

## Equality Impact Assessment Template – Stage Two

Please complete this template if completion of the Stage 1 template has identified that a full Equality Impact Assessment is required.

Before proceeding with the Stage 2 Equality Impact Assessment, you should discuss the scope of the analysis with service managers in your area. You will also need to refer to the equality impact assessment guidance.

<b>Name of item being assessed:</b>	Learning Independence for Travel (LIFT)
<b>Version and release date of item (if applicable):</b>	
<b>Owner of item being assessed:</b>	
<b>Name of assessor:</b>	Jane Seymour
<b>Date of assessment:</b>	12.1.16
<b>Date Stage 1 EIA completed:</b>	October 2015

### STEP 1 – Scoping the Equality Impact Assessment

<b>1. What data, research and other evidence or information is available which will be relevant to this Equality Analysis? Please tick all that apply.</b>			
Service Targets		Performance Targets	
User Satisfaction		Service Take-up	
Workforce Monitoring		Press Coverage	
Complaints & Comments		Census Data	
Information from Trade Union		Community Intelligence	
Previous Equality Impact Analysis	x	Staff Survey	
Other (please specify) Consultation on 2016-17 budget conducted in November / December 2015			x

<b>2. Please provide details on how you have used the available evidence, information you have selected as part of your Impact Assessment?</b>
<p>The impact assessment is based on the responses of parents, young people and other interested parties to the public consultation on the Council's 2016-17 budget. This consultation was published on the Council's website on 3<sup>rd</sup> November 2015 and closed on 14<sup>th</sup> December.</p> <p>The proposal consulted upon was to remove the £114,000 budget which funds the LIFT Service.</p> <p>In order to ensure that those with a direct interest in the service were aware of the consultation, parents whose children are current service users (and also all previous service users) were directly contacted and sent the link to the on line consultation plus a hard copy of the consultation documents. There were also face to face discussions with young people who have used or are currently using the service.</p>

The feedback given by the above groups has been summarised in a document entitled Summary of feedback received and key findings: LIFT”.

**3. If you have identified any gaps in relation to the above question, please detail what additional research or data is required to fill these gaps? Have you considered commissioning new data or research? If ‘No’ please proceed to Step 2.**

No

**STEP 2 – Involvement and Consultation**

**1. Please use the table below to outline any previous involvement or consultation with the appropriate target groups of people who are most likely to be affected or interested in this policy, strategy, function or service**

<b>Target Groups</b>	<b>Describe what you did, with a brief summary of the responses gained and links to relevant documents, as well as any actions</b>
<b>Age</b> – relates to all ages	
<p><b>Disability</b> - applies to a range of people that have a condition (physical or mental) which has a significant and long-term adverse effect on their ability to carry out ‘normal’ day-to-day activities. This protection also applies to people that have been diagnosed with a progressive illness such as HIV or cancer.</p>	<p>A public consultation was held as described above. Service users and those with a direct interest in the service were specifically targeted.</p> <p>79 responses were received. Of these, 17 were from organisations and 62 were from individuals.</p> <p>The main thrust of the comments was that this is a valuable service which enables children with SEN and Disabilities (SEND) to learn to travel to school independently, therefore reducing the Council’s costs. The knock on effect of children learning travel skills is that they are more confident and have more opportunities to socialise and therefore their emotional wellbeing improves. In the longer term, young people with SEND are more likely to access Further Education, employment and a social life if they can travel independently, thereby giving them more fulfilling lives and reducing pressure on the benefits system, Adult Social Care, mental health and other services. Pressure on parents in their caring role is also reduced if young people with SEND are</p>

	able to live more independent lives.
<b>Gender reassignment</b> - definition has been expanded to include people who chose to live in the opposite gender to the gender assigned to them at birth by removing the previously legal requirement for them to undergo medical supervision.	
<b>Marriage and Civil partnership</b> –.protects employees who are married or in a civil partnership against discrimination. Single people are not protected.	
<b>Pregnancy and Maternity</b> - protects against discrimination. With regard to employment, the woman is protected during the period of her pregnancy and any statutory maternity leave to which she is entitled. It is also unlawful to discriminate against women breastfeeding in a public place	
<b>Race</b> - includes colour, caste, ethnic / national origin or nationality.	
<b>Religion and Belief</b> - covers any religion, religious or non-religious beliefs. Also includes philosophical belief or non-belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour.	
<b>Sex</b> - applies to male or female.	
<b>Sexual Orientation</b> - protects lesbian, gay, bi-sexual and heterosexual people.	

## 2. Who are the main stakeholders and what are their requirements?

The main stakeholders are children and young people who have the potential to travel to school independently but need intensive travel training in order to achieve this.

## 3. Amongst the identified groups in the previous question, what does your information tell you about the potential take-up of resulting services?

The impact of removing this service is that children and young people would not receive individualised independent travel training. They may receive some generic travel training through their school.

## STEP 3 – Assessing Impact and Strengthening the Policy

**What will be done to improve access to and take-up of, or understanding of the policy, strategy, function or service?** (these are the measures you will take to mitigate against adverse impact)

It has been proposed that a proportion of this budget (£40,000 - 35%) is retained to provide some independent travel training, either outsourced or in house for young people at key transition points such as when they are moving to College or changing school.

#### **STEP 4 – Procurement and Partnerships**

**Is this project due to be carried out wholly or partly by contractors?** Yes/No (please delete)

**If 'yes', have you done any work to include equality considerations into the contract already? Specifically you should set out how you will make sure that any partner you work with complies with equality legislation.**

Yes, the service is currently outsourced to a private contractor, the National Star College. The requirement to comply with equality legislation is set out in the contract and service specification.

#### **STEP 5 – Making a Decision**

**Summarise your findings and give an overview of whether the policy, strategy, function or service will meet the authority's responsibilities in relation to equality and support the Council's strategic outcomes?**

It has been proposed for the consideration of Council Members that a proportion of this budget (£40,000 - 35%) is retained to provide some independent travel training, either outsourced or in house.

If agreed, this would provide a lower level of service and so it would be necessary to prioritise young people at key transition points such as when they are moving to College or changing school.

If part retention of the budget is not agreed, there will be no independent travel training service for young people with SEN and disabilities. Whilst the service has undoubtedly been beneficial for those young people who have accessed it, the majority of Local Authorities do not provide an independent travel training service and there is no statutory duty to provide one. The statutory duty is to provide assistance with transport to school if the young person with SEND meets certain criteria which are set out in law and in the Council's Home to School Transport Policy. If this duty is met by provision of a taxi or minibus, rather than through travel training and a bus or train pass, the duty is still met.

However, it is recommended that Members retain a proportion of the budget to provide a lower level of independent travel training service which can be prioritised for young people at key transition points. This would enable young people to have the opportunity to learn to travel independently with their non disabled peers, with all the attendant personal and social advantages which this brings for the young person. It would also help to ensure that young people with SEND are travelling to school in the most cost effective way possible.

#### **STEP 6 – Monitoring, Evaluating and Reviewing**

**Before finalising your action plan, you must identify how you will monitor the policy/function or the proposals following the Equality Impact Assessment and include any changes of proposals you are making.**

**What structures are in place to monitor and review the impact and effectiveness of the new policy, strategy, function or service?**

The impact of reducing or removing this service will be monitored in order to ascertain the impact in terms of more young people needing transport provision and increased cost to the Council.

## STEP 7 – Action Plan

Any actions identified as an outcome of going through Steps 1-6 should be mapped against the headings within the Action Plan. You should also summarise actions taken to mitigate against adverse impact.

	<b>Actions</b>	<b>Target Date</b>	<b>Responsible post holder &amp; directorate</b>
<b>Involvement &amp; consultation</b>	If Members agree to retain a proportion of funding for a reduced level of service, a decision will need to be made, involving relevant stakeholders, on how the new service will be delivered.	Discussions will need to begin with partners as soon as budget decisions for 16-17 have been made in March 2016.	Jane Seymour Service Manager, SEN & Disabled Children’s Team  Communities Directorate
<b>Data collection</b>			
<b>Assessing impact</b>			
<b>Procurement &amp; partnership</b>	<p>If Members agree to retain a proportion of funding for a reduced level of service, a decision will need to be made, involving relevant stakeholders, including the current service provider, on how the new service will be delivered.</p> <p>A plan will be put in place to commission the new service (which could be in house or outsourced)</p>	<p>Discussions will need to begin with partners as soon as budget decisions for 16-17 have been made in March 2016.</p> <p>Plan to be developed by April 2016.</p> <p>Timescale for implementation will depend on the model of service delivery chosen and timescales for recruiting staff or commissioning an externally provided service.</p>	<p>Jane Seymour Service Manager, SEN &amp; Disabled Children’s Team  Communities Directorate</p> <p>As above</p>

<b>Monitoring, evaluation and reviewing</b>	Increase in numbers of children and young people requiring taxi or minibus transport as a result of the reduction or removal of this service will be monitored. (Although these numbers can increase for a variety of other reasons so it will be difficult to be precise about direct impact).	From April 2016	Jane Seymour Service Manager SEN & Disabled Children's Team
---	---	-----------------	---

**STEP 8 – Sign Off**

The policy, strategy or function has been fully assessed in relation to its potential effects on equality and all relevant concerns have been addressed.

<b>Assessor</b>		
<b>Name:</b> Jane Seymour	<b>Job Title:</b> Service Manager, SEN & Disabled Children's Team	<b>Date:</b> 12.1.16

<b>Service Director or Senior Officer (sign off)</b>		
<b>Name:</b>	<b>Job Title:</b>	<b>Date:</b>

Please email a copy of the EIA to Rachel Craggs, Principal Policy Officer (Equality & Diversity): [Rachel.craggs@westberks.gov.uk](mailto:Rachel.craggs@westberks.gov.uk)