

# Public Document Pack



CYNGOR SIR  
YNYS MÔN  
ISLE OF ANGLESEY  
COUNTY COUNCIL

Mr Dylan J. Williams  
Prif Weithredwr – Chief Executive  
CYNGOR SIR YNYS MÔN  
ISLE OF ANGLESEY COUNTY COUNCIL  
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<b>RHYBUDD O GYFARFOD</b>	<b>NOTICE OF MEETING</b>
<b>PWYLLGOR SGRIWTINI PARTNERIAETH AC ADFYWIO</b>	<b>PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE</b>
<b>DYDD MAWRTH, 9 MEHEFIN, 2026 am 2.00 o'r gloch yp</b>	<b>TUESDAY, 9 JUNE, 2026 at 2.00 pm</b>
<b>CYFARFOD HYBRID – YN YSTAFELL BWYLLGOR , SWYDDFEYDD Y CYNGOR, LLANGFNI AC YN RHITHIOL DRWY ZOOM</b>	<b>HYBRID MEETING – IN COMMITTEE ROOM, COUNCIL OFFICES, LLANGFNI AND VIRTUALLY THROUGH ZOOM</b>
<b>Swyddog Pwyllgor</b>	<b>Mrs. Mairwen Hughes 01248 752518 Committee Officer</b>

## **AELODAU / MEMBERS**

Cynghorwyr / Councillors:-

### **Y Grwp Annibynnol/ The Independent Group**

Gwilym O Jones (**Is-gadeirydd/Vice-Chair**)

### **Plaid Cymru / The Party of Wales**

Non Dafydd, Euryrn Morris, John Ifan Jones, Dylan Rees, Margaret M Roberts, Sonia Williams (**Cadeirydd/Chair**), Sedd Wag/Vacant Seat

### **Annibynnwyr Môn/Anglesey Independents**

Douglas Fowlie, Derek Owen, Liz Wood

### **Llafur Cymru/Welsh Labour**

Pip O'Neill

**Aelodau Ychwanegol/Additional Members (gyda hawl pleidleisio ar faterion addysg/with voting rights in respect of educational matters) Parchedig/Reverend Llewelyn Moules-Jones (Yr Eglwys yng Nghymru/The Church in Wales), Kathryn Seeney -(Rhiant Llywodraethwr – Sector Ysgolion Cynradd/Parent Governor – Primary Schools Sector), Christina Williams-(Rhiant Llywodraethwyr – Sector Ysgolion Uwchradd ac ADY/Parent Governor – Secondary Schools Sector and ALN) Mr John Tierney (Yr Eglwys Babyddol Rufeinig/The Roman Catholic Church)**

### **Aelod Cyfetholedig/Co-opted Member (Dim Hawl Pleidleisio/No Voting Rights)**

Mr. Dafydd Gruffydd ( Rheolwr Gyfarwyddwr/Managing Director - Menter Môn)

***Please note that meetings of the Committee are streamed for live and subsequent broadcast on the Council's website. The Authority is a Data Controller under the Data Protection Act and data collected during this live stream will be retained in accordance with the Authority's published policy.***

## **A G E N D A**

### **1 DECLARATION OF INTEREST**

To receive any declaration of interest by any Member or Officer in respect of any item of business.

### **2 MINUTES (Pages 1 - 10)**

To submit, for confirmation, the minutes of the following meetings:-

- Minutes of the meeting held on 17 March, 2026.
- Minutes of the Election of Chair and Vice-Chair held on 12 May, 2026.

### **3 WELSH LANGUAGE ANNUAL REPORT 2025/2026 (Pages 11 - 34)**

To submit a report by the Director of Function (Council Business)/Monitoring Officer.

### **4 WELSH IN EDUCATION STRATEGIC PLAN (WESP) REPORT 2025/2026 (Pages 35 - 52)**

To submit a report by the Director of Education, Skills and Young People.

### **5 ALN & INCLUSION SERVICE 2025/2026 : CURRENT SITUATION, CHALLENGES AND NEXT STEPS (Pages 53 - 62)**

To submit a report by the Director of Education, Skills and Young People.

### **6 COMMITTEE FORWARD WORK PROGRAMME - 2026/2027 (Pages 63 - 72)**

To submit a report by the Scrutiny Officer.

## **PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE**

### **Minutes of the meeting held on 17 March 2026**

#### **PRESENT:**

Councillor Dylan Rees (Chair)  
Councillor Gwilym O Jones (Vice-Chair)

Councillors Non Dafydd, Douglas M Fowlie, John Ifan Jones,  
Pip O'Neill, Derek Owen, Ken Taylor and Sonia Williams

Councillor Gary Pritchard – Leader of the Council and Portfolio  
Member for Economic Development.

Councillor Dafydd Roberts – Portfolio Member for Education and  
the Welsh Language.

#### **Co-opted Members**

Mr John Tierney (The Catholic Church),  
Mrs Christina Williams (Parent Governor – Secondary School  
Sector and ALN).

#### **IN ATTENDANCE:**

Chief Executive,  
Deputy Chief Executive,  
Director of Education, Skills and Young People (for item 8),  
Director of Social Services (for item 8),  
Head of Regulation and Economic Development (for items 4 & 5),  
Head of Democracy,  
Chief Economic Development Officer (TJ) (for items 4 & 5),  
Programme Manager (Economic Development) (EM) (for item 5),  
Project Manager (MF) (for items 4 & 5)  
Committee Officer (MEH),  
Support Assistant – Democratic Services – Webcasting (CH).

#### **APOLOGIES:**

Councillors Euryrn Morris, Margaret Murley Roberts and Liz Wood

Councillor Robin Williams – Deputy Leader and Portfolio Member  
for Finance, Corporate Business and Customer Experience.

Mrs Kathryn Seeney (Parent Governor – Primary Schools Sector).

#### **ALSO PRESENT:**

##### **Portfolio Members**

Councillor Neville Evans – Portfolio Member for Adults' Services,  
Councillor Dyfed W Jones – Portfolio Member for Children, Young  
People and Families Services,  
Councillor Alun Roberts – Portfolio Member for Leisure, Tourism,  
Maritime and Property,

**1 APOLOGIES**

As noted above.

**2 DECLARATION OF INTEREST**

Councillor Sonia Williams declared a personal interest in Item 5 – UK Government Funding – Holyhead : A culture and heritage driven transformation and following legal advice she was able to take part and vote in respect of this item.

Mrs Christina Williams, Co-opted Member, Parent Governor – Secondary Schools Sector and ALN, declared a personal interest in Item 8 – Internalising the ALN and Inclusion Service on Anglesey, and following legal advice she was able to take part and vote in respect of this item.

**3 MINUTES**

The minutes of the previous meeting held on 20 January, 2026 were confirmed as correct.

**Action point 2 arising from the meeting held on 14 October, 2026 :-**

Provide an update to Committee Members following a meeting with the Health Board on 7 November in relation to the proposed reductions in Occupational Therapy services across the Island due to funding limitations by the Senior Community Safety Operational Officer for Gwynedd and Môn.

A response has been received from the Health Board as regards to Safety Partnership as follows:-

*'The roles of the Mental Health Team were funded through 'i-CAN' temporarily with cluster funding in the short term. The funding has now come to an end, which had led to decrease in the Occupational Therapy in GP surgeries. Work is currently undertaken to create a long-term model which is sustainable, and to re-refer patients to Community Mental Health Teams or Third Sector provision to reduce the effect on patients.'*

**4 YNYS MÔN FREE PORT – UPDATE ON PROGRESS**

The report of the Head of Regulation and Economic Development was presented for the Committee's consideration.

The Leader of the Council and Portfolio Member for Economic Development said that the vision of the Ynys Môn Freeport is to become a global hub for innovation, low carbon energy, and international trade.

In considering the report, the Committee discussed the following main matters:-

- Reference was made as to the funding grant of £1m revenue and £25m capital seed funding noted in the report. Questions were raised as to whether this funding is to be shared between all the sites on Island or whether it is specifically for the previous Anglesey Aluminium site in Holyhead. Further questions were raised whether the funding is adequate to address all the sites and whether additional funding will be available. The Leader of the Council and Portfolio Member for Economic Development responded that the funding outlined in the report will be for all the identified sites on Anglesey. He noted that once the Memorandum of Understanding (MOU) is signed the first phase of funding will be released and funding will be for the Peboc Site in Llangefni and the additional building at Msparc Gaerwen. The Head of Regulation and Economic Development said that the Freeport status allows for securing tax free site designation which means the sites are recognised in law as geographical areas where businesses can benefit from tax relief. It will also give opportunity to earmark funding towards projects which will maintain and develop the economy.
- Reference was made that there are three aims as part of the Freeport status as is noted in the report and one of the aims is to increase employment opportunities for local people. Questions were raised as to whether young people within the Secondary Schools are being informed on the skills required for potential businesses locating on the Island as teaching subjects that are not part of the curriculum will take time to undertake. The Leader responded that once the MOU is signed it will release the flow of funding. He further said that there is an element of caution before raising expectations for the types of employment opportunities as it is wholly depended on which businesses that intend in locating within the Freeport status before guidance can be given as to the employment opportunities that will be available. He expressed that there has been frustration as to the time taken for the Freeport status to be confirmed as the process of applying for the status has started since September 2022. The Chief Executive said that a Skills Plan has been prepared which has been presented with the Business Case which will need to be updated. He noted that there will be a requirement for the experience of Coleg Menai to visit schools to inform young people of the potential employment opportunities available. He said that as regards to the Skills Plan there are five sectors where the Business Case highlights employment within the energy environment, construction, advanced manufacturing, digital, finance and professional skills. He further said that there is private investment already undertaken with the site clearance at the 2Sisters site in Llangefni and the Anglesey Aluminium site in Holyhead. The Chief Executive suggested that an invitation be given, in around six months, to representatives from Coleg Menai and Head Teachers following the development of the second Skills Plan.
- Questions were raised as to whether there will be problems associated with Land and Lakes being co-owners of the Parc Cybi land. The Chief Executive responded that Land and Lakes purchased two parcels of land from Rio Tinto PLC which included the Penrhos Nature Reserve which is now in private ownership. The parcel of land at the Parc Cybi site is part of the Freeport designation. Discussions are currently undertaken with the private sector as to the potential development of the Parc Cybi land. Further questions were raised as regards to the Octel Site which has a total of 61 acres. The Head of Regulation and Economic Development responded that the former Octel Site is

owned by Carbon3.ai and initial discussions are taking place for the development of a Data Centre on the site.

- Questions were raised as to whether the sites included in the Freeport can be privately sold. The Chief Executive said that as the sites are in private ownership they can be put on the open market. The Freeport constraints does not dictate what the landowner is able to do with the land. The designation adds value to the land and is more likely to attract inward investment. He further said that Anglesey is the only 12 inward investments areas in the UK due to work undertaken with the private sector. The Chief Economic Development Officer said that the Authority has not directly approach businesses as the sites are in private ownership. He noted that the Authority only owns a small parcel of land in Tregarnedd within the Bryn Cefni Sites. The land will be put on the open market for businesses to move into once the Freeport status has been agreed.
- Clarification was sought as to whether there is limitation on the designated 3 Freeport tax free sites on the Island. The Head of Regulation and Economic Development responded that any Freeport may have one custom site and up to 3 tax free sites. He noted the custom site in Holyhead is a tax-free site which has a double designation. 600 hectares can be included within the tax-free sites.
- Clarification was sought as to the main risks associated with the Freeport. The Leader responded that most of the risks identified within the report will be addressed when the MOU is signed. The management of expectations as the amount of employment opportunities and the benefit for Anglesey is a risk. The Chief Executive said that he considered that the main risk is that businesses will not locate on the Island and when significant investment is undertaken but it does not address the core principles of the Freeport status. He further said that the risks with the war in the Middle East can also affect the potential investments of companies that have decided to invest within the Freeport on Anglesey.

**It was RESOLVED:-**

- **To recognise the role of the Council in the development of the Anglesey Freeport, including the submission of the Business Case;**
- **To recognise the robust governance arrangements and transition from Shadow Board to Full Board;**
- **To note the next steps in the establishment and confirmation of the Freeport.**

## **5 UPDATE ON UK GOVERNMENT ECONOMIC DEVELOPMENT FUNDS**

It was agreed that the following items be considered as one item.

- **Update on the delivery of the UK Shared Prosperity Fund Anglesey 2022/2026**
- **UK Government Funding – Holyhead: A culture and heritage driven transformation**

The reports of the Head of Regulation and Economic Development was presented for the Committee's consideration.

The Leader of the Council and Portfolio Member for Economic Development said that the UK Shared Prosperity Fund (SPF) was administered by Gwynedd Council as the Regional Lead Authority and the Delivery Partners monitored and regularly reviewed progress, expenditure and compliance. He noted that grant funding has supported projects across the Island which was highlighted within the report.

He further referred to the UK Government Funding : Holyhead and noted that the Council were successful in securing funding from UK Government under the LUF Programme which will come to an end in May 2026. He noted that there has been significant improvement to the town of Holyhead which supported projects that is highlighted within the report.

In considering the report, the Committee discussed the following main matters:-

- Concerns were expressed that the SPF grant will change in Wales from May 2026 with 70% capital and 30% revenue. The Leader responded that numerous meetings have been undertaken as to the concerns of the future of the SPF grant funding. He noted that the UK Government expects local authorities in Wales, Scotland and Northern Ireland to be able to administer projects whilst changes to the formula of funding. The matter has been raised in the Welsh Affairs Committee in Westminster and in the Senedd as to the frustration to the difference in funding that is to occur in England. He further said that the 22 Local Authorities in Wales have put pressure on both Governments that the aims of the SPF grant funding are unpractical to achieve at the same aims as the previous funding. The changes to the formula of funding will inevitably result in the loss of employment associated with the SPF grant funding. Members considered that a letter should be sent to the UK Government expressing deep concerns to the formula of funding in Wales. Further questions were raised whether there is any clarity as to when the grant funding will be available and whether the Authority will need to seek the assistance of other bodies rather than the current partner organisations i.e. Menter Môn and MônCF. The Chief Economic Development Officer responded that the grant funding for 2026/2027 will £3.1m in revenue and £1.1m in capital. He noted that constant monitoring is undertaken with the partner organisations who administer the projects and feedback is received as to the number and nature of employment opportunities that have been created due to the grant funding which will be reported back to the UK Government. Further questions were raised whether the grant funding will be required to be returned if the businesses cease to exist. The Chief Economic Development Officer responded that the original application for the SPF funding highlighted the estimated number of jobs the projects would attract. The Leader said that there is a suggestion by the Welsh Government that the grant funding should be shared regionally through the CJC's. He noted that Wales will receive £86m less grant funding as the funding has been earmarked for the Trailblazer Community Grants which this Authority does not qualify for such funding. The Chief Executive

said that lobbying of both Government has been undertaken that the funding formula is unfair in Wales. He noted that the lack of funding will inevitably put pressure on statutory services.

- Questions were raised as to what assurance can be that the projects within the LUF funding will be completed. The Chief Economic Development Officer responded that the LUF funding will come to an end in 2026. There are a few projects that has received significant investment by Welsh Government will be completed i.e. HSBC site and the former Crown Restaurant project. He noted that work will commence to attract capital funding but will be dependent on external funding. The Leader said that the projects within the LUF funding will be completed and it hoped that the improvements to the building in the town of Holyhead will create employment opportunities within the businesses that will be located in the town.
- Reference was made that following the conclusion of the SPF Programme in September 2026, the SPF Team of the Authority plans to undertake a high-level evaluation to capture the impact of the SPF funding across Anglesey and to provide an accurate reflection of the positive difference the investment had made to communities on the Island. Questions were raised as to whether the SPF Team can give information as to the difference the investment has made to each Ward on Anglesey. The Chief Economic Development Officer responded that details of specific ward can be afforded to elected members.

The following recommendations as regard to both items were as follows:-

- **Update on the delivery of the UK Shared Prosperity Fund Anglesey 2022/2026**

It was RESOLVED to:-

- **note the successful delivery of Anglesey's UK Shared Prosperity Fund and the positive outputs achieved between 2022 to 2026;**
  - **note the implementation of Anglesey's UK Shared Prosperity Fund in line with UK Government guidance;**
  - **recognise the on-going role of the Council in managing the delivery of the funding on the Island, as well as supporting local delivery partners.**
  - **That a letter be sent to the UK Government on behalf of the Council, outlining its concerns and to request that they reconsider the recent changes to the Local Growth Funding as regards to capital and revenue funding grant formula in Wales which will have an impact on revenue funded post and services on Anglesey.**
  - **That a letter be sent to Welsh Government on behalf of the Committee, highlighting concerns as regards to clarity and implications of the CJC's future decision-making role in relation to the Local Growth Funding.**
- **UK Government Funding – Holyhead: A culture and heritage driven transformation**

**It was RESOLVED to:-**

- **note progress in the delivery of the UK Government funded Programme for Holyhead;**
- **note the role of the Council in supporting the Programme's Delivery Partners and the successes achieved to date;**
- **note the delivery of the outcomes and outputs agreed with UK Government;**
- **note the completion of projects to date and the expected completion dates of the remaining projects.**

## **6 COMMITTEE FORWARD WORK PROGRAMME FOR 2025/26**

The report of the Scrutiny Officer setting out the Partnership and Regeneration Scrutiny Committee's indicative Forward Work Programme for 2026/2027 was presented for consideration.

Councillor Douglas Fowle referred to the Committee's Forward Work Programme and ascertained whether the invitation to the representatives from the Betsi Cadwaladr University Health Board could be brought forward within the Work Programme due to reported problems within the Health Board with people waiting for hours to be seen in the Accident and Emergency Department.

The Chair said that the matter, in the first instance, will be considered in the Chairs and Vice-Chairs Forum.

**It was RESOLVED to agree the current version of the Forward Work Programme for 2026/2027.**

## **7 EXCLUSION OF THE PRESS AND PUBLIC**

**It was RESOLVED to adopt the following:-**

**“Under Section 100(A)(4) of the Local Government Act 1972, to exclude the press and public from the meeting during the discussion on the following item on the grounds that it may involve the disclosure of exempt information as defined in Schedule 12A of the said Act and in the attached Public Interest Test.”**

## **8 INTERNALISING THE ALN AND INCLUSION SERVICE ON ANGLESEY**

The report of the Director of Education, Skills and Young People was presented for the Committee's consideration.

The Portfolio Member for Education and the Welsh Language said that since Gwynedd Council's notification in June 2025 their intention to dissolve the Gwynedd and Anglesey ALN and Inclusion Partnership this Authority has

considered a series of options to create an effective, efficient, fit for purpose service that will satisfy the needs of Anglesey's children and young people. He said that the Committee should consider the structure of the new service in the first instance.

The Director of Education, Skills and Young People reported that strategic collaboration is essential to work with the most effective and efficient approach through co-planning, reduce duplication, simplify processes and use resources more efficiently. Establishing these core arrangements will create clear opportunities to include health partners in the work following the service's implementation, strengthening multiagency pathways and extending the preventative provision across the Island by strengthening the collaboration between the Learning Service and the Children and Families Service. By ensuring robust organisation and processes from the start, there will be means to create a service that is more proactive, sustainable and rooted in the needs of Anglesey's children, families and schools.

Members of the Committee expressed strongly that the children and young people should be at the forefront of the new ALN and Inclusion Service on Anglesey and the need for early diagnosis of the children and young people needs is paramount.

**It was RESOLVED recommend to the Executive that the Partnership and Regeneration Scrutiny Committee agrees with the recommendations contained in the report and for the Council to progress and prose the staffing structure to internalise the ALN and Inclusion Service on Anglesey.**

**COUNCILLOR DYLAN REES  
CHAIR**

# **PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE**

## **Minutes of the hybrid meeting held on 12 May, 2026**

- PRESENT:** Councillors Non Dafydd, Douglas Fowle, Gwilym O Jones, Euryr Morris, Pip O'Neill, Derek Owen, Dylan Rees, Margaret M Roberts, Ken Taylor, Sonia Williams, Liz Wood.
- IN ATTENDANCE:** Director of Function (Council Business)/Monitoring Officer, Head of Democracy, Committee Officer (MEH).
- APOLOGIES:** Councillor John Ifan Jones
- ALSO PRESENT:** Councillor Dafydd Rhys Thomas – Chair of the Isle of Anglesey County Council
- 

### **1 DECLARATION OF INTEREST**

None received.

### **2 ELECTION OF A CHAIRPERSON**

Councillor Sonia Williams was elected Chairperson of the Partnership and Regeneration Scrutiny Committee.

### **3 ELECTION OF VICE-CHAIRPERSON**

Councillor Gwilym O Jones was elected Vice-Chairperson of the Partnership and Regeneration Scrutiny Committee.

**COUNCILLOR DAFYDD RHYS THOMAS  
AS CHAIR OF THE COUNTY COUNCIL**

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## Isle of Anglesey County Council Scrutiny Report

<b>Committee:</b>	Partnership and Regeneration Scrutiny Committee
<b>Date:</b>	9 June 2026
<b>Subject:</b>	Welsh Language Annual Report 2025/26
<b>Scrutiny Chair:</b>	Councillor Sonia Williams

### 1. Who will be the portfolio holder presenting / leading the report?

Portfolio Holder	Role
Councillor Dafydd Roberts	Portfolio holder for Education and the Welsh Language
Service Officer (Supporting)	Role
Dyfan Sion Ffreuer Owen	Head of Democratic Services Policy and Welsh Language Manager

### 2. Why the Scrutiny Committee is being asked to consider the matter

This report is presented to the Scrutiny Committee to enable Members to provide effective challenge and assurance in relation to the Council’s compliance with Welsh Language Standards.

It provides the Committee with an opportunity to:

- Assess the effectiveness of the Council’s arrangements in meeting its statutory duties
- Evaluate the impact of these arrangements on the experience of service users
- Identify areas where performance needs to be strengthened or where progress should be accelerated

The scrutiny process is also critical in ensuring that resources are used effectively and that there is a sustained and clear focus on continuous improvement.

### 3. Role of the Scrutiny Committee and recommendations

- For assurance
- For recommendation to the Executive
- For information

Recommendation(s): The committee is invited to scrutinise and comment on the Welsh Language Annual Report before submitting it for delegated approval by the portfolio member for publication.

#### 4. How does the recommendation(s) contribute to the objectives of the Council's Plan?

The Welsh language is one of the plan's strategic objectives. It includes commitments to comply with Welsh language standards, provide quality Welsh language services and to develop the use of the language in our administration.

#### 5. Key scrutiny themes

The key areas on which the Scrutiny Committee should focus are:

1. **Impact** – To what extent do the Council's governance arrangements support improving the experience of Welsh language service users?
2. **Workforce** – Does the Council have a clear and realistic plan to develop the Welsh language skills of the workforce over the medium term to support service delivery?
3. **Priorities** – Based on the content of the annual report, what are the most important priorities for the next 12 months?

#### 6. Key points / summary

This report fulfils the statutory requirements of the Welsh Language Standards (No.1) Regulations 2015 by outlining how the Council has complied with its duties over 2025/26, including providing Welsh language services, implementing the language policy, and promoting the use of Welsh across its activities.

The report shows progress in several areas, particularly in terms of training, self-regulation and the promotion of internal and external use of Welsh. At the same time, it highlights the importance of continuing to strengthen the capacity of the workforce and ensure more consistent use of the language across the Council's services.

As a result, the next phase offers an opportunity to build on the foundations already in place by focusing on:

- Further developing the Welsh language skills of staff
- Ensure consistent compliance across all services
- Supporting cultural change to make the use of the Welsh language more natural within the workplace

The Committee is therefore invited to provide a constructive challenge to the content of the report, considering the extent to which the reported progress translates into a practical improvement in the experience of service users and the use of Welsh on a day-to-day basis.

## 7. Impact assessments

7.1. Has an impact assessment (equality considerations, the socio-economic duty, Welsh language) been undertaken?

Yes

No

If not, please explain why: A full impact assessment is not considered necessary for this report. The report is a retrospective document summarising the Council's performance and activities over a given period, and does not introduce new decisions or changes to policy or service provision.

Should any new proposals or developments arise from the content of the report in the future, they will be subject to an appropriate impact assessment as part of the Council's processes.

7.2. Possible impacts on groups protected under the Equality Act 2010

No new effects, direct or negative, are identified. In general, the activities outlined are likely to have a neutral or positive impact, as they promote linguistic equality and access to services.

Arrangements such as flexible provision, bilingual information and staff training support equitable access for all.

7.3. Possible impacts on those experiencing socio-economic disadvantage (strategic decisions)

No new or negative effects are reported. A neutral or positive impact is expected, as the work supports equal access to services and opportunities to use the Welsh language.

The Council continues to promote inclusion through bilingual provision and staff skills development.

7.4. Potential impacts on opportunities to use Welsh and not treating the language less favourably than English

No negative impacts are reported on opportunities to use the Welsh language or on its status. Rather, the report shows how the Council has maintained and strengthened the use of the Welsh language, supporting an overall positive or neutral impact.

7.5. Potential impact on the Council's Net Zero Carbon target

N/A

## 8. Financial implications

N/A

## 9. Appendices

Welsh Language Annual Report 2025 to 2026

## 10. Report author and background papers

Ffreuer Owen, Policy and Welsh Language Manager

- Welsh Language Policy
- Preparing an annual report on Welsh language standards: Good practice advice document



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ISLE OF ANGLESEY  
COUNTY COUNCIL

# Welsh Language Annual Report

## 2025 to 2026

How we delivered our duties, promoted the use of Welsh, and created opportunities to use the language



Publication date: June 2026

## Overview

This is the Isle of Anglesey County Council's (the Council's) annual Welsh language report for the period from 1 April 2025 to 31 March 2026. It sets out how we have:

- Complied with Welsh Language Standards and implemented our Welsh Language Policy
- Promoted the use of Welsh and created opportunities for people to use it
- Ensured that Welsh is not treated less favourably than English in the way we operate

## Find out more

This report is available on our website at [www.anglesey.gov.wales](http://www.anglesey.gov.wales). If you need it in another format or language, or have any questions about its content, please contact the Policy and Welsh Language Team.

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Email: [Welsh@anglesey.gov.wales](mailto:Welsh@anglesey.gov.wales)

We welcome correspondence and calls in both Welsh and English. Contacting us in Welsh will not lead to any delay.

### **Mae'r adroddiad hwn hefyd ar gael yn Gymraeg.**

This report is also available in Welsh.

Note: This document contains content generated by artificial intelligence (AI). The content has been reviewed by the author to ensure it is accurate and edited/amended where necessary. The author takes responsibility for this content.

## Related documents

Compliance Notice under Section 44 of the Welsh Language (Wales) Measure 2011; Welsh Language Policy; Welsh Language Promotion Strategy; Council Plan. All available on our website. <https://www.anglesey.gov.wales/en/Council/Language/The-Welsh-Language-on-Anglesey.aspx>.

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## Foreword

Welsh is an integral part of Anglesey's identity and community life. This is clearly reflected in our Council Plan for 2023 to 2028, where promoting the language is one of our strategic priorities. This priority reinforces our responsibility to provide high-quality services through Welsh and to ensure that the language is a natural part of the Council's day-to-day work.

It also shapes our approach to meeting statutory Welsh Language Standards, ensuring that we consider the language needs of our residents when planning and delivering services.

Last year we introduced a new Welsh Language Policy. This marks an important step forward, providing a clear framework for implementing the standards in practice. It also reinforces the right of staff, elected members and others working on behalf of the Council to use Welsh in their work.

Alongside compliance, the policy and strategic aim support our ambition to further develop the use of Welsh across the organisation. This includes helping staff and members use the language confidently and creating an environment where Welsh is a natural and valued way of working and communicating.

It is a pleasure to present this annual report, which demonstrates how the Council has put these principles into practice over the past year. It provides an overview of the arrangements in place to ensure compliance, highlighting how the strategic objective and language policy continue to guide the use of Welsh across all our services and activities.



**Councillor Dafydd Roberts**  
Education and Welsh Language Portfolio  
Holder



**Dylan J. Williams**  
Chief Executive

# Highlights of the year

This year's highlights include:

- **Strong overall compliance with the standards**  
Our self-assessment shows that the Council is performing well against most Welsh Language Standards, with robust arrangements in place to support both services and internal use of the language.
- **Strengthening governance and decision-making**  
We have taken significant steps to improve governance, including revising report templates and guidance to ensure that Welsh language impact assessments are consistently considered and clearly presented as part of decision-making.
- **Building confidence and a positive workplace culture**  
We have continued to support staff to use Welsh in their day-to-day work. This has helped to build confidence and foster a positive culture where the language is valued not just as a requirement, but as an asset that improves services and strengthens pride in our workforce.
- **Making better use of data**  
We enhanced our data collection and monitoring arrangements, particularly in relation to workforce language skills and service delivery. This provides a stronger evidence base for decision-making and continuous improvement.
- **Preparing for Eisteddfod yr Urdd**  
Extensive preparations took place for the 2026 Urdd Eisteddfod, strengthening the Council's role in promoting Welsh within the community and encouraging young people to use the language.

## Priority one: Welsh language services

This section explains how the Council delivers Welsh language services and considers impacts on the language in its decision-making, supporting continued compliance and creating more opportunities to use the Welsh.

### Self-assessment

A self-assessment carried out in February 2026 confirmed high levels of compliance overall, supported by strong arrangements across services, policy and internal operations.

However, some areas require greater consistency, particularly in the leisure sector and where services are delivered by third-party providers. Actions have been identified to address these issues.

The assessment also highlighted several strengths, including a skilled workforce, robust recruitment arrangements and increased use of data to inform decisions. Together, these provide a strong foundation for continuous improvement.

### Governance and accountability

During the year, we received feedback from the Welsh Language Commissioner on our existing arrangements. In response, we strengthened our governance framework.

This included revising scrutiny committee report templates and updating guidance for staff. These changes ensure that:

- Welsh language impact assessments are clearly referenced in reports
- findings are properly considered when forming recommendations

These improvements support a more consistent, transparent and integrated approach to decision-making, ensuring that Welsh language considerations are fully embedded across the Council's work.

Although the number of complaints remains low, there has been an increase in statutory investigations. We view these as opportunities to learn and improve. Work is already underway to strengthen our arrangements further, particularly in relation to impact assessment and governance.

### Engagement and consultation

Following a ruling by the Welsh Language Commissioner, we strengthened our approach to public engagement and consultation.

Updated guidance now ensures that staff:

- Give full and timely consideration to the potential impact of proposals on Welsh
- Clearly communicate those impacts in engagement and consultation documents

These improvements help ensure that Welsh language considerations are consistently addressed and are visible in the development of policies and proposals.

## Welsh Language and Equality Steering Group

During the year, we broadened our governance arrangements by extending the remit of the Welsh Language Promotion Group to include equality. This led to the establishment of a Welsh Language and Equality Steering Group.

This new group brings together policy and delivery in a more integrated way and strengthens our ability to consider the Welsh language and equality together in decision-making and service delivery.

Key achievements include:

- Developing an annual action plan for our Strategic Equality Plan, which included introducing initiatives such as *Welcome to Welsh* packs and learning sessions for refugee families to support integration and inclusion
- Strengthening collaboration with *Fforwm Iaith Ynys Môn* (Anglesey's Welsh Language Forum) to support and develop local Welsh-language initiatives
- Improving how we collect and use staff equality data to strengthen our decision-making evidence base

Overall, these changes represent an important step forward in aligning Welsh language work with the wider equality agenda.

## Eisteddfod yr Urdd – Preparing and working together

Significant work took place during the year to prepare for the 2026 Urdd Eisteddfod on Anglesey. This has been a key opportunity for the Council to play a leading role in promoting Welsh and its use within a wider community, cultural and economic context.

Working closely with partners, the Council contributed to a programme of activities designed to encourage young people and families to use Welsh naturally, while also strengthening the link between the Council and the community. This work supports the Council's strategic objective for the Welsh language and reflects our commitment to promoting the language not only within our services, but also as a central part of local community life.

## Priority two: Internal use of Welsh

This section summarises the steps taken to promote and increase the use of the Welsh language within the Council's internal operation, including developing the skills of the workforce, strengthening a bilingual culture, and ensuring that staff can work and engage naturally through the medium of Welsh.

### New Welsh Language Policy

This was the first full year of implementing our revised Welsh Language Policy. The policy sets clear expectations for staff on the use of Welsh while also emphasising their right to work in the language. Alongside the Council Plan, it provides a strong framework for increasing the use of Welsh internally and gives this work a clearer strategic focus.

A summary of the policy will be shared for all staff to read and accept via the Policy Portal during the next financial year.

### Building our Welsh-language work culture

We continued to deliver a range of practical initiatives to promote Welsh in the workplace. These include campaigns such as the monthly *Welsh Language Challenge*, a *Welcome to Welsh* session for all new starters, and ensuring that all corporate communications are bilingual. Development programmes such as *Academi Môn* and *Dyfodol Môn* also place a strong emphasis on Welsh language skills as an integral part of professional development.

New Welsh language awareness training was also introduced to strengthen understanding of the importance of Welsh to the Council and the local area.

### Developing workforce skills

We continued to work with Learn Welsh North West to provide opportunities for staff to learn and develop their Welsh language skills. Although participation levels decreased slightly compared to the previous year, this reflects factors such as staff turnover and course completion. We will focus on understanding these trends and strengthening long-term engagement over the next year.

Our tutors demonstrated flexibility and a willingness to adapt their teaching methods to meet the needs of different learners, with a focus on building confidence and celebrating progress. Social and cultural activities, such as coffee mornings, visits and fund-raising campaigns, have provided valuable opportunities for staff to practice their skills in informal settings.

### Influence at national level

During the year, we continued to contribute to national discussions on the role of the workplace in increasing the use of Welsh. The Council's approach has informed the development of a new workplace language policy model by the Welsh Language Commissioner, highlighting our leading role in this area.

# Looking forward

Our priorities for the coming year include:

- **Welsh Language Promotion Strategy**  
Review our Welsh Language Promotion Strategy in light of any new guidance or recommendations from the Welsh Language Commissioner, to determine whether updates are required and to ensure it remains fit for purpose and reflects the current context.
- **Strengthening impact assessment and policy-making**  
Continue to develop and improve how the impacts on the Welsh language are considered at all levels of decision-making, ensuring a consistent, transparent approach and a clear understanding among staff.
- **Developing workforce Welsh language skills and learning opportunities**  
Work to better understand the factors affecting participation in language training and take a more strategic approach to maintaining learning levels and reducing drop-out rates.
- **Improving consistency of Welsh language services**  
Focus on ensuring that Welsh language services are delivered consistently across all service areas, including leisure.
- **Making the most of strategic opportunities to promote Welsh**  
Build on the momentum created through preparations for the Urdd Eisteddfod, using this opportunity to increase the use of Welsh within the community and among staff, while further strengthening the profile of the language across the Island.

## Appendix one: Complaints data

This appendix provides supporting information on the Council's compliance with Welsh Language Standards, with a particular focus on complaints and statutory investigations by the Welsh Language Commissioner.

### Table 1: Complaint details

The table below sets out complaints that fall within the scope of the Council's complaints procedure. These are complaints made by individuals directly affected by the issue and which suggest a potential failure to comply with Welsh Language Standards or the Council's Welsh Language Policy.

Ref.	Standard type	Details
2025/26-01	Service delivery	English only reply to Welsh language email
2025/26-02	Service delivery	English text positioned above Welsh text in bilingual email

### Table 2: Concern details

The table below sets out other concerns or comments raised by individuals who were not directly affected, as well as Welsh language issues that do not suggest a potential failure to comply with Welsh language standards.

Ref.	Details
01	Erroneous machine translation of school names from Welsh into English

### Table 3: Investigation details

The table below sets out statutory investigations carried out by the Welsh Language Commissioner, whether arising from a complaint or initiated by the Commissioner.

Ref.	Standard type	Details
CS1328	Service delivery	Use of Welsh in a Môn Actif fitness class. Failure found to comply with standards and enforcement action taken
CS1410	Service delivery	Use of Welsh with a homelessness service user. Awaiting a decision on whether an investigation will be undertaken.

The Commissioner decided not to investigate one further matter after receiving assurances that measures were being taken to strengthen our Welsh language impact assessment practices.

## Appendix two: Welsh language skills, training and recruitment data

This appendix provides supporting information on the Council's compliance with Welsh Language Standards, with a particular focus on workforce language skills, training, and job categorisation.

### Staff Welsh language skills - Summary

The Council continues to collect and monitor comprehensive information on the Welsh language skills of its workforce, in line with the requirements of standards 170 and 171. This is undertaken as part of the annual performance review process with managers. The return rate remains at 100%, providing a robust basis for understanding the organisation's Welsh language capacity.

The overall skills profile of the workforce has remained broadly stable compared to the previous year, with:

- approximately 78% of staff having a high level of Welsh language skills (levels 4 and 5 of our language skills framework)
- around 3% of staff having no Welsh language skills (level 0)

This reflects a strong Welsh-speaking workforce across the organisation, including high levels of fluency among:

- senior leaders, managers and senior officers
- key frontline services such as Social Services and Housing
- corporate functions such as Council Business and Resources

Analysis by pay scale shows:

- consistently high levels of fluency (level 5) across most grades
- a gradual increase in skills at higher grades
- particularly high levels of Welsh language skills among senior officers

This is important in supporting a positive leadership culture and setting a clear Council-wide example in promoting and using Welsh across the organisation.

## Welsh language skills by service area

### Leadership Team (including chief executive, deputy, directors and personal assistants)

Number of service employees: 9

Level	L0	L1	L2	L3	L4	L5
Number	-	-	-	-	-	9
Percentage	-	-	-	-	-	100%

### Resources

Number of service employees: 97

Level	L0	L1	L2	L3	L4	L5
Number	1	4	4	6	9	73
Percentage	1%	4%	4%	6%	9%	75%

### Human Resources, Communication and Customer Experience

Number of service employees: 44

Level	L0	L1	L2	L3	L4	L5
Number	-	-	-	1	9	34
Percentage	-	-	-	2%	20%	77%

### Council Business

Number of service employees: 30

Level	L0	L1	L2	L3	L4	L5
Number	-	-	-	2	1	27
Percentage	-	-	-	7%	3%	90%

### Digital, Performance and Modernisation

Number of service employees: 58

Level	L0	L1	L2	L3	L4	L5
Number	6	6	2	4	9	31
Percentage	10%	10%	3%	7%	16%	53%

### Learning

Number of service employees: 82

Level	L0	L1	L2	L3	L4	L5
Number	-	2	1	4	11	62
Percentage	-	3%	1%	5%	14%	78%

### Social Services

Number of service employees: 648

Level	L0	L1	L2	L3	L4	L5
Number	20	44	46	49	110	379
Percentage	3%	7%	7%	8%	17%	59%

### Highways, Waste and Property

Number of service employees: 309

Level	L0	L1	L2	L3	L4	L5
Number	17	32	25	16	30	189
Percentage	6%	10%	8%	5%	10%	61%

### Regulation and Economic Development

Number of service employees: 325

Level	L0	L1	L2	L3	L4	L5
Number	3	24	18	34	46	200
Percentage	1%	7%	6%	10%	14%	62%

### Housing

Number of service employees: 199

Level	L0	L1	L2	L3	L4	L5
Number	5	7	8	12	27	140
Percentage	3%	4%	4%	6%	14%	70%

## Welsh language skills by pay grade

### Grades 1-5

Number of employees: 1353

Level	L0	L1	L2	L3	L4	L5
Number	43	102	88	110	195	815
Percentage	3%	8%	7%	8%	14%	60%

### Scales 6-10

Number of employees: 458

Level	L0	L1	L2	L3	L4	L5
Number	9	16	18	20	61	334
Percentage	2%	3%	4%	4%	13%	73%

### Chief officers

Number of employees: 18 (data for 16)

Level	L0	L1	L2	L3	L4	L5
Number	-	-	-	1	1	14
Percentage	-	-	-	6%	6%	88%

**Diagram 1: Welsh language skills by service area**

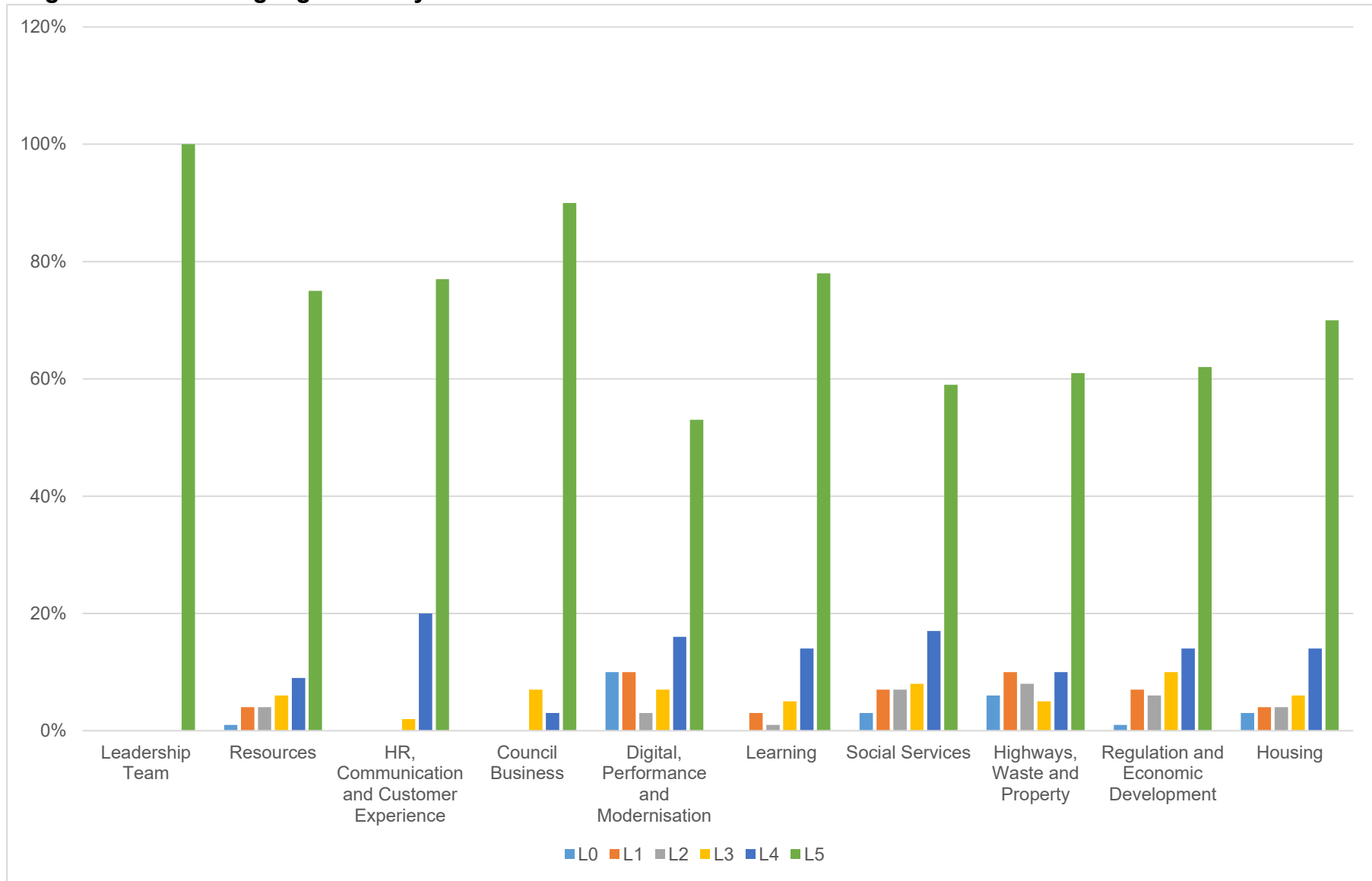
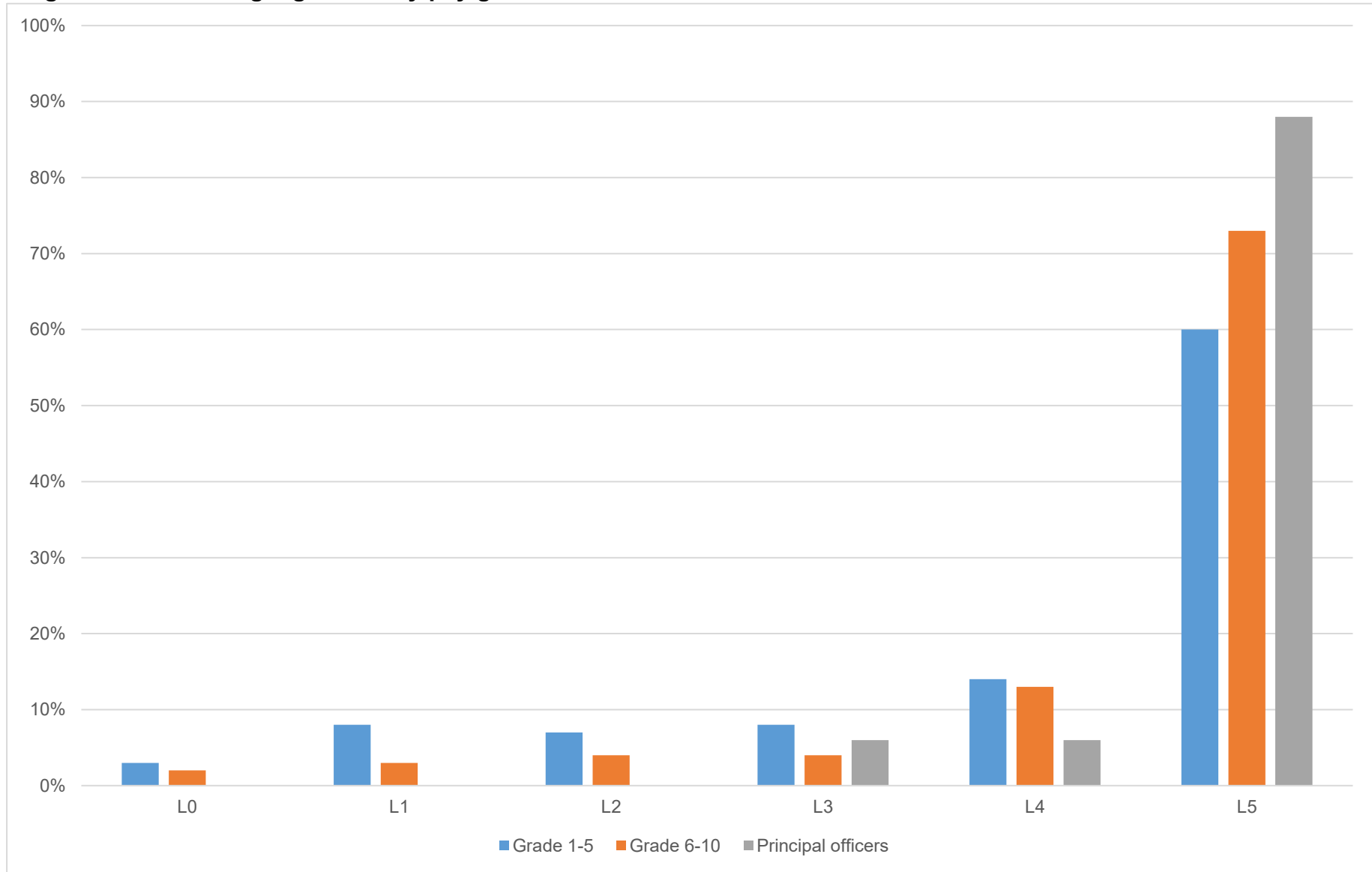


Diagram 2: Welsh language skills by pay grade



## Welsh language training

During the reporting period, 55 members of staff received formal Welsh language training at various levels.

**Table 4: Number of staff receiving Welsh language training**

Qualification	Number
Entry / Foundation	21
Intermediate	14
Confidence building	6
Refresher	8
External / Independent study	6

The Council continues to work in partnership with Learn Welsh North West, providing flexible training tailored to the operational needs of services. Involving line managers in this training helps embed the use of Welsh in the workplace, supporting practical application as well as formal learning.

A total of 99 new staff members received a *Welcome to Welsh* session as part of the induction programme. This session introduces the Council's Welsh language duties and objectives and represents a significant increase compared to the previous year.

A new Welsh language awareness session was also piloted during the year, with plans to roll this out more widely across the workforce.

## Training language

The Council continues to strengthen its arrangements for recording the language medium of internal training. While there are some technical limitations within the HR system, manual adjustments have been applied to ensure the data is as accurate and up to date as possible.

During 2025/26:

- 45 members of staff attended training delivered through the medium of Welsh
- 1,180 members of staff attended bilingual training

These figures represent:

- a doubling in the number of staff attending Welsh-medium training compared with the previous year, and
- a 19% increase in bilingual training, reflecting a flexible and cost-effective approach that meets the diverse needs of the workforce

## Recruitment

The Council continues to apply its language skills framework to all posts. During the year, new and vacant roles were advertised across all language levels, with each post assigned an appropriate language requirement.

**Table 5: Jobs advertised by language skills framework levels**

	Number
Level 1	35
Level 1	12
Level 3	175
Level 4	80
Level 5	172
No Welsh language skills required	0

## Appendix three: Report background

The Welsh Language (Wales) Measure 2011 places a duty on the Council to comply with Welsh Language Standards. These standards set out how the Council must use and consider Welsh in a range of situations. Their core principles are to ensure that Welsh is not treated less favourably than English in public life, that the language is promoted, and that public bodies facilitate its use.

The Council received a Compliance Notice from the Welsh Language Commissioner in 2015, which sets out the specific standards we are required to meet. In total, 160 standards apply to the Council. Further information on the standards and our arrangements for complying with them is available on our website.

The Council's Welsh Language Policy explains how these standards are implemented in practice. The policy is based on the principle that Welsh and English have equal status and recognises the Council's responsibility to protect and promote the language, both internally among staff and members and externally in our dealings with the public.

The Policy and Welsh Language Manager leads on compliance with the standards and on promoting the use of Welsh within the Council. The Chief Executive retains overall strategic oversight, supported by a portfolio holder and a steering group of officers and advisers.

In line with the requirements of the standards, the Council publishes an annual report outlining how it has met its Welsh language duties. This report also includes specific data on complaints, staff Welsh language skills, training, and recruitment.

The report was accepted by the Council's Leadership Team, considered by the Partnership and Regeneration Scrutiny Committee, and formally approved by the relevant portfolio holder.

# Isle of Anglesey County Council Scrutiny Report

<b>Committee:</b>	Partnership and Regeneration Scrutiny Committee
<b>Date:</b>	09.06.2026
<b>Subject:</b>	Welsh in Education Strategic Plan (WESP) Report 2025-26
<b>Scrutiny Chair:</b>	Cllr. Sonia Williams

**1. Who will be the portfolio holder presenting / leading the report?**

Portfolio Holder	Role
Councillor Dafydd Roberts	Portfolio Holder for Education and Welsh Language
Service Officer (Supporting)	Role
Mr Owen Davies	Senior Manager

**2. Why the Scrutiny Committee is being asked to consider the matter**

The Committee is requested to consider the matter to provide assurance and to challenge the WESP 2024-25 performance against the 7 Outcomes, noting the main risks (including financial and transport sustainability), and to agree on the method for sharing the data and learning with stakeholders.

**3. Role of the Scrutiny Committee and recommendations**

- For assurance
- For recommendation to the Executive
- For information

Recommendation(s):  
 Receive an update on Anglesey WESP 2024-2025 data and propose a method to share this information.  
 Accept a draft of the Education Language Policy for consultation with schools.

**4. How does the recommendation(s) contribute to the objectives of the Council's Plan?**

Objective 1-Increase the opportunities to learn and use the language  
 Objective 3-Ensure effective provision for today and future generations.

**5. Key scrutiny themes**

1.

Key themes the Scrutiny Committee should concentrate on:

1. The 7 Outcomes in our WESP.
2. The Language Charter's wider work.
3. Recent developments.
4. Risks and challenges.
5. Next steps.

## 6. Key points / summary

Operational Summary:

1. This report summarises the performance of Anglesey's WESP over 06/2025-06/2026 and highlights the main developments, risks and next steps.
2. Effective use of funds (Local Authority Education Grant (LAEG)/Welsh Language Grant 2050) to sustain language centres and strengthen engagement with secondary schools.
3. Successful support for 'workforce capacity' grant applications and a partnership with Coleg Menai to model and develop bilingual pedagogy.
4. Increase in development activities (e.g., Taith i laith, WESP project groups in schools, and collaboration with the National Centre for Learning Welsh).
5. Any possible changes to the grant after 2026 could threaten the continuity of the provision (especially language centres and secondary support).
6. Transport (taxi) costs are increasing, with financial and carbon implications, and we need long term solutions to reduce costs.
7. Recruitment/language proficiency challenges, and the risk that secondary arrangements aren't increasing the registrations for GCSE Welsh First Language.

The Learning Service uses LAEG funds under the Welsh Language Grant 2050 subheading to support language centres and uses grand funds to increase secondary school engagement provision. If there is any change to the grant post-2026, this provision will be at risk.

There is a need to consider the increasing costs of taxis and re-visit the creative ideas that cut costs in the long term and demonstrate the council's commitment to being carbon neutral.

The senior manager supports schools to apply for a grant to increase workforce capacity. We have previously succeeded to support Ysgol Uwchradd Caergybi's application and supported another application again this year. This funding enables collaboration between the school and members of Coleg Menai's language team to support professional development through modelling and developing bilingual teaching pedagogy.

WESP (Welsh in Education Strategic Plan) data reports on the Welsh language’s position in education on Anglesey over the period 06/25-06/26. The report for 2025 notes the stability of outcomes 1, 2, 3, 5 and 6, and growth in outcomes 4 and 7.

Outcomes	Status 2024-2025																				
<ul style="list-style-type: none"> <li>Outcome 1 – More nursery/three-year-old children receive their education through the medium of Welsh. <b>2026 – 100%</b></li> </ul>	<b>Robust</b>																				
<ul style="list-style-type: none"> <li>Outcome 2 – More reception/five-year-old children receive their education through the medium of Welsh. <b>2026 – 100%</b></li> </ul>	<b>Robust</b>																				
<ul style="list-style-type: none"> <li>Outcome 3 – More children continue to improve their Welsh language skills when transitioning from one statutory education period to another. <b>(None of the schools now report on assessment data nationally). Despite this, each school has plans to monitor pupil oracy, reading and writing skills.</b></li> </ul>	<b>Robust</b>																				
<ul style="list-style-type: none"> <li>Outcome 4 – More learners study for Welsh language qualifications (as a subject) and subjects through the medium of Welsh. <b>Increase/Decrease to (67%). This percentage is based on schools registering fewer children for GCSE Welsh First Language and registering more for Second Language (to create the best conditions for each child to achieve the best possible grades).</b></li> <li><b>Anglesey GCSE data 2025/26.</b></li> </ul> <table border="1" data-bbox="224 1283 1252 1398"> <tr> <td colspan="2" data-bbox="224 1283 1252 1325"><b>The number of children registering for Welsh GCSE</b></td> </tr> <tr> <td colspan="2" data-bbox="224 1325 1252 1360"><b>99.9%</b></td> </tr> <tr> <td data-bbox="224 1360 743 1398"><b>GCSE First Language 66.2%</b></td> <td data-bbox="743 1360 1252 1398"><b>GCSE Second Language 34%</b></td> </tr> </table> <p data-bbox="224 1440 769 1472"><b>Anglesey GCSE Progress 2022-2028</b></p> <table border="1" data-bbox="224 1472 1271 1570"> <thead> <tr> <th data-bbox="224 1472 358 1514">2022</th> <th data-bbox="358 1472 493 1514">2023</th> <th data-bbox="493 1472 639 1514">2024</th> <th data-bbox="639 1472 786 1514">2025</th> <th data-bbox="786 1472 1002 1514">2026</th> <th data-bbox="1002 1472 1131 1514">2027</th> <th data-bbox="1131 1472 1271 1514">2028</th> </tr> </thead> <tbody> <tr> <td data-bbox="224 1514 358 1570">68.1%</td> <td data-bbox="358 1514 493 1570">70.4%</td> <td data-bbox="493 1514 639 1570">68.46%</td> <td data-bbox="639 1514 786 1570">66.91%</td> <td data-bbox="786 1514 1002 1570">66.20%</td> <td data-bbox="1002 1514 1131 1570"></td> <td data-bbox="1131 1514 1271 1570"></td> </tr> </tbody> </table> <p data-bbox="224 1570 1271 1713">Plan to increase the percentage growth in the number of Ysgol Uwchradd Caergybi pupils who progress through the school in the Welsh-medium stream.</p>	<b>The number of children registering for Welsh GCSE</b>		<b>99.9%</b>		<b>GCSE First Language 66.2%</b>	<b>GCSE Second Language 34%</b>	2022	2023	2024	2025	2026	2027	2028	68.1%	70.4%	68.46%	66.91%	66.20%			<b>Robust – decrease of 0.71 from last year</b>
<b>The number of children registering for Welsh GCSE</b>																					
<b>99.9%</b>																					
<b>GCSE First Language 66.2%</b>	<b>GCSE Second Language 34%</b>																				
2022	2023	2024	2025	2026	2027	2028															
68.1%	70.4%	68.46%	66.91%	66.20%																	
<ul style="list-style-type: none"> <li>Outcome 5 – More opportunities for learners to use the Welsh language in different contexts at school. <b>Evidence from the Language Charter Officer shows that there are rich opportunities available for pupils to use the Welsh language</b></li> </ul>	<b>Robust</b>																				

<b>beyond the classroom, e.g., yard game resources and children’s podcasts about the World Cup.</b>							
<ul style="list-style-type: none"> <li>Outcome 6 – Increase in Welsh medium education provision for pupils with additional learning needs (“ALN”). <b>2026 – 100%</b></li> </ul>							<b>Robust</b>
<ul style="list-style-type: none"> <li>Outcome 7 – Increase in the number of teaching staff who can teach Welsh (as a subject) and through the medium of Welsh. <b>This year’s increase may reflect changes to the workforce.</b></li> </ul>							<b>Robust – small decrease</b>
<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	
89.03%	90.57%	93.36%	89.91%	89%			
A number of staff in the workforce have left as a result of school budget processes and challenges in securing supply teachers, resulting in a slight decrease. Despite this, targeted action has taken place to support teachers across the island (see the Centre for Learning Welsh report below).							

**‘Robust’ in Estyn’s wording means good.**

See appendices at the end of the document for Anglesey WESP data 2024-25. It is intended to share this data with: Scrutiny Committee, Language Forum and to create an annual statutory report for Welsh Government (July).

**Recent developments:**

**Learning Service**

A senior manager has developed a site on the council’s website to support Anglesey’s parents and carers, where developments regarding the advantages of Welsh medium education will be given a platform to promote the language. A senior manager has received feedback on the government’s annual report template, developing more quantitative data for each outcome.

See link below:

[Addysg drwy'r iaith Gymraeg](#)  
[Welsh language education](#)

**Early Years**

- During the year, each setting implements a plan to fulfil the requirements and are eager to receive their award plaque so they can proceed to the gold award.

<b>Anglesey Taith i iaith Award</b>	<b>Gold</b>	<b>Silver</b>	<b>Bronze</b>
<b>2022-2023</b>	<b>0</b>	<b>0</b>	<b>10</b>
<b>2023-2024</b>	<b>0</b>	<b>22</b>	<b>12</b>

<b>2024-2025</b>	<b>9</b>	<b>21</b>	<b>1</b>
<b>2025-2026</b>	<b>13</b>	<b>18</b>	<b>5</b>

### Primary and Secondary

- Over the year, three schools have applied for additional support with the Welsh language. A senior manager at the service has collaborated on forming a WESP Project Group at the three schools. The group includes headteachers, teachers, governors, a senior manager, Language Centre and Language Charter officers and strategic ancillary members such as the Director of the National Centre for Learning Welsh.

- **Ysgol Uwchradd Caergybi**

- The Ysgol Uwchradd Caergybi WESP Project Group oversees developments to increase the number of pupils receiving education through the medium of Welsh and bilingually. This year, there is 1 bilingual class in year 8 and 1 in year 7, and a National Centre for Learning Welsh officer is on the school site supporting staff members' language proficiency.

**Summative data**

	<b>Number of children in Cat 3 stream (Category 3 Welsh-medium, i.e., over 70% of the child's experiences through the medium of Welsh).</b>
<b>2023-2024</b>	<b>0</b>
<b>2024-2025</b>	<b>30</b>
<b>2025-2026</b>	<b>60</b>

- In addition, a senior officer has supported an assisting headteacher to draw up an application for funds to increase capacity in order to continue collaboration with Coleg Menai Sgiliaith.

- **Ysgol Llanfawr**

- A group has been established with focus on ethos, curriculum and supporting bilingual pedagogy. Following Estyn's visit, the school continues to consider feedback that leaders maintain robust self-evaluation processes, which enable improvements in provision for the benefit and progress of pupils. As a result, most pupils are making good progress in their skills over time. Through developing Welsh using sign language, the motivation and efforts of the majority of pupils to use spoken Welsh in lessons are developing appropriately. Despite this, the provision doesn't always give pupils consistent and coherent opportunities to use and develop the Welsh language in various situations effectively enough. The catchment's senior manager will support the school with this priority.

- **Ysgol Santes Fair**

- A group has been established with focus on supporting the workforce, bilingual teaching and Language Charter experiences. During this year, courses have supported individual and collective members of staff to develop language proficiency, also including courses for assistants.
- In addition, Delyth Gwyn from the Language Centre visits 1 day a week to support immersion pedagogy for the school's early years to increase the number of children receiving Welsh medium education.

### **Transfer of Information from one Phase of Education to the Next and the Language Centre's Work**

- An information gathering/transfer from Yr.6 to Yr.7 spreadsheet already includes information about the learners' language cohorts. The secondary schools then send an anonymous profile of their school's language cohorts to the catchment's language coordinator. This is likely to strengthen the consistency of data across the catchment area and support monitoring and planning within the context of the Welsh in Education Strategic Plan (WESP).
- Anglesey's Language Centres are essential to ensure that newcomers receive timely immersion intervention. We have balanced the Welsh 2026 budget to ensure continuation for this service despite that financial challenges require us to monitor closely each year.
- Use of this Local Authority Education Grant (LAEG) funding to maintain two full time centres and 1 additional member on the Ysgol Uwchradd Caergybi site has meant that 96 primary pupils and 30 secondary pupils have received Welsh language immersion intervention.

### **Anglesey Language Charter**

There are 38 Anglesey primary schools that are part of the Language Charter, and 5 secondary schools. Many discussions have taken place within the county and new resources and documents have been shared with the schools since re-launching the charter in September 2024. Two schools have applied for the 2025-26 awarding, with the validating taking place during summer term 2026 and beyond.

Many of the schools have received a visit during the year, varying from the Language Charter service, language awareness training and support visits.

Regular meetings are held during the 25-26 year with cluster coordinators within the local authority to collaborate on the support for schools. Clear guidance was provided for the coordinators' work programme in relation to Welsh Language Grant expenditure, and successful projects were delivered in each of the catchment areas. Support was ensured for every school to implement the grant funding and to monitor its impact.

For example, Holyhead catchment area has introduced a website where there will be access to the Drilio'r Iaith Dalgylch scheme. The website includes all resources and good practice across the catchment and is a website to share resources to focus on elements of the Language Charter and oracy proficiency.

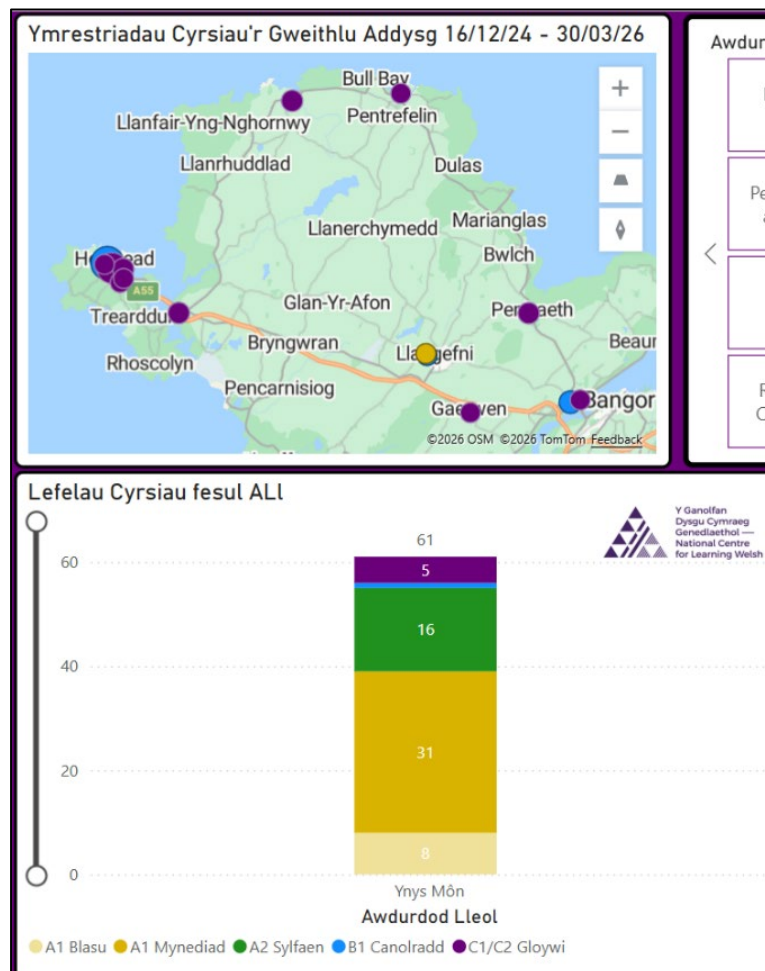
During the year, a series of structured discussions took place with representatives from each school catchment area. The aim of this work was to strengthen collaboration arrangements and ensure a consistent approach across the cluster in terms of sharing and spreading effective practice. To support governance and transparency, a standard delivery template and recording guidance were shared to ensure that the evaluation and impact of grant usage are documented in a clear, comparable, and easily reportable way to stakeholders and committees.

This successfully led to consistency of action across the authority. Activities were planned to enrich primary and secondary pupils' experiences across the county. Good practice was shared with schools, and the impact of the action was tracked in meetings with catchment language coordinators throughout the year in order to exemplify good practice and identify next steps for development.

For example, the Cefni catchment area has planned a programme over the year to develop staff proficiency in using effective approaches to develop writing skills by implementing the 'Talk for Writing' approach across the curriculum. This means that writing standards will be prioritised alongside reading and oracy skills.

Regular meetings were held between the Primary/Secondary Language Charter Officer, Menter Môn officers and other agencies such as the Urdd to ensure successful collaboration and appropriate platforms to highlight all the work produced by the schools. One primary school has been part of the Llafar Gwlad project which links three schools from different counties in Wales to develop pupils' oracy skills. A successful project with positive feedback. One primary school also successfully achieved the Gold Language Charter award (Ysgol Parc y Bont), with other schools about to be validated.

## Collaboration with the National Centre for Learning Welsh



On Anglesey, we recognise that fostering a lifelong love towards the Welsh language starts with innovative and accessible education. Within the WESP context, the collaboration with the Centre has been an important element in strengthening the continuum between formal education and acquiring language in the community, contributing to ensuring a sequential and cohesive journey for learners of all ages.

In addition, attention is drawn to the close and well-planned partnership between the Learning Service and the National Centre, specifically in terms of targeted support for WESP groups in specific schools, in accordance with Outcome 7 within the relevant plans. Through this partnership, we have developed profound linguistic support frameworks tailored to Ysgol Uwchradd Caergybi, Ysgol Llanfawr and Ysgol Santes Fair. The support provided to staff in these schools through the centre has been transformational; it has significantly increased confidence in the Welsh language and improved their ability to teach and learn effectively through both languages. In addition to supporting intensive groups of schools that are moving towards a secure Category 3 over a specified timeframe, it also provides a general

offer to all schools. A good example is the collaboration to support teaching assistants across the island to promote bilingual education and increase confidence in the professional use of the Welsh language.

Strategically, this collaboration supports the leadership of the Welsh language on Anglesey and contributes directly to strengthening capacity and standards within schools. As staff confidence grows, they are able to increase the percentage of education delivered through the medium of Welsh, ensuring our schools thrive in a completely bilingual environment. We are committed to deepening this partnership to guarantee a lively Welsh language community for future generations, with focus on sustainability, consistency and measuring impact, to support a lively Welsh community for future generations.

### **Strategic Impact**

- Direct Leadership Alignment: 100% alignment between the local authority's Welsh in Education Strategic Plan and the centre's initiatives.
- Workforce Development: Measurable increase in the number of teaching staff who achieve high Welsh language proficiency levels.
- Successful grant funding applications (workforce capacity) to support school plans more extensively.

### **School Standards and Pedagogy**

- Increase in Delivery through the Medium of Welsh: An average increase in curriculum provision through the medium of Welsh across the target schools.
- Pupil Results: Evidence from the Centre Officer notes better pupil engagement and assessment results in Welsh modules due to strengthened staff confidence in schools collaborating with the National Centre for Learning Welsh.
- Close collaboration and strategic use of SWAC (School Workforce Annual Census) data, and discussions with the Learning Service on school priorities.

## **MENTER MÔN'S COLLABORATION WITH SCHOOLS**

Gŵyl y Fenai (March 27) was a notable example of work under the leadership of Ysgol Gyfun David Hughes and the Welshness group specifically. A total of 386 people attended the event, supported by 15 volunteers including pupils and school staff. The organisation of the festival was entirely guided by the voices of the pupils, including the selection of the artists, the venue, ticket prices, and the food and drink stalls. The festival was a particular success, giving pupils the opportunity to promote a Welsh-language music festival (including media appearances and visits to primary schools to promote the event) and to provide access for an audience in an area that would not normally experience such an event.

Five Saint David's Day parades were held throughout the island, with 32 schools and 2,056 pupils taking part. It is estimated that 1,150 people were present on the streets, with the highest numbers in Llangefni and Menai Bridge coming together to celebrate our language, culture and heritage. The feedback from parents, inhabitants and shop owners was very positive, and attention was drawn to the celebration's linguistic, social and economic value.

A gig was arranged in Pontio for Year 6 pupils of Llangefni schools' catchment area alongside Isle of Anglesey County Council's Learning Service, with 203 pupils in attendance. The gig gave children the opportunity to get to know one another before transitioning to the local secondary school, with pupils leading on key decisions such as choosing artists, a venue and a date. The feedback from stakeholders was very positive, with a clear intention to develop the event into a sustainable annual initiative.

Menter Môn holds the weekly Theatr Ieuentid Môn (TIM) sessions. A core part of TIM's vision is to provide every individual with opportunity. The members come from 14 primary schools, secondary schools and special education departments on Anglesey. Members' voices are central to the sessions, and they are preparing to play a key role in the ceremonies of the Urdd Eisteddfod. They also took part in the Theatr Fach Llangefni pantomime. It was a tremendous success, with 6 tutors supporting 57 children and young people to perform in 9 pantomimes for an audience of 972 people.

The special education section of the project, delivered in conjunction with Canolfan Addysg y Bont in Llangefni, continues to develop positively. The tutors engage with over 20 young people on a weekly basis, using the arts to foster a feeling of belonging. In November, a sensory experience was created on the theme Pirates, which was presented to all the centre's pupils through an interactive performance and activities. In addition, secondary and additional learning needs pupils are being supported to create a theatrical performance for the Urdd Eisteddfod, helping to build confidence, creative skills, teamwork, and principles of co-creation.

Rhwydwaith Perfformwyr Ifanc sessions (run by a member of staff from Menter Môn) continue to provide a platform for our young musicians, with 11 attending weekly. Through collaboration with Medrwn Môn, NEET individuals (not in education, employment, or training) were supported, helping to increase confidence, social skills, and creative participation. The personal impact on participants was clear and significant.

**Identified risks and mitigations:**

- That schools have the capacity to continue to immerse and integrate newcomers to mainstream.

Mitigation: Carry out immersion capacity mapping by cluster and implement a referral protocol where demand exceeds capacity.

- That financial challenges mean endangering the island's immersion strategy.

Mitigation: Prioritise and secure the immersion provision's core budget through an annual "value for money" review.

- That secondary school arrangements do not increase the number of pupils being registered for GCSE Welsh First Language.

Mitigation: Set clear registration targets by secondary school and monitor them on a termly basis via registration data and curricular pathways.

- That recruitment challenges mean that more teachers and staff require Welsh learning or language refresher courses.  
Mitigation: Carry out a language development programme for the workforce, with priority to key roles.
- That the 3 schools' project groups are not on track.  
Mitigation: Strengthen project governance through a quarterly report against milestones with specified rectifying actions.
- Transport funding is increasingly challenging (we have applied for capital funding for an electric bus under the council's ownership).  
Mitigation: Optimise transport routes and arrangements through an operational review of routes and contracts to reduce costs.

## 7. Impact assessments

7.1. Has an impact assessment (equality considerations, the socio-economic duty, Welsh language) been undertaken?

Yes

No

The immersion activities/language centres, workforce development, and school plans are likely to have a positive impact on access to Welsh-medium education; however, some groups (e.g., learners with ALN, newcomer learners, and non-Welsh speaking families) may face barriers if support is not consistent across catchment areas or if funding is reduced.

Mitigations:

- Prioritise language centre continuation and capacity to ensure timely immersion intervention for latecomers/newcomers.
- Continue to strengthen Welsh language provision for ALN (noting the aspiration for progress in Outcome 6) and record examples of reasonable adaptations/targeted support.
- Ensure that information for parents/carers is accessible and clear (building on the new corporate website to support parents and carers).

7.2. Potential impacts on opportunities to use Welsh and not treating the language less favourably than English

The strategy recognises areas requiring further support while ensuring high standard systems and high expectations across the island.

The WESP may have a positive impact on equal opportunities by increasing access to Welsh language education and immersion/language centre support. However, any capacity

or resource limitations (e.g., change to grant streams post-2026 or provision cost pressures) may lead to a reduced support density, therefore negatively impacting learners from disadvantaged backgrounds who depend more on school/LA provision to receive consistent Welsh experiences.

Mitigations:

- Prioritise the provision that supports access (immersion/language centres and support for schools) and ensure accessible communication with parents/governors for options and support available.

### 7.3. Possible impacts on groups protected under the Equality Act 2010

The strategy includes a number of plans that align to ensure clarity regarding the council's ambition and commitment to a million Welsh speakers by 2050. Re-categorising schools and developing the workforce ensures Anglesey's understanding and status as one of the language's strongholds and parents' expectations in terms of education provision across the island.

Mitigations:

- Ensure consistency between cluster/catchment in providing support (Language Charter, language centres, staff training) and record the impact in a simple and approved manner.
- Monitor Welsh qualification trends (e.g., first language/second language balance) and record the educational reasons for any changes to registrations.

### 7.4. Possible impacts on those experiencing socio-economic disadvantage (strategic decisions)

Positive / Neutral / Negative and how

The dependency on transport (including taxis) to provide access to provision (e.g., language centres) may increase emissions and costs.

Mitigations:

- Review transport routes and models to reduce miles (coordinating journeys, sharing transport and demand-led planning).
- Prioritise lower carbon options where practical (including the work of seeking capital funding for an electric bus under the council's ownership).

### 7.5. Potential impact on the Council's Net Zero Carbon target

Adopt and realise the new 'Modernising Learning Communities and Developing the Welsh Language' strategy so that schools are fit for purpose and work towards a carbon neutral status.

## **8. Financial implications**

The Learning Service uses LAEG funding under the Welsh Language Grant subheading to support language centres and uses grant funding to increase the secondary school engagement provision. Any change to the grant post-2026 will place this provision at risk.

There is a need to consider the increasing costs of transport (taxis) and re-visit the creative ideas that cut costs in the long term and demonstrate the council's commitment to being carbon neutral.

The senior manager supports schools to apply for grants to increase workforce capacity. We successfully supported Ysgol Uwchradd Caergybi's application last year. This funding enables collaboration between the school and members of Coleg Menai's language team to support professional development through modelling and developing bilingual teaching pedagogy

## **9. Appendices**

WESP data dashboard report by the Data Unit.

## **10. Report author and background papers**

Mr Owen Davies

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## Deilliant 1

Mwy o blant meithrin / tair oed yn cael eu haddysgu drwy gyfrwng y Gymraeg

Cylchoedd Meithrin

34

EYW

4

Ysgolion Gynradd

36

Ysgolion Sefydledig

1

Ysgolion Pabyddol dan  
Gymorth Gwirfoddol

1

% yn darparu addysg drwy  
gyfrwng y Gymraeg

100.00%

100.00%

100.00%

100.00%

100.00%

## Deilliant 2

Mwy o blant dosbarth derbyn / pump oed yn cael eu haddysgu drwy gyfrwng y Gymraeg

Nifer o Ddalgylchoedd

5

Nifer o Sefydliadau  
Addysg Gynradd

38

Plant 5 oed yn derbyn eu  
haddysg drwy'r Gymraeg

588

% yn derbyn asesiad  
Cymraeg iaith gyntaf

100.00%

% yn darparu addysg drwy  
gyfrwng y Gymraeg

100.00%

% yn derbyn eu haddysg  
drwy gyfrwng y Gymraeg

100.00%

## Deilliant 3

Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall

Niferoedd y dysgwyr sy'n parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall

Anstatudol



### Deilliant 4

Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg

2024-25

Nifer o Ddysgwyr

451

2025-26

Nifer o Ddysgwyr

458

% y dysgwyr sy'n astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg

66.91%

% y dysgwyr sy'n astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg

66.28%



### Deilliant 5

Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol

Cynyddu cyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol

# Ar Drac

### Deilliant 6

Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol

% o ddisgyblion cynradd / uwchradd sydd yn derbyn gwasanaeth yn gwbl ddwyieithog

# 100.00%

### Deilliant 7

Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg

2024-2025

Nifer o Staff

491

2025-2026

Nifer o Staff

503

% y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg

89.11%

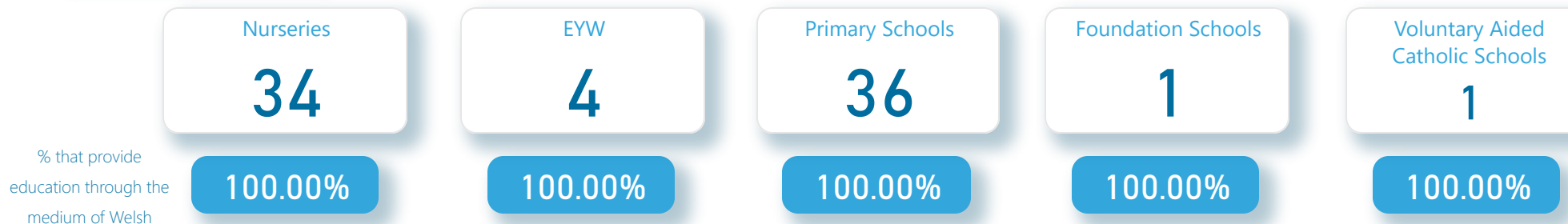
% y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg

89.18%



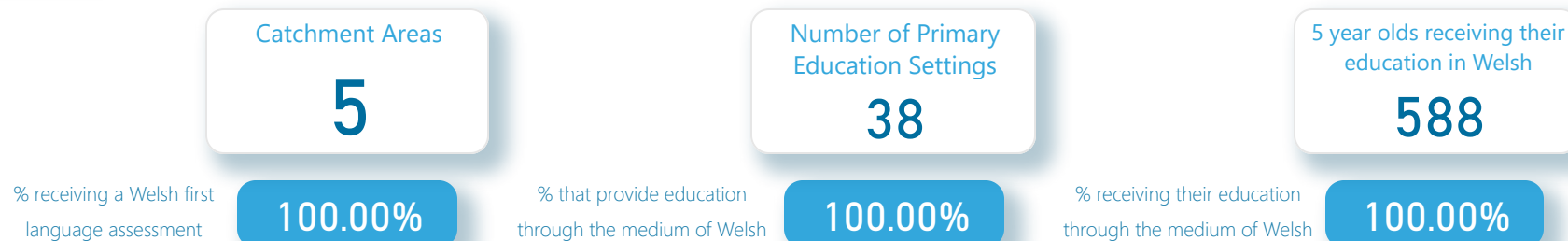
### Outcome 1

More nursery children / three year olds receive their education through the medium of Welsh



### Outcome 2

More reception class children / five year olds receive their education through the medium of Welsh



### Outcome 3

More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Number of learners continuing to improve their Welsh language skills when transferring from one stage of their statutory education to another  
**Not Statutory**



### Outcome 4

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

2024-2025

Number of Learners

451

2025-2026

Number of Learners

458

% of learners studying for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

66.91%

% of learners studying for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

66.28%



### Outcome 5

More opportunities for learners to use Welsh in different contexts in school

Increasing opportunities for learners to use Welsh in different contexts in school

On Track

### Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs

% of primary / secondary pupils receiving a bilingual service

100.00%

### Outcome 7

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

2024-2025

Number of Staff

491

2025-2026

Number of Staff

503

% of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh

89.11%

% of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh

89.18%



## Isle of Anglesey County Council Scrutiny Report

<b>Committee:</b>	Partnership and Regeneration Scrutiny Committee
<b>Date:</b>	09.06.26
<b>Subject:</b>	ALN and Inclusion Service 2025-26: current situation, challenges and next steps
<b>Scrutiny Chair:</b>	Councillor Sonia Williams

**1. Who will be the portfolio holder presenting / leading the report?**

Portfolio Holder	Role
Councillor Dafydd Roberts	Portfolio Holder for Education
Service Officer (Supporting)	Role
Aaron Cadwaladr Evans	Director of Education, Skills and Young People

**2. Why the Scrutiny Committee is being asked to consider the matter**

The purpose of this paper is to provide assurance and an overview of the current performance of the ALN and Inclusion Service, highlighting what is working, the main operational challenges, and the managed risks.

**3. Role of the Scrutiny Committee and recommendations**

- For assurance
- For recommendation to the Executive
- For information

Recommendation(s):

**A1** The Executive is requested to propose comments on the ALN and Inclusion Service 2025-26 report and suggestions on the offer’s effectiveness for Anglesey schools.

**4. How does the recommendation(s) contribute to the objectives of the Council's Plan?**

One of the council’s main priorities is education. The Council Plan includes an ambition to ensure effective provision for today and future generations. One of the Plan’s 3 aims is to “create conditions that will enable everyone to fulfil their full potential”, and the work of the

Learning Service and the Additional Learning Needs and Inclusion Partnership contribute to this aim.

## 5. Key scrutiny themes

Key themes the Scrutiny Committee should concentrate on:

1. Value for money.
2. Quality of the ALN provision.
3. Service effectiveness and focus on the learner.
4. Impact on the skills, achievement and well-being of learners with ALN.
5. Main challenges / risk management.
6. Next steps.

## 6. Key points / summary

### Context:

- The Additional Learning Needs and Education Tribunal (Wales) Act came into force in September 2021. There was a gradual transition process, and since September 2025, all learners have been transferred under the new Act.
- The ALN and Inclusion Service was established in May 2017, as a joint service between Isle of Anglesey County Council and Gwynedd Council. The service has since evolved to respond to changes in demand and the wider context. It was externally reviewed in 2020, and again in December 2023.
- Anglesey's authority received an Estyn inspection in 2022.
- Each school receives funding to provide for learners with an Individual Development Plan. Since March 2025, each school receives formula-based funding.
- The current contract with Gwynedd Council (Isle of Anglesey County Council and Gwynedd Council's ALN and Inclusion Service) will come to an end on 31.08.2026, and a consultation process on the service's structure for Isle of Anglesey County Council has recently completed. Owain Roberts will be leading this service as the Strategic Lead from September but is also co-ordinating planning and transition towards the new service.

### Operational Summary

What has worked well

- The transition to the new arrangements was successfully completed, including collaborating with schools and colleges to transfer learners to Individual Development Plans (IDPs).
- Dispute resolution arrangements have been established, with a low number of tribunal cases last year and the majority resolved.
- Post-16 transition arrangements have been established and have been praised by partners, with an absence of disputes between young people/parents and the authority.

- Quality assurance mechanisms are in place to review IDPs and monitor provision, with close collaboration between schools and specialist teams.

#### Key challenges

- Demand for support and the complexity of needs are increasing while resources are diminishing, and this is putting pressure on schools (including the workload of the Additional Learning Needs Coordinator (ALNCo)) and the service's capacity.
- The demand for specialist settings continues to grow, with challenges in terms of supporting some intensive and complex learners in the mainstream due to financial restrictions.
- There are challenges in terms of recruiting some specialist roles, especially Welsh-speaking educational psychologists, which is a key statutory element within the Act.
- In terms of inclusion, there are ongoing challenges surrounding attendance, exclusions and an increase in social, emotional and behavioural needs in some contexts.

#### Main actions and priorities for Anglesey's new ALN&I services from September 2026:

- Make the most of the new integrated structure between the Learning Service and Children and Family Services to develop our provisions by looking at the needs of learners and their families in a holistic and trauma-informed manner.
- Collaborate with the ALN&I Forum and partners to reduce bureaucracy, strengthen collaboration arrangements and monitor the new funding arrangement.
- Continue to map the probable demand for specialist provision and plan strategically around capacity and types of provision.
- Develop the inclusion provision (including multiagency work) and maintain the focus on early intervention, attendance and well-being support.
- Monitor performance and the main trends through the data to adapt the response in accordance with needs and available capacity.

## **ADDITIONAL LEARNING NEEDS**

#### **What has worked well?**

- The transition to the new Additional Learning Needs and Education Tribunal (Wales) Act 2018 was completed in September 2025 and has been successful in terms of:
- Collaborating with the schools and colleges to transfer learners to:
  - Individual Development Plans from the old Statement arrangements successfully.
- Dispute resolution systems with parents, schools and ALN quality officers have been established, with 3 successful tribunal appeals last year, two being resolved and the authority being successful in the third appeal.
- Established successful post-16 pupil college transition arrangements. This process has been praised by the college and schools, and there have been no cases of dispute between young people and/or their parents and the local authority.
- Continue to collaborate with the ALN Headteachers Forum and we have established a new funding arrangement to continue to be monitored by the primary headteachers.

- There is a close working relationship between the schools and ALN&I teams, and there is good recognition of the provision by the LA.
- There is collaboration with the Children and Family Services in relation to learners who are Looked After Children by the authority, and those in out-of-county placements, in planning and implementing the provision set out in the IDP.
- There is close strategic and operational collaboration with the Designated Clinical Lead Officer for ALN Education at Betsi Cadwaladr University Health Board, which ensures early identification of needs at the pre-school stage; this is, of course, a key part of our collaborative working and dispute resolution processes with parents.
- The Code notes that it is a statutory requirement for schools and the LA to 'keep their provision under constant review'. This includes coming to a judgement about the effectiveness of the provision and the interventions offered. There is a process in place to ensure that this takes place. The IDP review process is a platform for the Quality Service to monitor the provisions on the SDP. The specialist teams also monitor the progress of learners who receive their input on a termly basis, with the majority making good progress.
- A member of the ALN Service's Senior Management Team sits on the authority's School Multiagency Support Board, and this is a way to keep an eye on ALN quality.
- We established a Primary Headteacher Forum in 2022. The forum has a work programme, and progress is measured against the action plan.
- We have an online IDP system. An IDP Sub-group has been established so that the schools' voices are expressed to ensure practical improvements to reduce the workload of ALNCoS in our schools.

#### Key challenges:

- The ALN Act's statutory responsibility has expanded in terms of legal elements down to the lowest tier in the ALN field. Because of this, school workload has increased in terms of the ALNCo work, and also in terms of the provision schools must provide. This is a challenge for schools, especially where budgets are shrinking, and the ability to release the ALNCo to fulfil the role is a challenge.
- Pupil needs are increasing and are increasingly challenging, and resources are limited and are dwindling. This is seen within our schools and also for the ALN team as referrals for services from the schools are increasing substantially. Although grants are provided by Welsh Government in the ALN field, they do not correspond to this growth in demand and there is no certainty in terms of repeated funding, therefore it is difficult to plan strategically.
- The demand for a specialist setting continues to grow. We have intensive and complex learners who need support in the mainstream, but the challenge of this is growing due to budget. This drives parents to apply for a special school.
- The ability of schools to appoint individuals to posts such as learning assistant roles within the school is a challenge and puts pressure on school provision maps when there are vacant posts.
- The process of training educational psychologists through Cardiff University impacts our ability to recruit Welsh-speaking educational psychologists. It is a statutory role within the Act and is an essential role in terms of identifying the provision required by learners.

## Actions and priorities

- Collaborate on the ALN&I Forum's work programme, e.g.:
  - Give attention to the Additional Learning Needs Coordinator role, reducing bureaucracy and collaboration arrangements across the catchment areas
  - Monitor and evaluate the new funding arrangement
  - Ensure that the ALN&I service adapts to respond to the requirements of Anglesey schools.
- Continue with the work of mapping the probable demand for different types of specialist provisions, and plan strategically around this and around the capacity of the special school and the type of ALN centres we have within the authority.
- Give attention to the need for a training method for educational psychologists. This includes discussions regarding a training pathway in north Wales (Bangor University).

## INCLUSION

### What is working?

- The support offered to schools on Anglesey is extensive, e.g., training, modelling, resources and direct input. The close relationship with the schools is essential for this.
- The service offers a range of support for schools to support pupils with social, emotional and behavioural difficulties through specialist teams, i.e., Behaviour Support, Welfare, Elective Home Education (EHE) and English as an Additional Language (EAL) in addition to a specialist setting for a small number of pupils who require a bespoke support package to address behavioural difficulties.
- Since the end of 2021, in partnership with the schools and Children Services, we have been able to establish education hubs within the five secondary schools to primarily support year 10 and 11 pupils who are not coping in the mainstream. A review of this model was commissioned in December 2023, and strengths were identified especially with the integrated/multiagency work that enriches the provision, and recommendations were also proposed to strengthen further. There is also close collaboration e.g., surrounding hard-to-place learners due to complex emotional and behavioural needs.
- A range of training and input is provided to support the school provision maps including safety intervention and packages on supporting the emotional well-being of pupils.
- The Shared Prosperity Fund Grant has enabled us to support over 100 of Anglesey's pupils who had been identified as at risk of becoming NEET on Anglesey (not in education, employment or training) by improving skills, well-being and helping them reach their full potential.
- Improving attendance has been a consistent focus for Isle of Anglesey County Council. The link between good attendance and learning is clear. Substantial work has taken place to improve attendance over the past year, allocating additional welfare officer hours through the Welsh Government Attendance Grant to target the attendance improvements of specific individuals within schools, especially pupils in year 11.
- However, although there has been improvement over time (see below), there is still considerable work to be done to further narrow the gap and to reinforce

improvements in a positive attendance trend, including in particular a reduction in persistent absence.

- Across Wales, attendance in schools has declined since the return to school following the pandemic, and it is slowly improving. Anglesey's attendance data shows progress which aligns with the progress in other counties across Wales.

Anglesey average (Sept 23 – Dec 23)	Anglesey average (Sept 24 – Dec 24)	Anglesey average (Sept 25 – Dec 25)	Wales average (Sept 23 – Dec 23)	Wales average (Sept 24 – Dec 24)	Wales average (Sept 25 – Dec 25)
90.4%	90.7%	90.7%	90.5%	91%	90.9%

- The attendance data above shows a trend of stabilisation over the periods presented, with the Anglesey level close to the Wales average in the most recent period. This is consistent with the national picture following the pandemic, with ongoing challenges but signs of gradual improvement. The targeting work with welfare officers, messages to parents and early support for schools continues, with continuous monitoring.
- Continuous training has led to consistency in the service the schools receive, with more specific group targeting work and a focus on early intervention support.
- Behaviour/exclusions – Clear challenges persist in addressing the substantial social, emotional and behavioural needs of pupils during the post-pandemic period and as a result, exclusions have been increasing compared to pre-pandemic levels. Over the past year, numbers have been high.

#### Primary - Fixed

	23/24 (Sept-Dec)	24/25 (Sept-Dec)	25/26 (Sept-March 26)*
Number of schools	8	9	13
Number of periods	33	50	58
Number of days	78	78	114.5

#### Primary - Permanent

	23/24 (Sept-Dec)	24/25 (Sept-Dec)	25/26 (Sept-March 26)*
Number of schools	0	1	2

#### Secondary - Fixed

	23/24 (Sept-Dec)	24/25 (Sept-Dec)	25/26 (Sept-March 26)*
Number of schools	5	5	5
Number of periods	223	158	450
Number of days	558	432	1132.5

#### Secondary - Permanent

	23/24 (Sept-Dec)	24/25 (Sept-Dec)	25/26 (Sept-March 26)*
Number of schools	3	3	4
Number of pupils	9	9	17

\*7 month period rather than 4 months

- The exclusion trends above reflect continuous challenges in terms of social, emotional and behavioural needs during the post-pandemic period, and this puts pressure on the capacity of schools to support learners in the mainstream. The response includes support from specialist teams, multiagency work where appropriate, and inclusion developments such as education hubs.
- There has been improvement in this over the last term, with the number of days decreasing.
- The waiting time for counselling support has decreased.

### Challenges

- Providing for learners with social, emotional and behavioural difficulties is a challenge where resources are dwindling, but society's needs are increasing.
- More complex needs are arising in the primary, specifically following the Covid-19 period.
- The level of exclusions continues to be higher than the desirable level, and although there has been progress in terms of attendance, it remains a high priority. The inclusion services continue to operate a variety of well-being and behaviour initiatives with the support of Welsh Government grant funding (which is in addition to the core budget).
- Applications for counselling input, which again reflect the need, are increasing with younger children. This puts pressure on the team's capacity.
- Elective Home Education – There is an increase in the number of families opting to teach their children at home. This is not unique to Anglesey and is a national pattern. The service has robust processes in place for monitoring, along with strong relationships with a large number of families.

### Actions and priorities

- Take advantage of the new structure between the Learning Service and Children and Family Services to develop our provisions by looking at the needs of learners and their families in a holistic and trauma-informed way. This will include elements of the work highlighted above.
- Close collaboration with the ALN&I Forum, as an integrated team across the council and with the health board, to strengthen the provision. This includes creating specialist provision for primary children specifically, developing elements of the secondary hub provision, and schools' early intervention/provision maps.
- Collaboration with the ALN&I Forum on inclusion elements in the action plan.
- Developing the attendance campaign to target further progress in attendance practices, messages to parents and the role of welfare officers.

- Improving our processes for engaging with families who opt to teach at home (Elective Home Education) to strengthen the contact and collaboration with these families.

## 7. Impact assessments

7.1. Has an impact assessment (equality considerations, the socio-economic duty, Welsh language) been undertaken?

Yes

No

If not, please explain why:

7.2. Possible impacts on groups protected under the Equality Act 2010

The Additional Learning Needs and Inclusion Service complies with the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The ALN&I provision is relevant to many protected characteristics, in particular disability, therefore the service considers the impact of policies and practices on access, consistency and fairness.

This includes:

- Ensuring that IDP processes are accessible to families (including communication and support):
- Monitoring relevant data to identify any differences in experiences or outcomes between groups.
- Working closely with Children and Family Services for learners who are Looked After Children.
- Using dispute resolution mechanisms to reduce the negative impact on schools.

7.3. Possible impacts on those experiencing socio-economic disadvantage (strategic decisions)

Although this report does not make a new strategic decision on priorities, ALN&I's work directly contributes to reducing the inequalities of outcomes associated with socio-economic disadvantage (e.g., access to support, attendance, support in the mainstream).

The service monitors the impact of this work through KPIs and in partnership with schools to target early intervention.

7.4. Potential impacts on opportunities to use Welsh and not treating the language less favourably than English

The Additional Learning Needs and Inclusion Service offers a complete service through the medium of Welsh. It is however recognised that workforce challenges in some specialist roles can impact capacity, and mitigations are in place to ensure bilingual service continuation.

The service operates in accordance with the principal not to treat the Welsh language less favourably than English and of increasing opportunities to use Welsh. Workforce challenges are recognised in some specialist roles (e.g., educational psychologists), and there are mitigations in place through workforce planning and operational arrangements to maintain a high-quality bilingual service.

#### 7.5. Potential impact on the Council's Net Zero Carbon target

Neutral

This report is not likely to have a direct substantial carbon impact. However, where activities involve travel or commissioning/procurement, options that reduce emissions (e.g., using hybrid meetings and reducing unnecessary travel) are considered in line with public sector net zero reporting guidance.

### 8. Financial implications

The Additional Learning Needs and Inclusion Service will continue to operate within the agreed budget up to 31/08/2026, and there are no current signs or overspending. However, the increase in demand and dependency on some grant streams for specific initiatives continue to create capacity pressure.

### 9. Appendices

### 10. Report author and background papers

Ffion Edwards-Ellis

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## Isle of Anglesey County Council Scrutiny Report

<b>Committee:</b>	Partnership and Regeneration Scrutiny Committee
<b>Date:</b>	09th June, 2026
<b>Subject:</b>	Partnership and Regeneration Scrutiny Committee Forward Work Programme
<b>Scrutiny Chair:</b>	Councillor Sonia Williams

**1. Who will be the portfolio holder presenting / leading the report?**

Portfolio Holder	Role
Not applicable	
Service Officer (Supporting)	Role
Elin Allsopp	Scrutiny Officer

**2. Why the Scrutiny Committee is being asked to consider the matter**

Assist the Scrutiny Committee in considering, agreeing and reviewing its forward work programme for 2026/27

**3. Role of the Scrutiny Committee and recommendations**

- For assurance
- For recommendation to the Executive
- For information

Recommendation(s): The Committee is requested to:  
**R1** agree the current version of the forward work programme for 2026/27  
**R2** note progress thus far in implementing the forward work programme

**4. How does the recommendation(s) contribute to the objectives of the Council's Plan?**

Effective work programming is the foundation of effective local government scrutiny. Our Scrutiny rolling forward work programmes are aligned with the corporate priorities of the Council and corporate transformation programmes – ensuring the role of Member scrutiny makes a tangible contribution to the Council's improvement priorities.

**5. Key scrutiny themes**

Key themes the Scrutiny Committee should concentrate on:  
 Not applicable

## 6. Key points / summary

### 1. Background

1.1 Effective work programming is the bedrock of an effective local government scrutiny function<sup>1</sup>. Done well, work programming can help lay the foundations for targeted and timely work on issues of local importance demonstrating where Member scrutiny can add value. Good practice advocates two key issues at the heart of the scrutiny forward work programme:

- i. Challenge around prioritising work streams
- ii. Need for a member-led approach and interface with officers.

### 1.2 Basic principles of good work programming<sup>2</sup>

- Work programming should not be a “start-stop” process
- Complementary work programmes for separate scrutiny committees
- Balance between different methods of work
- An effective process for reporting / escalating issues to the Executive
- Input and views of internal stakeholders
- Close working with the Executive
- Links with the Annual Scrutiny Report (evaluation and improvement tool).

### 2. Local context

2.1 There is now a well-established practice of forward work programming which are now rolling programmes focusing on the quality of scrutiny with fewer items, to add value. They are an important tool to assist Members in prioritising their work and are discussed with the Leadership Team and Heads of Service. Both committees review the content of their work programmes on a regular basis, to ensure that they remain relevant and keep abreast with local priorities. Our local forward planning arrangements now ensure greater focus on:

- Strategic aspects
- Citizen / other stakeholder engagement and outcomes
- Priorities of the Council Plan and transformation projects
- Risks and the work of inspection and regulation

Matters on the forward work programme of the Executive. **Outcome:** rolling work programmes for scrutiny committees which are aligned with corporate priorities.

2.2 Committee chairs lead on developing the forward work programmes and are submitted to the monthly Scrutiny Chairs and Vice-chairs Forum and for approval at each ordinary meeting of the scrutiny committees. The Forum is considered an important vehicle to oversee these programmes and jointly negotiate priorities.

<sup>1</sup> A Cunning Plan? Devising a scrutiny work programme, Centre for Public Scrutiny (March, 2011)

<sup>2</sup> A Cunning Plan? Devising a scrutiny work programme, Centre for Public Scrutiny (March, 2011)

2.3 **“Whole council” approach to Scrutiny:** our work programmes provide a strong foundation for our improvement programme, ensuring the role that Scrutiny plays in the Authority’s governance arrangements:

- i. Supports robust and effective decision-making
- ii. Makes a tangible contribution to the Council’s improvement priorities
- iii. Continues to evolve.

### 3. Issues for consideration

3.1 The Scrutiny Committee receives regular update reports on the implementation of its forward work programme. A copy of the current 2026/27 work programme is attached as **APPENDIX 1** to this report for reference and includes changes made to the work programme since the Committee last considered the document<sup>3</sup>

3.2 Where appropriate, items may be added to the Committee’s forward work programme during the municipal year. Requests for additional matters to be considered for inclusion on the work programme can be submitted via the Members Request Form for an item to be considered for Scrutiny. Requests are initially considered by the Scrutiny Chairs and Vice-chairs Forum, using the following criteria:

- the Council’s strategic objectives and priorities (as outlined in the Council Plan)
- the ability of the Committee to have influence and/or add value on the subject (A Scrutiny Test of Significance Form will be completed).

## 7. Impact assessments

7.1. Has an impact assessment (equality considerations, the socio-economic duty, Welsh language) been undertaken?

Yes

No

If not, please explain why: Not applicable.

7.2. Potential impacts on opportunities to use Welsh and not treating the language less favourably than English

Not applicable for this overarching issue but will be considered as an integral part of preparing for specific proposals to be submitted for consideration by the Committee.

7.3. Possible impacts on groups protected under the Equality Act 2010

Not applicable.

<sup>3</sup> Meeting of the Partnership and Regeneration Scrutiny Committee convened on 17<sup>th</sup> March, 2026

7.4. Possible impacts on those experiencing socio-economic disadvantage (strategic decisions)

Not applicable.

7.5. Potential impact on the Council's Net Zero Carbon target

Positive / Neutral / Negative and how  
Not applicable.

**8. Financial implications**

Not applicable.

**9. Appendices**

Partnership and Regeneration Scrutiny Committee Forward Work Programme 2026/27

**10. Report author and background papers**

Elin Allsopp, Scrutiny Officer, Isle of Anglesey, Council Offices, Llangefni, LL77 7TW

## ITEMS SCHEDULED FOR SCRUTINY

Period: May 2026 to April 2027

Version dated: 19/05/26

### Note for Stakeholders and the Public:

A [Protocol for Public Speaking at Scrutiny Committees](#) has been published by the Council.

Should you wish to speak on any specific item at a Scrutiny Committee then you should register your interest by submitting a written request using the form available as soon as possible and at least 3 clear working days prior to the specific Committee meeting. You can access information about the meeting and which items being discussed by reading this Forward Work Programme. Contact the Scrutiny Team if you have any queries [[sgrwtiniscrutiny@ynysmon.llyw.cymru](mailto:sgrwtiniscrutiny@ynysmon.llyw.cymru)]

### May 2026

Corporate Scrutiny Committee	Partnership and Regeneration Scrutiny Committee
<b>May, 2026 (12/05/2026)</b>	<b>May, 2026 (12/05/2026)</b>
Election of Chair: 2026/27	Election of Chair: 2026/27
Election of Vice-chair: 2026/27	Election of Vice-chair: 2026/27

### June 2026

Corporate Scrutiny Committee	Partnership and Regeneration Scrutiny Committee
<b>June, 2026 (10/06/2026)-Q4</b>	<b>June, 2026 (09/06/2026)-Education / Welsh Language</b>

Performance Monitoring: Corporate Scorecard Qtr4: 2025/26	Welsh Language: <ul style="list-style-type: none"> <li>• Annual Report on the Welsh Standards: 2025/26</li> <li>• Welsh in Education Strategic Plan 2022-2032: Measure Progress→2025/26</li> </ul>
Annual Delivery Plan: 2026/27	ALN and Inclusion Report 2025/26-measure progress
Care Inspectorate Wales	<b>Item for Information:</b> Ambition North Wales Qtr 4: 2025/26 Progress Report
Committee Forward Work Programme for 2026/27	Committee Forward Work Programme for 2026/27

July 2026

<b>Corporate Scrutiny Committee</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>No meeting scheduled</b>	<b>July, 2026 (14/07/2026)</b>
	Tackling Pover Strategic Plan
	Natural Resources Wales
	Committee Forward Work Programme for 2026/27

September 2026

<b>Corporate Scrutiny Committee</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>September, 2026 (16/09/2026) – Q1</b>	<b>September, 2026 (15/09/2026) -Special Meeting</b>
Performance Monitoring: Corporate Scorecard Q1: 2026/27	Report following consultation on the Visitor Levy <ul style="list-style-type: none"> <li>• Destination Management Strategic Plan 2023-2028-measure progress</li> </ul>
Vacant Housing Strategy 2023-2028-measure progress	Levelling Up Fund, Local Growth Fund and SPF Report
Strategic Asset Management (Housing) Plan 2024-2029-measure progress	Strategic Plan Management of AONB 2023-2028-measure progress
Committee Forward Work Programme for 2026/27	
	<b>September, 2026 (28/09/26)</b>
	Betsi Cadwaladr University Health Board
	Committee Forward Work Programme for 2026/27

October 2026

<b>Corporate Scrutiny Committee</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>October, 2026 (14/10/2026)</b>	<b>October, 2026 (13/10/2026)</b>
Annual Report North Wales Regional Partnership Board (Part 9): 2025/26	Gwynedd & Ynys Môn Community Safety Partnership Annual Report: 2025/26
Social Services Scrutiny Panel Progress Report	North Wales Fire and Rescue
Regional Emergency Planning Service Annual Report: 2025/26	<b>Item for Information:</b> Ambition North Wales: <ul style="list-style-type: none"> <li>• Annual Report: 2025/26</li> <li>• Qtr 1: 2026/27 Progress Report</li> </ul>
Committee Forward Work Programme for 2026/27	Committee Forward Work Programme for 2026/27

November 2026

<b>Corporate Scrutiny Committee</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>November, 2026 (11/11/2026) – Q2</b>	<b>November, 2026 (10/11/2026)-Education</b>
Monitoring Performance: Corporate Scorecard Q2: 2026/27	ALN & Inclusion Service-measure progress
Self-Assessment, Performance and Wellbeing Report 2025/26	Education Scrutiny Panel Progress Report
Corporate Safeguarding	
Committee Forward Work Programme for 2026/27	Committee Forward Work Programme for 2026/27

January 2027

<b>Corporate Scrutiny Committee</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>January, 2027 (19/01/2027) – 2027/28 Budget (morning)</b>	<b>January, 2027 (20/01/2027)</b>
2027/28 Budget Setting (Revenue Budget) – initial budget proposals	Gwynedd and Ynys Môn Public Services Board: <ul style="list-style-type: none"> <li>• Annual Report 2025/26</li> <li>• Governance arrangements / scrutiny of delivery of the Wellbeing Plan</li> </ul>
Resources Scrutiny Panel Progress Report	Towards Zero Net Strategic Plan 2026-2031- measure progress Housing Services Energy Targets
	<b>Item for Information:</b> Ambition North Wales Qtr 2: 2026/27 Progress Report
Committee Forward Work Programme for 2026/27	Committee Forward Work Programme for 2026/27

February 2027

<b>Corporate Scrutiny Committee</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>February, 2027 (17/02/2027) – 2027/28 Budget</b>	<b>February, 2027 (16/02/2027)</b>
Final Draft Budget Proposals for 2027/28 – revenue & capital	Gypsy and Traveler Accommodation Action Plan
Resources Scrutiny Panel Progress Report 4	
Committee Forward Work Programme for 2026/27	Committee Forward Work Programme for 2026/27

March 2027

<b>Corporate Scrutiny Committee</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>March, 2027 (10/03/2027) – Q3</b>	<b>March, 2027 (09/03/2027)</b>
Monitoring Performance: Corporate Scorecard Q3: 2026/27	Grŵp Llandrillo Menai
Housing Assistance Grant Strategy 2027-2031	Ynys Môn Free Port – measure progress
Annual Report on Equalities: 2025/26	ALN & Inclusion Service-measure progress
	<b>Item for Information</b> - Ambition North Wales Qtr 3: 2026/27 Progress Report
Committee Forward Work Programme for 2026/27	Committee Forward Work Programme for 2026/27

April 2027

<b>Corporate Scrutiny Committee</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>No meeting scheduled</b>	<b>No meeting scheduled</b>

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