

Meeting of:	Cabinet
Date of Meeting:	Thursday, 30 March 2023
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	School Admission Arrangements 2024/25
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 Education, Arts and the Welsh Language
Responsible Officer:	Paula Ham, Director of Learning and Skills
Elected Member and Officer Consultation:	Trevor Baker: Head of Strategy, Community Learning and Resources Lisa Lewis, Operational Manager, Strategy and Resources Mike Matthews Principal Strategic Planning Officer Committee Reports Statutory consultation with all interested parties has been carried out, in accordance with legislation
Policy Framework:	This is a matter for Executive decision by Cabinet
Executive Summary:	<ul style="list-style-type: none"> The purpose of this report is to advise Cabinet of the outcome of the statutory consultation on the school admission arrangements for the academic year 2024/25 for admission to Community Schools in accordance with the Education (Determination of Admission Arrangements) (Wales) Regulations 2006. The Council received no comments from consultees by the closing date of 17th February, 2023. The Council has a statutory duty to consult on school admission arrangements annually and to determine the arrangements for 2024/25 following appropriate consultation by no later than 15th April, 2023.

Recommendations

1. That Cabinet considers this report and other appendices included as part of this report.
2. That Cabinet approves the School Admissions Policy at Appendix A.

Reasons for Recommendations

1. To ensure that all relevant information is considered by Cabinet in reaching a decision on the proposed arrangements by 15th April, 2023.
2. The Council is required to review and consult on school admissions annually and to report on the outcome of the consultation and any proposals which arise from it.

1. Background

- 1.1 Cabinet met on 15th December, 2022 to consider a report on the proposal to consult on the Local Authority's school admission arrangements as required by the Welsh Government's School Admission Code issued in July 2013. Agreed admission arrangements must be in place in order to determine the allocation of places for the academic year 2024/2025.
- 1.2 The Council has a statutory duty to consult with:
 - The governing body of the relevant schools.
 - All neighbouring Local Authorities.
 - 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 admission powers).
 - In the case of schools with a religious character, such body or person representing the religious denomination in question.
- 1.3 The Council should also consult with parents and the Admissions Forum where a significant change is proposed.
- 1.4 There were no changes proposed to the previous year's admission arrangements that would require consultation with other parties other than statutory consultees.
- 1.5 The School Admissions Policy was issued for consultation on 9th January, 2023 and the consultation period ended on 17th February, 2023.
- 1.6 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 2023/24 and 2022/23 can be found within the Council's Parental Guide to School Admissions for those years which is available on the Council's website.

- 1.7** The Council is co-ordinating admission arrangements for seven partner voluntary aided schools who are their own admissions authority, these include:
- Llansannor CIW Primary
 - St Andrews CIW Primary
 - St Brides CIW Primary
 - St Davids CIW Primary
 - St Josephs RC Primary School
 - Wick & Marcross CIW Primary
 - St Richard Gwyn Catholic Secondary School
- 1.8** All Saints CIW Primary School has joined the programme for admissions into the reception class for September 2023.

2. Key Issues for Consideration

- 2.1** The School Admissions Policy Document is attached at Appendix A.
- 2.2** The Council has a statutory duty to consult on school admission arrangements annually and to determine the arrangements for 2024/25 following conclusion of the consultation by no later than 15th April, 2023. In the event that Cabinet do not approve the proposed School Admissions Policy, the existing arrangements agreed for 2023/24 would be adopted for the academic year 2024/25 in order to ensure that the statutory requirement to determine the policy by 15th April, 2023 is met.
- 2.3** Statutory consultees have been consulted on the Council's proposed admission arrangements for 2024/2025.
- 2.4** The Council did not receive any comments from consultees to the consultation exercise carried out for admission arrangements for the academic year 2024/2025.
- 2.5** The coordinated admissions programme will be reviewed after the conclusion of the September 2023 admissions round.

Equality Impact Assessment

- 2.6** A copy of the Equality Impact Assessment in this case is attached at Appendix B. 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:
- Age – Positive impact. As these arrangements have been put forward to support the council to ensure the provision of sufficient places and placements for children of nursery, primary and secondary school age, they would provide a positive impact for children.
 - Disability – Positive impact. The admission criteria proposed requires that pupils with special educational needs, when a particular school is named as the most appropriate setting, are 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 living other than with the gender identified at birth are supported within all schools. All children would continue to receive high quality education regardless of gender identity.
- Marriage and civil partnership – Neutral impact. The pupils affected by the admission arrangements are below the legal marriage age.
- Pregnancy and Maternity – Neutral impact. The provision of education for any pupil falling within this protected group would remain unaltered by the admission arrangements. 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 entering nursery, primary and secondary education.
- Race – Neutral impact. This data is not used to inform admission decisions. The policies in place within our schools would not change as a result of the proposed admission arrangements. The proposed policy would therefore have a neutral impact on people in this protected group.
- Religion and belief – Positive impact. The continuation of the coordinated admission arrangements and collaborative working with schools will maximise the opportunities for parents to access a faith based education for their child should they wish to do so. 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 the proposed admission arrangements. Admission to faith schools 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 cohorts concerned with this proposal is not recorded. Inclusivity and respect of others is an intrinsic element of the national curriculum at all community maintained schools. The policies in place within our schools would not change as a result of the proposed admission arrangements. The proposed policy would therefore have a neutral impact on people in this protected group.
- Welsh language – Positive impact. The council has increased Welsh medium primary and secondary school capacity under Band A and Band B of the 21st Century Schools Programme (now known as the Sustainable Communities for Learning Programme). 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.

Based on current evidence, the arrangements support Welsh medium growth and would therefore have a positive impact on people in this protected group.

- Human rights – Positive impact. This admission arrangements have been presented in order to address the right of access to education at an appropriate school, as close as possible to the child’s home address. Based on current evidence, this proposal would have a positive impact on people in this protected group as it is intended that all pupils will be able to be educated at schools within the Vale of Glamorgan providing an application is made at the appropriate time.

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** The Council has committed as part of the Corporate Plan 2020-2025 to achieving a vision of ‘Working Together for a Brighter Future’. This plan is reflective of the Welsh Government’s Well-being of Future Generations Act and is comprised of four Well-being objectives to deliver this vision:
- Objective 1 - To work with and for our communities
- Objective 2 - To support learning, employment and sustainable economic growth
- Objective 3 - To support people at home and in their community
- Objective 4 - To respect, enhance and enjoy our environment
- 3.3** The proposed School Admissions Policy contributes to the Council's Objective 2 - To support learning, employment and sustainable economic growth:
- 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 by effectively managing school place allocation and ensuring all pupils have access to a suitable school place as close to home as possible.
 - 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 a local school.
- 3.4** 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

3.5 The Council's school admission arrangements contribute to achieving the wellbeing goals by:

- Ensuring 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 their local school.
- Ensuring that all pupils have every opportunity to attain the best possible outcomes.
- Contributing to a healthier Wales by supporting sustainable travel strategies.
- Delivering rigorous consultation.
- Ensuring that schools serve the educational needs of their local communities as part of the school admissions process.

3.6 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.

3.7 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.

3.8 The importance of balancing short-term needs with the needs to safeguard the ability to also meet long-term needs. The admission policy will ensure that there are well-managed admission arrangements in place to ensure a balance between the supply and demand for school places. The arrangements would support children to be able to attend their local school in the longer term.

3.9 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 working towards ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes, 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.

3.10 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 stakeholders, we can ensure due

consideration of the interests of those people is taken into account in terms of the Council's admission arrangements.

- 3.11** Acting in collaboration with other persons and organisations that could help the Council meet its wellbeing objectives.
- 3.12** Acting to prevent problems occurring or getting worse. The admission arrangements are part of an annual consultation process that will ensure 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.
- 3.13** This proposal will meet 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. 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. Climate Change and Nature Implications

- 4.1** There are no direct climate change and nature implications associated with this report. The Council's admission arrangements ensure that wherever possible children can attend their local school close to their home address thus minimising travel and associated environmental concerns. The arrangements ensure that wherever possible schools serve the educational needs of their local communities within a reasonable distance of a pupil's home address.

5. Resources and Legal Considerations

Financial

- 5.1** There are no direct implications arising from this report. The proposed policy supports efficient education planning and the efficient management of education resources.

Employment

- 5.2** There are no direct implications arising from this report.

Legal (Including Equalities)

- 5.3** In November 2021 Welsh Government issued a notice in relation to changes to the law on school admission arrangements as a result of the implementation of the Additional Learning Needs and Education Tribunal (Wales) (ALN) Act 2018 (“the 2018 Act”). Implementation of the 2018 Act began on 1st September.
- 5.4** The notice is to be read alongside other guidance and legislation that affect admissions and admissions appeals in Wales. As an admission authority, due regard will be paid to the changes to the law related to school admissions in light of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (“the 2018 Act”), which are not currently reflected in the School Admissions Code.
- 5.5** The notice can be found at the following link:
English: <https://gov.wales/changes-law-admission-arrangements>
Cymraeg: <https://llyw.cymru/newidiadau-ir-gyfraith-ar-drefniadau-derbyn>
- 5.6** 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.
- 5.7** 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

- 5.8** 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.
- 5.9** The Local Authority as the admission authority has a statutory duty to act in accordance with the Code and the School Admissions Appeals Code.
- 5.10** 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.

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

5.11 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

5.12 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>

5.13 The Act itself is available to view online:

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

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

Public Sector equality duty

5.15 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.

5.16 Direct discrimination occurs if, because of a protected characteristic, a local authority treats a person less favourably than it treats or would treat others.

5.17 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.

5.18 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.

5.19 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).

5.20 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.

5.21 The steps involved in meeting the needs of disabled persons include steps to take account of the persons’ disabilities.

5.22 Having due regard to “fostering good relations” involves having due regard to the need to tackle prejudice and promote understanding.

5.23 Complying with the PSED may involve treating some people better than others, so far as that is allowed by discrimination law.

5.24 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 will be assessed as part of the proposed consultation, and a summary of the position would be presented to Cabinet for their consideration as part of the determination process. A careful consideration of the assessment is one of the key ways in which Members can show “due regard” to the relevant matters.

- 5.25** 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).
- 5.26** 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.
- 5.27** 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).
- 5.28** 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).

6. Background Papers

School admission Code 2013 guidance can be found at:

<https://gov.wales/sites/default/files/publications/2018-03/school-admissions-code.pdf>



VALE of GLAMORGAN COUNCIL
School Admissions Policy
2024/2025

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 is coordinating admissions for eight partner voluntary aided schools who are their own admissions authority, these include;

- All Saints CIW Primary
- Llansannor CIW Primary
- St Andrews CIW Primary;
- St Brides CIW Primary;
- St David’s CIW Primary;
- St Joseph’s RC Primary
- Wick & Marcross CIW Primary.
- St Richard Gwyn Catholic Secondary School

The Council is looking to roll 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.

Changes to the law on admissions as a result of the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018

The notice can be found at the following link:

<https://gov.wales/changes-law-admission-arrangements>

The notice is to be read alongside other guidance and legislation that affect admissions and admissions appeals in Wales. As an admission authority, due regard will be paid to the changes to the law related to school admissions in light of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 ("the 2018 Act"), which are not currently reflected in the School Admissions Code.

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 the 30th September in the year of entry. General transfer applications received outside of the annual allocation of places will also remain on the waiting list until the end of the relevant term of application i.e., 31st December, 31 March and 31 August.

Waiting lists will be reviewed on a termly basis. At the end of an academic year, 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.

TIMETABLE	2024/2025 Academic Year		
	Secondary – (Year 7 intake September 2024)	Primary – (Reception intake September 2024)	Nursery – (Nursery intake September 2024)
Admissions information sent to parents/schools by LA. Online application service opens	22 September 2023	27 November 2023	26 January 2024
Closing date for receipt of preference forms	24 November 2023	22 January 2024	15 March 2024
VA/ Foundation schools notify LA of	5 February 2024	18 March 2024	3 May 2024

results of applications			
Notification of results to parents of applications to Community , Voluntary Aided and Foundation Schools	1 March 2024	16 April 2024	17 May 2024

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. Children are entitled to a part-time nursery place from the start of the term following their third birthday and **must** attend for five half days. 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. From 1 September 2021, section 48 of the 2018 Act requires the governing body of a maintained school in Wales to admit a child to the school if the school is named in the child’s individual development plan for the purpose of that section, which is to secure the child’s admission to the school. This duty applies despite the limits on infant class sizes and even if admitting the child would result in the school exceeding its admission number. The duty to admit applies at all times, including where a school is named in a plan outside the normal admission round.

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. 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. From 1 September 2021, section 48 of the 2018 Act requires the governing body of a maintained school in Wales to admit a child to the school if the school is named in the child's individual development plan for the purpose of that section, which is to secure the child's admission to the school. This duty applies despite the limits on infant class sizes and even if admitting the child would result in the school exceeding its admission number. The duty to admit applies at all times, including where a school is named in a plan outside the normal admission round. 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 criteria (4), (5) and (6), in order of priority, would be applied to produce an order of preference.
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 criteria (4), (5) and (6), in order of priority, would be applied to produce an order of preference.
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 a brother or sister in attendance at the school in Reception to Year 6 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. From 1 September 2021, section 48 of the 2018 Act requires the governing body of a maintained school in Wales to admit a child to the school if the school is named in the child's individual development plan for the purpose of that section, which is to secure the child's admission to the school. This duty applies despite the limits on infant class sizes and even if admitting the child would result in the school exceeding its admission number. The duty to admit applies at all times, including where a school is named in a plan outside the normal admission round. 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), (6) and (7), 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), (6), and (7), in order of priority, would be applied to produce an order of preference.
4. Pupils who were on roll at a previous feeder primary school prior to the withdrawal of the feeder school arrangements in September 2020. In the event of over-subscription by applicants from this category alone criteria (5), (6), and (7), in order of priority, would be applied to produce an order of preference. **(Temporary criteria in place for a three year period from September 2022 that will cease for the 2025/2026 academic year)**
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 a brother or sister in attendance at the school in years 7 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 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 2024/25

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

School Name	Admission Number
<u>Secondary Schools</u>	
Pencoedtre High School	210
Whitmore High School	180
Cowbridge School	240
Llantwit Major School	180
St Cyres School	210
St Richard Gwyn RC High School	163
Stanwell School	299
Ysgol Gymraeg Bro Morgannwg	240
<u>Primary Schools</u>	
Albert Primary	55
All Saints CIW Primary	30
Barry Island Primary	30

Cadoxton Primary	60
Cogan Primary	30
Colcot Primary	45
Cowbridge School (Primary Phase)	30*
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
Llandough Primary	30
Llanfair Primary	20
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
South Point Primary	30
St Andrew's Major CIW Primary	30
St Athan Primary	30
St Brides Major CIW Primary	30
St David's CIW Primary	30

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	60** (30 for years 2-6)
Ysgol Sant Curig	60
Ysgol Y Ddraig	60

* Admission number relates to the reception class only as part of a phased year group entry due to the implementation of school organisation proposals.

** Admission number relates to the reception and year 1 classes only as part of a phased year group entry due to the implementation of school organisation proposals.

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?](#)

The Council's admission arrangements policy for 2024/25

2. [Who is responsible?](#)

Name	Lisa Lewis	Job Title	Operational Manager
Team	Strategy & Resources	Directorate	Learning & Skills

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

Date of start of assessment	11 January 2023
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4. [Describe the proposal?](#)

What is the purpose of the proposal?

The Vale of Glamorgan Council is consulting with all consultees as required by the School Admissions Code 2013 for community schools for the academic year 2024/2025. The admission arrangements for aided and foundation schools 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,

Diocesan Directors 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 School Admissions Policy was issued for consultation on 11 January 2023 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 17 February 2023.

The Council is required to produce a draft School Admissions Policy each year for the subsequent school year's admission rounds detailing school admission arrangements for all maintained schools in its area. The policy for 2023/24 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.

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

The proposed admissions arrangements support attendance of pupils at a local school. There are no direct financial implications resulting from the proposed arrangements. 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 a local nursery, primary and secondary school in the Vale of Glamorgan area. The Council had committed, as part of its Corporate Plan 2020-2025, to achieving a vision of 'Strong Communities with a Bright Future'. This plan is also 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 admission arrangements affect pupils entering nursery, primary and secondary schools in the Vale of Glamorgan in September 2024. In accordance with the School Admissions Statutory Code (July 2013), admission authorities are required to consult with relevant bodies. These are as follows:

- The governing body of the relevant schools.
- All neighbouring Local Authorities.
- 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 Council should also consult with parents and the Admissions Forum where a significant change is proposed. There were no changes proposed to the previous year's admission arrangements.

This admission arrangements would ensure that the majority of nursery, primary and secondary age pupils can be educated at a school within their surrounding locality and also ensure the effective distribution of school places taking into consideration new housing developments and population changes in some areas of the Vale of Glamorgan.

Will the proposal affect how other organisations work?

The admission arrangements will impact on admissions to community maintained nursery, primary and secondary schools within the Vale of Glamorgan where the Council is the admission authority. The proposal does not impact on admissions to aided or foundation schools who are their own 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 admission arrangements will ensure that pupils can be accommodated in a nursery, primary and secondary school in their local and surrounding area.

Will the proposal impact on other policies or practices?

The proposal supports the Councils overall strategic outline programme for Welsh Governments Sustainable Communities for Learning Programme by ensuring that sufficient school places are available in the right area.

The Council did not receive any comments to the consultation exercise carried out for admission arrangements for the academic year 2024/2025.

How will you achieve the proposed changes?

The admission arrangements will be published and applied for admission into schools during the academic year 2024/25.

Who will deliver the proposal?

Subject to the approval of the proposed admission arrangements, the Directorate of Learning & Skills will deliver this proposal via the application of the admission arrangements for entry into the academic year 2024/25.

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 2024 for secondary schools and 16 April 2024 for primary schools. It is anticipated that arrangements will result in pupils being able to be accommodated in their local school, providing their parents have applied for a place by the closing date. Significant support to complete the application process is available to families and every effort is made to ensure that wherever possible all applications are made by the closing dates.

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 Council did not receive any comments to the consultation exercise carried out for admission arrangements for the academic year 2024/2025.

Consultation (with internal and external stakeholders)

Formal consultation was conducted through a bilingual consultation document distributed electronically to prescribed consultees. The consultation was also posted on the Council's website.

National data and research

A great deal of information is available with relation to the school 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 school admission arrangements.

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.

(https://www.valeofglamorgan.gov.uk/en/living/planning_and_building_control/Planning/planning_policy/Planning-Policy.aspx)

6. [How robust is the evidence?](#)

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

This admission arrangements pay due regard to the need to eliminate discrimination, advance equality, and foster good relations as an integral part of the decision-making process. The admission arrangements will be positive in terms of managing the demand for school places in the Vale of Glamorgan.

What are the gaps?

The protected characteristics of applicants for school places for the admission year 2024/25 not currently on roll in Vale of Glamorgan schools cannot be known. In addition, the future protected characteristics of an individual cannot be predicted with any degree of certainty and protected characteristics are not considered in the allocation process as places allocated due to special educational needs are completed first, prior to the formal allocation process. However, the admission arrangements are designed to have a positive or neutral impact on those with protected characteristics.

What will you do about this?

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.

What monitoring data will you collect?

The Pupil Level Annual School Census (PLASC) data is collected on an annual basis, some protected characteristics are captured through this process. The annual PLASC data collection exercise for 2023 is currently in progress.

How often will you analyse and report on this?

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.

Where will you publish monitoring data and reports?

School Census data is published by Welsh Government on the STATS Wales website for each local authority area.

Standards in schools are monitored on an annual basis by the Consortium and reported back to the Council. Standards for children who have been identified with special education needs will also be part of the Annual National Categorisation School Report carried out by the Central South Consortium in partnership with the school.

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. Any secondary pupil residing more than 3 miles from their catchment school would be provided with free transport. Any pupil requiring transport due to the nature of their disability or Additional Learning Need would be provided with free transport regardless of the distance from their home address to their school.

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

As these arrangements have been put forward to support the Council to ensure the provision of sufficient places and placement for children of nursery, primary and secondary school age, they would provide a **positive** impact for children.

Disability

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

The protected characteristics of all children impacted by this policy are not known 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 living with a gender other than that identified at their birth are supported within all schools. All children would continue to receive a high quality education regardless of their gender identity. All schools within the Vale of Glamorgan are coeducational and gender identity does not impact on admission decisions.

There were no comments to the consultation exercise. Based on current evidence this proposal would have a **neutral** impact on this protected group.

Marriage and civil partnership (discrimination only)

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 nursery, primary and secondary school place in September 2024. 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 entering nursery, primary and secondary education. The provision of education for any pupil who were within this protected group would remain unaltered by the proposal.

There were no comments to the consultation exercise. 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 2022 is white British (88%)** with 12% of pupils being recorded as being of an ethnic minority.

As children would continue to wherever possible transfer to their local secondary school, it is unlikely that the admission arrangements will change the ethnic profile of any school significantly although the characteristics of all future applicants entering nursery and primary schools cannot be known at this stage. Although a number of applications are received for Vale of Glamorgan schools from ethnic minority pupils from outside of the Vale of Glamorgan area, the needs of these pupils should be supported at their local catchment area schools.

There were no comments to the consultation exercise. 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 the proposed admission arrangements. The aspect of the curriculum relating to religion and belief would not change as a result of the proposed admission arrangements.

There were no comments to the consultation exercise. Admission to faith schools serving the Vale of Glamorgan is not covered by this policy as they manage their own admissions however by working in partnership with the council, admissions to faith schools will be maximised. This proposal, therefore, has a positive impact on parental preference for a faith school application.

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

Sex

The school population at **PLASC 2022 is recorded at 50.6% male and 49.4% 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 the proposed admission arrangements.

There were no comments to the consultation exercise. 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

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 proposed admission arrangements, 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 and B of the 21st Century Schools Programme (now known as the Sustainable Communities for Learning Programme). In order to build on this success, a key priority for Band B was 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.

There were no comments to the consultation exercise. Based on current evidence, the proposed admission arrangements would have a **positive** 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.

The proposed admission arrangements have 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.

There were no comments to the consultation exercise. Based on current evidence, this proposal would have a **positive** impact on people in this protected group as it is intended that all pupils will be able to be educated at a nursery, primary and secondary school within the Vale of Glamorgan providing an application is made at the appropriate time.

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 (PLASC) data collected in the January of each year. Data collection for 2023 is currently in progress. 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 minimise 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 requires pupils with special educational needs, when a particular school is named as the most appropriate setting, to be admitted first, before applying the oversubscription criteria.

Age

As the Council would continue to provide sufficient places for children of nursery primary and 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 admission arrangements were to be successfully implemented regardless of gender identity. All 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

Based on the policies in place that would not change as a result of the proposed admission arrangements, 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 entering nursery, primary and secondary education. 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 positive impact on this protected group.

Sex

All community maintained nursery, primary and 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 proposed admission arrangements, these arrangements 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 (now known as the Sustainable Communities for Learning Programme). In order to build on this success, a key priority for Band B was 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.

The admission arrangements ensure children can access Welsh medium education at a local school and will also provide a better balance of school places to meet future demand for Welsh medium education in the Vale of Glamorgan. The proposal would therefore have a positive 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 nursery, primary and 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 – Positive
Sex – Neutral
Sexual orientation – Neutral

(Welsh language – Positive
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 nursery, primary and secondary schools in September 2024. This will include reference to this document.

The effectiveness of the policy will be reviewed by Autumn 2023 in advance of the annual consultation on admission arrangements for the admission year 2025.

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.

Date you will review implemented proposal and its impact

Subject to Cabinet approval, the change in policy will be implemented for admission into school in September 2024. 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.

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.

12. Publication

<p>Where will you publish your approved proposal and equality impact assessment? Vale of Glamorgan Website</p> <p>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.</p>

13. Authorisation

Approved by (name)	Paula Ham
Job Title (senior manager)	Director of Learning & Skills
Date of approval	
Date of review	