



Derby City Council

Appendix

Equality impact assessment form

Directorate: People

Service area: Commissioning

**Name of policy, strategy, review or function
being assessed:**

Home to School/College Transport

Date of assessment: 28 April 2017

**Signed off by: Gurmail Nizzer Director of
Integrated Commissioning (Acting) People
Directorate**

**Cabinet or Personnel Committee's decision:
tbc**

Date published on website: tbc

Equality impact assessment

This is our equality impact assessment form to help you equality check what you are doing when you are about to produce a new policy, review an older one, write a strategy or plan or review your services and functions. In fact you need to do an equality impact assessment whenever a decision is needed that affects people. This completed form should be attached to any Cabinet or Personnel Committee report to help elected members make their decisions by taking the equality implications into account. Equality impact assessments **must be done before** decisions are made. Include the Cabinet or Personnel Committee's decision on the front sheet when you know it.

You'll find that doing these assessments will help you to:

- understand your customers' and communities' needs
- develop service improvements
- improve service satisfaction
- demonstrate that you have been fair and open and considered equality when working on re-structuring.

Don't do the form by yourself, get a small team together and make sure you include key people in the team such as representatives from our Diversity Forums and employee networks and you could invite trade union representatives too – the more knowledge around the table the better. Ask our Lead on Equality and Diversity for help with useful contacts – we have a team of people who are used to doing these assessments.

You'll need to pull together all the information you can about how what you are assessing affects different groups of people and then examine this information to check whether some people will be negatively or positively affected. Then you'll need to look at ways of lessening any negative effects or making the service more accessible – this is where your assessment team is very useful and you can also use the wider community.

Agree an equality action plan with your assessment team, setting targets for dealing with any negative effects or gaps in information you may have found. Set up a way of monitoring these actions to make sure they are done and include them in your service business plans.

When you have completed the assessment, get it signed by your Head of Service or Service Director and send it to our Lead on Equality and Diversity to publish on our website.

By the way, we need to do these assessments as part of our everyday business, so we get our equality responsibilities right and stay within the law – Equality Act 2010

Equality groups

These are the equality groups of people we need to think about when we are doing equality impact assessments and these people can be our customers or our employees...

- Age equality – the effects on young and older people
- Disability equality – the effects on the whole range of disabled people, including Deaf people, hearing impaired people, visually impaired people, people with mental health issues, people with learning difficulties and people with physical impairments
- Gender equality – the effects on both men and women and boys and girls
- Marriage and civil partnership equality
- Pregnancy and maternity equality - women who are pregnant or who have recently had a baby, including breast feeding mothers
- Race equality – the effects on minority ethnic communities, including newer communities, gypsies and travellers and the Roma community
- Religion and belief or non- belief equality – the effects on religious and cultural communities, customers and employees
- Sexuality equality – the effects on lesbians, gay men and bisexual people
- Trans gender – the effects on trans people

In addition, we have decided to look at the effects on people on low incomes too as we feel this is very important.

Contact for help

Ann Webster, Lead on Equality and Diversity, Derby City Council, The Council House, Corporation Street, Derby DE1 2FS, Telephone 01332 643722, Minicom 01332 640666, Text Relay 18001 01332 643722 or Mobile 07812 301144

The form

We use the term 'policy' as shorthand on this form for the full range of policies, practices, plans, reviews, activities and procedures.

Policies will usually fall into three main categories...

- Organisational policies and functions, such as recruitment, complaints procedures, re-structures
- Key decisions such as allocating funding to voluntary organisations, budget setting
- Policies that set criteria or guidelines for others to use, such as criteria about school admissions

What's the name of the policy you are assessing?

Derby City Council Home to School/College Transport Assistance Policy

2 The assessment team

Team leader's name and job title – Diane Whitehead, Head of School Organisation (Acting), People Directorate

Other team members:

Name	Job title	Organisation	Area of expertise
Gurmail Nizzer	Director – Integrated Commissioning (Acting)	Derby City Council	0-25 SEND Commissioning SEND Review
Andy Smith	Strategic Director	Derby City Council	People Services
Olu Idowu	Head of Service, Legal Corporate	Derby City Council	Legislation
Ann Webster	Equality and Diversity Lead	Derby City Council	Equality
Adele Styles	Participation Officer -	Derby City	Communications –

	Children and Young People	Council	Voices In Action
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3 What are the main aims, objectives and purpose of the policy? How does it fit in with the wider aims of the Council? Include here any links to the Council Plan or your Directorate Service Plan.

The Council recently conducted an eight week consultation with a proposal to **consider some changes to discretionary Post 16 Special Educational Needs and Disabilities transport** by working very closely with students, their families, and support groups to co-produce a fair and equitable point based system for eligibility and the level of transport assistance to be provided, whilst absolutely ensuring that :-

- the most vulnerable students are appropriately supported;
- appropriate transport is identified and provided according to individual need;
- improved outcomes for Post 16 SEND students through improved levels of independence;
- reduced numbers of Post 16 SEND students who are not in education, employment or training (NEET) as more students are able to travel independently, therefore having more choice in being able to access a wider range of provisions;
- continuing to work together to explore opportunities, build upon positive collaboration with students and their families to achieve good value for money.

The consultation document set out reasons for the proposal which are summarised below.

Every Local Authority continues to face considerable pressures on public services and Derby City Council is also required to make significant savings.

The Council recently compared its discretionary Post 16 SEND Transport offer in comparison to other similar local authorities and has determined that other local authorities have cut this free discretionary service altogether. However, Derby City Council recognises the needs of Post 16 students with SEND and remains committed to, continuing to, delivering a discretionary service, whilst at the same time acknowledging that Post 16 SEND Transport needs to be delivered in a different way.

The Council has a duty to ensure that every pupil and student who lives in the City has access to an educational placement where there is a legal requirement. Whilst the Council is required to provide free home to school transport for some pupils and students, the Council also provides **free** discretionary transport for Post 16 SEND students.

The Council is also mindful that it could be considered that the current policy and provision perhaps, acts as a disincentive to help promote increased independence and improved outcomes for students and young people with SEND, especially as they transition to further education and/or employment.

The introduction of **Derby's Independent Travel Training (ITT) programme**, a government initiative, has been enormously successful in improving outcomes for young people with SEND. The Council is extremely proud of the **119** young people since 2014, and who previously travelled in taxis or mini buses, are now travelling independently in and around our City.

We know that from evaluating the ITT programme, travelling independently produces a 'win-win' situation for young people and adults. The personal gains can be enormous - personalised support, increased self-esteem, self-confidence and social skills. Longer term effects include increased potential to access education, employment, healthcare services and leisure opportunities.

The consultation document also reported that the Council was at the very early stages of considering co-producing a new point based system, in line with the feedback received as part of the previous Home to School/College Transport Consultation back in May 2015.

Financial Situation - The Council currently spends around **£3,200,000 each year** supporting vulnerable families of children and young people in Derby to provide home to school transport assistance.

A significant proportion of the transport budget funds children and young people with SEND who are legally eligible for free transport. In addition, the Council also provides discretionary free transport to Post 16 SEND students.

However, circa £611,000 (almost 20% of the overall transport budget) of discretionary transport assistance is provided to support to around 153 Post 16 SEND students to schools and colleges. It is important to note as part of this Equalities Impact Assessment, that the Council is unable to provide transport assistance to support any other Post 16 student, for example, students from families with low incomes.

The Council's Medium Term Financial Plan (MFTP) also requires the Council to achieve £200,000 savings in transport during the 2017/18 and 2018/19 financial years

The consultation also included an additional proposal to **update the Council's Home to School Transport Assistance Policy** to ensure information included is timely and accurate, specifically:-

- updated information in relation to Council departments addresses and contact details;
- revised information regarding Officer Reviews to include reviews for children and young people with special educational needs and/or disabled people to reflect current practice and Department for Education guidance;

- Clarification on the types of suitable school;
- legislative terminology, for example, Criminal Record Bureau (CRB) checks now referred to as Disclosure and Barring Service (DBS);
- the addition of the Council's Independent Travel Training Programme;
- Information regarding appeals, eligibility, how they are processed and considered.

Aims and Objectives:

- To meet statutory obligations in respect of home to school transport,
- To provide a wider range of transport options at a lower unit cost,
- To meet budgetary constraints and value for money requirements,
- To support children transitioning into adulthood, meeting health and wellbeing needs and also promoting independence.

The vision in the Derby Plan (2016 – 2019) is by 2030 for Derby to be

- **Safe** - a place where people are safe and the vulnerable are put first and supported.
- **Strong** - a place where people work together can enjoy good health and wellbeing throughout their life and feel that they belong to a thriving community.
- **Ambitious** - a place where we support our children and young people to achieve their full potential, skills are valued, jobs and businesses are growing and we have the infrastructure to create a city for the future – with the **aim being a**
- **modern, flexible and resilient council.**

This policy change supports the following priority outcomes outlined in the Derby Plan:

- Protecting vulnerable children and adults
- Enabling individuals and communities
- Promoting health and wellbeing
- Raising achievement and skills
- Delivering services differently

4 Who delivers the policy, including any outside organisations who deliver under procurement arrangements?

- Communities and Place Directorate - Transport Procurement and Operations Team.
- External transport and escort providers – Taxi/minibus companies, Bus providers
Transport Escorts
- Parents/Carers/Young People

5 Who are the main customers, users, partners, employees or groups affected by this proposal?

- Students with special educational needs and disabled people resident in Derby, particularly those aged/approaching 16-25 years.
- Families/Parents/Carers,
- Transport providers (i.e. public transport providers, minibus/taxi companies).

- Educational establishments/settings for pupils with Special Educational Needs and Disabled Children
- Respite users for children with special educational needs.
- Transport Procurement and Operations team.
- Vulnerable Learners Service, Derby City Council.

6 Who have you consulted and engaged with so far about this policy and what did they tell you? Who else do you plan to consult with? – tell us here how you did this consultation and how you made it accessible for the equality groups

- 20 December 2016 Local Authority (LA) pre-engagement meeting at the Council House with ITT representatives.
- 18 January 2017 – LA pre-engagement meeting at the Council House with Cabinet Member for Education, ITT and PCF representatives.
- 08 February 2017 – LA report to Council Cabinet outlining proposals and recommendations for Consultation
- 15 February 2017 - further LA pre-engagement meeting at the Council House with Cabinet Member for Education, ITT and PCF representatives.
- 20 February 2017 – Council Consultation on proposed changes launched.
- 20 February 2017 – LA posted individual letters sent to parents/carers of students currently receiving Home to School transport (HTST) due to Special Educational Needs. Letter also emailed to schools, colleges, providers and support groups.
- 20 February 2017 - Consultation details to New Communities Team for parents/carers to offer practical help and support to parents/carers of children who have SEND and who have English as a second language.
- 08 March 2017 – LA drop in session from 6.00 to 7.00 p.m. in Meeting Room 11 at the Council House for any parent/carer/young person who wanted to discuss their specific circumstances.
- 09 March 2017 - LA posted individual **reminder** letters to parents/carers of students currently receiving Home to School transport (HTST) due to Special Educational Needs. Letter also emailed to schools, colleges, providers and support groups.
- 15 March 2017 – LA hosted HTST reference group meeting at the Council House with Cabinet Member, PCF and ITT representation.

- 17 March 2017 - Local Authority (LA) Officer attendance at PCF Information and Signposting event at The Great Northern Public House, Mickleover, Derby from 10am to 2.30pm.
- 28 March 2017 – LA held two questions and answers sessions for all parents/carers/young people at Ivy House Special School with power point presentation outlining consultation details.
- 03 April 2017 – LA Officer attended Voices In Action meeting. Meeting held in the Council Chamber of the Council House.
- 26 April 2017 – further LA hosted HTST reference group meeting at the Council House with Cabinet Member, PCF and ITT representation.
- Notification in ‘In Touch’ Council Staff internal newsletter
- Notification in ‘School Circular’, schools internal newsletter
- Notification on Social Media
- Initial written notification and reminder letters emailed to the following:
 - All schools and colleges with young people receiving transport due to SEN,
 - Derby City Parent Carer Forum,
 - Community & Voluntary sector groups
 - Royal School for The Deaf Derby (RSDD)
 - Statutory sector workers including SEN department, Transport department, Children’s Social Care, Adult Social Care, Health representatives
- Information was available and online questionnaire via www.derby.gov.uk/consultations
- Widely publicised contacts via email (yourcityyoursay@derby.gov.uk), and telephone
- The availability LA Officer's speaking a number other languages including but not limited to Polish, Slovak, Punjabi, Hindi and Urdu

7 Using the skills and knowledge in your assessment team, what do you already know about the equality impact of the policy on particular groups? Also, use any other information you know about such as any customer feedback, surveys, national research or data. Indicate by a tick for each equality group whether this is a negative impact, a positive one or if you are not sure

Equality groups	What do you know?	Positive impact	Negative impact	Not sure
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Equality groups	What do you know?	Positive impact	Negative impact	Not sure
Age	<p>Some post 16 students with SEND will be referred to ITT rather than receiving transport. This may be a barrier to them continuing with education.</p> <p>Supporting young people to travel independently will positively enable them to gain the life skills which will assist the transition into a meaningful adulthood and enable them to travel generally more widely at a lower personal cost. (However, not all students will be able to do this – see Disability.)</p> <p>There may be a negative impact by reducing choice of educational establishments available to post19 students.</p> <p>The change could incentivise more students to study locally which enables facilitation of support networks and easier transition into local services. (However, there may not be local facilities for all students - see Disability).</p>	<p>X</p> <p>X</p>	<p>X</p> <p>X</p>	
Disability	<p>Young people will be supported to travel independently which opens up wider opportunities to study, employment and leisure.</p> <p>Where young people are able to travel independently, their travel arrangements will be more flexible as bus timetables are more flexible than taxi start/end of day pickups only. However, with the gold card starting after 9.30am and continuing issues with Arriva bus</p>	<p>X</p>		<p>X</p>

Equality groups	What do you know?	Positive impact	Negative impact	Not sure
	<p>public transport due to sensory anxiety, mental health, safety or care issues but may not have higher mobility so not have access to a vehicle. <i>(Note: higher mobility PIP can be received for young adults with a range of issues such as severe autism, as mobility is based on comparative adults. However this may not be the case in all instances.</i></p> <p>Where disabled people need to use the bus, legislation regarding wheelchairs may not fully enable them easily.</p> <p>In some parts of the city the bus service are prone to disruptions and delays. This will cause additional problems to students who need routines, greatly increasing journey times and may impact on health disability, anxiety and ability to benefit from education provided. .</p> <p>The ability to give parents more choice over travel options will benefit students who have difficulty travelling by taxi with peers and are therefore less ready to learn when they get to school.</p> <p>For some students, travelling independently/with more people and strangers will not be possible.</p> <p>Proposed changes would ensure that young people with the most significant of needs are fully supported</p>	<p>X</p> <p>X</p> <p>X</p> <p>x</p>	<p>X</p> <p>x</p>	<p>X</p>

Equality groups	What do you know?	Positive impact	Negative impact	Not sure
	<p>Proposed changes will give more choice over available travel options for many students with SEND and support them to develop the independent skills essential to enable access to further education, employment or leisure.</p> <p>Students with SEND and their parents who are EAL (English as an Additional Language) / New Arrival families will need additional support to overcome language and cultural barriers in order to fully understand the proposed changes.</p> <p>Where parents are able to support their child to travel independently, the Gold Card cannot be used before 9:30am - parents will have to travel more than parents of non-disabled students. E.g. they would need two return trips for themselves not one as a child travelling independently would use.</p> <p>Journey times and multiple buses would be a problem and not one faced by independent secondary age travellers who generally, would only use one bus unless parental choice was for a more distant school - our students do not have the choice of a closer school.</p> <p>Travelling across the city will expose young people with SEND to strangers and most often adults.</p>			<p>X</p> <p>X</p> <p>X</p>
Gender	Nothing was identified by the EIA group.			X

Equality groups	What do you know?	Positive impact	Negative impact	Not sure
Marriage and civil partnership	<p>There could be additional stress on relationships from parents having to do more and having less respite time which is currently provided by the provision of transport, both to respite provision and time at the start/end of the day.</p> <p>This could negatively impact health, mental health and wellbeing which could put added pressure on other services. i.e. health/social services. (However, this impact would be greater for single-parent families).</p>		<p>X</p> <p>X</p>	
Pregnancy and maternity	<p>It may not be possible for disabled children and babies to travel together.</p> <p>If parents are pregnant they may not be able to lift heavy wheelchair equipment (where young people travel in their wheelchair).</p> <p>It is possible adapted vehicles may help with this.</p>	X	X	X
Race	Nothing was identified by the EIA group. Language support via The Big Word and the Council's New Communities Achievement Team			x
Religion or belief or none	Nothing was identified by the EIA group.			x
Sexuality	Nothing was identified by the EIA group.			x
Trans gender	Nothing was identified by the EIA group.			x
People on low income	The 16-19 bursary (vulnerable and discretionary) provides support to low income parents. Colleges also have additional funding schemes for low income	X		
		X		

Equality groups	What do you know?	Positive impact	Negative impact	Not sure
	families which can be used to support with transport costs. People on low incomes maybe affected by costs associated with escorting and maybe faced with multiple bus journeys, this could impact on ability to work, finances and health. This would in turn put added pressure on other services.		X	

Important - For any of the equality groups you don't have any information about, then make it an equality action at the end of this assessment to find out. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later.

8 From the information you have collected, how are you going to lessen any negative impact on any of the equality groups? How are you going to fill any gaps in information you have discovered?

The impact of the policy change will be lessened by:

- Enabling some young people to become independent travellers at the earliest opportunity.
- Providing support to students 16-19 years with higher mobility and vulnerability
- Increasing information for parents/carers regarding alternative available benefits.
- Clarifying with schools/colleges, and making available information on bursaries which can be accessed.

9 What outcome does this assessment suggest you take? – you might find more than one applies. Please also tell us why you have come to this decision?

Outcome 1 **No major change needed** – the EIA hasn't identified any potential for discrimination or negative impact and all opportunities to promote equality have been taken

Outcome 2 **Adjust the policy** to remove barriers identified by the EIA or better promote equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?

Outcome 3	Continue the policy change despite potential for negative impact or missed opportunities to promote equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it.
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		You need to consider whether there are sufficient plans to reduce the negative impact and plans to monitor the actual impact
Outcome 4	✓	Stop and rethink the policy when the EIA shows actual or potential unlawful discrimination

Some of the Assessment Team suggested ‘**Outcome 3 – Continue the policy**’ and some suggested ‘**Outcome 4 – Stop and Rethink**’, due to the reasons noted below:

Outcome 3:

Why did you come to this decision?

If you have decided on **Outcome 3**, then please tell us here the justification for continuing with the policy. You also need to make sure that there are actions in the Equality action plan to lessen the effect of the negative impact. This is really important and may face a legal challenge in the future.

Outcome 4:

Why did you come to this decision?

Whilst it is agreed overall that changes need to be made to home school transport assistance, after very carefully considering the summary outcomes of the consultation so far, there are a number of concerns, in particular the feasibility of the Council being able to co-produce a fair and equitable point-based system that will accurately identify and support those in most need.

There is also a risk that parents may then decide to keep young people at home when they leave school at 16 rather than participating in education and/or training until 19 years old; negatively impacting on future outcomes.

In summary, there is a broad understanding and consensus that there is a need to do things differently and reduce costs, however further scoping is required to explore alternative options.

10. How do you plan to monitor the equality impact of the proposals, should they be implemented?

- Monitored within the Corporate Complaints Process
- On-going dialogue with representative groups, parents/carers schools and colleges to determine impact
- Single point of contact for feedback from parents/carers
- Review at 6 months

- Consideration of:
 - Number of SEND students travelling independently
 - Attendance figures
 - Monitor number of students not in education, employment or training.

Equality action plan – setting targets and monitoring

What are we going to do to improve equality?	How are we going to do it?	When will we do it?	What difference will this make?	Lead officer	Monitoring arrangements
Recommend change to the ways in which the Council provides Post 16 Transport by co-production of a Point-based system.	New Policy	September 2017	Minimise in-year disruption to students in their final year of post-16 education who are likely to find managing change difficult	CB	Policy making process
Continue to provide transport for certain categories of disabled young people post-16 for a period of time.	New Policy	September 2017	Minimise the impact on those most in need.	CB	via School Transport and Operations team
Remove existing inequality trap created by current post-16 transport policy which encourages post-16 students to remain in taxis rather than travel independently, due to the financial implications for families.	New policy	September 2017	Support young people gaining lifelong independent travel skills. This will also help with interaction with other students as they will be able to travel together	CB	Monitor outcomes at 6 months.
Support continued development of life skills and independence, allowing young people to take advantage of	Expand Independent travel support programmes	September 2017 and going forward	Wider contact with peers (friendships and social interaction); Implications for social benefits outside of the	CB	Customer , parent/carer and school feedback

more opportunities, a wider social network and support their transition into adulthood and wider society			academic day. Promoting personalisation and improved choices. Reduce travel costs below or in line with other students.		
Ensure any changes are supplemented by information signposting to what other support (financial or otherwise) is available to families	Make available info via website and correspondence to parents	As soon as possible	Ensure parents receive as much support as possible	LM	Independent officer check
Ensure independent travel training is accessible for students with additional needs e.g. address language or other barriers.	Ensure a diverse workforce can deliver support training. Enable timely responses to other requirements as they arise.	September 2017	Ensure students do not have barriers to access.	CB	Customer, parent/carer and school feedback
Ensure any travel trainers are familiar with local bus services.	Communication to travel trainers	On-going	Ensure local issues with particular bus services are taken into account and actions put in place accordingly.	CB	Customer, parent/carer, travel trainer, Transport department and school feedback

Make sure you include these actions in your service business plans