

Appendix 8

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

- School Admission Arrangements 2021-22
- Welsh-medium primary and secondary catchments 2021-22

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

Name: Richard Portas	Job Title: Programme Director
Service Team: School Organisation Programme	Directorate: Education & Lifelong Learning
Assessment Date: March 2020	

1. Aims and Objectives

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

School Admission Arrangements 2021-22

To establish admission arrangements that do not have discriminatory criteria in accordance with the School Admission Code and 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 Cardiff Council's School Admissions Policy 2021/22.

Welsh-medium primary and secondary catchments

To establish a catchment area for Ysgol Gynradd Gymraeg Hamadryad and provide a better balance of places available in schools and the number of children in each area.

2. Background Information

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

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.]

The Council is committed to equality of opportunity and to eliminating discrimination. In respect of admissions to community schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability/disability or religious belief.

The Council is the Admissions Authority for the following:

- Community Nursery Schools/Nursery Classes in Community Schools
- Community Primary Schools
- Community Secondary Schools

In order to facilitate the admissions process, the Local Authority has to consider:

- 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.
- Children are admitted to reception classes in the September following their fourth birthday.
- Children transfer to secondary education in the September following their eleventh birthday.
- All maintained schools must admit pupils up to their published Admission Number.

Parents have the right to express a preference for their preferred schools; these will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the oversubscription criteria set by the Council will be applied. In deciding which children to admit to a school, the Council applies the criteria set out in its Schools Admissions Policy Document and examines the merits to support each case by considering any reasons put forward supporting any expressed preference.

If parents are dissatisfied with the result of an application for a particular School,

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

an appeal may be submitted to the Independent Statutory Appeal Panel, any decision made by the Panel being binding on the Council, the school and the appellant. If the appeal is not successful, further requests to appeal for a place at the same school will not be considered whilst the pupil is on the waiting list unless the Director of Education & Lifelong Learning determines there are significant and material changes in the circumstances of pupil/parents or school. There is no right of appeal for admission to a Community Nursery School/ Nursery Classes in Community Schools.

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; marriage and civil partnership, 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."

In accordance with Section 89 of the Schools 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 Council also has to satisfy its public sector duties and obligations under the Equality Act 2010 (including the specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.

The Council must also not directly or indirectly discriminate against any pupil in its admission arrangements, this means that no pupil or group of pupils may be treated less favourably based on a protected characteristic.

The Council consulted on proposed changes to the School Admissions Arrangements for 2021/22 and changes to Welsh-medium primary and secondary school catchment areas from 2021.

The public consultation ran from 16 January to 26 February 2020.

Details of the changes consulted on are set out below/over.

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

School Admission Arrangements 2021-22

The proposed changes to the arrangements for 2021/22 compared to the arrangements for 2020/21, relate to the following:

- Changes for the admission of children with Additional Learning Needs, who have an Individual Development Plan, which corresponds with changes in the draft ALN Code.
- The implementation of coordinated arrangements, with the Governing Body of St Mellons Church in Wales Primary School for admissions to the school.
- Clarification of when the Council would consider an applicant's circumstances to have changed, and that an application would then be considered as a new application.
- Clarification of timescales for the withdrawal of the offer of a school place.

The Council also proposed the continuation of coordinated secondary school admission arrangements, which applies to all community secondary schools; Corpus Christi RC High School; St. Teilo's CW High School and Whitchurch High (Foundation) School.

Full details of the policy can be seen on the Council website www.cardiff.gov.uk/admissionarrangements

Welsh-medium primary and secondary catchments

Primary

The Council proposed to the creation of a catchment area for Ysgol Gymraeg Hamadryad, and an improved balance of pupils/ places, by:

- Transferring parts of the Ysgol Mynydd Bychan catchment and parts of the Ysgol Gymraeg Pwll Coch catchment, to form a catchment area for Ysgol Gynradd Gymraeg Hamadryad
- Transferring parts of the Ysgol Gymraeg Treganna catchment to Ysgol Gymraeg Pwll Coch
- Transferring part of Ysgol Nant Caerau catchment area to Ysgol Gymraeg Treganna

The Council consulted on two options, for changes to primary school catchments areas.

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

Full details of the proposed changes can be seen on the Council website www.cardiff.gov.uk/catchmentareas

Secondary

The Council proposed:

- Transferring the Ysgol Glan Morfa catchment from Ysgol Gyfun Gymraeg Glantaf to Ysgol Gyfun Gymraeg Bro Edern
- Amending the boundary between the catchment areas of Ysgol Gyfun Gymraeg Glantaf and Ysgol Gyfun Gymraeg Plasmawr, at the primary school boundary between Ysgol Pwll Coch and Ysgol Treganna.

The proposed creation of a catchment area for Ysgol Gynradd Gymraeg Hamadryad would place its catchment area within the secondary school catchment of Ysgol Gyfun Gymraeg Glantaf

The Council consulted on two options for changes to secondary school catchment area.

Full details of the proposed changes can be seen on the Council website www.cardiff.gov.uk/catchment areas

Each of these options proposed the transfer of Ysgol Glan Morfa from Ysgol Gyfun Gymraeg Glantaf to Ysgol Gyfun Gymraeg Bro Edern. The proposed changes to the boundary between the catchment areas of Ysgol Gyfun Gymraeg Glantaf and Ysgol Gyfun Gymraeg Plasmawr are consistent with the options proposed for changes to the primary school.

The response to the consultation is set in the Cabinet Report - School Admission Arrangements 2021-22 including proposed changes to Welsh-medium primary and secondary catchments areas.

Cabinet is recommend to:

1. determine the attached Council's draft School Admission Arrangements 2021/2022 as set out in the Admission Policy 2021/2022.
2. note that the School Admission Arrangements 2021/2022 implement Option A for changes to Welsh-medium primary school catchment areas, as set out in the Welsh-medium catchment areas Consultation Document (Appendix 2).
3. note the transfer of the primary school catchment area of Ysgol Glan Morfa from the secondary school catchment area of Ysgol Gyfun Gymraeg Glantaf to the catchment area of Ysgol Gyfun Gymraeg Bro Edern.

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

4. note the deferral of the proposed changes to the secondary school catchment areas of Ysgol Gyfun Gymraeg Glantaf and Ysgol Gyfun Gymraeg Plasmawr in Canton and Riverside.
5. note that the Council expects to consult on further revisions to Welsh-medium secondary school catchment areas in Canton and Riverside, in the 2024/2025 academic year, for implementation in the 2026/2027 academic year.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will either of these Policy/Strategy/Project/ 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.

School Admission Arrangements 2021-22

The proposed changes to the arrangements for 2021/22 would have no differential impact affecting this protected characteristic as a result of implementing the Schools Admissions Policy.

Welsh-medium primary and secondary catchments 2021-22

The proposal to change Welsh-medium catchment areas will impact upon pupils aged 3-18 and their families.

The majority of pupils affected by the proposed changes at primary level would be within closer proximity to their proposed catchment school that they are at present.

Some addresses within Canton and Riverside which are proposed to transfer from the catchment area of Ysgol Gymraeg Treganna to Ysgol Gymraeg Pwll Coch, are further from Ysgol Gymraeg Pwll Coch than from the current catchment area school of Ysgol Gymraeg Treganna. However, the increased distance for any of these addresses is less than 0.3 miles.

Some children will be considered under a lower priority oversubscription criteria

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

as a result of their address no longer being within the catchment area of their preferred school. Parents could still state a preference for admission to any school and, subject to sufficient places being available, could still gain admission.

All addresses within the primary school catchment area of Ysgol Glan Morfa, which is proposed to transfer from the catchment area of Ysgol Gyfun Gymraeg Glantaf to the catchment area of Ysgol Gyfun Bro Eder, are in closer proximity to Ysgol Gyfun Gymraeg Bro Eder than to Ysgol Gyfun Glantaf. Journey distances, from home to school, would significantly reduce.

Under these proposals there are no plan to change the Council's policy on the transport of children to and from school. Any pupils affected by these proposals, as a result of changes to the catchment area will be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff.

Pupils resident within the Ysgol Glan Morfa catchment area currently qualify for free home to school transport to Ysgol Gyfun Gymraeg Glantaf. All addresses within the Ysgol Glan Morfa catchment have an available walking route within 3 miles of the Ysgol Bro Eder site.

A route is considered 'available' if a child without a disability or learning difficulty can walk the route alone or is accompanied as appropriate by a responsible person if the pupil's age and levels of understanding requires it. In accordance with the Learner Travel Measure all routes are assessed on the assumption that pupils are accompanied as necessary by a responsible person. It is for a parent to decide whether or not a child needs supervision on their journey, and this is for the parent/carer to arrange if they are unable to do it themselves.

The Cardiff Council Passenger Transport Team would be able to provide families with advice on available walking routes to Ysgol Bro Eder based on individual home addresses.

The proposal to amend the Ysgol Bro Eder catchment area should see an increase in the numbers of pupils in the Adamsdown, Tremorfa and Splott areas attending Ysgol Bro Eder as there would be no transport available to Ysgol Glantaf.

The Council would not be providing fee-paying school transport from the Ysgol Glan Morfa catchment area to Ysgol Bro Eder as all pupils live within walking distance however discussions will be held with Commercial bus operators with a view to providing a fare paying service from the Adamsdown, Tremorfa and Splott areas to Ysgol Bro Eder.

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

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

The schools affected by the proposed catchment area changes are served by public transport and are not more than 3 miles from any secondary aged child's home address, and not more than 2 miles from any primary aged child's home address.

Discussions will be held with Commercial bus operators with a view to providing a fare paying service from the Adamsdown, Tremorfa and Splott areas to Ysgol Bro Edern.

3.2 Disability

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 Dependence		X	
Other		X	

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

School Admission Arrangements 2021 – 22

The Admissions Policy and proposed continuation of co-ordinated secondary school admission arrangements 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; marriage and civil partnership; 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".

As part of the proposed admission arrangements for 2021-22 there are proposed changes for the admission of children with Additional Learning Needs, who have an Individual Development Plan, which corresponds with changes in the draft ALN Code.

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

Differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applications where the legislation and protection prescribe the inclusion of specific criteria in relation to Additional Learning Needs (ALN) which support pupils with disabilities that are also learning difficulties.

ALN legislation gives absolute priority to these pupils in relation to admissions and has a separate independent appeals process. This would be a positive impact if the degree of need was such that preferential placement were to apply.

All schools have obligations to make provision for pupils with ALN and to make reasonable adjustments under the Equality Act 2010 both to school premises and in all other areas for pupils with disabilities.

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 social ground could be evidenced indicating particular needs. This would be a positive impact if the degree of need was such that preferred placement were to apply.

Welsh-medium primary and secondary catchments

Catchment changes could result in a child living closer or further away from their local school. Pupil transport needs are assessed on an individual basis.

Catchment changes do not require a pupil to change schools if the school they currently attend becomes part of another catchment area.

Reasonable adjustments to adapt school premises are made in order to meet the needs of applicants to schools. Otherwise children are directed to attend alternative provision.

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

Review and update as necessary when new ALN legislation takes effect or if School Transport Policy changes.

Some of the funding that a school receives is to provide extra support for pupils with needs that are at 'School Action' or 'School Action Plus'.

School may also receive 'Complex Needs Enhancement' funds to support individuals with more complex needs. Pupils with this level of need usually have a Statement of Additional Learning Needs or an Individual Development Plan for Early Years.

3.3 Gender Reassignment

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

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

	Yes	No	N/A
<p>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)</p>		x	

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

School Admission Arrangements 2021 – 22

The Admissions Policy and proposed continuation of co-ordinated secondary school admission arrangements 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**; marriage and civil partnership; 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 are required to take reasonable measures to provide appropriately for all pupils.

No differential impact would occur as the implementation of the Schools Admissions Policy and continuation of co-ordinated secondary school admission arrangements would not affect this protected characteristic. Admission to schools is not based on gender.

Welsh-medium primary and secondary catchments

The proposed changes to Welsh-medium primary and secondary catchments would not affect this protected characteristic.

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

N/A

3.4. Marriage and Civil Partnership

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

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.

School Admission Arrangements 2021 – 22

The Admissions Policy and proposed continuation of co-ordinated admissions arrangements 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; **marriage and civil partnership**; 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 or continuation of co-ordinated secondary school admission arrangements would not affect this protected characteristic

Welsh-medium primary and secondary catchments

The proposed changes to Welsh-medium primary and secondary catchments would not affect this protected characteristic.

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

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	

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

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

School Admission Arrangements 2021 – 22

The Admissions Policy and proposed continuation of co-ordinated admissions arrangements 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; marriage and civil partnership; **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 and continuation of co-ordinated secondary school admission arrangements would not affect this protected characteristic.

Welsh-medium primary and secondary catchments

The proposed changes to Welsh-medium primary and secondary catchments would not affect this protected characteristic.

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

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

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

supporting evidence, if any.

School Admission Arrangements 2021 – 22

The Admissions Policy and proposed continuation of co-ordinated admissions arrangements 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; marriage and civil partnership; 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 and continuation of co-ordinated secondary school admission arrangements would not affect this protected characteristic. Admission to schools is not based on race.

Cardiff operates a catchment area system with individual school populations reflecting the area they serve.

Pupil level Annual School Census (PLASC) data is collected each year and has consistently shown that all schools have pupils from different races.

There is potential for impact in the future, however the admissions policy is reviewed, consulted on and determined annually.

Welsh-medium primary and secondary catchments

Catchment changes would not have a differential impact upon one particular ethnic group as educational provision, including education through the medium of Welsh, is available to all irrespective of race.

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

Monitor PLASC and school planning data to ensure any impact is identified

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	

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

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.

School Admission Arrangements 2021 – 22

The Admissions Policy and proposed continuation of co-ordinated admissions arrangements 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; marriage and civil partnership; 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, co-ordinated admission arrangements with the Governing Body of St Mellons Church in Wales Primary School and the continuation of co-ordinated secondary school admission arrangements would not affect this protected characteristic.

There are a number of maintained voluntary aided faith schools in Cardiff which are either Roman Catholic or Church in Wales which deal their own admissions and admit children of all faiths. There are also a number of independent Muslim schools who deal with their own admission arrangements. As a result there may be a lower number of pupils of these faiths within community schools. However, the Council's admission arrangements do not differentiate between applicants of differing belief systems who apply to attend community schools.

Welsh-medium primary and secondary catchments

The proposed changes to Welsh-medium primary and secondary catchments would not affect this protected characteristic.

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 and will continue to work closely with the Church in Wales and Catholic Diocese when planning school places and considering admissions arrangements for community and faith-based schools.

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

--

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.

School Admission Arrangements 2021 – 22

The Admissions Policy and proposed continuation of co-ordinated secondary school admission arrangements 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; marriage and civil partnership; 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 and would continue to admit pupils of both sexes.

No differential impact would occur as the implementation of the Schools Admissions Policy and continuation of co-ordinated secondary school admission arrangements would not affect this protected characteristic. Admission to schools is not based on sex.

Welsh-medium primary and secondary catchments

The proposed changes to Welsh-medium primary and secondary catchments would not affect this protected characteristic.

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

N/A

3.9 Sexual Orientation

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

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

	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.

School Admission Arrangements 2021 – 22

The Admissions Policy and proposed continuation of co-ordinated admissions arrangements 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; marriage and civil partnership; 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 and continuation of co-ordinated secondary school admission arrangements would not affect this protected characteristic. Admission to schools is not based on sexual orientation.

Welsh-medium primary and secondary catchments

The proposed changes to Welsh-medium primary and secondary catchments would not affect this protected characteristic.

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

N/A

3.10 Welsh 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		

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

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

The Council is committed to developing a Bilingual Cardiff. The Council's Welsh in Education Strategy Plan (WESP) will help Cardiff to support the Welsh Government's vision to see one million Welsh speakers across Wales by 2050.

The WESP is an integral part of the Council's Bilingual Strategy. The Council recognises that a strong and inclusive Welsh-medium sector is vital if Cardiff is to develop as a truly bilingual city where Welsh is a vibrant living language.

The Bilingual Strategy aims to increase the number of Welsh speakers within Cardiff and promote use of the language throughout the city. The Council recognises that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.

No differential impact would occur as the implementation of the Schools Admissions Policy and continuation of co-ordinated secondary school admission arrangements would not affect the Welsh language.

For children who did not attend a Welsh-medium Nursery/Primary school at the start of their education and who wish to transfer to Welsh-medium education, the Council has established both a primary school age and secondary school age Welsh Immersion Unit, which provides intense Welsh language learning enabling children to gain a level of fluency to transfer to education in a Welsh-medium school.

Officers will continue to monitor birth rates; the yield from proposed housing and the patterns of take up in Welsh-medium provision at primary and secondary age with a view to bringing forward appropriate plans to meet any increased demand.

The teaching of Welsh within an English-medium setting is subject to the requirements of the National Curriculum. This would not change.

Welsh-medium primary and secondary catchments 2021-22

It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals. The proposed changes align with the aims of Cardiff's Welsh in Education Strategic Plan and support the Welsh Government's strategy for the Welsh language by contributing to meeting the targets set out in the Cymraeg 2050 strategy.

The proposal seeks to implement the changes in such a way that the potential for negative impact on any school is limited.

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

Continue to review the obligation to promote Welsh-medium education via the

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

WESP.

4. Consultation and Engagement

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

School Admission Arrangements 2021-22

Public consultation on the School Admission Arrangements 2021-22 ran from 16 January – 26 February 2020.

Details of the draft arrangements were distributed via e-mail to the following stakeholders:

- Cardiff Council Admissions Forum
- Neighbouring Local Authorities: Caerphilly, Newport, RCT, Vale of Glamorgan
- Regional Assembly Members
- Constituency Assembly Members
- Members of Parliament
- Local Members
- Schools
- Chairs of Governing Bodies
- Welsh Education Forum
-

In addition, the draft arrangements were also published on the Council's website www.cardiff.gov.uk/admissionarrangements

Welsh-medium primary and secondary catchments 2021-22

Public consultation on the proposed changes to Welsh-medium primary and secondary catchments ran from 16 January – 26 February 2020.

In addition to above listed consultees, details of the proposed changes were distributed via e-mail to the following stakeholders:

Parents and Governors of the schools affected:

- Ysgol Gymraeg Nant Caerau
- Ysgol Gymraeg Treganna
- Ysgol Gymraeg Pwll Coch
- Ysgol Mynydd Bychan
- Ysgol Gynradd Gymraeg Hamadryad
- Ysgol Gyfun Gymraeg Bro Edern
- Ysgol Gyfun Gymraeg Glantaf
- Ysgol Gyfun Gymraeg Plasmawr
- Cardiff Council Admissions Forum

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

- Neighbouring Local Authorities: Caerphilly, Newport, RCT, Vale of Glamorgan
- Regional Assembly Members
- Constituency Assembly Members
- Members of Parliament
- Local Members
- Schools
- Chairs of Governing Bodies
- Welsh Education Forum

Details of the proposed changes were also published on the Council's website www.cardiff.gov.uk/catchment areas.

As part of the consultation, officers met with pupils at the schools subject to the proposed changes to seek their views.

A summary analysis of the pupil views can be seen at Appendix 5.

A total of 116 responses to the consultation were received.

A summary analysis of the responses received from all stakeholders, and appraisal of views expressed, can be seen at Appendix 6.

5. Summary of Actions To Be Taken [from the Actions listed in the Sections above]

These actions should be included in your Directorate's Equality Action Plan for the year, monitored on a regular basis and reported in your Directorate Equality Annual Report.

Groups	Actions
Age	Discussions to be held with Commercial bus operators with a view to providing a fare paying service from the Adamsdown, Tremorfa and Splott areas to Ysgol Bro Eder.
Disability	Review and update as necessary when new ALN legislation takes effect or if School Transport Policy changes.
Gender Reassignment	None
Marriage & Civil Partnership	None
Pregnancy & Maternity	None

CARDIFF COUNCIL
Equality Impact Assessment
Corporate Assessment Template

Race	None
Religion/Belief	None
Sex	None
Sexual Orientation	None
Welsh Language	Continue to review the obligation to promote Welsh-medium education via the WESP. Birth rates; the yield from proposed housing and the patterns of take up in Welsh-medium provision at primary and secondary age to be monitored with a view to bringing forward appropriate plans to meet any increased demand
Generic Over-Arching [applicable to all the above groups]	None

6. ACTIONS TO BE CONSIDERED IN THE FUTURE

List here any actions that you could not take in the immediate future, but which have arisen as issues to be considered for future service developments

--

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 Burgess-Willis	Date: 12 March 2020
Designation: Project Officer	
Approved By: Michele Duddridge Friedl	
Designation: Operational Manager, School Organisation Programme	
Service Area: Education and Lifelong Learning	

7.1 On completion of this Assessment, please send it to equalityteam@cardiff.gov.uk, who will publish it on the Council's Website.

For further information or assistance, please contact the Equality Team 029 2087 2536 or email equalityteam@cardiff.gov.uk.