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| Meeting of: | Cabinet |
| Date of Meeting: | Thursday, 09 January 2025 |
| Relevant Scrutiny Committee: | Learning and Culture |
| Report Title: | Co-ordinated Admission Arrangements Scheme 2027-2028 |
| Purpose of Report: | To advise Cabinet of the outcome of the consultation exercise undertaken on the Local Authority's Co-ordinated Admission Arrangements Scheme for the academic year 2027-2028 |
| Report Owner: | Cabinet Member for Education, Arts and the Welsh Language |
| Responsible Officer: | Elizabeth Jones, Director of Learning and Skills |
| Elected Member and Officer Consultation: | Trevor Baker, Head of Strategy, Community Learning and Resources Lisa Lewis, Operational Manager, Strategy and Resources Mike Matthews, Principal Strategic Planning Officer Kelly Williams, Sustainable Communities for Learning Project Manager |
| Policy Framework: | This is a matter for Executive decision by Cabinet |
| <p>Executive Summary:</p> <ul style="list-style-type: none"> • The purpose of this report is to advise Cabinet of the outcome of the consultation exercise on the Vale of Glamorgan's Co-ordinated Admissions Arrangements Scheme for the academic year 2027 – 2028. • The Council is required under the Education (Co-ordination of School Admission Arrangements and Miscellaneous Amendments) (Wales) Regulations 2024 ("the 2024 Regulations") to formulate a scheme for co-ordinating admission arrangements for maintained schools within their area ("co-ordinated scheme"). This includes boarding schools but excludes school sixth form places, maintained special schools and maintained nursery schools. • The first co-ordinated admission scheme will apply to admission arrangements for the 2027- 2028 school year and will be subject to annual consultation going forward. • The Council received 7 responses by the closing date of 29th November 2024. The responses received during the consultation period are included at Appendix C. | |

Recommendations

1. That Cabinet considers this report and its associated appendices.
2. That Cabinet approves the Co-ordinated Admission Arrangements Scheme (Appendix A) for all maintained schools in the Vale of Glamorgan for the 2027 – 2028 academic year.

Reasons for Recommendations

1. To ensure that the Council meets its obligations in terms of the Education (Co-ordination of School Admission Arrangements and Miscellaneous Amendments) (Wales) Regulations 2024.
2. The Council is required to consult and formulate a Co-ordinated School Admissions Scheme by January 2025 for the 2027 – 2028 academic year.

1. Background

- 1.1 On 28th June 2024, Welsh Government determined the Education (Co-ordination of School Admission Arrangements and Miscellaneous Amendments) (Wales) Regulations 2024. The 2024 regulations place a duty on Local Authorities to formulate for each school year a scheme for co-ordinating admission arrangements for maintained schools within their area (“co-ordinated scheme”). This includes boarding schools but excludes school sixth form places, maintained special schools and maintained nursery schools.
- 1.2 It was initially understood that the Co-ordinated Admission Arrangements Scheme required as a result of the 2024 regulations could form part of the annual admissions consultation which takes place in January to March each year. It has, however, been clarified that these new arrangements must be in place for January 2025 and as such required a separate consultation process.
- 1.3 Cabinet approved a consultation on the Local Authority’s Co-ordinated School Admission Arrangements Scheme for the 2027-2028 academic year. The Co-ordinated School Admissions Scheme was issued for consultation on 8th November 2024 and the consultation period ended on 29th November 2024.
- 1.4 The Council has a statutory duty to consult on the Scheme with:
 - The admission forum.
 - Each governing body which is the admission Authority for a maintained school in the Local Authority's area, and
 - Any other Local Authority that the Local Authority thinks is likely to be affected by the co-ordinated scheme.
- 1.5 For the school year 2026/27, and all subsequent school years, Local Authorities must provide as part of their school admissions information, a summary of the Local Authority’s co-ordinated scheme as determined each year, alongside a clear explanation of the stages in the process of applying for a school place. This

information will be contained within the Council's information guide "A Parental Guide to School Admission in the Vale".

2. Key Issues for Consideration

- 2.1** The Consultation Document outlining the Local Authorities Co-ordinated Admission Arrangements Scheme is attached at Appendix A.
- 2.2** The purpose of a co-ordinated scheme is to establish mechanisms for ensuring, so far as reasonably practicable, that every parent of a child living in the Local Authority area who has applied for a school place in the 'normal admission round' receives an offer of one, and only one, school place on the same day.
- 2.3** Schemes should also address how late applications and arrangements for handling admissions outside the 'normal admission round' will be handled.
- 2.4** The first co-ordinated scheme will apply to admission arrangements for the 2027- 2028 school year.
- 2.5** A co-ordinated scheme does not affect the rights and duties of the governing bodies of voluntary aided and foundation schools to set and apply their own admission arrangements and oversubscription criteria.
- 2.6** Co-ordinated schemes are an administrative process to make school admissions easier, more transparent and less stressful for parents – they do not mean that all admission authorities in an area have to have the same or similar oversubscription criteria.
- 2.7** A summary of the co-ordinated scheme must include:
 - A brief description of how an application for admission to a school under the scheme can be made, including how to apply and by what date;
 - A brief description of when offers of admission to a school will be communicated to parents under the scheme;
 - A brief description of when appeals against a refusal of a place will be heard;
 - A brief description of how applications made otherwise than during the annual admission round will be determined under the scheme; and
 - A copy of the common application form.
- 2.8** The Local Authority currently coordinates admission arrangements for eight partner voluntary aided schools who are their own admissions Authority, these include:
 - All Saints CIW Primary
 - Llansannor CIW Primary
 - St Andrews CIW Primary
 - St Brides CIW Primary
 - St Davids CIW Primary

- Wick and Marcross CIW Primary
- St Richard Gwyn Catholic Secondary School
- St Joseph's RC Primary School

The Coordinated scheme will bring the remaining voluntary aided schools, St Helen's Catholic and Pendoylan C/W Primary Schools into a co-ordinated scheme creating a fairer, more equitable system of allocating places for a number of reasons. These include:

- Coordinated arrangements provide parents with a single school place offer for their child.
- Parents would not hold more than one school place. The offer of multiple schools prevents other children being offered these places on national offer day.
- There is often uncertainty as to which pupils will start at schools, a coordinated approach would provide greater certainty for schools of their numbers and for those pupils entering reception.

Summary of Responses

There were seven responses received by the closing date. Six were in support of the proposal and one advised of an issue with the Equalities Monitoring Form. This issue has now been addressed. There were no responses received that were not in favour of the proposal. The responses are summarised below.

- All Saints CIW Primary School

We recognise the importance of these arrangements in facilitating a smoother transition for students and their families, and we are fully committed to ensuring that this process is both efficient and equitable.

- St Andrews CIW Primary School

We agree with the proposed arrangements. We have successfully been part of the co-ordinated admissions arrangements for a few years now and are happy with the process

- St Brides CIW Primary School

St Brides are happy for the Local Authority to co-ordinate our admissions arrangements.

- St Davids CIW Primary School

I can confirm that St David's would want to continue with these arrangements. A streamlined system that avoids multiple offers of school places is fairer to all.

- St Richard Gwyn RC High School

I would confirm that we are more than happy participating with VOG on admissions as we do currently.

- St Cyres School

Issue identified with the Equality Monitoring form.

Response: The Equality monitoring form will be replaced by the latest version for future consultations

- Wick and Marcross C/W Primary School

Wick and Marcross C/W Primary School has been part of the pilot co-ordinated admission arrangements for a number of years. The pilot has been hugely successful. Information is collated in an efficient and timely manner.

The governing body, as the admission Authority, still retains complete control over the allocation of places using our published admission criteria.

The information provided to the governing body admissions panel from the Local Authority is clear, accurate and provided in a timely manner. It ensures a robustness to the process, provides an openness about places being applied for across the Local Authority and also provides a level of 'protection' to the school.

Being part of the pilot project has been a real benefit to families, staff and governors.

Equality Impact Assessment

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

- Age – Positive impact. As these arrangements have been put forward to support the council to ensure the provision of sufficient places and placements for children of nursery, primary and secondary school age, they would provide a positive impact for children.
- Disability – Positive impact. The Co-ordinated Scheme requires that pupils with special educational needs, when a particular school is named as the most appropriate setting, are admitted before applying the oversubscription criteria. The proposal will therefore provide a positive impact for pupils with special educational needs.
- Gender reassignment, including gender identity – Neutral impact. Gender reassignment is not recorded for Primary age pupils however individual pupils choosing to live other than at their birth gender are supported within all schools. All children would continue to receive high quality education regardless of gender identity.
- Marriage and civil partnership – Neutral impact. The pupils affected by Co-ordinated Admission Arrangements are below the legal marriage age.
- Pregnancy and Maternity – Neutral impact. It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age of the pupils entering primary and secondary education. The provision of education for any pupil falling within this protected group would remain unaltered by the Co-ordinated Admission Arrangements Scheme.

- Race – Neutral impact. Based on the policies in place that would not change as a result of the proposed Co-ordinated Admission Arrangements Scheme, it would have a neutral impact on people in this protected group.
- Religion and belief – Positive impact. The continuation of coordinated admission arrangements and collaborative working with schools will maximise the opportunities for parents to access a faith-based education for their child should they wish to. The teaching of respect for all religious and non-religious beliefs is provided at all community-maintained schools and it is not proposed that this would change due to the proposed Scheme. Admission to faith schools would remain a decision for the governing body.
- Sex – Neutral impact. All schools are coeducational therefore parents of children of both sexes would be offered the same opportunity to apply for the school of their choice. There would be no different methods of teaching or curricula for either sex.
- Sexual orientation – Neutral impact. Sexual orientation for the cohorts concerned with the Scheme are not recorded. Inclusivity and respect of others is an intrinsic element of the national curriculum at all schools. Based on the policies in place that would not change as a result of the proposal, these arrangements would have a neutral impact on people in this protected group.
- Welsh language – Positive impact. The council has increased Welsh medium primary and secondary school capacity under Band A and Band B of the 21st Century Schools Programme. As Ysgol Bro Morgannwg is the only school providing Welsh medium secondary education in the Vale of Glamorgan, this school is considered to be the catchment Welsh medium school for the whole geographical area of the Vale of Glamorgan. Based on current evidence, the Scheme supports Welsh medium growth and would therefore have a positive impact on people in this protected group.
- Human rights – Positive impact. This Scheme has been presented in order to address the right of access to education at an appropriate school, as close as possible to the child’s home address. Based on current evidence, this Scheme would have a positive impact on people in this protected group as it is intended that all pupils will be able to be educated at schools within the Vale of Glamorgan providing an application is made at the appropriate time.

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

- 3.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 3.2** The Council has committed as part of the Corporate Plan 2020-2025 to achieving a vision of ‘Working Together for a Brighter Future’. This plan is reflective of the

Welsh Government's Well-being of Future Generations Act and is comprised of four Well-being objectives to deliver this vision:

Objective 1 - To work with and for our communities

Objective 2 - To support learning, employment and sustainable economic growth

Objective 3 - To support people at home and in their community

Objective 4 - To respect, enhance and enjoy our environment

- 3.3** The proposed Co-ordinated Admission Arrangements Scheme (Appendix A) contributes to the Council's Objective 2 - To support learning, employment and sustainable economic growth by supporting efficient school place planning and budget management by ensuring wherever possible pupils can attend a school as close as possible to home.
- 3.4** To make sure we are all working towards the same purpose, the 2015 Act puts in place seven well-being goals on the Council. The 2015 Act makes it clear the listed public bodies must work to achieve all of the goals, not just one or two, these being:
- A prosperous Wales
 - A resilient Wales
 - A healthier Wales
 - A more equal Wales
 - A Wales of cohesive communities
 - A Wales of vibrant culture and Welsh Language
 - A globally responsible Wales
- 3.5** The Council's Co-ordinated Admissions Scheme will contribute to achieving the wellbeing goals by:
- Supporting the management of an efficient supply and demand of school places across the Vale of Glamorgan through effective forecasting of future demand.
 - Ensuring that wherever possible children can attend their local school.
 - Ensuring that all pupils have every opportunity to attain the best possible outcomes.
 - Contributing to a healthier Wales by supporting sustainable travel strategies.
 - Delivering rigorous consultation.
 - Ensuring that schools serve the educational needs of their local communities as part of the school admissions process.
- 3.6** The 2015 Act imposes a duty on all public bodies in Wales to carry out "sustainable development", defined as being, "The process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals." The action that a public body takes in carrying

out sustainable development includes setting and publishing well-being objectives and taking all reasonable steps in exercising its functions to meet those objectives.

- 3.7** The 2015 Act sets out five ways of working needed for the Council to achieve the seven well-being goals. These are outlined below with examples of the ways in which this proposal supports them.
- 3.8** The importance of balancing short-term needs with the needs to safeguard the ability to also meet long-term needs. The proposed Co-ordinated Admission Arrangements Scheme (Appendix A) will ensure that there are well-managed admission arrangements in place to ensure a balance between the supply and demand for school places. The arrangements would also support children to be able to attend their local school in the longer term.
- 3.9** This proposal contributes to the well-being goals in several ways including working towards all pupils within the Vale having every opportunity to attain the best possible outcomes, encouraging pupils to be able to walk to school wherever possible and promoting cohesive communities by attending a school in their local area.
- 3.10** The importance of involving people with an interest in achieving the well-being goals and ensuring that those people reflect the diversity of the area which the Council serves is a driving principle. By consulting with stakeholders, we can ensure the interests of those people is taken into account in the Council's admission arrangements.
- 3.11** Acting in collaboration with other persons and organisations that could help the Council meet its wellbeing objectives.
- 3.12** Acting to prevent problems occurring or getting worse. The Co-ordinated Admissions Scheme will form part of an annual consultation process on school admission arrangements that will ensure that wherever possible parental preference can be met to support children being able to attend a school close to home, thereby reducing travel and transportation costs as well as associated environmental concerns.
- 3.13** This proposal will meet the five ways of working by:
- Responding to the need to ensure that there is a well-managed balance of supply and demand of school places within the Vale of Glamorgan. It is recognised that the changing demographics in the Vale of Glamorgan will significantly affect the demand for our services. Assessment of demographic increases is an important aspect of the Councils strategic planning responsibilities.
 - Contributing towards a healthier Wales by supporting sustainable transport strategies.
 - Delivering rigorous consultation with open communication channels and numerous opportunities for stakeholders to engage throughout the process.

- Ensuring that schools serve the educational needs of their local communities as part of the school admissions process.

4. Climate Change and Nature Implications

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

5. Resources and Legal Considerations

Financial

- 5.1 There are no direct implications arising from this report.

Employment

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

Legal (Including Equalities)

- 5.3 In June 2024 the Welsh Government issued The Education (Co-ordination of School Admission Arrangements and Miscellaneous Amendments) (Wales) Regulations 2024 ("the 2024 Regulations"). The 2024 regulations place a duty on Local Authorities to formulate for each school year a scheme for co-ordinating admission arrangements for maintained schools within their area ("co-ordinated scheme"). This includes boarding schools but excludes school sixth form places, maintained special schools and maintained nursery schools.

English: [SI/SR Template \(gov.wales\)](https://gov.wales)

Welsh: [SI/SR Template \(llyw.cymru\)](https://llyw.cymru)

- 5.4 In November 2021 Welsh Government issued a notice in relation to changes to the law on school admission arrangements as a result of the implementation of the Additional Learning Needs and Education Tribunal (Wales) (ALN) Act 2018 ("the 2018 Act"). Implementation of the 2018 Act began on 1st September 2021.

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

- 5.6 The notice can be found at the following link:

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

Cymraeg: <https://llyw.cymru/newidiadau-ir-gyfraith-ar-drefniadau-derbyn>

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

School Standards and Framework Act 1998

- 5.9** Sections 88 and 89 of the School Standards and Framework Act 1998 (‘the Act’) as amended by the Education Act 2002 and the Statutory School Admissions Code 2013 (‘the Code’) made pursuant to section 84 of ‘the Act’ determines that the Admission Authorities shall, before the beginning of each school year, determine in accordance with the Act the admission arrangements which are to apply for that year. The Local Authority is the admission Authority for community and voluntary controlled schools, unless under section 88(1)(a)(ii) of the Act applies and the function has been delegated in full to the governing body.
- 5.10** The Local Authority as the admission Authority has a statutory duty to act in accordance with the Code and the School Admissions Appeals Code.
- 5.11** The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 (‘the Regulations’) set out the procedure in respect of which the Admission Authorities must follow when determining their admission arrangements, including the consultation and notification process as well as the timescales for these. This report reflects these requirements.
- 5.12** The Education (Co-ordination of School Admission Arrangements and Miscellaneous Amendments) (Wales) Regulations 2024 (“the 2024 Regulations”) which came into force on 28 June 2024 sets out the procedure to follow for formulating a scheme for co-ordinating admission arrangements for maintained schools within their area (“co-ordinated scheme”)

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

- 5.13** The Well-being of Future Generations (Wales) Act 2015 (‘the 2015 Act’) sets out new ways of working – of planning and making decisions – for Local Authorities and other public bodies it lists. The aim is that, by improving these things, the overall well-being of Wales will be better improved by the things public bodies collectively do. The Act and the statutory guidance make it clear that Local Authorities must, in the course of their corporate planning and their delivery against those plans:
- Balance short term needs against the ability to meet long term needs;

- Think about the impact their objectives have on other organisations' objectives, and on the well-being of Wales, in an integrated way;
- Involve in those processes people who reflect the diversity of the population they serve;
- Work together collaboratively with other organisations to better meet each other's objectives; and
- Deploy their resources to prevent problems from getting worse or from occurring in the first.

5.14 The statutory guidance, for organisations subject to the Act, sets out the expectations for how the duties should be met:
<http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>

5.15 The Act itself is available to view online:
<http://www.legislation.gov.uk/anaw/2015/2/contents/enacted>

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

Public Sector equality duty

5.17 The public sector equality duty (see section 149 of the Equality Act 2010) came into force in April 2011. Public authorities like the Council are required, in carrying out their functions, to have due regard to the equality needs set out under s.149 of the Equality Act 2010 to:

- Eliminate discrimination (both direct and indirect), harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

5.18 Direct discrimination occurs if, because of a protected characteristic, a Local Authority treats a person less favourably than it treats or would treat others.

5.19 Indirect discrimination occurs if a Local Authority applies to a person a provision, criterion or practice which is discriminatory in relation to a relevant protected characteristic of that person ("B"). A provision, criterion or practice is discriminatory if:

- The Local Authority applies, or would apply it, to persons with whom B does not share the characteristic;
- It puts, or would put, persons with whom B shares the characteristic at a particular disadvantage when compared with persons with whom B does not share it;
- It puts, or would put, B at that disadvantage, and

- The Local Authority cannot show it to be a proportionate means of achieving a legitimate aim.
- 5.20** In short, indirect discrimination would arise if a Local Authority applied the same provision, criterion or practice to everyone, but it put those in a certain protected group at a “particular disadvantage” when compared with persons not in that group. Even if a “particular disadvantage” arises, indirect discrimination is not present if the provision, criterion or practice can be justified – i.e. if it is a proportionate means of achieving a legitimate aim. Members must pay due regard to any identified risk of such discrimination arising in respect of the decision before them.
- 5.21** It is to be noted that section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to children in schools (see paragraph 1 of Schedule 18 to the 2010 Act).
- 5.22** Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimise disadvantages suffered by people with a protected characteristic. Due regard must also be had to the need to take steps to meet the needs of such persons where those needs are different from those of persons who do not have that characteristic, and to encourage those who have a protected characteristic to participate in public life.
- 5.23** The steps involved in meeting the needs of disabled persons include steps to take account of the persons’ disabilities.
- 5.24** Having due regard to “fostering good relations” involves having due regard to the need to tackle prejudice and promote understanding.
- 5.25** Complying with the PSED may involve treating some people better than others, so far as that is allowed by discrimination law.
- 5.26** The equality duty arises where the Council is deciding how to exercise its statutory powers and duties under the 1996 Act and the 2013 Act. The Council’s duty under section 149 of the Equality Act is to have “due regard” to the matters set out in relation to equalities when considering and making decisions in relation to its statutory duties under those Acts. Accordingly due regard to the need to eliminate discrimination, advance equality, and foster good relations must form an integral part of the decision-making process. Members must consider the effect that implementing a particular decision will have in relation to equality before making a decision. The Council must have an adequate evidence base for its decision making. This can be achieved by undertaking an Equality Impact Assessment of proposals. The potential equality impact of the proposal will be assessed as part of the proposed consultation, and a summary of the position would be presented to Cabinet for their consideration as part of the determination process. A careful consideration of the assessment is one of the key ways in which Members can show “due regard” to the relevant matters.
- 5.27** Where it is apparent from the analysis of the information that the proposals would have an adverse effect on equality then reasonable adjustments should be made to avoid that effect (mitigation).

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

6. Background Papers

School admission Code 2013 guidance can be found at:

[School admissions code | GOV.WALES](#)

[Y cod derbyn i ysgolion | LLYW.CYMRU](#)

Guidance on the Co-ordination of school admission arrangements can be found at:

[Guidance on the co-ordination of school admission arrangements | GOV.WALES](#)

[Canllawiau ar gyfer cydlynu trefniadau derbyn i ysgolion | LLYW.CYMRU](#)



VALE of GLAMORGAN COUNCIL
Co-ordinated Admission
Arrangements Scheme 2027-2028

Directorate of Learning and Skills



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1 Introduction

1.1 Coordinated Scheme

The Vale of Glamorgan Council is required by the Education (Co-ordination of School Admission Arrangements and Miscellaneous Amendments) (Wales) Regulations 2024 (“the 2024 Regulations”) to have a co-ordinated scheme in place to coordinate the admissions process for all maintained schools within the Vale of Glamorgan.

The scheme excludes applications for sixth form places, maintained special schools and maintained nursery schools. The scheme does not apply to applications made after the closing date of the normal admission rounds.

Coordinated admission arrangements are intended to simplify the process of school admissions and to provide parents with a single offer of a school place for their child on offer day. A co-ordinated scheme provides an easier and transparent admissions process for parents to follow. Parents will apply for community schools, foundation schools and voluntary aided schools using one common application form, ensuring that they receive only one offer of a school place.

The scheme is separate from the Vale of Glamorgan Council’s School Admissions Policy, which sets the admission arrangements for community and voluntary controlled schools within its area of responsibility.

The rights of the governing bodies of voluntary aided schools to consult on and determine their own admissions arrangements and to rank the order of applicants against their own oversubscription criteria would not be affected by their participation in a coordinated admissions scheme.

1.2 Participants in the Scheme

The Vale of Glamorgan Council is the admission authority for all community schools, and three voluntary controlled primary schools of Gwenfo CIW Primary, Peterston – S- Ely Primary and St Nicholas CIW primary schools.

Individual governing body are the admission authorities for the following voluntary aided primary schools in the Vale of Glamorgan;

All Saints CIW Primary School *
Llansannor CIW Primary School *
Pendoylan CIW Primary School
St Andrews CIW Primary School *
St Brides CIW Primary School *

St Davids CIW Primary School *
St Helens RC Primary School
St Josephs RC Primary School *
Wick and Marcross CIW Primary School *

* Schools are already participating in co-ordinated admission arrangements.

The Governing Body is the admission authority for our voluntary aided secondary school, St Richard Gwyn Catholic Comprehensive School *

* School is already participating in co-ordinated admission arrangements.

2. Submitting an Application

2.1 How to Apply

All parents and carers must complete the common application form for the Local Authority in which the child is resident, known as the 'home' Local Authority.

The Council accepts applications via the Council's Online Application Service, a posted application to the Vale of Glamorgan Council, Civic Offices, Holton Road, Barry CF63 4RU or an application emailed to admissions@valeofglamorgan.gov.uk. A copy of the common application form is available on the Council website. Paper copies will also be issued on request by the School Admissions Team. The Council takes no responsibility for any loss of data as a result of the method chosen by the applicant to deliver the information.

2.2 On-time Applications (considered during the 'normal admissions round')

Parents and carers must use the common application form to express a preference for any maintained school in the Vale of Glamorgan.. The common application form cannot be used to express a preference for an independent school or any school in another Local Authority area.

All applications must be submitted to the Council by the published closing date. Any applications received after this time will be considered as 'late applications' and will be considered alongside unsuccessful 'on-time' applications in later admission rounds.

Parents and carers applying for a voluntary aided school may also be required to submit supplementary information. The requirement will be stated in the relevant school's admissions arrangements. This information must be submitted directly to the school's Governing Body.

Relevant information concerning a preference for a school as part of the coordinated admissions scheme, will be shared securely with the governing bodies of voluntary aided schools. This is in line with the General Data Protection Regulations.

2.3 Late Applications

Applications submitted after the closing date will be considered as 'late' applications. Late applications for community and voluntary controlled schools can be submitted via the Council website or by a completed preference form and will be processed alongside unsuccessful 'on-time' applications in later admission rounds.

2.4 Changing School During the Academic Year (In Year Admissions)

Parents and carers wishing to apply for a place at a voluntary aided school outside the normal admissions round will need to obtain an application form from the school. Applications to these schools will be considered by the governing body of the school.

3. Admission to Primary School (Reception Year)

The Common Application Form will allow parents and carers to list up to three preferences for admission to Reception. These are ranked preferences (i.e. first preference, second preference, etc) but the determination of places against preferences are treated equally (the Equal Preference Scheme). In other words, the applications are considered under the admission rules for each school and the rank order of the school is not used as a criterion if the preferred school is oversubscribed. Parents and carers who wish to list more than three preferences can do so by emailing admissions@valeofglamorgan.gov.uk

Where there are places available, the highest ranked preference must be met. Where there are more applications than places available the use of oversubscription criteria will be used to rank the order of applications. Pupils are offered the highest preference school place that they are eligible for. Where a pupil can be offered a place at more than one school, they will receive a single offer for the one ranked highest on the application.

3.1 Allocations Process

The Vale of Glamorgan Council will send to the relevant voluntary aided primary schools in the Vale of Glamorgan by secure data exchange, details of applications where the school has been listed as a preference. Application details will include all information provided by the parent in support of the application but will not include the rank of the preference (first, second or third). The governing bodies of these

schools retain the responsibility for confirming correct application of the oversubscription criteria as administered by the admissions team, if there are more applicants than places, and for confirming the ranked order in which children will be offered places.

The governing bodies of the voluntary aided primary schools will confirm application of their published admission arrangements and provide confirmation of the agreed ranked list to the Vale of Glamorgan Council by secure data exchange. The ranked list will include all applicants for the school, irrespective of whether the admission authority believes a place can or should be offered during the allocation process.

The allocation process will begin when the Vale of Glamorgan Council has received the ranked list from every voluntary aided primary school. All preferences will initially be considered equally regardless of ranking. The ranking will be used to ensure each child that can be offered a place receives only a single offer for the highest ranked preference school for which they qualify. Any applicant that can be offered a place at their first preference school will have that place allocated. Any lower preferences that they could have been offered will be released to be available as part of the allocation process to an applicant who was previously not able to be offered a place at that school.

The allocation process will automatically refill spaces that become available at oversubscribed schools with the next ranked applicant on that school's list. This process will be run until all applicants have a provisional offer status for every preferred school listed on their application and no further changes can be made. For some applicants it may not have been possible to offer a place at any of the schools listed as preferences on their application.

Using the ranked lists received from voluntary aided primary schools, the Vale of Glamorgan Council will:

- Where the applicant is eligible for a place at only one of the preference schools, allocate a place at that school to the applicant
- Where the applicant is eligible for a place at two or more of the preference schools, allocate a place at whichever school is the highest ranked preference
- Where the applicant is not eligible for a place at any of the preference schools, not allocate a place

By the admission authority notification date, all voluntary aided schools in the Vale of Glamorgan will be informed of all final offers which will be made up to the admission number for each school. Schools will not notify parents and carers of the results of the application process.

When the allocation process is completed, the Vale of Glamorgan Council will create a report of the community and voluntary controlled primary schools that still have places available so that the information can be published on Offer Day and copies of the report sent to parents of children who were not offered a school listed as a preference on their application.

3.2 Offers Process

On the National Offer Day, the Vale of Glamorgan Council will make the offer of one place at a primary school to the parents and carers of children due to start school the following September or advise that a child has not been offered any of their school preferences. Parents and carers will be notified of the outcome of their application by their stated preference of either post or email.

All parents and carers refused a place for their child at any preferred school will be provided with an alternative preference form, details of schools with vacancies and information regarding their right to appeal against the decision.

Parents and carers will be requested to accept or decline the offer of a place directly to the Local Authority not later than 14 days after the National Offer Day.

3.3 Waiting Lists

Where an applicant has been refused admission to a community or voluntary controlled primary school, the applicant will be placed on the waiting list for the preference school until 30 September unless the applicant informs the Council to remove their child from the waiting list.

Once the waiting list expiry date has been reached, should a parent wish their child to continue to be considered for admission a new application must be submitted.

For voluntary aided primary schools in the Vale of Glamorgan, the governing body of the school will administer the waiting list in consultation with the admission team.

4. Admissions to Secondary School (Year 7)

The Common Application Form will allow parents and carers to list up to three preferences for admission to Year 7. These are ranked preferences (i.e. first preference, second preference, etc) but the determination of places against preferences are treated equally (the Equal Preference Scheme). In other words, the applications are considered under the admission rules for each school and the rank order of the school is not used as a criterion if the preferred school is oversubscribed. Parents and carers who wish to list more than three preferences can do so by emailing admissions@valeofglamorgan.gov.uk

Where there are places available, the highest ranked preference must be met. Where there are more applications than places available the use of oversubscription criteria are used to rank order applications. Pupils are offered only the highest preference school place that they are eligible for. Where a pupil can be offered a place at more than one school, they will receive a single offer for the one ranked highest on the application.

4.1 Allocations Process

The Vale of Glamorgan Council will send to St Richard Gwyn Catholic High School by secure data exchange, details of applications where the school has been listed as a preference. Application details will include all information provided by the parent in support of the application but will not include the rank of the preference. The governing body of St Richard Gwyn Catholic High School retain the responsibility for applying the oversubscription criteria, if there are more applicants than places, and for determining the ranked order in which children will be offered places.

The governing body of St Richard Gwyn will confirm application of their published admission arrangements and provide the ranked list to the Vale of Glamorgan Council by secure data exchange. The ranked list will include all applicants for the school, irrespective of whether they believe a place can or should be offered during the allocation process.

The allocation process will begin when the Vale of Glamorgan Council has received the ranked list from St Richard Gwyn. All preferences will initially be considered equally regardless of ranking. The ranking will be used to ensure each child that can be offered a place receives only a single offer for the highest ranked preference school for which they qualify. Any applicant that can be offered a place at their first preference school will have that place allocated. Any lower preferences that they could have been offered will be released to be available as part of the allocation process to an applicant who was previously not able to be offered a place at that school.

The allocation process will automatically refill spaces that become available at oversubscribed schools with the next ranked applicant on that school's list. This process will be run until all applicants have a provisional offer status for every preferred school listed on their application and no further changes can be made. For some applicants it may not have been possible to offer a place at any of the schools listed as preferences on their application.

Using the ranked lists received from St Richard Gwyn, the Vale of Glamorgan Council will:

- Where the applicant is eligible for a place at only one of the preference schools, allocate a place at that school to the applicant
- Where the applicant is eligible for a place at two or more of the preference schools, allocate a place at whichever school is the highest ranked preference
- Where the applicant is not eligible for a place at any of the preference schools, not allocate a place

By the admission authority notification date, St Richard Gwyn will be informed of all final offers which will be made up to its admission number. The school will not notify parents and carers of the results of the application process.

When the allocation process is completed, the Vale of Glamorgan Council will create a report of secondary schools that still have places available so that the information can be published on offer day and copies of the report sent to parents of children who were not offered a school listed as a preference on their application.

4.2 Offers Process

On the National Offer Day, the Local Authority will make the offer of one place at a secondary school to the parents and carers of children due to start school in September or advise that a child has not been offered any of their school preferences. Parents and carers will be notified of the outcome of their application by their stated preference of post or email.

All parents and carers refused a place for their child at any preferred school will be provided with an alternative preference form, details of schools with vacancies and information regarding their right to appeal against the decision.

Parents and carers will be requested to accept or decline the offer of a place directly to the Local Authority not later than 14 days after the National Offer Day.

4.3 Waiting Lists

Where an applicant has been refused admission to a secondary school, the applicant will be placed on the waiting list for the preference school until 30 September unless the applicant informs the Council to remove their child from the waiting list.

Once the waiting list expiry date has been reached, should a parent wish their child to continue to be considered for admission a new application must be submitted.

For St Richard Gwyn Catholic High School, the governing body of the school will administer the waiting list in consultation with the admission team.

5 Timetable for Coordinated Admissions for the Academic Year 2027/2028

The following timetable sets out the final deadline dates for the stages of the coordinated admissions process. These dates are consulted on each year by the Vale of Glamorgan Council.

The submission dates and national offer day dates are as published in the Education (Co-ordination of School Admission Arrangements and Miscellaneous Amendments) (Wales) Regulations 2024.

| Provisional Date (subject to consultation) | Primary | Secondary |
|--|-----------------|------------------|
| Closing Date for all 'on time' applications | 14 January 2027 | 29 October 2026 |
| Cross County Data Exchange Date Council to send the details of applications to other Local Authorities of preferences expressed for schools in their area. | 31 January 2027 | 15 November 2026 |
| In County Data Send Date Council to send the details of applications received to voluntary aided schools. Details of number of applications received to be sent to community and voluntary controlled schools. | 6 March 2027 | 20 December 2026 |
| In County Data Receive Date Governing Bodies of voluntary aided schools to send a ranked list of applicants to Council. | 20 March 2027 | 31 January 2027 |
| Admission Authority Notification Date Finalise Allocations and notify other Local Authorities of places in schools in Vale of Glamorgan to be offered to their residents. Notify Governing Bodies of voluntary aided schools of places to be offered to their applicants. | 03 April 2027 | 15 February 2027 |
| COORDINATED ADMISSIONS SCHEME | 18 April 2027 | 1 March 2027 |

| | | |
|---|--|--|
| National Offer Day Emails and letters sent | | |
|---|--|--|

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

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

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

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

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

The Councils Co-ordinated Admission Arrangements scheme for the 2027/28 school year

2. [Who is responsible?](#)

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

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

| | |
|------------------------------------|------------------|
| Date of start of assessment | 08 November 2024 |
|------------------------------------|------------------|

4. [Describe the proposal?](#)

What is the purpose of the proposal?

The Vale Council is consulting with all consultees as required by the Education (Co-ordination of School Admission Arrangements and Miscellaneous Amendments) (Wales) Regulations 2024 (“the 2024 Regulations”).

The 2024 regulations place a duty on Local Authorities to formulate for each school year a scheme for co-ordinating admission arrangements for maintained schools within their area (“co-ordinated scheme”). This includes boarding schools but excludes school sixth

form places, maintained special schools and maintained nursery schools. The first co-ordinated scheme will apply to admission arrangements for the 2027- 2028 school year.

The Council has a statutory duty to consult with;

- the Admission Forum
- Each governing body which is the admission authority for a maintained school in the local authority's area, and
- any other local authority that the local authority thinks is likely to be affected by the co-ordinated scheme.

The Co-ordinated Admission Arrangements Scheme was issued for consultation on 8 November 2024 to the required consultees as above. Responses were required by 29 November 2024

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

There are no financial implications resulting from the proposed scheme. Officer time has been addressed from within existing staff resources.

What are the intended outcomes of the proposal?

The proposed Co-ordinated Admission Arrangements Scheme will establish mechanisms for ensuring, so far as reasonably practicable, that every parent of a child living in the Local Authority area who has applied for a school place in the 'normal admission round' receives an offer of one, and only one, school place on the same day. The intended outcomes are to ensure that wherever possible children can attend a local primary and secondary school in the Vale of Glamorgan area. The Council had committed, as part of its Corporate Plan 2020-2025, to achieving a vision of 'Strong Communities with a Bright Future'. This plan is also reflective of the Welsh Government's Well-being of Future Generations Act and is comprised of a number of Well-being objectives to deliver this vision.

Who does the proposal affect?

The Co-ordinated Admission Arrangements Scheme will affect pupils entering primary and secondary schools in the Vale of Glamorgan in September 2027.

Will the proposal affect how other organisations work?

A co-ordinated scheme does not affect the rights and duties of the governing bodies of voluntary aided and foundation schools to set and apply their own admission arrangements and oversubscription criteria.

Co-ordinated schemes are an administrative process to make school admissions easier, more transparent and less stressful for parents – they do not mean that all admission authorities in an area have to have the same or similar oversubscription criteria.

Will the proposal affect how you deliver services?

The Council must ensure that schools serve their local communities and are reflective of demand. The Co-ordinated Admission Arrangements Scheme will ensure that pupils can be accommodated in primary and secondary school in their local and surrounding area.

Will the proposal impact on other policies or practices?

The proposal supports the Councils School Investment Programme by ensuring that sufficient school places are available in the right area.

How will you achieve the proposed changes?

The Co-ordinated Admission Arrangements Scheme will operate for admission into schools during the academic year 2027/2028

Who will deliver the proposal?

Subject to the approval of the Co-ordinated Admissions Scheme, the Directorate of Learning & Skills will deliver this proposal via the application of the admission arrangements for entry into the academic year 2027/28.

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

This will be determined via the application of the agreed Co-ordinated Admission Arrangements Scheme on and after 1 March 2027 for secondary schools and 16 April 2027 for primary schools. It is anticipated that scheme will result in pupils being able to be accommodated in their local school, providing their parents have applied for a place by the closing date.

5. What evidence are you using?

Engagement (with internal and external stakeholders)

The consultation processes followed the requirements outlined in the 2024 regulations.

The Council received 7 comments to the consultation exercise carried out for the Co-ordinated scheme for the academic year 2027/2028.

Consultation (with internal and external stakeholders)

Formal consultation was conducted through a bilingual consultation document distributed electronically to prescribed consultees on 8 November 2024.

National data and research

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

Household projections by local authority:

[Local authority household projections for Wales: 2018-based \(revised\) \(gov.wales\)](#)

Future population trends:

[National population projections: 2021-based \(interim data\) | GOV.WALES](#)

ONS 2016 population estimates (row 392 code W06000014):

<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland/mid2017/ukmidyearestimates2017finalversion.xls>

Protected characteristic data from 2021 Census:

[Search - Office for National Statistics \(ons.gov.uk\)](#)

Local data and research

The Council is using current demographic, school and pupil data to inform school admission arrangements.

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

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

6. How robust is the evidence?

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

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

What are the gaps?

The protected characteristics of applicants for school places for the admission year 2027/2028 cannot be known. In addition, the future protected characteristics of an individual cannot be predicted with any degree of certainty. However, the Scheme is designed to have a positive or neutral impact on those with protected characteristics, particularly in relation to Welsh Language.

What will you do about this?

There is no requirement to consult on a co-ordinated scheme for subsequent years after the initial Scheme is introduced unless the Scheme is substantially different from the one adopted for the previous year, or the local authority has not consulted on a scheme that the local authority has adopted in the previous six years

What monitoring data will you collect?

The Pupil Level Annual School Census (PLASC) data is collected on an annual basis, some protected characteristics are captured through this process.

How often will you analyse and report on this?

The pupils Level Annual School Census (PLASC) is completed annually. The Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored by the Council. Parental satisfaction with admission arrangements is also monitored.

Where will you publish monitoring data and reports?

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

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

7. [Impact](#)

Is there an impact?

There would be a positive impact on persons with the protected characteristics of age as this proposal supports pupils to transfer to their local school. There would also be a positive impact where a pupil has a disability that has led to them being directed to a specific school due to it being the most appropriate setting. Any secondary pupil residing more than 3 miles from their catchment school would be provided with free transport. Any pupil requiring transport due to the nature of their disability or Additional Learning Need would be provided with free transport regardless of the distance from their home address to their school.

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

The positive impacts are outlined below in the relevant section.

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

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

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

Age

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

Disability

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

The protected characteristics of all children impacted by this scheme are not known at this stage. This data is collected where appropriate on admission and the Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored at the time as part of the annual review of admission arrangements.

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

Gender reassignment, including gender identity

Gender reassignment is not recorded for primary age pupils however individual pupils choosing to live other than at their birth gender are supported within all schools. All children would continue to receive a high quality education regardless of their gender identity. All schools within the Vale of Glamorgan are coeducational and gender identity does not impact on admission decisions.

Based on current evidence this proposal would have a **neutral** impact on this protected group.

Marriage and civil partnership (discrimination only)

This information is not held at a directorate level however the proposal is designed to have a positive or neutral impact on those with protected characteristics who require a primary and secondary school place in September 2027. These pupils are below the legal marriage age.

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

Pregnancy and Maternity

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

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

Race

The predominant ethnicity for pupils on roll at PLASC 2024 is white British (87%) with 13% of pupils being recorded as being of an ethnic minority.

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

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

Religion and belief

The teaching of respect for all religious and non-religious beliefs is provided at all community maintained schools and it is not proposed that this would change due to the proposed Co-ordinated Admission Arrangements Scheme. The aspect of the curriculum relating to religion and belief would not change as a result of the proposed Scheme.

Admission to faith schools serving the Vale of Glamorgan manage their own admissions criteria however by working in partnership with the council, admissions to faith schools will be maximised. This proposal, therefore has a positive impact on parental preference for a faith school application.

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

Sex

The school population at PLASC 2024 is recorded at 50.7% male and 49.3% female.

All schools are coeducational therefore parents of children of both sexes would be offered the same opportunity to apply for the school of their choice. There would be no different methods of teaching or curricula for either sex.

The aspect of the curriculum management relating to any identified gender based attainment gap would not change as a result of the proposed Co-ordinated Admission Arrangements Scheme.

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

Sexual orientation

The principles of school inspection as described in the 'Framework for School Inspection',

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

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

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

Welsh language

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

Based on current evidence, the proposed Co-ordinated Admission Arrangements Scheme would have a **positive** impact on people in this protected group.

Human rights

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

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

The proposed Co-ordinated School Admission Arrangements Scheme has been presented in order to address the right of access to education at an appropriate school, as close as possible to the child home address.

Based on current evidence, this proposal would have a **positive** impact on people in this protected group as it is intended that all pupils will be able to be educated at a primary and secondary school within the Vale of Glamorgan providing an application is made at the appropriate time.

How do you know?

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

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

What can be done to promote a positive impact?

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

The Co-ordinate Admission Arrangements Scheme will be published on the Council's website and in the Council's Parental Guide to School Admissions for parents to consider when making a decision on where to express a preference for a pupil place. Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimise disadvantages suffered by them. Due regard would therefore be paid to the need to take steps to meet the needs of such persons where those needs are different from persons who do not have that characteristic, and to encourage those

who have a protected characteristic to participate in public life. The steps involved in meeting the needs of disabled persons include steps to take account of the persons' disabilities. Having due regard to 'fostering good relations' involves having due regard to the need to tackle prejudice and promote understanding. This is an important aspect to curriculum delivery and would not change as a result of this proposal.

It is acknowledged that complying with the duty may involve treating some people better than others, as far as that is allowed by the discrimination law. The proposed Co-ordinated Admission Arrangements Scheme requires pupils with special educational needs, when a particular school is named as the most appropriate setting, to be admitted first, before applying the oversubscription criteria.

Age

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

Disability

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

Gender reassignment, including gender identity

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

Marriage and civil partnership

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

Pregnancy and Maternity

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

Race

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

Religion and belief

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

Sex

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

Sexual orientation

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

Welsh language

The Council was very successful in increasing Welsh medium primary sector capacity within the Vale of Glamorgan under Band A of the 21st Century Schools Programme. In order to build on this success, a key priority for Band B was to increase capacity in the Welsh medium secondary sector as well as consideration of further developments at primary level. This has ensured that there will be sufficient places available for pupils wishing to receive a Welsh medium secondary education should they wish to do so.

The Co-ordinated Admission Arrangements Scheme will ensure children can access Welsh medium education at a local school and will also provide a better balance of school places to meet future demand for Welsh medium education in the Vale of Glamorgan. The proposal would therefore have a positive impact on people in this protected group.

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

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

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

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

Not all primary and secondary schools are currently fully accessible. The Co-ordinated Admission Arrangements Scheme proposed require pupils with special educational needs, including those with a disability, when a particular school is named as the most appropriate setting, to be admitted before applying the oversubscription criteria. This is to ensure that pupils with a disability are not adversely impacted as a result of the school they attend.

Will the impact be positive, negative or neutral?

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

Age – Positive

Disability – Positive

Gender reassignment, including gender identity – Neutral

Marriage and civil partnership – Neutral

Pregnancy and Maternity – Neutral

Race – Neutral

Religion and belief – Positive

Sex – Neutral

Sexual orientation – Neutral

(Welsh language – Positive

Human rights – Positive)

8. [Monitoring on-going impact](#)

Date you will monitor progress

PLASC data is annual and if approved by Cabinet the Co-ordinate Admission Arrangements Scheme will be implemented for admission into primary and secondary schools in September 2027. This will include reference to this document.

The effectiveness of the Co-ordinated Admission Arrangements Scheme would be reviewed by Autumn 2027.

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

Measures that you will monitor

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

Date you will review implemented proposal and its impact

Subject to Cabinet approval, the Co-ordinated Admission Arrangements Scheme will be implemented for admission into school in September 2027. The Council will review the Scheme during the autumn term 2027.

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

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

10. Outcomes and Actions

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

11. Important Note

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

12. Publication

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

Vale of Glamorgan Website and the Councils parental guide to school admissions

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

13. Authorisation

| | |
|-----------------------------------|-------------------------------|
| Approved by (name) | Elizabeth Jones |
| Job Title (senior manager) | Director of Learning & Skills |
| Date of approval | |
| Date of review | |



DIRECTORATE OF LEARNING AND SKILLS Consultation Responses

On the outcome of the consultation exercise undertaken on the Councils Co-ordinated Admission Arrangements Scheme for all schools in accordance with the Education (Co-ordination of School Admission Arrangements and Miscellaneous Amendments) (Wales) Regulations 2024 (“the 2024 Regulations”)



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

Background

The Co-ordinated School Admissions Scheme for the academic year 2027/2028 was issued for consultation on 9 November 2024. Responses were required by 29 November 2024.

In accordance with the Education (Co-ordination of School Admission Arrangements and Miscellaneous Amendments) (Wales) Regulations 2024 (“the 2024 Regulations”), the Council was required to consult with the:

- The Admissions Forum
- each governing body which is the admission authority for a maintained school in the local authority's area, and
- any other local authority that the local authority thinks is likely to be affected by the co-ordinated scheme.
-

Consultation responses

Respondents were given the opportunity to respond by post or via email. The authority received seven responses in total by the closing date as follows;

All Saints CIW Primary School

After carefully reviewing the documents you attached, I would like to confirm that we are indeed participating in the Co-ordinated Admission Arrangements. We recognise the importance of these arrangements in facilitating a smoother transition for students and their families, and we are fully committed to ensuring that this process is both efficient and equitable.

Furthermore, I would like to express my appreciation for the thoroughness of the materials provided. They have offered valuable insights into the framework and guidelines that govern the admissions process, which are crucial in enhancing our understanding and implementation of the scheme.

St Davids CIW Primary School

In my previous role working for the diocese we supported the coordinated approach so I can confirm that St David’s would want to continue with these arrangements. A streamlined system that avoids multiple offers of school places is fairer to all.

St Brides CIW Primary School

St Brides would like the Local Authority to co-ordinate our admissions arrangements for the normal round of admissions into Reception Class 2025. We will continue to handle all other admissions into the school.

St Andrews CIW Primary School

We agree with the proposed arrangements. We have successfully been part of the co-ordinated admissions arrangements for a few years now and are happy with the process.

St Richard Gwyn RC High School

I would confirm that we are more than happy participating with VOG on admissions as we do currently.

St Cyres School

The equality monitoring form questions and tick boxes should be in alphabetical order, not what is considered the norm e.g. ethnicity should not have 'white' at the top.

Response: The Equality monitoring form was an old version used and will be replaced by the latest version for future consultations

Wick and Marcross C/W Primary School

Wick and Marcross C/W Primary School has been part of the pilot co-ordinated admission arrangements for a number of years. The pilot has been hugely successful. Information is collated in an efficient and timely manner and discrepancies are picked up early in the process. The co-ordinated process allows families to identify their first three preferences - a more efficient way of collecting and collating applications. The governing body, as the admission authority, still retains complete control over the allocation of places using our published admission criteria while the co-ordinated process allows the additional information that may be required at the application process to be collected. e.g. references from clergy. As a school and governing body we have found the pilot of the co-ordinated process to be hugely valuable as well as saving us an extraordinary amount of administration time. The information provided to the governing body admissions panel from the local authority is clear, accurate and provided in a timely manner. It ensures a robustness to the process, provides an openness about places being applied for across the local authority and also provides a level of 'protection' to the school / governing body when queries arise around whether or not applications have been received and when they were received. For our families it provides a clear one point of contact where they can apply for both faith and local authority provision rather than managing different systems for different applications.

Being part of the pilot project has been a real benefit to families, staff and governors.