

# Assessing the Impact on Equality Characteristics, the Welsh Language and the Socio-Economic Disadvantage

The Council is required (under the Equality Act 2010) to consider the impact that any changes in any policy or procedure (or the creation of a new policy or procedure), will have on people with protected equality characteristics. The Council also has additional general duties to ensure fairness and to foster good relationships. Therefore, a timely assessment must be made before a decision is taken on any relevant change (i.e., that affects people with protected equality characteristics).

The Council is also required, under the requirements of the Welsh Language Standards (Section 44 of the Welsh Language (Wales) Measure 2011), to consider the impact that any change in policy or procedure (or creation of a new policy or procedure), will have on opportunities for people to use the Welsh language and to ensure that the Welsh language is not treated less favourably than English. This document therefore ensures that these decisions safeguard and promote the use made of the Welsh language.

From 1 April 2021 onwards, the Council has a duty to give due attention to addressing the socio-economic disadvantage in strategic decisions.

## 1) Details

### 1.1 What is the name of the policy / service in question?

Consultation on changing the catchment area of Ysgol Felinwnda.

### 1.2 What is the purpose of the policy/service that is being created or amended? What changes are being considered?

This consultation invites comments on the options that are under consideration for the future of the current Ysgol Felinwnda catchment area.

Following the decision to close Ysgol Felinwnda on 31 December, 2023; Cyngor Gwynedd is eager to gather the views of stakeholders in the current Felinwnda catchment area regarding what school, or schools should serve the catchment-area in the future.

Below is a list of possible options for the future of the Felinwnda catchment area, which would meet the following objectives:

- Ensure a reasonable travel distance
- Ensure that the current Felinwnda catchment area continues to be within the Ysgol Syr Hugh Owen secondary catchment area.

**Option 1-** Transfer the entire Felinwnda catchment area to the catchment area of Ysgol Llandwrog  
**Option 2-** Transfer the entire Felinwnda catchment area to the catchment area of Ysgol Bontnewydd  
**Option 3-** Dividing the Felinwnda catchment area according to the houses that are geographically closest to Ysgol Llandwrog and Ysgol Bontnewydd

### **1.3 Who is responsible for this assessment?**

Gareth Richard Jones (Modernising Education Officer)  
Debbie Anne Jones (Assistant Head: Corporate Services)

### **1.4 When did you commence the assessment? Which version is this?**

Version 1: 26 January 2024  
Version 2: 22 April 2024  
Version 3: 19 September 2024

## **2) Action**

### **2.1 Who are the stakeholders or partners with whom we will have to work to carry out this assessment?**

Education Department and Officers from other Cyngor Gwynedd departments

### **2.2 What steps have you taken to engage with people with protected characteristics, regarding the Welsh language or with communities (either due to location or due to need), who are living with a socio-economic disadvantage?**

There will be an opportunity for the following consultees to offer comments on the impact assessments (Equality, the Welsh language and the Community) as part of the consultation on reviewing the Felinwnda catchment area:

- All residents of the current Ysgol Felinwnda catchment area,
- The Governing Bodies of Ysgol Llandwrog, Ysgol Bontnewydd, Ysgol Bro Llifon and Ysgol Rhostryfan
- Cylch Meithrin Dinas and Llanwnda
- Llanwnda Community Council
- Local Member for Llanwnda Ward
- Canolfan Bro Llanwnda and
- The Church in Wales

The consultation will be held between 24 September and 22 October 2024. Stakeholders will have an opportunity to respond to the consultation by either completing the response form on-line or the response form attached to the consultation document.

### **2.3 What was the outcome of the engagement?**

Premature. We will gather opinions as part of the consultation on Reviewing the Felinwnda Catchment Area.

## **2.4 On the basis of what other evidence are you acting?**

Every school has a specific catchment area, namely a defined geographical area that it serves, and following the decision to close Ysgol Felinwnda on 31 December 2023, there is a need to designate a catchment area for the Felinwnda catchment area.

## **2.5 Are there any gaps in the evidence that needs to be gathered?**

The consultation on Reviewing the Felinwnda Catchment Area will be an opportunity to obtain stakeholders' opinions on the options and impact assessments and to identify any potential gaps in the evidence.

### 3) Identifying the Impact

3.1 The Council must duly address the impact that any changes will have on people with the following equality characteristics. What impact will the new policy/service or the proposed changes in the policy or service have on people with these characteristics?

It is also necessary to consider the impact on Socio-Economic disadvantage and on the Welsh Language.

	<b>Option 1-</b> Transfer the entire Felinwnda catchment area to the Llandwrog catchment area		<b>Option 2-</b> Transfer the entire Felinwnda catchment area to the Bontnewydd catchment area		<b>Option 3-</b> Dividing the Felinwnda catchment area according to the houses that are geographically closest to Ysgol Llandwrog and Ysgol Bontnewydd	
<b>Characteristics</b>	<b>What type of impact?*</b>	<b>In what way? What is the evidence?</b>	<b>What type of impact?*</b>	<b>In what way? What is the evidence?</b>	<b>What type of impact?*</b>	<b>In what way? What is the evidence?</b>
<b>Race (including nationality)</b>	None	All Gwynedd schools have relevant policies in place to protect individuals from any discrimination based on race, such as Equality, Inclusion and Anti-Bullying Policies. The Anti-bullying Policy provided by Cyngor Gwynedd states anti-bullying guidelines and procedures based on factors such as race in the school. Also, it is stated in the Equality policy that has been implemented by Gwynedd primary schools that schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils</i>	None	All Gwynedd schools have relevant policies in place to protect individuals from any discrimination based on race, such as Equality, Inclusion and Anti-Bullying Policies. The Anti-bullying Policy provided by Cyngor Gwynedd states anti-bullying guidelines and procedures based on factors such as race in the school. Also, it is stated in the Equality policy that has been implemented by Gwynedd primary schools that schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs,</i>	None	All Gwynedd schools have relevant policies in place to protect individuals from any discrimination based on race, such as Equality, Inclusion and Anti-Bullying Policies. The Anti-bullying Policy provided by Cyngor Gwynedd states anti-bullying guidelines and procedures based on factors such as race in the school. Also, it is stated in the Equality policy that has been implemented by Gwynedd primary schools that schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i>  Therefore, it is not anticipated that this option would have a negative impact on this characteristic as these policies apply

		<p><i>have different needs, requirements and objectives."</i></p> <p>It is not anticipated that this option would have a negative impact on this characteristic as these policies apply to every school.</p>		<p><i>requirements and objectives."</i></p> <p>Therefore, it is not anticipated that this option would have a negative impact on this characteristic as these policies apply to every school.</p>		<p>to every school.</p>
<b>Disability</b>	Positive	<p>It is anticipated that this option would have a positive impact on this characteristic, with some limitations. The needs of any disabled child would be considered in accordance with the Education Department's Accessibility and Equality policies. Despite this, due to the nature and age of the building, we know that there are some accessibility challenges in Ysgol Llandwrog.</p> <p><i>Since 2021, new legislation has gradually come into force in Wales for learners with Additional Learning Needs in Wales. The Additional Learning Needs and Education Tribunal Act (2018) replaces the Special</i></p>	Positive	<p>It is anticipated that this option would have a positive impact on this characteristic. The needs of any disabled child would be considered in accordance with the Education Department's Accessibility and Equality policies. When the Bontnewydd Community Campus opens in September, 2026-27, the entire site and buildings will be fully accessible.</p> <p><i>Since 2021, new legislation has gradually come into force in Wales for learners with Additional Learning Needs in Wales. The Additional Learning Needs and Education Tribunal Act (2018) replaces the Special Educational Needs Act (2002) over a transitional period until 2025.</i></p>	Positive	<p>It is anticipated that this option would have a positive impact on this characteristic, with some limitations specifically in terms of Ysgol Llandwrog. The needs of any disabled child would be considered in accordance with the Education Department's Accessibility and Equality policies. Despite this, due to the nature and age of the building, we know that there are some accessibility challenges in Ysgol Llandwrog, while the Bontnewydd Community Campus in terms of site and buildings will be fully accessible when it opens in September, 2026-27.</p> <p><i>Since 2021, new legislation has gradually come into force in Wales for learners with Additional Learning Needs in Wales. The Additional Learning Needs and Education Tribunal Act (2018) replaces the Special Educational Needs Act (2002) over a transitional period until 2025.</i></p>

		<p><i>Educational Needs Act (2002) over a transitional period until 2025.</i></p> <p><i>Although it provides an opportunity to work in a much more person-centred manner, and to tailor the provision to the needs of the individual, the Act also places higher requirements on schools in terms of administrating and delivering the requirements of the act. To summarise:</i></p> <ul style="list-style-type: none"> <li><i>• The required age for provision has been extended from 3-19 to 0-25 years old.</i></li> <li><i>• Every pupil who is identified with additional learning needs is required to have an Individual Development Plan (IDP), and legal and statutory rights correspond to the IDP. It is legal for schools and the authority to provide what has been agreed within the IDP for the learner.</i></li> <li><i>• The role of the</i></li> </ul>		<p><i>Although it provides an opportunity to work in a much more person-centred manner, and to tailor the provision to the needs of the individual, the Act also places higher requirements on schools in terms of administrating and delivering the requirements of the act. To summarise:</i></p> <ul style="list-style-type: none"> <li><i>• The required age for provision has been extended from 3-19 to 0-25 years old.</i></li> <li><i>• Every pupil who is identified with additional learning needs is required to have an Individual Development Plan (IDP), and legal and statutory rights correspond to the IDP. It is legal for schools and the authority to provide what has been agreed within the IDP for the learner.</i></li> <li><i>• The role of the Additional Learning Needs Co-ordinator within every school is a statutory role with</i></li> </ul>	<p><i>Although it provides an opportunity to work in a much more person-centred manner, and to tailor the provision to the needs of the individual, the Act also places higher requirements on schools in terms of administrating and delivering the requirements of the act. To summarise:</i></p> <ul style="list-style-type: none"> <li><i>• The required age for provision has been extended from 3-19 to 0-25 years old.</i></li> <li><i>• Every pupil who is identified with additional learning needs is required to have an Individual Development Plan (IDP), and legal and statutory rights correspond to the IDP. It is legal for schools and the authority to provide what has been agreed within the IDP for the learner.</i></li> <li><i>• The role of the Additional Learning Needs Co-ordinator (ALNCo) within every school is a statutory role with legal requirements associated with the duty. The ALNCo needs to undertake strategic work and plan and review the provision on a continuous basis.</i></li> <li><i>• There is a requirement to maintain the provision map that responds to the needs of learners.</i></li> <li><i>• There is increasing demand for the provision of additional learning needs as learners' needs have intensified following the COVID period.</i></li> </ul>
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		<p><i>Additional Learning Needs Co-ordinator (ALNCo) within every school is a statutory role with legal requirements associated with the duty. The ALNCo needs to undertake strategic work and plan and review the provision on a continuous basis.</i></p> <ul style="list-style-type: none"> <li><i>• There is a requirement to maintain the provision map that responds to the needs of learners.</i></li> <li><i>• There is increasing demand for the provision of additional learning needs as learners' needs have intensified following the COVID period.</i></li> </ul> <p><i>When planning staffing (e.g. the ALNCo's role) and the provision map, the demand on schools is challenging, and this is becoming more apparent when considering the demand on smaller</i></p>		<p><i>legal requirements associated with the duty. The ALNCo needs to undertake strategic work and plan and review the provision on a continuous basis.</i></p> <ul style="list-style-type: none"> <li><i>• There is a requirement to maintain the provision map that responds to the needs of learners.</i></li> <li><i>• There is increasing demand for the provision of additional learning needs as learners' needs have intensified following the COVID period.</i></li> </ul> <p><i>When planning staffing (e.g. the ALNCo's role) and the provision map, the demand on schools is challenging, and this is becoming more apparent when considering the demand on smaller schools. In larger schools, the conditions of the additional learning needs co-ordinator are better, and, as a result, meeting the statutory requirement is easier. In addition, responding to learners' needs is also easier in</i></p>	<p><i>When planning staffing (e.g. the ALNCo's role) and the provision map, the demand on schools is challenging, and this is becoming more apparent when considering the demand on smaller schools, such as Ysgol Llandwrog and, although Ysgol Llandwrog is larger than Ysgol Felinwnda, Ysgol Llandwrog is also considered to be a small school, and enabling the ALN Co-ordinator (who is often the Headteacher in a small school) is challenging for smaller schools, and, as a result, meeting the statutory requirement is challenging.</i></p> <p><i>In addition, responding to learners' needs is also challenging for smaller schools where larger schools can hold an intervention group to target specific needs. It is a challenge for smaller schools to be able to create a provision map that is extensive enough to respond to the need.</i></p> <p><i>On the contrary, in larger schools such as Ysgol Bontnewydd, the conditions of the additional learning needs Co-ordinator are better, and, as a result, meeting the statutory requirement is easier. In addition, responding to learners' needs is also easier in larger schools as they may be able to hold an intervention group to target specific needs. The provision map is broader in larger schools to respond to the need.</i></p>
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		<p><i>schools. Enabling the ALNCo (who is often the Headteacher in a small school) is challenging for smaller schools such as Ysgol Llandwrog, and although Ysgol Llandwrog is larger than Ysgol Felinwnda, Ysgol Llandwrog is also considered to be a small school, and, as a result, meeting the statutory requirement is challenging. In addition, responding to learners' needs is also challenging for smaller schools where larger schools can hold an intervention group to target specific needs. It is a challenge for smaller schools to be able to create a provision map that is extensive enough to respond to the need.</i></p>		<p><i>larger schools as they may be able to hold an intervention group to target specific needs. The provision map is broader in larger schools to respond to the need.</i></p>		
<b>Gender</b>	None	<p>It is not anticipated that this option would affect this characteristic. Implementing any of the options will mean that everyone will be treated according to their need, whatever their gender. All Gwynedd schools implement an Equality Policy which states that the school:</p>	None	<p>It is not anticipated that this option would affect this characteristic. Implementing this options will mean that everyone will be treated according to their need, whatever their gender. All Gwynedd schools implement an Equality Policy which states that the school: "... is opposed to all types of prejudice and discrimination</p>	None	<p>It is not anticipated that this option would affect this characteristic. Implementing the proposal will mean that everyone will be treated according to their need, whatever their gender. All Gwynedd schools implement an Equality Policy which states that the school:</p> <p><i>"... is opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i></p>



		<i>"... is opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i>		<i>and acknowledge that pupils have different needs, requirements and objectives."</i>		
<b>Age</b>	None	Ysgol Llandwrog provides education for children aged between 3 and 11 years, the same as Ysgol Felinwnda. Therefore, it is not anticipated that implementing this option would have a negative impact on the 'age' characteristic.	None	Ysgol Bontnewydd provides education for children aged between 3 and 11 years, the same as Ysgol Felinwnda. Therefore, it is not anticipated that implementing this option would have a negative impact on the 'age' characteristic.	None	Ysgol Llandwrog and Ysgol Bontnewydd provide education for children aged between 3 and 11 years, the same as Ysgol Felinwnda. Therefore, it is not anticipated that implementing this option would have a negative impact on the 'age' characteristic.
<b>Sexual orientation</b>	None	Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework that was published under section 71 of the Curriculum and Assessment Act (Wales) 2021 and is mandatory for all learners aged between 3 and 16. RSE has a positive and empowering role to play in learners' education and it is essential to form and maintain a range of relationships, that are all	None	Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework that was published under section 71 of the Curriculum and Assessment Act (Wales) 2021 and is mandatory for all learners aged between 3 and 16. RSE has a positive and empowering role to play in learners' education and it is essential to form and maintain a range of relationships, that are all	None	Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework that was published under section 71 of the Curriculum and Assessment Act (Wales) 2021 and is mandatory for all learners aged between 3 and 16. RSE has a positive and empowering role to play in learners' education and it is essential to form and maintain a range of relationships, that are all based on respect and trust on both sides, which is core to relationships and sexuality education. These relationships are crucial to developing emotional well-being, resilience and empathy. An understanding of sexuality with an

		<p>based on respect and trust on both sides, which is core to relationships and sexuality education. These relationships are crucial to developing emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and fairness empowers the learners to understand themselves, to take responsibility for their own decisions and behaviours and to form relationships.</p> <p>It is stated in the Equality Policy that is implemented by all Gwynedd primary schools that schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i></p> <p>Consequently, it is not anticipated that this option would have a negative impact on this characteristic.</p>		<p>based on respect and trust on both sides, which is core to relationships and sexuality education. These relationships are crucial to developing emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and fairness empowers the learners to understand themselves, to take responsibility for their own decisions and behaviours and to form relationships.</p> <p>It is stated in the Equality Policy that is implemented by all Gwynedd primary schools that schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i></p> <p>Consequently, it is not anticipated that this option would have a negative impact on this characteristic.</p>		<p>emphasis on rights, health, equality and fairness empowers the learners to understand themselves, to take responsibility for their own decisions and behaviours and to form relationships.</p> <p>It is stated in the Equality Policy that is implemented by all Gwynedd primary schools that schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i></p> <p>Consequently, it is not anticipated that this option would have a negative impact on this characteristic.</p>
<b>Religion or belief (or non-</b>	None	Every school in Gwynedd has an Inclusion Policy that	None	Every school in Gwynedd has an Inclusion Policy that	None	Every school in Gwynedd has an Inclusion Policy that will deal with any

<b>belief)</b>		will deal with any discriminatory incident that may occur at the school, which is associated with a religion or belief.		will deal with any discriminatory incident that may occur at the school, which is associated with a religion or belief.		discriminatory incident that may occur at the school, which is associated with a religion or belief.
<b>Gender reassignment</b>	None	It is stated in the Equality policy that is implemented by all Gwynedd primary schools that schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i>	None	It is stated in the Equality policy that is implemented by all Gwynedd primary schools that schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i>	None	It is stated in the Equality policy that is implemented by all Gwynedd primary schools that schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i>
<b>Pregnancy and maternity</b>	None	Not applicable.	None	Not applicable.	None	Not applicable.
<b>Marriage and civil partnership</b>	None	Not applicable.	None	Not applicable.	None	Not applicable.
<b>The Welsh language</b>	None	The Gwynedd Education Language Policy has the same aim for all of the county's primary schools, and every primary school (except one school) falls into category 3 in accordance with the school categorisation guidance according to the Welsh medium provision, Welsh Government. It is important to ensure that the Welsh language is maintained and developed	None	The Gwynedd Education Language Policy has the same aim for all of the county's primary schools, and every primary school (except one school) falls into category 3 in accordance with the school categorisation guidance according to the Welsh medium provision, Welsh Government. It is important to ensure that the Welsh language is maintained and developed as	None	The Gwynedd Education Language Policy has the same aim for all of the county's primary schools, and every primary school (except one school) falls into category 3 in accordance with the school categorisation guidance according to the Welsh medium provision, Welsh Government. It is important to ensure that the Welsh language is maintained and developed as an integral part of Felinwnda's community life. The community centre located in the Felinwnda community can play an important part in ensuring that the Welsh language remains alive and central to

	<p>as an integral part of Felinwnda's community life. The community centre located in the Felinwnda community can play an important part in ensuring that the Welsh language remains alive and central to community life in the area. The centre is a community resource that will continue to offer opportunities for people of all ages to develop their Welsh by holding social events. The centre is also an educational resource that provides educational resources for children and young people, which promote the use of the Welsh language. It is anticipated that this option would offer new educational opportunities, ensuring that learners receive enriching learning experiences using Welsh at Ysgol Llandwrog. Therefore, it is not anticipated that this option would have a negative impact on the Welsh language within the community.</p>	<p>an integral part of Felinwnda's community life. The community centre located in the Felinwnda community can play an important part in ensuring that the Welsh language remains alive and central to community life in the area. The centre is a community resource that will continue to offer opportunities for people of all ages to develop their Welsh by holding social events. The centre is also an educational resource that provides educational resources for children and young people, which promote the use of the Welsh language. It is anticipated that this option would offer new educational opportunities, ensuring that learners receive enriching learning experiences using Welsh at Ysgol Bontnewydd. Therefore, it is not anticipated that this option would have a negative impact on the Welsh language within the community.</p>	<p>community life in the area. The centre is a community resource that will continue to offer opportunities for people of all ages to develop their Welsh by holding social events. The centre is also an educational resource that provides educational resources for children and young people, which promote the use of the Welsh language. It is anticipated that this option would offer new educational opportunities, ensuring that learners receive enriching learning experiences using Welsh whether at Ysgol Bontnewydd or Ysgol Llandwrog. Therefore, it is not anticipated that this option would have a negative impact on the Welsh language within the community.</p>
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<b>Socio-Economic Disadvantage</b>	Positive	<p>It is anticipated that this option would have a positive impact on the Socio-economic Disadvantage characteristic. Transferring the Felinwnda catchment area to be part of the Ysgol Llandwrog catchment area would improve community regeneration by encouraging collaboration with local communities. The change can offer new opportunities for learners and the community in Felinwnda, ensuring that people continue to develop professionally and participate in the local economy. The change would encourage collaboration with wider communities and this may create valuable connections between communities, enabling opportunities and social inclusion.</p>	Positive	<p>It is anticipated that this option would have a positive impact on the Socio-economic Disadvantage characteristic. Transferring the Felinwnda catchment area to be part of the Ysgol Bontnewydd catchment area would improve community regeneration by encouraging collaboration with local communities. The change can offer new opportunities for learners and the community in Felinwnda, ensuring that people continue to develop professionally and participate in the local economy. The change would encourage collaboration with other communities and this may create valuable connections between communities, enabling opportunities and social inclusion.</p>	Positive	<p>It is anticipated that this option would have a positive impact on the Socio-economic Disadvantage characteristic. Transferring the Felinwnda catchment area to be part of the Ysgol Llandwrog or Ysgol Bontnewydd catchment area would improve community regeneration by encouraging collaboration with other communities. The change can offer new opportunities for learners and the community in Felinwnda, ensuring that people continue to develop professionally and participate in the local economy. The change would encourage collaboration with other communities and this may create valuable connections between schools and communities, enabling opportunities and social inclusion.</p>
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\* To be deleted as required

**3.2 The Council has a duty under the Equality Act, 2010 to contribute positively to a fairer society through advancing equality and good relations in its activities in the fields of age, gender, sexual orientation, religion, race, transgender, disability, pregnancy, and maternity. The Council must duly address the way any change impacts on these duties.**

	<b>Option 1-</b> Transfer the entire Felinwnda catchment area to the Ysgol Llandwrog catchment area		<b>Option 2-</b> Transfer the entire Felinwnda catchment area to the Ysgol Bontnewydd catchment area		<b>Option 3-</b> Dividing the Felinwnda catchment area according to the houses that are geographically closest to Ysgol Llandwrog and Ysgol Bontnewydd	
<b>General Duties of the Equality Act</b>	<b>Does it have an impact?*</b>	<b>In what way? What is the evidence?</b>	<b>Does it have an impact?*</b>	<b>In what way? What is the evidence?</b>	<b>Does it have an impact?*</b>	<b>In what way? What is the evidence?</b>
<b>Eliminate unlawful discrimination, harassment and victimisation</b>	No	It is not anticipated that this option would affect the school's statutory duty to protect learners from any discrimination, harassment or victimisation.	No	It is not anticipated that this option would affect the school's statutory duty to protect learners from any discrimination, harassment or victimisation.	No	It is not anticipated that this option would affect the school's statutory duty to protect learners from any discrimination, harassment or victimisation.
<b>Promote equal opportunities</b>	Yes	This option would ensure that the entire Felinwnda catchment area would receive equal opportunities as the learners would all be together in one school and would build the same connections with the school and the Llandwrog community.	Yes	This option would ensure that the entire Felinwnda catchment area would receive equal opportunities as the learners would all be together in one school and would build the same connections with the school and the Bontnewydd community.	No	This option would involve dividing the children of Felinwnda catchment area between two schools, which means that learners would get a different learning environment and develop a different social network. This option would also involve a shorter travel distance as the children could travel to their nearest local school.
<b>Building good relationships</b>	Yes	As a number of learners who live in the Ysgol Felinwnda catchment area already attend Ysgol Llandwrog, there is already an existing connection between the school and the	Yes	As a number of learners who live in the Ysgol Felinwnda catchment area already attend Ysgol Bontnewydd, there is already an existing connection between the school and the Felinwnda	Yes	As a number of learners who live in the Ysgol Felinwnda catchment area already attend Ysgol Bontnewydd or Ysgol Llandwrog, there is already an existing connection between these schools and the Felinwnda community. Nevertheless,

		<p>Felinwnda community. Nevertheless, should this option be implemented, opportunities for Ysgol Llandwrog to build on its existing links with the community of Felinwnda will be promoted.</p>		<p>community. Nevertheless, should this option be implemented, opportunities for Ysgol Bontnewydd to build on its existing links with the community of Felinwnda will be promoted.</p>		<p>should this option be implemented, opportunities for the schools to build on their existing links with the community of Felinwnda will be promoted.</p>
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**3.3 How does your proposal ensure that you work in accordance with the Welsh Language Standards (Welsh Language (Wales) Measure 2011), to ensure that the Welsh language is not treated less favourably than English, and that every opportunity to promote the Welsh language is taken (beyond providing bilingual services) and increase opportunities to use and learn the language in the community?**

**This answer relates to the three options.**

The aim of the Gwynedd Language Policy is to ensure that all the pupils within the county have the appropriate linguistic skills in both Welsh and English. Proposals to change local arrangements would have to take full consideration of all linguistic impacts. Supporting and improving the use of the Welsh language as an educational and social language among learners will be a key consideration when drawing up options.

The Gwynedd Education Language Policy has the same aim for all of the county's primary schools, and every primary school (except one school) falls into category 3 in accordance with the school categorisation guidance according to the Welsh medium provision, Welsh Government. This means that learners in the Felinwnda area will be able to continue to receive their education through the medium of Welsh in accordance with the Education Language Policy whether they are at Ysgol Llandwrog or Ysgol Bontnewydd.

In terms of the community, 1,145 (83%) Welsh speakers live in the Llanwnda ward while 1,015 (82%) Welsh speakers live in the Bontnewydd ward (Source: 2021 Census) and 1,247 (75%) Welsh speakers live in the Llandwrog ward.

The following table shows a summary of the factual information on the ability of Ysgol Bontnewydd and Ysgol Llandwrog learners in the Welsh language.

School	Speaks Welsh fluently at home	Does not speak Welsh at home but fluent in Welsh	Speaks Welsh at home but not fluently	Does not speak Welsh at home and not fluent in Welsh	Unable to speak Welsh at all
<b>Bontnewydd</b>	85%	3%	8%	2%	2%
<b>Llandwrog</b>	84%	0	2%	7%	7%
	<b>Fluent Welsh</b>		<b>A little Welsh</b>		<b>No Welsh</b>

Canolfan Bro Llanwnda is located in the Felinwnda area and holds a number of activities including the Cylch Meithrin and Cylch Ti a Fi. This community use will ensure that use of the Welsh language will continue in the community. The centre is a community resource that will continue to offer opportunities for people of all ages to use their Welsh by holding social activities.

It is anticipated that implementing any of the **3 options** would offer new educational opportunities, ensuring that learners receive enriching learning experiences using Welsh whether at Ysgol Bontnewydd or Ysgol Llandwrog.



**3.4 What other measures or changes could you include to strengthen or change the policy / practice to have a positive impact on people's opportunities to use the Welsh language, and to reduce or prevent any detrimental impacts that the policy/practice could have on the Welsh language?**

As noted above, it is anticipated that implementing any of the three options would offer new educational opportunities, ensuring that learners receive enriching learning experiences using Welsh whether at Ysgol Bontnewydd or Ysgol Llandwrog. As a result, it is not anticipated that any of the three options in question would have a negative impact on the Welsh language. We will revisit this aspect after considering and incorporating the observations received during the consultation.

**3.5 How does the proposal show that you have given due regard to the need to address inequality due to socio-economic disadvantage? (Please note that this relates to closing the inequality gap, rather than just improving outcomes for everyone).**

As noted in the table in section 3.2, it is not anticipated that any of the three options in question would create a Socio-economic Disadvantage. Transferring the Felinwnda catchment area to be part of the Ysgol Llandwrog and/or Ysgol Bontnewydd catchment area would improve community regeneration by encouraging collaboration with local communities. The change can offer new opportunities for learners and the community in Felinwnda, ensuring that people continue to develop professionally and participate in the local economy. The change would encourage collaboration with wider communities and this may create valuable connections between communities, enabling opportunities and social inclusion.

**3.6 What other measures or changes can you include to strengthen or change the policy / practice to demonstrate that you have given due regard to the need to reduce disproportionate outcomes as a result of socio-economic disadvantage, in accordance with the Socio-Economic Act?**

The Authority will give due attention to this aspect when considering the options and responses received during the consultation, before reaching a decision on the preferred option.

**4) Analysing the results**

**4.1 Is the policy therefore likely to have a significant, positive impact on any of the above? What is the reason for this?**

It is anticipated that any of the three options in question would have a positive impact on the Socio-economic Disadvantage characteristic. Transferring the Felinwnda catchment area to be part of the Ysgol Llandwrog and/or Ysgol Bontnewydd catchment area would improve community regeneration by encouraging collaboration with other communities. The change would encourage collaboration with other nearby communities and this could create valuable connections between schools and communities, enabling opportunities and social inclusion.

It is anticipated that any of the three options would also have a positive impact on the Disability

characteristic, although with some limitations specifically in terms of Ysgol Llandwrog due to some accessibility challenges in Ysgol Llandwrog, while the Bontnewydd Community Campus in terms of site and buildings will be fully accessible when it opens in September 2026-27.

#### **4.2 Is the policy therefore likely to have a significant, negative impact on any of the above? What is the reason for this?**

It is not anticipated that any of the **3 options** would have a negative impact on any of the above characteristics. The consultation will be an opportunity for the stakeholders to highlight any negative impact that may derive from implementing any of the proposed options.

#### **4.3 What should be done?**

Select one of the following:

Continue with the policy / service as it is robust	✓
Revise the policy to remove any barriers	
Suspend and abolish the policy as the harmful impacts are too great	
Continue with the policy as any harmful impact can be justified	
No further steps at present, it is premature to decide, or there is insufficient evidence	

#### **4.4 If you continue with the plan, what steps will you take to reduce or mitigate any negative impacts?**

We will monitor the process continuously and review the options to make any changes, if required. We will gather and respond to feedback by holding a consultation and a drop-in session will be held at Felinwnda Centre which is an opportunity for the stakeholders to communicate any concerns that would improve the process to mitigate any negative impacts.

#### **4.5 If you are not taking any further action to remove or reduce the negative impacts, please explain why here.**

We will carefully assess the situation and consider the reasons for not taking any further action, ensuring that decisions are made based on robust information and considering the best interests for all stakeholders.

### **5) Monitoring**

#### **5.1 What steps will you take to monitor the impact and effectiveness of the policy or service (action plan)?**

Should any of the options be adopted, we will monitor the impact and endeavour to assist with any negative impact as a result of the change.