

Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?

Title:	SCHOOL ADMISSION ARRANGEMENTS AND COORDINATED SECONDARY SCHOOL ADMISSION ARRANGEMENTS 2024/2025
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Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

New	<input type="checkbox"/>
Existing	<input checked="" type="checkbox"/>

Directorate/Service Area:

Education

Who is developing the proposal?

Name:	Richard Portas
Job Title:	Programme Director – SOP

Responsible Lead Officer (Director or Assistant Director):

Melanie Godfrey
Director of Education and Lifelong Learning

Cabinet Portfolio:

Education (Councillor Sarah Merry)

The Single Impact Assessment (SIA) can be strengthened as time progresses, helping shape the proposal. Version control will provide a useful audit trail of how the SIA has developed. Draft versions of the assessment should be retained for completeness, however only the final version will be publicly available. Draft versions may be provided to regulators if appropriate.

Version	Author	Job Title	Date
1	Jo Phillips	Project Officer- School Organisation Planning	28/11/2022
2	Jo Phillips	Project Officer- School Organisation Planning	17/01/2023

2. Overview of the Proposal

What action is the Council considering and why?

Please provide an outline of the proposal.

In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.

The regulations and the School Admissions Code set out the procedure which admission authorities should follow when determining their admission arrangements, including that proper consultation must be carried out and that the arrangements should be determined by 15 April in the school year beginning two years before the school year which the arrangements will be for.

The Council has consulted on the draft School Admission Arrangements 2024-2025. The consultation period ran from 28 November 2022 until 16 January 2023.

The changes to the policy include:

- Clarification on Children with ALN who have an IDP (Individual Development Plan).
- Clarification on The Applicant.
- Clarification on the timeframe for applying in advance of taking up a school place for 'in year' applications.
- Information on admission arrangements for St Mellons CW Primary School and Ysgol Gynradd Groes-wen Primary School.

In conjunction with the consultation on the School Admission Arrangements 2025/24, a public consultation also took place on the proposed expansion of the coordinated arrangements for secondary schools to include Mary Immaculate High School in the process from September 2024.

Details of the consultation are available to view on the Council website via the following link: www.cardiff.gov.uk/admissionarrangements

What are the costs and/or savings?

What will the proposal cost and how will it be funded?

How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?

Are there savings and how will these be realised?

There are no requirements for additional funding, or direct cost implications, arising from this report.

The funding provided to individual schools, including external grant funding, is largely predicated on the basis of pupil numbers. Therefore, any proposal that results in changes to the number of pupils admitted to an individual school will result in an increase or decrease in the budget for that school.

3. Impact Assessments

Which impact assessments do you need to complete to support your proposal?

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more.

The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete.

Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out.

Impact Assessment	Page	To be completed: Y/N
A. Equality Impact Assessment	5	Y
B. Child Rights Impact Assessment	15	Y
C. Welsh Language Impact Assessment	19	Y
D. Habitats Regulations Assessment	25	N
E. Strategic Environmental Assessment	26	N
F. Data Protection Impact Assessment	27	N
G. Health Impact Assessment	28	N

For further information on all the above impact assessments including who to contact for advice, please visit the [Policy Portal](#).

A: Equality Impact Assessment

Guidance in completing this assessment can be accessed [here](#). Please consult the Equality Team for any further assistance with completing this assessment EqualityTeam@cardiff.gov.uk

Impact on the Protected Characteristics

Age

Will this proposal have a **differential impact [positive/negative]** on younger/older people?

	Yes	No	N/A
Up 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 3 - 16 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.

The Equality Act states that the discrimination provisions on age do not extend to anything an LA does in relation to school admissions, so approaches in which admissions and transition between schools are determined by a child's age will not be open to challenge.

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

N/A

Disability

Will this proposal 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 where the legislation and protection prescribe the inclusion of specific criteria in relation to Additional Learning Needs which support pupils with disabilities that are also learning difficulties.

Similarly 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.

The LA are required under the Public Sector Requirements to make reasonable adjustments to try and ensure that disabled pupils can play as full a part as possible in school life.

The Council's admission arrangements already give preferential admission to pupils who have a statement of Special Educational Needs (SEN) or an IDP where a maintained school is named in the IDP. 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 schools to enable them to comply with this obligation 11 and provides additional county-wide provision in other areas.

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

Make reasonable adjustments to try and ensure that disabled pupils can play as full a part as possible in school life.

Gender Reassignment

Will this proposal have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)			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 Admissions Policy would not affect this protected characteristic.

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

N/A

Marriage and Civil Partnership

Will this proposal 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.

No differential impact would occur as the implementation of the Admissions Policy and the co-ordinated admissions arrangements proposal would not affect this protected characteristic.

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

N/A

Pregnancy and Maternity

Will this proposal 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.

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 Admissions Policy and the co-ordinated admissions arrangements proposal would not affect this protected characteristic.

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

N/A

Race

Will this proposal 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.

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 Admissions Policy and the co-ordinated admissions arrangements proposal would not affect this protected characteristic.

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

N/A

Religion, Belief or Non-Belief

Will this proposal 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.”

The Equality Act allows for exceptions in certain cases. Schools with a religious character may give priority in admissions to members of their own religion. The Admissions Code provides that this may only be done when a school is oversubscribed – schools subject to the Code are not permitted to refuse admission to pupils not of their faith if they have unfilled places.

Faith 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.

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 Nursery Schools to ensure that applicants to Church in Wales and Roman Catholic Primary Schools are not disadvantaged.

Sex

Will this proposal 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.

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.”

All schools to which the Schools Admission Policy applies are non-sex specific in relation to their admissions criteria.

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.

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

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

N/A

Sexual Orientation

Will this proposal have a **differential impact** [positive/negative] on the following groups?

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

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

This proposal has 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 primary school admission arrangements would not affect this protected characteristic.

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

N/A

Socio-economic Duty

Is the change anticipated to reduce or contribute to inequality of outcome as a result of socio-economic disadvantage? (e.g. will the change negatively impact on those on low-incomes or those living in deprived areas)

	Yes	No	N/A
Socio-economic impact	x		

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

The proposed changes are expected to have a positive impact on the Socioeconomic Duty.

Where a child has received a multiple school offer, consequently this means another child has not been allocated the school place. Expanding the 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 secondary school places in Cardiff.

This would allow parental provision such as transport, wrap around care etc to be identified earlier than through a non-coordinated admissions system for some families. It is likely that families suffering financial deprivation would have less options available to them in making suitable arrangements and having more time to do so may be beneficial.

The admissions policy is predicated on endeavouring to make provision for pupils in their local community when possible, and hence preference is given to catchment applications over non-catchment applications. Schools which are more popular attract inward migration to their catchment areas which can affect housing costs. This can result in families who would choose a particular school, not being able to afford to move into the area and hence one can view this as a differential impact on choice between different socioeconomic groups. The Council feels that all school places inherently constitute a suitable offer and seeks to support all schools in providing an effective nurturing and learning environment.

The School Admissions Code states that Authorities must ensure oversubscription criteria are reasonable, clear, objective, procedurally fair, and comply with current legislation. Furthermore, The Code also states catchment-based oversubscription criteria are a lawful means of place allocation differentiation, and that distance between home and school is a clear and objective oversubscription criterion and is useful as a tiebreaker.

The Council regards catchment and distance oversubscription criteria a legitimate and the fairest practicable means of achieving the desired outcome of equitable place allocation in community schools.

The Council does not expect the proposal to have any negative impact on the quality of standards of education for primary age pupils in Cardiff.

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals.

All schools in Cardiff would receive funding for these pupils. There is no information available that suggests that the proposed changes would have a negative effect on pupils who receive Free School Meals.

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

N/A

Welsh Language

Will this proposal have a **differential impact** [positive/negative] on the Welsh language?

	Yes	No	N/A
Welsh language		x	

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

The Council will continue to implement its Welsh in Education Strategic Plan and will ensure that there are schools to meet the demand for Welsh medium education.

As all of the Voluntary Aided Schools within Cardiff operate through the medium of English, the impact of the expanded coordinated secondary school admission arrangements is unlikely to have a substantial impact upon the Welsh-medium sector.

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

N/A

Consultation and Engagement

What arrangements have been made to consult/engage with the various equalities groups?

The consultation re: School Admission Policy includes engagement with the following stakeholders:

- All Community; Foundation; Voluntary Controlled and Voluntary Aided School Governing Bodies in Cardiff.
- Cardiff's Diocesan Directors of Education.
- Neighbouring Local Authorities.
- Cardiff Admissions Forum.
- Local Assembly Members.
- Local Members of Parliament.
- Any other interested parties who wish to respond

Consultation on the 2024/25 Cardiff Council's School Admission Policy ran from 28/11/22 to 16/01/2023.

Details of the Schools Admission Policy will be made available on the Council's website:

www.cardiff.gov.uk/admissionarrangements

The Co-ordinated Admission Arrangements consultation process involved:

- Publication of a Consultation Document on the Council website (a copy of the consultation document can be seen at Appendix 2).

- A communication campaign via social media.
- 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/admissionarrangements.

No drop-in sessions, where officers were available to answer questions, were requested.

Details of the responses received can be seen in Appendices 3 and 4.

Summary of Actions (Listed in the sections above)

	Actions
Age	None
Disability	Make reasonable adjustments.
Gender Reassignment	None
Marriage & Civil Partnership	None
Pregnancy & Maternity	None
Race	None
Religion/Belief	A clear communication strategy.
Sex	None
Sexual Orientation	None
Socio-economic Impact	None
Welsh Language	None
Generic/ Over-Arching (applicable to all the above groups)	None

Next Steps

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.

On completion of this Assessment, please ensure that the form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council
EqualityTeam@cardiff.gov.uk

B: Child Rights Impact Assessment

Guidance for Local Government prepared from Unicef is available here:

[Child Rights Impact Assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment-child-friendly-cities-communities)

For further information or assistance in completing the Child Rights Impact Assessment, please contact the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

STAGE 1: PURPOSE/ SCOPE

What is the policy/ strategy/ project/ procedure/ service? Summarise/ describe its overall aims and any aims specific to children.

In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.

The regulations and the School Admissions Code set out the procedure which admission authorities should follow when determining their admission arrangements, including that proper consultation must be carried out and that the arrangements should be determined by 15 April in the school year beginning two years before the school year which the arrangements will be for.

The Council consulted on the draft School Admission Arrangements 2024-2025. The consultation period ran from 28 November 2022 until 16 January 2023.

The changes to the policy include:

- Clarification on Children with ALN who have an IDP (Individual Development Plan).
- Clarification on The Applicant.
- Clarification on the timeframe for applying in advance of taking up a school place for 'in year' applications.
- Information on admission arrangements for St Mellons CW Primary School and Ysgol Gynradd Groes-wen Primary School.

In conjunction with the consultation on the School Admission Arrangements 2025/24, a public consultation is taking place on the proposed expansion the coordinated arrangements for secondary schools to include Mary Immaculate High School in the process from September 2024.

Details of the consultation are available to view on the Council website via the following link: www.cardiff.gov.uk/admissionarrangements

Will the policy/ strategy/ project/ procedure/ service affect children and young people? Please think about which groups of children and young people it will affect.

The policy will apply to the 3 - 16 years age group as it targets school and nursery aged children and young adults.

STAGE 2: BUILD AND ASSESS

Which UNCRC (United Nations Convention on the Rights of the Child) articles are relevant to the policy/ strategy/ project/ procedure/ service? Read the articles [here](#) and add any relevant ones to the table below.

The articles which form the four General Principles of the UNCRC are pre-populated in the table.

For further information or assistance on UNCRC Articles, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 6 (life, survival and development): Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 23 (children with a disability): A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 28 (right to education): Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

What is the likely/ actual impact of the proposal on children's rights? Is it positive, negative or neutral?

(If a negative impact is assessed for any area of rights or any group of children and young people, you must list and recommend options to modify the proposal or mitigate the impact.)

The impact on children's rights is expected to be positive.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

Where a child has received a multiple school offer, consequently this means another child has not been allocated the school place. Expanding the 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 secondary school places in Cardiff.

STAGE 3: VOICE AND EVIDENCE

Have you sourced and included the views and experiences of children and young people? What do you know about children and young people's views and experiences that are relevant to the proposal?

The views of children and young people have not been sought as, due to the nature of this policy, consultation would provide a limited response.

The School Admissions Code states that where a significant change is proposed, parents of children likely to be affected must be consulted. The changes to the 2024/25 policy are not significant changes. However, if the changes had been significant, the views and experiences of children and young people would have been sought.

How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children's rights?

Please provide an outline of the monitoring and review process for the implementation and/or delivery of the proposal and how children and young people will be included in this process.

Consultation on the 2024/25 Cardiff Council's School Admission Policy is proposed from 28/11/22 to 16/01/2023. Details of the Schools Admission Policy will be made available on the Council's website. The Council welcomes all views.

The section in the admissions policy concerning children with ALN who have an IDP (Individual Development Plan) has been updated in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018. The ALNET has already been consulted on, including consultation with children and young people.

The admission arrangements for St Mellons CW Primary School and Ysgol Gynradd Groes-wen Primary School are set out as part of the admissions policy. Consultations were undertaken on the transfer and expansion of St Mellons CW Primary School and on the establishment of Ysgol Gynradd Groes-wen Primary School. Both consultations included consultation with children.

STAGE 4: BUDGET

What is the budget for this proposal? Are any parts of it specifically allocated to children and young people?

N/A

STAGE 5: IDENTIFIED ACTIONS

What actions have been identified or changes made to the proposal as a result of this assessment?

Any views received during the consultation period have been given full consideration as part of the decision-making process.

Next Steps

Where it is considered that a Child Rights Impact Assessment is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff for any assistance with completing this assessment
Bilingualcardiff@cardiff.gov.uk

Welsh Language Standards 88-97

Standard 88

Will this proposal have a **differential impact [positive/negative]** on:

	Yes	No	N/A
The opportunities for persons to use the Welsh language?		x	
Treating the Welsh language no less favourably than the English language?		x	

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

The Council will continue to implement its Welsh in Education Strategic Plan and will ensure that there are sufficient school places available to meet the demand for Welsh medium education.

As all of the Voluntary Aided Schools in Cardiff operate through the medium of English, the impact of the expanded coordinated secondary school admission arrangements is unlikely to have a substantial impact upon the Welsh-medium sector.

Standard 89

Could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects, on:

The opportunities for persons to use the Welsh language?

The School Admissions code states that local authorities should provide parents or carers with easy access to helpful admissions information. The council produces a school admissions booklet each year that has a section on Welsh-medium education to encourage parents to consider choosing a Welsh-medium school and also signposts learning resources for parents.

Treating the Welsh language no less favourably than the English language?

The Admissions Policy does not treat places in either Welsh-medium or English-medium schools more favourably. Information relating to Admissions is available in both English and Welsh.

Standard 90

Could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect, on:

The opportunities for persons to use the Welsh language?

The School Admissions code states that local authorities should provide parents or carers with easy access to helpful admissions information. The council produces a school admissions booklet each year that has a section on Welsh-medium education to encourage parents to consider choosing a Welsh-medium school and also signposts learning resources for parents.

Treating the Welsh language no less favourably than the English language?

The Admissions Policy does not treat places in either Welsh-medium or English-medium schools more favourably. Information relating to Admissions is available in both English and Welsh.

Standard 91

When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on:

The opportunities for persons to use the Welsh language?

The views expressed during the public consultation have been given due consideration.

Treating the Welsh language no less favourably than the English language?

N/A

Standard 92

Did the consultation seek and give consideration to views on how the proposal could have positive, or increased positive effects, on:

The opportunities for persons to use the Welsh language?
The views expressed during the public consultation have been given due consideration.

Treating the Welsh language no less favourably than the English language?
N/A

Standard 93

Did the consultation seek and give consideration to views on how the proposal could have no adverse effects, or decreased adverse effects, on:

The opportunities for persons to use the Welsh language?
The views expressed during the public consultation have been given due consideration.

Treating the Welsh language no less favourably than the English language?
N/A

Standard 94

If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council’s Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to:

The opportunities for persons to use the Welsh language?
N/A

Treating the Welsh language no less favourably than the English language?
N/A

Standard 95

If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on:

The opportunities for persons to use the Welsh language?
N/A

Treating the Welsh language no less favourably than the English language?
N/A

Standard 96

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have a positive effect, or increased positive effects, on:

The opportunities for persons to use the Welsh language?
N/A

Treating the Welsh language no less favourably than the English language?
N/A

Standard 97

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have no adverse effect, or decreased adverse effects, on:

The opportunities for persons to use the Welsh language?
N/A

Treating the Welsh language no less favourably than the English language?
N/A

Material and Services

In addition to the impact assessment to ensure that the proposal meets the requirements of the Welsh Language Standards, consideration must also be given to the supporting materials and services that may be required.

These include (please click on the hyperlinks to view detailed information about the requirements under the Welsh Language Standards):

- [Correspondence](#) - receiving and replying (emails, letters, online communication).
- [Telephone](#) – receiving and answering calls.
- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Public Messages – electronic – video](#)
- [Signs, Notices & Display Material](#)
- [Publicity & Advertising](#)
- [Producing Public Documents](#) - policies, strategies, annual reports, corporate plans, guidelines, notices, codes of practice, consultation papers, licences, certificates, rules, brochures, leaflets, pamphlets or cards, ticket/vouchers.
- [Producing Forms](#)
- [Reception Services](#)
- [Websites, Apps and Online Services](#)
- [Social Media](#)
- [Self Service Machines](#)
- [Education Training Courses](#)
- [Public Address Announcements](#)

Are all supporting materials and services compliant with the requirements of the Welsh language standards?

All supporting material and services are compliant with the requirements of the Welsh Language Standards.

Cardiff Council's Welsh Language Skills Strategy

This strategy may be viewed here and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)
- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?

There are sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?

Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to Bilingual Cardiff Bilingualcardiff@cardiff.gov.uk

D: Habitats Regulations Assessment

	Yes	No
Will the proposal affect a European site designated for its nature conservation interest*, or steer development towards an area that includes a European site, or indirectly affect a European site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

** Only two European sites designated for nature conservation interest lie within Cardiff's boundaries – the Severn Estuary and Cardiff Beech Woods, but be aware if your project affects an area close to a neighbouring authority.*

If the answer is 'Yes', then a screening exercise may need to be conducted to determine if a Habitats Regulations Assessment is required or not.

Contact the [Biodiversity Team](#) who will guide you through the process.

E: Strategic Environmental Assessment

	Yes	No
Does the strategy, policy or activity set the framework for future development consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Yes	No
Is the strategy, policy or activity likely to have significant environmental effects (positive or negative)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you have answered 'Yes' to both of the above questions, then a full Strategic Environmental Assessment Screening is needed.

Contact the [Sustainable Development Unit](#) who will guide you through the process.

F: Data Protection Impact Assessment

	Yes	No
Will the proposal involve processing information that could be used to identify individuals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is 'Yes', then a Data Protection Impact Assessment may be required.

Click [here](#) to read the guidance and start the Data Protection Impact Assessment process if needed.

For further information, contact the [Data Protection Service](#).

G: Health Impact Assessment

A Health Impact Assessment helps to develop policies and projects that consider the mental, physical and social health and well-being of a population during planning and development. Considering health inequalities and their impacts on local communities is an essential part of any Health Impact Assessment.

Health Impact Assessments will become a statutory requirement for public bodies in specific circumstances in the future. These circumstances have yet to be published by Welsh Government.

For further information and advice, please contact the Wales HIA Support Unit.

Website: [Home - Wales Health Impact Assessment Support Unit \(phwwhocc.co.uk\)](http://phwwhocc.co.uk)

Email: WHIASU.PublicHealthWales@wales.nhs.uk