

Equality Impact Assessment – Stage One

We need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity.

Please complete the following questions to determine whether a Stage 2, Equality Impact Assessment is required.

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| Name of policy, strategy or function: | Home to School Transport |
| Version and release date of item (if applicable): | |
| Owner of item being assessed: | Caroline Corcoran |
| Name of assessor: | Caroline Corcoran |
| Date of assessment: | 7/10/15 |

| Is this a: | | Is this: | |
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| Policy | Yes | New or proposed | Yes |
| Strategy | No | Already exists and is being reviewed | Yes |
| Function | No | Is changing | Yes |
| Service | No | | |

| 1. What are the main aims, objectives and intended outcomes of the policy, strategy function or service and who is likely to benefit from it? | |
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| Aims: | To meet the council's statutory duty to provide Home to Schools Transport to pupils/students who meet the eligibility criteria |
| Objectives: | To consider the impact of the proposed changes for September 2016. The scale of budget reductions means that the council needs to prioritise statutory functions, and therefore, the proposal reduces discretionary transport provision. |
| Outcomes: | Transport arrangements are in place |
| Benefits: | Children are transported to and from school. |

| 2. Note which groups may be affected by the policy, strategy, function or service. Consider how they may be affected, whether it is positively or negatively and what sources of information have been used to determine this. | | |
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| (Please demonstrate consideration of all strands – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.) | | |
| Group Affected | What might be the effect? | Information to support this |
| Age | This policy applies to all children of | The transport provision in the |

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| | Home to School Transport Age and provides statutory transport provision – Positive Effect. | policy meets the LA’s statutory duties under the statutory guidance. The policy also includes the ability to consider exceptional circumstances. |
| Disability: including children with special educational needs | This policy has specific entitlement to transport for children with Special Educational Needs and Disabilities and also in relation to parents who cannot accompany their children due to temporary or permanent illness of disability – Positive Effect. | The transport provision in the policy meets the LA’s statutory duties under the statutory guidance. The policy also includes some discretionary provision to support families. |
| Gender Reassignment | No impact | Gender is not a distinguishing factor in the application process or the allocation of school transport. |
| Marriage and Civil Partnership | No impact | Marriage and Civil Partnership are not distinguishing factors in the application process or the allocation of school transport |
| Pregnancy and Maternity | No impact | Pregnancy and maternity are not distinguishing factors in the application process or the allocation of school transport. |
| Race | No impact | Race is not a distinguishing factor in the application process or the allocation of school transport. |
| Religion or Belief | No impact | Religion or beliefs are not distinguishing factors in the application process or the allocation of school transport. |
| Sex | No impact | Sex is not a distinguishing factor in the application process or the allocation of school transport. |
| Sexual Orientation | No impact | Sexual Orientation is not a distinguishing factor in the application process or the allocation of school transport. |
| Socio-economic factors: Impact on low income families | The proposals will affect over 700 pupils. In the case of low income families, there are extended entitlements in | The transport provision in the policy meets the LA’s statutory duties under the statutory guidance. Statutory provision is different for those families that |

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| | the policy, in line with statutory guidance. Positive Impact. | meet the national low income criteria, and families would be entitled to free transport to the 3 nearest schools between 2 and 6 miles from their house. |
| Socio-economic factors: Financial impact on families | The proposals will remove council subsidy and increase the cost of some transport to families. Some families may have income above the national low income criteria and would be negatively affected by the requirement to pay an increased fee to use the school bus. The Scheme includes the option to pay in 8 instalments. | The Fare Payer Scheme outlines the cost of accessing a place on the school bus. |
| Further Comments relating to the item: | | |
| None | | |

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| 3. Result | |
| Are there any aspects of the policy, strategy, function or service, including how it is delivered or accessed, that could contribute to inequality? | No |
| Please provide an explanation for your answer: | |
| Will the policy, strategy, function or service have an adverse impact upon the lives of people, including employees and service users? | No |
| Please provide an explanation for your answer: The proposal relates to removing discretionary provision and/or price subsidy. This may mean that children walk to school or the families pay more for a seat on school transport. Parents have the option of making other arrangements for their child if this better suits their domestic arrangements. | |

If your answers to question 2 have identified potential adverse impacts and you have answered 'yes' to either of the sections at question 3, then you should carry out a Stage Two Equality Impact Assessment.

If a Stage Two Equality Impact Assessment is required, before proceeding you should discuss the scope of the Assessment with service managers in your area. You will also need to refer to the Equality Impact Assessment guidance and Stage Two template.

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| 4. Identify next steps as appropriate: | |
| Stage Two required | No |
| Owner of Stage Two assessment: | |

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| Timescale for Stage Two assessment: | |
| Stage Two not required: | |

Name: Caroline Corcoran

Date: 07/10/2015
