

Single Impact Assessment

Cardiff Council



1. Details of the Proposal

Title of the Proposal:	SCHOOL ADMISSION ARRANGEMENTS 2027-2028
Lead Director/ Assistant Director:	Richard Portas Programme Director – School Organisation Programme
Directorate/ Service Area:	Education and Lifelong Learning
Cabinet Portfolio(s):	Education (Councillor Sarah Merry)
Decision Maker: (Council, Cabinet or Officer)	Cabinet

Single Impact Assessments must be approved by an Operational Manager (OM).

Authorisation	
Completed by: (Initials only if below OM level)	JP
Job Title:	Project Officer
Date:	10/02/2026
Approved by: (OM or above)	Richard Portas
Job Title:	Programme Director - School Organisation Programme
Date:	10/02/2026



Document History

The Single Impact Assessment (SIA) must be updated as the proposal is developed, reflecting the outcomes of any involvement, options appraisal or business case work for example. A document history provides a useful trail of how the SIA has developed and updated. Draft versions of the SIA should be retained within the Directorate and may be provided to regulators if appropriate.

Version No.	Date	Please indicate the reason for updating the SIA. <i>E.g. policy development; to reflect feedback following consultation or engagement; in response to observations from Scrutiny Committee.</i>	Approved by: <i>(OM or above)</i>
1	24/11/2025	Pre-consultation	Richard Portas
2	10/02/2026	Post-consultation	Richard Portas

Template No.	Author	Job Title	Date
6	FG	Senior Corporate Policy Officer	27/10/2025

2. Overview of the Proposal

What action is the Council considering and why?

Please provide a brief outline of the proposal including any relevant background information on why the proposal is being taken forward.

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

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

The Council consulted on the draft School Admission Arrangements 2027/2028 from 15 December 2025 until 26 January 2026.

Changes proposed to the following sections of the School Admissions Policy 2027/2028, compared to the policy determined for 2026/2027, include:

- **1.5 Children with ALN who have an IDP (Individual Development Plan)**
Some of the text has been revised for clarity
- **1.8 Fair Access Protocol**
Some of the text has been revised for clarity
- **1.9 Co-ordinated School Admission Arrangements**
The text has been revised in regards to the 2024 Welsh Government regulations requiring a Coordinated Admissions Scheme. The list of participating schools has been amended
- **2.1 How to apply**
A paragraph has been added in regards to the requirement for a formal offer of a school place to be made before a child can attend a school
- **2.4 On-time Applications (considered during the 'normal admissions round')**
Dates have been updated for 2027/2028
- **2.5 Late Applications (considered outside the 'normal admissions round')**
Dates have been updated for 2027/2028
- **3.1 Oversubscription Criteria**
Dates have been updated for 2027/2028
- **4.5 St Mellons Church in Wales Voluntary Controlled Primary School**
A paragraph has been added clarifying the school catchment area
- **4.6 Ysgol Gynradd Groes-wen Primary School**
Information about Ysgol Gynradd Groes-wen Primary School has been updated for 2027/2028

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

This consultation covers the procedures for administering school admission arrangements set out in the Admissions Policy. Cardiff's Admissions Forum reviews the Council's arrangements each year, monitoring compliance with the Admissions Code, reviewing their effectiveness, and considering the fairness of arrangements for all groups. The forum includes representatives of primary, secondary, community and voluntary aided schools, Education officers and Diocesan representatives.

The consultation does not cover the implementation of the admission arrangements and the process of capturing preferences. However, the Council employs a wide range of measures, and provides clear and timely instruction to applicants, to support parents through each stage of the admissions process. The following methods are used to support applicants:

- Publishing an annual composite prospectus, the '[Information for Parents](#)' booklet, ahead of parents applying for admission to primary and secondary education. The booklet provides clear details of the admissions arrangements for all schools, and information regarding the levels of oversubscription in the most recent intake.
- Directing applicants to its '[how to apply](#)' guide and animation, available in English, Welsh and 11 community languages, to help applicants understand the admissions process.
- Running an admissions campaign on social media to inform applicants when applications open for nursery, primary and secondary places. This runs during each application period and provides step-by-step advice and guidance. For primary and secondary school places this is in the form of 7 tips, to help families who are applying for a school place in Cardiff.
- Circulating information to parents of children in Year 5, in the summer term, to allow sufficient time to prepare for applying for admission to Year 7 when the children are in Year 6. This information explains how the application process works, 'myth busters' information to consider when nominating school preferences, open days, transition arrangements, travel, ALN support and other matters.
- Analysing preference data to identify school communities where there is a lower proportion of applications submitted by the closing date, or a lower proportion of families stating multiple preferences, and providing bespoke support to those schools.
- Working closely with primary schools during the application period to identify and support non-applicants and continuing this process after the closing date to ensure each child is offered a school place at the earliest opportunity.
- Issuing reminder emails to applicants who have registered an application, reminding them of the importance to state multiple preferences, to help them secure a school place at the earliest opportunity.
- Complementing the work of the School Admissions Team with staff in community hubs and C2C, trained to provide support to families with the admissions process.

Who are/ will be the service users?

Understanding who may use the service is important because it will help you to identify the groups of people who will be impacted. Please provide evidence and data sources to support your judgements. [Dashboards looking at the city and inequalities](#) are available on the Policy Portal. It is particularly important to consider the protected characteristic groups – does one group make up more of your services users than the others?

The nature of the policy is such that it will inherently apply to the 3 - 16 years age group as it targets school and nursery aged children and young people.

3. Impact Assessments

The Single Impact Assessment is made up of number of assessments which the Council is obliged to consider. In order to evidence your decision-making regarding assessments, you must complete each Part of this document.

Further information about each assessment and duty including who to contact for advice is provided in the relevant section. For detailed information on all the assessments and duties covered in this document, please visit the [Policy Portal](#).

Impact Assessments

To demonstrate that due regard/conscientious consideration has been given to each of these impact assessments, you are asked to consider each in turn:

- **Part A:** Equality Impact Assessment
- **Part B:** Welsh Language Impact Assessment
- **Part C:** Child Rights Impact Assessment

Equality Impact Assessments and Welsh Language Impact Assessments are legally required for all new policies, procedures and practices, and all changes to existing policies, procedures and practices (including the termination of services and internal restructures). Child Rights Impact Assessments should be considered for the same circumstances if the proposal will impact babies, children or young people.

Impact assessments should be completed even if there is no impact or the impact is the same for everyone, as the assessments will form the evidence for this.

Socio-Economic Duty

If your proposal concerns a strategic decision, you must consider how it could impact on those experiencing socio-economic disadvantage.

- **Part D:** Socio- Economic Duty

Screening Questions

In addition to the impact assessments above, screening questions have also been included to help you determine whether the following statutory assessments need to be carried out:

- **Part E:** Habitats Regulations Assessment
- **Part F:** Strategic Environmental Assessment
- **Part G:** Data Protection Impact Assessment

Impact Assessment Screening Tool

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more. The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete. Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

Part A: Equality Impact Assessment

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

In order to comply with the Public Sector Equality Duty, the Council needs to ensure that its policies, strategies, services and functions demonstrate consideration of the need to:

- eliminate unlawful discrimination, harassment and victimisation,
- advance equality of opportunity between those who share a protected characteristic and those who don't, and
- foster good relations between people who share a protected characteristic and those who don't.

Equality Impact Assessments (EIAs) help us identify the impact of our decisions on different groups of people, particularly those with a protected characteristic. It will also help identify if any particular group will be impacted more or in a different way than other groups.

A positive impact can be identified when the proposal is beneficial or delivers improvements for some or all of the protected characteristics.

A negative impact is identified when the proposal is likely to be detrimental to one or more of the protected characteristics.

No impact can be identified when the proposal will not affect one or more of the protected characteristics.

Where a negative impact is identified, consideration of how to mitigate the impact must be included in the EIA.

The protected characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief (including lack of religion or belief)
- Sex
- Sexual orientation


Assessing the Impact on Groups who Share a Protected Characteristic


Hover over the ⓘ for hints

Protected Characteristics	Tick one impact for each group			Provide details of the evidence and data source used to determine the impact or lack of impact.	For positive or negative impacts, provide details of the likely impact.	For negative impacts, provide details of the consideration of mitigating action(s).
	Positive Impact	Negative Impact	No Impact			
AGE ⓘ	✓			<p>The policy will inherently apply to children and young adults aged 3 - 16 years.</p> <p>In the PLASC data from January 2025, of the children aged 3-16 on roll in mainstream community schools 7.9% were nursery age (3-4 years), 53.3% were primary school age (4-11 years) and 38.8% were secondary school age (11-16 years).</p>	<p>Whilst implementation of this policy would have a differential impact, it would not be regarded as prejudicial to older age groups as they are not part of this educational place provision process.</p>	
DISABILITY ⓘ	✓			<p>PLASC data shows that approximately 5% of pupils in mainstream community schools in Cardiff in January 2025 were recorded as having ALN.</p> <p>Specific oversubscription criteria apply to pupils with an IDP that names a school and to pupils evidencing compelling medical and/or compelling social grounds in their application. This would be a positive impact if the degree of need were such that preferential placement were to apply.</p>	<p>The School Admissions Policy would allow for priority to be given to applicants where the legislation and protection prescribe the inclusion of specific criteria in relation to Additional Learning Needs which support pupils with disabilities that are also learning difficulties.</p> <p>Similarly differential impact could occur as the implementation of the</p>	


				<p>The Admissions Policy does not apply to admissions to special schools or specialist bases. For pupils with ALN that require a specialist placement, the Council manages admissions, in accordance with the ALN Code. Placements are decided by a specialist provision placement panel.</p>	<p>School Admissions Policy would allow for priority to be given to applicants for whom compelling medical and/or compelling social grounds could be evidenced indicating particular needs. This would be a positive impact if the degree of need were such that preferential placement were to apply.</p> <p>The Council's admission arrangements already give preferential admission to pupils who have an IDP where a maintained school is named in the IDP. Priority within the oversubscription criteria for pupils with compelling medical grounds would remain unchanged by this proposal.</p> <p>The LA are required under the Public Sector Requirements to make reasonable adjustments to try and ensure that disabled pupils can play as full a part as possible in school life.</p>	
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					<p>All schools have a statutory duty under the Equality Act 2010 to make provisions for pupils with both physical, mental and learning disabilities within their SEN provision. The Council devolves funding to schools to enable them to comply with this obligation and provides additional county-wide provision in other areas.</p> <p>Schools are required to have a Strategic Equality Plan and would work together to ensure that any concerns are addressed.</p>	
<p>GENDER REASSIGNMENT i</p>			✓	<p>The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states: “An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes</p>		

				<p>as to who is offered admission as a pupil.”</p> <p>No differential impact would occur as the implementation of the School Admissions Policy would not affect this protected characteristic.</p>		
RACE 			✓	<p>PLASC data shows that 40.1% of pupils in mainstream community schools in Cardiff in January 2025 were from a non White British ethnic group.</p> <p>The most spoken home languages other than Welsh or English were:</p> <ul style="list-style-type: none"> • Arabic • Bengali • Urdu • Polish • Somali • Yoruba • Malayalam • Kurdish • Panjabi • Czech <p>The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with</p>		

				<p>the Welsh Government’s School Admissions Code E.3 which states: “An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”</p> <p>No differential impact would occur as the implementation of the Admissions Policy would not affect this protected characteristic.</p>		
RELIGION, BELIEF and NON-BELIEF 			✓	<p>PLASC data shows that the majority of pupils in mainstream community schools in Cardiff in January 2025 were recorded as having no religion or did not have their religious beliefs recorded.</p> <p>Where religion was recorded, the largest religious groups were:</p> <ul style="list-style-type: none"> • Christian • Muslim • Hindu <p>The Admissions Policy has been developed in accordance with the</p>		

			<p>requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states: “An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”</p> <p>The Equality Act allows for exceptions in certain cases. Schools with a religious character may give priority in admissions to members of their own religion. The Admissions Code provides that this may only be done when a school is oversubscribed – schools subject to the Code are not permitted to refuse admission to pupils not of their faith if they have unfilled places. However, faith schools are their own admissions authority and will not be impacted by implementation of the Local Authority’s Schools Admission Policy.</p> <p>The Schools Admission Policy does not differentiate between applicants of differing belief systems who apply to</p>		
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				attend Community funded Schools and hence no differential impact would occur.		
SEX 			✓	<p>PLASC data shows that 49.5% of pupils in mainstream community schools in Cardiff in January 2025 were female and 50.5% were male.</p> <p>The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states: “An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”</p> <p>All schools to which the Schools Admission Policy applies are non-sex specific in relation to their admissions criteria.</p> <p>No differential impact would occur as implementation of the Schools</p>		

				Admissions Policy would not affect this protected characteristic.		
SEXUAL ORIENTATION 			✓	<p>The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states: “An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”</p> <p>No differential impact would occur as the implementation of the Schools Admission Policy would not affect this protected characteristic.</p>		
MARRIAGE and CIVIL PARTNERSHIP 			✓	No differential impact would occur as the implementation of the Admissions Policy would not affect this protected characteristic.		
PREGNANCY and MATERNITY 			✓	The Admissions Policy has been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with		

			<p>the Welsh Government’s School Admissions Code E.3 which states: “An admission authority must not discriminate on the grounds of disability; gender reassignment; <u>pregnancy and maternity</u>; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”</p> <p>No differential impact would occur as the implementation of the Admissions Policy would not affect this protected characteristic.</p>		
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Involvement

When undertaking Equality Impact Assessments the legislation says:

*We **must** involve people who represent the interests of people who share one or more of the protected characteristics, and have an interest in the way the Council carries out our functions.*

*We may also involve or consult other people as we consider appropriate, but when considering this, we **must** have regard to the need to involve people who share one or more of the protected characteristics, and have an interest in the way the Council carries out our functions.*

In short, if the EIA has identified groups of people who are substantially impacted you must make arrangements to involve them, the people who represent them or those who advocate on their behalf.

For advice and guidance on how best to engage with different groups of people, and to help identify the most effective method(s), please contact the Cardiff Research & Engagement Centre consultation@cardiff.gov.uk. Further information and advice is also available in the [EIA guidance](#).

What arrangements have been made to involve people?

Please provide details below such as people or groups engaged with; methods of involvement e.g. surveys, focus groups, workshops, interviews, formal consultation etc.

The consultation on the School Admission Policy 2027-2028 included engagement with the following stakeholders:

- All Community, Foundation, Voluntary Controlled and Voluntary Aided School Governing Bodies in Cardiff
- Neighbouring Local Authorities
- Cardiff Admissions Forum
- The Welsh Education Forum
- Local Assembly Members
- Local Members of Parliament
- Local Councillors
- Any other interested parties who wish to respond

The consultation period was from 15 December 2025 until 26 January 2026.

Details of the Schools Admission Policy are available on the Council's website:

www.cardiff.gov.uk/admissionarrangements

Following the involvement, remember to update the impact assessment with the findings and any changes that have been made as a result.

Monitoring Mitigating Actions

Please list any mitigating actions below. How will progress be monitored? <i>Please provide details of what the mitigating actions are; how the actions will be monitored to ensure they are completed, for example through Directorate Delivery Plans; when the mitigating actions are expected to be delivered; and who will be responsible for monitoring the actions.</i>			
Mitigating Action	Monitoring Arrangements	Expected Delivery Date	Responsible Officer
N/A – no negative impact identified on groups who share a protected characteristic	Admissions Forum to monitor for any impacts identified during consultation	February 2025	Richard Portas

Next Steps

You must send the completed SIA to the Equality Team EqualityTeam@cardiff.gov.uk who maintain a record of all Equality Impact Assessments undertaken by the Council. Completed EIAs can be viewed here [Cabinet & Policy - Equality Impact Assessments - By Directorate \(sharepoint.com\)](#)

If the proposal forms part of a Council, Cabinet or Officer decision, you must include the Single Impact Assessment as an appendix to the relevant report(s) at all stages of the decision-making process including Council, Cabinet, Scrutiny Committees and Trade Union engagement.

Directorates are required to establish arrangements to ensure any actions identified to mitigate any impact on people with protected characteristics are delivered. This will form part of the corporate assurance framework to ensure that the Council can oversee compliance, and compliance will also form part of a rolling programme of review.

Part B: Welsh Language Impact Assessment

Information to assist you in completing this assessment is available here:
[Policy Development and Compliance with the Welsh Language Standards.](#)

Please contact Bilingual Cardiff's Policy Team for any assistance with completing this assessment by emailing [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters.](#)

Welsh Language Standards

Welsh Language Standards 88-93 and 95-97 are concerned with the policy development process. They describe the requirements to ensure the Welsh language is treated no less favourably than the English language when new policies are developed, or existing policies are revised. These standards address every step of the policy development process including assessing its impact on the Welsh language, consultation, and commissioning supporting research. Cardiff Council's full Compliance Notice can be found [here](#).

You **must** provide evidence, especially from, but not limited to, any consultation or engagement undertaken, in order to support your comments throughout the document, regardless of whether you are noting a positive, negative or neutral impact.

PLEASE NOTE: Overwrite any grey text, it is there only to guide you. Make sure the font colour of your answers is black for accessibility reasons.

Impact

Standards 88-90 specifically relate to what impact, if any, your proposal (be it a policy decision, new or updated policy or strategy, or a new or updated service delivery provision) has on the Welsh language and on Welsh speakers. The impact identified could be **direct or indirect** and any such evidence must be included.

What will be the impact of this proposal on opportunities for people to use the Welsh language? <i>Please tick the appropriate box.</i>	Positive	<input type="checkbox"/>
	Negative	<input type="checkbox"/>
	Neutral	<input checked="" type="checkbox"/>

What will be the impact of this proposal on treating the Welsh language <u>no</u> less favourably than the English language? <i>Please tick the appropriate box.</i>	Positive	<input type="checkbox"/>
	Negative	<input type="checkbox"/>
	Neutral	<input checked="" type="checkbox"/>

Based on your above answers, please provide supporting comments and evidence in the relevant boxes on the following questions.

What would the impact be and could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects?

What would the impact be and could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect?

Cardiff Council's School Admissions Policy 2027/2028 is not anticipated to have any differential impact on Welsh speakers and learners, compared to the 2026/2027 policy. The Admissions Policy does not treat places in either Welsh-medium or English-medium schools more favourably. Information relating to school admissions is available in both Welsh and English.

There will be no change to the application process for people applying for a place in a Welsh-medium school. The Admissions Policy applies consistently to community schools and all Welsh-medium schools in Cardiff are community schools.

Cardiff Council has established a Welsh Immersion Unit for primary and secondary pupils which provides intense Welsh language learning, enabling children to gain a level of fluency to transfer to education in a Welsh-medium School. The Welsh Language Immersion team has successfully supported over 400 learners aged 5-14 since 2010.

Consultation

Was a consultation undertaken to assist with the development of the proposal in line with standards 91-93?	Yes	<input checked="" type="checkbox"/>
	No <i>If no, please skip to the next section 'Grants.'</i>	<input type="checkbox"/>

If yes, when consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on the Welsh language and for Welsh speakers in the wider community?

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

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

The consultation period for the School Admission Arrangements 2027-2028 was from 15 December 2025 until 26 January 2026.

The consultees included the Welsh Education Forum and the governing bodies and head teachers of all Welsh-medium schools in Cardiff.

The consultation did not ask specific questions about the School Admissions Policy but sought any views consultees may have about it. The following paragraph was included in the email sent out to consultees to encourage consideration of any impacts on schools, including impacts on Welsh-medium schools:

We welcome any comments you may have on the scheme, including any specific impacts or effects on your school. This includes impacts due to the type of education provision (i.e. Welsh-medium, English-medium or faith) or due to the demographics of the school (e.g. the number of children with ALN, EAL or claiming free school meals).

Two consultation responses were received regarding Welsh-medium secondary catchment areas and how to accommodate the larger cohort of pupils due to transfer to secondary education in September 2027. The responses were considered and addressed in the Cabinet report. The points made did not refer to changes to the Admissions Policy 2027/28. Cardiff Council considers the impact of on the Welsh language and on Welsh speakers to be neutral.

Grants

Does the proposal involve the awarding of grants?	Yes	<input type="checkbox"/>
	No <i>If no, please skip to the next section 'Research.'</i>	<input checked="" type="checkbox"/>

If yes, has consideration been given to the guidance presented in the Council's [Policy on Awarding Grants in Compliance with the Welsh Language Standards](#) with regard to:

- The opportunities for people to use the Welsh language
- In terms of treating the Welsh language no less favourably than the English language?

N/A

Research

Was research undertaken or commissioned to assist with the development of the proposal?	Yes	<input type="checkbox"/>
	No <i>If no, please skip to the next section 'Material and Services.'</i>	<input checked="" type="checkbox"/>

If yes, did the research give consideration to whether it would have a positive, negative or neutral impact on:
a) **The opportunities for people to use the Welsh language**
b) **In terms of treating the Welsh language no less favourably than the English language?**

N/A

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

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

N/A

Material and Services

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

Visit [Bilingual Cardiff](#) or click on the following to view further information on specific issues:

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

- [Telephone](#) – receiving and answering calls.
- [Websites, Apps and Online Services](#)
- [Welsh Language Guidance for Third Parties](#)

Are all supporting materials and services compliant with the requirements of the Welsh Language Standards? If not, please send any required translation work to Bilingual Cardiff's Translation Log – the request form can be found [here](#).

The School Admissions Policy 2027-2028, the consultation webpage, all communications sent to consultees and the post consultation report were bilingual.

Staffing Requirements

The [Welsh Language Skills Strategy](#) and additional guidance documents have been produced to support its implementation:

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

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

The publication of the School Admissions Policy 2027-2028 will not constitute a change to how the admission arrangements are administered.

There are currently three Welsh speaking staff on the Admissions Team who can handle enquiries from Welsh speaking parents and carers. Calls to the Admissions Team go through C2C, which has a dedicated Welsh language phone line and calls can be passed to a Welsh speaking team member. All information and correspondence around the admissions process is bilingual.

Monitoring Mitigating Actions

Please list any mitigating actions below. How will progress be monitored? <i>Please provide details of what the mitigating actions are; how the actions will be monitored to ensure they are completed, for example through Directorate Delivery Plans; when the mitigating actions are expected to be delivered; and who will be responsible for monitoring the actions.</i>			
Mitigating Action	Monitoring Arrangements	Expected Delivery Date	Responsible Officer
N/A – no negative impact identified on groups who share a protected characteristic	Admissions Forum to monitor for any impacts identified during consultation	February 2025	Richard Portas

Next Steps

You must send the completed SIA to Bilingual Cardiff's Policy Team WelshLanguagePolicyMatters@cardiff.gov.uk who maintain a record of all Welsh Language Impact Assessments undertaken by the Council.

If the proposal forms part of a Council, Cabinet or Officer decision, you must include the Single Impact Assessment as an appendix to the relevant report(s) at all stages of the decision-making process including Council, Cabinet, Scrutiny Committees and Trade Union engagement.

Part C: Child Rights Impact Assessment

The aim of a Child Rights Impact Assessment is to put children and young people at the forefront of decision-making. The assessment helps officers to consider how the rights of children and young people may be affected by a proposed policy or project.

Under Welsh law, Cardiff Council has a responsibility to uphold children’s rights. Completing a Child Right’s Impact Assessment helps us to ensure that we meet this duty.

Child Rights Impact Assessments should be considered for all new policies, procedures and practices, and all changes to existing policies, procedures and practices (including the termination of services and internal restructures) if the proposal will have an impact on babies, children or young people.

Will the proposal have an impact (either direct or indirect) on babies, children or young people?	Yes <i>If yes, click here to start a Child Rights Impact Assessment. You will receive an automated email containing a link to your Child Rights Impact Assessment template and the Child Friendly Cardiff Team will be in contact to support you.</i>	<input checked="" type="checkbox"/>
	No <i>If no, a Child Rights Impact Assessment is not required. Please clearly explain your reasons below.</i>	<input type="checkbox"/>

Guidance for Local Government prepared by Unicef is available here:
[Child Rights Impact Assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org/uk/child-rights-impact-assessment)

For further information or advice about Child Rights Impact Assessments, please contact the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Next Steps

If the proposal forms part of a Council, Cabinet or Officer decision, you must include the Child Rights Impact Assessment as an appendix to the relevant report(s) at all stages of the decision-making process including Council, Cabinet, Scrutiny Committees and Trade Union engagement.

You must ensure that you download a copy of the completed CRIA to attach as an appendix to any report.

CHILD RIGHTS IMPACT ASSESSMENT (CRIA)

Information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Title of policy/strategy/project/procedure/service being assessed:	School Admission Arrangements 2027-2028
Type of Assessment:	New

Who is responsible for developing and implementing the policy/strategy/project/procedure/service?	
Name:	Richard Portas
Job Title:	Programme Director – SOP
Service/Team:	SOP
Directorate:	Education and Lifelong Learning

STAGE 1: PURPOSE/SCOPE

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

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

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

The Council has consulted on the draft School Admission Arrangements 2027-2028 from 15 December 2025 until 26 January 2026.

- Please select the groups of children and young people who will be directly and/or indirectly impacted. Please review after completing the form.**

<input checked="" type="checkbox"/> Protected Characteristics	<input type="checkbox"/> EOTAS
<input type="checkbox"/> Young Parents	<input type="checkbox"/> Gypsy Travellers
<input type="checkbox"/> Children of Single Parents	<input type="checkbox"/> Asylum Seekers

<input type="checkbox"/> Southern Arc Children	<input type="checkbox"/> BAME Community
<input type="checkbox"/> Children of Deaf Parents	<input type="checkbox"/> Care Experienced
<input type="checkbox"/> Young Carers	<input checked="" type="checkbox"/> Pre-School
<input checked="" type="checkbox"/> Primary School	<input checked="" type="checkbox"/> Secondary School
<input type="checkbox"/> Welsh First Language	<input type="checkbox"/> Non-Native Speakers of English
<input type="checkbox"/> Set Locality	<input type="checkbox"/> Citywide
<input type="checkbox"/> LGBTQ+	<input type="checkbox"/> ALN
<input type="checkbox"/> Youth Justice	Other - Click or tap here to enter other identified groups

STAGE 2: BUILD AND ASSESS

The General Principles of the UNCRC (United Nations Convention on the Rights of the Child) are at the heart of a child rights approach. [This link](#) will take you to a page on our website with a full list of Children’s Rights and supporting information. [Click here](#) to access a list of articles grouped into common themes.

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

<i>Describe the Impact</i>	<i>Impacted UNCRC Articles</i>	<i>Impact Scale</i>	<i>How to mitigate impact (if negative) ⓘ - additional info</i>
The impact on children’s rights is expected to be neutral. Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council’s policies on equal opportunities.	Article 2: All children have these rights no matter what. All children should be treated equally. Article 3: Adults should always do what is best for you. Article 28: You have the right to an education.	Neutral	N/A
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.

Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
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Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.

**If you need more rows message Child Friendly Cardiff*

STAGE 3: VOICE AND EVIDENCE

4. How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children’s rights? ⓘ - additional info

Cardiff Council consults on its school admission arrangements annually, which includes engagement with the following stakeholders:

- All Community; Foundation; Voluntary Controlled and Voluntary Aided School Governing Bodies in Cardiff
- Neighbouring Local Authorities
- Cardiff Admissions Forum
- The Welsh Education Forum
- Local Assembly Members
- Local Members of Parliament

- Local Councillors
- Any other interested parties who wish to respond

5. **Have you sourced and included the views and experiences of children and young people? What do you know about children and young people’s views and experiences that are relevant to the proposal?** [i - additional info](#)

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

The School Admissions Code states that where a significant change is proposed, parents of children likely to be affected must be consulted. There are no significant changes to the School Admissions Policy for 2027-2028.

STAGE 4: BUDGET

It is important to consider the resource and budgetary elements which are directly attributed to children and young people to enable oversight.

6. **What is the budget for this policy/ strategy/ project/ procedure/ service? In your answer, include any allocations specifically for children and young people and whether any of the budget will be used to mitigate negative impacts identified above.**

There are no requirements for additional funding, or direct cost implications, arising from the School Admissions Policy 2027-2028.

STAGE 5: IDENTIFIED ACTIONS

7. **What actions have been identified or changes made to the policy/ strategy/ project/ procedure/ service as a result of this assessment?** [i - additional info](#)

No changes have been made to the School Admissions Policy 2027-2028. Any responses to the consultation will be considered and changes made as appropriate.

AUTHORISATION

The template should be completed by the Lead Officer of the identified policy/ strategy/ project/ procedure/ service and approved by the appropriate manager.

Completed By:	JP
Submission Date:	10/02/2026
Job Title:	Project Officer
Approved By:	Brett Andrewartha
Job Title:	School Organisation Programme Planning Manager

Governance & Decision-Making

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

Advice & Support

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

For further information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Part D: Socio-economic Duty

More information about the Socio-economic Duty can be found on the [Policy Portal](#). For further information or assistance, please contact the Equality Team EqualityTeam@cardiff.gov.uk.

The Socio-economic Duty only applies to strategic decisions i.e. those which affect how the Council fulfils its statutory purpose over a significant period of time. This includes setting objectives required by law (Wellbeing, Equality etc.), medium- to long-term plans (Corporate Plan, Welsh language, service delivery and improvement plans), strategic financial planning, major procurement and commissioning decisions, etc. (This list is not exhaustive.) The Duty does not apply to routine 'day-to-day' decisions.

Does the proposal concern a strategic decision?	Yes <i>If yes, you need to answer the questions below.</i>	<input checked="" type="checkbox"/>
	No <i>If no, the Socio-economic Duty does not apply.</i>	<input type="checkbox"/>

If your proposal does concern a strategic decision, you must consider the need to reduce inequality for people who are disadvantaged by social and economic circumstances, for example people on low incomes or those living in deprived areas.

<p>How could the proposal potentially improve outcomes for those who experience socio-economic disadvantage and reduce inequality? <i>Please provide details including any evidence and data sources used.</i></p>
<p>The proposed changes are not expected to have an impact on the Socioeconomic Duty.</p> <p>The admissions policy is predicated on endeavouring to make provision for pupils in their local community when possible, and hence preference is given to within-catchment applications over non-catchment applications.</p> <p>The School Admissions Code states that Authorities must ensure oversubscription criteria are reasonable, clear, objective, procedurally fair, and comply with current legislation. Furthermore, The Code also states catchment-based oversubscription criteria are a lawful means of place allocation differentiation, and that distance between home and school is a clear and objective oversubscription criterion and is useful as a tiebreaker.</p> <p>The Council regards catchment and distance oversubscription criteria a legitimate and the fairest practicable means of achieving the desired outcome of equitable place allocation in community schools.</p> <p>The Council does not expect the proposal to have any negative impact on the quality of standards of education for pupils in Cardiff.</p> <p>Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils.</p>

There is no information available that suggests that the proposed changes would have a negative effect on pupils who receive Free School Meals.

Could the proposal potentially increase inequality experienced as a result of socio-economic disadvantage? If so, what actions can be taken to mitigate this?

Please provide details including any evidence and data sources used.

Schools that are more popular attract inward migration to their catchment areas which can affect housing costs. This can result in families who would choose a particular school, not being able to afford to move into the area and hence one can view this as a differential impact on choice between different socioeconomic groups. However, as all school places inherently constitute a suitable offer the Council seeks to support all schools in providing an effective nurturing and learning environment.

Part E: Habitats Regulations Assessment

A Habitats Regulations Assessment is a tool which helps us protect internationally-designated nature conservation sites by considering how planned policies or projects could impact these sites.

A Habitats Regulations Assessment is legally required when a plan or project is judged to have a potential impact on protected sites. For example:

- Planning applications (these form the vast majority of Habitats Regulations Assessments)
- Local Development Plan and other strategic plans
- Local Flood Risk Management Strategy
- Wales Coastal Path projects

To determine if a Habitats Regulations Assessment is required, please answer the following screening question:

Will the proposal affect a European site designated for its nature conservation interest*, or steer development towards an area that includes a European site, or indirectly affect a European site?	Yes <i>If the answer is 'Yes,' then a screening exercise may need to be conducted to determine if a Habitats Regulations Assessment is required or not.</i> <i>Contact the Biodiversity Team who will guide you through the process.</i>	<input type="checkbox"/>
	No <i>If no, a Habitats Regulations Assessment is not required.</i>	<input checked="" type="checkbox"/>

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

For further information or advice about Habitats Regulations Assessments, contact the [Biodiversity Team](#).

Part F: Strategic Environmental Assessment

A Strategic Environmental Assessment is a process which helps us to consider the potential environmental impacts of a proposed strategy, policy or activity.

A Strategic Environmental Assessment is legally required for any proposed strategy, policy or activity which sets the framework for future development consent and is likely to have significant environmental impact.

Proposals which may require a Strategic Environmental Assessment include land use and spatial planning proposals such as the Local Development Plan; local air quality plans; local transport plans, local housing strategies etc.

To determine if a Strategic Environmental Assessment is required, please answer the following screening questions:

1. Does the strategy, policy or activity set the framework for future development consent?	Yes <i>If yes, proceed to the next question.</i>	<input type="checkbox"/>
	No <i>If no, a Strategic Environmental Assessment is not required.</i>	<input checked="" type="checkbox"/>

2. Is the strategy, policy or activity likely to have significant environmental effects (positive or negative)?	Yes <i>If you have answered 'Yes' to <u>both</u> questions, then a full Strategic Environmental Assessment Screening is needed.</i> <i>Contact the Sustainable Development Unit who will guide you through the process.</i>	<input type="checkbox"/>
	No <i>If no, a Strategic Environmental Assessment is not required.</i>	<input checked="" type="checkbox"/>

For further information or advice about Strategic Environmental Assessments, contact the [Sustainable Development Unit](#).

Part G: Data Protection Impact Assessment

A Data Protection Impact Assessment is designed to assess the risk associated with a processing activity involving personal data.

Data Protection Impact Assessments are a legal requirement under the UK General Data Protection Regulation (UK GDPR).

Where any service is considering making changes to the way in which personal data is processed – this could be through collection of new information or through a new system for holding or hosting data, you must complete a Data Protection Impact Assessment (DPIA).

To determine if a Data Protection Impact Assessment is required, please indicate if the proposal captures/uses any of the following information:

Personal	Tick (all that apply)	Sensitive/Special Category	Tick (all that apply)
Name	<input checked="" type="checkbox"/>	Racial / ethnic origin	<input type="checkbox"/>
Address (home or business)	<input checked="" type="checkbox"/>	Political opinions	<input type="checkbox"/>
Postcode	<input checked="" type="checkbox"/>	Religious beliefs	<input type="checkbox"/>
NHS No.	<input type="checkbox"/>	Trade union membership	<input type="checkbox"/>
Email address	<input checked="" type="checkbox"/>	Physical or mental health	<input type="checkbox"/>
Date of birth	<input checked="" type="checkbox"/>	Sexual life	<input type="checkbox"/>
Employee number	<input type="checkbox"/>	Criminal offences	<input type="checkbox"/>
Driving Licence (shows date of birth and first part of surname)	<input type="checkbox"/>	Biometrics; fingerprints	<input type="checkbox"/>
IP Address	<input type="checkbox"/>	National Insurance Number	<input type="checkbox"/>
Additional data types (if relevant):		Bank, financial or credit card details	<input type="checkbox"/>
		Mother's maiden name	<input type="checkbox"/>
		Tax, benefit records	<input type="checkbox"/>
		Health, adoption, employment, school, Social Services, housing records	<input type="checkbox"/>
		Child Protection	<input type="checkbox"/>
		Safeguarding Adults	<input type="checkbox"/>
		Pension Records	<input type="checkbox"/>
None of the above			<input type="checkbox"/>

If you have ticked any of the data types above, a Data Protection Impact Assessment may be required. Click [here](#) to read the guidance and start the Data Protection Impact Assessment process if required.

If you have ticked 'none of the above,' then a Data Protection Impact Assessment is unlikely to be required.

For further information or advice about Data Protection Impact Assessments, contact the [Data Protection Service](#).