

Equality Impact Assessment

In order to comply with the Public Sector Equality Duty, the Council needs to ensure that its policies, strategies, services and functions demonstrate consideration of the need to:

- eliminate unlawful discrimination, harassment and victimisation,
- advance equality of opportunity between those who share a protected characteristic and those who don't, and
- foster good relations between people who share a protected characteristic and those who don't.

Equality Impact Assessments (EIAs) help us identify the impact of our decisions on different groups of people, particularly those with a protected characteristic. It will also help identify if any particular group will be impacted more or in a different way than other groups.

A positive impact can be identified when the proposal is beneficial or delivers improvements for some or all of the protected characteristics.

A negative impact is identified when the proposal is likely to be detrimental to one or more of the protected characteristics.

No impact can be identified when the proposal will not affect one or more of the protected characteristics.

Where a negative impact is identified, consideration of how to mitigate the impact must be included in the EIA.

The protected characteristics are:

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| • Age | • Race |
| • Disability | • Religion or belief (including lack of religion or belief) |
| • Gender Reassignment | • Sex |
| • Marriage and Civil Partnership | • Sexual orientation |
| • Pregnancy and Maternity | |

Assessing the Impact on Groups who Share a Protected Characteristic

Hover over the ⓘ for hints, follow the links for further information on each of the protected characteristics.

Protected Characteristic	Tick at least one impact for each group			Provide details of the evidence and data source used to determine the impact or lack of impact.	For positive or negative impacts, provide details of the likely impact.	For negative impacts, you must consider how to reduce or remove the impact. If you cannot reduce or remove it, you must explain why the proposal should go ahead. Provide details below.
	Positive Impact	Negative Impact	No Impact			
AGE	X	X		<p>All councils in Wales must provide enough school places for pupils of all ages.</p> <p>The Welsh Government's Cymraeg 2050 strategy aims to reach one million Welsh speakers by 2050, with 40% of children in Welsh-medium education and 70% of 15-year-olds able to speak Welsh. The Council must also consider the legislative and policy framework set out on page 3 of the Single Impact Assessment.</p> <p>Cardiff's Welsh in Education Strategic Plan (WESP) 2022–2031, approved in July 2022, outlines the Council's</p>	<p>There could be a positive impact on the Welsh Language with an increase the number of Welsh-medium secondary places to serve Cardiff subject to funding being identified and completing formal statutory processes including a full public consultation.</p> <p>Any changes in provision would require changes in the staffing</p>	

			<p>ambitious commitment to the expansion of Welsh-medium primary and secondary school provision, including provision serving new LDP housing developments where at least 50% are earmarked for Welsh-medium provision. Since 2001, the proportion of Welsh speakers aged three and above in Cardiff has grown by nearly a third, with 17.5% of the population now having Welsh language skills—the third highest in Wales.</p> <p>Cardiff’s target, set by Welsh Government, is for 25–29% of Year 1 pupils to be taught in Welsh by 2031, up from 17.6% in 2023/24. This requires an increase of 7.4–11.4 percentage points. In 2020/21, 18% of Reception pupils were in Welsh-medium education, and by 2024/25 this figure remained similar at 18%. Falling birth rates and</p>	<p>structure of schools.</p> <p>Changes would require the Governing Bodies of affected schools to consider the workforce requirements. Governing Bodies would be encouraged to undertake this work in line with the School Organisation Planning HR Framework. HR People Services would provide advice, support and guidance to Governing Bodies for workforce planning process and consequential recruitment processes.</p>	
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				rising surplus places could enable a higher proportion of pupils to access Welsh-medium provision. Early signs of progress are evident: by January 2025, 20.1% of nursery-age children in maintained settings were in Welsh-medium education, though distribution varies across the city.		
DISABILITY			X	Applicants are able to state a preference for and gain admission to a school in the language medium of their choice.		
GENDER REASSIGNMENT			X	Applicants are able to state a preference for and gain admission to a school in the language medium of their choice.		
RACE			X	Applicants are able to state a preference for and gain admission to a school in the language medium of their choice. In January 2025, 12.9% of learners in statutory Welsh-medium education in Cardiff were recorded		

			<p>as Non-White-British (PLASC 2025).</p> <p>This compares to 41.2% of statutory age learners in statutory English-medium education in Cardiff (PLASC 2025).</p> <p>The Council has reviewed admissions preference and Offer Day outcome data for admission to Welsh-medium secondary education from the 2024 and 2025 Admission Years. This data confirms that parents who are unable to secure a place for their child at their preferred school were not directly or indirectly subject to discrimination under the Equality Act 2010. Furthermore, all children applying for admission to a Welsh-medium secondary education were offered a place. There is no evidence of bias or prejudice against any group with protected characteristics in the current arrangements nor</p>		
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				<p>in the options presented for the engagement exercises.</p> <p>A data pack sourced from PLASC including data relating to protected characteristics is being made available as part of the engagement exercises.</p>		
RELIGION, BELIEF and NON-BELIEF			X	<p>.</p> <p>Applicants are able to state a preference for and gain admission to a school in the language medium of their choice.</p> <p>A data pack sourced from PLASC including data relating to protected characteristics is being made available as part of the engagement exercises.</p>		
SEX			X	<p>Applicants are able to state a preference for and gain admission to a school in the language medium of their choice.</p> <p>PLASC data shows that in January 2025, 50.8% of</p>		

				<p>statutory age learners attending a Welsh-medium school in Cardiff were female and 49.2% were male.</p> <p>Statutory age learners attending an English-medium Cardiff school were recorded as 48.8% female and 51.2% male.</p>		
SEXUAL ORIENTATION			X	Applicants are able to state a preference for and gain admission to a school in the language medium of their choice.		
MARRIAGE and CIVIL PARTNERSHIP			X	Applicants are able to state a preference for and gain admission to a school in the language medium of their choice.		
PREGNANCY and MATERNITY			X	. Applicants are able to state a preference for and gain admission to a school in the language medium of their choice.		

Involvement

When undertaking Equality Impact Assessments the legislation says:

*We **must** involve people who represent the interests of people who share one or more of the protected characteristics, and have an interest in the way the Council carries out our functions.*

*We may also involve or consult other people as we consider appropriate, but when considering this, we **must** have regard to the need to involve people who share one or more of the protected characteristics, and have an interest in the way the Council carries out our functions.*

In short, if the EIA has identified groups of people who are likely to be substantially impacted, you must make arrangements to involve them, the people who represent them or those who advocate on their behalf.

For advice and guidance on how best to engage with different groups of people, and to help identify the most effective method(s), please contact the Cardiff Research & Engagement Centre consultation@cardiff.gov.uk. Further information and advice is also available in the [EIA guidance](#).

What arrangements have been made to involve people?

Please provide details below such as people or groups engaged with; methods of involvement e.g. surveys, focus groups, workshops, interviews, formal consultation etc. If you are only involving representatives or advocates of the people who are likely to be substantially impacted and not the people themselves, please explain why not below.

Following Cabinet approval engagements with stakeholders is being undertaken which includes Welsh-medium primary and secondary schools and others as relevant on the following:

- a. planning of temporary measures to accommodate all learners who wish to enter Welsh-medium secondary education in 2027/28.
- b. the review of Welsh-medium primary and secondary school catchment areas.
- c. the planning of long-term strategic changes to Welsh-medium secondary school provision.

Engagement documents written using accessible language are available along with the offer for interested parties to attend public meeting(s) and/or drop-in sessions.

Cardiff's participation strategy has previously indicated the under representation of certain groups e.g. disabled people, those from ethnically diverse backgrounds. The engagement exercises are inclusive of all groups and use accessible engagement methods.

Where appropriate schools work with officers to support engagement of less represented groups to ensure a broad range of views are captured as appropriate. This includes consultation with Children and Young People.

Further impact assessments, including updated equalities, Welsh language and Children’s rights, will be carried out as the process develops to inform future strategic planning.

Following the involvement, remember to update the impact assessment with the findings and any changes that have been made as a result.

Monitoring Mitigating Actions

For negative impacts, please list any mitigating actions below. How will progress be monitored?

Please provide details of what the mitigating actions are; how the actions will be monitored to ensure they are completed, for example through Directorate Delivery Plans; when the mitigating actions are expected to be delivered; and who will be responsible for monitoring the actions.

Mitigating Action	Monitoring Arrangements	Expected Delivery Date	Responsible Officer
Engagement exercises would be inclusive of all groups and would use accessible engagement methods.	Engagement exercises 12 February- 26 March 2026	Engagement exercises to completed by 26 March 2026	MDF
Further impact assessments, including updated equalities, Welsh language and Children’s rights, would be carried out as the process develops to inform future strategic planning.	To be determined, should further detailed proposals be developed.		