

# YSGOL BWLCHGWYN C P



## Admissions Policy

Approvals			
Equality Act Impact Assessment	Yes	No	Spring 2021
Last Review Date	Spring 2021		
Date Adopted by Governing Body	25.02.26		
Headteacher – Mr Matt Holmes	<i>M.Holmes</i>		
Chair of Governors – Mrs Sarah Tomlinson	<i>S.Tomlinson</i>		
Review date for Governing Body	September 2026		

## **Introduction**

The Governing Body at Ysgol Bwlchgwyn C P School adopts the procedures laid down by the Wrexham Authority Admissions Department. The school does not have any say as to which child attends the school.

More information regarding admissions to Ysgol Bwlchgwyn C P School can be obtained from the Wrexham Authority. This information can be found on their website [www.wrexham.gov.uk/service/school-admissions](http://www.wrexham.gov.uk/service/school-admissions) or in the Wrexham County Borough Council Parents' Guide to Education Services in Wrexham.

All applications to attend Ysgol Bwlchgwyn C P School must be completed via the online admissions form on the Wrexham Authority website.

The Published Admission Number (PAN) for admissions in each year group is currently 15. This has been agreed by the Local Authority based on the floor space of the school.

We are an inclusive school that welcomes children from all backgrounds and abilities.

## **Early Entitlement to Nursery**

**Please note that children who attend Ysgol Bwlchgwyn C P School's Early Entitlement provision do not have an automatic right to a place in Ysgol Bwlchgwyn C P School's Nursery class. Parents/Carers of these children MUST complete an application form for Nursery Admissions within the time frames stated in the Wrexham County Borough Council Parents' Guide to Education Services in Wrexham.**

## **Nursery to Reception**

**Please note that children who attend Ysgol Bwlchgwyn C P School's Nursery class do not have an automatic right to a place in Ysgol Bwlchgwyn C P School's Reception class. Parents/Carers of these children MUST complete an application form for Reception Admissions within the time frames stated in the Wrexham County Borough Council Parents' Guide to Education Services in Wrexham.**

## **Change of school during the school year.**

There is a set procedure in place laid down by the local authority and outlined in the Wrexham County Borough Council Parents' Guide to Education Services in Wrexham.

## **Admissions Appeals Procedure**

If the Local Authority is unable to comply with the parental preference, the parent/carer will be given the reason in writing and advised about available places at an alternative school. The parent/carer may then accept the alternative place or may give notice of appeal. Further information regarding the appeals procedure is available in the Wrexham County Borough Council Parents' Guide to Education Services in Wrexham.

Each year the Local Authority could change their school admission arrangements and all schools will be notified of the changes in the Wrexham County Borough Council Parents' Guide to Education Services in Wrexham.

## **Evaluation & Review**

This policy will be reviewed by the Senior Leadership Team and Governing Body and adopted by the Governing Body as per the schedule on the front page.



# Equality Impact Assessment: Are We Being Fair?

mandatory for all proposals

Throughout this document we use the word 'proposal' to refer to what we are assessing. In this context, the term includes the most important things that we do, including strategies, functions, procedures, practices, policies, initiatives and projects.

This template covers **all equality assessment needs** from initial screening to a full Impact Assessment, by following the 6

1. Screening the equality needs of the proposal
2. Data collection and evidence
3. Involvement and consultation
4. Assessing impact and strengthening the proposal
5. Procurement and partnerships
6. Monitoring, evaluating and reviewing

The purpose of an equality impact assessment (EIA) is to ensure that equality issues have been consciously considered [Due Regard] throughout the decision making processes of the work we do.

An EIA highlights any areas of risk and maximises the benefits of proposals in terms of equality. It therefore helps to ensure we have considered everyone who might be affected by the proposal. It also helps us to meet our legal responsibilities under the Equality Act 2010 (Single Equality Act 2010).

A structured approach to EIAs will help us to strengthen our work to promote equality. It will also help to identify and address any potential discriminatory effects before introducing something new or changing the way we work and reduce the risk of potential legal challenges.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is intended for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas of equality e.g. young people with a disability, BME people with a disability.

Further guidance on Equality Impact Assessments can be found at:

<http://www.internal.wrexham.gov.uk/wordpress/sam/test-schools-intranet/schools-intranet-school-involvement/schools-intranunity-cohesion/>

<b>Responsible Officer (Head Teacher)</b>	Dylan Williams
<b>Assessment Owner</b>	
<b>e-mail address</b>	headteacher@bwlchgwyn-pri.wrexham.sch.uk
<b>Full job title</b>	Headteacher
<b>Title of Proposal or Policy</b>	Admissions
<b>Rationale:</b> Why is it being considered? What need is being addressed?	<b>Manage Attendance</b>
<b>Aim:</b> What is the intended outcome of the proposal / policy?	<b>Manage Attendance</b>
<b>How:</b> How will it be delivered, by whom and by when?	WCBC Admissions Dept.
<b>Who:</b> Who are the people likely to be affected by this proposal or policy? How have you consulted with the people who are likely to be affected?	Parents /Carers
<b>Measures:</b> How will you know you have achieved your aims? What are your measures / indicators of success?	Equality admissions achieved.
<b>Identify any other policy or decision [internal or external] that may affect your proposal.</b>  Consider this in terms of: <ul style="list-style-type: none"> <li>• Statutory requirements; local policies e.g.</li> <li>• Regional decisions e.g. those made by cross county partnerships for your schools; and / or</li> <li>• National policies e.g. Welfare Reforms</li> </ul>	<b>WCBC corporate policy</b>  <b>Transport policy</b>

### Screening Tool

As part of our Annual Equality Return we have to evidence what we have actively done to support people with Protected Characteristics who receive our services. We also have to evidence what we are doing to reduce any negative impact.

Note: Poverty, Carers and Welsh language and culture are not protected characteristics but we have included them because they are important considerations.

Please place a '+' or '-' symbol in every box to indicate whether your proposal will have a positive or negative affect note: people may have one or more of the protected characteristics. If there is potential for both positive and negative effect indicate both i.e.. '+/-':

	Carers	Age CYP	Age Adults	Disability	Gender / Sex	Pregnancy and Maternity	Race/ Ethnicity	Religion or Belief	Sexual Orientation	Marriage and Civil Partnership	Gender Reassignment	Poverty	Welsh language / culture
<b>Q1</b> Would this proposal significantly affect how functions are delivered to any of these groups?	-			-									
<b>Q2</b> Would this discriminate against any of these groups?													
<b>Q3</b> Would this proposal advance the equality of opportunity for these groups?													
<b>Q4</b> Would this promote good relations between these groups and the wider community?													

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

n/a

If your proposal will not have any impact on 'people' please outline why this is the case below:

- Impact on carers and pupils with disability

**PLEASE NOTE:**

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers)

If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.

If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- **What is the likely scale of the impact and how this can be reduced?**
- **Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.**

**EIA: Are we being fair?**

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-’ symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this? (Governors, PTA etc.)	By when
Carers	<ul style="list-style-type: none"> <li>• Policy</li> <li>• Geographic location</li> </ul>	<ul style="list-style-type: none"> <li>• If standard number is reached before application could give difficulty of acces</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed flexible school number with WCBC</li> </ul>	<ul style="list-style-type: none"> <li>• Head teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Governors</li> </ul>	Aut 17
Age CYP						
Age Adult						
Disability						
Gender / Sex						

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Pregnancy and Maternity						
Race/ Ethnicity						
Religion or Belief						
Sexual Orientation						
Marriage and Civil Partnership						
Gender Reassignment						

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Welsh Language and Culture						
Poverty						

### Evidence Documents

Please list any documents that you have used in the EIA process as evidence, such as consultation reports; service user data; CENSUS or ONS statistics; etc. by title and where it is held should it be required in the event of a challenge.

Please list any other EIAs that may be linked to this one, such as operational EIAs if this is a strategic EIA.

Please respond to the following questions within **12 months** of implementation of the proposal:

- a) Was any mitigation applied or was the proposal delivered as originally planned prior to the Equality Impact Assessment?
- b) Were the intended outcomes of the proposal achieved or were there other results?
- c) Were the impacts confined to the people you initially thought would be effected, or were other people affected? How?