgol Griffith Jones demonstrates a strong integrated approach by aligning school-level change with national legislation, local authority strategies, and wider Council well-being objectives, ensuring that it contributes to multiple outcomes and does not operate in isolation. At a local authority level, the proposal is integrally linked to Carmarthenshire's Welsh in Education Strategic Plan (WESP), which sets out a county-wide, long-term framework for increasing Welsh-medium provision and improving	This integrated assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which demonstrates: ○ Alignment with wider education, well-being, and community objectives ○ A proportionate approach that modernises provision without

	progression in Welsh language competence. The proposal contributes directly to WESP priorities by: • Expanding Welsh-medium education from the early years, supporting sustained linguistic progression • Strengthening transition through statutory phases • Ensuring school-level delivery supports county-wide planning rather than creating isolated provision The proposal also aligns with the Carmarthenshire Modernising Education Programme (MEP) Strategy, which recognises that modernisation extends beyond physical infrastructure to include curriculum, language provision, standards, and learner well-being. By enhancing Welsh-medium provision without altering the school estate or destabilising local provision, the proposal supports the MEP's objectives of sustainability, proportionality, and long-term educational effectiveness. At a national level, the proposal is integrated with Cymraeg 2050, which places education at the centre of achieving a million Welsh speakers and increasing daily use of the Welsh language. Strengthening Welsh-medium provision at Ysgol Griffith Jones contributes to cultural, social, and economic well-being, supporting the national well-being goal of a Wales of vibrant culture and thriving Welsh language. The proposal also reflects the statutory framework introduced by the Welsh Language and Education (Wales) Act 2025, which links: • National Welsh language ambitions • Local authority WESPs • School-level Welsh language education delivery	destabilising the local school network ◦ Consideration of impacts on learners, families, staff, and the wider community Carmarthenshire Welsh in Education Strategic Plan (WESP), which: ◦ Provides the county-wide framework for Welsh-medium growth and progression ◦ Emphasises integration between early-years provision, school delivery, and long-term language outcomes Welsh Language Impact Assessment, which identifies: ◦ Clear links between Welsh-medium education, cultural well-being, and long-term societal outcomes ◦ The importance of early-years provision within wider language planning Carmarthenshire Modernising Education Programme Strategy, which confirms:
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	By aligning with statutory language categories and progression expectations, the proposal ensures coherence between national policy, local planning, and school delivery, reducing the risk of fragmentation or inconsistency. In broader well-being terms, the proposal recognises interdependencies with: • Children and young people’s well-being, safeguarding stability for current learners while improving outcomes for future cohorts • Inclusion and equality objectives, maintaining mainstream provision • Socio-economic objectives, recognising the long-term link between bilingual skills, employability, and community resilience • Workforce planning across Education and Welsh Language services, ensuring staffing, professional learning, and curriculum development are planned collectively Through this joined-up approach, the proposal contributes simultaneously to educational improvement, linguistic sustainability, cultural well-being, and community resilience, demonstrating clear integration across service areas and partners.	○ The integration of school organisation decisions with curriculum development, Welsh language planning, and well-being objectives ○ That modernisation includes educational sustainability, not solely buildings or reorganisation Cymraeg 2050 and the Welsh Language and Education (Wales) Act 2025, which together provide: ○ The national strategic and statutory framework for increasing Welsh speakers ○ A coherent link between national ambition, local authority planning, and school-level delivery School Organisation Code (Wales) 2026, which requires proposals to: ○ Be aligned with wider strategies and legislative duties ○ Demonstrate how school organisation decisions contribute to broader well-being outcomes
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		Taken together, this evidence demonstrates that the proposal for Ysgol Griffith Jones is fully integrated within national, regional, and local policy frameworks, meeting the integration requirement of the Well-being of Future Generations (Wales) Act 2015 and the expectations of the School Organisation Code (Wales) 2026.
Collaboration Delivered by working with other internal and external partners (public, private or voluntary sector) to find shared sustainable solutions	The proposal for Ysgol Griffith Jones has been developed and progressed through collaborative working across internal Council services and external partners, ensuring that the solution is sustainable, proportionate, and informed by a range of professional and community perspectives. Internal collaboration has taken place across: • Education and Leisure services, including school organisation, school improvement, inclusion, and early years teams • Welsh Language and WESP planning teams, ensuring alignment between school-level change and county-wide language objectives • Corporate policy and well-being functions, ensuring that the proposal supports wider Council well-being, equality, and sustainable development duties This internal collaboration reflects the principles of the Modernising Education Programme (MEP) Strategy, which	The collaborative assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: ○ Demonstrates formal engagement with parents, guardians, staff, pupils, governors, and other stakeholders ○ Sets out how feedback and issues raised will be considered as part of the proposal development ○ Reflects statutory consultation requirements under the School Organisation Code (Wales) 2026

	emphasises joined-up working, shared accountability, and the integration of school organisation with curriculum development, learner well-being, and community sustainability. The proposal is also informed by collaboration with external stakeholders, including: • School leadership, staff, and governing body, whose professional input has shaped phasing, delivery models, and workforce considerations • Parents, guardians, pupils and the wider community, through the statutory consultation process, ensuring transparency and evidence-based decision-making • Welsh Government policy frameworks, including Cymraeg 2050 and the Welsh Language and Education (Wales) Act 2025, ensuring that local delivery supports national objectives for Welsh language education In line with the Welsh Language and Education (Wales) Act 2025, the proposal contributes to a collaborative planning continuum linking: • National policy and statutory guidance • Local authority Welsh in Education Strategic Plans (WESPs) • School-level Welsh language education delivery This ensures that the proposal is not an isolated school initiative, but part of a shared system-wide response to improving Welsh language outcomes.	Welsh Language Impact Assessment, which shows: ○ Alignment between school-level proposals and wider Welsh language planning ○ Input from Welsh language policy and education specialists Carmarthenshire Modernising Education Programme Strategy, which confirms: ○ That sustainable school organisation change relies on collaboration between education services, schools, communities, and partners ○ The importance of shared solutions that balance educational quality, well-being, and long-term sustainability Cymraeg 2050 and the Welsh Language and Education (Wales) Act 2025, which together: ○ Emphasise collaboration between Welsh Government, local authorities, schools, and the wider education workforce as essential to achieving national Welsh language goals
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	The collaborative approach enables shared ownership of change, reduces risk, and supports consistent implementation over time, meeting the School Organisation Code's expectation that proposals are developed transparently and in partnership.	- Require joined-up planning and delivery across policy levels to build a sustainable Welsh-medium education system School Organisation Code (Wales) 2026, which requires: - Evidence of consultation and engagement - Clear demonstration that proposals have been shaped through appropriate partnership working This evidence confirms that the proposal for Ysgol Griffith Jones has been developed through effective collaboration, supporting shared, sustainable solutions that contribute to long-term educational and linguistic well-being.
Involvement Involving those with an interest and seeking their views in decisions that affect them	The proposal for Ysgol Griffith Jones demonstrates the involvement principle by ensuring that those most affected by the change have been given appropriate opportunities to understand the proposal, express their views, and influence decision-making, in line with statutory requirements and best practice. Involvement has been central to the proposal's development through a formal statutory consultation process, undertaken	The involvement assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which demonstrates: That statutory consultees, parents, guardians, staff, pupils, governors, and the

	in accordance with the School Organisation Code (Wales) 2026. This ensured that parents, guardians, staff, governors, and the wider community were provided with: • Clear information on the proposal and its rationale • An explanation of potential impacts, including on language provision and pupil progression • Opportunities to respond, comment, and raise concerns The consultation process reflects the principle that people are more likely to support sustainable change when they are properly informed and listened to, particularly where proposals relate to learners' education, identity, and language. In addition to statutory consultation, involvement has included: • Engagement with school leadership and governing body, ensuring professional and community perspectives informed the proposal • Recognition of the role of schools and families in supporting Welsh language development, consistent with Cymraeg 2050's emphasis on shared ownership of the language The proposal also reflects the Welsh Language and Education (Wales) Act 2025 principle that linguistic planning should be transparent, participatory, and clearly communicated, ensuring parents and communities understand how Welsh language education is delivered and why changes are proposed.	wider community were formally invited to participate ○ That information was provided in an accessible and transparent manner ○ That responses and issues raised were recorded and considered as part of the decision-making process Welsh Language Impact Assessment, which: ○ Reflects consideration of community linguistic context and parental perspectives ○ Supports the principle that language policy changes should be developed with communities School Organisation Code (Wales) 2026, which requires: ○ Meaningful consultation and engagement with those affected ○ Clear evidence that views have been sought and taken into account before decisions are made
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	By embedding involvement throughout the process, the proposal respects local context, builds trust, and supports informed decision-making, contributing to long-term educational and community sustainability.	Cymraeg 2050 and the Welsh Language and Education (Wales) Act 2025, which together reinforce: ○ The importance of involving families, schools, and communities in Welsh language planning ○ The expectation that education-related language decisions are transparent, participatory, and responsive to local circumstances This evidence demonstrates that the proposal for Ysgol Griffith Jones has been developed through active involvement of those with a legitimate interest, meeting the involvement requirement of the Well-being of Future Generations (Wales) Act 2015 and the expectations of the School Organisation Code (Wales) 2026.
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What action can be taken to mitigate any negative impacts or support any positive impacts?

Mitigation measures have been prioritised to focus on areas of greatest potential impact and risk. Responsibility for delivery will be shared between the Local Authority and the school, with progress monitored through defined indicators to ensure that measures are effective and proportionate.

The effectiveness of these mitigation measures will be reviewed regularly, and adjustments will be made where necessary to respond to emerging issues or unintended impacts.

Mitigation measures will be monitored through the Council's established governance and reporting arrangements to ensure delivery, effectiveness, and ongoing compliance with statutory duties.

1. Long Term	• High priority: Implement the proposal through a clearly defined phased timetable. <i>Lead responsibility:</i> Local Authority and school <i>Measure of success:</i> Smooth implementation with minimal disruption to existing pupils and increasing participation in Welsh-medium pathways over time. • High priority: Monitor learner progression and well-being over time, particularly at key transition points (Year 2–Year 3), to ensure longer-term educational continuity. <i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> Stable or improved learner progression, attainment, attendance, and well-being indicators at transition stages. • High priority: Align school-level delivery plans with Carmarthenshire's WESP milestones and emerging requirements under the Welsh Language and Education (Wales) Act 2025, ensuring the school remains future-proofed against statutory change. <i>Lead responsibility:</i> Local Authority <i>Measure of success:</i> Demonstrable alignment with WESP targets and compliance with legislative requirements. • Medium priority: Invest in ongoing professional learning for staff to sustain Welsh-medium capacity over the long term, reducing reliance on short-term solutions. <i>Lead responsibility:</i> Local Authority (supported by school leadership) <i>Measure of success:</i> Increased staff confidence and competence in delivering Welsh-medium provision, evidenced through training uptake and school self-evaluation.
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2. Prevention	High priority: Strengthen early years Welsh immersion support, including consistent language modelling and appropriate resources, to prevent later gaps in confidence or fluency. <i>Lead responsibility:</i> School (supported by Local Authority advisory services) <i>Measure of success:</i> Improved learner confidence and progression in Welsh language use in early years and Key Stage 2, evidenced through assessment, observation, and school self-evaluation. High priority: Provide targeted support for learners with additional learning needs (ALN) to ensure language change does not exacerbate existing barriers. <i>Lead responsibility:</i> School, in partnership with Local Authority ALN services <i>Measure of success:</i> Learners with ALN demonstrate appropriate progress and engagement, supported through IDPs and school monitoring systems. High priority: Deliver early and clear communication with parents, including guidance on how children are supported linguistically, to prevent misunderstanding or resistance. <i>Lead responsibility:</i> Local Authority, with support from the school <i>Measure of success:</i> Positive parental engagement and feedback, with reduced concerns and increased confidence during implementation. Medium priority: Use regular school self-evaluation and Welsh language monitoring to identify emerging issues early and intervene before problems escalate. <i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> Timely identification of issues, with evidence of responsive interventions and continuous improvement through self-evaluation processes.
3. Integration	High priority: Ensure the proposal is embedded within wider Council planning, particularly the Modernising Education Programme, WESP delivery, inclusion strategies, and well-being objectives. <i>Lead responsibility:</i> Local Authority <i>Measure of success:</i> Demonstrable alignment with Council strategies, with the proposal clearly reflected in relevant plans, delivery frameworks, and reporting arrangements. High priority: Align school-level Welsh language delivery plans with Local Authority WESP actions, avoiding isolated or inconsistent provision. <i>Lead responsibility:</i> Local Authority, in partnership with the school <i>Measure of success:</i> Consistency between school delivery and WESP targets, evidenced through coordinated planning, progression pathways, and monitoring outcomes.

	• Medium priority: Coordinate implementation with early years, inclusion, and school improvement services, ensuring that educational, linguistic, and well-being considerations are addressed holistically. <i>Lead responsibility:</i> Local Authority and school <i>Measure of success:</i> Joined-up planning and delivery across services, reflected in improved learner outcomes, consistent support, and integrated service delivery. • Medium priority: Map the proposal against Cymraeg 2050 well-being goals to reinforce its cultural, social, and economic benefits. <i>Lead responsibility:</i> Local Authority <i>Measure of success:</i> Clear alignment with Cymraeg 2050 outcomes, including increased Welsh language use, participation, and positive learner attitudes. • Ongoing: Maintain oversight through established governance and reporting frameworks to ensure integration remains effective over time. <i>Lead responsibility:</i> Local Authority, with Governing Body oversight <i>Measure of success:</i> Regular monitoring and reporting through governance structures, with evidence of continued alignment and timely adjustments where required.
4. Collaboration	• High priority: Continue close collaboration between Education, Welsh Language, and inclusion services to support implementation in a coordinated manner. <i>Lead responsibility:</i> Local Authority <i>Measure of success:</i> Coordinated planning and delivery across services, evidenced through joint working arrangements, reduced duplication, and consistent support for the school and learners. • High priority: Work with school leadership and governors to jointly oversee phasing, staffing, and curriculum development. <i>Lead responsibility:</i> School, in partnership with the Local Authority <i>Measure of success:</i> Effective governance and oversight, demonstrated through clear decision-making, smooth phased implementation, and alignment between staffing capacity and curriculum delivery. • Medium priority: Engage with Welsh-medium support bodies, professional learning networks, and national guidance to strengthen delivery capacity. <i>Lead responsibility:</i> Local Authority (supported by the school) <i>Measure of success:</i> Increased access to external expertise and professional learning opportunities, reflected in improved delivery of Welsh-medium provision.

	• Medium priority: Use existing MEP and WESP governance structures to share learning, manage risk, and ensure consistency across the authority. <i>Lead responsibility:</i> Local Authority <i>Measure of success:</i> Evidence of shared practice, risk management, and consistent approaches across schools through governance and reporting mechanisms. • Ongoing: Involve partners where appropriate to support workforce development and Welsh language pedagogy. <i>Lead responsibility:</i> Local Authority and school <i>Measure of success:</i> Sustained partnership working contributing to increased workforce confidence, capacity, and quality of Welsh-medium teaching.
5. Involvement	• High priority: Continue transparent engagement with parents, guardians, pupils, staff, governors and the wider community beyond the statutory consultation period, particularly during implementation. <i>Lead responsibility:</i> Local Authority and school <i>Measure of success:</i> Ongoing stakeholder engagement evidenced through participation rates, feedback responses, and reduced levels of concern or misunderstanding. • High priority: Provide clear, accessible information on how the proposal affects pupils at different stages, including reassurance for families. <i>Lead responsibility:</i> Local Authority, in partnership with the school <i>Measure of success:</i> Improved parental understanding and confidence, demonstrated through feedback, engagement levels, and reduced queries or misconceptions. • High priority: Ensure consultation feedback is actively reflected in implementation decisions, such as phasing, communication methods, and support arrangements. <i>Lead responsibility:</i> Local Authority and school <i>Measure of success:</i> Documented evidence of consultation feedback influencing decisions, including adjustments to implementation plans and recorded rationale. • Medium priority: Involve staff and governors in reviewing progress and addressing concerns as they arise. <i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> Regular review discussions and governance records showing active consideration and resolution of issues. • Ongoing: Maintain mechanisms for ongoing feedback, enabling issues to be identified and addressed

	promptly. <i>Lead responsibility:</i> Local Authority and school <i>Measure of success:</i> Effective feedback channels in place, with timely responses and clear evidence of continuous improvement.
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EQUALITIES (the Public Sector Equality Duty requires the Council to have “due regard” to the need to: eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups)

The assessment does not assume the absence of impact. Where no significant adverse impact has been identified, this is based on the available evidence at this stage and reflects consideration of potential risks, mitigation measures, and ongoing monitoring arrangements.

Protected Characteristics	Does the proposal impact on any of the protected characteristics?	What evidence has been used to support this view?
Age	No significant adverse impact identified, subject to mitigation, in relation to age, based on the available evidence. The proposal applies to specific stages of education rather than individuals defined by age as a protected characteristic, and is designed to be developmentally appropriate. However, it is recognised that changes to language provision may affect learners differently depending on their stage of learning, particularly during transition points. This will be mitigated through phased implementation, ensuring that pupils already on roll are not disrupted, and through ongoing monitoring of learner well-being and progression to ensure no unintended disadvantage arises. The introduction of increased Welsh-medium provision is	This assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: ○ Sets out a phased implementation model ○ Confirms that older pupils already on roll would not be required to change language medium ○ Demonstrates consideration of age-related well-being, continuity, and progression Welsh Language Impact Assessment, which: ○ Recognises that transitioning Years 3–6 to a Primarily Welsh (Category 3) provision would

	phased and age-appropriate, ensuring that teaching approaches align with recognised pedagogical practice. The proposal supports continuation into a Primarily Welsh (Category 3) provision from Year 3 onwards, recognising that this model would accelerate Welsh-language acquisition and strengthen learner outcomes. This continuity provides stability and supports learner well-being and progression across age groups, while improving linguistic attainment. By enhancing language development at an earlier stage, the approach promotes equality of opportunity. The proposal therefore advances equality by: • Supporting learners to develop strong linguistic foundations • Ensuring all age groups have access to appropriate, high-quality education Overall, the proposal is considered to be proportionate and inclusive, and is assessed as consistent with age-related equality considerations under the Equality Act 2010, subject to the mitigation measures and ongoing monitoring arrangements outlined above to ensure that no unintended impacts arise over time. These conclusions will be kept under review through ongoing monitoring and engagement to ensure that no unforeseen impacts emerge over time.	significantly strengthen Welsh language immersion during a critical stage of language development ○ Supports the educational rationale for age-appropriate transition in Year 3, enabling learners to build confidently on early language foundations and improve fluency and attainment outcomes School Organisation Code (Wales) 2026, which requires: ○ Proposals to be proportionate and sensitive to the needs of learners at different stages of education ○ Consideration of learner wellbeing and continuity when change is proposed Equality Act 2010, which allows for age-related differentiation where it is objectively justified and proportionate, particularly in education settings Taken together, this evidence confirms that the proposal has due regard to age as a protected characteristic, avoids discriminatory impact, and supports positive educational outcomes across age groups.
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Disability	No significant adverse impact identified, subject to mitigation, for learners with disabilities based on the current evidence. However, it is recognised that changes to language provision may require additional support for some learners. This will be addressed through existing ALN processes, including Individual Development Plans (IDPs) if appropriate, and ongoing monitoring to ensure no unintended disadvantage arises. Pupils with disabilities and/or Additional Learning Needs (ALN) will continue to be educated within an inclusive mainstream setting, with access to appropriate support, adjustments, and specialist provision as required. The proposal relates to language provision and does not alter admissions arrangements, eligibility for support, or access to school-based services. The phased introduction of increased Welsh-medium provision, allows for appropriate planning and differentiation, ensuring that learners with disabilities are supported according to their individual needs. Existing support frameworks, including Individual Development Plans (IDPs), remain in place and will continue to determine the language, instructional approach, and resources used for individual learners. The proposal also supports equality of opportunity by: • Ensuring that learners with disabilities have equitable access to Welsh-medium education, where this is appropriate to their needs	This assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: ○ Confirms that the proposal does not change the school's inclusive admissions arrangements ○ Sets out a phased approach that allows for planning and mitigation to support all learners, including those with ALN or disabilities ○ Emphasises continuity of support for pupils already on roll Welsh Language Impact Assessment, which: ○ Identifies that Welsh-medium provision can be delivered inclusively with appropriate differentiation and support ○ Confirms that language provision does not preclude reasonable adjustments for individual learners Equality Act 2010, which requires: ○ Reasonable adjustments to be made for disabled learners ○ That disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers
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	Upholding the Council's duty to make reasonable adjustments and provide additional support where required Overall, the proposal is considered to advance inclusive practice and is assessed as consistent with the Council's obligations to avoid discrimination and promote equality for disabled learners, subject to the mitigation measures and ongoing monitoring arrangements outlined above to ensure that no unintended disadvantage arises. These conclusions will be kept under review through ongoing monitoring and engagement to ensure that no unforeseen impacts emerge over time.	School Organisation Code (Wales) 2026, which requires: - Proposals to demonstrate inclusion, learner well-being, and continuity of appropriate support - Consideration of impacts on vulnerable learners and mitigation of any potential disadvantage <u>Additional Learning Needs and Education Tribunal (Wales) Act 2018</u>, which underpins: - The continuation of statutory IDPs and tailored support regardless of language medium Taken together, this evidence confirms that the proposal has due regard to disability as a protected characteristic, does not result in discriminatory impact, and supports inclusive, equitable educational outcomes.
Gender reassignment	No significant adverse impact identified, subject to mitigation, in relation to gender reassignment. The proposal does not introduce changes that would affect safeguarding, pastoral care, or inclusion policies. However, the impact will be kept under review to ensure that all learners continue to feel safe, supported, and included, and that no unintended consequences arise during implementation. The proposed changes relate solely to language medium provision within the school and do not alter admissions arrangements, behaviour policies, well-being support, safeguarding procedures, or access to facilities.	This assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: - Confirms that the proposal focuses exclusively on educational language provision - Does not propose changes to admissions, pastoral care, safeguarding, or well-being policies - Emphasises continuity, inclusivity, and learner well-being for all pupils

	All pupils, including those who are transgender or gender-diverse, will continue to be educated within a supportive and inclusive school environment, with policies and practices that promote dignity, respect, and equality. The phased implementation model ensures stability and continuity for all learners, irrespective of gender identity, and avoids structural or cultural change that could disproportionately affect any group. The proposal therefore: • Maintains equality of access to education for all pupils • Does not introduce barriers, disadvantage, or differential treatment on the basis of gender reassignment • Continues to rely on existing inclusive policies and safeguarding arrangements Overall, the proposal is consistent with the Council's duty to eliminate discrimination and foster good relations, and it does not give rise to any identified negative impacts related to gender reassignment. Overall, no significant adverse impacts have been identified in relation to gender reassignment, and the proposal is considered to be inclusive and consistent with the Council's duties to promote equality, eliminate discrimination, and foster good relations, subject to the mitigation measures and ongoing monitoring	Welsh Language Impact Assessment, which: ◦ Identifies language provision change as neutral in relation to personal identity characteristics, including gender reassignment Equality Act 2010, which: ◦ Identifies gender reassignment as a protected characteristic ◦ Requires public bodies to have due regard to eliminating discrimination and advancing equality of opportunity School Organisation Code (Wales) 2026, which requires: ◦ Proposals to promote inclusion and learner well-being ◦ Assurance that no group of learners is disadvantaged by school organisation changes Taken together, this evidence confirms that the proposal has due regard to gender reassignment as a protected characteristic, does not result in discriminatory impact, and maintains an inclusive, respectful educational environment.
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	arrangements outlined above to ensure that no unintended impacts arise over time. These conclusions will be kept under review through ongoing monitoring and engagement to ensure that no unforeseen impacts emerge over time.	
Marriage and Civil Partnership	No significant adverse impact identified, subject to mitigation, in relation to marriage and civil partnership, based on the available evidence. The proposal relates to education provision for pupils and does not directly affect employment practices or confer differential treatment based on marital or civil partnership status. However, it is recognised that engagement and communication processes must remain inclusive and accessible to all parents and guardians, regardless of their circumstances. This will be ensured through fair and transparent consultation arrangements, with ongoing monitoring to confirm that no unintended disadvantage arises. The Equality Act 2010 protection in relation to marriage and civil partnership applies primarily to employment matters. The proposal does not introduce any differential treatment for employees or stakeholders based on marital or civil partnership status, nor does it influence access to education, engagement with the school, or decision-making processes. Accordingly, the proposal: • Treats all individuals equally regardless of marital or civil partnership status	This assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: ○ Confirms that the proposal focuses exclusively on educational language provision ○ Does not include changes to employment practices, governance structures, or access to school services ○ Demonstrates that parental and community engagement arrangements apply equally to all stakeholders Equality Act 2010, which: ○ Identifies marriage and civil partnership as a protected characteristic in relation to employment ○ Requires public bodies to ensure that proposals do not result in unlawful discrimination in this context School Organisation Code (Wales) 2026, which requires: ○ Fair, transparent, and inclusive consultation and

	• Does not give rise to discrimination, disadvantage, or exclusion • Maintains existing inclusive policies and practices Overall, no significant adverse impacts have been identified in relation to marriage and civil partnership, and the proposal is considered to be proportionate and inclusive, and consistent with the Council's duties under the Equality Act 2010, subject to the mitigation measures and ongoing monitoring arrangements outlined above to ensure that no unintended disadvantage or barriers to engagement arise over time. These conclusions will be kept under review through ongoing monitoring and engagement to ensure that no unforeseen impacts emerge over time.	decision-making processes ○ Confirmation that proposals do not disadvantage any group unnecessarily Taken together, this evidence confirms that the proposal has due regard to marriage and civil partnership as a protected characteristic, and that no adverse or differential impacts arise as a result of the proposed changes.
Race	No significant adverse impact identified, subject to mitigation, for learners, staff, or the wider community on the basis of race or ethnicity, based on the available evidence. However, it is recognised that learners with limited exposure to Welsh outside the school environment, including some from minority ethnic backgrounds, may require additional support during language acquisition. This will be addressed through inclusive teaching approaches, targeted language support where required, and ongoing monitoring to ensure no unintended disadvantage arises. The proposed changes relate to language medium provision within the school and do not affect admissions arrangements, eligibility criteria, access to support	This assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: ○ Confirms that the proposal applies equally to all pupils regardless of race or ethnicity ○ Does not propose any changes to admissions or support arrangements that would disadvantage particular ethnic groups ○ Emphasises inclusion, continuity within the proposed model Welsh Language Impact Assessment, which: ○ Identifies that Welsh-medium and bilingual

	services, or safeguarding practices. All pupils, including those from Black, Asian, Minority Ethnic and other ethnic backgrounds, will continue to be educated within an inclusive mainstream environment, with access to the same curriculum, support structures, and pastoral care. The phased approach to implementation ensures continuity and stability for existing learners, irrespective of racial or ethnic background. The proposal supports equality of opportunity by: • Ensuring equal access to Welsh-medium education for pupils of all ethnic backgrounds • Promoting inclusive teaching approaches that value linguistic diversity and cultural identity In addition, by strengthening Welsh language provision in a planned and supportive way, the proposal aligns with inclusive practice by ensuring that learners who may not have Welsh spoken at home are given appropriate time, support, and progression routes, rather than being excluded or disadvantaged. Overall, the proposal is considered to be proportionate and inclusive, and is assessed as consistent with the Council's duties to eliminate discrimination and promote equality of opportunity on the basis of race, subject to the mitigation measures and ongoing monitoring arrangements outlined above to ensure that no unintended disadvantage arises.	education can be delivered inclusively for learners from diverse linguistic and cultural backgrounds ◦ Confirms that appropriate support and differentiation mitigate potential barriers for pupils without Welsh as a home language Carmarthenshire Welsh in Education Strategic Plan (WESP), which: ◦ Recognises the importance of inclusive access to Welsh-medium education across diverse communities ◦ Supports progression models that enable learners from all backgrounds to develop Welsh language skills Equality Act 2010, which requires: ◦ Public bodies to eliminate discrimination, advance equality of opportunity, and foster good relations between racial groups School Organisation Code (Wales) 2026, which requires: ◦ Consideration of impacts on all learners ◦ Evidence that proposals are inclusive, fair, and proportionate Taken together, this evidence confirms that the proposal has due regard to race as a protected characteristic, does not result in direct or indirect discrimination, and supports inclusive, equitable educational provision for all learners.
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	The proposal also has the potential to support positive cultural understanding and foster good relations between different groups. These conclusions will be kept under review through ongoing monitoring and engagement to ensure that no unforeseen impacts emerge over time.	
Religion/Belief	No significant adverse impact identified, subject to mitigation, on the basis of religion or belief. However, it is recognised that families from diverse religious or cultural backgrounds may have varying levels of familiarity with Welsh language education. This will be addressed through clear, accessible communication and inclusive engagement, ensuring that all families are supported to understand and engage with the proposal. Impacts will be monitored to ensure no unintended barriers arise. All pupils will continue to be educated within an inclusive and respectful school environment that recognises and accommodates a diversity of religious beliefs and cultural backgrounds. The proposal does not privilege or disadvantage any religion or belief group, nor does it restrict the ability of pupils or families to practise their religion or express their beliefs. The phased approach to implementation ensure continuity and reassurance for families from all faith backgrounds, supporting equality of access and engagement. Overall, no significant adverse impacts have been	This assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: ○ Confirms that the proposal is limited to language provision and does not alter curriculum requirements relating to religion or belief ○ Demonstrates that admissions, pastoral care, and day-to-day school practices remain inclusive and unchanged ○ Shows that engagement and consultation arrangements apply equally to all families Welsh Language Impact Assessment, which: ○ Identifies language provision changes as neutral in relation to personal belief characteristics ○ Confirms that Welsh-medium education can be delivered inclusively within diverse communities Equality Act 2010, which: ○ Identifies religion or belief as a protected characteristic ○ Requires public bodies to eliminate

	identified in relation to religion or belief, and the proposal is considered to be proportionate and inclusive, and consistent with the Council's duties to eliminate discrimination, advance equality of opportunity, and foster good relations, subject to the mitigation measures and ongoing monitoring arrangements outlined above to ensure that no unintended barriers or disadvantage arise over time. These conclusions will be kept under review through ongoing monitoring and engagement to ensure that no unforeseen impacts emerge over time.	discrimination and foster good relations School Organisation Code (Wales) 2026, which requires: - Proposals to promote inclusion, fairness, and learner well-being - Assurance that changes do not disadvantage any group or undermine equality duties Taken together, this evidence confirms that the proposal has due regard to religion or belief as a protected characteristic, does not result in direct or indirect discrimination, and supports an inclusive, respectful school community.
Pregnancy and maternity	No significant adverse impact identified, subject to mitigation, in relation to pregnancy and maternity, based on the available evidence. The proposal relates to the language medium of education and does not introduce changes to admissions, employment arrangements, or entitlements. However, it is recognised that parents or guardians who are pregnant or on maternity leave may require accessible and timely information in order to engage effectively with the proposal. This will be addressed through clear, inclusive communication and flexible engagement methods, with ongoing monitoring to ensure that no unintended disadvantage arises. Parents and guardians who are pregnant or on maternity leave will continue to have equal access to information,	This assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: - Confirms that the proposal focuses on educational language provision only - Does not propose changes to admissions, employment practices, or access to school services - Demonstrates that engagement and communication arrangements apply equally to all parents/guardians, and staff Equality Act 2010, which: - Identifies pregnancy and maternity as a protected characteristic

	engagement opportunities, and decision-making processes, including consultation arrangements and communications related to the proposal. The phased implementation ensures that families are provided with clear, timely information, enabling informed choices regardless of personal circumstances. In relation to staff, the proposal does not introduce changes to terms and conditions, working arrangements, or employment policies, and therefore does not disadvantage employees who are pregnant or on maternity leave. Overall, the proposal is considered to treat all individuals consistently and fairly, and is assessed as consistent with the Council's duties to eliminate discrimination and promote equality in relation to pregnancy and maternity, subject to the mitigation measures and ongoing monitoring arrangements outlined above to ensure that no unintended disadvantage arises over time. These conclusions will be kept under review through ongoing monitoring and engagement to ensure that no unforeseen impacts emerge over time.	- Requires public bodies to ensure that individuals are not treated unfavourably as a result of pregnancy or maternity School Organisation Code (Wales) 2026, which requires: - Inclusive, fair, and transparent consultation and decision-making processes - Consideration of impacts on all stakeholders and assurance that no group is disadvantaged by proposals Taken together, this evidence confirms that the proposal has due regard to pregnancy and maternity as a protected characteristic, does not result in direct or indirect discrimination, and complies with the Council's equality duties.
Sexual Orientation	No significant adverse impact identified, subject to mitigation, on the basis of sexual orientation. The proposal relates to language provision only and does not alter existing safeguarding, equality, or well-being arrangements. However, ongoing monitoring will ensure that the inclusive school environment is maintained and that no unintended impacts arise during implementation.	This assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: Confirms that the proposal is focused exclusively on educational language provision

	The proposed changes relate solely to the language medium of education and do not affect admissions arrangements, pastoral care, safeguarding policies, curriculum balance, or access to support services. All pupils and staff, including those who identify as lesbian, gay, bisexual, or of any other sexual orientation, will continue to be supported within an inclusive and respectful school environment. Existing policies that promote equality, dignity, and well-being remain in place and are unaffected by the proposal. The phased approach to implementation supports stability and reassurance for all families, ensuring that no group is disadvantaged or excluded as a result of the proposed change. The proposal therefore: • Treats individuals equally regardless of sexual orientation • Does not introduce barriers to access, engagement, or participation • Supports a positive and inclusive school culture consistent with statutory equality duties Overall, no significant adverse impacts have been identified in relation to sexual orientation, and the proposal is considered to be proportionate and inclusive, and consistent with the Council's duties to eliminate discrimination, advance equality of opportunity, and foster	○ Does not propose changes to admissions, safeguarding, pastoral support, or well-being policies ○ Demonstrates that all engagement and consultation processes apply equally to all families Welsh Language Impact Assessment, which: ○ Identifies language provision change as neutral in relation to personal identity characteristics, including sexual orientation Equality Act 2010, which: ○ Identifies sexual orientation as a protected characteristic ○ Requires public bodies to eliminate discrimination, advance equality of opportunity, and foster good relations School Organisation Code (Wales) 2026, which requires: ○ Proposals to promote fairness, inclusion, and learner wellbeing ○ Assurance that school organisation changes do not disadvantage any group unnecessarily Taken together, this evidence confirms that the proposal has due regard to sexual orientation as a protected characteristic, does not result in direct or indirect discrimination, and maintains an inclusive, supportive educational environment.
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	good relations, subject to the mitigation measures and ongoing monitoring arrangements outlined above to ensure that no unintended disadvantage or exclusion arises over time. These conclusions will be kept under review through ongoing monitoring and engagement to ensure that no unforeseen impacts emerge over time.	
Sex	No significant adverse impact identified, subject to mitigation, on the basis of sex. However, it is recognised that the workforce within primary education is predominantly female, and changes to language provision may have a differential practical impact in relation to training and professional learning requirements. These impacts will be mitigated through phased implementation, workforce planning, and ongoing support, with monitoring to ensure no disproportionate burden arises. The proposed changes relate solely to the language medium of education and apply equally to all learners regardless of whether they are male or female. The proposal does not alter admissions arrangements, curriculum entitlement, pastoral support, safeguarding procedures, or access to school facilities. All pupils will continue to be educated within a co-educational, inclusive environment, with equal opportunities to access Welsh-medium provision in line with the proposed model. The phased implementation approach ensures that:	This assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: ○ Confirms that the proposal applies uniformly to all pupils ○ Does not introduce sex-based differentiation in admissions, curriculum delivery, or access to services ○ Emphasises inclusive practice and learner wellbeing across the school Welsh Language Impact Assessment, which: ○ Identifies language-medium changes as neutral in relation to sex ○ Confirms that Welsh-medium and bilingual education models are inclusive of all learners Equality Act 2010, which: ○ Identifies sex as a protected characteristic ○ Requires public bodies to prevent discrimination and ensure equal treatment

	• All pupils, irrespective of sex, experience continuity and stability in their education • No group is disproportionately affected by the timing or nature of the change • Equality of opportunity is maintained for both current and future cohorts The proposal is likely to have a greater impact on females, given that many of the staff employed at the school are female. Overall, no significant adverse impacts have been identified in relation to sex, and the proposal is considered to be proportionate and inclusive, and consistent with the Council's duties to eliminate discrimination and advance equality of opportunity, subject to the mitigation measures and ongoing monitoring arrangements outlined above to ensure that no unintended disproportionate impact, particularly in relation to workforce implications, arises over time. These conclusions will be kept under review through ongoing monitoring and engagement to ensure that no unforeseen impacts emerge over time.	School Organisation Code (Wales) 2026, which requires: ○ Proposals to be fair, proportionate, and inclusive ○ Assurance that school organisation changes do not disadvantage any group of learners School staffing profile Taken together, this evidence confirms that the proposal has due regard to sex as a protected characteristic, does not give rise to direct or indirect discrimination, and supports equality and inclusion for all learners.
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What action can be taken to mitigate any negative impacts or support any positive impacts?

Mitigation measures have been prioritised to focus on areas of greatest potential impact and risk. Responsibility for delivery will be shared between the Local Authority and the school, with progress monitored through defined indicators to ensure that measures are effective and proportionate.

The effectiveness of these mitigation measures will be reviewed regularly, and adjustments will be made where necessary to respond to emerging issues or unintended impacts.

This structured approach ensures that mitigation measures are not only identified but actively managed, monitored, and refined over time, in line with the Council's statutory equality duties.

1. Age	• High priority: Implement the proposal through a phased, age-appropriate approach, beginning with Foundation Learning, to ensure developmental suitability. <i>Lead responsibility:</i> Local Authority and school <i>Measure of success:</i> Smooth implementation with minimal disruption to existing cohorts and age-appropriate progression across all year groups. • High priority: Maintain continuity for existing pupils already on roll. <i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> No requirement for current pupils to change language medium and stable pupil engagement and attainment. • High priority: Monitor well-being and progression at key transition points (e.g. Year 2–Year 3). <i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> Stable or improved well-being indicators and learner progression at identified transition stages. • Medium priority: Provide clear information for parents/guardians explaining age-related pedagogy and progression pathways.
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	<i>Lead responsibility:</i> Local Authority (supported by the school) <i>Measure of success:</i> Increased parental understanding and confidence, evidenced through feedback and engagement levels.
2. Disability	High priority: Continue to deliver education within an inclusive mainstream setting, supported by Individual Development Plans (IDPs), where required. <i>Lead responsibility:</i> School, with Local Authority ALN services <i>Measure of success:</i> Learners with disabilities or ALN demonstrate appropriate progress and engagement, supported through IDPs and regular monitoring. High priority: Ensure reasonable adjustments, specialist support, and differentiation remain available regardless of language medium. <i>Lead responsibility:</i> School, supported by Local Authority services <i>Measure of success:</i> Evidence that learners are not placed at a disadvantage, with adjustments implemented effectively and reflected in learner outcomes and well-being indicators. High priority: Provide targeted support where language acquisition interacts with Additional Learning Needs (ALN). <i>Lead responsibility:</i> School, in partnership with Local Authority ALN services <i>Measure of success:</i> Learners with ALN make sustained progress in both language development and wider learning outcomes, as evidenced through assessment and review processes. Ongoing: Regularly review provision to ensure learners with disabilities are not placed at a disadvantage. <i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> Ongoing review records demonstrate responsive adjustments, with no indications of differential treatment systemic disadvantage emerging over time.

3. Gender reassignment	High priority: Maintain and promote inclusive safeguarding, well-being, and equality policies. <i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> Evidence that safeguarding and equality policies are consistently applied, with no reported incidents of exclusion or discrimination. High priority: Ensure all staff continue to receive training on respectful and inclusive practice. <i>Lead responsibility:</i> School in partnership with Local Authority. <i>Measure of success:</i> Staff participation in training and increased confidence in inclusive practice, evidenced through professional learning records and school self-evaluation. Medium priority: Reinforce a school culture where dignity, respect, and learner well-being are prioritised. <i>Lead responsibility:</i> School <i>Measure of success:</i> Positive learner well-being indicators and feedback demonstrating an inclusive and respectful school environment. Ongoing: Monitor any feedback or concerns to ensure no unintended impacts arise during implementation. <i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> Effective feedback mechanisms in place, with timely responses and no indications of differential treatment systemic disadvantage emerging over time.
4. Marriage and Civil Partnership	High priority: Ensure that employment practices, engagement processes, and communications continue to treat all individuals equally, regardless of marital or civil partnership status. <i>Lead responsibility:</i> School and Local Authority <i>Measure of success:</i> No indications of differential treatment differential treatment in employment processes or stakeholder engagement, as demonstrated through policy

	compliance and feedback. • High priority: Maintain fair and transparent consultation and communication arrangements open to all parents, guardians, and staff. <i>Lead responsibility:</i> Local Authority (supported by the school) <i>Measure of success:</i> Inclusive participation across stakeholder groups, with no barriers to engagement identified through consultation feedback and monitoring. • Ongoing: Confirm that no changes are made to employment terms or conditions linked to marital or civil partnership status. <i>Lead responsibility:</i> Local Authority <i>Measure of success:</i> Employment terms and conditions remain unchanged and compliant with equality legislation, with no grievances or concerns raised in relation to this characteristic.
5. Race	• High priority: Provide clear communication and reassurance to families from all ethnic backgrounds regarding support for Welsh language learning. <i>Lead responsibility:</i> Local Authority (supported by the school) <i>Measure of success:</i> Increased parental understanding and confidence across diverse communities, evidenced through engagement levels and feedback. • High priority: Use inclusive teaching approaches that recognise linguistic and cultural diversity. <i>Lead responsibility:</i> School <i>Measure of success:</i> Positive learner engagement and participation across all groups, with no indications of differential treatment differential outcomes linked to ethnicity. • Medium priority: Ensure additional language immersion support is available, where required, for learners who are newcomers to Welsh-medium education. <i>Lead responsibility:</i> School, with Local Authority support <i>Measure of success:</i> Learners new to Welsh-medium provision demonstrate appropriate progression in language acquisition, supported through assessment and school monitoring. • Ongoing: Monitor engagement and progression to identify and address any emerging inequalities.

	<i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> No emerging attainment or participation gaps between ethnic groups, with any disparities identified early and addressed through targeted intervention.
6. Religion/Belief	High priority: Ensure communication and engagement are inclusive and accessible to families from all religious and cultural backgrounds. <i>Lead responsibility:</i> Local Authority (supported by the school) <i>Measure of success:</i> Engagement across diverse communities with no barriers identified through feedback or consultation. High priority: Maintain inclusive school practices that respect different religions and beliefs. <i>Lead responsibility:</i> School <i>Measure of success:</i> No indications of differential treatment exclusion or disadvantage linked to religion or belief, with positive learner and family feedback. Medium priority: Provide clear reassurance that language provision changes do not affect religious practice or curriculum balance. <i>Lead responsibility:</i> Local Authority (supported by school) <i>Measure of success:</i> Improved parental understanding and reduced concerns relating to cultural or religious impact. Ongoing: Monitor engagement and participation across faith groups to identify and address any unintended barriers. <i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> No emerging disparities in engagement or participation linked to religion or belief.

7. Pregnancy and maternity	• High priority: Ensure parents and guardians who are pregnant or on maternity leave continue to have accessible information and opportunities to engage with the proposal. <i>Lead responsibility:</i> Local Authority (supported by the school) <i>Measure of success:</i> Inclusive engagement evidenced through participation and feedback from parents on maternity leave, with no barriers to accessing information identified. • High priority: Confirm that staff who are pregnant or on maternity leave are not disadvantaged by workforce planning or implementation arrangements. <i>Lead responsibility:</i> Local Authority <i>Measure of success:</i> No indications of differential treatment disadvantage in workforce processes, with compliance maintained and no grievances or concerns raised in relation to maternity. • Medium priority: Maintain flexibility in communication methods to ensure inclusivity for all parents and staff. <i>Lead responsibility:</i> Local Authority and school <i>Measure of success:</i> Communication methods are accessible and effective, demonstrated through engagement levels and positive stakeholder feedback.
8. Sexual Orientation	• High priority: Maintain inclusive policies and practices that promote equality, dignity, and respect for all individuals regardless of sexual orientation. <i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> No reported incidents of exclusion or discrimination, with positive learner and staff feedback. • High priority: Ensure safeguarding, well-being, and anti-bullying policies continue to support all learners and staff inclusively. <i>Lead responsibility:</i> School <i>Measure of success:</i> Inclusive school environment reflected in well-being data and

	absence of equality-related complaints. • Medium priority: Provide staff training to support inclusive practice and awareness. <i>Lead responsibility:</i> Local Authority (supported by school) <i>Measure of success:</i> Staff confidence and competence demonstrated through training uptake and school self-evaluation. • Ongoing: Monitor feedback and well-being indicators to ensure no unintended impacts arise. <i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> Effective monitoring with no indications of differential treatment systemic disadvantage.
9. Sex	• High priority: Acknowledge the predominantly female staffing profile when planning workforce impacts. <i>Lead responsibility:</i> Local Authority and School <i>Measure of success:</i> Workforce planning reflects staff profile, with no indications of differential treatment disproportionate negative impact on female staff during implementation. • High priority: Ensure all employment-related decisions remain fair, transparent, and based on role requirements rather than sex. <i>Lead responsibility:</i> School in partnership with Local Authority <i>Measure of success:</i> All workforce decisions demonstrate compliance with equality policies, with no indications of differential treatment differential treatment and no grievances raised. • Medium priority: Apply equality-based workforce policies consistently. <i>Lead responsibility:</i> Local Authority and School <i>Measure of success:</i> Consistent application of policies across the workforce, evidenced through HR processes and internal monitoring. • Ongoing: Monitor staff well-being and workload during implementation to ensure no disproportionate impact arises.

	<i>Lead responsibility:</i> School, with Local Authority oversight <i>Measure of success:</i> Stable or improved staff well-being indicators, with any emerging pressures identified early and addressed through appropriate support.
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WELSH LANGUAGE <i>(the Welsh Language Measure 2011 and Welsh Language Standards require the Council to have “due regard” for the positive or negative impact a proposal may have on opportunities for persons to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language)</i>			
The assessment does not assume the absence of impact. Where no significant adverse impact has been identified, this is based on the available evidence at this stage and reflects consideration of potential risks, mitigation measures, and ongoing monitoring arrangements.			
This assessment has been undertaken in accordance with the Welsh Language Standards (No.1) Regulations 2015. In particular, due regard has been given to the Policy Making Standards (Standards 88–93), which require the Council to consider the effects of decisions on opportunities to use the Welsh language and on treating the Welsh language no less favourably than the English language. The proposal has also been assessed against the Service Delivery Standards (Standards 1–83) to ensure that any changes do not diminish the Council’s ability to provide services in Welsh to an equal standard.			
Requirement	Does the proposal impact on the following Standards?	What evidence has been used to support this view?	Does the proposal have any positive or negative impacts?
Opportunities for persons to use the Welsh language	Yes – positive impact identified. The proposal has a direct and positive impact on opportunities for pupils to use the Welsh language. By increasing Welsh-medium provision at Ysgol Griffith Jones, the proposal	This assessment is supported by the following evidence drawn from the Welsh Language Impact Assessment for Ysgol Griffith Jones and related documentation: The Welsh Language Impact Assessment concludes that early	Positive impacts include: - Increased daily opportunities for pupils to use Welsh naturally and meaningfully across the curriculum. - Stronger language progression from Years 3-6, supporting long-term confidence and fluency. - Contribution to whole-school Welsh language culture, benefiting pupils, staff, and the wider community.

	expands both the frequency and quality of opportunities for pupils to learn, use, and develop Welsh as part of their daily educational experience. The proposal is aligned with the requirement under the Welsh Language Standards to have due regard to how decisions affect opportunities to use Welsh and ensures that the Welsh language is treated no less favourably than the English language within the school setting. This will be measurable through increases in the proportion of curriculum delivered through Welsh and the percentage of pupils regularly using Welsh in school contexts.	immersion in Welsh significantly increases pupils' confidence, competence, and willingness to use the language, particularly when introduced at Foundation Learning stage. • The WLIA identifies the proposal as a key mechanism for strengthening Welsh language use and progression, not only as a subject but as a natural medium of learning and communication. • Evidence within the WLIA and consultation document highlights that Welsh language use outside the classroom is closely linked to: ○ early exposure ○ consistent modelling by staff ○ peer use within a Welsh-medium environment The proposal aligns with Carmarthenshire's Welsh in	• Improved alignment with national and local Welsh language policy objectives. No negative impacts have been identified, as: • The proposal is phased. • Appropriate support structures remain in place to support learners at different stages of language acquisition. Overall, the proposal significantly strengthens opportunities to use the Welsh language, fully meeting the intent of the Welsh Language Standards, while remaining proportionate and compliant with the School Organisation Code (Wales) 2026.
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		Education Strategic Plan (WESP) objectives to: ○ increase opportunities for pupils to use Welsh ○ improve progression in Welsh language competence ○ support long-term language sustainability The phased approach set out in the consultation document demonstrates that increased opportunities to use Welsh are introduced in a planned and sustainable way, protecting learner well-being and progression. Together, this evidence demonstrates that the proposal has been developed with clear regard to Welsh Language Standards and the School Organisation Code requirement to strengthen Welsh language outcomes.	
Treating the Welsh language, no less favourably	Yes – positive and compliant impact identified.	This assessment is supported by evidence set out in the Welsh Language Impact Assessment for Ysgol Griffith Jones,	Clear positive impacts identified; no negative impacts identified. Positive impacts include:

than the English language	The proposal positively supports the Welsh Language Standards by strengthening the status, use, and visibility of the Welsh language within the school, ensuring it is treated no less favourably than the English language. By increasing Welsh-medium provision, the proposal embeds Welsh as a normal, everyday medium of learning and communication.	together with the consultation documentation: • The Welsh Language Impact Assessment concludes that increasing Welsh-medium teaching directly strengthens linguistic equality by ensuring Welsh is used as a primary language of instruction, not only as a subject of study. • The WLIA identifies that early and consistent use of Welsh: ◦ Raises its status among learners ◦ Normalises Welsh as a language of learning, interaction, and identity ◦ Prevents Welsh being perceived as less relevant or less valuable than English The consultation document confirms that: ◦ The proposal increases Welsh-medium provision without diminishing English language learning outcomes	• Welsh is strengthened as a language of daily use. • Increased exposure to Welsh Years 3-6 supports long-term linguistic confidence and equality. • Learners experience Welsh and English as co-existing, valued languages, supporting cultural well-being and identity. • The proposal reinforces Welsh language visibility across teaching, communication, and school life. • Supports compliance with national Welsh language ambitions while remaining locally appropriate. No negative impacts have been identified, as: • English language teaching and attainment are not reduced or disadvantaged. • The proposal is phased and balanced, ensuring learner well-being and parental reassurance. • Flexible pathways remain, preventing linguistic exclusion or pressure. Overall, the proposal actively promotes bilingualism, strengthening the Welsh language's position in line with the Welsh Language Standards and fully complying with the School Organisation Code (Wales) 2026.
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		◦ Welsh language use is deliberately extended in a planned and proportionate way The proposal aligns with Carmarthenshire's Welsh in Education Strategic Plan (WESP), which identifies parity of esteem between Welsh and English as essential to achieving long-term linguistic sustainability. The School Organisation Code (Wales) 2026 requires proposals to support national language policy objectives and to avoid disadvantaging Welsh language provision; the WLIA confirms that this proposal meets those expectations.	
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SOCIO-ECONOMIC DUTY (*The Socio-Economic Duty requires us, when making strategic decisions, to consider how our decisions might help reduce the inequalities associated with socio-economic disadvantage. Inequality of outcome relates to any measurable differences in outcome between those who have experienced socio-economic disadvantage and the rest of the population. It also requires us to understand the views and needs of those impacted by the decision, particularly those who face economic disadvantage*)

The assessment does not assume the absence of impact. Where no significant adverse impact has been identified, this is based on the available evidence at this stage and reflects consideration of potential risks, mitigation measures, and ongoing monitoring arrangements.

Requirement	
What evidence do you have about socio-economic disadvantage and inequalities of outcome in relation to this decision?	Evidence within the Ysgol Griffith Jones Consultation Document and the Welsh Language Impact Assessment highlights that the school serves a community with mixed socio-economic characteristics, including families experiencing economic disadvantage. Broader local authority and school-level data (such as eligibility for free school meals and wider community indicators referenced during consultation) indicate that some learners may face barriers linked to income, access to enrichment opportunities, and language exposure beyond the school setting. The Welsh Language Impact Assessment identifies that early access to high-quality Welsh-medium education can help mitigate inequalities of outcome by: - Providing consistent linguistic exposure regardless of home circumstances - Supporting cognitive development and confidence - Improving long-term educational and employment prospects Evidence also shows that without planned intervention, learners from economically disadvantaged backgrounds may be less likely to access Welsh-medium pathways later, potentially reinforcing inequality of opportunity.
Have you engaged with those effected by the decision?	Yes. Shaping discussions have been held with the headteacher and Governing Body Engagement is part of a statutory consultation process, in line with the School Organisation Code (Wales) 2026. This included opportunities for:

	• Parents and guardians • Staff and governors • Pupils • The wider community The consultation allows individuals and families, including those experiencing socio-economic disadvantage, to: • Understand the proposal and its potential impacts • Express concerns or support • Influence mitigation measures, such as phasing and the retention of language pathways Engagement materials will be provided clearly and accessibly, ensuring that participation was not restricted by socio-economic circumstances.
Have you considered communities and places of interest?	Yes. The proposal considers the local community context of Ysgol Griffith Jones, recognising the school's role as a central community asset. Consideration has been given to: • The linguistic profile of the community • Access to Welsh language use beyond the school setting • The importance of stability and continuity for families The proposal does not require relocation, transport changes, or access to external provision, ensuring that economic or geographical barriers are not introduced for families in the community.
What are the main impacts of the proposal?	Positive impacts include: • Increased access to Welsh-medium education for all learners, including those from economically disadvantaged backgrounds • Sustained Primarily Welsh learning throughout Years 3-6, ensuring consistent language exposure in school and reducing dependence on home language support • Long-term benefits linked to bilingualism, including improved educational outcomes and employability Potential risks identified: • If not adequately supported, some learners from disadvantaged backgrounds could require

	additional reassurance or support during early language immersion These risks are mitigated through phased implementation, and continued targeted support.
How could the proposal be improved so it reduces inequalities of outcome as a result of socio-economic disadvantage?	The proposal already contributes positively to reducing inequalities, but impact can be further strengthened by: • Ensuring targeted support for learners who require additional help with language acquisition • Providing ongoing clear communication and guidance for parents, particularly for families with limited access to Welsh at home • Establishing clear monitoring indicators to track the impact on learners experiencing socio-economic disadvantage, including: ○ Attainment and progress of learners eligible for free school meals (FSM) compared to non-FSM learners ○ Participation rates in Welsh-medium pathways among learners from disadvantaged backgrounds ○ Attendance and engagement levels during implementation ○ Access to and uptake of additional support (e.g. language support, ALN provision) ○ Feedback from pupils and parents, particularly those from disadvantaged groups These indicators will be reviewed regularly to ensure that the proposal is reducing inequalities of outcome and not unintentionally widening gaps. • Aligning implementation closely with Carmarthenshire's WESP, ensuring sustained focus on equity of access and progression These actions ensure that socio-economic disadvantage does not become a barrier to benefiting from the proposal. Responsibility for monitoring these indicators will sit with the Local Authority in partnership with the school, with findings reviewed at least annually and used to inform any necessary adjustments to implementation or support arrangements. This approach ensures that the duty is applied on an ongoing basis rather than as a one-off assessment.

What is the likely impact on those sharing protected characteristics and further impacts regarding intersectionality?	The proposal does not adversely impact individuals with protected characteristics and may have positive intersectional benefits where socio-economic disadvantage overlaps with characteristics such as disability, race, or sex. For example: • Learners with ALN from disadvantaged backgrounds benefit from inclusive Welsh-medium provision supported by IDPs, if required • Learners from ethnic minority backgrounds benefit from equal access to Welsh-medium education without financial barriers • The predominantly female workforce is supported through phased change and workforce planning, reducing intersectional impact related to sex and socio-economic factors By increasing access to high-quality education and language opportunities within the school, the proposal helps reduce compounded disadvantage, supporting the aims of the Socio-Economic Duty.
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THE RIGHTS OF THE CHILD <i>(In this section, we need to consider whether the proposal has any direct or indirect impact on children and young people).</i>			
The assessment does not assume the absence of impact. Where no significant adverse impact has been identified, this is based on the available evidence at this stage and reflects consideration of potential risks, mitigation measures, and ongoing monitoring arrangements.			
Requirement		What evidence has been used to support this view?	What action can be taken to mitigate any negative impacts or support any positive impacts?
Will the proposal have any impact (direct or indirect) on children and young people?	Yes – the proposal will have a direct and positive impact on children and young people. The proposal directly affects children and young people by changing the medium of education and by enhancing Welsh-medium learning opportunities as pupils progress through the school. As a result, the proposal influences learners’ educational experience, language development, confidence, and long-term progression. The impact is assessed as positive overall, as it: Builds on existing language foundations in Years 3-6, strengthening Welsh language proficiency during a key	This assessment is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: - Sets out a phased approach to implementation - Identifies learner well-being and continuity as key considerations Welsh Language Impact Assessment, which: - Concludes that continued Welsh-medium education into Years 3–6 has a positive impact on learners’ confidence, engagement, and developing language competence, as proficiency is consolidated	To ensure that the impact on children and young people remains positive, the following actions will be taken: - Implement the proposal through a phased and age-appropriate model, to protect learner well-being. - Provide appropriate language support and differentiation, particularly for learners who require additional help. - Monitor pupil well-being, engagement, and progression, especially at key transition points. - Maintain clear and ongoing communication with parents and guardians to support children through any change. - Continue to embed inclusive and child-centred practice within the school’s teaching and pastoral support.

	stage for cognitive and linguistic development • Broadens access to high-quality Welsh-medium education for a greater proportion of learners, regardless of home language background • Maintains continuity, learner well-being, and parental confidence through a planned and phased extension of Welsh-medium provision across year groups Indirect impacts include long-term benefits for children and young people in relation to educational attainment, cultural identity, and future opportunities, consistent with national Welsh language and education policy objectives. In addition, children and young people will be given opportunities to share their views as part of the consultation process, in line with the UNCRC participation principles.	through regular curricular use ○ Identifies the school environment as the primary context for sustained Welsh language development, particularly for learners who may have limited Welsh language exposure outside of school School Organisation Code (Wales) 2026, which requires: ○ Proposals to prioritise the impact on learners ○ Clear consideration of educational standards, well-being, and progression ○ Assurance that changes are proportionate and in the interests of children and young people <u>UN Convention on the Rights of the Child (UNCRC)</u> principles as applied in Wales, particularly: ○ Article 3 (best interests of the child)	These actions ensure that any potential risks are mitigated and that the positive impacts of the proposal on children and young people are maximised.
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	Their perspectives on learning experiences, use of Welsh within the school, and attitudes towards language provision will be considered alongside those of parents, staff and governors in order to inform decision making. The proposal therefore reflects not only consideration of children's needs and outcomes, but also, where appropriate, their views and experiences, in line with Article 12 of the UN Convention on the Rights of the Child.	- Article 28 (right to education) - Article 29 (education supporting cultural and linguistic development)	
Is the initiative designed / planned in the best interests of children and young people?	Yes – the initiative is clearly designed and planned in the best interests of children and young people. The proposal has been developed with the best interests of learners as a central consideration, prioritising educational quality, learner well-being, continuity, and long-term outcomes. The design reflects a child-centred approach by strengthening Welsh-medium education.	This conclusion is supported by the following evidence: Ysgol Griffith Jones Consultation Document, which: - Emphasises learner well-being, continuity, and progression as key drivers for the proposal - Sets out a phased implementation model - Demonstrates consideration of feedback from parents, pupils and	To ensure the initiative continues to reflect and uphold the best interests of children and young people, the following actions will be taken: - Deliver the proposal through a carefully managed, phased implementation, ensuring stability and reassurance for learners. - Provide appropriate language support and differentiation, particularly for learners who may need additional help. - Monitor learner well-being, engagement, and progression, with a focus on key transition points.

	By extending Welsh-medium provision through the Foundation Learning phase and into Years 3–6, the initiative supports children’s cognitive development, language acquisition, and growing confidence through sustained immersion. This approach strengthens progression over time, while providing a clear and consistent educational pathway. The proposal supports learners and families by ensuring continuity, stability, and reassurance as pupils move through the school, embedding Welsh language use as a natural part of learning and school life. The initiative therefore balances: • Immediate educational and emotional needs of current pupils • Long-term benefits for future cohorts • Stability, well-being, and continuity for all learners This approach aligns with Article 3 of the UN Convention on the Rights of the Child, which	the school community regarding children’s needs Welsh Language Impact Assessment, which: ○ Identifies sustained Welsh-medium education from the early years through Years 3-6 as serving learners’ best interests, enabling language skills to be developed, reinforced, and applied confidently across the curriculum ○ Confirms positive impacts on learners’ confidence, engagement, and long-term educational outcomes through consistent Welsh language immersion and progression over time School Organisation Code (Wales) 2026, which requires: ○ Proposals to prioritise the impact on learners ○ Assurance that change is proportionate, evidence-based, and	• Maintain ongoing communication and engagement with parents and guardians, supporting children through any change. • Use school self-evaluation and local authority monitoring to ensure the provision continues to meet learners’ needs. These actions ensure that the initiative not only avoids negative impacts but actively maximises the positive benefits for children and young people.
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	requires that the best interests of the child are a primary consideration in all actions concerning children.	focused on improving educational outcomes and wellbeing ○ Clear demonstration that proposals serve the interests of children and young people UNCRC principles, particularly: ○ Article 3 (best interests of the child) ○ Article 28 (right to education) ○ Article 29 (education supporting the development of abilities, language, and cultural identity)	
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ENVIRONMENT (WALES) ACT & NET ZERO CARBON Section 6 of the duty requires that public authorities “*must seek to maintain and enhance biodiversity so far as consistent with the proper exercise of their functions and in doing promote the resilience of ecosystems*”. To comply with the S6 duty public authorities should embed the consideration of biodiversity and ecosystems into their early thinking and business planning, including policies, plans, programmes, and projects, as well as their day to day activities.”

Carmarthenshire County Council is committed to tackling climate change and acknowledge that we have a significant role to play in both further reducing our own greenhouse gas emissions and providing the leadership to encourage residents, businesses and other organisations to take action to cut their own carbon footprint.

The assessment does not assume the absence of impact. Where no significant adverse impact has been identified, this is based on the available evidence at this stage and reflects consideration of potential risks, mitigation measures, and ongoing monitoring arrangements.

Requirement	
Does the proposal impact on the county’s Biodiversity and ecosystem resilience?	No significant adverse impact identified. The proposal does not involve any physical development, land use change, construction activity, or changes to the school estate. As a result, there is no direct or indirect impact on biodiversity or ecosystem resilience. Existing buildings, grounds, and surrounding natural environments remain unchanged, and no additional pressure is placed on habitats or species. The proposal relates solely to educational provision and language medium delivery and therefore does not affect the Council’s ability to meet its Section 6 duty to maintain and enhance biodiversity. By avoiding unnecessary estate-based intervention, the proposal is consistent with integrating biodiversity considerations into early planning and minimising environmental disturbance.
Does the proposal have a positive or negative impact on the CCC commitment to be a net zero carbon local authority by 2030?	Neutral to marginally positive impact. The proposal does not generate additional greenhouse gas emissions, as it: • Does not require new buildings or extensions

	• Does not increase transport demand • Does not involve changes to energy use beyond existing operational levels By delivering educational change within the existing school infrastructure, the proposal avoids the carbon impacts associated with capital development and construction. This approach supports the Council's net zero ambitions by preventing avoidable emissions, in line with sustainable decision-making principles. There may also be a small indirect positive impact, as maintaining local provision and minimising the need for alternative travel arrangements supports lower transport-related emissions.
Does the proposal have a positive or negative impact on the County's resilience to the existing and future impacts of climate change?	Neutral impact identified. The proposal does not alter the built environment, drainage, transport patterns, or operational resilience of the school and therefore does not have a material impact, positive or negative, on the County's resilience to climate change. However, by adopting a low-impact, non-capital approach to service change, the proposal aligns with principles of climate resilience by: • Avoiding exposure to construction-related climate risks • Supporting sustainable, adaptable service delivery within existing assets This proportionate approach ensures that educational objectives are met without increasing climate-related vulnerability.

DATA PROTECTION (*Data Protection legislation includes a legal requirement to undertake Data Protection Impact Assessments in order to identify and reduce the privacy risks of a project at an early stage. In this section, we need to establish whether the proposal requires this assessment needs to be completed. There are also specific requirements around using third parties to process personal data on the Council's behalf, which must be covered by a legally binding Data Processing Agreement*).

Does the proposal involve the collection/use of personal data (information relating to an identified or identifiable person)?	Yes	If yes, please provide information on the type of data
		Consultees will be invited to provide an e-mail or postal address should they wish to be notified of the publication of the Objection Report. Proposal papers will be made available online and in paper format upon request. Response forms will also be accessible online and in paper format where required. Consultees will be additionally able to submit responses by letter or e-mail. Responses to the statutory notice, if published, will be treated as anonymous.
Does the proposal require the use of new technologies and be likely to result in a high risk to the rights and freedoms of the individuals?	No.	If yes, please provide information on the type of new technologies
Does the proposal involve a third party collecting, being provided with, or otherwise having access to personal data controlled by the Council?	No	If yes, please provide information on what this will entail
If you have answered yes to any of these considerations, please consult the Data Protection Officer to initiate a Data Protection Impact Assessment and/or discuss whether a Data Processing Agreement is required.		

IMPLICATIONS (Please consider any additional implications and ensure that any arising implications have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below)	
	Are there any direct implications that need to be considered as part of this proposal?
1. Legal and Risk Management	Yes – legal and risk management implications have been identified and are manageable. The proposal carries legal and risk management implications primarily in relation to statutory compliance, procedural robustness, and implementation risk, rather than litigation or liability. From a legal perspective, the proposal must comply with: • The School Organisation Code (Wales) 2026, including requirements around consultation, transparency, and decision-making • The Welsh Language (Wales) Measure 2011 and associated Welsh Language Standards • The Equality Act 2010, including the Public Sector Equality Duty • The Welsh Language and Education (Wales) Act 2025 • The Well-being of Future Generations (Wales) Act 2015 These requirements have been addressed through the preparation of a statutory consultation document, a Welsh Language Impact Assessment, and a comprehensive Integrated Impact Assessment. Adherence to these processes mitigates the risk of legal challenge arising from procedural or compliance failures. From a risk management perspective, the principle risks relate to: • Potential challenge if statutory consultation requirements are not followed precisely • Reputational risk associated with stakeholder misunderstanding or dissatisfaction

- Operational risk linked to pace of implementation and workforce readiness

These risks are mitigated through:

- A phased implementation model, reducing the risk of disruption
- Clear documentation and audit trails demonstrating due regard to statutory duties
- Ongoing governance and oversight through established Council decision-making processes

If the proposal is not approved, there is a risk that progress towards delivering key actions within the Welsh in Education Strategic Plan (WESP) may be limited.

No unacceptable legal or corporate risks have been identified. The proposal has been developed within existing statutory powers and policy frameworks, and any risks associated with the proposal are considered low and manageable, subject to continued compliance and monitoring.

All identified legal and risk considerations will be managed through existing Council governance, legal advice, and risk management arrangements, in line with corporate procedures.

2. Finance, Procurement, ICT and Physical Assets	Finance The proposal is not expected to result in significant additional financial pressures. It does not require capital investment, new buildings, or alterations to the school estate. Any costs associated with the proposal are expected to relate primarily to: • Professional learning and staff development to support Welsh-medium delivery • Teaching and learning resources aligned to Welsh-medium provision These costs can be managed within existing education budgets and through established Welsh Government support mechanisms for Welsh-medium education. The proposal therefore represents a cost-effective approach to service improvement, consistent with the principles of the Modernising Education Programme and the School Organisation Code. Procurement The proposal does not create new or unusual procurement requirements. Any procurement of learning resources or professional development will be undertaken through existing Council-approved procurement frameworks,
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	ensuring compliance with procurement regulations, value for money principles, and contract standing orders. No external procurement dependencies or long-term contractual commitments have been identified as a result of the proposal. ICT There are no additional ICT system requirements arising from the proposal. Existing school and Council ICT infrastructure will continue to be used to support teaching, learning, communication, and data management. No new digital platforms, systems, or licenses are required. Physical Assets The proposal has no direct impact on physical assets. It does not require: • Building work or refurbishment • Changes to site layout or capacity • Alterations to transport or access arrangements By delivering change within the existing estate, the proposal avoids asset-related cost, risk, and environmental impact.
3. Staffing	Yes – staffing implications have been identified; however, they are manageable and represent an opportunity for workforce development rather than structural change. The proposal does not result in a reduction in staffing levels, changes to terms and conditions of employment, or compulsory redundancies. Existing staffing

arrangements at Ysgol Griffith Jones will remain in place, and the proposal does not require changes to staffing numbers or employment contracts.

The principal staffing implications relate to:

- Welsh-medium delivery capacity, particularly in Years 3-6
- Professional learning and workforce development to support increased Welsh language use
- Workforce well-being and confidence during phased implementation

These implications have been identified early and can be addressed through planned and proportionate measures.

The phased introduction of the proposal allows time for:

- Targeted professional development and language upskilling, where required
- Support from existing Welsh-medium networks and local authority advisory services
- Natural workforce development aligned with individual roles and responsibilities

The proposal is consistent with Carmarthenshire's strategic approach to workforce planning, including the objectives set out in the Welsh in Education Strategic Plan (WESP) and the Modernising Education Programme, which recognise workforce development as essential to sustainable improvement.

Any potential differential impact on staff, such as the likelihood that impacts fall more heavily on female staff due to the existing workforce profile, is a reflection of sector-wide demographics, rather than the intent or design of the proposal.

	All staffing considerations will continue to be managed in line with equality, employment, and wellbeing policies. Overall, staffing implications are assessed as low risk, provided that appropriate support, communication, and professional learning continue to be offered throughout implementation.
4. Marketing & Media	Yes – there are communications, marketing, and media implications that require active management, but these are anticipated and manageable. The proposal has the potential to attract public, stakeholder, and media interest, particularly given the focus on Welsh-medium education, community identity, and school provision. As such, clear, consistent, and accurate communication is essential to ensure that the proposal is understood and presented in a balanced and factual manner. Key marketing and media considerations include: • Ensuring that the consultation period is marketed through the County Council's website and social media accounts and all stakeholders were notified accordingly. • Managing public perception and understanding of the proposal and its phased nature • Ensuring clarity around what is and is not changing, particularly in relation to parental choice and existing learners • Responding appropriately to any media or stakeholder enquiries during and following statutory processes The proposal will be supported by the publication of a statutory consultation document and supporting materials, which provide transparent and accessible information for stakeholders. This reduces the risk of misinformation and reputational impact. Communications relating to the proposal will:

	• Be coordinated through established Council communications channels • Reflect agreed Council and Education Service messaging • Be accurate, consistent, bilingual, and proportionate • Adhere to statutory requirements and decision-making timelines No additional marketing expenditure or external media campaigns are required as a result of the proposal. Any communications activity will be managed within existing resources and protocols. Overall, the marketing and media implications are assessed as medium risk, provided that communication remains clear, consistent, and timely, and continues to align with statutory processes and agreed Council positions.
5. Crime and Disorder	No significant adverse impact identified. The proposal does not give rise to any direct implications relating to crime, disorder, or community safety. It does not involve changes to the school site, hours of operation, access arrangements, transport patterns, or community use of facilities that could increase the risk of crime or anti-social behaviour. The proposal focuses solely on educational language provision and will be delivered within the existing school environment, with no increase in pupil numbers, staffing levels, or public access to the site. As such, it does not introduce new risk factors associated with crime or disorder. In terms of indirect impacts, the proposal may contribute positively by: • Supporting pupil engagement, well-being, and inclusion • Strengthening a positive school ethos and sense of belonging • Supporting educational attainment, which is associated with improved long-term social outcomes

	Existing safeguarding, behaviour, and community safety policies will remain in place and unaffected by the proposal. Any issues relating to behaviour or well-being will continue to be managed through established school and local authority procedures. Overall, the proposal is assessed as low risk in relation to crime and disorder, with no additional mitigation required beyond existing arrangements.
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Monitoring:

Outcomes arising from the proposal will be monitored by the school, with oversight from the local authority through established education governance arrangements, including Welsh in Education Strategic Plan (WESP) monitoring.

Where baseline quantitative data is available, this will be used to track progress over time to ensure that the anticipated positive impacts are realised and can be evidenced.



Welsh Language Impact Assessment Amendment to Welsh Language Provision at Ysgol Griffith Jones

Prepared by: Carmarthenshire County Council

1. Introduction and Purpose

This Welsh Language Impact Assessment (WLIA) considers the likely effects of the proposal to amend the Welsh language provision at Ysgol Griffith Jones, on opportunities to use the Welsh language and on the principle of treating Welsh no less favourably than English. The assessment has been prepared in accordance with the Welsh Government School Organisation Code (Wales) 2026 (001/2026), the Welsh Language Standards (No.1) Regulations 2015, Carmarthenshire County Council's Welsh Language Standards Compliance Framework, and guidance issued by the Welsh Language Commissioner.

2. Methodology and Evidence Base

The assessment is informed by the statutory consultation document for Ysgol Griffith Jones; Estyn Inspection Report (March 2020); Census 2021 Welsh language data for Carmarthenshire and the Carmarthen area; Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2022–2032; and relevant Welsh Government policy including Cymraeg 2050 and the Welsh Language and Education (Wales) Act 2025.

3. Context: Ysgol Griffith Jones and the Proposal

Ysgol Griffith Jones is a community primary school located in the town of St Clears, providing education for pupils aged 3–11 with 303 pupils on roll (PLASC 2026). The school serves a wide and predominantly rural catchment area, drawing pupils from St Clears itself as well as the surrounding communities of Bancyfelin, Meidrim, Llanboidy, Llangynin and neighbouring villages. The catchment includes a mix of long-established rural communities, agricultural areas and growing residential developments, giving the school a diverse and balanced pupil population.

The school's current language provision follows a structured bilingual model. Foundation Learning (Nursery–Year 2) is delivered as Primarily Welsh (Category 3), ensuring that all pupils benefit from early immersion. From Year 3 onwards, pupils follow one of two pathways: Primarily Welsh (Category 3) or Dual Language (Category

2). This provides a baseline against the proposed increase in Welsh-medium provision can be measured.

Carmarthenshire County Council is proposing to make a **regulated alteration** to the Welsh language provision at Ysgol Griffith Jones. The proposal is as follows:

- **Foundation Learning (Nursery to Year 2) would remain Primarily Welsh (Category 3) for all pupils, as at present.**
- **From Year 3 to Year 6, the school's language provision would be amended so that all pupils follow a Primarily Welsh (Category 3) pathway.**
- This change would be introduced **gradually**, on a **year-by-year basis**, starting with Year 3 in **September 2027**.
- Pupils who will be in Years 4, 5 and 6 in September 2027 would not be affected by this proposal.
- If the proposal is implemented, the school would transition year by year to become a Primarily Welsh (Category 3) school throughout, reaching full implementation by September 2030.

4. Welsh Language Impact Assessment (Table 1)

This section assesses the proposal against the Welsh Language Standards (No.1 Regulations 2015), specifically the Policy-making Standards (Standards 88–93), Service Delivery Standards (Standards 1–83), and Operational Standards (Standards 127–135).

Impact Criteria	Description	Status of the impact	Potential Mitigation / Measures to enhance positive impact	Final impact (following mitigation)
Informal use of Welsh at the school (greetings, signage, routines, general communication)	The proposal will increase consistent and sustained exposure to Welsh across the school, with full immersion in the Foundation Learning phase and	Positive	Clear language modelling guidance; bilingual environmental signage; ongoing staff support.	Positive

	extended Welsh-medium learning through Years 3–6. This approach supports daily use of Welsh through lessons, routines, interaction, and wider school life. By increasing Welsh-medium provision into Years 3–6, the proposal strengthens progression, continuity, and consistency in Welsh language development, enabling learners to consolidate and apply their language skills with increasing confidence over time.		Targeted professional learning; phased implementation; monitoring through Delivery Plan.	
Current Welsh language standards and provision	Estyn Inspection Report (June 2026) Teachers plan stimulating learning experiences which develop pupils' literacy, numeracy and digital skills successfully. This ensures that most pupils, including those with additional learning needs (ALN) and those from low-income households, make sound progress. The curriculum is broad and relevant, with a strong focus on the local area.	Positive	Maintain and further develop whole-school Welsh language expectations, ensuring consistent opportunities to hear and use Welsh across daily routines, teaching and learning. Support staff through ongoing professional learning to strengthen confidence in using Welsh and delivering Welsh-medium and bilingual	Positive

	Another of the school's strong features is the way in which teachers support the development of pupils' literacy, numeracy and digital competence skills in an organised manner across a range of interesting contexts. The curriculum is interesting, broad and includes the ideas of pupils and parents about what they would like to learn. Consistent attention is given to the local area as a prompt, which ensures that pupils of all ages have a sound understanding of their 'cynefin' and of the history and cultural and linguistic heritage of their local area and Wales.		provision in line with current standards. Monitor and review Welsh language provision through self-evaluation and school improvement planning, ensuring alignment with statutory expectations. Promote the consistent use of Welsh alongside English in signage, communications and learning environments, reinforcing equal status and visibility. Ensure that Welsh language provision remains inclusive and accessible to all learners, with appropriate differentiation and support where required.	
After-school and enrichment opportunities (Welsh-medium/ bilingual)	Ysgol Griffith Jones provides a programme of after-school and enrichment activities designed to support pupils' wider development and promote the use of Welsh in informal and social contexts.	Positive	Use after-school and enrichment activities to provide authentic, enjoyable contexts for using Welsh, supporting informal language use beyond the classroom.	Positive

	Extra-curricular provision includes a range of clubs such as Clwb Canu Cŵl (Cool Singing Club), Eco Club, Health Club, and a Digital Club, each offering structured opportunities for pupils to use Welsh beyond formal lessons. The school choir meets regularly to rehearse Welsh-language songs in preparation for competitions and concerts, fostering musical development, confidence, and cultural pride. Pupils also receive dance and recitation training as part of their preparation for the Urdd Eisteddfod, supporting engagement with Welsh cultural traditions and national events. These activities contribute positively to pupils' linguistic confidence and provide meaningful opportunities to use Welsh socially across year groups.		Increase the availability of Welsh-medium and bilingual clubs, activities and events, to broaden opportunities for learners. Work in partnership with organisations such as the Urdd, Menter Iaith and local providers to enrich extra-curricular provision through the medium of Welsh. Actively promote Welsh-medium and bilingual enrichment activities to pupils and families to encourage participation and sustained engagement. Ensure after-school and enrichment opportunities are inclusive and accessible to all learners, including those with additional learning needs, through appropriate planning and support.	
Community opportunities (support	The proposal supports increased family confidence and	Positive	Provide Family Welsh sessions.	Positive

for parents/guardians and wider community)	community use of Welsh in an area of linguistic vulnerability. The school site is used by Urdd Gobaith Cymru, who hire the gymnasium to run a Welsh-medium gymnastics club, promoting physical activity through the Welsh language. The Urdd also delivers sports clubs during school holidays, providing pupils with continued access to active, Welsh-language experiences beyond term time. In addition, the local Young Farmers' Club (Aelwyd) uses the school hall to host concerts and games evenings, strengthening links between the school and the wider rural community.	Provide bilingual information, guidance and engagement opportunities for parents and guardians, supporting confidence in understanding and supporting Welsh-language education. Offer opportunities for family and community engagement through the Welsh language, including information sessions, workshops or informal events where appropriate. Work in partnership with local community organisations, Menter Iaith, Urdd and support services to extend Welsh-language opportunities beyond the school setting. Promote the use of Welsh in community-facing activities and communications, reinforcing its visibility as a living language within the community.	
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			Ensure that community engagement opportunities are inclusive and accessible, enabling families from all backgrounds to participate and engage positively with the Welsh language.	
Support for Welsh cultural participation (Urdd, Mentrau Iaith, eisteddfodau, heritage)	Ysgol Griffith Jones demonstrates a strong commitment to Welsh cultural participation, with pupils benefiting from a wide range of opportunities to engage with the Welsh language beyond the classroom. These include participation in Urdd cultural and sporting activities, school and community eisteddfodau, and a variety of activities that promote Welsh history, identity, and heritage. The proposal to strengthen Welsh-medium provision is expected to enhance these opportunities further by increasing learners' confidence, fluency, and willingness to participate in Welsh-language cultural activity.	Positive	Further strengthen partnerships with the Urdd, local Menter Iaith and Welsh-language cultural organisations to increase opportunities for participation in Welsh-medium cultural activities. Embed Welsh culture, heritage and identity consistently across the curriculum and wider school life, including through Eisteddfodau, celebrations and local heritage projects. Actively promote Welsh-language cultural opportunities to pupils and families, providing clear information and encouragement to maximise engagement.	Positive

	Sustained Welsh-medium education will support greater engagement in extracurricular and community-based Welsh-language events, enabling pupils to use Welsh in authentic, social, and cultural contexts. The school will continue to build on its existing strengths by working in partnership with organisations such as the Urdd, Mentrau Iaith, and local community groups to expand opportunities for participation. This will include promoting access to cultural, sporting, and heritage-based experiences through Welsh, ensuring that all learners can participate fully regardless of background or starting point. Overall, the proposal is considered to have a positive impact on support for Welsh cultural participation, reinforcing the school's role in promoting Welsh language use, cultural identity, and community engagement, while contributing to the wider objectives of Cymraeg 2050.		Ensure Welsh-language cultural activities are inclusive and accessible to all learners, including those with additional learning needs, through appropriate adaptation and support. Use school events and performances as authentic opportunities for learners to use Welsh socially and build confidence beyond the classroom.	
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Alignment with WESP and Welsh Government School Organisation Code	The proposal to amend the Welsh language provision at Ysgol Griffith Jones strongly supports the aims and outcomes of Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2022–2032. By introducing Primarily Welsh (Category 3) provision in Years 3–6, the proposal aligns directly with WESP Outcomes 1 and 2 by increasing the number of learners accessing Welsh-medium education beyond the early years and strengthening sustained language immersion. Extending Welsh-medium provision into Years 3–6 supports WESP Outcome 3 by improving continuity, progression, and learner confidence in Welsh language skills as pupils move through the school. This clear and progressive model supports ambitious bilingual outcomes while providing clarity and reassurance for families. In the Griffith Jones area of Carmarthen, where Census	Positive	Develop and implement a structured Welsh-medium immersion framework at Griffith Jones, building from the early years into Years 3–6, with consistent oracy routines, shared language patterns, and a clear progression of vocabulary to support confident Welsh language use across the school. Provide targeted professional learning for staff on immersion pedagogy and language acquisition. Use play-based, visual and experiential approaches to reinforce Welsh language use across daily routines. Introduce a phased workforce development plan to increase confidence and competence in Welsh, aligned with the pace of implementation. Ensure immersion and bilingual	Positive
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	evidence indicates that Welsh language use among children and young people remains fragile, the proposal makes an important contribution to addressing WESP Outcome 5. By extending Primarily Welsh provision into Years 3–6, the school will create more consistent and meaningful opportunities for learners to use Welsh in both formal learning and everyday school life. Increased, sustained exposure to Welsh supports positive attitudes towards the language and encourages greater confidence and use beyond the classroom, helping to strengthen the vitality of Welsh within the local community. The phased implementation of the proposal also supports WESP Outcomes 6 and 7 by enabling inclusive provision for learners with additional learning needs and allowing time to build workforce capacity through professional learning and staff development.		provision is delivered through inclusive, accessible approaches, including visual support, modelling and repetition. Provide targeted support and monitoring for learners with ALN to ensure Welsh language development is appropriately supported. Offer family Welsh engagement sessions to increase confidence and use of Welsh beyond the classroom. Work in partnership with Menter Iaith, the Urdd and community providers to extend opportunities for social use of Welsh.	
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	Overall, the proposal represents a planned, proportionate and sustainable contribution to the delivery of the WESP, supporting the long-term ambition of increasing the number of confident Welsh speakers and strengthening Welsh as a living community language in Carmarthenshire.			
Treating the Welsh language no less favourably than English This requirement aligns directly with the Service Delivery Standards (Standards 1–83), which require that all public-facing services and communications are available in Welsh and English to an equal standard.	The proposal ensures that Welsh is treated no less favourably than English, in line with the Welsh Language Standards (No.1) Regulations 2015, particularly the Service Delivery Standards (Standards 1–83). All public-facing services, communications and engagement relating to the proposal will be available in Welsh and English to an equal standard, including consultation materials and information for parents and guardians. The Local Authority and the school will continue to provide responses in the language of choice and actively promote the visibility and use of Welsh in service delivery.	Positive	Provide a child-friendly version of the consultation document that is clear, accessible and age-appropriate, supporting children and young people to understand the proposal in a meaningful way. Ensure the child-friendly version is available in Welsh and English, treating both languages equally and supporting pupils' language preferences. Use simple language, visuals and familiar contexts to encourage engagement and enable learners to express their views confidently.	Positive

			Facilitate opportunities for pupils to discuss the proposal in Welsh, supporting the use of Welsh in participatory and democratic processes. Incorporate feedback gathered from children and young people into the consultation process, ensuring their views are given due consideration.	
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5. Welsh Language Standards (Table 2)

This assessment considers the impact of the proposal against the Welsh Language Standards (No.1 Regulations 2015), including the Policy-making Standards (88–93), Service Delivery Standards (1–83), and Operational Standards (127–135).

Requirement	Does the proposal impact these Standards?	What evidence has been used to support this view?	Positive/Negative impacts
Opportunities for persons to use the Welsh language	Yes – positive impact. The proposal increases opportunities for persons to use the Welsh language by strengthening early immersion, providing clear progression pathways, and creating consistent opportunities to use Welsh both	The statutory consultation document for Ysgol Griffith Jones, including the proposed phased implementation. Census 2021 Welsh language data for Carmarthenshire and the Carmarthen area, identifying linguistic vulnerability among children and young people.	Positive: The proposal increases opportunities for learners at Griffith Jones to acquire and use Welsh through sustained Welsh-medium education from the early years into Years 3–6, supported by clear progression pathways. This approach encourages more consistent use of

	within the curriculum and through wider school and community activities.	Carmarthenshire Welsh in Education Strategic Plan (WESP) 2022–2032, Evidence used to support this view includes relevant national and local strategic policy documents, in particular the Carmarthenshire Welsh in Education Strategic Plan (WESP) 2022–2032, particularly outcomes relating to early immersion, progression, and increased use of Welsh in different contexts. Welsh Government policy and research on early language immersion, including evidence underpinning <i>Cymraeg 2050</i> and the Welsh Language and Education (Wales) Act 2025.	Welsh across learning, social interactions, and engagement with the wider school and community. Negative: No significant adverse impact identified, subject to mitigation. Any potential short-term challenges associated with transition are mitigated through phased implementation, clear communication with families and ongoing support for learners and staff.
Treating Welsh no less favorably than English	Yes – positive impact. The proposal directly engages the Service Delivery Standards by ensuring that Welsh and English are treated equally in all public-facing services,	Welsh Language Standards (No.1) Regulations 2015; bilingual consultation documentation; and established Local Authority Welsh Standards compliance arrangements. <i>(Policy-making Standards 88–93)</i>	Positive: The proposal reinforces the principle of linguistic equality by ensuring that Welsh and English are treated equally in all public-facing services, communications and engagement, in accordance with the Welsh

	communications and engagement relating to the proposal, thereby reinforcing linguistic equality and compliance with statutory requirements.		Language Standards. Negative: No significant adverse impact identified, subject to mitigation. The proposal maintains and strengthens existing arrangements for bilingual service delivery, mitigating any risk of unequal treatment between the Welsh and English languages.
Policy Making Standards – due regard to the Welsh language	Yes – positive impact. The proposal has a direct impact on the Policy Making Standards by explicitly considering the effect on the Welsh language, assessing opportunities to increase Welsh language use, and identifying mitigation measures to enhance positive outcomes. This Welsh Language Impact Assessment demonstrates that due regard has been given to the Welsh language	This Welsh Language Impact Assessment, which has been completed at the proposal stage and identifies impacts, mitigation measures and opportunities to enhance Welsh language use. The statutory consultation document for Ysgol Griffith Jones, which considers the effect of the proposal on the Welsh language and includes bilingual engagement arrangements. Alignment with the School Organisation Code (Wales) 2026, which requires explicit consideration of the	Positive: The proposal has been developed with explicit due regard to the Welsh language, supported by a Welsh Language Impact Assessment that identifies impacts, mitigation measures and opportunities to enhance the use of Welsh, in line with statutory requirements. Negative: No significant adverse impact identified, subject to mitigation. The consideration of Welsh language impacts at an early stage mitigates the

	in accordance with Policy Making Standards 88–93, including explicit consideration of how the proposal affects opportunities to use the Welsh language and the principle of treating Welsh no less favourably than English.	Welsh language when developing education proposals. Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2022–2032, which provides the strategic framework informing the proposal. Welsh Government policy, including <i>Cymraeg 2050</i> and the Welsh Language and Education (Wales) Act 2025, which underpin expectations for increasing Welsh language use.	risk of unintended adverse effects.
Service Delivery Standards – public-facing services in Welsh	Yes – positive impact. The proposal directly engages the Service Delivery Standards by ensuring that all public-facing services, communications and engagement relating to the proposal are provided in Welsh and English to an equal standard, reinforcing compliance and maintaining linguistic equality. All consultation and communication	The Welsh Language Standards (No.1) Regulations 2015, particularly the Service Delivery Standards (Standards 1–83), which set statutory requirements for providing public-facing services in Welsh and English to an equal standard. The Ysgol Griffith Jones statutory consultation document, which confirms that all consultation materials, communications and engagement	Positive: The proposal maintains and reinforces compliance with the Service Delivery Standards by ensuring that all public-facing services, communications and engagement activities are provided in Welsh and English to an equal standard, supporting linguistic equality and accessibility. Negative: No significant adverse impact identified, subject to mitigation.

	arrangements will continue to comply with the Service Delivery Standards (Standards 1–83), ensuring that Welsh language services are provided to an equal standard and are not diminished as a result of the proposal.	activities are provided bilingually. Carmarthenshire County Council’s established Welsh Language Standards compliance arrangements, including bilingual correspondence, publications and public engagement practices.	Bilingual service delivery arrangements are enhanced, and no reduction in Welsh-language provision is anticipated.
Operational Standards – internal use of Welsh by staff	Yes – positive impact. The proposal supports the Operational Standards by strengthening opportunities for staff to use Welsh in their professional roles, particularly through increased Welsh-medium provision, targeted professional learning and the phased development of workforce capacity.	Workforce information and current practice at Ysgol Griffith Jones, which identifies existing Welsh-language skills among nearly all staff and the scope to strengthen use through professional learning. The phased implementation model set out in the statutory consultation document, which enables gradual development of staff confidence and capacity to use Welsh in professional contexts. Carmarthenshire County Council workforce development arrangements, including access to	Positive: The proposal supports increased internal use of Welsh by staff through the expansion of Welsh-medium and bilingual provision, supported by phased implementation and targeted professional learning, thereby strengthening compliance with the Operational Standards. Negative: No significant adverse impact identified, subject to mitigation. Any potential pressures associated with increased Welsh language use are mitigated through gradual implementation,

		Welsh language training and professional learning in line with the Operational Standards (Standards 127–135). Alignment with Carmarthenshire’s Welsh in Education Strategic Plan (WESP) 2022–2032, particularly outcomes relating to strengthening the Welsh-medium workforce and internal use of Welsh.	workforce planning and access to professional development.
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6. Community Linguistic Context

Census 2021 data highlight a continued decline in Welsh language use across Carmarthenshire, with the most significant decreases evident among children and young people. Although the county retains a relatively high overall proportion of Welsh speakers (39.9%), this represents the largest percentage-point fall of any local authority in Wales since 2011, driven largely by reduced Welsh language ability in the 3–15 age group.

Communities in and around St Clears, including the Ysgol Griffith Jones catchment area, reflect these wider demographic pressures. Welsh language use in home and community settings is less consistent than in surrounding rural areas, reinforcing the importance of schools as the primary driver of Welsh language transmission.

Strengthening and extending Welsh-medium education in schools serving the St Clears area is therefore critical to stabilising language use, supporting learner confidence, and sustaining the long-term vitality of Welsh within the local community.

Linguistic Profile of Griffith Jones and surrounding areas

The Ysgol Griffith Jones catchment area in St Clears sits within a wider Carmarthenshire context that has experienced a significant decline in Welsh language ability in recent years. Census 2021 data shows that Carmarthenshire recorded the largest percentage-point reduction in Welsh speakers of all local authorities in Wales, falling from 43.9% in 2011 to 39.9% in 2021, with the most pronounced decline evident among children and young people aged 3–15.

These trends are particularly apparent in town-based and peri-urban communities such as St Clears, where Welsh language use is increasingly affected by demographic change, commuting patterns, and socioeconomic pressures. While the area retains strong cultural assets, the use of Welsh in home and community settings is less consistent than in surrounding rural communities, where intergenerational transmission remains stronger.

Analysis of ward-level and Lower Super Output Area (LSOA) Census data highlights significant variation in Welsh language ability across Carmarthenshire, with town-based communities typically recording lower proportions of Welsh speakers than neighbouring rural areas. This pattern reflects wider linguistic research, including findings from Prosiect BRO, which identifies urbanised and socio-economically pressured communities as areas where Welsh is particularly vulnerable.

In this context, schools play a crucial role as the primary setting in which children acquire, use, and develop Welsh, particularly where regular exposure outside the school environment cannot be assumed. Ysgol Griffith Jones therefore occupies a strategically important position in supporting bilingualism, promoting positive attitudes towards Welsh, and ensuring the visibility and normalisation of the language within everyday school life.

Strengthening Welsh-medium provision and ensuring clear, sustained progression through the school enables Ysgol Griffith Jones to act as a stabilising influence within the local linguistic ecosystem. Embedding Welsh consistently across learning, social, and community contexts supports learners to develop confidence and fluency regardless of home language background, while also engaging families and the wider community. Taken together, the evidence demonstrates that the Griffith Jones / St Clears area requires proactive and sustained intervention to reinforce Welsh language use, aligning directly with the objectives of Carmarthenshire's Welsh in Education Strategic Plan (WESP) and Cymraeg 2050.

7. Risks and Mitigation

Risk	Mitigation
Resistance or concern from some parents/guardians regarding changes to the school's language provision.	Clear, timely and bilingual communication outlining the rationale, evidence base and benefits of the proposal; phased implementation to minimise disruption; opportunities for engagement and dialogue with parents/guardians.
Community and family engagement in Welsh-language activities may be variable.	Co-design engagement opportunities with parents and guardians; offer flexible timings and accessible formats; work in partnership with Menter Iaith,

	the Urdd and community providers to increase participation.
Some parents may choose Primarily English, Partly Welsh or Dual Language provision at other local schools	Provide clear, accessible information on the benefits of Welsh-medium education, including evidence on attainment, bilingual outcomes, and future opportunities Offer parent engagement sessions, transition support, and reassurance around inclusion and learner well-being Emphasise that the model supports learners from all language backgrounds, not only Welsh-speaking homes
Staff confidence and capacity to deliver increased Welsh-medium provision.	Implement a phased workforce development programme, including targeted Welsh-language professional learning, mentoring and recruitment planning to strengthen capacity over time.
Perception of reduced flexibility or choice within the local education landscape	Clearly articulate how the proposal aligns with Carmarthenshire's WESP and wider bilingual ambition Position the model as enhancing equity, ensuring access to Welsh-medium education regardless of home circumstances
Accessibility for learners with additional learning needs within Welsh-medium provision.	Ensure inclusive teaching approaches, appropriate differentiation and targeted support; adapt Welsh-medium delivery to meet individual needs, with ongoing monitoring and collaboration with ALN services.
Perception that Primarily Welsh education may disadvantage pupils' English language development.	Provide clear, evidence-based information to parents/guardians on bilingual and immersion outcomes; reinforce that English remains a statutory part of the curriculum; monitor progress in both languages through assessment and well-being checks.
Reduced use of Welsh beyond the school environment due to limited community exposure.	Strengthen links with community organisations (Menter Iaith, Urdd, YFC); promote Welsh-language enrichment and family engagement opportunities;

	create regular, authentic opportunities for pupils and families to use Welsh socially.
Limited uptake of Welsh language support by families who lack confidence in Welsh.	Offer accessible, supportive family engagement activities; promote informal and non-judgemental opportunities to engage with Welsh; signpost to local support such as Menter Iaith provision.

8. Monitoring and Evaluation

Mitigation actions identified in this WLIA will be monitored through established Local Authority and school improvement processes and consultation feedback, with adjustments made where necessary to maximise positive impact on the Welsh language.

Ongoing monitoring will ensure continued compliance with the Welsh Language Standards, including the Policy-making Standards (88–93), Service Delivery Standards (1–83) and Operational Delivery Standards (127-135), with corrective action taken where necessary.

9. Continuous improvement mechanisms:

This proposal demonstrates clear due regard to the Welsh Government's School Organisation Code and the Welsh Language Standards, and the local authority will monitor Welsh-language outcomes throughout design, construction and operation, reviewing evidence annually and refining actions so that Welsh is consistently promoted and treated no less favourably than English.

10. Conclusion and Summary

The proposal to amend the Welsh language provision at Ysgol Griffith Jones is assessed as having an overall positive impact on opportunities to use Welsh and on treating Welsh no less favourably than English. The phased transition provides a robust, evidence-based response to linguistic vulnerability in the area and supports long-term bilingual outcomes for learners.

The proposal is therefore considered compliant with the Welsh Language Standards, including the requirements of **Policy Making Standards 88–93** and **Service Delivery Standards 1–83**, subject to the mitigation measures and monitoring arrangements outlined above.

This WLIA will be reviewed at key stages of the statutory process, including following consultation and prior to determination, to ensure that any emerging issues or feedback are fully considered.