

School Admission Arrangements 2018/2019 and Co-ordinated Secondary School Arrangements 2018-2020



Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - [Equality Impact Assessment](#)**
- **Welsh Government's [Sustainable Development Bill](#)**
- **Welsh Government's Statutory Guidance - [Shared Purpose Shared Delivery](#)**
- **[United Nations Convention on the Rights of the Child](#)**
- **[United Nations Principles for Older Persons](#)**
- **[Welsh Language Measure 2011](#)**
- **[Health Impact Assessment](#)**
- **[Habitats Regulations Assessment](#)**
- **[Strategic Environmental Assessment](#)**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: siadavies@cardiff.gov.uk. Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**

Statutory Screening Tool

Name of Strategy / Policy / Activity:	Date of Screening: February 2017
Service Area/Section: Education & Lifelong Learning	Lead Officer: Michele Duddridge Hossain
Attendees: Self assessment	

What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function	Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]
<p>This EQIA is regarding the City of Cardiff Council School Admission Arrangement's 2017/2018 and Co-ordinated Secondary School Admission Arrangements 2018-2020.</p> <p>The aim of both these proposals is to create a fairer, more equitable system of allocating school places in Cardiff.</p>	<p>The School Admission Arrangements must be determined for implementation in September 2018. The draft School Admissions Policy 2018/19 was issued for consultation on 05 December 2016.</p> <p>There were minimal changes for 2018/19, and these were regarding clarification of the proximity measurement of pupils living in the same building i.e. flats/apartments. In such instances, the route assessment will be determined from the front entrance of each dwelling.</p> <p>In conjunction with this, a public consultation on the proposed introduction of co-ordinated admission arrangements for the Year 7 age group for intakes in September 2018, September 2019 and September 2020 was undertaken.</p>

Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:		
+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
1.1	People in Cardiff are healthy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> 					n/a
1.2	People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> 					n/a
	<ul style="list-style-type: none"> <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i> 					n/a
	<ul style="list-style-type: none"> <i>reducing environmental pollution (land, air, noise and water)</i> 					n/a
	<ul style="list-style-type: none"> <i>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</i> 					n/a
	<ul style="list-style-type: none"> <i>encouraging biodiversity</i> 					n/a
1.3	People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>reducing crime, fear of crime and increasing safety of individuals</i> <i>addressing anti-social behaviour</i> <i>protecting vulnerable adults and children in Cardiff from harm or abuse</i> 					n/a

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
1.4	Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) • Assisting those Not in Education, Employment or Training • attracting and retaining workers (new employment and training opportunities, increase the value of employment,) • promoting local procurement opportunities or enhancing the capacity of local companies to compete 					n/a
1.5	People in Cardiff achieve their full potential; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • promoting and improving access to life-long learning in Cardiff • raising levels of skills and qualifications • giving children the best start • improving the understanding of sustainability • addressing child poverty (financial poverty, access poverty, participation poverty) • the United Nations Convention on the Rights of a Child and Principles for Older persons 	x				The draft School Admissions Policy and the co-ordinated admissions arrangements proposal seek to ensure fair, more equitable system of allocating school places in Cardiff.
1.6	Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • promoting the cultural diversity of Cardiff • encouraging participation and access for all to physical activity, leisure & culture • play opportunities for Children and Young People • protecting and enhancing the landscape and historic heritage of Cardiff • promoting the City's international links 					Please see 1.5
1.7	Cardiff is a fair, just and inclusive society. <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • the elimination of discrimination, harassment or victimisation for equality groups 	x				Please see 1.5

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i> <i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i> 			x		<p>The draft School Admissions Policy was issued for consultation on 05 December 2016 to all those the Council are required to consult with as set out in the Welsh Government School admissions code (headteachers, governing bodies, diocesan directors, neighbouring local education authorities).</p> <p>Additionally the Policy was published on the Council website which provided the opportunity for parents and other interested parties to comment. Responses were requested to be returned by 23 January 2017.</p> <p>The Co-ordinated Admission Arrangements consultation process ran from 05 December 2016 to 23 January 2017 and involved:</p> <ul style="list-style-type: none"> Publication of a Consultation Document on the Council website (a copy of the consultation document can be see Apppendix 2). Distribution of a letter via schools to parents of all pupils in maintained nursery and primary schools outlining the proposal and giving details of how to access the Consultation Document online. (a copy of the letter can be seen at Appendix 3); Six public drop in sessions where officers were available to answer questions; A consultation response slip for return by post or e-mail, attached to the consultation document; An online response form at www.cardiff.gov.uk/21st Century Schools <p>The views expressed at Council organised drop in sessions and on paper or electronically through the appropriate channels, have been recorded.</p>
	EQUALITY IMPACT ASSESSMENT (This is attached on page 12)					
1.8	The Council delivers positive outcomes for the city and its citizens through strong partnerships <i>Consider the potential impact on</i>					N/A

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <i>strengthening partnerships with business and voluntary sectors</i> <i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i> 					

SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):

School Admission Arrangement's 2017/2018 -

To equitably administer the admission of eligible children to nursery, primary and secondary classes/schools based on parent/guardian preference in accordance with the admissions criteria detailed in the City of Cardiff Council's School Admissions Policy.

Co-ordinated Secondary School Admission Arrangements 2018-2020-

There are currently no formal co-ordinated admission arrangements in Wales despite there being recognition of the challenges of implementing effective arrangements for admissions in Cardiff, which has 30 Admission Authorities.

A c-ordinated secondary school admission arrangements process would provide more parents with a single school place offer for their child, which would be fairer, more equitable system of allocating school places in Cardiff.

WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:

None.

Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?		x
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

Is a Full Strategic Environmental Assessment Screening Needed? <ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 	Yes	No X An SEA has been undertaken (attached)
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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email biodiversity@cardiff.gov.uk

Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government's Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff's own integrated plan; "What Matters".*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*

Equality Impact Assessment

Corporate Template



Policy/Strategy/Project/Procedure/Service/Function Title:

School Admission Arrangements 2017/2018 and Co-ordinated Secondary School Arrangements 2018-2020

New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?

Name: Michele Duddridge Hossain	Job Title: Operational Manager, Planning & Provision
Service Team: Schools Organisation, Planning (SOAP)	Service Area: Education
Assessment Date: February 2017	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

The aim of both these proposals is to ensure there is a fair, more equitable system of allocating school places in Cardiff.

2. Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

Admission Authorities in Cardiff are committed to equality of opportunity and to eliminating unlawful discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability, disability or religious belief.

However, there are various exceptions for schools of a religious nature. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
3 to 11 years	x		
11 to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The nature of the policy is such that it will inherently apply to the up-to-18 years age group as it targets school and nursery aged children and young adults.

Whilst implementation of this policy would therefore have a differential impact, it would not be regarded as prejudicial to older age groups as they are not part of this

educational place provision process.

A co-ordinated secondary school admission arrangements process would provide more parents with a single school place offer for their child, which would be a fairer, more equitable system of allocating school places in Cardiff, and therefore be unbiased across the protected characteristic groups to which it applies.

What action(s) can you take to address the differential impact?

A clear communication strategy would be developed to ensure that parents fully understood the process and the need to use all available preferences.

If no differential impact, explain the reason(s) for this assessment:

N/A

3.2 Disability and Access

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment		x	
Physical Impairment		x	
Visual Impairment		x	
Learning Disability		x	
Long-Standing Illness or Health Condition			X
Mental Health			X
Substance Misuse			X
Other			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

"An admission authority **must not** discriminate on the grounds of **disability**; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."

Differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants for whom compelling medical and/or compelling social grounds could be evidenced indicating particular needs. This would be a positive impact if the degree of need was such that preferential placement were to apply.

No differential impact would occur as the implementation of co-ordinated secondary school admissions arrangements would not affect this protected characteristic. The Education Act 1996 already gives preferential admission to pupils who have a statement of Special Educational Needs (SEN) and the Council's admission arrangements which give a priority within the oversubscription criteria for pupils with compelling medical grounds would remain unchanged by this proposal. All schools have a statutory duty under the Equality Act 2010 to make provisions for pupils with both physical, mental and learning disabilities within their SEN provision. The Council devolves funding to school's to enable them to comply with this obligation

and provides additional county-wide provision in other areas.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
N/A

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
<p>The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:</p> <p>"An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."</p> <p>No differential impact would occur as the implementation of the Schools Admissions Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.</p>
What action(s) can you take to address the differential impact?
N/A
If no differential impact, explain the reason(s) for this assessment:
N/A

3.4 Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
<p>No differential impact would occur as the implementation of the Schools Admissions Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.</p>

What action(s) can you take to address the differential impact?
N/A
If no differential impact, explain the reason(s) for this assessment:
N/A

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		x	
Maternity		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
<p>The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:</p> <p>"An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."</p> <p>No differential impact would occur as the implementation of the Schools Admission Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.</p>
What action(s) can you take to address the differential impact?
N/A
If no differential impact, explain the reason(s) for this assessment:
N/A

3.6 Race

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		x	
Mixed / Multiple Ethnic Groups		x	
Asian / Asian British		x	
Black / African / Caribbean / Black British		x	
Other Ethnic Groups		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
<p>The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:</p> <p>"An admission authority must not discriminate on the grounds of disability; gender</p>

reassignment; pregnancy and maternity; **race**; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Schools Admission Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.

What action(s) can you take to address the differential impact?

N/A

If no differential impact, explain the reason(s) for this assessment:

The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		x	
Christian		x	
Hindu		x	
Humanist		x	
Jewish		x	
Muslim		x	
Sikh		x	
Other		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; **religion or belief**; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

Church Schools are their own admissions authority and will not be impacted by implementation of the Local Authority’s Schools Admission Policy.

The Schools Admission Policy does not differentiate between applicants of differing belief systems who apply to attend Community funded Schools and hence no differential impact would occur.

The current system allows for parents to apply to multiple Admission Authorities with the potential of their child to be offered multiple school places. Within the Cardiff county area there are two secondary school Admission Authorities which are Church in Wales Schools and three secondary school Admission Authorities which are Roman Catholic Schools, these are all Voluntary Aided Schools.

Applicants who meet the higher admissions criterion for Voluntary Aided Schools i.e. baptised and/or dedicated/contributor to the life and work of either the Church in Wales or Roman Catholic Church are allocated above other applicants within their oversubscription criteria in accordance with the School Admissions Code. Pupils of

these faiths are therefore more likely to be currently offered a place at more than one school, only one of which they could take up from the beginning of term.
Where a child has received a multi school offer consequently this means another child has not been allocated the school place. Where this multi school offer relates to a Voluntary Aided School, unsuccessful applicants for this school are disadvantaged and where this relates to a Community School, unsuccessful applicants for this school are also disadvantaged.
What action(s) can you take to address the differential impact?
The Council will remain sensitive to the needs of religious communities seeking faith place provision.
The communication strategy would be emphasised in Church in Wales and Roman Catholic Primary Schools to ensure that applicants to Church in Wales and Roman Catholic Secondary Schools are not disadvantaged.
If no differential impact, explain the reason(s) for this assessment:
N/A

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		x	
Women		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
<p>The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:</p> <p>"An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."</p> <p>All schools to which the Admissions Policy applies are non-gender specific in relation to their admissions criteria.</p> <p>All schools to which their Admissions Authority is proposing to co-ordinate secondary school admission arrangements are non-sex specific in relation to the admissions criteria.</p> <p>No differential impact would occur as implementation of the Schools Admissions Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.</p>
What action(s) can you take to address the differential impact?
N/A
If no differential impact, explain the reason(s) for this assessment:
N/A

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

"An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or **sexual orientation**, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."

No differential impact would occur as the implementation of the Schools Admission Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.

What action(s) can you take to address the differential impact?

N/A

If no differential impact, explain the reason(s) for this assessment:

N/A

3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language		X	
Other languages		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Currently Welsh-medium (WM) provision across Cardiff is proportionate to the city wide demand. Implementation of the Schools Admission Policy does not discriminate against applicants requiring WM provision.

As a consequence of the current demand being lower for WM than that for English-medium (EM) provision, there are less WM schools than EM schools. The result of this is that more of the population inevitably live closer to an EM school than a WM school.

This is not a differential impact as a consequence of discrimination against or different treatment of WM education, but the effect of a fewer number of WM schools distributed across the city than those of EM. The Local Authority's transport

policy by providing free transport for primary pupils living over 2 miles, and secondary pupils living over 3 miles from their respective schools of attendance, treats both EM and WM equally.

Details of the transport policy can be found at:

<https://www.cardiff.gov.uk/ENG/resident/Schools-and-learning/Schools/School-transport>

The current system allows for parents to apply to multiple Admission Authorities with the potential of their child to be offered multiple school places. Where a child has received a multi school offer, this consequently means another child has not been allocated the school place. Where this multi school offer relates to a Community Welsh-Medium School, unsuccessful applicants for this school are disadvantaged and where this relates to an English-Medium School, unsuccessful applicants for this school are disadvantaged.

As all of the alternative Admission Authorities, that is all Voluntary Aided and Foundation Schools, operate through the medium of English, the impact of this proposal is unlikely to have a substantial impact upon the Welsh-medium sector. As implementing a co-ordinated secondary school admission arrangements system between all English-Medium and Welsh-Medium schools would reduce the number of school offers to one per pupil, applicants of any language preference would be equally impacted by this proposal.

What action(s) can you take to address the differential impact?
N/A
If no differential impact, explain the reason(s) for this assessment:
N/A

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

The draft School Admissions Policy was issued for consultation on 05 December 2016 to all those the Council are required to consult with as set out in the Welsh Government School admissions code (headteachers, governing bodies, diocesan directors, neighbouring local education authorities).

Additionally the Policy was published on the Council website which provided the opportunity for parents and other interested parties to comment. Responses were requested to be returned by 23 January 2017.

The Co-ordinated Admission Arrangements consultation process ran from 05 December 2016 to 23 January 2017 and involved:

- Publication of a Consultation Document on the Council website (a copy of the consultation document can be see Apppendix 2).
- Distribution of a letter via schools to parents of all pupils in maintained nursery and primary schools outlining the proposal and giving details of how to access the Consultation Document online. (a copy of the letter can be seen at Appendix 3);
- Six public drop in sessions where officers were available to answer questions;
- A consultation response slip for return by post or e-mail, attached to the consultation document;
- An online response form at www.cardiff.gov.uk/21st Century Schools

The views expressed at Council organised drop in sessions and on paper or electronically through the appropriate channels, have been recorded.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	Communications strategy to support applicants
Disability	None
Gender Reassignment	None
Marriage & Civil Partnership	None
Pregnancy & Maternity	None
Race	None
Religion/Belief	The Council will remain sensitive to the needs of religious communities seeking faith place provision Communication strategy to include focus on Voluntary Aided primary schools
Sex	None
Sexual Orientation	None
Welsh Language	None
Generic Over-Arching (applicable to all the above groups)	None

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Rachel Willis	Date: February 2017
Designation: : School Organisation, Access & Planning	
Approved By: Michele Duddridge Hossain	
Designation: School Organisation, Access & Planning	
Service Area: Education	

Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to provide additional English-medium primary school places in the Radyr and Morganstown area of the city.

Background

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, RWillis@cardiff.gov.uk

Proposals:

School Admission Arrangements 2017/2018 and Co-ordinated Secondary School Arrangements 2018-2020

An SEA is not applicable for the above proposals as involves neither the building or adaptation of accommodation.

Key:

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
? and/or mitigation	= uncertain effects
DNA	= data not available

See table headers below: * Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	Proposal		Meet demand by directing pupils to other schools in the area or neighbouring schools and/or revising catchment areas		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
1. <i>Promote a greener economy by delivering a sustainable pattern of schools across Cardiff</i>	✓		x		x	The proposals meet the Council's vision of 4 Key Educational Aims: AIM 1: To improve Educational Attainment; AIM 2: To improve the Sufficiency and Suitability of School Places across Cardiff and ensure we are providing a 21 st Century School Standard; AIM 3: To ensure that Cardiff achieves Best Value from its financial resources to improve the efficiency and cost-effectiveness of the education estate. AIM 4: To facilitate the development of Community Focussed Schools, for benefit of the wider community, across Cardiff.
2. <i>Reduce greenhouse gas emissions through:</i> a) Energy efficient building design and disposing of poor quality surplus accommodation b) Promoting sustainable modes of transport and integrated transport systems	0 x Mitigation			N/A (See comments next to SEA Objective 1. above)	x	n/a

Conclusion