

Name of Committee:	<b>Cabinet</b>
Date of Meeting:	<b>15/04/2019</b>
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	<b>School Admission Arrangements 2020/2021</b>
Purpose of Report:	To advise Cabinet of the outcome of the consultation exercise undertaken on school admission arrangements for Community Schools in accordance with the Education (Determination of Admission Arrangements) (Wales) Regulations 2006
Report Owner:	Cabinet Member for Learning and Culture
Responsible Officer:	Paula Ham, Director of Learning & Skills
Elected Member and Officer Consultation:	<p><b>Officers Consulted</b>  Trevor Baker: Head of Strategy, Community Learning &amp; Resources  Lisa Lewis: Operational Manager, Strategy &amp; Resources  Mike Matthews: Strategic Planning Officer  Committee Reports</p> <p>Consultation with consultees has been carried out, in accordance with the relevant legislation and statutory guidance.</p>
Policy Framework:	This is a matter for Executive decision by Cabinet

Executive Summary:

The purpose of this report is to advise Cabinet of the outcome of the statutory consultation on the proposal for school admission arrangements for the academic year 2020/21 for admission to Community Schools in accordance with the Education (Determination of Admission Arrangements) (Wales) Regulations 2006 which was referred to Scrutiny Committee on 9 April.

The Council received 304 responses by the closing date of 22 February 2019. Of the 304 individual responses 105 consultees were in support of the proposal, 198 were opposed and 1 did not offer an opinion either way. A summary of the 25 key themes and issues raised during the consultation exercise is included in the consultation report attached at Appendix C.

The Council has a statutory duty to consult on school admission arrangements each year for those schools for which they are the admission authority and to determine their admission arrangements for 2020/21 following completion of the consultation by no later than 15 April 2019. In order to ensure that this statutory deadline is achieved, it has been requested that the urgent decision making procedure is invoked.

### **Recommendation**

1. That Cabinet considers this report, the consultation report and other appendices included as part of this report.
2. That Cabinet considers any reference from the Scrutiny Committee (Learning and Culture) following its consideration on 9 April 2019.
3. That subject to recommendation 2, the school admission arrangements policy as set in the report and its appendices to be considered for approval.
4. That the use of article 14.14.2 (ii) of the Council's Constitution (urgent decision procedure) be authorised in respect of recommendation (3) above.

### **Reasons for Recommendations**

1. To ensure that all relevant information is considered by Cabinet in reaching a decision on the proposal.
2. To consider the views of Scrutiny Committee (Learning and Culture).
3. In order that the Council meets its statutory requirements to review school admission arrangements annually.
4. In order that school admission arrangements are in place by 15<sup>th</sup> April 2019 for the admission year 2020/2021 as required by the statutory deadline.

## **1. Background**

- 1.1** Cabinet met on 17 December 2018 to consider a report on the proposal to consult on the local authority's school admission arrangements (Appendix A) as required by the Welsh Government's School Admissions Code issued in July 2013. Agreed admission arrangements must be in place in order to determine the allocation of places for the academic year 2020/21.
- 1.2** The Council has a statutory duty to consult with:
  - The governing body of the relevant schools
  - All neighbouring LAs
  - Admission authorities for all other maintained schools in the relevant area
  - Governing bodies of all other schools in the relevant area (i.e. community and voluntary controlled schools which do not have delegated admissions powers). In the case of schools with a religious character, such body or person representing the religious denomination in question
  - The admission forum serving the relevant area
  - Where a significant change is proposed, parents of children likely to be affected
- 1.3** As this proposal was considered to be a significant change, the Admissions Forum and parents of 9,820 children currently attending Vale of Glamorgan primary schools, excluding current year 6 children were consulted during this exercise.
- 1.4** The School Admissions Policy was issued for consultation on 14 January 2019. Responses were required by 22 February 2019.
- 1.5** The Council is required to produce a draft School Admissions Policy each year for the subsequent school year's admission round detailing school admission arrangements for all maintained schools in its area. The policy for 2019/20 can be found within the Council's Parental Guide to School Admissions which is available on the Council's [website](#).
- 1.6** Cabinet considered the proposed admissions arrangements on 1 April 2019 where it was determined that they would be referred to Scrutiny Committee (Learning & Culture) for reference on 9 April 2019. The recommendation of Scrutiny Committee (Learning and Culture) has been referred to Cabinet for its consideration on 15 April 2019.

## **2. Key Issues for Consideration**

### **Consultation**

- 2.1** The Consultation Document outlining the proposed changes to the existing Vale of Glamorgan Admissions Policy is attached at Appendix A.
- 2.2** The Council has a statutory duty to consult on school admission arrangements each year for those schools for which they are the admission authority and to determine the arrangements for 2020/21 following conclusion of the consultation by no later than 15 April in the determination year. In the event that Cabinet do not approve the proposed School Admissions Policy for 2020/21, the

existing arrangements agreed for 2019/20 would be adopted for the academic year 2020/21 in order to ensure that the statutory requirement to determine the policy by 15 April 2019 is met. These arrangements are set out in Appendix B attached to the report.

**2.3** The key changes proposed as part of this consultation include:

- A proposed change to the oversubscription criteria for entry into year 7 to prioritise those living in a school's catchment area and remove the use of feeder primary schools as an oversubscription criterion. This would ensure in accordance with the statutory guidance that children who move into the area at a late stage are not unduly disadvantaged and consider carefully the impact that such arrangements have on the ability of a school to serve its immediate local area.
- Continuation of a coordinated admissions pilot programme in partner voluntary aided schools in order to promote a fairer, more equitable system of allocating places was also proposed. The coordinated admissions programme will be reviewed after the conclusion of the September 2019 reception admissions round with a view to extending the programme to other voluntary aided schools for 2020/21 on a voluntary basis.
- The policy also advised that the Council is proposing to undertake a review of school catchment areas during 2019 that will be subject to consultation and reflected in admission arrangements for the academic year 2021/22.

**2.4** A summary of 25 key themes and issues raised during the consultation exercise is included in the consultation report attached at Appendix C. Individual responses to the consultation are available for Members to consider from the service Directorate, on request.

**2.5** Consultation has taken place with prescribed consultees and a range of individuals, the details of which are attached in the consultation document at Appendix C, page 2.

**2.6** Along with the consultation report, an Equality Impact assessment included at Appendix D for Members to consider alongside the consultation report.

**2.7** Council officer's ensured appropriate time was made available to ensure meaningful, relevant and transparent engagement with stakeholders as part of the consultation process. This was achieved by ensuring that all consultees were given details of the proposal and clear guidance on the methods of communicating with the Council on this matter

**2.8** Respondents were encouraged to submit their views in writing to the Council for consideration as part of the consultation report attached at Appendix C. Respondents had the option to respond via post, email or electronic survey hosted online.

**2.9** The table below provides a breakdown of the responses:

Support proposal	105
Do not support proposal	198
Blank response to question	1

<b>Total</b>	<b>304</b>
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**2.10** A number of key themes were highlighted in favour of the proposal. These included:

- Priority should be given to children with the local area (catchment). Children should have the opportunity to attend the school in the area they live
- Parents send their children to feeder primary schools to gain a place at in a sought after secondary school
- Proposal has environmental and financial benefits
- The proposal supports parental choice
- The proposal supports Health and wellbeing
- Fosters stronger links to local community if local children are educated there

**2.11** A number of key themes were highlighted in opposition to the proposal. These included below with a brief summary of the Council response. The full response is contained in the Consultation report:

- **Theme** - This would separate children from friendship groups.  
**Response** - Existing transition support arrangements for pupils are already in place to support pupils and these will continue.
- **Theme** - Siblings could be placed in different schools.  
**Response** - Siblings will have a higher priority under the new arrangements than they currently enjoy.
- **Theme** - Unaffordable housing in catchment areas.  
**Response** - There are developments of affordable housing within the surrounding area of each of the Secondary Schools within the Vale of Glamorgan as evidenced within the Local Development Plan 2011-2026
- **Theme** - Proposal should be phased in to allow parents time to prepare.  
**Response** - Deferring this proposed change to allow for this option would mean that the impact of the proposed change would come into effect at a later date than is required as a result of the increased demand for school places created by housing developments and population growth
- **Theme** - Out of County children will be prioritised over Vale of Glamorgan residents.  
**Response** - The proposed change should ensure more places are available to pupils living within catchment areas. Alongside a review of catchment areas this year, this should reduce the number of places available to pupils living outside of a catchment area.
- **Theme** - Feeder primary number on roll affected.

**Response** - Primary schools will also benefit from an increase in pupil numbers within their catchment area as a result of population increases across the Vale of Glamorgan.

- **Theme** - Catchment areas should be reviewed on an individual basis.

**Response** - Catchment areas are a geographically defined area and cannot take in to consideration the circumstances of individual applicants.

- **Theme** - Housing choices made based on current arrangements.

**Response** - Admission arrangements are subject to annual review and when publishing admission arrangements, the Council ensures that parents understand that no guarantee can be given that their child will be admitted to any school.

- **Theme** - Exceptional results at certain schools.

**Response** - The Council is proud of the recent results across all schools in the Vale of Glamorgan. The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality, and that leadership and governance is strong.

- **Theme** - Transition arrangements will be lost.

**Response** - The existing transition arrangements between secondary schools and its current feeder primary schools are likely to continue to exist, as a large majority of pupils attending these primary schools also reside within the catchment area for the local Secondary School.

- **Theme** - Clear information should be provided on catchment areas.

**Response** - This proposal does not include any proposed changes to catchment areas. Parents can check their child catchment school easily on the Councils website. Any proposed changes to catchment areas are subject to regular review and consultation.

- **Theme** - Concerns that the Council had not provided improvements to educational provision created by additional housing developments.

**Response** - The Council's 21st Century Schools Programme has seen major investment in education infrastructure across the Vale of Glamorgan. Over £80 million has been invested over the last 10 years and an additional £143 million is planned over the next 5 years. Current and future demand for education forms part of the background to this proposal.

- **Theme** - Alternative options not considered.

**Response** - The Council is consulting on a change to secondary school admission arrangements and oversubscription criteria as part of the Councils school admission arrangements. The consultation is not about establishing new school provision but about reviewing the criteria for allocating places at schools when the Council receives more applications than there are places available.

- **Theme** - The proposal disadvantages families that live furthest from Secondary Schools.

**Response** - The aim of the proposal is to ensure that secondary schools are supported in serving their local communities, and that pupils living in a school catchment area are able to gain a place at their local school. Those living in a school catchment area will be a high priority for admission to a school irrespective of the distance they live from a school.

- **Theme** - Proposal will create a socio-economic divide.

**Response** - There are families from a range of different backgrounds, cultures and social-class residing within each area in the Vale of Glamorgan and as such the children attending each school within the Vale of Glamorgan reflect this. The Well-being of Future Generations Act 2015 requires the Council to think about the long-term impact of their decisions. This proposal contributes to achieving the wellbeing goals by:

- Ensure an efficient supply and demand of school places across the Vale of Glamorgan through effective forecasting of future demand.
- Ensuring that wherever possible children can attend a local school within walking distance.

- **Theme** - The proposal will limit parental choice of schools.

**Response** - Parents will still be able to exercise parental preference and apply for places at their preferred school, and it is anticipated that the majority of parent's first choices will continue to be successful. The proposal aims to support local children to be able to attend their catchment school should they wish to do so.

- **Theme** - Stanwell High School and St Richard Gwyn Catholic High School should be included in the proposal.

**Response** - Both Stanwell and St Richard Gwyn Catholic High schools are their own admissions authorities as they are foundation and faith schools. Any proposed changes to admission arrangements for these schools would therefore be a matter for the individual governing bodies to determine.

- **Theme** - Assurances have been received from headteachers of secondary schools regarding feeder primary link.

**Response** - Neither a school nor the Council can give a guarantee that any child can be admitted until the oversubscription criteria have been formally applied.

- **Theme** - Developers should provide funding for schools.

**Response** - Section 106 funding from developers is being used to facilitate extra secondary school provision at secondary schools that serve housing developments. Over £17 million Section 106 contributions are planned for the Council's 21st Century Schools Programme over the next 5 years.

### **Equality Impact Assessment**

A copy of the Equality Impact Assessment in this case is attached at Appendix C. No negative impacts have been identified as a result of this proposal. The findings of the Equality Impact Assessment are summarised below for each of the protected characteristics:

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- Age – Positive impact. As this proposal has been put forward to support the council to ensure the provisions of sufficient places for children of secondary school age, the proposal would provide a positive impact for children.
- Disability – Positive impact. The admission criteria proposed requires pupils with special educational needs, when a particular school is named as the most appropriate setting, to be admitted before applying the oversubscription criteria. The proposal will therefore provide a positive impact for pupils with special educational needs.
- Gender reassignment, including gender identity – Neutral impact. Gender reassignment is not recorded for Primary age pupils however individual pupils choosing to live other than at their birth gender are supported within Primary Schools. All children would continue to receive a high quality education regardless of gender identity.
- Marriage and civil partnership – Neutral impact. The pupils affected by this proposed change in policy are below the legal marriage age.
- Pregnancy and Maternity – Neutral impact. It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age of the pupils on their transfer to secondary school. The provision of education for any pupil who were within this protected group would remain unaltered by the proposal.
- Race – Neutral impact. None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a neutral impact on people in this protected group.
- Religion and belief – Neutral impact. The teaching of respect for all religious and non-religious beliefs is provided at all community maintained schools and it is not proposed that this would change due to this proposal. Admission to the catholic secondary school, St Richard Gwyn, will not be impacted by this proposal as admission decisions for this school would remain a decision for the governing body.
- Sex – Neutral impact. All of the community maintained schools are coeducational therefore parents of children of both sexes would be offered the same opportunity to apply for the school of their choice. There would be no different methods of teaching or curricula for either sex.
- Sexual orientation – Neutral impact. Sexual orientation for the cohort concerned with this proposal is not recorded. Inclusivity and respect of others is an intrinsic element of the national curriculum at all community maintained secondary schools. Based on the policies in place that would not change as a result of the proposal, this proposal would have a neutral impact on people in this protected group.
- Welsh language – Neutral impact. As Ysgol Bro Morgannwg is the only school providing Welsh medium secondary education in the Vale of Glamorgan, this

school is considered to be the Catchment Welsh medium school for the whole geographical area of the Vale of Glamorgan. None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would therefore have a neutral impact on people in this protected group.

- Human rights – Positive impact. This proposal has been presented in order to address the right of access to education at an appropriate school, as close as possible to the child home address. None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a positive impact on people in this protected group as it is intended that more pupils will be able to be educated at a secondary school within their local community.

### **3. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?**

**3.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.

**3.2** To make sure we are all working towards the same purpose, the 2015 Act puts in place seven well-being goals on the Council. The 2015 Act makes it clear the listed public bodies must work to achieve all of the goals, not just one or two, these being:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and Welsh Language
- A globally responsible Wales

**3.3** This proposal contributes to achieving the wellbeing goals by:

- Ensure an efficient supply and demand of school places across the Vale of Glamorgan through effective forecasting of future demand
- Ensuring that wherever possible children can attend a local school within walking distance
- Ensure that all pupils have every opportunity to attain the best possible outcomes
- Contributing to a healthier Wales by supporting sustainable travel strategies

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- Delivering rigorous consultation. A full list of consultees was invited to respond. All comments are available to all decision makers as part of the process for consideration
  - Ensure that schools serve the educational needs of their local communities as part of the school admissions process
- 3.4** The 2015 Act imposes a duty on all public bodies in Wales to carry out “sustainable development”, defined as being, "The process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals." The action that a public body takes in carrying out sustainable development includes setting and publishing well-being objectives, and taking all reasonable steps in exercising its functions to meet those objectives.
- 3.5** The 2015 Act sets out five ways of working needed for the Council to achieve the seven well-being goals. These are outlined below with examples of the ways in which this proposal supports them.
- The importance of balancing short-term needs with the needs to safeguard the ability to also meet long-term needs. This consultation is in part a response to population increases across the Vale of Glamorgan. This proposed change to admission arrangements will support more children to be able to attend their local secondary school in the longer term
  - Considering how the Council’s objectives impact upon each of the wellbeing goals listed above. This proposal contributes to the well-being goals in several ways including encouraging pupils to be able to walk to school wherever possible and promoting cohesive communities by attending a school in their local area for example.
  - The importance of involving people with an interest in achieving the well-being goals and ensuring that those people reflect the diversity of the area which the Council services. By consulting with parents, schools and other stakeholders, this consultation and equality impact assessment has ensured due consideration of the interests of those people impacted by the proposal.
  - Acting in collaboration with other persons and organisations that could help the Council meet its wellbeing objectives.
  - Acting to prevent problems occurring or getting worse. This proposal is part of an ongoing review of the implications of new housing developments on school organisation and ensures that wherever possible parental preference can be met to support children being able to attend a school close to home, thereby reducing travel and transportation costs as well as associated environmental concerns.
- 3.6** The Council has committed as part of the Corporate Plan 2016-20 to achieving a vision of ‘Strong Communities with a Bright Future’. This plan is reflective of the Welsh Government’s Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision.

**3.7** Well-being Outcome 3, 'An Aspirational and Culturally Vibrant Vale' is specifically linked to education. We have prioritised the need to raise standards of achievement as one of our well-being objectives. We are proud of the Vale of Glamorgan and our place in Wales and that the use of the Welsh language is growing in the Vale. We respect and value diversity within our communities and recognise the importance of promoting equality of opportunity. We also appreciate our unique heritage and culture and the importance for people of all ages to enjoy a range of activities and to have the opportunities to be creative. We have therefore identified valuing culture and diversity as one of our eight well-being objectives.

**3.8** Details of the relevant objectives are listed below:

**Well-being Outcome 3: An Aspirational and Culturally Vibrant Vale**

- The proposed School Admissions Policy contributes to the Council's wellbeing outcome: an environmentally responsible and prosperous Vale by ensuring that wherever possible pupils are educated in a school close to their home address.

**Objective 5: Raising overall standards of achievement.**

- Improve standards of achievement for pupils through sharing excellence between schools and the targeting of resources.
- Secure improved outcomes for groups of learners at risk of underachievement, such as those entitled to free school meals.
- Increase the learning opportunities for disadvantaged individuals and vulnerable families. This would be achieved by ensuring costs associated with travelling to school are minimised wherever possible.
- Reduce the number of young people not in education, employment or training by ensuring that pupils can attend their local school.

**3.9** This proposal has met the five ways of working by:

- Responding to the need to ensure that there is a well-managed balance of supply and demand of school places within the Vale of Glamorgan. It is recognised that the changing demographics in the Vale of Glamorgan will significantly affect the demand for our services. Short term and long term need and the assessment of demographic increases is an important aspect of the Council's strategic planning responsibilities.
- Contributing towards a healthier Wales by supporting sustainable transport strategies.
- Delivering rigorous consultation with open communication channels and numerous opportunities for stakeholders to engage throughout the process.
- Ensuring that schools serve the educational needs of their local communities as part of the school admissions process.

## **4. Resources and Legal Considerations**

### **Financial**

- 4.1** The proposed admissions arrangements support attendance of pupils at their local school thereby reducing the need to transport pupils in public and private vehicles.

### **Legal (Including Equalities)**

- 4.2** Part 1 of the Education Act 1996 (“the 1996 Act”) imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (so far as the Council’s powers enable them to do so) towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.
- 4.3** Section 13A(3) of the 1996 Act states that a local authority in Wales must ensure that their relevant education functions and their relevant training functions are exercised by the authority with a view to promoting high standards, and promoting the fulfilment of learning potential by every person to whom the subsection applies, including those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.

### **School Standards and Framework Act 1998**

- 4.4** Sections 88 and 89 of the School Standards and Framework Act 1998 (‘the Act’) as amended by the Education Act 2002 and the Statutory School Admissions Code 2013 (‘the Code’) made pursuant to section 84 of ‘the Act’ determines that the Admission Authorities shall, before the beginning of each school year, determine in accordance with the Act the admission arrangements which are to apply for that year. The Local Authority is the admission authority for community and voluntary controlled schools, unless under section 88(1)(a)(ii) of the Act applies and the function has been delegated in full to the governing body.
- 4.5** The Local Authority as the admission authority has a statutory duty to act in accordance with the Code and the School Admissions Appeals Code.
- 4.6** The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 (‘the Regulations’) set out the procedure in respect of which the Admission Authorities must follow when determining their admission arrangements, including the consultation and notification process as well as the timescales for these. This report reflects these requirements.
- 4.7** The relevant bodies listed as consultees, as set out in the Code, wish to object to the determined admission arrangements they must do so in writing to the Welsh Ministers within six weeks of the date on which they were notified that the arrangements had been determined in accordance with the Regulations.

### **The Well-being of Future Generations (Wales) Act 2015**

- 4.8** The Well-being of Future Generations (Wales) Act 2015 ('the 2015 Act') sets out new ways of working – of planning and making decisions – for local authorities and other public bodies it lists. The aim is that, by improving these things, the overall well-being of Wales will be better improved by the things public bodies collectively do. The Act and the statutory guidance makes it clear that local authorities must, in the course of their corporate planning and their delivery against those plans:
- balance short term needs against the ability to meet long term needs;
  - think about the impact their objectives have on other organisations' objectives, and on the well-being of Wales, in an integrated way;
  - involve in those processes people who reflect the diversity of the population they serve;
  - work together collaboratively with other organisations to better meet each other's objectives; and
  - deploy their resources to prevent problems from getting worse or from occurring in the first.
- 4.9** The statutory guidance, for organisations subject to the Act, sets out the expectations for how the duties should be met:

<http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>

- 4.10** The Act itself is available to view online:

<http://www.legislation.gov.uk/anaw/2015/2/contents/enacted>

- 4.11** Current practice on the use of surplus school accommodation, Information document No 158/2014.

#### **(5) Public Sector equality duty**

- 4.12** The public sector equality duty (see section 149 of the Equality Act 2010) came into force in April 2011. Public authorities like the Council are required, in carrying out their functions, to have due regard to the equality needs set out under s.149 of the Equality Act 2010 to:
- eliminate discrimination (both direct and indirect), harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
  - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
  - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 4.13** Direct discrimination occurs if, because of a protected characteristic, a local authority treats a person less favourably than it treats or would treat others.

- 4.14** Indirect discrimination occurs if a local authority applies to a person a provision, criterion or practice which is discriminatory in relation to a relevant protected characteristic of that person (“B”). A provision, criterion or practice is discriminatory if:
- The local authority applies, or would apply it, to persons with whom B does not share the characteristic;
  - It puts, or would put, persons with whom B shares the characteristic at a particular disadvantage when compared with persons with whom B does not share it;
  - It puts, or would put, B at that disadvantage; and
  - The local authority cannot show it to be a proportionate means of achieving a legitimate aim.
- 4.15** In short, indirect discrimination would arise if a local authority applied the same provision, criterion or practice to everyone, but it put those in a certain protected group at a “particular disadvantage” when compared with persons not in that group. Even if a “particular disadvantage” arises, indirect discrimination is not present if the provision, criterion or practice can be justified – i.e. if it is a proportionate means of achieving a legitimate aim. Members must pay due regard to any identified risk of such discrimination arising in respect of the decision before them. These matters are summarised in the Equality Impact Assessment appended to this report.
- 4.16** It is to be noted that section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to children in schools (see paragraph 1 of Schedule 18 to the 2010 Act).
- 4.17** Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimise disadvantages suffered by people with a protected characteristic. Due regard must also be had to the need to take steps to meet the needs of such persons where those needs are different from those of persons who do not have that characteristic, and to encourage those who have a protected characteristic to participate in public life.
- 4.18** The steps involved in meeting the needs of disabled persons include steps to take account of the persons’ disabilities.
- 4.19** Having due regard to “fostering good relations” involves having due regard to the need to tackle prejudice and promote understanding.
- 4.20** Complying with the PSED may involve treating some people better than others, so far as that is allowed by discrimination law.
- 4.21** The equality duty arises where the Council is deciding how to exercise its statutory powers and duties under the 1996 Act and the 2013 Act. The Council’s duty under section 149 of the Equality Act is to have “due regard” to the matters set out in relation to equalities when considering and making decisions in relation to its statutory duties under those Acts. Accordingly due regard to the need to eliminate discrimination, advance equality, and foster good relations

must form an integral part of the decision-making process. Members must consider the effect that implementing a particular decision will have in relation to equality before making a decision. The Council must have an adequate evidence base for its decision making. This can be achieved by undertaking an Equality Impact Assessment of proposals. The potential equality impact of the proposal has been assessed in the appended Equality Impact Assessment, and a summary of the position has been set out in the section "Equality Impact Assessment" above, starting at paragraph 4.14. A careful consideration of this assessment is one of the key ways in which Members can show "due regard" to the relevant matters.

- 4.22** Where it is apparent from the analysis of the information that the proposals would have an adverse effect on equality then reasonable adjustments should be made to avoid that effect (mitigation).
- 4.23** Members should be aware that the duty is not to achieve the objectives or take the steps set out in s.149. Rather, the duty on public authorities is to bring these important objectives relating to discrimination into consideration when carrying out its public functions (which includes the functions relating to school admissions). "Due regard" means the regard that is appropriate in all the particular circumstances in which the authority is carrying out its functions. There must be a proper regard for the goals set out in s. 149. At the same time, Members must also pay regard to any countervailing factors, which it is proper and reasonable for them to consider. This would include ensuring that School Admission policy actively contributes to ensuring that the delivery of education is more efficient. The weight of these factors in the decision-making process is a matter for Members in the first instance.
- 4.24** The duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. However, section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to pupils in schools (see paragraph 1 of Schedule 18 to the 2010 Act).
- 4.25** The Council must also comply with the specific equality duties imposed by the Equality Act 2010 (Statutory Duties)(Wales) Regulations 2011, SI 2011/1064 ("the Regulations"), particularly regulation 8 (imposing specific duties to make arrangements for assessing the impact of its policies/practise and monitoring of the same).

## **5. Background Papers**

17 December 2018, School Admission Arrangements 2020/21 (minute C524)



VALE of GLAMORGAN COUNCIL  
**School Admissions Policy**  
**2020/2021**

Directorate of Learning and Skills



## **RELEVANT AREA FOR CONSULTATION**

In accordance with the School Admissions Statutory Code (July 2013), admission authorities are required to consult with “relevant areas”. These are as follows:

- The governing body of the relevant schools.
- All neighbouring LAs.
- Admission authorities for all other maintained schools in the relevant area.
- Governing Bodies of all other schools in the relevant area (i.e. community and voluntary controlled schools which do not have delegated admissions powers).
- In the case of schools with a religious character, such body or person representing the religious denomination in question.

### **Community and Voluntary Controlled Schools**

The Council is the admission authority for community and voluntary controlled schools. The relevant area for consultation on admission arrangements is the geographical area of the Vale of Glamorgan Council. This is determined by The Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999.

## **ADMISSION ARRANGEMENTS – INTRODUCTION**

The Council is the Admission Authority for all maintained community and voluntary controlled secondary, primary and nursery schools in the Vale of Glamorgan. All admissions are approved by the Directorate of Learning and Skills. In the case of a voluntary aided school the appropriate admissions authority is the governing body to which all applications for admission should be made.

The Council has commenced a coordinated admissions pilot programme for the September 2019 reception admissions round for five partner voluntary aided schools who are their own admissions authority, these include;

- Llansannor CIW Primary;
- St Andrews CIW Primary;
- St Brides CIW Primary;
- St David’s CIW Primary;
- Wick & Marcross CIW Primary.

The Council will review the process at the end of the September 2019 reception admissions round with a view to rolling the programme out to other voluntary aided schools. It is felt that a coordinated approach creates a fairer, more equitable system of allocating places for a number of reasons;

- Coordinated arrangements provide parents with a single school place offer for their child;
- Parents would not be holding more than one school place. The offer of multiple schools denies parents places at schools, preventing other children being offered these places;

- There is often uncertainty as to which pupils will start at schools, a coordinated approach would provide greater certainty for schools of the numbers and pupils entering reception.

The Council will ensure, as far as possible, that every pupil is guaranteed a place in a primary school within reasonable distance of home. The authority's admission arrangements will enable effective management of the admission intake to schools under which catchment area children are ranked as a high priority when allocating places in the event of oversubscription at primary and secondary schools. The Council is committed to providing local schools for local children where possible.

### **Admission Number**

All maintained schools must admit pupils up to their published admission number. An admission may not be refused to any school until a school's admission number has been reached. The published admission numbers have been calculated in accordance with the Welsh Government's school capacity calculation methodology "Measuring the Capacity of Schools in Wales (MCSW)". As these numbers are based on the physical capacity of the school to accommodate pupils, they should not be exceeded in normal circumstances.

### **Infant Class Size Regulations**

The Government introduced a policy to reduce class sizes for children aged five, six and seven years old as part of its overall aim to improve educational standards in schools.

Section 1 of the School Standards and Framework Act 1988 and the Education (Infant Class Sizes) (Wales) Regulations 1998, which came into force on 1 September 1998, placed a duty upon Local Authorities and school governing bodies to limit to 30 the size of classes for 5, 6 and 7 years old from September 2001 i.e. children in reception, year 1 and year 2 classes, except where permitted exceptions apply.

Admission authorities are not required to admit a child to an infant class where to do so would be incompatible with the duty to meet infant class size limits, because the admission would require measures to be taken to comply with those limits which would cause prejudice to efficient education or efficient use of resources. Admission authorities can only refuse admission on the basis of infant class size prejudice if the admission number has already been reached.

### **Late Applicants**

Only applications received by the closing date for reception and transfer to year 7 at secondary school can be considered in the first round of admissions. Parents should therefore note these dates in order to ensure that their application is received in time to be considered alongside all other parents applying on time. Late applications will be dealt with only after the first round of applications has been completed. This may affect a child's chances of gaining a place in the parents' school of choice if for example sufficient applications are received prior to the closing date for the Council to admit up to the admission number. This would mean, for example, that applicants who live outside of the

catchment area who apply on time are offered places instead of pupils who live within the catchment area whose parents did not apply by the closing date.

The arrangements for late applications are slightly different for nursery due to the termly allocation process. Once the closing date has passed and the initial round of allocations made for those pupils eligible for a September start date, any late applications are added to the allocation waiting lists for younger pupils due to start in January or April in order of the over subscription criteria.

In all cases, once the first round of allocations has been made and/or all available places have been offered, any late applications join the waiting list or termly nursery allocation waiting lists as prioritised by the oversubscription criteria. If any places are subsequently offered at the school, then they will be offered to applicants as ranked by these criteria. In this case, late catchment applications for example would have priority over “on time” applications categorised in a lower criterion who were refused a place in the first round.

### **Evidence of Residence & Shared Parental Responsibility**

In all cases evidence of permanent residence of a pupil at the time of application must be supplied if required. Any place approved on the basis of residence will be withdrawn if the pupil is not resident at the address at the time of application or at the beginning of the school term to which the application relates.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week, then the home address will be determined as the address where the child resides for the majority of the week (i.e. 4 out of 7 days). Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

Where a parent provides fraudulent or intentionally misleading information to obtain the advantage of a particular school for their child, to whom they would not otherwise be entitled, the Council reserves the right to withdraw the offer of a place.

### **Statutory Appeals**

Parents will be advised of the outcome of their application on the offer date normally by their stated preferred method. This will be either via email, by logging into the online application system or via letter. If parents are dissatisfied with the result of an application for a particular school (excluding nursery), an appeal may be submitted to an independent Statutory Appeal Panel. Any decision made by the panel is binding on all parties. If the appeal is not successful, further applications for a place at the same school will not be considered during the same academic year unless there are significant and material changes in the circumstances of pupil/parents or school.

### **Waiting Lists**

Waiting lists will be maintained for oversubscribed schools where a place has been refused.

In respect of the annual allocation of places, applications will remain on the waiting list until 30th September of the next academic year. General transfer applications received outside

of the annual allocation of places will also remain on the waiting list until 30th September. After this time parents will be expected to make a further application for admission if they wish to remain on the waiting list.

### **Admissions to Sixth Forms**

The Governing Bodies of community schools are responsible for the determination of admission arrangements to sixth forms. Applications should therefore be made directly to the school.

### **Admissions Process – Timetable**

The timetable below provides all relevant dates in terms of managing the admission arrangements and adheres to the requirements of The School Admissions (Common Offer Date) (Wales) Regulations 2013 which advises that admission authorities must ensure that offer letters for secondary schools are sent on the 1st March or the next working day and that primary offers should be made on the 16th April or the next working day.

<b>TIMETABLE</b>	<b>2020/2021 Academic Year</b>		
	<b>Secondary</b>	<b>Primary</b>	<b>Nursery</b>
Admissions information sent to parents/schools by LA. Online application service opens	<b>25 September 2019</b>	<b>7 November 2019</b>	<b>24 January 2020</b>
Closing date for receipt of preference forms	<b>29 November 2019</b>	<b>10 January 2020</b>	<b>23 March 2020</b>
VA/ Foundation schools notify LA of results of applications	<b>3 February 2020</b>	<b>5 April 2020</b>	<b>4 May 2020</b>
Notification of results to parents of applications to Community, Voluntary Aided and Foundation Schools	<b>1 March 2020</b>	<b>16 April 2020</b>	<b>25 May 2020</b>

### **NURSERY EDUCATION**

The Council is the Admissions Authority for all maintained Community Nursery Schools and Nursery Classes in Community Schools in the Vale of Glamorgan. No place can be allocated at a community or controlled nursery without formal application. The Council will normally accept children who are three years old at the start of term (1st September, 1st

January or 1st April) up to the schools approved capacity. Where the number of applications for admission exceeds the number of places available, places will be allocated applying the following criteria, in the order of priority set out below, up to the approved capacity.

Parents should also note that children attending a nursery school will not have an 'automatic' right to continued education at the same school when moving up to a reception class, whether residing within the catchment area or outside it. Parents will be required to complete an application for their chosen school (see Primary Education Admission Arrangements section). As nursery education is not a statutory provision there is no right of appeal against a decision to refuse a place for a child at a particular school.

Where a parent provides fraudulent or intentionally misleading information to obtain the advantage of a particular school for their child, to whom they would not otherwise be entitled, the Council reserves the right to withdraw the offer of a place.

### **Nursery Admission Oversubscription Criteria**

The Council is the Admissions authority for all maintained community nursery schools and nursery classes in community and voluntary controlled schools. Admissions are allocated termly in consideration of applications for pupils who were three on or before the last day of the previous term (31 August, 31st December or 31 March).

Children with a statement of Special Educational Needs, when the school is named as the most appropriate setting, will be admitted before applying the oversubscription criteria.

All applications are ranked by the published oversubscription criteria date regardless of their start date within the nursery. Pupils residing in catchment or with a sibling connection who are eligible for a nursery place later in the academic year will therefore be provisionally allocated places prior to the allocation of non-catchment applications even when the non-catchment applications are for older children.

Once the initial September allocations have been made, any late applications are added to the waiting list/ termly allocation list and places offered on that basis. In these cases, late catchment applications, for example, will be ranked higher up the allocation list than "on time" applications qualifying under a lower criteria.

### **Autumn Term Admissions** (allocated in May for a September start date)

1. Children who will be three on or before 31 August where evidence has been supplied to confirm that they are looked after, or have been previously looked after by a local authority in accordance with Section 22 of the Children Act 1989.
2. Children who had their third birthday before the last day of the previous term and are date for receipt of application forms. Evidence of permanent residence will be required. In the event of over-subscription by applicants from this category alone, the criteria set out below, in order of priority, will be applied to produce an order of preference;

(a) Children who have a brother or sister in attendance at the school during

the academic year in which the child is to be admitted. (Where preferences exceed places available, the Council determines priority by reference to the age of the pupils' youngest sibling in the school, the youngest commanding the highest degree of priority).

(b) Children in chronological date of birth order, the oldest being admitted first. If two or more children have the same date of birth priority will be given to children living nearest the school as measured by the shortest available walking route, those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

3. Children who had their third birthday before the last day of the previous term (31 August, 31 December or 31 March) and whom the Council judges that there are compelling medical or social grounds for their admission to a specified nursery school/class i.e. those children recommended for placement with regard to medical, psychological or special education reasons. (Written recommendations from appropriate external agencies or professional advisers will be required in such cases).
4. Children who had their third birthday before the last day of the previous term (31 August, 31 December or 31 March) and have a brother or sister in attendance at the school during the academic year in which the child is to be admitted. (Where preferences exceed places available, the Council determines priority by reference to the age of the pupils' youngest sibling in the school, the youngest commanding the highest degree of priority).

#### **Spring Term Admissions** (Allocated in October for a January start date)

5. Children who will be three on or before 31 December where evidence has been supplied to confirm that they are looked after, or have been previously looked after by a local authority in accordance with Section 22 of the Children Act 1989.
6. Children who will be three on or before 31 December, resident within the defined catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence will be required. In the event of over-subscription by applicants from this category alone, the criteria set out at point 2 above, in order of priority, will be applied to produce an order of preference.

All remaining applications will be prioritised using points 3 and 4 above.

#### **Summer Term Admissions** (allocated in January for an April Start date)

7. Children who will be three on or before 31 March where evidence has been supplied to confirm that they are looked after, or have been previously looked after by a local authority in accordance with Section 22 of the Children Act 1989.
8. Children who will be three on or before 31 March, resident within the defined catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence will be required. In the event of

over-subscription by applicants from this category alone, the criteria set out at point 2 above, in order of priority, will be applied to produce an order of preference.

All remaining catchment applications will be prioritised using points 3 and 4 above.

### **Remaining Applications**

9. Where there are still spaces available after applying the criteria above, these will be allocated to children who had their third birthday before the last day of the previous term (31st August, 31st December or 31st March) with priority given to those living nearest the nursery school/class as measured by the shortest available walking route, those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

### **Early Years Funding**

Parents may also apply for nursery education place funding with a registered provider approved by the Vale of Glamorgan Early Years Development and Childcare Partnership. Where parents opt for a place with a registered early year's provider, they will only be eligible to receive funding for a part time place regardless of whether the place offered is full or part-time. Funding will only be granted for sessions where early year's education is provided.

### **PRIMARY EDUCATION**

Reception age pupils may be admitted to school full time in the September of the academic year in which they reach five i.e. the September following a child's fourth birthday. This is not a legal requirement, and parents may choose not to send their children to school until later in the year or when they are of statutory school age. This will be a matter for individual negotiation between parents and schools. Statutory school age is defined as the start of the term following a child's fifth birthday.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school.

All parents are required to express a preference for the school they wish their child to attend/transfer to, even if it is their catchment area school. In the autumn term parents will be invited to nominate their preferred primary school for the following September by completion of an appropriate application form. Parents will be notified of decisions in line with the timetable provided. No firm guarantee can be given that a parent's preference can be met in every case as requests for places in certain schools may exceed the number of places available.

In deciding upon admissions, the Council will consider each individual application received by the published closing date. Where a school is named in a statement of Special Educational Needs the Council has a duty to admit the child to the school. Where this is known to the admission authority, the child will be allocated a place before other applicants are assessed against the oversubscription criteria.

An admission to a school will normally be granted provided a school's admission number (and statutory class size limit, where applicable) will not be exceeded. However where the number of applications for admission to a school exceeds the number of places available, places will be allocated applying the admission criteria, in the order of priority, set out below. The Council will not normally exceed a school's admission number where this applies.

### **Oversubscription Criteria**

1. Children where evidence has been supplied to confirm that they are looked after, or have been previously looked after in accordance with Section 22 of the Children Act 1989.
2. Children who are currently permanently resident within the designated catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence of a child must be supplied if requested. In the event of over-subscription by applicants from this category alone, the Council will allocate places in the following order of priority:
  - (a) Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement with regard to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will be required in such cases).
  - (b) Children who have an elder brother or sister in attendance at the school during the academic year in which the child is to be admitted. The Council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.
  - (c) Children who live furthest from an alternative school with a place available as measured by the Council's Geographical Information System (GIS). Those living furthest from an alternative school will have priority. In these circumstances, pupils outside of the catchment area would not be considered.
3. Children not currently permanently resident within the designated catchment area of the school whose parents have satisfied the Council, on or before the published closing date for receipt of preference forms, that the child will be taking up residence within the catchment area by the commencement of the school term to which the application relates. In the event of over-subscription by applicants from this category alone the Council will allocate places in the following order of priority to produce an order of preference.
  - (a) Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement at a named school due to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will be required in such cases).

- (b) Children who have an elder brother or sister in attendance at the school during the academic year in which the child is to be admitted. The Council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.
  - (c) Children who live furthest from an alternative school with a place available as measured by the Council's Geographical Information System (GIS). Those living furthest from an alternative school will have priority. In these circumstances, pupils outside of the catchment area would not be considered
4. Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement at a named school with regard to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will be required in such cases). In the event of over-subscription by applicants from this category alone criteria (5) and (6), in order of priority, would be applied.
  5. Children who have an elder brother or sister in attendance at the school during the academic year in which the child is to be admitted. In the event of over-subscription by applicants from this category alone, the Council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.
  6. In determining applications for admission in respect of other pupils in the age group, the Council gives particular regard to the degree of proximity of the pupil's home to the school, as measured by the shortest available walking route; those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

## **SECONDARY EDUCATION**

Children normally transfer to secondary school in the September following their eleventh birthday. In the autumn term parents of Year 6 pupils are invited to nominate their preferred secondary school by the published closing date. No firm guarantee can be given that parents preference can be met in every case as requests for places in certain schools may exceed the number of places available. The Council will endeavour to meet parental preference wherever possible provided there are spaces available and a school's admission number will not be exceeded.

In deciding upon admissions the Council will consider each individual application received by the published closing date. Only applications received by the published closing date for receipt of preference forms will be considered in the initial round of allocation of places. Other preference forms received will be considered as late applications.

Where a school is named in a statement of Special Educational Needs the Council has a duty to admit the child to the school. Where this is known to the admission authority, the

child will be allocated a place before other applicants are assessed against the oversubscription criteria.

An admission to a school will be granted, provided a school's admission number will not be exceeded. However where the number of applications for admission to a school exceeds the number of places available, places will be allocated applying the oversubscription criteria, in the order of priority, set out below.

### **Oversubscription Criteria**

1. Children where evidence has been supplied to confirm that they are looked after, or have been previously looked after in accordance with Section 22 of the Children Act 1989.
2. Pupils who are currently permanently resident within the designated catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence of a child must be supplied if requested. In the event of over-subscription by applicants from this category alone criteria (4), (5) and (6), in order of priority, would be applied to produce an order of preference.
3. Pupils not currently permanently resident within the designated catchment area of the school whose parents have satisfied the Council, on or before the published closing date for receipt of preference forms, that the child will be taking up residence within the catchment area by the commencement of the school term to which the application relates. In the event of over-subscription by applicants from this category alone criteria (4), (5), and (6), in order of priority, would be applied to produce an order of preference.
4. Pupils in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified secondary school i.e. those children recommended for placement at a named school due to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will normally be required in such cases). In the event of oversubscription by applicants from this category alone criteria (5) and (6) would be applied.
5. Pupils who have an elder brother or sister at the school and who will be on register at the school (years 8 to 11) during the academic year in which the child is to be admitted. In the event of over-subscription by applicants from this category alone, the Council will determine priority and allocate places by reference to the age of the pupils youngest sibling in the school, the youngest commanding the highest degree of priority.
6. In determining applications for admission in respect of other pupils the Council gives particular regard to the proximity of the pupil's home to the secondary school as measured by the shortest available walking route, those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

## Admission Numbers: September 2019/20

(THE FOLLOWING ADMISSION NUMBERS REMAIN UNDER REVIEW AND MAYBE SUBJECT TO CHANGE AFTER CONSULTATION WITH RESPECTIVE SCHOOLS).

School Name	Admission Number
<b><u>Secondary Schools</u></b>	
Pencoedre High School	180
Whitmore High School	180
Cowbridge Comprehensive	240
Llantwit Major School	180
St Cyres School	210
St Richard Gwyn RC High School	163
Stanwell School	299
Ysgol Gymraeg Bro Morgannwg	189
<b><u>Primary Schools</u></b>	
Albert Primary	55
All Saints CIW Primary	30
Barry Island Primary	30
Cadoxton Primary	60
Cogan Primary	30
Colcot Primary	45
Dinas Powys Primary	60
Evenlode Primary	60
Fairfield Primary	45
Gladstone Primary	60
Gwenfo CIW Primary	30

High Street Primary	30
Holton Primary	60
Jenner Park Primary	30
Llancarfan Primary	18
Llandough Primary	30
Llanfair Primary	18
Llangan Primary	15
Llansannor CIW Primary	30
Oak Field Primary	30
Palmerston Primary	30
Pendoylan CIW Primary	30
Peterston-S-Ely CIW Primary	27
Rhws Primary	53
Romilly Primary	90
St Andrew's Major CIW Primary	30
St Athan Primary	30
St Brides Major CIW Primary	30
St David's CIW Primary	20
St Helen's RC Primary	44
St Illtyd Primary	54
St Joseph's RC Primary	30
St Nicholas CIW Primary	18
Sully Primary	50
Victoria Primary	60
Wick & Marcross CIW Primary	22
Y Bont Faen Primary	30
Ysgol Gwaun y Nant	60

Ysgol Gymraeg Dewi Sant	30
Ysgol Gymraeg Bro Morgannwg	30
Ysgol Gymraeg Pen y Garth	60
Ysgol Iolo Morganwg	30
Ysgol Sant Baruc	30
Ysgol Sant Curig	60
Ysgol Y Ddraig	60



**VALE of GLAMORGAN COUNCIL**  
**School Admissions Policy**  
(based on 2019/20 agreement)  
**2020/2021**

Directorate of Learning and Skills



## **RELEVANT AREA FOR CONSULTATION**

In accordance with the School Admissions Statutory Code (July 2013), admission authorities are required to consult with “relevant areas”. These are as follows:

- The governing body of the relevant schools.
- All neighbouring LAs.
- Admission authorities for all other maintained schools in the relevant area.
- Governing Bodies of all other schools in the relevant area (i.e. community and voluntary controlled schools which do not have delegated admissions powers).
- In the case of schools with a religious character, such body or person representing the religious denomination in question.

### **Community and Voluntary Controlled Schools**

The Council is the admission authority for community and voluntary controlled schools. The relevant area for consultation on admission arrangements is the geographical area of the Vale of Glamorgan Council. This is determined by The Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999.

## **ADMISSION ARRANGEMENTS – INTRODUCTION**

The Council is the Admission Authority for all maintained community and voluntary controlled secondary, primary and nursery schools in the Vale of Glamorgan. All admissions are approved by the Directorate of Learning and Skills. In the case of a voluntary aided school the appropriate admissions authority is the governing body to which all applications for admission should be made.

The Council will ensure, as far as possible, that every pupil is guaranteed a place in a primary school within reasonable distance of home. The authority’s admission arrangements will enable effective management of the admission intake to schools under which catchment area children are ranked as a high priority when allocating places in the event of oversubscription at primary and secondary schools.

These admission arrangements do not change from those agreed for 2019/20.

### **Admission Number**

All maintained schools must admit pupils up to their published admission number. An admission may not be refused to any school until a school’s admission number has been reached. The published admission numbers have been calculated in accordance with the Welsh Government’s school capacity calculation methodology “Measuring the Capacity of Schools in Wales (MCSW)”. As these numbers are based on the physical capacity of the school to accommodate pupils they should not be exceeded in normal circumstances.

### **Infant Class Size Regulations**

The Government introduced a policy to reduce class sizes for children aged five, six and seven years old as part of its overall aim to improve educational standards in schools.

Section 1 of the School Standards and Framework Act 1988 and the Education (Infant Class Sizes) (Wales) Regulations 1998, which came into force on 1 September 1998, placed a duty upon Local Authorities and school governing bodies to limit to 30 the size of classes for 5, 6 and 7 years old from September 2001 i.e. children in reception, year 1 and year 2 classes, except where permitted exceptions apply.

Admission authorities are not required to admit a child to an infant class where to do so would be incompatible with the duty to meet infant class size limits, because the admission would require measures to be taken to comply with those limits which would cause prejudice to efficient education or efficient use of resources. Admission authorities can only refuse admission on the basis of infant class size prejudice if the admission number has already been reached.

### **Late Applicants**

Only applications received by the closing date for reception and transfer to year 7 at secondary school can be considered in the first round of admissions. Parents should therefore note these dates in order to ensure that their application is received in time to be considered alongside all other parents applying on time. Late applications will be dealt with only after the first round of applications has been completed. This may affect a child's chances of gaining a place in the parents school of choice if for example sufficient applications are received prior to the closing date for the council to admit up to the admission number. This would mean, for example, that applicants who live outside of the catchment area who apply on time are offered places instead of pupils who live within the catchment area whose parents did not apply by the closing date.

The arrangements for late applications are slightly different for nursery due to the termly allocation process. Once the closing date has passed and the initial round of allocations made for those pupils eligible for a September start date, any late applications are added to the allocation waiting lists for younger pupils due to start in January or April in order of the over subscription criteria.

In all cases, once the first round of allocations has been made and/or all available places have been offered, any late applications join the waiting list or termly nursery allocation waiting lists as prioritised by the oversubscription criteria. If any places are subsequently offered at the school then they will be offered to applicants as ranked by these criteria. In this case, late catchment applications for example would have priority over "on time" applications categorised in a lower criterion who were refused a place in the first round

### **Evidence of Residence & Shared Parental Responsibility**

In all cases evidence of permanent residence of a pupil at the time of application must be supplied if required. Any place approved on the basis of residence will be withdrawn if the pupil is not resident at the address at the time of application or at the beginning of the school term to which the application relates.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week then the home address will be determined as the address where the child resides for the majority of the week (i.e. 4 out of 7 days). Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

Where a parent provides fraudulent or intentionally misleading information to obtain the advantage of a particular school for their child, to whom they would not otherwise be entitled, the Council reserves the right to withdraw the offer of a place.

### **Statutory Appeals**

Parents will be advised of the outcome of their application on the offer date normally by their stated preferred method. This will be either via email, by logging into the online application system or via letter. If parents are dissatisfied with the result of an application for a particular school (excluding nursery), an appeal may be submitted to an independent Statutory Appeal Panel. Any decision made by the panel is binding on all parties. If the appeal is not successful, further applications for a place at the same school will not be considered during the same academic year unless there are significant and material changes in the circumstances of pupil/parents or school.

### **Waiting Lists**

Waiting lists will be maintained for oversubscribed schools where a place has been refused.

In respect of the annual allocation of places, applications will remain on the waiting list until 30th September of the next academic year. General transfer applications received outside of the annual allocation of places will also remain on the waiting list until 30th September. After this time parents will be expected to make a further application for admission if they wish to remain on the waiting list.

### **Admissions to Sixth Forms**

The Governing Bodies of community schools are responsible for the determination of admission arrangements to sixth forms. Applications should therefore be made directly to the school.

### **Admissions Process – Timetable**

The timetable below provides all relevant dates in terms of managing the admission arrangements and adheres to the requirements of The School Admissions (Common Offer Date) (Wales) Regulations 2013 which advises that admission authorities must ensure that offer letters for secondary schools are sent on the 1st March or the next working day and that primary offers should be made on the 16th April or the next working day.

<b>TIMETABLE</b>	<b>2019/2020 Academic Year</b>		
	<b>Secondary</b>	<b>Primary</b>	<b>Nursery</b>
Admissions information sent to parents/schools by LA. Online application service opens	<b>25 September 2019</b>	<b>25 September 2019</b>	<b>25 September 2019</b>
Closing date for receipt of preference forms	<b>29 November 2019</b>	<b>29 November 2019</b>	<b>29 November 2019</b>
VA/ Foundation schools notify LA of results of applications	<b>3 February 2020</b>	<b>5 April 2020</b>	<b>4 May 2020</b>
Notification of results to parents of applications to Community, Voluntary Aided and Foundation Schools	<b>1 March 2020</b>	<b>1 March 2020</b>	<b>1 March 2020</b>

## **NURSERY EDUCATION**

The Council is the Admissions authority for all maintained Community Nursery Schools and Nursery Classes in Community Schools in the Vale of Glamorgan. No place can be allocated at a community or controlled nursery without formal application. The Council will normally accept children who are three years old at the start of term (1st September, 1st January or 1st April) up to the schools approved capacity. Where the number of applications for admission exceeds the number of places available, places will be allocated applying the following criteria, in the order of priority set out below, up to the approved capacity.

Parents should also note that children attending a nursery school will not have an 'automatic' right to continued education at the same school when moving up to a reception class, whether residing within the catchment area or outside it. Parents will be required to complete an application for their chosen school (see Primary Education Admission Arrangements section). As nursery education is not a statutory provision there is no right of appeal against a decision to refuse a place for a child at a particular school.

Where a parent provides fraudulent or intentionally misleading information to obtain the advantage of a particular school for their child, to whom they would not otherwise be entitled, the Council reserves the right to withdraw the offer of a place.

### **Nursery Admission oversubscription criteria**

The Council is the Admissions authority for all maintained community nursery schools and

nursery classes in community and voluntary controlled schools. Admissions are allocated termly in consideration of applications for pupils who were three on or before the last day of the previous term (31 August, 31st December or 31 March).

Children with a statement of Special Educational Needs, when the school is named as the most appropriate setting, will be admitted before applying the oversubscription criteria.

All applications are ranked by the published oversubscription criteria date regardless of their start date within the nursery. Pupils residing in catchment or with a sibling connection who are eligible for a nursery place later in the academic year will therefore be provisionally allocated places prior to the allocation of non-catchment applications even when the non-catchment applications are for older children.

Once the initial September allocations have been made, any late applications are added to the waiting list/ termly allocation list and places offered on that basis. In these cases, late catchment applications, for example, will be ranked higher up the allocation list than “on time” applications qualifying under a lower criteria.

#### **Autumn term admissions** (allocated in May for a September start date)

1. Children who will be three on or before 31 August where evidence has been supplied to confirm that they are looked after, or have been previously looked after by a local authority in accordance with section 22 of the Children Act 1989.

2. Children who had their third birthday before the last day of the previous term and are resident within the defined catchment area of the school on or before the published closing date for receipt of application forms. Evidence of permanent residence will be required. In the event of over-subscription by applicants from this category alone, the criteria set out below, in order of priority, will be applied to produce an order of preference;

(a) Children who have a brother or sister in attendance at the school during the academic year in which the child is to be admitted. (Where preferences exceed places available, the council determines priority by reference to the age of the pupils' youngest sibling in the school, the youngest commanding the highest degree of priority).

(b) Children in chronological date of birth order, the oldest being admitted first. If two or more children have the same date of birth priority will be given to children living nearest the school as measured by the shortest available walking route, those living nearest will have priority. The council uses a Geographical Information System (GIS) to calculate home to school distances.

3. Children who had their third birthday before the last day of the previous term (31 August, 31 December or 31 March) and whom the Council judges that there are compelling medical or social grounds for their admission to a specified nursery school/class i.e. those children recommended for placement with regard to medical, psychological or special education reasons. (Written recommendations from appropriate external agencies or professional advisers will be required in such cases)

4. Children who had their third birthday before the last day of the previous term (31 August, 31 December or 31 March) and have a brother or sister in attendance at the school

during the academic year in which the child is to be admitted (Where preferences exceed places available, the council determines priority by reference to the age of the pupils' youngest sibling in the school, the youngest commanding the highest degree of priority).

### **Spring term admissions** (Allocated in October for a January start date)

5. Children who will be three on or before 31 December where evidence has been supplied to confirm that they are looked after, or have been previously looked after by a local authority in accordance with section 22 of the Children Act 1989.

6. Children who will be three on or before 31 December, resident within the defined catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence will be required. In the event of over-subscription by applicants from this category alone, the criteria set out at point 2 above, in order of priority, will be applied to produce an order of preference.

All remaining applications will be prioritised using points 3 and 4 above.

### **Summer term admissions** (allocated in January for an April Start date)

7. Children who will be three on or before 31 March where evidence has been supplied to confirm that they are looked after, or have been previously looked after by a local authority in accordance with section 22 of the Children Act 1989.

8. Children who will be three on or before 31 March, resident within the defined catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence will be required. In the event of over-subscription by applicants from this category alone, the criteria set out at point 2 above, in order of priority, will be applied to produce an order of preference.

All remaining catchment applications will be prioritised using points 3 and 4 above.

### **Remaining applications**

9. Where there are still spaces available after applying the criteria above, these will be allocated to children who had their third birthday before the last day of the previous term (31st August, 31st December or 31st March) with priority given to those living nearest the nursery school/class as measured by the shortest available walking route, those living nearest will have priority. The council uses a Geographical Information System (GIS) to calculate home to school distances.

### **Early Years Funding**

Parents may also apply for nursery education place funding with a registered provider approved by the Vale of Glamorgan Early Years Development and Childcare Partnership. Where parents opt for a place with a registered early year's provider, they will only be eligible to receive funding for a part time place regardless of whether the place offered is full or part-time. Funding will only be granted for sessions where early year's education is provided.

## **PRIMARY EDUCATION**

Reception age pupils may be admitted to school full time in the September of the academic year in which they reach five i.e. the September following a child's fourth birthday. This is not a legal requirement, and parents may choose not to send their children to school until later in the year or when they are of statutory school age. This will be a matter for individual negotiation between parents and schools. Statutory school age is defined as the start of the term following a child's fifth birthday.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school.

All parents are required to express a preference for the school they wish their child to attend/transfer to, even if it is their catchment area school. In the autumn term parents will be invited to nominate their preferred primary school for the following September by completion of an appropriate application form. Parents will be notified of decisions in line with the timetable provided. No firm guarantee can be given that a parent's preference can be met in every case as requests for places in certain schools may exceed the number of places available.

In deciding upon admissions the Council will consider each individual application received by the published closing date. Where a school is named in a statement of special educational needs the Council has a duty to admit the child to the school. Where this is known to the admission authority, the child will be allocated a place before other applicants are assessed against the oversubscription criteria.

An admission to a school will normally be granted provided a school's admission number (and statutory class size limit, where applicable) will not be exceeded. However where the number of applications for admission to a school exceeds the number of places available, places will be allocated applying the admission criteria, in the order of priority, set out below. The Council will not normally exceed a school's admission number where this applies.

### **Oversubscription Criteria**

1. Children where evidence has been supplied to confirm that they are looked after, or have been previously looked after in accordance with section 22 of the Children Act 1989.
2. Children who are currently permanently resident within the designated catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of permanent residence of a child must be supplied if requested. In the event of over-subscription by applicants from this category alone the Council will allocate places in the following order of priority:
  - (a) Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement with regard to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will be required in such cases).

- (b) Children who have an elder brother or sister in attendance at the school during the academic year in which the child is to be admitted. The council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.
  - (c) Children who live furthest from an alternative school with a place available as measured by the council's Geographical Information System (GIS). Those living furthest from an alternative school will have priority. In these circumstances, pupils outside of the catchment area would not be considered.
- 3. Children not currently permanently resident within the designated catchment area of the school whose parents have satisfied the Council, on or before the published closing date for receipt of preference forms, that the child will be taking up residence within the catchment area by the commencement of the school term to which the application relates. In the event of over-subscription by applicants from this category alone the Council will allocate places in the following order of priority to produce an order of preference.
  - (a) Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement at a named school due to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will be required in such cases).
  - (b) Children who have an elder brother or sister in attendance at the school during the academic year in which the child is to be admitted. The Council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.
  - (c) Children who live furthest from an alternative school with a place available as measured by the Council's Geographical Information System (GIS). Those living furthest from an alternative school will have priority. In these circumstances, pupils outside of the catchment area would not be considered
- 4. Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement at a named school with regard to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will be required in such cases). In the event of over-subscription by applicants from this category alone criteria (5) and (6), in order of priority, would be applied.
- 5. Children who have an elder brother or sister in attendance at the school during the academic year in which the child is to be admitted. In the event of over-subscription by applicants from this category alone, the Council will determine priority and allocate

places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.

6. In determining applications for admission in respect of other pupils in the age group, the Council gives particular regard to the degree of proximity of the pupil's home to the school, as measured by the shortest available walking route; those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

## **SECONDARY EDUCATION**

Children normally transfer to secondary school in the September following their eleventh birthday. In the autumn term parents of Year 6 pupils are invited to nominate their preferred secondary school by the published closing date. No firm guarantee can be given that parents preference can be met in every case as requests for places in certain schools may exceed the number of places available. The Council will endeavour to meet parental preference wherever possible provided there are spaces available and a school's admission number will not be exceeded.

In deciding upon admissions the Council will consider each individual application received by the published closing date. Only applications received by the published closing date for receipt of preference forms will be considered in the initial round of allocation of places. Other preference forms received will be considered as late applications.

Where a school is named in a statement of special educational needs the council has a duty to admit the child to the school. Where this is known to the admission authority, the child will be allocated a place before other applicants are assessed against the oversubscription criteria.

An admission to a school will be granted provided a schools admission number will not be exceeded. However where the number of applications for admission to a school exceeds the number of places available, places will be allocated applying the oversubscription criteria, in the order of priority, set out below.

### **Oversubscription Criteria**

1. Children where evidence has been supplied to confirm that they are looked after, or have been previously looked after in accordance with section 22 of the Children Act 1989.
2. Year 6 pupils in attendance at a linked feeder school of a secondary school and living within the geographical catchment area of the secondary school on or before the published closing date for receipt of preference forms. In the event of oversubscription by applicants from this category alone criteria (5), (6) and (7) would be applied.
3. Year 6 pupils permanently resident within the defined catchment area of the secondary school on or before the published closing date for receipt of preference forms or not permanently resident within the defined catchment area of the secondary school but who have satisfied the council, on or before the published

## Appendix B (alternative policy based on existing arrangements)

closing date for receipt of preference forms, that they will be taking up residence within the catchment area by the commencement of the school term to which the application relates. In the event of oversubscription by applicants from this category alone criteria (5), (6) and (7) would be applied.

4. Year 6 pupils in attendance at a linked feeder school of a secondary school but not living within the defined catchment area of the secondary school on or before the published closing date for receipt of preference forms. In the event of oversubscription by applicants from this category alone criteria (5), (6) and (7) would be applied.
5. Pupils in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified secondary school i.e. those children recommended for placement at a named school due to medical, psychological or special education reasons. (Written recommendations from the appropriate external agencies or professional advisers will normally be required in such cases). In the event of oversubscription by applicants from this category alone criteria (6) and (7) would be applied.
6. Pupils who have an elder brother or sister at the school and who will be on register at the school (years 8 to 11) during the academic year in which the child is to be admitted. In the event of over-subscription by applicants from this category alone, the Council will determine priority and allocate places by reference to the age of the pupils youngest sibling in the school, the youngest commanding the highest degree of priority.
7. In determining applications for admission in respect of other year 6 pupils the Council gives particular regard to the proximity of the pupil's home to the secondary school as measured by the shortest available walking route, those living nearest will have priority. The Council uses a Geographical Information System (GIS) to calculate home to school distances.

**Admission Numbers: September 2020/21**

**(THE FOLLOWING ADMISSION NUMBERS REMAIN UNDER REVIEW AND MAYBE SUBJECT TO CHANGE AFTER CONSULTATION WITH RESPECTIVE SCHOOLS).**

School Name	Admission Number
<b><u>Secondary Schools</u></b>	
Pencoedtre High	180
Whitmore High	180
Cowbridge Comprehensive	240
Llantwit Major School	180
St Cyres School	210
St Richard Gwyn RC High School	163
Stanwell School	299
Ysgol Gyfun Bro Morgannwg	189
<b><u>Primary Schools</u></b>	
Albert Primary	55
All Saints CW Primary	30
Barry Island Primary	30
Cadoxton Primary	60
Cogan Primary	30
Colcot Primary	45
Dinas Powys Primary	60
Evenlode Primary	60
Fairfield Primary	45
Gladstone Primary	60
Gwenfo CW Primary	30

Appendix B (alternative policy based on existing arrangements)

High Street Primary	30
Holton Primary	60
Jenner Park Primary	30
Llancarfan Primary	18
Llandough Primary	30
Llanfair Primary	18
Llangan Primary	15
Llansannor CW Primary	30
Oak Field Primary	30
Palmerston Primary	30
Pendoylan CW Primary	30
Peterston-S-Ely CW Primary	27
Rhws Primary	53
Romilly Primary	90
St Andrew's Major CW Primary	30
St Athan Primary	30
St Brides Major CW Primary	30
St David's CW Primary	20
St Helen's RC Primary	44
St Illtyd Primary	54
St Joseph's RC Primary	30
St Nicholas CW Primary	18
Sully Primary	50
Victoria Primary	60
Wick & Marcross CW Primary	22
Y Bont Faen Primary	30
Ysgol Gwaun y Nant	60

Appendix B (alternative policy based on existing arrangements)

Ysgol Gymraeg Dewi Sant	30
Ysgol Gymraeg Nant Talwg	30
Ysgol Gymraeg Pen y Garth	60
Ysgol Iolo Morganwg	30
Ysgol Sant Baruc	30
Ysgol Sant Curig	60
Ysgol Y Ddraig	60



DIRECTORATE OF LEARNING AND SKILLS

# Consultation Report

**On the outcome of the consultation exercise undertaken  
on school admission arrangements for Community  
Schools 2020/21 in accordance with the Education  
(Determination of Admission Arrangements) (Wales)  
Regulations 2006**



This document can be made available in Braille.  
Information can also be made available in other community languages if needed.  
Please contact us on 01446 709727 to arrange this.

## Background

The School Admissions Policy for the academic year 2020/21 was issued for consultation on 14 January 2019. Responses were required by 22 February 2019.

In accordance with the School Admissions Statutory Code (July 2013), admission authorities are required to consult with “relevant areas”. These are as follows:

- The governing body of the relevant schools
- All neighbouring LAs
- Admission authorities for all other maintained schools in the relevant area
- Governing bodies of all other schools in the relevant area (i.e. community and voluntary controlled schools which do not have delegated admissions powers). In the case of schools with a religious character, such body or person representing the religious denomination in question
- The admission forum serving the relevant area
- Where a significant change is proposed, parents of children likely to be affected

All parents of children currently attending primary schools excluding current year 6 children were consulted. The parents of 9,820 children were consulted as part of the exercise.

The Council proposed a change to the oversubscription criteria for community maintained secondary schools to ensure that those living in a school catchment area will be a high priority for admission to a school in the event of oversubscription. Stanwell School and St Richard Gwyn Catholic School are not affected by the proposed change as they are their own admissions authority and determine their admission arrangements separately.

The proposed change would prioritise those living in a school's catchment area and remove the feeder primary school as an oversubscription criterion. This would give priority to pupils living in an area to gain a place in their local school. The admission arrangements currently in place prioritise children transferring from primary school to secondary school who attend a feeder school and live in a schools catchment area. The change would reinforce the position to ensure that children can attend their local secondary school, particularly as a number of large scale housing developments are leading to a rise in demand for secondary school places in certain areas.

The Council is committed to providing local schools for local children where possible. The revised arrangements would not prevent parents from applying for a school of their choice. The same options will be available to them to express a preference as they are at present, but where a school is oversubscribed residence within the catchment area would be a high priority when allocating places.

Opportunity to respond to the consultation was facilitated online on the Council's website, by post or via email. The parents of 9,820 children were consulted as part of the exercise and the Council received 304 responses in total by the closing date which equates to a 3% response rate. Of the 304 responses received, 105 were in favour and 198 were not in favour. 1 response offered no opinion either way. A summary of the key themes and issues raised by respondents and the response from the Vale of Glamorgan Council can be found within this report. All responses have been made available in the Members room at The Vale of Glamorgan Council Offices, Holton Road, Barry together with this consultation report.

## **Responses to themes 1-19 relate to issues of concern raised in opposition to the proposal**

### **Theme 1**

#### **The proposal will separate children from friendship groups**

*Some respondents considered that the proposal would mean that children affected by the proposal will not be able to attend a Secondary School along with their friends within the feeder primary school.*

#### **Council's response to the concerns raised.**

The proposed change to the admission oversubscription criteria does not mean that children living outside of a secondary schools catchment area will not be able to apply for a place. The oversubscription criteria are used to rank applications and allocate school places in the event of over subscription. The Council are proud of the fact that over 90% of parents on average each year receive the offer of a place at their first choice of school. However, no guarantee is ever given that any child will automatically receive an offer of their first choice of school either under the current or the proposed admission arrangements. For a variety of reasons, including parental preference, it is not uncommon for a year 6 cohort within many of our primary schools to transition to more than one secondary school.

Transferring to secondary school is a significant event in a child's life and schools are very experienced in offering pupils support as part of this process. Part of this transition is the opportunity to make new friends and have different experiences. Transition from Primary to Secondary often means new friendship groups are formed, even if attending a secondary school with a high number of peers from their primary school. Support and resources would continue to be offered by school and council transition support staff in order to assist in this process. In most cases, children attending the same secondary School as children from their primary schools will not be in the same form class as their peers.

## **Theme 2**

### **Siblings could be placed in different schools**

*Some respondents suggest that the proposal will result in children attending different Secondary Schools to their siblings and raised concerns around the transport and logistics.*

#### **Council's response to the concerns raised.**

The proposed admission arrangements would prioritise those with a sibling already in attendance at the secondary school of their choice higher than is the case currently. If these admission arrangements are adopted, pupils living outside of the catchment area who will have a sibling on roll at the school when they transfer to secondary school will have a higher priority than those pupils who live outside of the catchment area, have no sibling at the school but previously would have been ranked higher based on their attendance at a feeder primary school.

It is however recognised that there may be organisational challenges for families in the event of siblings attending different secondary schools. The Vale of Glamorgan Council provides free school transport for:

- Primary age pupils residing two miles or over from their nearest designated catchment area school.
- Secondary age pupils residing three miles or over from their nearest designated catchment area school.

Additional information on School Transport arrangements within the Vale of Glamorgan can be found on the [Councils Website](#).

## **Theme 3**

### **Unaffordable housing in catchment areas**

*Some respondents considered that there was a lack of affordable housing located within the catchment areas for some high schools and that it was unfair to prioritise school places based on the house you are able to afford.*

#### **Council's response to the concerns raised.**

There are developments of affordable housing within the surrounding area of each of the Secondary Schools within the Vale of Glamorgan as evidenced within the [Local Development Plan 2011-2026](#).

The admission arrangements currently in place prioritise children transferring from primary school to secondary school who attend a feeder school and live in a schools catchment area. The change would reinforce the position to ensure that children can attend their local secondary school, particularly as a number of large scale housing developments are leading to a rise in demand for secondary school places in certain areas. The Council is committed to providing local schools for local children where possible.

The revised arrangements would not prevent parents from applying for a school of their choice, the same options will be available as they are at present but where a school is oversubscribed residence within catchment area would be a high priority when allocating places.

#### **Theme 4**

##### **The proposal should be phased in to allow parents time to prepare**

*Some respondents suggested that the proposal should be amended to apply to children that have yet to begin primary education, specifically those children due to start reception in September 2020, thus giving parents additional time to consider options. A respondent sent children to a chosen primary as it was a feeder for a secondary school.*

##### **Council's response to the concerns raised**

This option was considered as part of a strategic review of school places in the Vale of Glamorgan in advance of preparing this proposal. It was recognised, however, that deferring this proposed change to allow for this option would mean that the impact of the proposed change would come into effect at a later date than is required as a result of the increased demand for school places created by housing developments and population growth. Pupil projections indicate that this change will be required sooner than an implementation date of 2027 which would be the year when children admitted to reception in 2020 would transfer to secondary school. Delaying the implementation of this proposed change until this date could adversely impact on the availability of secondary school places at a child's catchment secondary school.

#### **Theme 5**

##### **Out of county children will be prioritised over Vale of Glamorgan residents under proximity criteria**

*Some respondents considered that some secondary schools are located close to the county borders and as such this prioritises out of county families that live closer to the school but not within the Vale of Glamorgan.*

##### **Council's response to the concerns raised**

The proposed oversubscription criteria has been suggested as the fairest way of allocating school places and would be supported by a review of secondary school catchment areas during 2019 to ensure that the school appropriately serves its catchment area. It is anticipated that this review could reduce the number of places currently available to pupils living outside of a catchment area. This would therefore include those living outside of the geographical area of the Vale of Glamorgan.

School admission oversubscription criteria should not however discriminate against families applying for a school place at a school that is located within a neighbouring local authority. The School Admissions Code 2013 requires admission authority's to rank applications for pupils living outside of catchment

area who cannot be considered under a higher criteria than proximity based on the shortest available route from home to school. No consideration as to whether the pupil lives in or outside of the Vale of Glamorgan can be considered under this criterion. The Greenwich judgement of 1990 made it unlawful for a local authority to give priority in school admissions to its own residents over residents from neighbouring authorities. Funding received from Welsh government is provided on a “per pupil” basis, therefore all pupils attending a Vale of Glamorgan school are funded regardless of whether they reside in the Vale or within another authority.

## **Theme 6**

### **Feeder Primary School numbers on roll will be affected**

*Some respondents considered that the number of children attending feeder primary schools will be negatively affected if the feeder link to the Secondary School is removed.*

### **Council’s response to the concerns raised**

It is acknowledged that primary schools that are located close to county boundaries sometimes attract applications for children living outside of the Vale of Glamorgan. It is also recognised that in some cases, parents have applied for a place at a primary school with the sole purpose of gaining a place at a sought after secondary school through existing feeder primary school links. The proposed change to the admission arrangements strengthens the position for pupils living within a catchment area to be able to attend their local school. When taking into consideration the increase in pupil numbers projected for Vale of Glamorgan schools due to an increase in population, in part as a result of new housing developments, our primary schools will also benefit from an increase in pupil numbers within their catchment area. It is anticipated that as population numbers increase, there will be less surplus places available at primary and secondary schools for pupils living outside of catchment areas and the Vale of Glamorgan geographical area.

## **Theme 7**

### **Catchment Areas should be reviewed on an individual basis for those living on/close to border**

### **Council’s response to the concerns raised.**

The Council must ensure that schools serve their local communities and are reflective of demand. They cannot take into account the circumstances of individual applicants when determining catchment areas. A school catchment area is a geographically defined area of addresses drawn up to ensure that all schools in an area receive a fair share of pupils and in which children are eligible to attend a local school. Catchment areas are used to:

- give parents an indication of their local school.
- help schools identify with the communities they serve.

- prioritise admissions to schools when there are more applications than places available.

Residence within a catchment area is already a high priority in the admission criteria for Vale of Glamorgan community maintained schools. This ensures that schools are able to serve local children first. It is useful as a planning tool to enable the Council to fulfil its duty to forecast demand for education in an area and to plan to meet that demand. It also supports school transport policy in order to facilitate the organisation of school transport and control costs.

## **Theme 8**

### **Housing choices were made based on previous admission arrangements**

*Respondent suggests that housing choices made by families were based on previously agreed admission arrangements and that it is unfair to amend these at such short notice.*

### **Council's response to the concerns raised**

When publishing admission arrangements, the Council ensures that parents understand that no guarantee can be given that their child will be admitted to any school, or indeed that their application will be refused. The Council's admission arrangements are subject to annual review and consultation as well as changes in legislation and are therefore subject to periodic change. For example, if a school is not fully subscribed during the annual transfer process to secondary school, then all applications are accepted regardless of how far a child may live from the school in question. In the case of a school being oversubscribed, until all applications received by the published closing date are ranked by the over subscription criteria in place, offers or refusals cannot be known, even by the admission authority.

The Council cannot accept responsibility for any private decisions made by residents in terms of house moves and does not give parents any assurance that buying a house within a certain area would guarantee their child a place at a particular school. Families residing within the catchment area for a particular school have a certain degree of priority as shown in the oversubscription criteria currently in place, providing they apply at the appropriate time as part of the relevant admission round., and this will not change should this proposal be implemented.

The proposal does, however, improve the likelihood of children receiving an offer of a place at their catchment secondary school if their parents apply for a place at the appropriate time as part of the annual transfer process.

## **Theme 9**

### **Exceptional results at certain Secondary Schools**

*A respondent pointed out that some particular secondary schools had exceptional results when compared with other schools within the area and felt it unfair that quality of education was not equal across the Vale of Glamorgan.*

## **Council's response to the concerns raised**

The Council's clear ambition is that educational outcomes in the Vale of Glamorgan are the best in Wales. The Council is proud of the recent results across all schools in the Vale of Glamorgan. The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality, and that leadership and governance is strong. The Council works with Estyn and the Central South Consortium Joint Education Service in order to monitor the performance of all schools and to support school improvement. All schools are subject to robust challenge and collaboration between schools (including school to school working) in order to share excellent practice is commonplace.

In 2014, Welsh Government introduced a new categorisation system for schools; this was revised in September 2017. Categorisation considers each school's standards alongside the school's capacity to improve in order to determine the level of support required. Of the 44 primary schools in the Vale of Glamorgan, 24 are categorised as green, 18 as yellow, and 2 as amber. The Council are particularly proud of the fact that none of our schools are categorised as red.

The majority of school funding is distributed based on the number of pupils on roll. This means that resources are distributed fairly across all schools.

### **Theme 10**

#### **Existing transition arrangements between secondary and feeder primary schools is excellent**

*A respondent was concerned that the traditional arrangements regarding transition between feeder primary and secondary school will be lost if the proposal is agreed.*

## **Council's response to the concerns raised**

Existing transition arrangements for pupils transferring to secondary education from primary schools will continue between primary and secondary schools. The existing transition arrangements between secondary schools and its current feeder primary schools are likely to continue to exist, as a large majority of pupils attending these primary schools also reside within the catchment area for the local Secondary School. Support with transition is already available to pupils who may not be transferring to the same school as their peers as this is not an unusual event. This would continue to be provided.

### **Theme 11**

#### **Clear information and guidance should be provided relating to catchment areas**

*A respondent was concerned that they weren't able to provide an accurate response until potential changes to catchment areas were confirmed*

## **Council's response to the concerns raised**

This proposal does not include any proposed changes to catchment areas. A parent can check their catchment school via an easy to use postcode check on the home page of the [Councils website](#).

Any proposed amendments to catchment areas will require consultation, which parents will be able to respond to in a separate consultation exercise. All catchment areas in place within the Vale of Glamorgan are subject to regular review and a widespread review is scheduled to take place during 2019. The Council has a statutory duty to review and consult on school admission arrangements annually and where significant changes are proposed, parents of children likely to be affected by the proposed changes must be consulted.

## **Theme 12**

### **Why have recently developed schools been built without due consideration to the children within the local area?**

*Respondents were concerned that the Council had not provided improvements to infrastructure and educational provision to supply the demand created by additional housing developments.*

### **Council's response to the concerns raised**

The Council's 21st Century Schools Programme has seen major investment in education infrastructure across the Vale of Glamorgan. Over £80 million has been invested over the last 10 years and an additional £143 million is planned over the next 5 years. Current and future demand for education forms part of the background to this proposal.

The education impact of a proposed housing development is assessed during the planning stage. The projected number of pupils emanating from a development is calculated using a formula derived from census data of householders in the Vale of Glamorgan. The formula is contained within the Councils Supplementary Planning Guidance for planning purposes. The Council would then look to secure Section 106 funding from the developer to ensure the Council is able to invest in the education infrastructure to meet the increased demand. Over £17 million Section 106 contributions are planned for the Council's 21st Century Schools Programme over the next 5 years.

The Council will receive Section 106 developer contributions to develop and extend existing school provision to meet pupil demand arising from new housing developments serving a school area. In the case of large scale housing developments, this could mean the provision of a new school. This contribution will ensure that there are sufficient school places for pupils emanating from a housing development to attend their local school.

The Council has a statutory duty to secure that sufficient schools for providing primary education and secondary education are available in the Council's area. The Council regularly reviews its pupil projections to ensure it is able to meet its statutory duty.

## **Theme 13**

### **Alternative options have not been considered**

*Some respondents considered that the council has not considered any alternative options to the proposal, such as building new schools*

### **Council's response to the concerns raised**

The Council is consulting on a change to secondary school admission arrangements and oversubscription criteria as part of the Council's school admission arrangements. The consultation is not about establishing new school provision but about reviewing the criteria for allocating places at schools when the Council receives more applications than there are places available.

As outlined in theme 12, the Council has a statutory duty to secure that sufficient schools for providing primary education and secondary education are available in the Council's area. The Council must ensure an efficient supply and demand for school places to avoid surplus capacity at schools. Projections indicate that there is sufficient capacity in the Secondary Schools across the Vale of Glamorgan to meet current and anticipated future demand for school places.

Financial considerations regarding the establishment of additional schools within the context of the overall education budget are also factored in to the planning process to support long-term sustainability of appropriate education provision across the Vale of Glamorgan.

## **Theme 14**

### **The proposal disadvantages families that live furthest from Secondary Schools**

*A respondent was concerned that as St Brides is the furthest feeder from Cowbridge Comprehensive this puts the school's pupils at a potential disadvantage to attend this school in future.*

### **Council's response to the concerns raised**

As mentioned under theme 7, the aim of the proposal is to ensure that secondary schools are supported in serving their local communities, and that pupils living in a school catchment area are able to gain a place at their local school. Those living in a school catchment area will be a high priority for admission to a school irrespective of the distance they live from a school.

The catchment area for Vale of Glamorgan secondary schools is a combination of the existing feeder school catchment areas. The catchment areas of the secondary schools are not changing under this proposal. If you currently reside in the catchment area of one of the feeder primary schools for a secondary school, you will be in the catchment area of the respective

secondary school. A parent can check their catchment school via an easy to use postcode check on the home page of the [Councils website](#).

As mentioned under theme 11, all catchment and feeder arrangements in place within the Vale of Glamorgan are subject to regular review and a widespread review is scheduled to take place during 2019. A separate consultation exercise would be undertaken for this process. The Council has a statutory duty to review and consult on school admission arrangements annually and where significant changes are proposed, parents of children likely to be affected by the proposed changes must be consulted.

## **Theme 15**

### **The proposal will create a socio-economic divide**

*A respondent was concerned that the proposal would result in a socio-economic divide in relation to children from more affluent areas being able to access education at the higher performing schools.*

### **Council's response to the concerns raised**

There are families from a range of different backgrounds, cultures and social-class residing within each area in the Vale of Glamorgan and as such the children attending each school within the Vale of Glamorgan reflect this.

The Well-being of Future Generations Act 2015 requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.

To make sure we are all working towards the same purpose, the 2015 Act puts in place seven well-being goals on the Council. The 2015 Act makes it clear the listed public bodies must work to achieve all of the goals, not just one or two, these being:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and Welsh Language
- A globally responsible Wales

This proposal contributes to achieving the wellbeing goals by;

- Ensure an efficient supply and demand of school places across the Vale of Glamorgan through effective forecasting of future demand.
- Ensuring that wherever possible children can attend a local school within walking distance.

## **Theme 16**

### **The proposal will limit parental choice of schools**

*Some respondents were concerned that the proposal would limit their ability to apply for a school outside of their catchment area.*

#### **Council's response to the concerns raised**

Parents will still be able to exercise parental preference and apply for places at their preferred school, and it is anticipated that the majority of parent's first choices will continue to be successful. The proposal aims to support local children to be able to attend their catchment school should they wish to do so. This proposal does not suggest that the parents of pupils living outside of a catchment area cannot apply for a school of their choice. It also does not suggest that they will be refused a place at their first choice of school if that school is not their catchment school. Places are only refused in the event of over subscription with those having the highest priority being offered places first.

## **Theme 17**

### **Stanwell High School and St Richard Gwyn Catholic High School should be included in the proposal**

*Some respondents were concerned that the proposal should include all schools within the Vale of Glamorgan.*

#### **Council's response to the concerns raised**

Both Stanwell and St Richard Gwyn Catholic High schools are their own admissions authorities as they are foundation and faith schools. Any proposed changes to admission arrangements for these schools would therefore be a matter for the individual governing bodies to determine. The Council will continue to work closely and in cooperation with both schools to ensure that school places are available for each child within the Vale of Glamorgan.

## **Theme 18**

### **Assurances have been received from headteachers of secondary schools regarding feeder primary link**

*Some respondents suggested that whilst attending open evenings at St Cyres Comprehensive School, they have received reassurances from the head teacher that children attending feeder primary schools would be allocated a place in future years.*

#### **Council's response to the concerns raised**

Community maintained secondary schools do not manage their own admissions and therefore the headteacher is not involved with admission decisions. The admissions authority for all community schools within the Vale of Glamorgan is the Council and the admission arrangements used to allocate places are subject to annual review and consultation.

Neither a school nor the Council can give a guarantee that any child can be admitted until the oversubscription criteria have been formally applied. At the time of the open evenings the Headteacher would not have been aware of this proposed change to admission arrangements and could only speak from past experience. In recent years, all pupils living within the catchment area and attending a feeder school for a particular secondary school within the Vale of Glamorgan have been admitted during the annual transfer process to year 7 providing their parents applied by the published closing date so any opinions would have been based on past experience.

## **Theme 19**

### **Developers should provide funding for schools**

*Some respondents suggested that Section 106 funding should have been received from housing developments to facilitate extra secondary school provision*

#### **Council's response**

As highlighted under theme 12, Section 106 funding is being used to facilitate extra secondary school provision at secondary schools that serve housing development.

The education impact of a proposed housing development is assessed during the planning stage. The projected number of pupils emanating from a development is calculated using a formula derived from census data of householders in the Vale of Glamorgan. The formula is contained within the Council's Supplementary Planning Guidance for planning purposes. The Council would then look to secure Section 106 funding from the developer to ensure the Council is able to invest in the education infrastructure to meet the increased demand. Over £17 million Section 106 contributions are planned for the Council's 21<sup>st</sup> Century Schools Programme over the next 5 years.

### **This section provides comments received during the consultation period by those in support of the proposal**

#### **Responses to themes 20-25 relate to issues raised in support of the proposal**

## **Theme 20**

### **Local Schools for local pupils**

*Some respondents asserted that they agreed that priority should be given to children within local area (catchment)*

#### **Council's response**

The admission arrangements currently in place prioritise children transferring from primary school to secondary school who attend a feeder school and live in a school's catchment area. The change would reinforce the position to ensure that children can attend their local secondary school, particularly as a number of large scale housing developments are leading to a rise in demand

for secondary school places in certain areas. The Council is committed to providing local schools for local children where possible.

As referenced in theme 15, The Well-being of Future Generations Act 2015 requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.

To make sure we are all working towards the same purpose, the 2015 Act puts in place seven well-being goals on the Council. The 2015 Act makes it clear the listed public bodies must work to achieve all of the goals, not just one or two, these being:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and Welsh Language
- A globally responsible Wales

This proposal contributes to achieving the wellbeing goals by;

- Ensure an efficient supply and demand of school places across the Vale of Glamorgan through effective forecasting of future demand.
- Ensuring that wherever possible children can attend a local school within walking distance.

## **Theme 21**

### ***Primary Schools are currently filling up with pupils out of catchment***

*Some respondents asserted that some parents are using out of catchment feeder primary schools to gain places in sought after secondary schools.*

### **Council's response**

It is recognised that in some cases, parents have applied for a place at a primary school with the sole purpose of gaining a place at a sought after secondary school through existing feeder primary school links. The proposed change to the admission arrangements strengthens the position for pupils living within a catchment area to be able to attend their local school and in doing so would ensure that secondary schools better serve their communities.

The Council has committed as part of the Corporate Plan 2016-20 to achieving a vision of 'Strong Communities with a Bright Future'. This plan is reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision.

The proposed School Admissions Policy contributes to the Council's wellbeing outcome: an environmentally responsible and prosperous Vale by ensuring that wherever possible pupils are educated in a school close to their home address.

## **Theme 22**

### **Traffic / Transport Costs**

*Some respondents expressed the view that the proposal had environmental and financial benefits*

#### **Council's response**

The Well-being of Future Generations Act 2015 imposes a duty on all public bodies in Wales to carry out "sustainable development", defined as being, "The process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals." The action that a public body takes in carrying out sustainable development includes setting and publishing well-being objectives, and taking all reasonable steps in exercising its functions to meet those objectives.

The proposal will have a positive effect on environmental and financial concerns. The proposed admissions arrangements support attendance of pupils at their local school thereby reducing the need to transport pupils in public and private vehicles.

The Council has committed as part of the Corporate Plan 2016-20 to achieving a vision of 'Strong Communities with a Bright Future'. This plan is reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision. Objective 5: Raising overall standards of achievement commits to;

- Improve standards of achievement for pupils through sharing excellence between schools and the targeting of resources.
- Secure improved outcomes for groups of learners at risk of underachievement, such as those entitled to free school meals.
- Increase the learning opportunities for disadvantaged individuals and vulnerable families. This would be achieved by ensuring costs associated with travelling to school are minimised wherever possible.
- Reduce the number of young people not in education, employment or training by ensuring that pupils can attend their local school.

## **Theme 23**

### **Supports parental choice**

*A respondent stated that the proposal supports children in catchment attending Welsh medium primary to transfer to English medium secondary under catchment status*

#### **Council's response**

The Council is committed to ensuring it meets its responsibilities by contributing effectively to the Welsh Government's target of 1 million Welsh speakers by 2050. This is supported in the objectives of the Vale of Glamorgan's Welsh in Education Strategic Plan 2017-2020. This proposal is

therefore not intended to support the transfer between English and Welsh medium schools.

Under both the existing policy, and this proposal, parents can choose to apply for their catchment Welsh or English medium comprehensive school and would be prioritised based on their residency in the catchment area. As the Vale of Glamorgan only has one Welsh medium school providing education to secondary age pupils, the catchment area for admission to Ysgol Bro Morgannwg from year 7 and above is the entire geographical area of the Vale of Glamorgan.

It is hoped that those parents that choose to send their children to Welsh medium primary schools will continue with their children's education at Welsh medium secondary level. This is a matter for schools to ensure that transition arrangements are well placed to support families and children to progress to secondary education.

## **Theme 24**

### **Health and Wellbeing**

*Some respondents supported the proposal as it supported children being able to attend, and walk, to their local school*

#### **Council's response**

The Council takes very seriously its responsibilities for the health and wellbeing of the residents of the Vale of Glamorgan. As previously referenced in theme 23, The Well-being of Future Generations Act 2015 imposes a duty on all public bodies in Wales to carry out "sustainable development", defined as being, "The process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals." The action that a public body takes in carrying out sustainable development includes setting and publishing well-being objectives, and taking all reasonable steps in exercising its functions to meet those objectives.

The proposed admissions arrangements support attendance of pupils at their local school thereby reducing the need to transport pupils in public and private vehicles and supporting, wherever possible the possibility of pupil's being able to walk to school.

## **Theme 25**

### **The proposal strengthens community links**

*Some respondents supported the proposal as it fosters stronger links to local community if local children are educated there.*

#### **Council's response**

The Council has committed as part of the Corporate Plan 2016-20 to achieving a vision of 'Strong Communities with a Bright Future'. This plan is

reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision.

Well-being Outcome 3, 'An Aspirational and Culturally Vibrant Vale' is specifically linked to education. We have prioritised the need to raise standards of achievement as one of our well-being objectives. We are proud of the Vale of Glamorgan and our place in Wales and that the use of the Welsh language is growing in the Vale. We respect and value diversity within our communities and recognise the importance of promoting equality of opportunity. We also appreciate our unique heritage and culture and the importance for people of all ages to enjoy a range of activities and to have the opportunities to be creative. We have therefore identified valuing culture and diversity as one of our eight well-being objectives.

The Well-being of Future Generations Act 2015 ("the 2015 Act") requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change. The 2015 Act sets out five ways of working needed for the Council to achieve the seven well-being goals.

This proposal has met the five ways of working by;

- Responding to the need to ensure that there is a well-managed balance of supply and demand of school places within individual communities within the Vale of Glamorgan. It is recognised that the changing demographics in the Vale of Glamorgan will significantly affect the demand for our services. Short term and long term need and the assessment of demographic increases is an important aspect of the Councils strategic planning responsibilities.
- Contributing towards a healthier Wales by supporting sustainable transport strategies.
- Delivering rigorous consultation with open communication channels and numerous opportunities for stakeholders to engage throughout the process.
- Ensuring that schools serve the educational needs of their local communities as part of the school admissions process.

Please click on headings to find [general guidance](#) or section guidance with an example.

You will find supporting information in appendices at the end of the guidance.

When you start to assess your proposal, arrange to meet Tim Greaves, Equality Co-ordinator, for specific guidance. Send the completed form to him for a final check and so that he can publish it on our Vale of Glamorgan equality web pages.

Please also contact Tim Greaves if you need this equality impact assessment form in a different format.

## 1. [What are you assessing?](#)

A proposal to change admission arrangements policy for 2020/21

## 2. [Who is responsible?](#)

<b>Name</b>	Lisa Lewis	<b>Job Title</b>	Operational Manager
<b>Team</b>	Strategy & Resources	<b>Directorate</b>	Learning & Skills

## 3. [When is the assessment being carried out?](#)

<b>Date of start of assessment</b>	17 December 2018
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## 4. [Describe the proposal?](#)

### What is the purpose of the proposal?

The Vale Council is consulting with all consultees required by the School Admissions Code 2013 on a proposed change to secondary school admission arrangements for community schools for the academic year 2020/2021. Stanwell School and St Richard Gwyn Catholic School are not affected by the proposed change as they are their own admissions authority and determine their arrangements separately.

The Council has a statutory duty to consult with all neighbouring local authorities, the admission authorities of those schools which have delegated admission powers and the

governing bodies of all other maintained schools in the relevant area. The relevant area is the geographical area of the Vale of Glamorgan.

The following change to the Admissions Policy currently in place was proposed in the Consultation Document;

- A proposed change to the oversubscription criteria for entry into year 7 to prioritise those living in a school's catchment area and remove the use of feeder primary schools as an oversubscription criterion. This would give priority to pupils living in an area to gain a place in their local school.
- Continuation of a coordinated admissions pilot programme in partner voluntary aided schools in order to promote a fairer, more equitable system of allocating places was also proposed. The coordinated admissions programme will be reviewed after the conclusion of the September 2019 reception admissions round with a view to extending the programme to other voluntary aided schools for 2020/21 on a voluntary basis.

The policy also advised that the Council is proposing to undertake a review of school catchment areas during 2019 that would be subject to consultation and reflected in admission arrangements for the academic year 2021/22.

The School Admissions Policy was issued for consultation on 14 January 2019 to headteachers and chairs of governors of all schools in the Vale of Glamorgan, neighbouring local authorities and diocesan directors of education. Responses were required by 22 February 2019.

The Council is required to produce a draft School Admissions Policy each year for the subsequent school year's admission round detailing school admission arrangements for all maintained schools in its area. The policy for 2019/20 can be found within the Council's Parental Guide to School Admissions which is available on the Council's website. A hard copy is also available on request

## **Why do you need to put it in place?**

The Council is considering a change to the admission arrangements and oversubscription criteria for community secondary schools to ensure that those living in a school catchment area will be a high priority for admission to a school in the event of oversubscription. The proposed change will prioritise those living in a school's catchment area and remove the use of feeder primary schools as an oversubscription criterion. This will give priority to pupils living in an area to gain a place in their local school.

The admission arrangements currently in place prioritise children transferring from primary school to secondary school who attend a feeder school and live in a schools catchment area. The change would reinforce the position to ensure that wherever possible, children can attend their local secondary school, particularly as a number of large scale housing developments are leading to a rise in demand for secondary school places in certain areas. The Council is committed to providing local schools for local children where possible.

The revised arrangements would not prevent parents from applying for a school of their choice, the same options will be available as they are at present but where a school is oversubscribed, residence within catchment area would be a high priority when allocating places.

**Do we need to commit significant resources to it (such as money or staff time)?**

No. The proposed admissions arrangements support attendance of pupils at their local school thereby reducing the need to transport pupils in public and private vehicles.

Officer time has been addressed from within existing staff resources.

**What are the intended outcomes of the proposal?**

The intended outcomes are to ensure that wherever possible children can attend their local secondary school. Although the existing policy has prioritised admission of pupils living in the catchment area, it has also prioritised pupils attending a feeder primary school. A number of these pupils live some distance away from the secondary school and in some cases in neighbouring authorities. A rise in demand for secondary school places in parts of the Vale of Glamorgan requires the Council to ensure that School Admissions Policy supports the Councils wider strategic plan. The Council has committed as part of the Corporate Plan 2016-20 to achieving a vision of 'Strong Communities with a Bright Future'. This plan is reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision.

**Who does the proposal affect?**

This proposal will affect pupils currently in year 5 who will transfer to secondary school in September 2020. In accordance with the School Admissions Statutory Code (July 2013), admission authorities are required to consult with "relevant areas". These are as follows:

- The governing body of the relevant schools.
- All neighbouring LAs.
- Admission authorities for all other maintained schools in the relevant area.
- Governing Bodies of all other schools in the relevant area (i.e. community and voluntary controlled schools which do not have delegated admissions powers). In the case of schools with a religious character, such body or person representing the religious denomination in question.
- The admission forum serving the relevant area
- Where a significant change is proposed, parents of children likely to be affected.

This proposal if implemented would ensure that the majority of secondary age pupils can be educated at a school within their community.

## Will the proposal affect how other organisations work?

The proposal will impact on admissions to community maintained secondary schools within the Vale of Glamorgan where the Council is the admission authority.

## Will the proposal affect how you deliver services?

The Council must ensure that schools serve their local communities and are reflective of demand. This proposed change will ensure that wherever possible, secondary age pupils can be educated in a secondary school in their local area.

## Will the proposal impact on other policies or practices?

The proposal supports the Councils overall strategic outline programme for Band B of Welsh Governments 21<sup>st</sup> Century Schools Programme by ensuring that sufficient school places are available in the right area.

## Can you change the proposal so that it further promotes equality of opportunity and fosters good relations?

It is recognised that in some cases, parents have applied for a place at a primary school with the sole purpose of gaining a place at a sought after secondary school through existing feeder primary school links. The proposed change to the admission arrangements strengthens the position for pupils living within a catchment area to be able to attend their local school and in doing so would ensure that secondary schools better serve their communities.

The Council has committed as part of the Corporate Plan 2016-20 to achieving a vision of 'Strong Communities with a Bright Future'. This plan is reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision.

The proposed School Admissions Policy contributes to the Council's wellbeing outcome: an environmentally responsible and prosperous Vale by ensuring that wherever possible pupils are educated in a school close to their home address.

## How will you achieve the proposed changes?

The consultation period for the proposal started on 14 January 2019 and ended on 22 February 2019.

A Consultation Report will be submitted to Cabinet on 1 April 2019. The Council has a statutory duty to consult on school admission arrangements annually and to determine

the arrangements for 2020/21 following appropriate consultation by no later than 15 April 2019.

These admission arrangements would then be published and applied for admission into schools during the academic year 2020/21.

### **Who will deliver the proposal?**

Subject to the approval of this proposal, the Directorate of Learning & Skills will deliver this proposal via the application of the admission arrangements for entry into the academic year 2020/21.

### **How will you know whether you have achieved the proposal's purpose?**

This will be determined via the application of the agreed admission arrangements on and after 1 March 2020. It is anticipated that the change will result in a high number of successful applications for pupils whose parents have applied for a place in their local Secondary School by the offer date.

## **5. What evidence are you using?**

### **Engagement (with internal and external stakeholders)**

The consultation processes followed Welsh Government guidelines, in compliance with the School Admission Code 2013. The Council consulted with a range of statutory consultees outlined in and required by the Code.

The authority received 304 individual responses by the consultation closing date of the 22 February 2019. Of the total 304 individual responses received 105 were in favour of the proposal, 198 were opposed, and 1 provided no opinion either way.

It has been noted that not all consultees provided a response to each of the questions and that some forms were not fully completed. In these cases we have accepted the responses to the questions that they have chosen to answer.

Verbal feedback is not included in this report as it was stated clearly in the consultation document that the Council would only accept written responses. The Council consulted with a range of statutory consultees outlined and required by the Code.

A number of themes received in as part of the process will be addressed and contained within a consultation report to be reported to Cabinet on the proposal.

### **Consultation (with internal and external stakeholders)**

Formal consultations were conducted through a consultation document and response form distributed electronically to prescribed consultees and published on the Vale of Glamorgan website the on 14 January 2019.

The bilingual consultation documents were published on 14 January 2019 and distributed online; through social media and on the Vale of Glamorgan Council's website. Consultees were provided with an electronic copy of the documents and a link to the Vale of Glamorgan website. Hard copies were available on request.

## National data and research

A great deal of information is available with relation to the population within the Vale of Glamorgan. This can be accessed from the following sources.

Household projections by local authority <https://gov.wales/docs/statistics/2017/170323-household-projections-local-authorities-2014-based-en.pdf>

Future population trends <https://www.slideshare.net/StatisticsWales/welsh-government-future-trends-report-2017-population>

ONS 2016 population estimates (row 392 code W06000014)  
<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland/mid2017/ukmidyearestimates2017finalversion.xls>

Protected characteristic data from 2011 Census  
<https://gov.wales/statistics-and-research/census-population/?lang=en>

## Local data and research

The Council is using current demographic, school and pupil data to inform the proposal. A strategic review of data was used to inform the process.

The Vale of Glamorgan Local Development Plan (LDP) 2011-2026 provides the local planning policy framework for the Vale of Glamorgan and was adopted by the Council on 28 June 2017.

## 6. How robust is the evidence?

### Does it show what the impact will be (positive and negative)?

This proposal pays due regard to the need to eliminate discrimination, advance equality, and foster good relations as an integral part of the decision making process. The impact of the proposal will be positive in terms of managing the demand for school places in the

Vale of Glamorgan
<p><b>What are the gaps?</b></p> <p>The protected characteristics of applicants for secondary school places for the admission year 2020/21 not currently on roll in Vale of Glamorgan schools cannot be known. In addition, the future protected characteristics of an individual cannot always be predicted with any degree of certainty. The proposal is however designed to have a positive or neutral impact on those with protected characteristics, particularly where a disability leads to additional learning needs. Only one respondent raised concern that the proposal could have an adverse impact on those protected characteristics relating to religion and disability. These are referenced in the relevant section of this assessment.</p>
<p><b>What will you do about this?</b></p> <p>Admission Arrangements are reviewed and consulted on annually. Any additional data or information received as part of this process will be fed into future policy formulation.</p>
<p><b>What monitoring data will you collect?</b></p> <p>The Pupil Level Annual School Census (PLASC) data is collected on an annual basis, some protected characteristics are captured through this process.</p>
<p><b>How often will you analyse and report on this?</b></p> <p>The pupils Level Annual School Census (PLASC) is completed annually. The Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored by the Council. Parental satisfaction with admission arrangements is also monitored.</p>
<p><b>Where will you publish monitoring data and reports?</b></p> <p>School Census data is published by Welsh Government on the STATS Wales website for each local authority area.</p> <p>Standards in schools are monitored on an annual basis by the Consortium and reported back to the Local Authority. Standards for children who have been identified with additional learning needs, along with those children identified as school action and school action plus will also be part of the Annual National Categorisation School Report carried out by the Central South Consortium in partnership with the school.</p>

## 7. Impact

### Is there an impact?

There would be a positive impact on persons with the protected characteristics of age as this proposal supports pupils to transfer to their local school. There would also be a positive impact where a pupil has a disability that has led to them being directed to a specific school due to it being the most appropriate setting.

There has been no perceived negative impact on the protected characteristics identified.

The positive impacts are outlined below in the relevant section.

### If there is no impact, what is the justification for thinking this? Provide evidence.

Evidence is assessed through the consultation process and through school and pupil data.

### If there is likely to be an impact, what is it?

#### Age

Based on the Pupil Level Annual School Census (PLASC) carried out in January 2018 there were 1615 children on roll in year 4. This is the cohort that will transfer to secondary education in 2020.

However, it is noted that section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to pupils in schools (see paragraph 1 of Schedule 18 to the 2010 Act).

As this proposal has been put forward to support the council to ensure the provisions of sufficient places for children of secondary school age, the proposal would provide a **positive** impact for children.

#### Disability

The admission criteria proposed required pupils with special educational needs, when a particular school is named as the most appropriate setting, will be admitted before applying the oversubscription criteria.

The data held on pupils is characterised by Special Educational Needs (SEN) not disability. 17.8% of children in year 4 at PLASC 2018 (the cohort that will transfer to secondary education in 2020) had SEN. This will include pupils with a disability however

it will also include pupils without a disability. The degree of need varies across a range of additional learning needs types.

One respondent commented that their disability had led to bullying in the past and they were concerned that this could happen again if their child could not attend the school of their choice. The proposed admission arrangements would allow for consideration of compelling medical and social factors to be considered.

The protected characteristics of children who will emanate from the new developments are unknown at this stage. This data is collected where appropriate on admission and the Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored as part of the annual review of admission arrangements.

The proposal will therefore provide a **positive** impact for pupils with special educational needs, when a particular school is named as the most appropriate setting, as they will be admitted before applying the oversubscription criteria.

### **Gender reassignment, including gender identity**

Gender reassignment is not recorded for Primary age pupils however individual pupils choosing to live other than at their birth gender are supported within Primary Schools. All children would continue to receive a high quality education regardless of gender identity.

None of the respondents indicated that this proposal would have an adverse impact on gender identity. Based on current evidence this proposal would have a **neutral** impact on this protected group.

### **Marriage and civil partnership (discrimination only)**

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. This information is not held at a directorate level however the proposal is designed to have a positive or neutral impact on those with protected characteristics who require a secondary school place in September 2020. These pupils are below the legal marriage age.

Based on the policies in place that would not change as a result of this proposed policy change, the proposal would have a **neutral** impact on this protected group.

### **Pregnancy and Maternity**

It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age of the pupils on their transfer to secondary school. The provision of education for any pupil who were within this protected group would remain unaltered by the proposal.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this

protected group.

## Race

The predominant ethnicity for pupils on roll at PLASC 2018 is white British (89%) with 11% of pupils being recorded as being of an ethnic minority.

As the children would continue to wherever possible transfer to their local secondary school, it is unlikely that the proposal will change the ethnic profile of any school significantly although the characteristics of all future applicants cannot be known at this stage.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

## Religion and belief

The teaching of respect for all religious and non-religious beliefs is provided at all community maintained schools and it is not proposed that this would change due to this proposal. Admission to the catholic secondary school, St Richard Gwyn, will not be impacted by this proposal as admission decisions for this school would remain a decision for the governing body. This aspect of the curriculum relating to religion and belief would not change as a result of this proposal.

None respondents indicated that this proposal would have an adverse impact on their status in this regard as they had chosen a faith primary school for their child. As admission to faith secondary schools serving the Vale of Glamorgan are not covered by this policy as they manage their own admissions, this proposal does not impact on parental preference for a faith secondary school application.

Based on the policies in place that would not change as a result of the proposal this proposal would have a **neutral** impact on people in this protected group.

## Sex

The school population at PLASC 2018 is recorded at 49% male and 51% female.

All of the community maintained schools are coeducational therefore parents of children of both sexes would be offered the same opportunity to apply for the school of their choice. There would be no different methods of teaching or curricula for either sex. The aspect of the curriculum management relating to any identified gender based attainment gap would not change as a result of this proposal.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

## Sexual orientation

Sexual orientation for the cohort concerned with this proposal is not recorded. Inclusivity and respect of others is an intrinsic element of the national curriculum.

The principles of school inspection as described in the 'Framework for School Inspection', September 2015 states that the inspection will focus on the needs of pupils and parents by evaluating the extent to which schools provide an inclusive environment which meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. The Estyn School Inspection Handbook also details how inspection will evaluate how well individual pupils benefit from their school and states it may be relevant to pay particular attention to those with protected characteristics, therefore including transgender pupils. Under spiritual, moral, social and cultural development Estyn will look for evidence where pupils develop awareness and respect for diversity in relation to, for example gender, race, religion and belief, sexual orientation and disability.

Inspectors will also consider types, rates and patterns of bullying and the effectiveness of all school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber bullying and prejudice-based bullying related to special education need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

## Welsh language

The Council was very successful in increasing Welsh medium primary sector capacity within the Vale of Glamorgan under Band A of the 21st Century Schools Programme. In order to build on this success, a key priority for Band B is to increase capacity in the Welsh medium secondary sector as well as consideration of further developments at primary level. This has ensured that there will be sufficient places available for pupils wishing to receive a Welsh medium secondary education should they wish to do so. In order to ensure that the Council actively addresses the Welsh Government target of one million Welsh speakers by 2050, the Council will be undertaking an active programme of addressing need with regard to Welsh and English medium education. The Council's School Investment Programme reflects the Council's commitments in the Welsh in Education Strategic Plan (WESP), which aims to ensure that demand for Welsh medium education can be met in the long-term.

As Ysgol Bro Morgannwg is the only school providing Welsh medium secondary education in the Vale of Glamorgan, this school is considered to be the Catchment Welsh medium school for the whole geographical area of the Vale of Glamorgan. None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would therefore have a **neutral** impact on people in this protected group.

## Human rights

Consideration of the UNICEF document, A Human Rights-Based Approach to Education For All was given as part of the development of this consultation. This document advises that Chapter 2 introduces a conceptual framework for the rights-based approach to education that embodies three interlinked and interdependent dimensions. It contends that human rights related to education cannot be realised unless and until all three are addressed:

- The right of access to education – the right of every child to education on the basis of equality of opportunity and without discrimination on any grounds. To achieve this goal, education must be available for, accessible to and inclusive of all children.
- The right to quality education – the right of every child to a quality education that enables him or her to fulfil his or her potential, realise opportunities for employment and develop life skills. To achieve this goal, education needs to be child-centred, relevant and embrace a broad curriculum, and be appropriately resourced and monitored.
- The right to respect within the learning environment – the right of every child to respect for her or his inherent dignity and to have her or his universal human rights respected within the education system. To achieve this goal, education must be provided in a way that is consistent with human rights, including equal respect for every child, opportunities for meaningful participation, freedom from all forms of violence, and respect for language, culture and religion.

This proposal has been presented in order to address the right of access to education at an appropriate school, as close as possible to the child home address.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **positive** impact on people in this protected group as it is intended that more pupils will be able to be educated at a secondary school within their local community.

## How do you know?

**Explain this for each of the relevant protected characteristics as identified above.**

Data is provided and analysed through the Pupil Level Annual School Census data collected in the January of each year. The Council also uses current demographic, school and pupil data to inform the proposal. School staff would also continue to receive protection under the Equalities Act 2010.

## What can be done to promote a positive impact?

**Explain this for each of the relevant protected characteristics as identified above.**

The policy will be published on the Council's website and through the Council's Parental

Guide to School Admissions for parents to consider when making a decision on where to express a preference for a pupil place. Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimize disadvantages suffered by them. Due regard would therefore be paid to the need to take steps to meet the needs of such persons where those needs are different from persons who do not have that characteristic, and to encourage those who have a protected characteristic to participate in public life. The steps involved in meeting the needs of disabled persons include steps to take account of the persons' disabilities. Having due regard to 'fostering good relations' involves having due regard to the need to tackle prejudice and promote understanding. This is an important aspect to curriculum delivery and would not change as a result of this proposal.

It is acknowledged that complying with the duty may involve treating some people better than others, as far as that is allowed by the discrimination law. The admission criteria proposed required pupils with special educational needs, when a particular school is named as the most appropriate setting, will be admitted before applying the oversubscription criteria.

## **Age**

As the Council would continue to provide sufficient places for children of Secondary school age, the proposal would provide a positive impact for children.

## **Disability**

The admission criteria proposed requires pupils with special educational needs, when a particular school is named as the most appropriate setting, to be admitted before applying the oversubscription criteria. The proposal would therefore provide a positive impact for children with this protected characteristic.

## **Gender reassignment, including gender identity**

All children would be supported to receive a high quality education if the proposal were to be successfully implemented regardless of gender identity. All secondary schools will have suitable facilities in place to accommodate pupils of any gender; no pupil or staff member would need to consider changing schools due to gender reassignment.

## **Marriage and civil partnership**

The pupils affected by this proposal are below the legal marriage age.

Based on the policies in place that would not change as a result of this proposed policy change, the proposal would therefore have a neutral impact on this protected group.

## **Pregnancy and Maternity**

It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age of the pupils on their transfer to secondary school. The provision of education for any

pupil who were within this protected group would remain unaltered by the proposal. The proposal would therefore have a neutral impact on this protected group.

## **Race**

Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that its policies promote this requirement through its monitoring and challenge.

## **Religion and belief**

The teaching of respect for all religious and non-religious beliefs is provided at all community maintained schools and not change due to this proposal. Admission to the catholic secondary school, St Richard Gwyn, will not be impacted by this proposal. The proposal would therefore have a neutral impact on this protected group.

## **Sex**

All community maintained secondary schools within the Vale of Glamorgan are coeducational. Parents of children of either sex would have equal opportunity to apply for the secondary school of their choice. There would be no different methods of teaching or curricula for either sex. The proposal would therefore have a neutral impact on this protected group.

## **Sexual orientation**

Inclusivity and respect of others is an intrinsic element of the national curriculum. The principles of school inspection as described in the 'Framework for School Inspection', September 2015 states that the inspection will focus on the needs of pupils and parents by evaluating the extent to which schools provide an inclusive environment which meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. Based on the policies in place that would not change as a result of the proposal, this proposal would have a neutral impact on people in this protected group.

## **What can be done to lessen the risk of a negative impact?**

**Explain this for each of the relevant protected characteristics as identified above.**

No negative impacts have been identified as a result of this proposal.

## **Is there a need for more favourable treatment to achieve equal outcomes? (Disability only)**

Not all secondary schools are currently fully accessible. The admission arrangements

proposed require pupils with special educational needs, including those with a disability, when a particular school is named as the most appropriate setting, to be admitted before applying the oversubscription criteria. This is to ensure that pupils with a disability are not adversely impacted as a result of the school they attend.

## Will the impact be positive, negative or neutral?

Explain this for each of the relevant protected characteristics as identified above.

**Age – Positive**

**Disability – Positive**

**Gender reassignment, including gender identity – Neutral**

**Marriage and civil partnership – Neutral**

**Pregnancy and Maternity – Neutral**

**Race – Neutral**

**Religion and belief – Neutral**

**Sex – Neutral**

**Sexual orientation – Neutral**

**(Welsh language – Neutral**

**Human rights – Positive)**

## 8. Monitoring on-going impact

### **Date you will monitor progress**

PLASC data is annual and if approved by Cabinet this change in policy will be implemented for admission into secondary school in September 2020. This will include reference to this document.

The effectiveness of the policy change would be reviewed by Autumn 2020 in advance of the annual consultation on admission arrangements for the admission year 2022.

Any changes in outcomes resulting from this on-going analysis will be used to update this Equality Impact Assessment, including any mitigating actions which may be required.

### **Measures that you will monitor**

PLASC data for all pupils will be broken down and monitored by Age, Disability, Race, Religion and belief and Welsh language. The Equalities Team monitors service data and provides information in the annual equality monitoring report. The measures identified for the education of pupils are a matter for the governing body in their School Improvement

Plan.
<p><b>Date you will review implemented proposal and its impact</b></p> <p>Subject to Cabinet approval, the change in policy will be implemented for admission into secondary school in September 2020. The Council is required to consult on its admission arrangements annually and any review of the admission arrangements in place will be reflected in future consultations which take place between January and March of each year.</p>

## 9. Further action as a result of this equality impact assessment

Possible Outcomes	Say which applies
No major change	Yes
Adjust the policy	
Continue the policy	
Stop and remove the policy	

## 10. Outcomes and Actions

Recommend actions to senior management team
Outcome following formal consideration of proposal by senior management team

## 11. Important Note

Where you have identified impacts, you must detail this in your Cabinet report when seeking approval for your proposal.
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## 12. Publication

**Where will you publish your approved proposal and equality impact assessment?**

Vale of Glamorgan Website

**In addition to anywhere you intend to publish your approved proposal and equality impact assessment, you must send a copy to Tim Greaves, Equality Co-ordinator, to publish on the equality pages of the Vale of Glamorgan website.**

## 13. Authorisation

<b>Approved by (name)</b>	Paula Ham
<b>Job Title (senior manager)</b>	Director of Learning & Skills
<b>Date of approval</b>	
<b>Date of review</b>	November 2020

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