

Public Document Pack

Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

Bridgend County Borough Council



Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB / Civic Offices, Angel Street, Bridgend, CF31 4WB

*Rydym yn croesawu gohebiaeth yn Gymraeg.
Rhowch wybod i ni os mai Cymraeg yw eich
dewis iaith.*

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Annwyl Cyngorydd,

CYFARFOD ARBENNIG O'R CABINET

Cyfarfod arbennig o'r Cabinet Hybrid yn Siambr y Cyngor - Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont ar Ogwr, CF31 4WB ar **Dydd Mawrth, 10 Medi 2024 am 14:30.**

AGENDA

1. Ymddiheuriadau am absenoldeb
Derbyn ymddiheuriadau am absenoldeb gan Aelodau.
2. Datganiadau o fuddiant
Derbyn datganiadau o ddiddordeb personol a rhagfarnol (os o gwbl) gan Aelodau / Swyddogion yn unol â darpariaethau'r Cod Ymddygiad Aelodau a fabwysiadwyd gan y Cyngor o 1 Medi 2008.
3. Polisi Cludiant Cartref-i-Ysgol Diwygiedig 3 - 48
4. Materion Brys
I ystyried unrhyw eitemau o fusnes y, oherwydd amgylchiadau arbennig y cadeirydd o'r farn y dylid eu hystyried yn y cyfarfod fel mater o frys yn unol â pharagraff 2.4 (e) o'r Rheolau Trefn y Cabinet yn y Cyfansoddiad.

Nodyn: Bydd hwn yn gyfarfod Hybrid a bydd Aelodau a Swyddogion mynychu trwy Siambr y Cyngor, Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont ar Ogwr / o bell Trwy Timau Microsoft. Bydd y cyfarfod cael ei recordio i'w drosglwyddo drwy wefan y Cyngor. Os oes gennych unrhyw gwestiwn am hyn, cysylltwch â cabinet_committee@bridgend.gov.uk neu ffoniwch 01656 643148 / 643694 / 643513 / 643159

Yn ddiffuant

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Dosbarthiad:

Cynghorwyr
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J Gebbie

Cynghorwyr
HM Williams
E L P Caparros
P Davies

Cynghorwyr
M J Evans
M Jones

Agenda Item 3

Meeting of:	CABINET
Date of Meeting:	10 SEPTEMBER 2024
Report Title:	REVISED HOME-TO-SCHOOL TRANSPORT POLICY
Report Owner / Corporate Director:	CORPORATE DIRECTOR EDUCATION, EARLY YEARS AND YOUNG PEOPLE
Responsible Officer:	ROBIN DAVIES GROUP MANAGER STRATEGY, PERFORMANCE AND SUPPORT
Policy Framework and Procedure Rules:	The is no effect on the policy framework and procedure rules
Executive Summary:	Following the Cabinet decision on 23 July 2024 to accept proposed changes to the local authority's current Home-to-School/College Transport Policy, this report requests approval by Cabinet of a new revised Home-to-School Transport Policy.

1. Purpose of report

1.1 The purpose of this report is to:

- seek Cabinet approval for the new Home-to-School Transport Policy.

2. Background

2.1 On 23 July 2024 Cabinet considered the outcome of a public consultation on proposed changes to the local authority's current Home-to-School/College Transport Policy. The following five proposals were presented to Cabinet:

- Proposal 1 - Withdrawal of transport for all learners benefitting from an identified and available (safe) walking route to school in line with statutory distances of two miles for primary school pupils and three miles for secondary school pupils.
- Proposal 2 - Removal of the 'sibling' and 'in-receipt' protection for pupils.
- Proposal 3 - Removal of all transport for Nursery pupils (excluding Welsh-medium and faith-based education).
- Proposal 4 - Removal of all Post-16 transport (excluding Welsh-medium and faith-based education).
- Proposal 5 - The offer to parents/carers of pupils with additional learning needs (ALN) the option of a 'personal transport budget'.

2.2 Following consideration of the outcome of the public consultation, Cabinet approved proposals 1-4 only.

3. Current situation / proposal

3.1 To ensure that the local authority meets its responsibility under the Learner Travel Information Regulations 2009, the local authority must publish its learner travel policy and arrangements by 1 October in the year preceding the school year in which the changes will come into force. Therefore, if the new policy is approved and published prior to 1 October 2024, the policy will come into force at the start of the 2025-2026 school year in September 2025.

3.2 As a result of the Cabinet decision to accept policy proposals 1-4 outlined in paragraph 2.1 above, the current Home-to-School/College Transport Policy requires significant amendments. Therefore, a new revised Home-to-School Transport Policy has been drafted and is included at Appendix 1.

3.3 As part of the publication strategy for the new policy, the local authority will advise schools and parents/carers in writing of the impact of the new policy in advance of the September 2025 implementation, including any direct impact on their children's eligibility for free home-to-school transport.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 A full equality impact assessment (EIA) and Welsh language impact assessment (WLIA) were carried out as part of the development of the policy proposals reported to Cabinet on 23 July 2024. The EIA and WLIA consider the impact of the policy on the nine protected characteristics, the socio-economic duty and the use of the Welsh language. The EIA and WLIA also apply to this new draft policy. The EIA and WLIA are included at Appendix 2 and 3 respectively.

5. Well-being of Future Generations implications and connection to Corporate Well-being Objectives

Long-term Ongoing reliance on the local authority to provide free home-to-school transport where this is not supported by national policy will have a significant impact on the ability of the local authority to support and sustain other critical services long-term. National government policy supports active travel and the reduction in the reliance on vehicular transport. Benefits include the reduction in emissions, less dependence on fossil fuels and improvements to health and wellbeing.

Prevention The removal of elements of discretionary transport is not taken lightly. However, there are current tensions in respect of the inequity in the current policy and the requirement of the local authority to maintain support for and to promote the Welsh language. This addresses the inequity in the local authority's Home-to-School/College Transport Policy, this new policy supports and promotes the Welsh language, supports faith-based education and ensures that further budget efficiencies are

available at a time of significant financial and operational pressure on public services.

- Integration** The local authority has a strategic role in facilitating the attendance of pupils to school where they are eligible for free home-to-school transport or where it is provided under the discretion of the local authority.
- Collaboration** The local authority works closely with schools and pupils to ensure that the needs of learners are taken into consideration in the identification and delivery of transport services.
- Involvement** The local authority has involved all sectors of society in consulting on its proposals. This provided sufficient time and resources to fully identify, understand and respond to the issues identified for individuals and their communities.

6. Climate Change Implications

- 6.1 The impact of climate change was considered by Cabinet on 23 July 2024 while making its decision on the policy proposals referenced in paragraph 2.1 above.

7. Safeguarding and Corporate Parent Implications

- 7.1 The proposed policy changes reported to Cabinet on 23 July considered the potential impact on children and young people looked after by the local authority.

8. Financial Implications

As was reported to Cabinet on 23 July 2024, the pressure on the home-to-school/college transport budget is significant. The decision by Cabinet to accept proposals 1-4 as identified in paragraph 2.1 means that it is estimated that over £1m of recurring budget reductions can be made from the current home-to-school transport budget in 2026-2027 with a partial saving in 2025-2026.

- 8.1. The Council's Medium Term Financial Strategy 2024-25 to 2027-28 includes an indicative budget reduction proposal in respect of home-to-school/college transport of £792,000. Through the adoption of the revised Home-to-School Transport Policy, this budget reduction proposal should now be achieved.

9. Recommendation

- 9.1. It is recommended that Cabinet approve the revised Home-to-School Transport Policy (see Appendix 1) for implementation from September 2025.

Background documents

None

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Bridgend County Borough Council

Home-to-School Transport Policy – September 2025

1. Introduction

- 1.1. This policy has been produced by Bridgend County Borough Council to comply with the requirements of the Learner Travel (Wales) Measure 2008 (the Measure), to make available information about its policy and the arrangements it puts in place to transport pupils and other learners.
- 1.2. It is the intention of Bridgend County Borough Council to provide a reliable system of transportation that will seek to carry pupils and other learners safely, punctually and in reasonable comfort.
- 1.3. In all cases, the efficient use of resources will dictate the mode of transport provided.
- 1.4. Transport may be provided by means of contracted transport services such as bus, minibus, taxi, or existing public transport service, where appropriate.

2. Provision of free transport

- 2.1. There is a statutory duty placed upon the local authority to provide pupils and other learners with free transport to the nearest suitable school, or their approved place of education, if they reside beyond the statutory walking distance to that school. In Bridgend the term nearest suitable school applies to the local English-medium catchment school, or the nearest Welsh-medium or voluntary-aided (faith school).
- 2.2. Where, as a result of parental preference, pupils attend a school other than their English-medium catchment or their nearest Welsh-medium or voluntary-aided (faith) school, it must be understood that parents accept full responsibility for transport costs and arrangements.

3. Statutory walking distances

- 3.1. Welsh Government has defined the 'statutory walking distance' as two miles for primary school pupils and three miles for secondary school pupils of compulsory school age.
- 3.2. The local authority's policy is in line with Welsh Government's statutory distances.
- 3.3. Distances will be measured by the nearest available walking route from a pupil's home to their school. The local authority uses a dedicated geographical information system to measure these distances and ensure accuracy.
- 3.4. To ensure a newly assessed walked route to school is considered to be 'available' to a learner, the local authority must be satisfied that it meets the

requirements outlined in the Learner Travel Statutory Provision and Operational Guidance 2014. As per the Measure and the aforementioned operational guidance, it is only the local authority that is able to identify whether a walked route is considered to be 'available'.

- 3.5. The local authority has undertaken formal assessments of the main arterial walking routes across Bridgend and has identified those that are available and unavailable. Routes that are considered to be part of the 'public realm' and have a long-standing history of being used by members of the public (for example, residential/estate streets and defined community footpaths/walkways) are considered as available unless assessed otherwise.
- 3.6. The policy summary is as follows:
- Primary school pupils (Reception to Year 6) will be provided with free home-to-school transport if they attend their catchment English-medium school or nearest Welsh-medium or faith school and live two miles or more from the school, or the walking route from the pupil's home is considered by the local authority to be unavailable.
 - Secondary school pupils (Year 7 to Year 11) will be provided with free home-to-school transport if they attend their catchment English-medium school or nearest Welsh-medium or faith school and live three miles or more from the school, or the walking route from the pupil's home to the school is considered by the local authority to be unavailable.
 - Nursery pupils will be provided with free home-to-school transport if they attend their nearest Welsh-medium or faith school and live 1.5 miles or more from the school, or the walking route from the pupil's home is considered by the local authority to be unavailable. There is no provision for pupils attending any English-medium schools.
 - Post-16 (sixth-form) pupils will be provided with free home-to-school transport if they attend their nearest Welsh-medium or faith secondary school and live three miles or more from the school, or the walking route from the pupil's home to that school is considered by the local authority to be unavailable. There will be no provision for pupils attending any English-medium school or any further education college.
- 3.7. Home-to-school transport will be arranged to coincide with the start and end of the normal school day and shall be provided during the term time only. No transport is provided for breakfast clubs, after school clubs, summer school or transitional visits.
- 3.8. Where the local authority has arranged for a pupil to attend an out-of-county residential school, transport will only be provided at the start and end of each half term.

- 3.9. Transport will normally be provided from pick-up points at approved bus stops, on the nearest public transport route to the pupil's home. For some pupils with additional learning needs (ALN), a door-to-door service may be provided.
- 3.10. It is not possible for the local authority to take into consideration any domestic situation relating to the timing of siblings utilising different transport vehicles to the same or different schools.

4. Nursery pupils

- 4.1. To ensure the safety of eligible Nursery pupils, they will travel on either dedicated Nursery transport, or mixed-age-group taxis or minibuses. Nursery pupils are unable to travel on large buses, even if older siblings are in attendance.
- 4.2. Where Nursery pupils attend on a full-time basis (Nursery two), they travel to school at the beginning of the school day and to home at the end of the afternoon session. However, where schools offer places on a part-time basis to 'rising three' Nursery pupils (Nursery one), it is the responsibility of parents to either collect their child at the end of the morning session or ensure their child is transported to school for the beginning of the afternoon session.

5. Available walking routes

- 5.1. In determining the comparative safety of a walking route to school, the local authority conducts assessments of the risks that pupils might encounter along the route between their home and school.
- 5.2. All assessments have followed the Learner Travel Statutory Provision and Operational Guidance June 2014. As routes are reviewed, provision may be withdrawn where for example, identified hazards have been mitigated against.
- 5.3. This will then be classed as an identified and available walking route.
- 5.4. Parents will be given at least one terms advance notice of the withdrawal of transport and any withdrawal will normally be implemented to coincide with the start of a new school year.

6. Pupils with Additional Learning Needs (ALN)/Disabilities

- 6.1. Free transport is provided for all pupils who attend special schools, pupil referral units and learning resource bases that are not located within their catchment school, in accordance with the local authority's agreed walking distances.
- 6.2. Pupils with ALN who attend mainstream schools, and who do not otherwise qualify for free home-to-school transport, may qualify for free transport if their application is accompanied by appropriate evidence which is confirmed by the local authority's Learner Support Service.

- 6.3. Pupils with disabilities (as defined by the Equality Act 2010) may be entitled to assistance with transport from home to an appropriate school even though the local authority's agreed criteria on walking distances are not met. Such provision is subject to approval by the local authority's Learner Support Service. Any such referrals must be supported by appropriate evidence.
- 6.4. Provision to a special school or other agreed place of education may include transport beyond the age of 16 if approved by the local authority.
- 6.5. The mode of transport provided will be dictated by the needs of the pupil.

7. Cross border arrangements

- 7.1. Transport may be provided to eligible pupils attending schools in neighbouring local authorities, where such attendance is consistent with the local authority's Admission Policy for the relevant year of admission.
- 7.2. However, there is no transport provision for pupils wishing to attend Welsh-medium schools in other local authorities.
- 7.3. Pupils seeking a Church-in-Wales faith-based education will be provided with transport to the Bishop of Llandaff Church in Wales High School subject to the statutory distances.
- 7.4. Pupils previously attending Abercerdin Primary School as their local English-medium catchment school, may attend Tonyrefail Community School and transport will be provided subject to the statutory distances.

8. Oversubscribed schools

- 8.1. If a pupil cannot be admitted to their English-medium catchment or nearest suitable Welsh-medium or faith school due to the relevant year group being oversubscribed, and as a result, has to attend another school beyond the walking distance from their home, then transport will only be provided to the next nearest suitable school and eligibility will be subject to the statutory distances. This may not be in accordance with the preferred school of the parent/carer.
- 8.2. If parents/carers exercise their right to send their child to a school not considered by the local authority to be their next nearest suitable school, the parents/carers will be responsible for transport costs and arrangements.

9. Special arrangements – discretionary applications

- 9.1. Parents/carers are advised that if they consider there are special circumstances regarding their child who normally would not be eligible for free home-to-school transport, they may make an application to the local authority to consider exercising its discretion to assist with the provision of transport for short periods of time.

- 9.2. The local authority is only able to consider applications to support the circumstances faced by the pupil. The local authority cannot accept any circumstances faced by parents/carers or other family members, in particular those relating to domestic or work-related arrangements.
- 9.3. Every application is considered on its own merits.
- 9.4. Where applications relate to medical issues faced by a pupil, transport to and from school or other place of education may be provided for short periods only. Such an application must be accompanied by a letter from a qualified medical practitioner and must explicitly recommend transport for a set period of time. Such evidence will be subject to scrutiny prior to any acceptance by the local authority. Where agreed, this provision will be subject to regular review and will last no longer than one school year.
- 9.5. An application for such an arrangement must be made to the local authority using the discretionary home-to-home transport application form.
- 9.6. Parents should email pupilservices@bridgend.gov.uk for further advice on how to make an application.

10. Paying places scheme

- 10.1. The local authority is unable to offer any spare places on bus (coach) transport due to the impact of the Public Service Vehicle Accessibility Regulations.
- 10.2. However, from time-to-time it is possible that the number of pupils to be carried by the local authority on some smaller vehicles such as taxis and minibuses will be below the capacity of the vehicle being used. In such cases, the local authority may be able to offer these spare places to other pupils.
- 10.3. It must be understood that the provision of this facility does not represent an obligation on the local authority and, being entirely dependent on the capacity of the vehicle used, may result in withdrawal of the facility at relatively short notice.
- 10.4. The local authority also reserves the right to withdraw a paying place in cases where the parent/carer refuses to pay the charge. The local authority will take into account a parent's/carer's previous payment record when considering a new application for a paying place. Where a parent/carer has refused/failed to pay in previous years, this may result in any new application being refused.
- 10.5. If the local authority determines it would be inappropriate to offer a paying place regardless of the availability of the spare places on any vehicle, then it reserves the right to do so.
- 10.6. Parents/carers are advised to contact the School Transport Team regarding the availability of paying places schooltransport@bridgend.gov.uk on taxis or minibuses.

11. Transferring to another school – home-to-school transport arrangements

- 11.1. Where a pupil moves house and their school is no longer considered by the local authority to be their catchment school or their nearest suitable Welsh-medium or faith school, they will no longer be provided with free school transport if that move takes place during the pupil's primary education, or in Years 7, 8 or 9 of secondary education.
- 11.2. For pupils who move house after the October half-term of Year 10 or in Year 11, 12 or 13, eligibility for free home-to-school transport will be considered on a case-by-case basis. If approved, a public service bus pass would normally be provided.

12. Monitoring and complaints procedure

- 12.1. Any complaints received by the local authority from parents/carers concerning home-to-school transport services, will be immediately investigated. In the event of the complaint being upheld, the necessary and appropriate steps against school transport operators or transport vehicle staff, will be taken in accordance with the contract terms and conditions, as a matter of priority.
- 12.2. Parents/carers must put their complaint in writing and send this to schooltransport@bridgend.gov.uk

13. Home-to-college transport

- 13.1. There is no eligibility for free transport for any further education college students.

14. Behaviour on school transport vehicles

- 14.1. The local authority operates a 'zero tolerance' approach to poor behaviour on dedicated local authority provided home-to-school transport.
- 14.2. Parents/carers and pupils should familiarise themselves with the Travel Behaviour Code. It encourages safe school travel, and notes pupils' expected behavioural standards.
- 14.3. If pupils do not follow the code, the local authority can take action against them for their own safety and the safety of others. In circumstances where a pupil's behaviour has met this threshold, the local authority will advise parents that their child's right to school transport will be withdrawn for a duration to be determined by the local authority. In such a situation, it will be the responsibility of parents to transport their child to school.
- 14.4. It is important that pupil, parents and carers understand that poor behaviour on home-to-school transport may also lead to fixed-term exclusion, or in the most significant cases, permanent exclusion from school.

15.No-pass, no-travel scheme

15.1. All pupils using local authority provided school buses are provided with a dedicated bus pass. Only pupils eligible to travel may do so. Any pupil attempting to board a school bus without a current bus pass will be refused access.

15.2. In the event of a pass being lost, stolen or damaged, parents/carers will need to contact the school reception, who will provide further advice on what to do.

15.3. There is a £10 charge for replacement bus passes.

15.4. Bus passes can only be used on the route identified on the pass.

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Equality Impact full assessment form

When complete, this form must be signed off and retained by the service area. The Full EIA should be recorded as complete on share point (your business manager has access to share point). Where a full EIA is needed this should be included as an appendix with the relevant cabinet report and therefore available publicly on the website.

Equality impact full assessment form

Name of project, policy, function, service or proposal being assessed:	Home-to-School/College Transport Policy consultation
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At this stage you will need to re-visit your initial screening template to inform your consultation and refer to [guidance notes on completing a full EIA](#)

Consultation

	Method	Action Points
Who do you need to consult with (which equality groups)?	Parents/carers Pupils/college learners Stakeholders	Public engagement sessions Use of social media Online survey Work with schools and Bridgend College to engage with pupils/students. Stakeholders identified and sent details of the consultation for comment.
How will you ensure your consultation is inclusive?	Full public consultation made available on the local authority website. The consultation used plain English to maximise	The public consultation was made available in online and paper format in both Welsh and English with alternative formats by request.

	Method	Action Points
	<p>understanding and encourage participation.</p> <p>To encourage engagement the consultation was available online or in other formats by request.</p> <p>Information about the consultation was shared via social media channels on a variety of platforms.</p> <p>Engagement events for parents and carers held in two secondary schools, one primary school and Bridgend College.</p> <p>Engagement events with pupils held via Bridgend Youth forum, Maesteg School and Coleg Cymunedol Y Dderwen.</p> <p>Workshops arranged outside of working hours (that is 6-8pm) to encourage participation for working parents/carers to attend.</p>	<p>The consultation document and survey were made available on the local authority website and details of the consultation were shared on a number of social media channels/platforms.</p> <p>Parents and carers contacted via schools to attend consultation events.</p> <p>Letters sent to all parents/carers in Bridgend schools.</p> <p>Letters sent to all statutory consultees and stakeholders.</p> <p>Letters sent to all elected members.</p>

What consultation was carried out? Consider any consultation activity already carried out, which may not have been specifically about equality but may have information you can use	Method	Action Points
	A full 12-week public consultation was carried out from 10 April 2024 to 3 July 2024.	

Record of consultation with people from equality groups

Group or persons consulted	Date/venue	Feedback/areas of concern raised	Action Points
Consultation events:	<p>Maesteg School</p> <p>Pencoed Comprehensive School</p> <p>Porthcawl Primary School</p> <p>Bridgend College</p> <p>Maesteg School pupils</p> <p>Bridgend Youth Council pupils took part in engagement sessions in the Council Chamber</p> <p>Coleg Cymunedol Y Dderwen</p>	<p>Availability of safe routes to school.</p> <p>Weather conditions will impact.</p> <p>Not providing transport for most college students (Post-16) presents a barrier to attend college and sixth-form.</p> <p>Having to drive is potentially more dangerous, expensive and worse for the environment.</p> <p>Service buses are very expensive and not affordable.</p> <p>If they don't transport- young people may discouraged to attend higher education and getting more qualifications.</p> <p>Adds more barriers for attending education and will increase the 'emotionally based school avoidance' and 'not in education, employment or training' population.</p> <p>Not everyone has money for fuel, public transport.</p>	Consider feedback from learners on all proposals to produce Cabinet report and recommendations
Parent and Carer Engagement sessions:	Parent and carer engagement sessions took place in:	<p>The most common feedback from parents and carers as a result of the consultation responses are summarised below:</p> <ul style="list-style-type: none"> Public transport options need to improve. 	Consider feedback from parents and carers on all proposals to produce Cabinet

<p>A total of 97 parents took part in engagement sessions in comprehensive school across the county borough</p>	<p>Archbishop McGrath Catholic High School</p> <p>Bridgend College</p> <p>Brynteg Comprehensive</p> <p>Bryntirion Comprehensive</p> <p>Coleg Cymunedol Y Dderwen</p> <p>Cynffig Comprehensive</p> <p>Maesteg High School</p> <p>Pencoed Comprehensive</p> <p>Porthcawl Comprehensive</p> <p>Ysgol Gyfun Gymraeg Llangynwyd</p>	<ul style="list-style-type: none"> • The proposals would create barriers for children’s learning. • Walking routes are often not safe. Safety should be prioritised over money. Roads are busy and unsafe • Lighting in the winter months is poor. • Too long to walk, especially in bad weather and walking in cold/wet weather could cause physical and mental health issues. • Increased exposure to anti-social behaviour and crime (for example drugs). • Limited options outside schools for parents/carers to safely drop-off children. • There should not be preferential treatment for faith-based education. • There should not be preferential treatment for Welsh-medium education. • Public transport is expensive and there will be additional costs for pupils/families. • Many families do not have access to a private car. • The council should make other internal savings. • Many families are already suffering financial hardship and this would add to their burden. Low-income families need to be prioritised. • Children won’t walk that far so the impact will be on more travel and an increased environmental impact. Net zero carbon targets will unlikely be met. • Pupils with additional learning needs should be supported with transport. • Attendance/attainment will be negatively impacted. 	<p>report and recommendations</p>
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		<ul style="list-style-type: none"> • Too far for many younger pupils to walk to school while their older sibling is on the school bus. • The distance thresholds should be dropped for all pupils. • Siblings should travel together. • Having an older sibling alongside supports the transition of younger pupils. • This will complicate life for families. • Young pupils should be permitted to travel with older siblings to support their anxiety. • This may prevent siblings attending the same school. • The older distances we far fairer • Families should have transitional protection to the proposals. • Unfair that something previously provided is taken away. • Little children cannot be expected to walk such a distance. Nursery pupils require transport. • This should be means tested. • This is discriminatory to the English language. • Stop this and put the money into other transport for pupils. • There will be more cars on the roads with more pollution and congestion around schools. • There should be special dispensation/eligibility for pupils with additional learning needs and looked after children. • How does this support the 'National Mission'? • Most Post-16 journeys are longer. • Pupils at the top of the valleys will suffer more. • It would be too far to college from many learners (Porthcawl for example). • This will be a barrier to young people's education. 	
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		<ul style="list-style-type: none"> • More sixth-formers will drop-out of school. There should be encouragement for Post-16 pupils to learn. • Some pupils of alternative faiths to Christianity do not have the same option of a faith-based education. • Children are leaving education to work because of the cost of living. • The most vulnerable pupils will be the hardest hit. • Young people will be deprived of their education. • Not all schools have the same subject offer. • Attendance will suffer in general. • Pupils eligible for free school meals will suffer more and may not pursue Post-16 education. • We should support further and higher education and encourage it. • As a personal transport budget, 45p/mile would not cover costs (including public transport/taxis). 	
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Assessment of Impact

Based on the data you have analysed, and the results of consultation or research, consider what the potential impact will be upon people with protected characteristics (negative or positive). Include any examples of how the policy helps to promote equality. If you do identify any adverse impact you **must seek legal advice as to whether, based on the evidence provided, an adverse impact is or is potentially discriminatory, and identify steps to mitigate any adverse impact – these actions will need to be included in your action plan.**

	Impact or potential impact	Actions to mitigate
Gender	<p>There is no evidence to suggest that there will be any disproportionate impact based on gender.</p> <p>The most recent Pupil Level Annual School Census (PLASC) data (2024) shows that the school population is made up of 48.6% female and 51.4% male.</p>	N/A
Disability	Children and young people who have a disability or additional learning need attending mainstream education would be assessed individually for transport on a discretionary basis under the requirements of the Learner Travel (Wales) Measure 2008	The local authority allows parents/carers to apply for discretionary home-to-school transport provision if there are short-term medical issues that present a barrier for a pupil/student to access their school or other learning environment.
Race	Pupils are treated equally as eligibility is based on distance and the choice of school.	<p>There is no evidence to suggest that there will be a disproportionate impact upon learners based on race or ethnicity.</p> <p>Any learners who require additional support can, under the new proposals apply for discretionary transport and will be considered on an individual basis.</p>
Religion and belief	Learners attending faith schools (primary and secondary) will maintain home-to-school-transport in line with the current policy arrangements. Therefore, there will be a neutral or potentially positive impact upon faith-based education as the result of this proposal.	The local authority supports diversity and the choice of education. Having faith schools offers a good choice for parents/carers and pupils seeking a faith-based education, especially at pre-school and Nursery. The preservation of free home-to-school transport in particular for

		pupils attending faith schools may lead to a greater number of parents/carers considering a faith-based education for their child as geographical distance is often a significant barrier for parents considering faith-based education.
Sexual Orientation	There is no evidence to suggest that there will be any disproportionate impact based on sexual orientation as eligibility is based on distance and the choice of school.	NA
Age	<p>There is a potential that the proposals will impact those of non-statutory school age more than those of statutory school age. In particular those, in English-medium schools.</p> <p>The catchment areas of Cynffig Comprehensive, Maesteg Comprehensive and Coleg Cymunedol Y Dderwen in particular, include areas of socioeconomic disadvantage. Therefore, families in these areas will likely incur transport costs that may place greater financial strain on families and households than in other parts of Bridgend.</p> <p>The removal of the free college bus pass for college students will incur potentially significant additional costs for young people. The consultation feedback</p>	Work with local transport providers and Welsh Government to preserve funding to support public service bus contracts especially in the more geographically restricted valley communities.

	<p>indicates that enrolment numbers and attendance rates for young people attending college from these areas is at risk of decreasing with potentially more pupils not in education, employment or training.</p> <p>Children and young people in these areas, whether attending school or college, may also be reliant on public transport. Its availability, timings and capacity have changed in recent years since the pandemic and there are now more limited and less frequent public bus services throughout much of Bridgend, especially in the valley communities.</p> <p>The removal of the 'sibling rule' removes any inequality that has been the current policy in communities in the past.</p>	
Pregnancy & Maternity	There is no evidence to suggest that there will be any disproportionate impact based on pregnancy and maternity.	NA
Transgender	There is no evidence to suggest that children and young people who are transgender or gender neutral will be disproportionately impacted by the proposals.	NA
Marriage and Civil partnership	There is no evidence to suggest that there will be any disproportionate impact based on marriage and civil partnerships.	NA

<p>Welsh language</p>	<p>Learners attending Welsh-medium schools (primary and secondary) will maintain home-to-school transport in line with the current policy arrangements. Therefore, there may be either a neutral or positive impact upon Welsh-medium education.</p> <p>For Nursery provision, parents may choose to send their child to a Welsh-medium school based on the availability of free home-to-school transport. Likewise, they may determine that the availability of free home-to-school transport at Post-16, may mean a more attractive offer of the continuum of education, that is from Nursery, through statutory education, to Post-16. Whereas free home-to-school transport will not be available to support this continuum of education for pupils attending English-medium schools.</p> <p>There is therefore potential for the option of Welsh-medium education to be a more attractive offer for parents and this therefore supports the local authority's desire and statutory responsibility to promote and grow the Welsh language.</p>	<p>Work with the Bridgend Welsh Education Forum and schools to ensure promotion of Welsh-medium education, especially at pre-school and Nursery and to ensure the offer of free home-to-school transport to support the continuum of Welsh-medium education is understood as a positive option for parents.</p>
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It is essential that you now complete the action plan. Once your action plan is complete, please ensure that the actions are mainstreamed into the relevant Service Development Plan.

Action	Lead Person	Target for completion	Resources needed	Service Development plan for this action
Monitor admissions to faith schools (primary)	Group Manager (Strategy, Performance and Support)	Three years	Pupil Services	Education, Early Years and Young People Directorate Business Plan
Monitor admissions to Welsh-medium schools	Group Manager Schools	Three years	Pupil Services	Education, Early Years and Young People Directorate Business Plan
Monitor the number for discretionary applications for home-to-school transport	Group Manager (Strategy, Performance and Support)	Three years	Pupil Services	Education, Early Years and Young People Directorate Business Plan
Develop and continue to monitor school data (PLASC) for all protected characteristics	Group Manager (Strategy, Performance and Support)	Three years	Pupil Services	Education, Early Years and Young People Directorate Business Plan
Work with Welsh Government and schools to promote opportunities for funding for young people for transport (Post-16)	Group Manager (Strategy, Performance and Support)	One year	Pupil Services	Education, Early Years and Young People Directorate Business Plan

Work with transport providers in relation to routes to school, particularly for Post-16 learners	Group Manager (Strategy, Performance and Support)	One year	Passenger Transport Team	Education, Early Years and Young People Directorate Business Plan
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Please detail the name of the independent person (someone other than the person undertaking the EIA) countersigning this EIA below:

Countersigned:	Role:	Date:
Lindsay Harvey	Corporate Director (Education, Early Years and Young People)	10/06/2024

Please outline how and when this EIA will be monitored in future and when a review will take place (max. three years):

Monitoring arrangements:	Date of Review:
This EIA will be monitored on an annual basis in line with the Education, Early Years and Young People Directorate's self-evaluation processes.	January 2026

Details of person completing the Full EIA:

Name:	Role:	Date:
Robin Davies	Group Manager (Strategy, Performance and Support)	07/06/2024

Publication of a Full EIA and feedback to consultation groups

It is important that the results of this impact assessment are published in a user-friendly accessible format.

It is also important that you feedback to your consultation groups with the actions that you are taking to address their concerns and to mitigate against any potential adverse impact.

When complete, this form must be signed off and retained by the service area. The Full EIA should be recorded as complete on share point (your business manager has access to share point). Where a full EIA is needed this should be included as an appendix with the relevant cabinet report and therefore available publically on the website.

If you have queries in relation to the use of this toolkit please contact the Equalities Team on 01656 643664 or equalities@bridgend.gov.uk

Welsh Language Impact Assessment (WLIA) Tool

Stage 1 – Information Gathering	
NOTE: As you complete this tool you will be asked for evidence to support your views . Please see Welsh Language Impact Assessment Guidance for more information on data sources.	
Proposal Name:	Home-to-School/College Transport Policy
Department	Education, Young People and Early Years
Service Director	Lindsay Harvey (Corporate Director - Education, Young People and Early Years)
Officer Completing the WLIA	Robin Davies (Group Manager - Strategy, Performance and Support)
Email	Robin.davies@bridgend.gov.uk
Phone	01656 754881
Brief Description	The proposal changes to the current Home-to-School/College Transport Policy.
Date	01/03/2024
Please outline who this proposal affects? (Service Users, Employees, Wider Community)	Service users
What are the aims of the policy, and how do these relate to the Welsh Language?	To implement a revised Home-to-School/College Transport Policy. The revised policy provides protection for pupils attending Welsh-medium schools to ensure the local authority is meeting its statutory duty under the Welsh Language (Wales) Measure 2011 and the local authority's Welsh in Education Strategic Plan 2022-2032
Who will benefit / Could the policy affect Welsh language groups? If so, list them here.	The policy proposals do not change the current eligibility of pupils attending Welsh-medium schools in the borough. Rather, the proposed changes to the proposed eligibility for English-medium

Welsh Language Impact Assessment (WLIA) Tool

	<p>pupils could make the option of a Welsh-medium education more attractive for parents/carers, for their child. The local authority's statutory duty to support and promote the Welsh language is contained in the Welsh Language (Wales) Measure 2011 and is also enshrined in the Learner Travel (Wales) Measure 2008.</p>
<p>Current linguistic profile of the geographical area(s) concerned</p>	<p>The 2021 Census figures regarding the Welsh language show a decrease in the percentage of Welsh speakers across Wales to 17.8%.</p> <p>In Bridgend – the percentage of the population who can speak Welsh decreased from 9.7% to 9.2%. N</p> <p>Numerically, this was a reduction from 13,103 members of the public being able to speak Welsh at the 2011 census to 13,043 in 2021.</p>
<p>Other relevant data or research</p>	<p>To support Cymraeg 2050: A million Welsh speakers' strategy, Welsh Government has set Bridgend County Borough Council a target to increase the percentage of learners taught through the medium of Welsh from c.8% to between 14% - 18% by 2032 (based on Pupil Level Annual School Census data of Year 1 pupils 2019-2020). This is in accordance with the Welsh in Education Strategic Plans (Wales) Regulations 2019.</p> <p>Currently, in Welsh-medium schools in Bridgend, there are 162 pupil places available for Reception pupils. The local authority has set a target of 300 Reception places being available for Welsh-medium pupils by the end of the plan period, which is an additional 138 additional pupil places. The 300 Reception places equate to ten forms of entry, and the aim is to ensure those places are filled.</p>

This Welsh in Education Strategic Plan 2022-2032 sets out the local authority's vision for the next ten years to increase and improve the planning of Welsh-medium education. It will build on progress made during our previous WESP (2017-2022) and set out the actions we will take to achieve our targets. These include:

- increasing Welsh-medium sessional childcare places (creating potential for 176 additional sessional sessions) by establishing four new Welsh-medium childcare hubs through the childcare offer capital grant;
- increasing the number of Welsh-medium Nursery school places, through the Sustainable Communities for Learning Programme by expanding two of our Welsh-medium schools during the first five years of the plan;
- taking forward commitments made in Cabinet to establish a one-form-entry Welsh-medium provision in Porthcawl and a one-form-entry provision in Bridgend South-East which would be subject to Cabinet approval;
- scoping/exploring options to relocate and expand Ysgol Gyfun Gymraeg Llangynwyd to a 3-19 school;
- developing a clear and robust programme for delivering Welsh-medium latecomer provision, so that learners entering the Welsh-medium sector at a later stage (Key Stage 2 or Key Stage 3) are able to follow a course of intensive immersion learning before continuing on their education journey in a Welsh-medium school; and
- continuing to work collaboratively with our Welsh Education Forum and relevant sub-groups to continually review and improve how we provide our parents and guardians with

	information about Welsh-medium education and the opportunities it brings to becoming bilingual.
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Stage 2 – Impact Assessment

In this section you need to consider the impact, the evidence and any action you are taking for improvement. This is to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language (Wales) Measure 2011.

Please note there is a separate impact assessment for Equality and Socio-Economic duty that must also be completed for policy proposals. Remember that effects that are positive for some groups could be detrimental to others - even among Welsh language groups. Consider the effects on different groups. For example, a proposal may be beneficial to Welsh learners, but not to Welsh speakers.

Will the proposed action affect any or all of the following?

	Does the proposal have any positive, negative or neutral impacts?	Describe why it will have a positive/negative or neutral impact on the Welsh language.	What evidence do you have to support this view?	What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?
<p>Opportunities for persons to use the Welsh language</p> <p>e.g. staff, residents and visitors The rights of Welsh speakers and learners to use Welsh when dealing with the council and for staff to use Welsh at Work</p>	<p>Neutral but potentially positive</p>	<p>All correspondence issued in relation to the operation of the Council’s Home to School/College Transport Policy will continue to be published in Welsh with the Welsh appearing first.</p> <p>The consultation on the policy proposals was provided bilingually and face-to-face meetings</p>	<p>At present (June 2024) 26% of primary school pupils eligible for big bus transport (as the main transport mechanism offered by the local authority) are transported to Welsh-medium schools and 61% are transported to Welsh-medium secondary schools.</p> <p>Following the implementation of this policy if accepted by Cabinet, this is estimated to increase to 31% for primary school pupils and to be</p>	<p>Ensure all correspondence and information on the local authority’s home-to-home-to-school transport contracts is available bilingually.</p> <p>Encourage school transport operators to appoint Welsh-speaking staff where possible on school transport services, especially to</p>

Welsh Language Impact Assessment (WLIA) Tool

		<p>were held with the public and offered bilingually.</p> <p>All bus passes provided to pupils are provided bilingually.</p> <p>The policy proposals seek to maintain the status quo regarding the home-to-school transport offer for pupils attending Nursery education, statutory education and Post-16 education, in that pupils attending their nearest suitable Welsh-medium school are able to benefit from free home-to-school transport where they live over the policy distances of 1.5 miles for Nursery pupils, 2 miles for primary school pupils and 3 miles for secondary school pupils.</p> <p>For pupils attending English-medium schools the policy proposal does</p>	<p>maintained at 61% for secondary school pupils.</p>	<p>those serving our Welsh-medium schools</p>
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Welsh Language Impact Assessment (WLIA) Tool

		<p>not support Nursery or Post-16 pupils with home-to-school transport. Therefore, there is greater potential for parents/carers to consider a Welsh-medium education for their child given the stronger home-to-school transport policy offer.</p> <p>With pupils continuing to travel together on school transport buses to their nearest Welsh-medium schools, this will continue to allow the communal use of the Welsh language on the journey to and from school amongst pupils.</p>		
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Stage 2 – Impact Assessment

Will the proposed action affect any or all of the following?

	Does the proposal have any positive,	Describe why it will have a positive/negative or	What evidence do you have to support this view?	What action(s) can you take to mitigate any negative impacts or
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Welsh Language Impact Assessment (WLIA) Tool

	negative or neutral impacts?	neutral impact on the Welsh language.		better contribute to positive impacts?												
<p>Numbers and / or percentages of Welsh speakers</p> <p>e.g Welsh-Medium Education / Study Opportunities. Links with the Welsh Government's Cymraeg 2050 Strategy / BCBC Five Year Welsh</p>	<p>Neutral but potentially positive</p>	<p>The local authority has four Welsh-medium primary schools and one Welsh-medium secondary school.</p> <p>The policy proposals seek to maintain the status quo regarding the home-to-school transport offer for pupils attending Nursery education, statutory education and Post-16 education, in that pupils attending their nearest suitable Welsh-medium school are able to benefit from free home-to-school transport where they live over the policy distances of 1.5 miles for Nursery pupils, 2 miles for primary school pupils and 3 miles for secondary school pupils.</p> <p>For pupils attending English-medium schools</p>	<p>The numbers of full-time Nursery places currently applying being applied for in Welsh-medium schools in Bridgend is higher than at Reception. This is potentially to do with the closer proximity of English-medium primary schools of which there are 40 in the borough against the 4 Welsh-medium primary schools (see table below for September 2024 intake)</p> <table border="1"> <thead> <tr> <th>School</th> <th>First choice Full-time Nursery applications</th> <th>First choice Reception applications</th> </tr> </thead> <tbody> <tr> <td>Ysgol Cynwyd Sant</td> <td>42</td> <td>21</td> </tr> <tr> <td>Ysgol Gymraeg Bro Ogwr</td> <td>56</td> <td>41</td> </tr> <tr> <td>Ysgol Gyradd Gymraeg Calon y Cymoedd</td> <td>21</td> <td>18</td> </tr> </tbody> </table>	School	First choice Full-time Nursery applications	First choice Reception applications	Ysgol Cynwyd Sant	42	21	Ysgol Gymraeg Bro Ogwr	56	41	Ysgol Gyradd Gymraeg Calon y Cymoedd	21	18	<p>As the local authority has a generous policy offer for Nursery transport of eligibility over 1.5 miles against that of Reception of 2 miles, this may influence choice of Welsh-medium education at Nursery but may greater influence the choice of English-medium education at Reception.</p> <p>The proposed policy aims to address this risk by providing the offer of transport for Nursery pupils to Welsh-medium schools over 1.5 miles from home, to school, but not to English-medium schools. This may ensure early commitment by parents/carers of their child accessing a Welsh-medium Nursery place with greater likelihood of</p>
School	First choice Full-time Nursery applications	First choice Reception applications														
Ysgol Cynwyd Sant	42	21														
Ysgol Gymraeg Bro Ogwr	56	41														
Ysgol Gyradd Gymraeg Calon y Cymoedd	21	18														

Welsh Language Impact Assessment (WLIA) Tool

		<p>the policy proposal does not support Nursery or Post-16 pupils with home-to-school transport. Therefore, there is greater potential for parents/carers to consider a Welsh-medium education for their child given the stronger home-to-school transport policy offer.</p> <p>Therefore, this policy proposal encourages education through the medium of Welsh and may therefore increase the overall numbers of pupils in our Welsh-medium schools. This will support the targets set by Welsh Government and contained within the local authority's Welsh in Education Strategic Plan 2022-2032</p>	<p>Ysgol y Ferch o'r Sgêr</p>	<p>23</p>	<p>18</p>	<p>that child remaining in Welsh-medium education.</p> <p>in terms of adherence to the Welsh Language Measure, the Council must treat the Welsh language no less favourably than English.</p> <p>The new policy proposes a positive treatment of the Welsh language by supporting pupils at both Nursery and Post-16 where no support for English-medium pupils would be available.</p>
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Welsh Language Impact Assessment (WLIA) Tool

	Does the proposal have any positive, negative or neutral impacts?	Describe why it will have a positive/negative or neutral impact on the Welsh language.	What evidence do you have to support this view?	What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?
<p>Opportunities to promote the Welsh language</p> <p>e.g. status, use of Welsh language services, use of Welsh in everyday life in work and in the community</p> <p>Actively encourage and promote the use of our services in Welsh to see an increase in demand over time.</p>	<p>Neutral or potentially positive</p>	<p>The local authority believes that the policy proposals create the right conditions for new pupils of all ages to embrace the Welsh language from Nursery through to Post-16 education.</p> <p>The more generous offer for home-to-school transport provision offered by the policy is not expected to discourage parents from applying for Welsh-medium school places.</p> <p>Rather, the policy proposals seek to provide a strong Welsh-medium school transport offer to ensure the take up and continuum of Welsh-medium education.</p>	<p>The local authority has monitored over many years the loss of Welsh-medium pupils to English-medium schools due to the proximity of those schools and the equivalent policy offer for home-to-school transport. While numbers are relatively small, there is broad agreement among Bridgend's Welsh Education Forum members that if a Welsh-medium Nursery pupil is lost to an English-medium school, the likelihood of that pupil re-entering Welsh-medium education in the future is significantly reduced. Therefore, the improved home-to-school transport policy offer for Nursery pupils in particular, supports the continuum of Welsh-medium education through Nursery, into statutory education and then into Post-16 where there would also be a strong policy offer favouring Welsh-medium education but not those pupils wishing to pursue an English-medium education.</p>	<p>The local authority works with WEF partners to support the delivery of its communication strategy promoting the Welsh language and the benefits of a Welsh language education. Significant progress has been made since the inception of the WEF. The local authority will continue to look to support and communicate the importance of Welsh language and Welsh-medium education with WEF partners under the auspices of local authority's WESP 2022-2032.</p> <p>The local authority will monitor any future amendments to the</p>

Welsh Language Impact Assessment (WLIA) Tool

		<p>This helps ensure that the local authority is able to meet its duty under the Learner Travel (Wales) Measure 2008 to promote Welsh-medium education.</p> <p>In addition, the introduction of the proposal may result in potential growth in demand for Welsh-medium school places as the critical home-to-school transport support for non-statutory Nursery pupils living over 1.5 miles ensures that the risk of these pupils drifting into English-medium schools due to a comparable is mitigated against.</p> <p>If these benefits are realised through the implementation of this policy offer, this would potentially positively</p>		<p>Learner Travel (Wales) Measure 2008 by Welsh Government following its review of its learner travel policy and arrangements. However, it is unclear what, if any, recommendations made will directly impact the Welsh language.</p> <p>However Welsh Government has stated that in making the recommendations, they have been developed to align with current legislative commitments and financial constraints.</p> <p>The actions set out by Welsh Government will be overseen by a cross-departmental working group to ensure full engagement with the range of policy colleagues with an interest in this cross portfolio issue including</p>
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Welsh Language Impact Assessment (WLIA) Tool

		<p>impact on the local authority's WESP targets and its desire to increase the number of Welsh language speakers in Bridgend and to grow Welsh-medium education and Welsh language opportunities throughout the borough.</p>	<p>transport, education, Welsh language, health and rural affairs.</p> <p>Local authority officers did consider further supporting Welsh-medium pupils accessing their nearest school through a further reduction in the policy distance for Nursery, pupils of statutory school age and for Post-16 pupils when considering a range of policy options. However, as the rationale for the policy change has been to progress required Medium-term financial efficiencies and reduce overall home-to-home-to-school transport spend, it was not possible to propose a policy offer that would likely significantly increase the cost to the local authority of the</p>
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Welsh Language Impact Assessment (WLIA) Tool

				provision of free home-to-school transport.
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Stage 2 – Impact Assessment Will the proposed action affect any or all of the following?

	Does the proposal have any positive, negative or neutral impacts?	Describe why it will have a positive/negative or neutral impact on the Welsh language.	What evidence do you have to support this view?	What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?
<p>Compliance with the Council's Statutory Welsh Language Standards</p> <p>e.g increasing or reducing the Council's ability to deliver services through the Medium of Welsh.</p>	Positive	The consultation exercise and this Welsh Language Impact Assessment have been completed to achieve and assist with compliance with the Council's Statutory Welsh Language Standards and responsibilities.	The policy proposal would not apply equally to Welsh-medium and English-medium pupils. Pupils in Nursery and Post-16 Welsh schools would maintain eligibility for free home-to-home-to-school transport but those in English-medium schools would not retain any eligibility.	<p>Greater promotion of Welsh-medium schools across the Borough.</p> <p>Promotion of the home-to-school transport policy offer available for those wishing to consider a Welsh-medium education for their child.</p>

Welsh Language Impact Assessment (WLIA) Tool

Page 42

<p>Consider the rights of Welsh speakers to use Welsh when dealing with the Council and for staff to use Welsh at Work</p>		<p>With particular reference to Standard 90 (as applicable to the Council), this states: When you (the Council) formulate a new policy, or review or revise an existing policy, the council must consider how the policy could be formulated (or how an existing policy could be changed) so that the policy decision would not have adverse effects, or so that it would have decreased adverse effects, on - (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>		
<p>Treating the Welsh language, no less favourably than the English language</p>	<p>Neutral or potentially positive</p>	<p>The new policy proposes a positive treatment of the Welsh language by supporting pupils at both Nursery and Post-16 where no support for</p>	<p>At present (June 2024) 26% of primary school pupils eligible for big bus transport (as the main transport mechanism offered by the local authority) are transported to Welsh-medium schools and 61% are</p>	<p>Greater promotion of Welsh-medium schools across the Borough. Promotion of the home-to-school transport policy</p>

Welsh Language Impact Assessment (WLIA) Tool

		<p>English-medium pupils would be available.</p>	<p>transported to Welsh-medium secondary schools.</p> <p>Following the implementation of this policy if accepted by Cabinet, this is estimated to increase to 31% for primary school pupils and to be maintained at 61% for secondary school pupils.</p> <p>Only Post-16 pupils attending Ysgol Gyfun Gymraeg Llangynwyd would be eligible for free school transport in future and those attending the only faith secondary school in Bridgend, that is Archbishop McGrath Catholic High School.</p>	<p>offer available for those wishing to consider a Welsh-medium education for their child</p>
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Stage 3 - Strengthening the proposal

Having listed actions in section 2 which may mitigate any negative impacts or better contribute to positive impacts – please record below which ones you will imbed into the policy proposal and who will be responsible for them.

Also consider is the proposal necessary? Would it be possible to meet demand without any new developments? Could other existing provision be used? Where should the development be?

What are you going to do?	When are you going to do it?	Who is responsible?
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Welsh Language Impact Assessment (WLIA) Tool

The Council will continue to adhere to The Welsh Language (Wales) Measure 2011, and work towards achieving the goals of Welsh Government's Cymraeg 2050 vision by promoting the Welsh language.	Ongoing	Corporate Director - Education, Early Years and Young People
Continue to promote Welsh-medium education with WEF partners	Ongoing	WESP Co-ordinator
If the policy is approved by Cabinet we will promote the home-to-school transport policy offer for those wishing to consider the benefits of a Welsh-medium education for their child.	From October 2024 to August 2025	School Transport Team Schools WEF partners
If ways of reducing the impact have been identified but are not possible to implement, please explain why. Give sufficient detail of data or research that has led to your reasoning.		
What was identified?	Why is it not possible?	
n/a	n/a	

Stage 4 – Review

Welsh Language Impact Assessment (WLIA) Tool

For all policy proposals, whether it is a Significant Key Decision or not, you are required to forward this assessment to Welsh Language services – WLS@bridgend.gov.uk and the Consultation and Engagement team – consultation@bridgend.gov.uk in the first instance for some initial guidance and feedback.

It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable Welsh language considerations wherever possible. Please ensure you update the relevant sections below in collaboration with the relevant departments.

Welsh Language Services Comments	Date Considered	Brief description of any amendments made following Welsh Language Services feedback
Consultation Comments	Date Considered	Brief description of any amendments made following consultation

Welsh Language Impact Assessment (WLIA) Tool

Stage 5 – Monitoring, Evaluating and Reviewing

How and who will you monitor the impact and effectiveness of the proposal?

If the policy proposals are accepted following the public consultation and approval by Cabinet, the local authority will monitor the impact of the revised policy on the take-up of Welsh-medium places at each statutory admission round, through the monitoring of in-year transfer admissions to Welsh-medium schools compared to English-medium schools and to the number of pupils on local authority provided home-to-school transport.

The local authority will continue to monitor and evaluate the effect of its Home-to-School Transport Policy in relation to both its duty to promote Welsh-medium education under the Learner Travel (Wales) Measure 2008 and its impact and effect on the Bridgend WESP 2022-2032 with WEF partners.

This will be conducted through the collection and analysis of relevant data, engagement with key stakeholders and reporting through the Council's democratic processes such as our Scrutiny committees. The progression of our WESP target in particular the increase in the number of Year 1 pupils taught through the medium of Welsh in Bridgend, will in particular, be an important metric in any future evaluation.

Stage 6 – Summary of Impacts for the Proposal

Provide below a summary of the impact assessment, to include some of the main positive and negative impacts along with an overview of actions taken since the impact assessment to better contribute to more positive impacts.

Welsh Language Impact Assessment (WLIA) Tool

The proposal seeks to introduce revision to the current Home-to-School Transport Policy namely maintain eligibility for Welsh-medium pupils at Nursery and at Post-16 for free local authority provided home-to-school transport while removing this eligibility for those pupils attending English-medium schools.

The eligibility distance for Nursery is maintained at 1.5 miles from home, to school. For pupils of statutory school age, the distances are the same as the statutory distances laid down in the Learner Travel (Wales) Measure 2008.



The local authority will continue to accept parental choice providing mainstream English, Welsh and faith school places.

Any policy change can only be implemented from September 2025 at the earliest.

The assessment has identified that there is a possibility that as the policy proposals maintain the current policy offer for Welsh-medium pupils it will therefore have at least a neutral impact on parents/carers considering a Welsh-medium education for their child. However, it is hoped that the policy offer will go further and promote the Welsh-language, increasing the take-up of the Welsh-medium education as the offer of free home-to-school transport for English-medium pupils at Nursery and at Post-16 is removed.

Stage 7 – Sign off			
Name of Officer completing WLIA	Robin Davies	Service Director name:	Lindsay Harvey (Corporate Director Education, Early Years and Young People)
Position	Group Manager (Strategy Performance and Support)	I recommend that the proposal: (Highlight decision)	Is implemented with no amendments
			Is implemented taking into account the mitigating actions outlined

Welsh Language Impact Assessment (WLIA) Tool

			Is rejected due to disproportionate negative impacts on the Welsh language
Signature		Service Director Signature	
Date	01/03/2024	Date	01/03/2024