

# Impact Assessment Pack

To be read in conjunction with the  
Ysgol Heol Goffa Consultation Document



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**All impact assessments will be revised and updated accordingly at relevant points during the statutory process namely after the formal consultation period and after the objection period (if applicable).**

# 1. Community Impact Assessment

An initial community impact assessment has been undertaken. This assessment will be reviewed and updated at key points should the proposal proceed.

**• Information on the proportion of pupils from the catchment area that attend the school**

This data is not collected, Ysgol Heol Goffa does not have a designated catchment area.

**• Information on the proportion of pupils from outside the catchment area that attend the school**

This data is not collected, Ysgol Heol Goffa does not have a designated catchment area.

**• Information about any other facilities the school accommodates e.g. youth club/play group**

The school hosts summer and Easter holiday clubs for social services and youth services. Ty Hafan uses the school premises for meetings and clubs with parents and children on weekends and during holidays.

**• Information about any other facilities or services the school provides e.g. after school clubs, community library**

There are currently no after school clubs, but it is the intention of the school to start once the school moves to their new bigger school building which would provide more opportunities. The school currently host transition carers and other roadshows, Goldies Cymru singing events, pre-school sensory sessions and workshops for parents and carers among other things.

**• Impact on health and wellbeing e.g. if pupils would be less able to walk or cycle to school**

Most pupils attending Ysgol Heol Goffa have severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD), many of whom require specialised transport, mobility support or wheelchair accessible vehicles. As a result, the majority of pupils do not walk or cycle to school, and therefore the proposal is not expected to negatively impact their ability to travel safely.

**• Information about any wider implications the changes would have on public transport provisions**

The current Ysgol Heol Goffa site is not served directly by public transport. The nearest bus stops are located on Felinfoel Road and Corporation Avenue, both approximately a quarter of a mile from the school. The site is also some distance from wider transport links, being around 1.5 miles from Llanelli Railway Station and 0.8 miles from the town's bus station.

In contrast, the proposed new location would be situated directly on a bus route, significantly improving accessibility for staff and visitors. The site is within very close proximity to Llanelli Railway Station, and the bus station remains within a reasonable walking distance, similar to the current school site. In addition, a new bus interchange is planned for the railway station area, which is expected to further enhance connectivity and increase bus movements. Transport for Wales has also indicated its intention to improve local bus services as part of its ongoing transition to a franchised bus network, which should provide further long-term benefits.

### **Proposed community impact of the new school building**

The proposed new Ysgol Heol Goffa site will provide significantly greater benefits to the community compared with the existing school. The current school is located away from direct public transport routes, with the nearest bus stops and rail links some distance away, limiting accessibility for families, visitors and community partners. In contrast, the new site will be situated directly on a bus route and in close proximity to Llanelli Railway Station, making the school more accessible for staff, visitors and wider community use.

Additionally, the move to a modern, purpose built facility enables the continuation and expansion of the community activities already hosted by the school such as holiday clubs, workshops, sensory sessions and events delivered with partner organisations while providing higher quality, more flexible spaces for future community engagement and support services. Overall, the new school will strengthen the school community relationship, improve accessibility, and enhance opportunities for inclusive community use.

## 2. Welsh Language Impact Assessment



### **Welsh Language Impact Assessment Proposed New Build at Ysgol Heol Goffa, Llanelli**

Prepared by: Carmarthenshire County Council

This WLIA is undertaken in accordance with the Welsh Language (Wales) Measure 2011, the Welsh Language Standards (including Policymaking Standards 88–93), and the School Organisation Code (2026), which explicitly links statutory school organisation proposals to Welsh Language Impact Assessments and the policy-making standards consultation process.

This proposal is especially important within Llanelli’s linguistically vulnerable urban areas, where Welsh language transmission and community use are under sustained pressure. The new build is therefore framed as an intentional linguistic intervention designed to expand structured, accessible opportunities for Welsh use rather than a neutral infrastructure improvement.

#### **1. Introduction and Purpose**

This Welsh Language Impact Assessment (WLIA) evaluates the likely impact of the proposed new build for Ysgol Heol Goffa, Llanelli (maintained special school for ages 3–19) on opportunities to use the Welsh language and on treating Welsh no less favourably than English. It draws on Estyn inspection findings (November 2025), Census 2021 Welsh language data, and evidence supplied by the school.

This proposal demonstrates clear due regard to the Welsh Government School Organisation Code by assessing in detail the potential impacts on Welsh-language use and by identifying meaningful opportunities for learners, families and the wider community to use Welsh more frequently. The WLIA also specifies appropriate mitigation measures, ensuring that the Welsh language will continue to be treated no less favourably than English throughout the implementation of the new build.

The proposal aligns with the Welsh Language Standards by ensuring that public-facing communication, signage, documentation and services associated with the new build will be available in Welsh and English. The school and Local Authority will maintain and develop operational capacity for delivering services in Welsh, strengthening the visibility and accessibility of Welsh across the new school setting.

This proposal also contributes to the Well-being of Future Generations (Wales) Act 2015, particularly the goal of ‘a *Wales of vibrant culture and thriving Welsh language*’. The decision-making processes underpinning the new build reflect the sustainable development principle by considering long-term linguistic benefits, preventing further decline in Welsh use, integrating cultural well-being within educational planning, and engaging collaboratively with pupils, families, staff and community partners throughout the consultation and implementation phases.

## 2. Methodology and Evidence Base

Evidence sources include: (a) Estyn inspection report for Heol Goffa (inspection November 2025, published January 2026); (b) Information received from various Carmarthenshire County Council teams (c) Census 2021 Welsh language bulletins and datasets (ONS, Stats Wales/NOMIS); (d) information provided by Ysgol Heol Goffa including Siarter Iaith Cymraeg Campus status and enrichment; and (e) relevant Welsh Government policy (School Organisation Code, Welsh Language Standards and WESP).

As this is a special school proposal, the Council has had due regard to the Public Sector Equality Duty in assessing this proposal, ensuring that actions to promote Welsh remain inclusive for learners with complex communication needs. The symbol supported bilingual approach, including AAC (Augmentative and Alternative Communication) where required, will help maintain equitable language access and supports equality of opportunity for all pupils.

## 3. Context: Ysgol Heol Goffa and Proposal

Ysgol Heol Goffa is a maintained special school in Llanelli catering for learners with severe and profound and multiple learning difficulties, with many presenting significant speech, language and communication needs. The school has 132 pupils on roll and identifies strong relationships, a broad Curriculum for Wales offer, and extensive enrichment, while noting that the current building is no longer fit for purpose in several key areas. The Council has progressed plans towards a new 150 place school (subject to approvals).

## 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)
<b>Informal use of Welsh at the school (greetings, signage, routines, general communication)</b>	Informal, day-to-day use of Welsh is embedded through bilingual greetings, signage and daily routines. For accessibility, the school complements Welsh/English with symbols and augmentative systems	Positive	Ensure new-build, classroom signage and digital displays are consistently bilingual and symbol-supported with Welsh and English signage issued simultaneously;	Positive - improved consistency and visibility of bilingual environment in a fit-for-purpose building.

	(including Signalong/"SingalONG" approaches, visual symbols and Body Signs) to ensure all learners can participate in a bilingual ethos.		refresh a whole-school informal-Welsh framework (greetings, transitions, playtimes) for the new site; build in pupil voice via Criw Cymraeg to monitor informal use.	
<b>Current Welsh language standards and provision (curriculum, staffing, monitoring)</b>	Staff mainly communicate through English, with incidental Welsh used to support instructions and learning. Welsh is delivered through the Languages, Literacy and Communication (LLC) Area, embedded across routines, songs and prayers. Social media outputs are often bilingual. There are 32 staff including 9 teachers with Welsh-medium skills contributing to practice. The School Development Plan prioritises cross-curricular skills, including Welsh, with monitoring systems in place.	Neutral to Positive	Map incidental Welsh across phases; extend Welsh oracy objectives into therapy/sensory programmes; expand staff professional learning for Welsh in ALN contexts; formalise internal tracking of Welsh language progress in IDPs and class profiles; increase proportion of bilingual outward-facing communications.	Positive - capacity and systems strengthen with targeted professional learning and monitoring.
<b>After-school and enrichment opportunities (Welsh-medium/bilingual)</b>	Pupils access authentic contexts at Llangrannog and Bluestone to use Welsh in real life. Annual cultural events include Eisteddfod celebrations, Dydd Miwsig Cymru, Urdd activities, St David's Day, Goldies Cymru, and school initiatives such as "Y Canwr Cudd" and "Pwy wyt ti?". Future after-school clubs are planned once the new premises open, expanding opportunities to use Welsh socially.	Positive	Use additional space to schedule bilingual after-school clubs (e.g. Criw Cymraeg club, music, sensory story, coding with Welsh commands); partner with Urdd and Menter Iaith for staffing and transport; timetable family Welsh sessions termly.	Positive - increased frequency and range of bilingual enrichment.
<b>Community opportunities (support for parents/carers and wider community)</b>	The school hosts roadshows, coffee mornings and drop-in sessions, enabling	Positive	Publish a bilingual community-use policy; partner with local Welsh-medium	Positive - strengthened family and intergeneratio

	families to engage with services often available bilingually. The new build intends to open spaces for courses, training and community get-togethers, with a community café and eco-shop providing authentic public interaction through Welsh.		providers (Menter Cwm Gwendraeth Elli, Coleg Sir Gâr – community learning) to deliver sessions bilingually; promote volunteer Welsh conversation sessions led by Criw Cymraeg and/or parents/guardians	nal use of Welsh.
<b>Opportunities created by the new school (spaces, signage, events, family learning)</b>	The new building will standardise corporate bilingual signage and create additional teaching/ancillary spaces suitable for clubs, events and family learning. Proximity to beach, café and Health & Well-being Centre (within walking distance) adds frequent, real-life contexts for pupils to practice Welsh in the community; on-site community café and eco-shop will extend these interactions.	Positive	Adopt a bilingual environmental print plan with Welsh and English signage issued simultaneously; design spaces for community Welsh sessions; incorporate Welsh prompts into enterprise (menus, labels, greetings); schedule calendared community events bilingually. ( <i>Service Delivery Standards 61–63</i> )	Positive - enhanced authentic use and visibility of Welsh.
<b>Overall impact of relocation/new build on Welsh language use</b>	Relocation is expected to increase learners' opportunities to use Welsh through improved facilities, expanded enrichment and stronger community interfaces. Real-world contexts (beach, café, health and well-being centre) and onsite enterprises will provide repeated, purposeful chances to use Welsh with the public.	Positive	Risk: reliance on incidental Welsh could limit progression.  Mitigation: set measurable targets for Welsh oracy exposure across phases; include Welsh prompts in enterprise/customer interactions; monitor uptake of Welsh community sessions and Urdd membership.	Positive - provided targets and monitoring are implemented.
<b>Support for Welsh cultural participation (Urdd, Mentrau Iaith, eisteddfodau, heritage)</b>	Pupils participate in the Urdd Eisteddfod, Welsh heritage projects, Siarter Iaith Cymraeg Campus,	Positive	Increase Urdd membership subsidies; consider creating a transport	Positive - broadened reach and inclusion.

	and local sporting/cultural events. The school collaborates on residential/day visits and competitions with local schools and special schools across Wales, reinforcing identity and oracy.		bursary; co-plan accessible categories for learners with complex needs; embed local heritage bilingual sensory stories and museum outreach in the curriculum.	
<b>Additional evidence (School/Local Authority/Estyn)</b>	Bronze Siarter Iaith Cymraeg Campus Award achieved; co-written Welsh song with Mei Gwynedd; supported Welsh Government research on delivering Welsh education in special schools. Estyn (Nov 2025) praises leadership roles (Ciw Cymraeg, school council, eco committee), strong community connections and regular bilingual events (Sing and Smile, storytelling, reading), which build communication, confidence and cultural identity.	Positive	Continue to develop and embed use of Welsh across the school as part of school improvement.  Consider maintaining an evidence portfolio (videos, photos, planning); expand Siarter Iaith Cymraeg Campus progress towards Silver and beyond.	Positive - strong platform for further improvement.
<b>Alignment with WESP and Welsh Government School Organisation Code</b>	The proposal supports Carmarthenshire's WESP, especially Outcome 5 (increasing the use of Welsh socially), by increasing opportunities for progression in Welsh within a large special-school cohort and through enhanced community use.  Consultation and documentation will be bilingual and will have due regard to the effect on the Welsh language in line with the Code and Welsh Language Measure. <i>(Policy-making Standards 88–93)</i>	Positive	Ensure Code-compliant bilingual consultation; include WLIA update at each gateway; monitor equality of access to Welsh activities for all ALN profiles.	Positive
<b>Treating the Welsh language no less</b>	All public-facing materials, signage and engagement	Positive	Adopt bilingual corporate	Positive

<p><b>favourably than English</b></p> <p>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.</p>	<p>for the project will be bilingual; service delivery and community use of the facility will reflect Carmarthenshire’s Welsh Language Standards. (<i>Service Delivery Standards 61–63</i>)</p> <p>Operational policies (admissions, communications, complaints) will be available in Welsh and English.</p>		<p>templates; audit response times in both languages; consider providing reception and telephone Welsh-speaking capacity.</p> <p>Ensure the availability of Welsh-medium signs, policies and documents at the new site. (<i>Service Delivery Standards 61–63</i>)</p>	
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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
<p><b>Opportunities for persons to use the Welsh language</b></p>	<p>Yes – increased through improved facilities, bilingual environmental print, community café/eco-shop, and enhanced enrichment in partnership with Urdd/Menter Iaith.</p>	<p>Estyn notes breadth of enrichment and community links; Council progressing new-build options after 2024–25 review; Census 2021 indicates need to bolster use among children/young people, supporting focus on informal use and family learning.</p>	<p>Positive – greater frequency and authenticity of use; mitigations ensure inclusion for learners with complex communication needs.</p>
<p><b>Treating Welsh no less favourably than English</b></p>	<p>Yes – all consultation and documentation bilingual; corporate signage and customer interfaces to be bilingual; staffing model to include</p>	<p>Welsh Language Standards; bilingual consultation practice; school’s existing bilingual social media and events. (<i>Policy-making Standards 88–93</i>)</p>	<p>Positive.</p>

	Welsh-speaking reception and communications capacity.		
<b>Policy Making Standards – due regard to the Welsh language</b>	Yes – WLIA undertaken at proposal stage and to be updated at all stages.	This is WLIA; Estyn context; Council cabinet decisions/options; Census evidence for trends and local need.	Positive – evidence-led with explicit mitigations.
<b>Service Delivery Standards – public-facing services in Welsh</b>	Yes – front-of-house and published information in Welsh and English; consistent bilingual branding across the site.	Council corporate standards and templates; school’s existing bilingual outputs.	Positive.
<b>Operational Standards – internal use of Welsh by staff</b>	Yes – targeted professional learning and recruitment to strengthen Welsh-medium capacity; promote use of Welsh in meetings and internal systems where practicable.	Workforce data (32 staff incl. 9 teachers with Welsh skills); training plan. <i>(Operational Standards 127–135)</i>	Positive – incremental growth in internal capability.

## 6. Community Impact

The new location and design will embed frequent, meaningful interactions with the local community in Llanelli. Within walking distance of amenities, learners can practice everyday Welsh in supported scenarios (shopping, greetings, requesting services). On-site community offers (café/eco-shop) will bring Welsh-medium interactions to the school, while roadshows, family coffee mornings and drop-ins extend bilingual engagement. These arrangements have measurable commitments (e.g., termly bilingual family sessions, Urdd membership targets, and enterprise-based Welsh prompts).

### Linguistic Profile of Llanelli and surrounding areas

Llanelli forms part of a wider linguistic landscape that has experienced a measurable reduction in Welsh-language ability. Census 2021 data shows that Carmarthenshire has seen the largest percentage-point fall in Welsh speakers in Wales, falling from 43.9% in 2011 to 39.9% in 2021, with notable reductions among children and young people. These trends are particularly pronounced in the more urban communities surrounding Llanelli, where Welsh-language use in homes and community settings is under greater pressure. This vulnerability reinforces the importance of ensuring the new school builds strong, visible and accessible Welsh-language experiences for pupils, families and the wider community.

Given the linguistic vulnerability of Llanelli’s urban communities, Ysgol Heol Goffa has an important role in fostering positive attitudes towards Welsh and supporting accessible bilingual experiences for pupils with complex communication needs. The new build provides an opportunity to enhance this role through improved bilingual signage, symbol-supported Welsh, community-facing activities and structured enrichment that reinforces the presence of Welsh in everyday contexts.

The Llanelli urban wards of Glanymor, Tyisha and Bigyn fall within some of the most linguistically vulnerable areas in Carmarthenshire. While Carmarthenshire as a whole retains a comparatively high proportion of Welsh speakers, recent analysis shows significant variation at Lower Super Output Area (LSOA) level, with urban LSOAs typically demonstrating markedly lower rates of Welsh-language ability than rural parts of the county. Prosiect BRO’s Census 2021 compendium highlights substantial differences in Welsh-language incidence between LSOAs within Carmarthenshire, illustrating a clear pattern in which Welsh-language proficiency declines in densely populated or socio-economically pressured areas—patterns consistent with the linguistic profile of the Glanymor, Tyisha and Bigyn wards. (*Prosiect BRO Census 2021 compendium – LSOA variation in Carmarthenshire*).

Taken together, this demonstrates that the linguistic environment of Glanymor, Tyisha and Bigyn requires active intervention to maintain and strengthen opportunities for Welsh-language use. This reinforces the importance of embedding strong bilingual practice in the new special school, supporting families and pupils in an area where Welsh is under increasing pressure.

## 7. Risks and Mitigations

Risk	Mitigation
Incidental Welsh remains ad hoc and uneven across classes.	Map exposure and set minimum daily Welsh interaction opportunities by phase; monitor via learning walks and Criw Cymraeg.
Accessibility – some learners require AAC/symbol support.	Continue symbol-supported bilingual signage and integrate AAC in Welsh prompts.
Community use is under-attended.	Co-design with families, flexible timings, potential transport bursaries, and co-delivery with Urdd/Menter Iaith.
Staffing capacity in Welsh.	Welsh language professional learning, recruitment, and potential bilingual service for reception/public areas.

## 8. Monitoring and Evaluation

KPIs will include: (1) proportion of bilingual outward-facing posts; (2) attendance at bilingual family sessions; (3) number of community Welsh events per academic year; (4) percentage of staff undertaking Welsh language professional learning; (5) learners’ Welsh oracy targets recorded in IDPs; and (6) Urdd membership/participation rates. Data will be reviewed termly and reported through governance.

The Local Authority will continue to monitor the impact of the proposal on the Welsh language throughout implementation, ensuring that emerging evidence, community feedback and statutory responsibilities are fully reflected in ongoing decision-making.

#### **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.

### **9. Conclusion and Summary**

Overall, the proposal is assessed as having a Positive impact on opportunities to use Welsh and on treating Welsh no less favorably than English. With the mitigations and monitoring set out above, the new build at Ysgol Heol Goffa will strengthen informal and formal Welsh use, deepen community connections and align with the School Organisation Code and the Welsh Language Standards.

The proposal will be informed through ongoing engagement with parents/guardians, staff, community organisations, Menter Iaith, the Urdd and wider stakeholders, ensuring that their views are meaningfully considered and incorporated into the final design and operational arrangements of the new school.

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 Standards (127–135), as required of the Local Authority.

Without the new build, opportunities for Welsh use would remain limited by the constraints of the existing site. This proposal therefore represents an active enhancement of Welsh medium opportunities in an area of recognised linguistic pressure, not merely statutory compliance.

**This Welsh Language Impact Assessment will be reviewed and updated at appropriate stages throughout the process, incorporating any further feedback received from stakeholders and consultees.**

### 3. Integrated Impact Assessment

#### Carmarthenshire County Council Integrated Impact Assessment

PROPOSAL DETAILS			
<b>Service &amp; Department:</b>	<b>Completed by (lead officer):</b>	<b>Date of initial assessment:</b>	<b>12/01/26</b>
<b>Education &amp; Children Services</b>	<b>MEP Team</b>	<b>Version number:</b>	1
		<b>Revision Date:</b>	After the formal consultation period
<b>What is the proposal to be assessed?</b>	Proposal to relocate Ysgol Heol Goffa to a new site and increase its capacity to 150		
<b>Who will be directly affected by this proposal?</b>	Parents and pupils of Ysgol Heol Goffa Ysgol Heol Goffa school staff Prospective pupils of Ysgol Heol Goffa Other local schools with ALN provision		

As you complete the assessment, you will be required to identify all sources of evidence. This includes referencing to other documents, data etc and be completed through hyperlinks

**WELL-BEING OF FUTURE GENERATIONS (WALES) ACT FIVE WAYS OF WORKING**  
*(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)*

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.’

Ways of Working	How does the proposal demonstrate that it has taken this into account?	What evidence has been used to support this view?
<b>Long-term</b>  <b>Balancing short term need with the long term and planning for the future</b>	Increased capacity for the new build special school offering more places to 3-19 year olds with PMLD and SLD to meet current and future demand.	Welsh Government – Area Guidelines for Schools in Wales, Building Guidance (March 2025)  Local demographic trends
<b>Prevention</b>  <b>Preventing problems occurring or getting worse</b>	Increased pupil places to meet demand. The school will be designed to allow future expansion should the need arise in the future. Minimise the need to have to send pupils out of county for their education.	PLASC published pupil numbers  Evidence gathered from discussion with the school and Governing Body
<b>Integration</b>  <b>Recognising relationships and interdependencies with other well-being goals and objectives of other service areas and partners.</b>	Aligns with health and social care services for children with complex needs. Enhances community cohesion through shared use of facilities.	ALN transformation programme CCC strategic outline programme

<p><b>Collaboration</b></p> <p><b>Delivered by working with other internal and external partners (public, private or voluntary sector) to find shared sustainable solutions</b></p>	<p>This proposal has been developed in collaboration with key officers to ensure that it meets with the aspirations of the Local Authority and recent County Council Cabinet approvals.</p> <p>Engagement with ALN specialists, school and members of the governing body.</p>	<p>Meetings undertaken with the school, governing body, staff and parents.</p>
<p><b>Involvement</b></p> <p><b>Involving those with an interest and seeking their views in decisions that affect them</b></p>	<p>Consultation with stakeholders will be conducted in line with the guidance set out in the <a href="#">School Organisation Code (2026)</a>.</p> <p>The School Organisation Code (2026) requires the Local Authority to consult with specific stakeholders relevant to the proposal.</p> <p>This ensures that we seek the views of those with an interest in decisions that may affect them.</p>	<p>Consultation Document</p> <p>Pupil Consultation Document</p>

**What action can be taken to mitigate any negative impacts or support any positive impacts?**

<p><b>1. Long Term</b></p>	<p>Ensure the new school design incorporates flexibility for future expansion to meet evolving needs.</p> <p>Embed sustainable building practices to reduce long term environmental impact and operational costs.</p>
<p><b>2. Prevention</b></p>	<p>Design the school to accommodate anticipated growth in pupil numbers, reducing the risk of future capacity issues.</p> <p>Include therapeutic and sensory spaces to support early intervention and reduce escalation of complex needs.</p> <p>Minimise the need for out-of-county placements by ensuring the provision is comprehensive and locally accessible.</p>

<b>3. Integration</b>	Align the school's development with wider strategic goals such as the ALN transformation programme and local wellbeing objectives. Promote community use of facilities to strengthen ties between the school and local community/residents. Link services such as health and social care to provide wraparound support for pupils and families.
<b>4. Collaboration</b>	Ensure communication with Cabinet and elected members to ensure political support and accountability.
<b>5. Involvement</b>	Implement the consultation as set out in the School Organisation Code (2026) to ensure the views of those with an interest in decisions that may affect them are collated, including the pupil's consultation document.

<b>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)</b>		
<b>Protected Characteristics</b>	<b>Does the proposal impact on any of the protected characteristics?</b>	<b>What evidence has been used to support this view?</b>
<b>Age</b>	Yes	The school will cater for children and young people aged 3–19 with PMLD/SLD. The design and provision are age appropriate and inclusive.
<b>Disability</b>	Yes	The proposal directly supports pupils with profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD). The new build will be fully accessible and include therapeutic spaces.
<b>Gender reassignment</b>	No	No specific impact identified. The school will follow inclusive policies.

<b>Marriage and Civil Partnership</b>	No	No specific impact identified.
<b>Race</b>	No specific impact identified.	The school will follow inclusive practices and policies.
<b>Religion/Belief</b>	No specific impact identified.	The school will respect diverse beliefs and follow inclusive policies.
<b>Pregnancy and maternity</b>	No	N/A
<b>Sexual Orientation</b>	No	No specific impact identified.
<b>Sex</b>	No	The proposal does not differentiate based on sex.

**What action can be taken to mitigate any negative impacts or support any positive impacts?**

<b>1. Age</b>	Ensure the design are tailored to meet the developmental needs of children and young people aged 3–19. Include age appropriate learning, play, and therapeutic spaces.
<b>2. Disability</b>	Incorporate fully accessible design features (e.g. hoists, wide corridors, sensory rooms). Provide specialist staff training and ensure therapeutic provision is embedded.
<b>3. Gender reassignment</b>	Adopt inclusive policies and ensure staff receive equality and diversity training. Create a safe and supportive environment for all pupils regardless of gender identity.
<b>4. Marriage and Civil Partnership</b>	While not directly relevant to pupils, maintain equality in employment practices.

<b>5. Race</b>	Promote cultural awareness and diversity through curriculum and school ethos. Ensure inclusive recruitment and engagement practices.
<b>6. Religion/Belief</b>	Provide quiet spaces for reflection or prayer. Respect dietary and religious observances in school policies and catering.
<b>7. Pregnancy and maternity</b>	Ensure staff policies support maternity leave and return-to-work flexibility.
<b>8. Sexual Orientation</b>	Foster an inclusive school culture through anti-bullying policies and staff training.
<b>9. Sex</b>	Ensure equal access to all facilities and opportunities regardless of sex. Monitor for gender based disparities in attainment or participation.

<b>WELSH LANGUAGE (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)</b>			
<b>Requirement</b>	<b>Does the proposal impact on the following Standards?</b>	<b>What evidence has been used to support this view?</b>	<b>Does the proposal have any positive or negative impacts?</b>
<b>Opportunities for persons to use the Welsh language</b>	Yes – increased through improved facilities, bilingual environmental print, community café/eco-shop, and enhanced enrichment in partnership with Urdd/Menter Iaith.	Estyn notes breadth of enrichment and community links; Council progressing new-build options after 2024-25 review; Census 2021 indicates need to bolster use among children/young people, supporting focus on informal use and family learning.	Positive – greater frequency and authenticity of use; mitigations ensure inclusion for learners with complex communication needs.

<p><b>Treating the Welsh language, no less favourably than the English language</b></p>	<p>Yes – all consultation and documentation bilingual; corporate signage and customer interfaces to be bilingual; staffing model to include Welsh-speaking reception and communications capacity.</p>	<p>The WESP highlights the importance of ensuring all learners become confidently bilingual, even in English-medium schools, by embedding Welsh language learning from age 3 onwards.</p> <p>Welsh Language Standards; bilingual consultation practice; school’s existing bilingual social media and events. <i>(Policy-making Standards 88-93)</i></p>	<p>Positive: Promotes bilingualism through signage, communication, and cultural activities.</p> <p>Ensures inclusive access to Welsh-medium resources and support staff where appropriate.</p> <p>Adopt bilingual corporate templates; audit response times in both languages; consider providing reception and telephone Welsh-speaking capacity.</p> <p>Ensure the availability of Welsh-medium signs, policies and documents at the new site. <i>(Service Delivery Standards 61-63)</i></p>

**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*)

Requirement	
<b>What evidence do you have about socio-economic disadvantage and inequalities of outcome in relation to this decision?</b>	<p>Data from PLASC and local demographic trends show a growing need for accessible, high-quality ALN provision within Carmarthenshire.</p> <p>Out of county placements are costly and can disrupt family stability, disproportionately affecting low-income families.</p> <p>The current school building limits capacity and accessibility, which may restrict opportunities for pupils from disadvantaged backgrounds to access appropriate education locally.</p>
<b>Have you engaged with those effected by the decision?</b>	<p>Consultation with stakeholders will be conducted in line with the guidance set out in the <a href="#">School Organisation Code (2026)</a>.</p>
<b>Have you considered communities and places of interest?</b>	<p>Yes. The proposal is expected to have positive impacts on the local community by:</p> <ul style="list-style-type: none"> <li>• Reducing travel distances for some families</li> <li>• Creating opportunities for community use of facilities</li> <li>• Supporting local employment and service</li> </ul> <p>The new school will be designed to integrate with local services, including health and social care, enhancing community cohesion.</p>

<p><b>What are the main impacts of the proposal?</b></p>	<p><b>Positive impacts:</b></p> <ul style="list-style-type: none"> <li>• Increased access to specialist education for children with ALN in the area.</li> <li>• Reduced reliance on out of county placements.</li> <li>• Improved educational outcomes through modern, inclusive facilities.</li> <li>• Enhanced support for families experiencing socio-economic disadvantage.</li> </ul>
<p><b>How could the proposal be improved so it reduces inequalities of outcome as a result of socio-economic disadvantage?</b></p>	<ul style="list-style-type: none"> <li>• Ensure the school includes wrap around services (e.g. health, therapy, family support) to address wider barriers to learning.</li> <li>• Provide accessible transport options for pupils from low-income households.</li> <li>• Embed inclusive recruitment practices to support employment opportunities for local residents.</li> <li>• Offer outreach and engagement activities to ensure families from disadvantaged backgrounds are involved in the school community.</li> </ul>
<p><b>What is the likely impact on those sharing protected characteristics and further impacts regarding intersectionality?</b></p>	<ul style="list-style-type: none"> <li>• The proposal positively impacts pupils with disabilities and those of school age, who may also experience socio-economic disadvantage.</li> <li>• Intersectional benefits include:</li> <li>• Improved access to education for children who are both disabled and from low-income households</li> <li>• Inclusive design and policies that support diverse racial, religious, and gender identities</li> <li>• Enhanced support for families with multiple vulnerabilities (e.g. single parents, carers, low-income backgrounds).</li> </ul>

<b>THE RIGHTS OF THE CHILD</b> <i>(In this section, we need to consider whether the proposal has any direct or indirect impact on children and young people).</i>			
<b>Requirement</b>		<b>What evidence has been used to support this view?</b>	<b>What action can be taken to mitigate any negative impacts or support any positive impacts?</b>
<b>Will the proposal have any impact (direct or indirect) on children and young people?</b>	<b>Yes</b> – the proposal will have a direct and positive impact on children and young people aged 3-19 with profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD). It will improve access to specialist education, provide inclusive and therapeutic learning environments, and support their overall development and well-being.	<p><a href="#"><u>Why early childhood care and education matters   UNESCO</u></a></p> <p>The School Organisation Code (2026)</p> <p>The current school building has limitations in capacity and accessibility, which restricts opportunities for pupils with ALN to access appropriate education locally.</p>	<p>If approved, in line with the School Organisation Code (2026) pupils will be consulted during the consultation period. There will be an opportunity for the pupils (school council as a minimum) to participate in the consultation process during a session which will be undertaken by an Education Support Advisor.</p> <p>Additionally, all pupils will be provided with a copy of a Children and Young People Consultation Document.</p> <p><b>Design in the Best Interests of the Child:</b></p> <p>The new school will be designed to meet the developmental, emotional, and educational needs of children and young people. This includes:</p> <ul style="list-style-type: none"> <li>• Age-appropriate learning and play spaces</li> <li>• Therapeutic and sensory rooms</li> </ul>

			<ul style="list-style-type: none"> <li>• Accessible facilities that promote independence and dignity</li> </ul> <p><b>Safeguarding and Inclusion:</b> Staff will be trained to safeguard and support children with diverse needs, ensuring a safe and nurturing environment.</p> <p><b>Wraparound Support:</b> Integration with health and social care services will provide holistic support for pupils and their families, addressing wider barriers to learning and well-being.</p>
<p><b>Is the initiative designed / planned in the best interests of children and young people?</b></p>	<p><b>Yes</b> – the proposal to build a new 150 capacity special school for Ysgol Heol Goffa is explicitly designed in the best interests of children and young people aged 3–19 with profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD). The initiative prioritises their educational, emotional, and developmental needs.</p>	<p>The new school will include sensory rooms, therapeutic spaces, and accessible facilities tailored to the developmental stages of children and young people.</p> <p>Pupils will be involved in the consultation process, including through the school council and a dedicated Children and</p>	<p>Ensure the new school includes age-appropriate learning and play spaces, therapeutic and sensory rooms, and accessible facilities that promote independence and dignity.</p> <p>Actively involve pupils in the consultation process, including through the school council and a dedicated Children and Young People Consultation</p>

		Young People Consultation Document.	Document, in line with the School Organisation Code (2026).
<p><b>ENVIRONMENT (WALES) ACT &amp; NET ZERO CARBON</b> Section 6 of the duty requires that public authorities “<i>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</i>”. 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.”</p> <p><i>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.</i></p>			
<b>Requirement</b>			
<b>Does the proposal impact on the county’s Biodiversity and ecosystem resilience?</b>		<p>Yes, the proposal has the potential to impact biodiversity and ecosystem resilience.</p> <p>Carmarthenshire County Council has a statutory duty to maintain and enhance biodiversity and promote ecosystem resilience in all its functions, including school development projects.</p> <p>All planning proposals are expected to demonstrate a Net Benefit for Biodiversity, including the use of green infrastructure and mitigation strategies such as habitat creation, native planting, and ecological corridors.</p>	
<b>Does the proposal have a positive or negative impact on the CCC commitment to be a net zero carbon local authority by 2030?</b>		<p>The proposal has the potential to positively contribute to Carmarthenshire County Council’s commitment to becoming a net zero carbon local authority by 2030, provided that the new school is designed and constructed in line with current sustainability standards and guidance.</p> <p>Welsh Government’s Sustainable Communities for Learning Programme mandates that all new school buildings must be net zero carbon in operation from 2022 onwards.</p>	
<b>Does the proposal have a positive or negative impact on the County’s resilience to the</b>		<p>The proposal has the potential to positively impact Carmarthenshire’s resilience to climate change, provided that the new school is designed and constructed with climate adaptation and sustainability principles in mind.</p>	

existing and future impacts of climate change?	Welsh Government's Sustainable Communities for Learning Programme mandates that new school buildings be net zero carbon in operation, which inherently supports climate resilience through reduced emissions and energy-efficient infrastructure.		
<b>DATA PROTECTION</b> ( <i>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</i> ).			
Does the proposal involve the collection/use of personal data (information relating to an identified or identifiable person)?	<table border="1"> <tr> <td data-bbox="1173 528 2094 568"><b>If yes, please provide information on the type of data</b></td> </tr> <tr> <td data-bbox="1173 568 2094 751">E-mail address or postal address is requested should consultees wished to be informed of the publication of the consultation report.  Consultation responses will remain anonymous.</td> </tr> </table>	<b>If yes, please provide information on the type of data</b>	E-mail address or postal address is requested should consultees wished to be informed of the publication of the consultation report.  Consultation responses will remain anonymous.
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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?	<table border="1"> <tr> <td data-bbox="1173 751 2094 828"><b>If yes, please provide information on the type of new technologies</b></td> </tr> <tr> <td data-bbox="1173 828 2094 938">No</td> </tr> </table>	<b>If yes, please provide information on the type of new technologies</b>	No
<b>If yes, please provide information on the type of new technologies</b>			
No			
Does the proposal involve a third party collecting, being provided with, or otherwise having access to personal data controlled by the Council?	<table border="1"> <tr> <td data-bbox="1173 938 2094 978"><b>If yes, please provide information on what this will entail</b></td> </tr> <tr> <td data-bbox="1173 978 2094 1161">No</td> </tr> </table>	<b>If yes, please provide information on what this will entail</b>	No
<b>If yes, please provide information on what this will entail</b>			
No			
<b>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.</b>			

**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)**

	<b>Are there any direct implications that need to be considered as part of this proposal?</b>
<b>1. Legal and Risk Management</b>	If approved, consultation will be initiated in accordance with the relevant statutory procedures.
<b>2. Finance, Procurement, ICT and Physical Assets</b>	Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme. As a result of the scheme to provide Ysgol Heol Goffa with a new school building, the school will re-locate to a new building with a capacity of 150 places.
<b>3. Staffing</b>	Staffing implications will be addressed in accordance with the County Council's Policy and Procedures.
<b>4. Marketing &amp; Media</b>	If approved, the consultation will need to be marketed through the County Council website and social media accounts. All required stakeholders in accordance with the School Organisation Code (2026) will be notified accordingly.
<b>5. Crime and Disorder</b>	No implications are anticipated.

**Thank you for completing this assessment. All assessments will be published as part of the Council's decision-making process in order to support Councillors to consciously consider and act on any possible impacts of proposals.**