Llywodraeth Cymru
Welsh Government

Integrated Impact Assessment
Foundational Literacy and Numeracy Plan

Proposal summary

The Foundational Literacy and Numeracy Plan sets out a cross-government approach to improving literacy and numeracy outcomes for children in Wales. The Plan establishes a national policy framework spanning early childhood, schools, families, communities and wider services, with a focus on raising standards, reducing attainment gaps and strengthening equity. It includes actions relating to curriculum, assessment, professional learning, family engagement, school improvement, attendance, Welsh language development and targeted support for learners facing additional barriers to learning.

The Plan also includes proposals to strengthen literacy and numeracy teaching by providing practitioners with greater clarity about what learners need to learn and when as they progress through their education. This work will be developed with partners and consulted on in the autumn. Guidance will be published in spring 2027, supported with professional learning and resources.

While the Plan establishes the strategic direction and framework for improvement, the impacts assessed within this Integrated Impact Assessment relate primarily to the implementation of the activities and proposals set out within the Plan. Implementation of the actions set out in the Plan is expected to have a positive impact by improving literacy and numeracy outcomes, strengthening learner progression, reducing attainment gaps, supporting learners who experience barriers to educational attainment, and improving longer-term educational, wellbeing and life opportunities. The scale and nature of those impacts will depend on effective implementation and ongoing monitoring of outcomes.

Well-being of Future Generations Act questions.

1. **How have the five ways of working shaped the development and implementation of this policy or legislation?**

   The Plan has been developed using the sustainable development principle and reflects the five ways of working.

   Long-term
   The Plan focuses on improving foundational literacy and numeracy skills from the earliest years through to the end of compulsory education. Strong literacy and numeracy skills underpin educational attainment, employability, wellbeing, civic participation and lifelong learning, making them critical long-term determinants of economic, social and cultural wellbeing.

   Prevention
   The Plan prioritises early intervention and prevention. Actions such as strengthening support for early childhood practitioners, speech and language development, family learning, attendance and learner tracking are intended to identify issues early and prevent gaps in attainment from widening over time.

   Integration
   The Plan aligns with Curriculum for Wales, Cymraeg 2050, Community Focused Schools guidance, Additional Learning Needs reform, attendance improvement, learner wellbeing, child poverty objectives and wider education improvement activity. It recognises literacy and numeracy as cross-cutting foundations that

support progress across all aspects of learning and development.

Collaboration
The Plan has been informed through engagement with Welsh Government officials and policy leads working across early years, curriculum and assessment, standards, school improvement, Welsh language, Additional Learning Needs (ALN), equity and inclusion and family engagement. This has been complemented by input from members of the Literacy Expert Panel and Numeracy Expert Panel. Implementation and delivery will involve Welsh Government, local authorities, schools, childcare and early years providers, Dysgu, Adnodd, CAL:ON, higher education institutions, practitioners, families and community partners.

Involvement
Development of the Plan has drawn on research evidence, practitioner expertise and stakeholder engagement. Ongoing implementation will involve delivery partners, schools, local authorities, learners and wider stakeholders, where appropriate, in refining resources, professional learning, support arrangements and implementation activity arising from the Plan.

2. **Who have you collaborated with and involved when developing the proposal, and to understand its impacts, including on people, households, public bodies, businesses and the third sector (e.g. through engagement with relevant stakeholders or public consultation?)**
Development of the Plan has been informed through engagement with Welsh Government officials and policy leads working across early years, curriculum and assessment, standards, school improvement, Welsh language, Additional Learning Needs (ALN), equity and inclusion and family engagement. This has been complemented by input from members of the Literacy Expert Panel and Numeracy Expert Panel, alongside consideration of evidence and advice from Estyn, education partners and national delivery organisations.

   Delivery will involve collaboration with Dysgu, Adnodd, CAL:ON, schools, settings, local authorities, higher education institutions, childcare and playwork providers, parents and carers, community organisations and wider public services.

3. **How does the policy contribute to sustainable development and long-term well-being outcomes?**
The Plan contributes directly to sustainable development by improving the foundational skills that support lifelong learning, social mobility, wellbeing, active citizenship and economic participation.

   By strengthening literacy and numeracy outcomes and reducing inequalities in attainment, the Plan seeks to improve opportunities for learners throughout their lives while helping to break cycles of educational disadvantage. The emphasis on early intervention, family support, practitioner development and evidence-informed improvement supports preventative and sustainable approaches to policy delivery.

   Implementation of the actions set out in the Plan is expected to improve the foundational skills that support lifelong learning, social mobility, wellbeing, active citizenship and economic participation.

4. What are the key impacts across each of the seven well-being goals?

A Prosperous Wales
Impact: Strong Positive
Implementation of the actions set out in the Plan is expected to improve literacy and numeracy outcomes, which are fundamental to educational achievement, employability, skills development, productivity and economic participation. The Plan supports learners to acquire the foundational skills needed for future learning, training and employment.

A Resilient Wales
Impact: Minor Positive
The Plan contributes indirectly through strengthening educational resilience, learner engagement and long-term capacity to respond to social and economic change. Environmental impacts are expected to be negligible.

A Healthier Wales
Impact: Positive
Improved literacy and numeracy support engagement with education, confidence, wellbeing and life opportunities. The Plan also contains actions relating to attendance, learner wellbeing, speech and language development, family engagement and community support.

A More Equal Wales
Impact: Strong Positive
Reducing attainment gaps is a central objective of the Plan. Particular emphasis is placed on supporting learners affected by poverty, learners with ALN, care-experienced learners, multilingual learners and those facing other barriers to learning.

A Wales of Cohesive Communities
Impact: Positive
The Plan strengthens family engagement, Community Focused Schools and collaboration between education providers, families and wider services. These actions support stronger community relationships and educational participation.

A Wales of Vibrant Culture and Thriving Welsh Language
Impact: Strong Positive
The Plan includes actions to improve Welsh literacy, strengthen Welsh-language pedagogy, support Welsh language progression and contribute to the ambitions of the Welsh Language and Education (Wales) Act 2025 and Cymraeg 2050.

A Globally Responsible Wales
Impact: Positive
By improving literacy and numeracy skills for all learners and reducing inequalities, the Plan supports learners to participate fully in society, evaluate information critically and engage as informed citizens in a complex and interconnected world.

5. **What evidence, including reports under the Act, has informed the policy, and how will it support ongoing decision-making?**

The Plan has been informed by a range of evidence sources, including Welsh Government Personalised Assessment data and information, attendance data and Patterns in Reading and Numeracy Attainment (2018-2025), Schools' Census Results (January 2026), Estyn reports, research into literacy and numeracy improvement, evidence relating to socio-economic disadvantage, practitioner expertise and evidence regarding effective literacy and numeracy teaching.

The Plan has also been informed by the draft Talk with Me Phase 2: Speech, Language and Communication Delivery Plan (2026-2030), which highlights the importance of speech, language and communication skills in supporting children's learning, literacy development and educational progression.

Evidence from these sources demonstrates continued variation in literacy and numeracy outcomes, persistent attainment gaps for some groups of learners, and the importance of early intervention, high-quality teaching, attendance and targeted support. Expert advice from the Literacy Expert Panel and Numeracy Expert Panel has also informed the development of the Plan.

Ongoing implementation will be supported by national literacy and numeracy indicators, evaluation activity, attendance data, assessment evidence and wider learner outcome measures. These will provide an evidence base for monitoring progress, identifying emerging issues, informing future investment and supporting continuous improvement across the education system.

Summary of Impact Assessments for this proposal

Mandatory publication (if the Impact Assessment is required)

Equality Impact Assessment

Completed: **Yes**

Children's Rights Impact Assessment

Completed: **Yes**

Health Impact Assessment

Completed: **Yes**

Other Impact Assessments

Welsh Language Impact Assessment

Completed: **Yes**

Data Protection Impact Assessment Screening

Completed: **Yes**

Biodiversity Impact Assessment

Completed: **Not required for this proposal**

Rural Proofing Impact Assessment

Completed: **Yes**

Sustainable Land Management Impact Assessment

Completed: **Not required for this proposal**

Carbon Impact Assessment

Completed: **Not required for this proposal**

Duty of Quality (Health) Impact Assessment

Completed: **Not required for this proposal**

Socio-economic Impact Assessment

Completed: **Yes**

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1. Equality Impact Assessment

A. Proposal

1. **Title of proposal**
   Foundational Literacy and Numeracy Plan

2. **What is your proposal aiming to achieve?**
   The Foundational Literacy and Numeracy Plan establishes a national policy framework. The equality impacts assessed below relate primarily to the implementation of the activities and proposals set out within the Plan. Positive impacts are expected to arise through improvements to teaching, professional learning, assessment arrangements, family engagement, attendance activity, Welsh language development, and targeted support for learners who experience barriers to educational attainment. The scale of impact will depend on effective implementation and ongoing monitoring of outcomes.

   The Plan has been developed with particular regard to learners who experience barriers to educational attainment, including learners with Additional Learning Needs (ALN), learners affected by poverty, care-experienced learners, multilingual learners and those requiring targeted support to access learning.

   It draws on a wide range of Welsh Government policies, programmes and evidence, including:

   - Early Childhood Play, Learning and Care: Developmental Pathways 0 to 3
   - The Curriculum for Wales
   - Principles for Teaching Language and Literacy in Wales
   - Personalised Assessments
   - The Family Learning Framework
   - Additional Learning Needs reforms
   - Research on Equity and Inclusion in the Curriculum for Wales
   - Schools' Census data
   - Patterns in Reading and Numeracy Attainment (2018 to 2025).
   - *Talk with Me Phase 2: Speech, Language and Communication Draft Delivery Plan 2026-2030*.
   - Family Learning Framework and Community Focused Schools evidence.

   Evidence informed the Plan's emphasis on evidence-informed teaching, language and literacy development, learner progression, family engagement and targeted support. The evidence base highlights the importance of strong literacy, language and numeracy foundations from the earliest years, effective family and community engagement, successful learner transitions, and timely support for learners who experience barriers to achievement. Evidence also demonstrates the significant role literacy and numeracy play in supporting educational attainment, wellbeing, participation and future life opportunities.

   The Plan supports delivery of the Welsh Government's Strategic Equality and Human Rights Plan 2025 to 2029 and contributes particularly to National Equality Objectives 1, 3 and 5. Through improving literacy and numeracy outcomes, reducing attainment gaps and strengthening equitable access to high-quality educational support, the Plan

seeks to increase opportunities for learners to prosper, access public services effectively and participate fully in education, community life and wider society.

The Plan also contributes to National Equality Objectives 2 and 6 by supporting learners to develop the knowledge, confidence and skills needed to access information, understand and exercise their rights, and progress successfully into further education, training and employment.

Drawing on evidence from early years development, literacy and numeracy learning, family engagement, equity and inclusion, learner progression and educational attainment, the Plan aims to promote equality of opportunity, reduce inequalities in educational outcomes and enable all learners to realise their potential, regardless of their background or protected characteristic.

3. **When did work start on the proposal?**
   June 2026

4. **Which organisations, groups or communities are likely to be affected?**

   - Children aged 0 to 16
   - Parents, carers and families
   - Early years practitioners
   - Childcare providers and funded non-maintained settings
   - Teachers and school leaders
   - Teaching assistants and other school support staff
   - Learners with Additional Learning Needs (ALN)
   - Care-experienced learners
   - Learners affected by poverty and socio-economic disadvantage
   - Multilingual learners, including learners with English or Welsh as an additional language
   - Disabled learners and learners with speech, language and communication needs
   - Local authorities
   - Dysgu, Athrofa, Adnodd and other delivery partners
   - Community organisations, family support services and Community Focused
   - Schools Initial Teacher Education (ITE) providers and professional learning providers.

5. **Have you registered your EqIA on iShare?**

   You must register your EqIA when you start developing your proposal.

   Yes

B. Impact on, and engagement with, people in protected groups

AGE

1. **What evidence is available and what is its source? Include the findings from any engagement.**
   The Plan is designed to improve literacy and numeracy outcomes across the learner journey from birth to age 16. Development of the Plan has been informed by a range of Welsh Government policies, programmes and evidence, including Early Childhood Play, Learning and Care: Developmental Pathways 0 to 3, the Curriculum for funded non-maintained nursery settings, Principles for Teaching Language and Literacy in Wales (2026), Personalised assessments, and Welsh Government analysis of Patterns in Reading and Numeracy Attainment (2018 to 2025).

   This evidence highlights the importance of strong literacy and numeracy foundations from the earliest years and demonstrates the role these skills play in supporting educational attainment, learner progression, wellbeing and future opportunities. Evidence relating to reading development, family engagement, learner progression and equity in education also reinforces the importance of early intervention, effective transitions and targeted support to improve outcomes and reduce attainment gaps.

   Welsh Government analysis of Patterns in Reading and Numeracy Attainment (2018 to 2025) identifies variation in attainment across the learner journey and supports the need for a coherent approach to literacy and numeracy development from early childhood through to the end of compulsory education. Evidence from Estyn thematic reports highlights variation in the quality of provision and learner outcomes, particularly during transition from primary to secondary education. Evidence from Developing Pupils' English Reading Skills from 10 to 14 Years of Age, and Developing Pupils' Welsh Reading Skills from 10 to 14 Years of Age further highlights the importance of reading fluency, comprehension and sustained reading development in supporting learner progression and attainment.

   Together this evidence reinforces the need for greater consistency in literacy and numeracy provision, improved use of assessment information and targeted support for learners at key points in their education journey.

2. **Is any evidence unavailable or uncertain?**
   There remains some uncertainty regarding the long-term impact of new national literacy and numeracy indicators, curriculum reforms and future assessment arrangements. The impact of these measures will become clearer through implementation, ongoing evaluation activity and future analysis of attainment and progression data.

3. **Who have you engaged with, why and how?**
   Development of the Plan has been informed through engagement with Welsh Government officials and policy leads working across early years, curriculum and assessment, standards, school improvement, Welsh language, Additional Learning Needs (ALN), equity and inclusion and family engagement. This has been complemented by input from members of the Literacy Expert Panel and Numeracy Expert Panel.

The Plan is intended to provide a strategic policy framework for improving literacy and numeracy outcomes across Wales. As such, it sets the overall policy direction rather than detailed delivery proposals for individual activities. Engagement has therefore focused on drawing on evidence, research and expert advice to inform the policy direction and priorities within the Plan.

Consideration has also been given to evidence and learning from related Welsh Government policies, programmes and research, including Principles for Teaching Language and Literacy in Wales, Patterns in Reading and Numeracy Attainment (2018 to 2025), Personalised Assessments, Research on Equity and Inclusion in the Curriculum for Wales, and the Family Learning Framework.

4. **How has evidence affected your proposal?**
Evidence relating to early childhood development, language acquisition, how children learn and progress in literacy and numeracy informed the Plan's emphasis on supporting learners from the earliest years and maintaining a coherent approach across the 0 to 16 continuum. Evidence highlighting variation in learner outcomes and in approaches to supporting literacy and numeracy development informed proposals to provide greater clarity through year-on-year detail. Evidence relating to reading development also informed actions within the Plan to strengthen evidence-informed approaches to early reading instruction, including the use of Systematic Synthetic Phonics (SSP), to support consistency in teaching and improve reading outcomes.

Providing greater clarity about expected learning and development may support more consistent teaching across Wales. Evidence from attainment data, personalised assessments, Patterns in Reading and Numeracy Attainment (2018 to 2025), and research on reading development informed commitments relating to early intervention, attendance, learner progression, transition arrangements and targeted support. Evidence highlighting the importance of family engagement informed actions to strengthen support for parents, carers and communities. Evidence relating to equity and inclusion informed the Plan's focus on reducing attainment gaps and supporting learners who experience barriers to educational achievement.

Analysis of attainment and progression trends also informed the development of national literacy and numeracy indicators to support ongoing monitoring and evaluation of outcomes.

5. **What are the likely impacts of the proposal?**
Implementation of the proposals and activities set out in the Plan is expected to have a positive impact on children and young people across all age groups by improving literacy and numeracy outcomes, supporting earlier identification of need, strengthening progression pathways and promoting continuity of support throughout the learner journey. Action within the Plan is expected to contribute to reducing attainment gaps and improving equity of educational outcomes.

6. **What steps will you take to enhance positive or reduce negative impacts?**
Progress will be monitored through national literacy and numeracy indicators, attendance and persistent absence data, personalised assessment information, attainment and progression data, and wider evaluation activity. Monitoring will help identify whether outcomes are improving equitably across age groups and whether any

further action is required to support learners at different stages of development. The findings will inform future implementation activity and any additional support required to address emerging inequalities or unintended impacts.

DISABILITY

7. **What evidence is available and what is its source? Include the findings from any engagement.**
Learners with Additional Learning Needs (ALN) continue to experience barriers to educational attainment and often require additional support to access learning and make progress in literacy and numeracy. Evidence from Welsh Government ALN policy, Schools' Census data and wider educational research indicates that learners with ALN are more likely to require targeted support to access learning and achieve expected progression.

   Speech, language and communication needs (SLCN) are the largest category of identified ALN in Wales. Evidence from Additional Learning Needs policy and the draft Talk With Me 2 (2026 to 2030) delivery plan highlights the importance of early identification and intervention, recognising that speech, language and communication skills underpin literacy development, access to learning and educational progression. Wider evidence from Speech and Language UK, the Early Intervention Foundation and the Educational Endowment Foundation highlights the strong relationship between speech, language and communication development, literacy attainment, wellbeing and future educational outcomes.

   Research on equity and inclusion in Curriculum for Wales, evidence from Personalised Assessments, and wider analysis of learner outcomes also highlight the importance of inclusive approaches, effective assessment arrangements and timely support to enable learners with ALN to make progress alongside their peers.

8. **Is any evidence unavailable or uncertain?**
There remains some uncertainty regarding the long-term impact of ALN reform, developments in assessment arrangements and the effectiveness of particular interventions in improving literacy and numeracy outcomes for different groups of learners with ALN. Further evidence will emerge through implementation, monitoring and evaluation of ALN reforms, draft Talk With Me 2, Personalised Assessments and wider educational improvement activity.

9. **Who have you engaged with, why and how?**
Development of the Plan has been informed through engagement with Welsh Government officials and policy leads working across Additional Learning Needs (ALN), speech, language and communication, curriculum and assessment, equity and inclusion, and learner progression. This has been complemented by input from members of the Literacy Expert Panel and Numeracy Expert Panel.

   The Plan is intended to provide a strategic policy framework for improving literacy and numeracy outcomes across Wales. As such, it sets the overall policy direction rather than detailed delivery proposals for individual activities. Engagement has therefore focused on drawing on evidence, research and expert advice to inform the policy direction and priorities within the Plan.

Consideration has also been given to evidence and learning from related Welsh Government policies, programmes and research, including ALN reform, draft Talk With Me 2, Research on equity and inclusion in Curriculum for Wales, and Personalised Assessments. Engagement and discussions focused on understanding barriers to literacy and numeracy attainment, identifying effective approaches to support learners with ALN, and informing the priorities and actions included within the Plan.

As implementation progresses, the Welsh Government will continue to engage with relevant stakeholders to inform the delivery, implementation and evaluation of activities arising from the Plan.

10. **How has evidence affected your proposal?**
Evidence relating to attainment gaps experienced by learners with ALN, together with evidence on the importance of speech, language and communication development, informed the inclusion of specific actions relating to early identification, targeted intervention and support for learners who require additional assistance to access literacy and numeracy learning. Evidence highlighting variation in learner outcomes and in approaches to supporting literacy and numeracy development informed proposals to provide greater clarity through year-on-year detail. Providing greater clarity about expected learning and development may support more consistent teaching and assessment across Wales, helping practitioners identify learners requiring additional support or challenge and reducing variation in learner experiences.

Evidence from draft Talk With Me 2 (2026 to 2030), Personalised Assessments and wider speech, language and communication research reinforced the importance of supporting speech, language and communication development, recognising that these skills underpin literacy development, educational participation and learner progression.

Evidence from ALN policy, equity and inclusion research, and assessment evidence also informed the Plan's emphasis on inclusive practice, professional learning, learner progression and the use of assessment and attainment information to identify need and monitor outcomes over time.

11. **What are the likely impacts of the proposal?**
Implementation of actions relating to early identification, bilingual assessment resources, professional learning and targeted support within the Plan is expected to have a positive impact on disabled learners and learners with ALN through improved identification of need, earlier intervention, strengthened literacy and numeracy support, increased access to appropriate support, and a greater focus on progression and inclusion.

12. **What steps will you take to enhance positive or reduce negative impacts?**
Bilingual resources, strengthened professional learning, improved assessment arrangements and clearer guidance will support equitable implementation of the Plan. Progress will be monitored through attainment data, Personalised Assessments, wider evaluation activity and relevant indicators to identify whether outcomes for learners with ALN are improving and whether any further action is required.

RACE

13. **What evidence is available and what is its source? Include the findings from any engagement.**
Schools' Census data demonstrates the ethnic and linguistic diversity of learners in Wales and highlights the importance of ensuring that all learners can access high-quality literacy and numeracy support. Evidence from the Anti-racist Wales Action Plan, Research on Equity and Inclusion in the Curriculum for Wales, and wider Welsh Government evidence relating to multilingual learners indicates that some ethnic minority learners and multilingual learners may experience barriers to educational attainment, participation and progression. The evidence also emphasises the importance of culturally responsive approaches, equitable access to support, and effective engagement with families and communities in improving outcomes and reducing inequalities in attainment.

Welsh Government analysis of Patterns in Reading and Numeracy Attainment (2018 to 2025), together with evidence from Curriculum for Wales, Personalised Assessments and the Family Learning Framework, further highlights the importance of equitable access to learning, strong family engagement, culturally inclusive approaches and targeted support to improve outcomes for diverse groups of learners. The evidence suggests that strengthening literacy and numeracy provision, whilst recognising learners' linguistic and cultural backgrounds, can support improved attainment, progression and participation.

14. **Is any evidence unavailable or uncertain?**
There remains limited evidence for some ethnic minority groups and linguistic communities due to the availability and robustness of data. Further evidence will emerge through ongoing research, evaluation activity and implementation of policies relating to multilingual learners, anti-racist education and equity in education. This includes evidence relating to learners with English, Welsh and other community languages in addition to those spoken at home.

15. **Who have you engaged with, why and how?**
Development of the Plan has been informed through engagement with Welsh Government officials and policy leads working across Curriculum for Wales, equity and inclusion, Welsh language, multilingual learners, family engagement and learner progression. This has been complemented by input from members of the Literacy Expert Panel and Numeracy Expert Panel.

The Plan is intended to provide a strategic policy framework for improving literacy and numeracy outcomes across Wales. As such, it sets the overall policy direction rather than detailed delivery proposals for individual activities. Engagement has therefore focused on drawing on evidence, research and expert advice to inform the policy direction and priorities within the Plan.

Consideration has also been given to evidence and learning from related Welsh Government policies, programmes and research, including the Anti-racist Wales Action Plan, Research on Equity and Inclusion in the Curriculum for Wales, Community Focused Schools. Evidence from the Family Learning Framework reinforced the importance of parental engagement and home learning environments in supporting literacy and numeracy development. Engagement and discussions also focused on understanding barriers to attainment, improving access to literacy and numeracy

support, and ensuring that the Plan reflects the needs of learners from diverse ethnic and linguistic backgrounds.

As implementation progresses, the Welsh Government will continue to engage with relevant stakeholders to inform the delivery, implementation and evaluation of activities arising from the Plan.

16. **How has evidence affected your proposal?**
Evidence relating to multilingual learners, ethnic minority attainment and equity in education informed the inclusion of actions to strengthen support for multilingual learners and promote culturally inclusive approaches to literacy and numeracy development. Evidence highlighting the importance of family engagement, accessible learning resources and culturally responsive practice also informed commitments to develop resources and communications that support engagement with learners and families from diverse linguistic and cultural backgrounds.

17. **What are the likely impacts of the proposal?**
Implementation of the proposals and activities within the Plan is expected to have a positive impact on learners from diverse ethnic and linguistic backgrounds through improved access to literacy and numeracy support, strengthened support for multilingual learners, and more inclusive approaches to learner and family engagement.

18. **What steps will you take to enhance positive or reduce negative impacts?**
Resources and supporting materials will be developed in Welsh and English and, where appropriate, made available in additional community languages to ensure that learners from multilingual backgrounds benefit equally. Progress will be monitored through attainment, assessment and evaluation data, and consideration will be given to whether outcomes are improving equitably for learners from different ethnic and linguistic backgrounds. Findings will inform future implementation activity and any additional support required to address emerging inequalities or unintended impacts.

RELIGION, BELIEF OR NON-BELIEF

19. **What evidence is available and what is its source? Include the findings from any engagement.**
No evidence has been identified suggesting that the actions within the Plan will affect learners differently solely because of their religion, belief or non-belief. Development of the Plan has been informed by evidence relating to literacy and numeracy development, learner progression, family engagement, Curriculum for Wales and equity in education. Consideration of this evidence has not identified any differential impacts associated specifically with religion, belief or non-belief. Evidence relating to literacy, language development and educational participation demonstrates the importance of literacy and numeracy skills in supporting learners' ability to access information, engage with educational materials and participate fully in education, community life and wider cultural activities. While no evidence has been identified indicating differential impacts for this protected characteristic, the Plan's emphasis on equitable access to learning and learner progression is expected to benefit learners from all faith, belief and non-belief backgrounds.

20. **Is any evidence unavailable or uncertain?**
There is limited evidence specifically examining the relationship between literacy and numeracy interventions and religion, belief or non-belief. While no evidence has been identified suggesting differential impacts, the absence of specific evidence means that any emerging impacts will continue to be considered through implementation, monitoring and stakeholder feedback.

21. **Who have you engaged with, why and how?**
No engagement has been undertaken specifically in relation to this protected characteristic. However, the Plan is intended to provide a strategic policy framework for improving literacy and numeracy outcomes across Wales and is designed to benefit learners of all faith, belief and non-belief backgrounds. As such, it sets the overall policy direction rather than detailed delivery proposals for individual activities. Engagement has therefore focused on drawing on evidence, research and expert advice to inform the policy direction and priorities within the Plan. No differential impacts associated with religion, belief or non-belief have been identified. As implementation progresses, the Welsh Government will continue to engage with relevant stakeholders and consider any emerging evidence relevant to this protected characteristic in the delivery, implementation and evaluation of activities arising from the Plan.

22. **How has evidence affected your proposal?**
Consideration of this protected characteristic reinforced the importance of ensuring that the Plan, associated resources and supporting materials are inclusive and accessible to learners from all backgrounds, faiths and belief systems. No evidence was identified that required changes to the substantive policy proposals.

23. What are the likely impacts of the proposal?
Implementation of proposals and activities within the Plan is expected to have a neutral impact for learners of all faith, belief and non-belief backgrounds through improved literacy and numeracy outcomes, greater access to learning opportunities and enhanced educational progression. No differential impacts associated with religion, belief or non-belief have been identified.

24. **What steps will you take to enhance positive or reduce negative impacts?**
Materials, guidance and support developed through the Plan will continue to reflect inclusive approaches and will be designed to be accessible to learners from diverse backgrounds. Equality impacts will be monitored through implementation and evaluation activity to identify any unintended consequences or emerging issues.

SEX

25. **What evidence is available and what is its source? Include the findings from any engagement.**
International evidence, including PISA and wider assessment evidence, demonstrates differences in average literacy and numeracy attainment patterns between boys and girls. Evidence from Welsh Government analysis of Patterns in Reading and Numeracy Attainment (2018 to 2025), Personalised Assessments and wider educational research demonstrates differences in literacy and numeracy attainment patterns between boys and girls. Evidence indicates that these differences vary across different stages of education and between literacy and numeracy, highlighting the importance of

monitoring outcomes, understanding variation in attainment, and ensuring that support is informed by robust evidence.

Consideration has also been given to wider evidence from curriculum, assessment and learner progression policies, including Personalised Assessments and Curriculum for Wales, which emphasise the importance of understanding variation in learner outcomes and ensuring equitable opportunities for all learners to make progress.

26. **Is any evidence unavailable or uncertain?**
There remains uncertainty regarding the extent to which individual actions within the Plan may affect differences in literacy and numeracy outcomes between boys and girls over time. The impact of the Plan on these patterns will be monitored through evaluation activity, attainment data and future analysis of national indicators.

27. **Who have you engaged with, why and how?**
Development of the Plan has been informed through engagement with Welsh Government officials and policy leads working across curriculum and assessment, learner progression, equity and inclusion, attendance and educational attainment. This has been complemented by input from members of the Literacy Expert Panel and Numeracy Expert Panel.

The Plan is intended to provide a strategic policy framework for improving literacy and numeracy outcomes across Wales. As such, it sets the overall policy direction rather than detailed delivery proposals for individual activities. Engagement has therefore focused on drawing on evidence, research and expert advice to inform the policy direction and priorities within the Plan.

Consideration has also been given to evidence and learning from related Welsh Government policies, programmes and research, including Patterns in Reading and Numeracy Attainment (2018 to 2025), Personalised Assessments and Curriculum for Wales. Engagement and discussions focused on understanding factors influencing literacy and numeracy outcomes, identifying effective approaches to improving attainment and considering how progress can be monitored across different groups of learners.

As implementation progresses, the Welsh Government will continue to engage with relevant stakeholders to inform the delivery, implementation and evaluation of activities arising from the Plan.

28. **How has evidence affected your proposal?**
Evidence demonstrating variation in literacy and numeracy outcomes between groups of learners informed the Plan's emphasis on evidence-informed improvement, learner progression and robust monitoring arrangements. Analysis of attainment and assessment evidence informed the development of national literacy and numeracy indicators and strengthened the focus on collecting and analysing data by learner characteristics, including sex, to understand whether outcomes are improving equitably and whether attainment gaps are narrowing.

29. **What are the likely impacts of the proposal?**
Implementation of the proposals and activities within the Plan is expected to have a positive impact on learners of all sexes through improved literacy and numeracy

provision, stronger support for learner progression and a greater focus on identifying and addressing disparities in educational outcomes.

30. **What steps will you take to enhance positive or reduce negative impacts?**
National literacy and numeracy indicators, attainment data, Personalised Assessment information and wider evaluation activity will be analysed by sex, where data is sufficiently robust, to understand whether outcomes are improving equitably and whether any differences in attainment require further action. While the Plan is intended to benefit all learners, existing differences in literacy and numeracy attainment between boys and girls may persist. Ongoing monitoring of outcomes by sex will help identify any emerging disparities and inform any further targeted action that may be required. Findings will inform future implementation and any additional support that may be required.

GENDER REASSIGNMENT

31. **What evidence is available and what is its source? Include the findings from any engagement.**
There is limited evidence relating specifically to literacy and numeracy outcomes for learners who share the protected characteristic of gender reassignment. Consideration has been given to wider Welsh Government evidence relating to equality, inclusion, wellbeing and educational participation, together with evidence used to inform the development of the Plan, including Curriculum for Wales, Research on Equity and Inclusion in the Curriculum for Wales, and wider learner progression evidence.

No evidence has been identified suggesting that literacy and numeracy interventions affect learners differently solely because of gender reassignment status. However, wider evidence relating to equality, inclusion and educational participation indicates that some transgender learners may experience barriers relating to wellbeing, participation and educational experience. The Plan's emphasis on inclusive practice, learner progression and equitable access to support is therefore expected to benefit all learners.

32. **Is any evidence unavailable or uncertain?**
Evidence relating specifically to literacy and numeracy attainment and progression for learners who share this protected characteristic is limited. As a result, there is some uncertainty regarding whether particular barriers or impacts may emerge during implementation. These will continue to be considered through monitoring, evaluation and stakeholder feedback.

33. **Who have you engaged with, why and how?**
No engagement has been undertaken specifically in relation to this protected characteristic. However, the Plan is intended to provide a strategic policy framework for improving literacy and numeracy outcomes across Wales and is designed to benefit all learners, including those who are transgender or undergoing gender reassignment. As such, it sets the overall policy direction rather than detailed delivery proposals for individual activities. Engagement has therefore focused on drawing on evidence, research and expert advice to inform the policy direction and priorities within the Plan. No differential impacts associated with gender reassignment have been identified. As implementation progresses, the Welsh Government will continue to engage with relevant stakeholders and consider any emerging evidence relevant to this protected

characteristic in the delivery, implementation and evaluation of activities arising from the Plan.

34. How has evidence affected your proposal?
Consideration of this protected characteristic reinforced the importance of ensuring that the implementation of the Plan supports all learners and aligns with wider Welsh Government commitments to equality, inclusion and learner wellbeing.

35. What are the likely impacts of the proposal?
Implementation of the proposals and activities within the Plan is expected to have a positive impact on learners regardless of gender identity through improved literacy and numeracy outcomes, stronger learner progression and equitable access to support.

36. **What steps will you take to enhance positive or reduce negative impacts?**
Implementation of the Plan will continue to reflect wider commitments to equality, inclusion and wellbeing. Monitoring and evaluation activity will consider whether any unintended impacts emerge during implementation and whether any further action is required.

SEXUAL ORIENTATION

37. **What evidence is available and what is its source? Include the findings from any engagement.**
There is limited evidence relating specifically to literacy and numeracy outcomes by sexual orientation. Consideration has been given to wider Welsh Government evidence relating to equality, inclusion, wellbeing and educational participation, together with evidence used to inform the development of the Plan, including Curriculum for Wales, Research on Equity and Inclusion in the Curriculum for Wales, and wider learner progression evidence.

No evidence has been identified suggesting that literacy and numeracy interventions affect learners differently solely because of sexual orientation. However, wider evidence relating to equality, inclusion and educational participation indicates that some LGBT+ learners may experience factors affecting wellbeing, participation and engagement in learning. The Plan's emphasis on learner progression, inclusive practice and equitable access to support is therefore expected to benefit all learners.

38. Is any evidence unavailable or uncertain?
Evidence specifically relating to literacy and numeracy attainment and progression to sexual orientation is limited. As a result, there is some uncertainty regarding whether particular barriers or impacts may emerge during implementation. These will continue to be considered through monitoring, evaluation and stakeholder feedback.

39. Who have you engaged with, why and how?
No engagement has been undertaken specifically in relation to this protected characteristic. However, the Plan is intended to provide a strategic policy framework for improving literacy and numeracy outcomes across Wales and is designed to benefit all learners, including those of all sexual orientations. As such, it sets the overall policy direction rather than detailed delivery proposals for individual activities. Engagement has therefore focused on drawing on evidence, research and expert advice to inform the policy direction and priorities within the Plan. No differential impacts associated with sexual orientation have been identified. As implementation progresses, the Welsh

Government will continue to engage with relevant stakeholders and consider any emerging evidence relevant to this protected characteristic in the delivery, implementation and evaluation of activities arising from the Plan.

40. **How has evidence affected your proposal?**
Consideration of this protected characteristic reinforced the importance of ensuring that the implementation of the Plan supports all learners and aligns with wider Welsh Government commitments to equality, inclusion and learner wellbeing. No evidence was identified that required specific changes to the policy proposals.

41. **What are the likely impacts of the proposal?**
Implementation of the proposals and activities within the Plan is expected to have a positive impact on learners regardless of sexual orientation through improved literacy and numeracy outcomes, stronger learner progression and equitable access to support.

42. **What steps will you take to enhance positive or reduce negative impacts?**
Delivery of the Plan will continue to reflect wider equality, inclusion and wellbeing objectives. Monitoring and evaluation activity will consider whether any unintended impacts emerge during implementation and whether any further action is required.

PREGNANCY AND MATERNITY

43. **What evidence is available and what is its source? Include the findings from any engagement.**
There is limited evidence relating specifically to literacy and numeracy outcomes for learners affected by pregnancy and maternity. However, wider educational evidence relating to learner attendance, participation, progression and attainment indicates that interruptions to learning can create additional barriers to educational achievement. Evidence considered during development of the Plan, including learner progression, attendance, attainment and engagement evidence, highlights the importance of timely intervention, continuity of learning and access to appropriate support for learners whose participation in education may be disrupted.

44. **Is any evidence unavailable or uncertain?**
Evidence relating specifically to the impact of literacy and numeracy policy on learners affected by pregnancy and maternity is limited. As a result, there is uncertainty regarding the extent to which individual actions within the Plan may affect these learners. Further evidence will emerge through monitoring, evaluation and wider educational research.

45. **Who have you engaged with, why and how?**
No engagement has been undertaken specifically in relation to this protected characteristic. However, the Plan is intended to provide a strategic policy framework for improving literacy and numeracy outcomes across Wales and is designed to benefit all learners. As such, it sets the overall policy direction rather than detailed delivery proposals for individual activities. Engagement has therefore focused on drawing on evidence, research and expert advice to inform the policy direction and priorities within the Plan. No differential impacts associated with pregnancy and maternity have been identified. As implementation progresses, the Welsh Government will continue to engage with relevant stakeholders and consider any emerging evidence relevant to this protected characteristic in the delivery, implementation and evaluation of activities

arising from the Plan.

46. **How has evidence affected your proposal?**
Evidence relating to learner progression, attendance, participation and timely intervention informed the Plan's emphasis on early support, learner tracking, continuity of learning and targeted intervention. Consideration of this protected characteristic reinforced the importance of maintaining continuity of learning and ensuring equitable access to support for all learners.

47. **What are the likely impacts of the proposal?**
Implementation of the proposals and activities within the Plan is expected to have a positive impact on learners affected by pregnancy and maternity through improved learner tracking, continuity of learning, earlier identification of need, targeted intervention and support for continued engagement with learning and progression.

48. **What steps will you take to enhance positive or reduce negative impacts?**
Schools and settings will continue to use learner-centred approaches to support participation, progression and continuity of learning. Monitoring and evaluation activity will consider whether any unintended impacts emerge during implementation and whether further action is required to support affected learners.

MARRIAGE AND CIVIL PARTNERSHIP

49. **What evidence is available and what is its source? Include the findings from any engagement.**
No evidence has been identified suggesting that marriage or civil partnership status is relevant to the objectives of the Foundational Literacy and Numeracy Plan or that literacy and numeracy outcomes are affected by an individual's marriage or civil partnership status. Consideration of the wider evidence used to inform the Plan, including attainment, assessment, learner progression and equity evidence, did not identify any differential impacts associated with this protected characteristic.

50. **Is any evidence unavailable or uncertain?**
No evidence of differential impacts has been identified. There is limited evidence relating specifically to marriage and civil partnership status within the context of literacy and numeracy policy, but no issues have been identified that suggest this characteristic is relevant to the aims or implementation of the Plan.

51. **Who have you engaged with, why and how?**
No engagement has been undertaken specifically in relation to this protected characteristic. However, the Plan is intended to provide a strategic policy framework for improving literacy and numeracy outcomes across Wales and is designed to benefit all learners. As such, it sets the overall policy direction rather than detailed delivery proposals for individual activities. Engagement has therefore focused on drawing on evidence, research and expert advice to inform the policy direction and priorities within the Plan. No differential impacts associated with marriage and civil partnership have been identified. As implementation progresses, the Welsh Government will continue to engage with relevant stakeholders and consider any emerging evidence relevant to this protected characteristic in the delivery, implementation and evaluation of activities arising from the Plan.

52. How has evidence affected your proposal?

No evidence was identified that required changes to the proposal. Consideration of this protected characteristic confirmed that the Plan's objectives, actions and implementation arrangements are not expected to affect individuals differently because of marriage or civil partnership status.

53. What are the likely impacts of the proposal?

The Plan is not expected to have any differential impact on individuals because of marriage or civil partnership status.

54. **What steps will you take to enhance positive or reduce negative impacts?**

No specific actions are required. The Plan will continue to be implemented in line with Welsh Government equality duties and commitments to fairness, inclusion and equal opportunity. Equality impacts will continue to be monitored throughout implementation and any emerging issues will be considered through ongoing review and evaluation activity.

C. Publication and Monitoring

1. **Is this EqIA ready for publication on the Welsh Government website?**

   Yes

2. **If you cannot publish the EqIA please explain why.**

3. **Is this EqIA an update on a version previously published?**

   No

4. **How will you monitor and evaluate progress on the equality issues identified in this EqIA?**

   Progress on the equality issues identified in this EqIA will be monitored through national literacy and numeracy indicators, attendance and persistent absence data, personalised assessment information, attainment and progression data, and wider school improvement and evaluation arrangements. Where data is sufficiently robust, analysis will be undertaken by protected characteristic and other relevant learner characteristics to understand whether outcomes are improving equitably and whether attainment gaps are narrowing.

   The Welsh Government will also consider evidence from programme evaluation activity, implementation monitoring, stakeholder feedback and future research to assess the impact of the Plan on different groups of learners.

   The EqIA will be reviewed periodically during implementation of the Plan and updated, where appropriate, in light of emerging evidence, evaluation findings and stakeholder feedback. Equality impacts will continue to be monitored throughout implementation to identify any unintended consequences and determine whether further action is required to support affected groups.

   Monitoring and evaluation activity will also consider how implementation of the Plan contributes to the relevant National Equality Objectives set out in the Strategic

Equality and Human Rights Plan 2025 to 2029, particularly those relating to opportunities to prosper, equitable access to high-quality public services and participation in public life. Monitoring will also support consideration of whether the Plan is contributing to the advancement of equality of opportunity and reducing inequalities in educational outcomes for different groups of learners. This will help ensure equality impacts remain under review and that the Plan continues to support the Welsh Government's wider equality ambitions.

D. Authorisation

Declaration by the Deputy Director / Senior Responsible Officer (SRO):

I am satisfied that the impact of the proposal has been properly assessed and recorded in accordance with guidance, and that the requirement for publication has been duly considered.

Signature: Lloyd Hopkin

Department: Curriculum and Assessment

Date: 17/09/2026

2. Children's Rights Impact Assessment

1. Policy objectives

What is the proposal you are impact assessing?
The Foundational Literacy and Numeracy Plan establishes a cross-government approach to improving literacy and numeracy outcomes for learners in Wales. The Plan aims to raise standards in literacy and numeracy, strengthen learner progression, reduce attainment gaps and improve equity across the education system. It recognises literacy and numeracy as foundational skills for learning, work and life and sets out actions spanning early childhood, compulsory education, families, communities and wider public services.

The Plan is available here: Foundational Literacy and Numeracy Plan

The Plan provides a national policy framework to ensure that all children are supported to develop the literacy and numeracy skills they need to succeed, while providing additional support for those who face barriers to learning. This includes learners affected by socio-economic disadvantage, learners with Additional Learning Needs (ALN), care-experienced learners, multilingual learners and other groups whose outcomes may be at greater risk.

The Plan includes activities to strengthen support for parents and carers, improve attendance and engagement, support practitioner development, improve the use of evidence and assessment, and strengthen Welsh language learning and progression.

2. Gathering evidence and engaging with children and young people

2.1 What existing research and data on children and young people is available to inform your specific policy?
The evidence indicates that literacy and numeracy outcomes remain too variable across Wales and that attainment gaps persist for some groups of learners. Estyn reports, national attainment data, attendance data and personalised assessment evidence demonstrate that learners affected by poverty, Additional Learning Needs (ALN), care experience and persistent absence are more likely to experience poorer educational outcomes. Evidence also highlights the importance of early intervention, high-quality teaching, strong family engagement and targeted support in improving outcomes and reducing inequalities.

Evidence from Early Childhood Play, Learning and Care: Developmental Pathways 0 to 3 and the draft Talk with Me Phase 2: Speech, Language and Communication Delivery Plan (2026-2030) highlights the importance of early speech, language and communication development as a foundation for literacy, learning and educational progression. Evidence relating to Family Learning Framework and Community Focused Schools also demonstrates the positive contribution parents, carers and communities can make to children's literacy and numeracy development. Research on effective professional learning and teaching practice further highlights the importance of practitioner knowledge, evidence-informed teaching and high-quality professional development in improving learner outcomes.

Evidence used in developing the Plan includes:
• Patterns in Reading and Numeracy Attainment (2018-2025).
• Personalised Assessment data and analysis.

• Attendance and persistent absence statistics.
• Schools' Census Results 2026.
• Early Childhood Play, Learning and Care: Developmental Pathways 0 to 3.
• Talk with Me Phase 2: Speech, Language and Communication Draft Delivery Plan 2026-2030.
• Family Learning Framework and Community Focused Schools evidence.
• Welsh Government evidence relating to educational inequalities and child poverty.
• Research relating to effective literacy and numeracy teaching, including professional learning and practitioner development.
• Advice from the Literacy Expert Panel and Numeracy Expert Panel.

The Plan will continue to be informed by ongoing monitoring and evaluation, including national literacy and numeracy indicators, attendance data and assessment evidence.

2.2 Using this research, how do you anticipate your policy will affect different groups of children and young people, both positively and negatively?

The Plan is expected to have a positive impact on children across Wales by improving literacy and numeracy outcomes, strengthening progression and helping more learners develop the skills they need for learning, work and life.

Particularly positive impacts are expected for:
• Learners affected by socio-economic disadvantage.
• Learners with Additional Learning Needs (ALN).
• Care-experienced learners.
• Children affected by trauma and adverse childhood experiences (ACEs).
• Learners with speech, language and communication needs.
• Learners with English or Welsh as an additional language.
• Learners experiencing poor attendance or disengagement from education.
• More able and talented learners who require additional challenge and enrichment opportunities.

The Plan is also expected to benefit children who experience multiple and intersecting disadvantages. This includes learners who may be affected by more than one protected characteristic, or who experience a combination of disadvantage, disability, care experience, language barriers, poor attendance or other factors associated with poorer educational outcomes. While the primary focus of the Plan is the 0 to 16 learner journey, the proposals are also expected to support progression into post-16 education, training and employment through improved literacy and numeracy outcomes and stronger transition arrangements.

Positive impacts are expected through improved teaching and learning, stronger support for families, earlier identification of learning needs, universal and targeted interventions, improved attendance, better transitions between phases of learning and more effective support for learners facing barriers to learning.

No significant negative impacts on children have been identified. However, there is a risk that differences in local implementation could affect the consistency of outcomes across Wales or that some groups of learners may benefit less if targeted interventions are not implemented consistently.

The Plan includes measures to mitigate these risks through national guidance, national professional learning programmes, support from national delivery partners, ongoing monitoring of literacy, numeracy, attendance and progression indicators, and evaluation activity. Where data is sufficiently robust, outcomes will be monitored for different groups of learners to understand whether interventions are reaching those most in need and whether attainment gaps are narrowing over time. The Workforce Impact Assessment developed alongside the Plan will support consideration of any workload or assessment pressures on practitioners during implementation.

2.3 What participatory work with children and young people have you used to inform your policy? If you have not engaged with children and young people, please explain why.

The development of the Plan has been informed through engagement with Welsh Government officials and policy leads working across early years, curriculum and assessment, standards, school improvement, Welsh language, Additional Learning Needs (ALN), equity and inclusion and family engagement. This has been complemented by input from members of the Literacy Expert Panel and Numeracy Expert Panel, alongside consideration of national attainment and attendance data, educational evidence and advice from delivery partners. The policy framework has been developed in response to identified challenges affecting children and young people in Wales, including literacy and numeracy outcomes, attainment gaps, educational inequalities and barriers to progression.

Children have not been directly involved in the development of the Plan. This is because the Plan is a high-level national policy framework that brings together a broad range of existing education policies, programmes and improvement activities rather than introducing a single new intervention aimed at a specific group of learners.

In the absence of direct engagement, the Plan has drawn on evidence from learner outcomes, attendance patterns, personalised assessments, educational research, programme evaluation activity and stakeholder insight relating to the experiences of children and young people across Wales. Advice provided by expert panels and delivery partners has been informed by their knowledge of the challenges affecting learners, including those facing barriers to educational attainment and progression.

Many of the specific activities arising from the Plan will be developed and implemented over time through separate programmes, guidance, resources and delivery arrangements. Where appropriate, those activities will be subject to their own engagement, impact assessment and evaluation processes, including opportunities to involve children and young people in their development and review.

The Plan places a strong emphasis on learner progression, equity, inclusion and improving outcomes for groups who are disproportionately affected by educational disadvantage, including learners affected by poverty, learners with Additional Learning Needs (ALN), care-experienced learners, multilingual learners and those experiencing poor attendance or disengagement from education.

Welsh Government recognises the importance of Article 12 of the UNCRC and the value of learner participation in policy development and review. As implementation of the Plan progresses, opportunities will be explored to engage learners, schools, representative organisations and other stakeholders to inform delivery, implementation, monitoring and

future review of the Plan. This will help ensure that children's views are considered as implementation develops and future policy decisions are made.

Analysing the evidence and assessing the impact

3.1 Using the evidence you have gathered, what impact is your policy likely to have on children and young people? What steps will you take to mitigate and/or reduce any negative effects?

Implementation of the actions and activities set out in the Foundational Literacy and Numeracy Plan is expected to have a significant positive impact on children across Wales. The proposals are intended to improve literacy and numeracy outcomes, strengthen learner progression and support children to develop the skills they need to succeed in education, employment and later life.

The development of year-on-year detail for literacy and numeracy is intended to provide greater clarity and consistency about learners' progression. This is expected to strengthen children's access to high-quality education by supporting consistent expectations, informing teaching and assessment and enabling earlier identification of learners requiring additional support.

Particularly positive impacts are expected through:

- Improved literacy and numeracy outcomes.
- Earlier identification of learning needs and barriers to learning.
- Improved learner progression throughout the 0 to 16 continuum.
- Stronger support for learners affected by poverty and socio-economic disadvantage.
- Improved support for learners with Additional Learning Needs (ALN).
- Improved support for speech, language and communication development.
- Improved attendance and engagement in learning.
- Improved support for multilingual learners and learners with English or Welsh as an additional language.
- Strengthened Welsh language learning and progression opportunities.
- Improved support for more able and talented learners through greater challenge and enrichment opportunities.
- Stronger family and community engagement in children's learning and development.

No significant negative impacts have been identified. However, there are potential risks associated with inconsistent implementation across Wales, unequal access to interventions and support, and increased workload or assessment pressures for practitioners.

These risks will be mitigated through:

- National guidance and support materials.
- National professional learning opportunities delivered through Dysgu and other national partners.
- National support from Adnodd, CAL:ON and wider delivery partners.
- Ongoing monitoring of literacy, numeracy, attendance and progression indicators.
- Analysis of outcomes for different learner groups where data is sufficiently robust.
- School improvement arrangements and evaluation activity.
- Ongoing engagement with practitioners, local authorities and stakeholder organisations.
- Review of workforce impacts through the Workforce Impact Assessment developed alongside the Plan.

This Children's Rights Impact Assessment will be kept under review throughout implementation of the Plan and updated where appropriate in light of emerging evidence, evaluation findings and stakeholder feedback.

3.2 How does your proposal enhance or challenge children's rights, as stipulated by the UNCRC articles and its Optional Protocols?

The Foundational Literacy and Numeracy Plan is expected to have an overall positive impact on children's rights. The Plan aims to improve literacy and numeracy outcomes, reduce inequalities in educational attainment and support all learners to develop the skills they need to succeed in learning, employment and wider life. The following UNCRC Articles are considered particularly relevant.

Article 1: Definition of the Child
Impact: Positive
The Plan is designed primarily to support children throughout the 0 to 16 learner journey. The impacts on older learners, including those aged 16 to 18, have also been considered, particularly in relation to progression into post-16 education, training and employment. The Plan includes commitments to work with post-16 providers to support continuity and progression.

Article 2: Non-discrimination
Impact: Strong Positive
Reducing inequalities in outcomes is a central objective of the Plan. It includes targeted support for learners affected by poverty, learners with ALN, care-experienced learners, multilingual learners, learners with speech, language and communication needs and those experiencing poor attendance or disengagement from education. The Plan also recognises that some children experience multiple and overlapping disadvantages requiring tailored support.

Article 3: Best Interests of the Child
Impact: Positive
The Plan has been developed to improve educational outcomes, learner progression, wellbeing and future life chances. Its focus on early intervention, evidence-informed practice, high-quality teaching and targeted support reflects the principle that the best interests of children should be a primary consideration.

Article 6: Life, Survival and Development
Impact: Strong Positive
Literacy and numeracy are essential foundations for children's educational, social and personal development. The Plan supports children's development through improved teaching, stronger progression pathways, enhanced support and increased opportunities to achieve positive educational outcomes.

Article 12: Respect for the Views of the Child
Impact: Positive
Children have not been directly involved in the development of the Plan. This is because the Plan is a high-level strategic framework that sets the overall direction for improving literacy and numeracy outcomes across Wales, rather than introducing a specific intervention aimed at a particular group of learners. Consequently, impacts against this Article are assessed as positive rather than strongly positive.

The Plan has been informed by evidence relating to learner outcomes, attendance, attainment, progression and educational experiences, together with advice from expert panels and national delivery partners. The Plan places a strong emphasis on learner progression, equity and inclusion, with the aim of improving outcomes for all learners, including those who experience barriers to educational achievement.

As implementation progresses, Welsh Government will seek opportunities to engage learners, schools, representative organisations and stakeholder groups to inform the delivery, implementation, evaluation and future refinement of the Plan. This will help ensure that children's views are considered as policy development continues and activities arising from the Plan are implemented.

Article 13: Freedom of Expression
Impact: Positive
Improved literacy skills strengthen children's ability to express themselves effectively, communicate their views and participate more fully in learning and wider society. Accessible information and communication about the Plan will support children to understand available support and opportunities**.**

Article 17: Access to Information
Impact: Positive
Improved literacy supports children's ability to access educational, cultural and social information that contributes to their learning, participation, development and wellbeing.

Article 18: Parental Responsibilities and Assistance
Impact: Positive
The Plan recognises parents and carers as children's first educators and includes measures to strengthen family engagement in children's learning. Actions relating to family learning, community engagement and adult literacy and numeracy support are expected to benefit children.

Article 23: Children with Disabilities
Impact: Strong Positive
The Plan includes specific actions to support learners with ALN, including improved identification of need, strengthened professional learning, improved bilingual assessment resources, enhanced transitions and strengthened access to support. These measures are intended to improve experiences and outcomes for disabled learners and learners with ALN.

Article 28: Right to Education
Impact: Strong Positive
The Plan directly supports children's right to education by improving literacy and numeracy outcomes and ensuring learners are able to access, participate in and benefit from education. The focus on attendance, progression, early intervention and reducing barriers to learning supports more equitable educational opportunities.

Article 29: Goals of Education
Impact: Strong Positive
The Plan supports the development of children's talents, abilities and potential through improved literacy and numeracy skills. It aligns with the purposes of Curriculum for Wales and seeks to support children to become ambitious, capable learners who can participate

fully in society and the economy.

Article 30: Children from Minority Groups
Impact: Positive
The Plan includes measures to support multilingual learners and learners developing English or Welsh as an additional language. It also strengthens Welsh language progression and recognises the linguistic and cultural strengths that learners from diverse backgrounds bring to education.

Article 42: Knowledge of Children's Rights
Impact: Positive
Implementation of the Plan may create opportunities to strengthen learner voice and participation, helping to raise awareness of children's rights within educational settings. Opportunities to promote children's rights, learner participation and understanding of the UNCRC through school improvement activity, guidance and learner engagement mechanisms will be considered as implementation progresses.

Overall, the Plan is expected to have a strong positive impact on children's rights, particularly in relation to non-discrimination, education, development, inclusion and equality of opportunity. In developing this assessment, consideration has also been given to relevant UN Committee on the Rights of the Child Concluding Observations relating to children's participation and education, alongside General Comment No. 1 (The Aims of Education), General Comment No. 9 (The Rights of Children with Disabilities) and General Comment No. 12 (The Right of the Child to be Heard).

3. Ministerial advice and decision

- The Minister will be informed of the positive impacts identified for children, the potential implementation risks and the mitigation measures proposed.

4. Publication of the CRIA

- Publication and translation requirements for the CRIA will be considered in accordance with the Welsh Language Standards, including Standard 47, and advice from the Welsh Language Standards Team. Subject to those requirements, the CRIA will be published alongside the Foundational Literacy and Numeracy Plan.

5. Communicating with Children and Young People

If you have sought children and young people's views on your proposal, how will you inform them of the outcome?
As children were not directly engaged during development of the Plan, there are no specific commitments to provide direct feedback to participants.

Following publication, Welsh Government will consider how information about the Plan can be communicated in ways that are accessible and relevant to children and their parents/carers.

This may include:
• Learner-friendly summaries and /or messages about their learning expectations.

• Bilingual information and resources.
• Communications through Hwb parent portal, schools, local authorities and delivery partners.
• Use of existing learner engagement mechanisms and networks.
• Information provided through family and community engagement activity.

As implementation progresses, opportunities to engage learners and representative organisations will be explored to inform delivery, future activities and support any future review and refinement of the Plan.

Monitoring and Review

7.1 Please outline what monitoring and review mechanism you will put in place to review this CRIA.
The Children's Rights Impact Assessment will be kept under review throughout the implementation of the Foundational Literacy and Numeracy Plan and updated where appropriate as further evidence becomes available.

Implementation of the Plan will be monitored through:

- National literacy and numeracy indicators.
- Attendance and persistent absence data.
- Personalised assessment information.
- Analysis of attainment gaps between different groups of learners.
- School improvement and self-evaluation processes.
- Programme evaluation activity and stakeholder feedback.

Welsh Government will also draw on research, implementation monitoring and engagement with practitioners, delivery partners and representative stakeholder groups to assess whether the Plan is supporting positive outcomes for children and advancing children's rights. This evidence will inform future review and refinement of the Plan and associated impact assessments.

Review activity will also consider feedback from learners, schools, representative organisations and stakeholders, alongside relevant UN Committee on the Rights of the Child Concluding Observations and General Comments where relevant to education, participation and inclusion. Particular regard will be given to Article 12 of the UNCRC and opportunities to strengthen learner participation in future implementation and review activity.

7.2 Following this review, are there any revisions required to the policy or its implementation?
The review of this Children's Rights Impact Assessment has identified a number of areas that have informed the assessment and implementation approach. These include strengthened consideration of children who experience multiple and overlapping disadvantages, the potential impacts on different age groups including learners aged 16 to 18, the importance of monitoring implementation to ensure equitable access to support, and opportunities to strengthen learner participation during implementation and future review.

While no substantive revisions to the policy itself have been identified at this stage, the assessment highlights the importance of ongoing monitoring, evaluation and engagement

to ensure the intended benefits are realised for all learners. Particular attention will be given to outcomes for groups who are disproportionately affected by educational disadvantage, including learners affected by poverty, learners with Additional Learning Needs (ALN), care-experienced learners, multilingual learners and those experiencing multiple barriers to learning.

As implementation progresses, Welsh Government will consider opportunities to engage learners, schools, representative organisations and wider stakeholders to inform delivery, future activities, review and refinement of the Plan. Any issues, risks or opportunities identified through implementation, evaluation activity, stakeholder feedback or ongoing monitoring will be considered as part of the review process. Where necessary, policy actions, guidance or implementation arrangements will be amended to ensure that the Plan continues to promote children's rights, improve educational outcomes and reduce inequalities for children and young people in Wales.

Overall CRIA conclusion

The Foundational Literacy and Numeracy Plan is expected to have a strong positive impact on children and supports a number of key rights contained within the UNCRC, particularly the rights to non-discrimination, development, education, participation and support to achieve their full potential. The Plan is expected to contribute positively to Articles 1, 2, 3, 6, 12, 13, 17, 18, 23, 28, 29, 30 and 42 of the UNCRC through its focus on improving literacy and numeracy outcomes, reducing inequalities and supporting all learners to progress and thrive.