

Admissions Policy



Approvals	
Approved by Governing Body	January 2025
Chair of Governors	Mrs. Carrie Hunter
Review date for Governing Body	January 2028

Policy and Procedures for Admission to Schools

The County Borough Council, as Local Authority (the LA), is responsible for determining the policy and procedure for admissions, and for the admission of all pupils to community primary, secondary and special schools and voluntary controlled schools. The LA will consult annually with school governing bodies and the Diocesan Education Authorities in relation to any changes in admission arrangements and published criteria.

The governing bodies of aided and foundation schools are responsible for determining the over subscription criteria and procedure arrangements for admissions, and for the admission of pupils to their schools. The LA will consult and co-operate with the governing bodies and the Diocesan Education Authorities in relation to admissions.

The LA will comply with statutory requirements and will give full recognition to the expression of parental preference and in the case of sixth form admissions, to the expression of a preference by a young person, in the context of its duty to ensure the provision of effective education and the efficient use of education resources. The LA will admit pupils up to the admission number of each school and will not refuse applicants for a particular school unless that school has reached its admission number, that being the number that can be admitted to a school in any one year group.

If we do not offer a child a place at this school, it is because the increase in numbers would adversely affect the education of our current pupils.

When a parent gives fraudulent or intentionally misleading information in order to obtain a place at a school for their child, the LA reserves the right to withdraw the offer of a place. Where a place is withdrawn, the application may be resubmitted and if refused, the parent is entitled to appeal against the decision.

Admission Forum/Consultation

The Education (Admission Forums) (Wales) Regulations 2003 requires all Admission Authorities to meet at least twice annually on proposed arrangements. Its role is: to consider existing admission arrangements within a forum area; to promote agreement on admission issues; to consider the admission literature produced by each admission authority; to monitor the admission of excluded children, children in public care (looked after children, or previously looked after children), children with special educational needs and children who arrive outside the normal admission round; and to consider any other admissions issues arising. Core members of the Forum comprise: representatives of the community and voluntary controlled schools, voluntary aided schools, foundation schools, parent governors, local community (Elected Members), and officers of the LA. In addition, representatives of neighbouring LAs, Early Years Partnerships and Special Education Needs are invited to attend. For further information about the Wrexham Schools Admission Forum, please contact the Admissions Team on 01978 298991.

Admission Procedure

The annual admission procedure, applicable to the relevant age group, includes the following stages: Publication of information on individual schools (school prospectuses) and on the LA's services to the primary and secondary schools (this guide); arrangements to enable parents to express preferences as to which school they would wish their children to attend and in the case of sixth form admissions, expression of a preference by a young person; consideration of preferences by the LA/Admission Authority in accordance with the published admissions criteria and in compliance with preferences up to the admission number for each school; in cases where preferences are not met, parents may discuss the matter with the Admissions Officer of the Children and Young People Service and, in the event of no agreement being reached, to appeal to an independent appeals panel. The right to appeal does not apply at nursery stage;

Notes

If two parents cannot agree on a preference of school, they must seek independent legal advice, and if necessary, an appropriate court order, before submitting their single application to the LA.

Parents who express a preference other than at the normal stages/phases of admission will be given the same opportunities as those outlined under Policy and Procedures for Admission to Schools. Normally, a change in school can only be effected at the beginning of a school term but changes arising from exceptional circumstances maybe effected during the course of a school term.

Equal Preferences

All preferences received will be considered on the basis of **equal preferences**. This means parents will be able to express a number of preferences that will be considered in the same way without reference to a preference ranking. Where we are able to offer more than one school, we will offer the parent their highest ranked school that can be offered and withdraw all lower ranked offers. Late applications will continue to be considered after those that have been received by the published closing date.

Care of a Child

Having care of a child or young person means that a person who the child lives with and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law. Parents are asked to co-operate with school staff by providing the school with details of the persons with parental responsibility for a pupil, or who have care of the pupil. Any changes in the arrangements for parental responsibility or in the day-to-day care of the child should be notified to the school. Any reference to parents within this booklet relating to education matters also extends to include any individual who has care of the child(ren).

Parental Responsibility

Following changes made to the legislation regarding children in the Children Act 1989, which became law in October 1991, schools need to know who has 'parental responsibility' for each child. This is to ensure that proper authority is given when the school needs parental permission. It will also make sure those persons with parental responsibility, with which the child does not live, can be provided with school reports and given an opportunity to be involved in the child's education.

- Mothers always have parental responsibility.
- Fathers also have parental responsibility for a child if the father is married to the mother at the time of the child's birth. If the father was not married to the mother at the child's birth but subsequently marries the mother he then acquires Parental Responsibility. This continues after any divorce/separation/remarriage even if the child lives apart from them
- Unmarried fathers have parental responsibility where the mother and father register the birth of the child together (this is an amendment to the Children Act 1989 which came into force on the 1st December 2003 and is not retrospective).
- Unmarried fathers, step-parents, relatives and other persons can obtain parental responsibility but they do not have it automatically.

Admission Arrangements

The LA will comply with its duty to provide an effective education system and in so doing, will have regard to the total resources, including accommodation and staffing, available to each school. It will consider the resource implications for the Authority and the impact on other education policies.

They are subject to:

- the LA's obligation to ensure that a pupil with a Statement of Special Educational Need is admitted to a school able to meet those needs;
- the LA's obligation to comply with the limitation on infant class size legislation;
- the LA's obligation to ensure the provision of effective education and the efficient use of resources; and any limitation which may arise in relation to a particular school resulting from the application of the admission number, which is the number of children that can be admitted to each year group during the school year.

Over-Subscription Criteria

In considering parental preferences, the criteria will be applied unless the LA has agreed with an individual governing body an alternative order of priority, as published in the school's prospectus.

Where more parents have expressed a preference for a school in a particular year than there is room for, over-subscription criteria will be applied in the following rank order:

1. Looked After Children, or previously looked after children;
2. Children who have exceptional medical, or educational needs (additional learning needs), which in the opinion of the Admissions Authority justify admission to a particular school;
3. Children for whom the preferred school is the nearest suitable school to the pupil's home address, giving higher priority to pupils who also meet criteria (4) below;
4. Children who have a sibling attending the school on 1st September 2018; Other children for whom criteria 1-4 above do not apply. If there are more applications than places a 'tie breaker' will be applied and the places will be allocated in distance order giving priority to those living nearest to the school, the LA consistently uses distances that are measured on a GIS mapping system. Please note, any child for whom the school is named in a statement of special educational needs will be admitted before the application of the over-subscription criteria.

Terms/Definitions Used in Over-subscription Criteria

Looked After Children

A 'Looked After Child' is deemed to be one who is 'Looked After' by a Local Authority in accordance with Section 22 of the Children Act. Wrexham County Borough Council follows regulations set by the Welsh Government to ensure that the interests of these most vulnerable children are protected. These children are given top priority in the over-subscription criteria for all schools, including applications outside of the normal admissions period. Applications for LAC children should be made by the relevant corporate parent.

GIS Mapping - Distance

Distances are measured by the shortest available walking route from home to school, which may include public footpaths. The shortest available route is one along which it is considered safe for a child without a disability or learning difficulty to walk the route alone, or with an escort if the age of the child would call for such in accordance with Welsh Government – ‘Learner Travel Statutory Provision and Operational Guidance’. <http://gov.wales/docs/dcells/publications/140616-ltogg-en-v2.pdf>

Medical Need/ALN

If the child has a particular medical need (e.g. a disability that may make travel to a school further away more difficult) supporting evidence must be produced before the end of the allocation period, setting out the reasons why the school in question is the most suitable school and the difficulties that would be caused if the child had to attend another school, for example, a letter from a registered health professional such as a doctor or social worker. The evidence will be assessed in consultation with relevant Senior Managers.

Nearest Suitable School

A ‘suitable school’ is deemed to be:

- . The LA maintained school closest to the pupil’s home by the shortest available walking route * see GIS mapping – distance definition which provides education for the relevant age, ability and aptitude of a pupil and for any special educational needs that he/she may have;
- . The nearest Welsh medium school; or
- . The nearest suitable denominational school.

When making the decision about the ‘nearest suitable school’ the Authority will accept only the pupil’s home address and not that, for example, of childminder or grandparents. Parents may be asked to provide official documentation showing home address. Parents are advised that a school place may be lawfully withdrawn if the information given on their application is fraudulent or misleading.

Definition of Parents

Parents include all those people who have a parental responsibility for a child as set out in the Children’s Act 1989 and any person who has care of the child. Where responsibility for a child is ‘shared’ the person receiving Child Benefit is deemed to be the person responsible for completing an application and whose address will be used for admission purposes.

‘Residing In’ and ‘Home Address’

Sadly, every year, some parents attempt to gain an unfair advantage to obtain admission to the Wrexham school of their choice by manipulating or mis-stating the address at which the child lives. We have an obligation on behalf of other parents and to the integrity of the admissions process to investigate when information comes to our attention. The consequences of these actions can be long lasting and harmful to their children, to relationships with fellow pupils, to the parents’ relations with the school ,other parents, neighbours and the community. Please therefore carefully note the following before completing your application(s).

The address on the form must be the child’s current permanent place of residence.

By permanent we mean where your child physically resides and sleeps for the majority of the week, not for a limited time and not somewhere where the child is temporarily staying for a short time.

This will usually be the parents' address. If the parents don't reside together, the address must be of the parent with whom the child spends most time— usually the parent receiving child benefit (where applicable). If there is equal, shared custody of the child, it is left to the parents to decide which address to use but we may ask to see a Court Order or other evidence to confirm this arrangement exists. You should not use a business, relative or carer/childminder's address. If for any reason you are not the parent or a child's living arrangements are unusual please explain on the form and supply evidence.

An application can only be made from one address and only one application per child can be made.

If you cannot agree which school your child should attend with another parent, you should immediately take your own legal advice regarding making an urgent application to the Court.

Should it be necessary to request evidence we may require a number of items to show where you live with your child,

Acceptable evidence includes for example:

- i) driving license
- ii) child benefit,
- iii) a council tax bill in your name covering the application and/or allocation period
- iv) a utility bill in your name covering the application and/or allocation period
- v) a copy of your signed tenancy agreement covering the application and/or allocation period or evidence from any lease or agreement which confirms your right to reside at an address
- vi) such other evidence as appears to us to be reasonable

The Local Authority will check the address provided on your application against the records we hold for your child's current school/nursery, and we may request information and evidence from you if they differ.

For allocation purposes, any offer of a school place is based on where your child lives at the end of the allocation period and is conditional on your child living at that address, unless you have notified us of, and we have accepted, a subsequent move.

Should you move after applying but during the allocation period you **must** provide us with proof of your new address. Acceptable evidence includes for example:

- i) a solicitor's letter confirming that completion has taken place on the purchase of a property; or
- ii) a copy of the current rental agreement, signed by both the Tenants and the Landlords, showing the address of the property; or
- iii) in the case of serving H.M. Forces personnel, an official letter confirming their date of posting from the MOD, FCO or GCHQ.

We will investigate all applications where there is doubt about the address being given.

Address warning

Use of false, misleading, incomplete or inaccurate information may lead us to withdraw an offer of a place, even after a child has started at a school.

A school place(s) may be withdrawn if parents provide the incorrect address on their initial application form, or at any point thereafter during the allocation period. We will not accept a temporary address if you still have a property that was previously used as a home address, unless there are exceptional circumstances that clearly demonstrate that it can no longer be your permanent address.

Nor will we accept a temporary address we reasonably believe is being used solely or mainly to obtain a school place. You may be asked to supply additional information to explain why you are not able to use your permanent address.

The Local Authority will investigate all allegations of false addresses. The burden of evidence lies with the parents to provide sufficient documentation to support permanent residence at the address used.

Should anyone believe that someone may be using a false address to obtain a place at a particular school, the Local Authority would encourage them to contact the admissions team with their information, and if possible with supporting evidence. Whilst the council will seek to reasonably investigate all information, we are bound by Data Protection rules not to discuss individual circumstances of parents and children.

Sibling (brother/sister)

Brothers and sisters whether full, half, step or foster will be considered siblings where living together in the same family unit in the same family household and address and where a sibling will still be registered at the school on 1st September 2018. Children residing in the same household as part of an 'extended family', such as cousins, will not be treated as siblings.

Multiple birth children (e.g. twins or triplets)

The Welsh Government's School admissions code states that infant classes must not contain more than 30 pupils with a single school teacher, but the code considers multiple births to be an exception and they can be admitted in excess of the published admission number. When one sibling from multiple births is allocated the last remaining place the remaining siblings will be admitted as exceptions.

Proximity

Proximity will be measured by the LA from the front door of the home to the nearest school gate, using the shortest available walking route which is considered safe for a child to walk, measured on a GIS mapping system. In the case of equal distances, such as a flat in a block of dwellings, the ground floor flats would be regarded as nearer than flats on higher floors.

The shortest available route is one along which it is considered safe for a child without a disability or learning difficulty to walk the route alone, or with an escort if the age of the child would call for such.

Gypsy and Traveller Children

Children from the gypsy traveller community or travelling groups will be treated in accordance with the School's Admissions Code of Practice 2013 and with reference to the Welsh Government Circular No: 003/2008 'Moving Forward – Gypsy Traveller Education'.

Limitation on Infant Class Sizes

The Welsh Government, as outlined in The Education (Infant Class Sizes) (Wales) (Amendment) Regulations 2013, is committed to ensuring that no child aged 5, 6 and 7 years will be in a class of more than 30 pupils for every one qualified teacher. **The statutory infant class size limit of 30 pupils applies to reception, year 1 and year 2 classes.**

Interviews

Interviews are not used as part of the application or admission process to those schools maintained by the Authority and headteachers are unable to offer, or promise, places in their schools; that is the role of the relevant Admission Authority.

Waiting Lists (over-subscription)

In the event that a parent is refused a place for their child, at their preferred school during the normal admissions round, the LA will, in agreement with the parent, place the child's name on a waiting list that will remain open until 30 September.

Placing a child's name on the waiting list does not affect the parent's right of appeal against the refusal to admit. Should a place become available before admission appeals are heard, those places will be offered to parents with a child on the waiting list. **Placing a name on a waiting list is not a guarantee of an eventual place, as places are ranked and offered in accordance with the over-subscription criteria and not according to the date when the application was submitted or when a child's name was added to the waiting list.**

Where applications to transfer between schools outside the normal admission stages are refused, the LA will, in agreement with the parent, place the child's name on a waiting list that will remain open until the end of the term for which the application was made.

Admission to Schools in Other LAs and Independent Schools

Parents wishing to express a preference for a school in another LA, other than Wrexham County Borough, should submit a Wrexham LA application, either on-line or paper based. The Authority collates this information and passes it to neighbouring authorities, or direct to independent schools. However parents must ensure they contact the appropriate admissions authority to request any additional application forms that may be required in order to complete the application process. Under the Transport Policy unless the requested school is the nearest suitable school, this LA will not be responsible for meeting the costs of transport between home and school.

Parents should, however, still state multiple preferences for schools in Wrexham in case their application for a non-County Borough or Independent school is unsuccessful.

Children living outside Wrexham County Borough will be admitted in accordance with the stated criteria (page 9). Parents will need to be aware that the timetable for admissions to out of county schools may differ to Wrexham's and should contact the school or LA directly to ensure applications are submitted by the closing date. (Addresses of neighbouring LA's are detailed on page 89).

It is the policy of this Authority to place school age children in appropriate independent schools only in very exceptional cases. The Authority will consider such a placement where it considers that a special aptitude or need of the child requires special education beyond that which can be provided within the County Borough.

Admissions to Funded Early Education

Funded Early Education provides the start of the Foundation Phase curriculum in Wales. It is available to children who reside in Wrexham the term after their 3rd birthday.

Funded Early Education approved settings could be a playgroup; private day nursery or in a nursery class/early years unit within a local school. This funding is available for only one setting at a time.

From 1st September 2017 parents can apply on-line at www.wrexham.gov.uk alternatively paper applications will be available from Contact Wrexham.

Application dates

For up to date information on current application dates please visit the Wrexham Council website: [School admissions | Wrexham County Borough Council](#)

Late applications will be processed after those received on time.

For information on early education provision within funded settings in Wrexham, please contact:
Early Education Admissions on 01978 298991 / www.wrexham.gov.uk/EarlyEducation
Wrexham Family Information Service on 01978 292094 / fis@wrexham.gov.uk

Admission to Schools Maintained by the LA

Nursery Education

Admissions to nursery classes are the responsibility of the relevant admission authority. The 'admission authority', is in this instance the local authority in the case of community schools and the governing body in voluntary or aided schools. The admission authority will admit a child to nursery school in the September following their 3rd birthday. Nursery schooling, in both English and Welsh medium schools within the Authority, is provided on the basis of 5 x 2.5 hour sessions per week, for each child. Though every effort will be made to meet parental preference, nursery education is not compulsory and parents have no right of appeal under Education Legislation if they are unsuccessful in gaining a nursery place for their child at the school of their preference.

Parents may express a preference for any school irrespective of where the home is in relation to the school, however, expressing a preference does not guarantee a place at that school.

Transport to nursery school will only be provided by the Authority in exceptional circumstances. In the event of over-subscription, applications for nursery places shall be dealt with by applying the published criteria (see page 9).

Applications can be made on-line at www.wrexham.gov.uk from 2 January 2018. If parents prefer to complete a paper application, forms will be available from Contact Wrexham Centre. Parents may be asked to provide official documentation showing their child(ren)'s date of birth.

Maintained Primary School Admission - Admission to Reception

Admissions to reception classes are the responsibility of the relevant admission authority. The 'admission authority', is in this instance the local authority in the case of community schools and the governing body in voluntary or aided schools. The admission authority will admit a child to a primary school in the September following their 4th birthday.

Once a reception place has been offered and accepted, some parents may wish to defer their child's entry until the start of the term following the child's fifth birthday. Parents would not however be able to defer entry beyond this point, nor beyond the academic year for which the original application was accepted. It should also be noted that the statutory Foundation Phase 'Framework for Children's Learning for 3 to 7 year olds in Wales' is a continuous teaching and learning framework which commences the term following a child's third birthday. Deferment would lead to a gap in this provision causing a lack of continuity in a child's early education.

Parents may apply on-line at www.wrexham.gov.uk from 2 October 2017 for a reception place for their child. If parents prefer to complete a paper application, forms will be available from Contact Wrexham Centre. Admission (which is the responsibility of the County Borough Council for community schools) will be based on the criteria listed on page 9. Parents may be asked to provide official documentation showing their children's date of birth. If the Authority is unable to allocate according to parents' first preference then they are entitled to appeal against that decision. The right to appeal applies to all stages, except nursery which is non-compulsory educational provision .



Equality Impact Assessment: Are We Being Fair?

Compulsory 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 aim 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.

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.

Our 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 aimed at 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-unity-cohesion/>

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

• National policies e.g. Welfare Reforms	
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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 effect 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
Q1 Would this proposal significantly affect how functions are delivered to any of these groups?	-			-									
Q2 Would this discriminate against any of these groups?													
Q3 Would this proposal advance the equality of opportunity for these groups?													
Q4 Would this promote good relations													

between these groups and the wider community?

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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"> • Policy • Geographic 	<ul style="list-style-type: none"> • If standard number is reached before application 	<ul style="list-style-type: none"> • Agreed flexible school number with WCBC 	<ul style="list-style-type: none"> • Head teacher 	<ul style="list-style-type: none"> • Governors 	Aut 17

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
	location	could give difficulty of acces				
Age CYP						
Age Adult						
Disability						
Gender / Sex						
Pregnancy and Maternity						

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

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
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?