

## Appendix 1: Full Equality Impact Assessment (EqIA)

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this form and assessment.

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| What are the proposals being assessed? ( <b>Note:</b> 'proposal' includes a new policy, policy review, service review, function, strategy, project, procedure, restructure) | SNT 3 Programme: (1) refreshed policy (2) introduction of new services (3) shifting towards being a commissioned service through externalisation |
| Which Directorate / Service has responsibility for this?  | Children's & Families Services   |
| Name and job title of lead officer  | Roger Rickman, Divisional Director - Special Needs Services  |
| Name & contact details of the other persons involved in the EqIA:   | Ben Sellar-Moore (x8218: ben.sellar-moore@harrow.gov.uk)   |
| Date of assessment:   | July 2013  |

### Stage 1: Overview

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| <p><b>1. What are the aims, objectives, and desired outcomes of your proposals?</b></p> <p>(Explain proposals e.g. reduction / removal of service, deletion of posts, changing criteria etc)</p> | <p>Harrow Council, like all others in the Country, is facing unprecedented budget reductions of 24% over a five year period and the potential for an even greater savings target in future years.</p> <p>Harrow Council has in the region of 1,340 statutory duties, these are delivered either directly or through contracted agencies or partners. These duties must continue to be delivered despite significant budget reductions.</p> <p>Through transformation, demand management and service redesign, Harrow has managed to deliver great services throughout the budget reduction process and looks set to continue this over the remaining years of the current spending review.</p> <p>One such statutory duty is to provide transport assistance to eligible children and young adults. A new policy that clarifies eligibility is attached to this report. The new policy seeks only to clarify eligibility, that is, to put it another way, the policy in itself is not intended to create any savings or alter eligibility in any significant way.</p> |
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The total number of special needs statements in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years and this trend is likely to continue. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period.

A requirement of the Medium Term Financial Strategy (MTFS) is to reduce the costs of delivering the transport service by £540k, where currently 80% of the delivery is provided in-house.

UNISON research reported that 52% of local authorities in London favour a mixed provision approach.

The Harrow Branch of Unison, the Council and the snt3 partnership board have worked together to form a proposal that meets the £540k savings target whilst retaining some routes to be provided in-house. This will leave a percentage of the transport provision in house. Although this may not achieve the full savings required in the MTFS.

New providers will complete suitable safeguarding training & checking, vehicle checking & will be given information on passengers medical and emotional needs.

Cumulative impacts on Adult customers are influenced by proposals to change discretionary freedom passes & taxi cards and by the proposed changes to day-centre provision. Day centre changes may mean a lower number of routes required, this will mean less Harrow council in-house transport and an impact on the staff involved.

2. What factors / forces could prevent you from achieving these aims, objectives and outcomes?

***The strategic risks are as follows:***

1. *LEAN#2 Client Model not established*
2. *Fraikin buy-out more expensive than modelled*
3. *Contracts more costly than expected due to TUPE effect*
4. *Contractors unable to maintain quality in delivery*

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| <p><b>3.</b> Who are the customers? Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.</p>                                       | <p><i>The customers are the children and adults who use the service. There are staff who deliver the service (drivers &amp; escorts) and the management staff. There are also agency staff that stand-in for Councils staff, specialist nurses and physical intervention trained escorts from other agencies and not-for-profit organisations. Also affected are the families and carers of service users and changes affect their wider life-style and ability to access employment. The staff at the schools and day centres would be affected by changes. There are suppliers for vehicles and equipment that would be affected by a change in delivery model.</i></p> |
| <p><b>4.</b> Is the responsibility shared with another department, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>• Who are the partners?</li> <li>• Who has the overall responsibility?</li> </ul> | <ul style="list-style-type: none"> <li>- Currently 20% outsourced, although escorts still employed by Harrow Council.</li> <li>- Client &amp; operational delivery by one team (Transport Planning Team)</li> <li>- Partners are the potential contractors who are the external providers of transport</li> <li>- Overall responsibility: portfolio Holder &amp; Cabinet</li> </ul>   |
| <p><b>4a.</b> How are/will they be involved in this assessment?</p>   | <p><i>- Staff will be consulted within the delivery phase. The Transport Team have chosen the ordering of the routes to be offered to the market, will be involved in the LEAN review &amp; will become the client team</i></p>   |

**Stage 2a: Monitoring / Collecting Evidence / Data: WORKFORCE**

*5. What information is available to assess the impact of your proposals? Include the actual data, statistics and evidence (including full references) reviewed to determine the potential impact on each equality group (protected characteristic). This can include results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys, workforce profiles, service users profiles, local and national research, evaluations etc*

*(Where possible include data on the nine protected characteristics. Where you have gaps, you may need to include this as an action to address in the action plan)*

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| Age (including carers of young/older people)     | <b>194 Staff</b><br><i>Staff age profile: 20-30: 2 (0.5%), 31-40: 7 (3.6%), 41-50: 35 (18%), 51-60: 86 (44.3%), 61-70: 60 (30%), 70+ 4 (2.6%)</i>  |
| Disability (including carers of disabled people) | <b>5 (2.5%) staff have disabilities</b>  |
| Gender Reassignment                              | <i>No data available</i>   |
| Marriage / Civil Partnership                     | <i>1 civil partnership, 6 divorced, 91 married, 3 separated, 44 single, 45 unknown or no information, 4 widowed.</i>   |
| Pregnancy and Maternity                          | <i>3 staff on maternity leave (as of 10<sup>th</sup> June 013)</i>   |
| Race   | <i>Asian Chinese 1, Asian Indian 43, Asian other 8, Asian Sri Lankan, Black African 5, Black Caribbean 15, Black other 1, Black Mixed 1, Other 2, Unclassified 1, Unknown 10, White English 81, White Irish 17, White Other 3, White Welsh 1</i> |
| Religion and Belief                              | <i>34 Christian, 14 Hinduism, Islam 2, Jainism 1, No Religion 3, Other 6, Sikh 1, Unknown 133</i>  |
| Sex / Gender                                     | <i>Female 110, Male 84</i>   |

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| Sexual Orientation   | <i>3 Bi-sexual, 33 Heterosexual, 6 Prefer not to say, 152 Unknown</i>  |            |    |  |
| <p><b>6. Is there any other (local, regional, national research, reports, media) data sources that can inform this assessment?</b></p> <p><i>Include this data (facts, figures, evidence, key findings) in this section.</i></p>   | <p><i>There is a favourable media piece in the Harrow Observer dated 11<sup>th</sup> April 2013 that quotes the Chief Executive of the Harrow Association for the Disabled, there is also coverage of the Unison call-in dated 1<sup>st</sup> May for the report to cabinet asking for more consultation before the decision is taken.</i></p> |            |    |  |
| <p><b>7. Have you undertaken any consultation on your proposals? (this may include consultation with staff, members, unions, community / voluntary groups, stakeholders, residents and service users)</b></p>  | Yes  | <b>Yes</b> | No |  |
| <p><b>NOTE:</b> If you have not undertaken any consultation as yet, you should consider whether you need to. For example, if you have insufficient data/information for any of the protected characteristics and you are <b>unable</b> to assess the potential impact, you may want to consult with them on your proposals as how they will affect them. Any proposed consultation needs to be <b>completed before</b> progressing with the rest of the EqIA.</p> <p><b>Guidance on consultation/community involvement toolkit can be accessed via the link below</b></p> <p><a href="http://harrowhub/info/200195/consultation/169/community_involvement_toolkit">http://harrowhub/info/200195/consultation/169/community_involvement_toolkit</a></p> |  |            |    |  |

**Stage 2b: Monitoring / Collecting Evidence / Data: ADULT SERVICE USERS**

*5. What information is available to assess the impact of your proposals? Include the actual data, statistics and evidence (including full references) reviewed to determine the potential impact on each equality group (protected characteristic). This can include results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys, workforce profiles, service users profiles, local and national research, evaluations etc*

*(Where possible include data on the nine protected characteristics. Where you have gaps, you may need to include this as an action to address in the action plan)*

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| Age (including carers of young/older people)     | <p><b>Adult Service Users</b></p> <p><i>Under 65: 123, 65-74: 37, 75-84: 66, 85+ 53</i></p>   |
| Disability (including carers of disabled people) | <p><i>Physical Disability 160, (of which physical disability frailty etc: 127, visual impairment 5, Deaf hearing impairment 3)</i></p> <p><i>Mental Health 7 (of which dementia 2)</i></p> <p><i>Learning Disability 111</i></p> <p><i>Other vulnerable 1</i></p> |
| Gender Reassignment                              | <i>No data available</i>  |
| Marriage / Civil Partnership                     | <i>6 divorced, 33 married, 3 separated, 67 single, 118 unknown or no information, 52 widowed.</i>   |
| Pregnancy and Maternity                          | <i>No information available</i>   |
| Race   | <i>White English 80, White Irish 12, White Other 2, Mixed Background 1, Indian 117, Pakistani 12, Other Asian 25, African 2, Caribbean 14, Other Black Background 2, Other Ethnic 9, Not provided 3.</i>  |

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|--|---|------------|----|--|
| Religion and Belief  | <i>2 Buddhism, Catholic 9, 88 Christian, 110 Hinduism, 30 Islam, 2 Jainism, 4 Judaism, 2 No Religion, 1 Other, 5 Sikh, 26 Unknown</i>   |            |    |  |
| Sex / Gender   | <i>Female 184, Male 95</i>  |            |    |  |
| Sexual Orientation   | <i>No information available</i>   |            |    |  |
| <p><b>6. Is there any other (local, regional, national research, reports, media) data sources that can inform this assessment?</b></p> <p><i>Include this data (facts, figures, evidence, key findings) in this section.</i></p>   | <p><i>There are demographic projections that forecast a rise in potential service users</i></p> <p><i>There is a favourable media piece in the Harrow Observer dated 11<sup>th</sup> April 2013 that quotes the Chief Executive of the Harrow Association for the Disabled (attached appendix one), there is also coverage of the Unison call-in for the report to cabinet asking for more consultation before the decision is taken.</i></p> |            |    |  |
| <p><b>7. Have you undertaken any consultation on your proposals? (this may include consultation with staff, members, unions, community / voluntary groups, stakeholders, residents and service users)</b></p>  | Yes   | <b>Yes</b> | No |  |
| <p><b>NOTE:</b> If you have not undertaken any consultation as yet, you should consider whether you need to. For example, if you have insufficient data/information for any of the protected characteristics and you are <b>unable</b> to assess the potential impact, you may want to consult with them on your proposals as how they will affect them. Any proposed consultation needs to be <b>completed before</b> progressing with the rest of the EqIA.</p> <p><b>Guidance on consultation/community involvement toolkit can be accessed via the link below</b></p> <p><a href="http://harrowhub/info/200195/consultation/169/community_involvement_toolkit">http://harrowhub/info/200195/consultation/169/community_involvement_toolkit</a></p> |   |            |    |  |

**Stage 2c: Monitoring / Collecting Evidence / Data: CHILD SERVICE USERS**

*5. What information is available to assess the impact of your proposals? Include the actual data, statistics and evidence (including full references) reviewed to determine the potential impact on each equality group (protected characteristic). This can include results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys, workforce profiles, service users profiles, local and national research, evaluations etc*

*(Where possible include data on the nine protected characteristics. Where you have gaps, you may need to include this as an action to address in the action plan*

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| Age (including carers of young/older people)     | <p><i>4-10 = 189</i></p> <p><i>10-16 = 237</i></p> <p><i>17+ = 96</i></p>  |
| Disability (including carers of disabled people) | <p><i>Using wheel chairs = 81</i></p> <p><i>Needs Houdini Harness = 7</i></p> <p><i>Requires extra assistance = 1</i></p> <p><i>Needs a car seat = 6</i></p> <p><i>Deaf = 1</i></p> <p><i>Epileptic = 1</i></p> <p><i>Uses a large frame = 1</i></p> |



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|  | <i>Uses a walking frame = 1</i>   |            |    |  |
| Gender Reassignment  | <i>No data available</i>  |            |    |  |
| Marriage / Civil Partnership   | <i>Not applicable</i>   |            |    |  |
| Pregnancy and Maternity  | <i>No information available</i>   |            |    |  |
| Race   | <i>No information available</i>   |            |    |  |
| Religion and Belief  | <i>No information available</i>   |            |    |  |
| Sex / Gender   | <i>Female 175, Male 347</i>   |            |    |  |
| Sexual Orientation   | <i>No information available</i>   |            |    |  |
| <p><b>6. Is there any other (local, regional, national research, reports, media) data sources that can inform this assessment?</b></p> <p><i>Include this data (facts, figures, evidence, key findings) in this section.</i></p>   | <p><i>There are demographic projections that forecast a rise in potential service users</i></p> <p><i>There is a favourable media piece in the Harrow Observer dated 11<sup>th</sup> April 2013 that quotes the Chief Executive of the Harrow Association for the Disabled (attached appendix one), there is also coverage of the Unison call-in for the report to cabinet asking for more consultation before the decision is taken.</i></p> |            |    |  |
| <p><b>7. Have you undertaken any consultation on your proposals? (this may include consultation with staff, members, unions, community / voluntary groups, stakeholders, residents and service users)</b></p>  | Yes   | <b>Yes</b> | No |  |
| <p><b>NOTE:</b> If you have not undertaken any consultation as yet, you should consider whether you need to. For example, if you have insufficient data/information for any of the protected characteristics and you are <b>unable</b> to assess the potential impact, you may want to consult with them on your proposals as how they will affect them. Any proposed consultation needs to be <b>completed before</b> progressing with the rest of the EqIA.</p> <p><b>Guidance on consultation/community involvement toolkit can be accessed via the link below</b></p> <p><a href="http://harrowhub/info/200195/consultation/169/community_involvement_toolkit">http://harrowhub/info/200195/consultation/169/community_involvement_toolkit</a></p> |   |            |    |  |

| (1)Who was consulted?                       | What consultation methods were used? | What do the results show about the impact on different equality groups (protected characteristics)?   | What action are you going to take as a result of the consultation?<br>This may include revising your proposals, steps to mitigate any adverse impact.<br><i>(Also Include these in the Improvement Action Plan at Stage 5)</i>  |
|---|--------------------------------------|---|---|
| <b>(1) Head Teachers of special schools</b> | Face to face meetings                | <ul style="list-style-type: none"> <li>- No impact on particular groups other than disabled customers from policy consultation</li> <li>- Would not want too much disruption to morning &amp; afternoon traffic</li> </ul>                                    | <ul style="list-style-type: none"> <li>- Ensure that suppliers meet quality objectives</li> <li>- Ensure parents agree any new independent travel arrangements</li> <li>- Consult with target audience in policy refresh &amp; new services through school involvement</li> </ul> |
| <b>(2) Team Manager: Transport Team</b>     | Face to face meetings                | <ul style="list-style-type: none"> <li>- Certain customers would prefer continuity in drivers &amp; escorts, Team input is essential in specifying contracts, roles &amp; work tasks.</li> <li>- Involve Trade Unions in staff consultation phase.</li> </ul> | <ul style="list-style-type: none"> <li>- Ensure that suppliers meet contractual quality objectives</li> <li>- Ensure the transport team lead the appropriate work-streams (LEAN, Absence, Market Engagement, ITT, DTP)</li> <li>- Involve Unions in staff consultation</li> </ul> |

| <p>(1) Who was consulted?</p>                              | <p>What consultation methods were used?</p>                  | <p>What do the results show about the impact on different equality groups (protected characteristics)?</p>  | <p>What action are you going to take as a result of the consultation?<br/>This may include revising your proposals, steps to mitigate any adverse impact.<br/><i>(Also Include these in the Improvement Action Plan at Stage 5)</i></p>  |
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| <p><b>(3) Team Manager: SENARS</b></p>                     | <p>Face to face meetings</p>                                 | <p>- Some SEN parents &amp; carers receive a direct payment, others may like the option. Clients of Special Transport prefer consistency in transport provision. - New policy must be clear and meet the needs of both the council and the service users.</p>     | <p>- Policy must meet the needs of users and Council</p>   |
| <p><b>(4) Parents &amp; Carers: Shaftesbury School</b></p> | <p>Parents evening presentation</p>                          | <p>- Children would prefer to be trained by people they know, parents will have to have the ability to stop training or not go ahead with independent travel after training.</p>  | <p>- Continue to develop ITT offer<br/>- Make sure parents are in control of training and travel arrangements</p>  |
| <p><b>(5a) Public</b></p>                                  | <p>Letters to all parents and carers 5<sup>th</sup> July</p> | <p>- Public responses are included in appendix 2<br/>- In Summary<br/>- change must be given time<br/>- more information is better than less<br/>- parents need answers &amp; to feel as confident with new services<br/>- service users respect and like the</p> | <p>- Give parents and carers the information they need<br/>- Delivery standards would be required in new contracts<br/>- Set-up a contracts board on-going that involves parents, cllrs, Officers and service delivery organisations</p> |

|                    |  |  |   |
|--------------------|--|--|---|
|                    |  | <i>current service delivery</i>  |   |
| <b>(5b) Public</b> | <p>3 public meetings held on:<br/> 16<sup>th</sup> July x 2<br/> 18<sup>th</sup> July x 1</p>  | <ul style="list-style-type: none"> <li>- Public responses are included in appendix 2</li> <li>- That change must be given time</li> <li>- That more information is better than less</li> <li>- That parents need answers &amp; to feel as confident with new services</li> <li>- That service users respect and like the current service delivery</li> <li>- Are far more confident with proposals when they hear how they will be bought &amp; managed and knowing that other authorities have outsourced successfully</li> </ul> | <ul style="list-style-type: none"> <li>- Give parents and carers the information they need</li> <li>- Delivery standards would be required in new contracts</li> <li>- Set-up a contracts board on-going that involves parents, cllrs, Officers and service delivery organisations</li> </ul> |
| <b>(6) Staff</b>   | <p>All staff meetings:<br/> 28<sup>th</sup> March<br/> 3<sup>rd</sup> July<br/> 4<sup>th</sup> July<br/> Letter to all staff Monday 24<sup>th</sup> June<br/> Follow-up letter to all staff 16<sup>th</sup> July</p> | <ul style="list-style-type: none"> <li>- Staff unsettled by change, would prefer to stay with council, would need support in transferring &amp; agreeing new T&amp;Cs, hold an opinion that outsourced service is lower standard,</li> <li>- Would be keen to avoid certain providers, would like to have a work base that's easy to access.</li> </ul>  | <ul style="list-style-type: none"> <li>- Delivery standards would be required in new contract</li> <li>- Support and advice would be provided in transfer for staff</li> <li>- Work-bases and T&amp;Cs would be agreed as part of transfer.</li> </ul>  |

| (1)Who was consulted?        | What consultation methods were used?  | What do the results show about the impact on different equality groups (protected characteristics)?  | What action are you going to take as a result of the consultation?<br>This may include revising your proposals, steps to mitigate any adverse impact.<br><i>(Also Include these in the Improvement Action Plan at Stage 5)</i>   |
|------------------------------|---|--|--|
| <b>(7) Partnership Board</b> | <i>Overview of Programme in partnership meeting</i>   | <ul style="list-style-type: none"> <li>- <i>Service users, their families and support networks need time to adjust the emotional impact of change.</i></li> <li>- <i>Some service users have real personal attachments to the staff in the transport service.</i></li> </ul>   | <ul style="list-style-type: none"> <li>- <i>Keep users updated</i></li> <li>- <i>High delivery standards would be required in new contracts</i></li> </ul>   |
| <b>(8) Trade's Unions</b>    | <ul style="list-style-type: none"> <li><i>Departmental Joint Committees</i></li> <li><i>Special SNT only meeting 23<sup>rd</sup> May</i></li> <li><i>Partnership Board</i></li> <li><i>Staff consultation sessions</i></li> </ul> | <ul style="list-style-type: none"> <li>- <i>TU's principally against outsourcing</i></li> <li>- <i>Would like independent verification of the potential savings</i></li> <li>- <i>TU's would like to make a severance option available</i></li> <li>- <i>Support the outsourcing of out of borough routes, safeguarding local schools transport provision by Harrow Council</i></li> </ul> | <ul style="list-style-type: none"> <li>- <i>Finance Business Partner review of savings plan</i></li> <li>- <i>Maintain contact with staff during the change process to give them notice of what's happening</i></li> <li>- <i>Receive and consider the TU's proposals for integration into the Cabinet report</i></li> </ul> |

**Stage 3: Assessing Impact and Analysis: WORKFORCE**

8. What does your information tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

| Protected Characteristic                         | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)  |
|--|----------|---------|---|---|
| Age (including carers of young/older people)     | No       | Yes     | <ul style="list-style-type: none"> <li>• There are a greater proportion of older staff in the workforce, any change in the workforce is likely to impact on the eldest in the workforce more strongly than younger staff.</li> <li>• There will be more things for this age-group to consider in transferring including and most importantly the transfer of pensions &amp; potential ETO measures</li> </ul> | <ul style="list-style-type: none"> <li>- Roles transfer through TUPE rights</li> <li>- Support given around the time of transfer to make sure pension liability is sound &amp; equal</li> <li>- Sickness improvement work stream will take account of any disability related illness and is directed at safely getting staff back to work.</li> </ul> |
| Disability (including carers of disabled people) | No       | Yes     | <ul style="list-style-type: none"> <li>• There are 5 members of staff who are known to have a disability</li> <li>• These will be identified and discussed with staff to understand the specific impact of change on them.</li> </ul>   | <ul style="list-style-type: none"> <li>- Use discussions with staff and providers to ensure smooth transfer that meets both staff and employer requirements</li> <li>- Sickness improvement work stream will take account of any disability related illness and is directed at safely getting staff back to work.</li> </ul>                          |
| Gender Reassignment                              | No       | No      | No data available   |   |

| Protected Characteristic       | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.   | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)   |
|--------------------------------|----------|---------|--|--|
| Marriage and Civil Partnership | No       | Yes     | <ul style="list-style-type: none"> <li>Where there is a significant change in the operation of the service it is likely that when the parent/carer is a single person, that their lives would be more impacted than those who are not single as they would have two options/ possible ways of supporting the change/ sharing any additional responsibilities.</li> </ul> | <ul style="list-style-type: none"> <li><i>- Make sure that staff are kept up-to-date through newsletters or similar to give the notice of anything that may change</i></li> </ul>  |
| Pregnancy and Maternity        | No       | No      | <ul style="list-style-type: none"> <li>There are 3 staff on maternity leave at this time.</li> <li>Change will have a greater impact on families expecting new children with newborns.</li> </ul>  | <ul style="list-style-type: none"> <li><i>- Staff away from the office during the consultation and potential change period will be sent all consultation materials in the post</i></li> <li><i>- Staff have the opportunity to speak to managers in the office at anytime to consider how the changes could effect them</i></li> </ul> |
| Race                           | No       | No      | <ul style="list-style-type: none"> <li>Although there would be no direct impact on race, there may be an indirect impact through culture, in that where a staff member may not be a fluent English speaker, dealing with unexpected issues which may arise through transferring employers may be more difficult.</li> </ul>  | <ul style="list-style-type: none"> <li><i>- Identify any members of staff likely to have issues of this kind and make sure they are supported through change</i></li> </ul>  |

| Protected Characteristic | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.   | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)  |
|--------------------------|----------|---------|--|---|
| Religion or Belief       | No       | No      | <ul style="list-style-type: none"> <li>The two most common religions in the workforce are Christian &amp; Hinduism</li> <li>Specific impacts of proposed changes unknown</li> </ul>  | <ul style="list-style-type: none"> <li><i>Staff have been open and honest in all staff meetings and have asked the questions most specifically relating to their circumstances where religion has not been raised</i></li> <li><i>During any further consultation period we will have support sessions for staff to ask further questions specific</i></li> </ul> |
| Sex                      | No       | No      | <ul style="list-style-type: none"> <li>There are a higher number of women in the work force than men, therefore any changes would have a higher than average effect on females in the workforce</li> </ul>                                   | <ul style="list-style-type: none"> <li><i>The staff would be supported through any changes and impacts specific to them in the transfer and change period</i></li> </ul>  |
| Sexual Orientation       | No       | No      | <ul style="list-style-type: none"> <li>The sexual orientation of most staff is unknown. We know less about sexual orientation in the workforce than race.</li> <li>There are 3 openly bi-sexual members of staff in the workforce</li> </ul> | <ul style="list-style-type: none"> <li><i>The staff would be supported through any changes and impacts specific to them in the transfer and change period</i></li> </ul>  |



| Protected Characteristic | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.   | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5) |
|--------------------------|----------|---------|--|--|
| Other (delivery)         | Yes      | No      | <ul style="list-style-type: none"> <li>New and positive opportunities may develop which will benefit the staff, such as new jobs with new companies being a good fit</li> </ul>  | <p><i>- We will work with staff in transfer to capitalise on any potential new benefit for them</i></p>  |
| Other (cumulative)       | No       | Yes     | <ul style="list-style-type: none"> <li>There may be a cumulative impact on the workforce from the Adults services changes to day centres, but at this time it is not known what if any effect this may have on staff.</li> <li>It may effect between 0 &amp; 12 staff</li> </ul> | <p><i>- Any potential for moving staff within the workforce to avoid redundancy will be made.</i></p> <p><i>- Redeployment will be explored before any redundancies are made</i></p>                   |

### Stage 3: Assessing Impact and Analysis: Adult Service Users

8. What does your information tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

| Protected Characteristic                         | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.   | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)   |
|--|----------|---------|--|--|
| Age (including carers of young/older people)     | No       | Yes     | <ul style="list-style-type: none"> <li>It is possible that a disproportionate amount of older people may also be affected by whatever change is planned, even if the change in eligibility criteria does not affect them.</li> </ul>   | <ul style="list-style-type: none"> <li><i>Consult with groups on proposals</i></li> <li><i>Give service users information &amp; time to adapt to the emotional &amp; practical impact of change</i></li> </ul>   |
| Disability (including carers of disabled people) | Yes      | Small   | <ul style="list-style-type: none"> <li>Changes to routes may involve change of timing, which may cause inconvenience to some people, but be positive for others – could be negative or positive, but needs to be considered</li> </ul> | <ul style="list-style-type: none"> <li><i>Consult with groups on proposals</i></li> <li><i>All provider's staff checked in appropriate way</i></li> <li><i>Give service users information &amp; time to adapt to the emotional &amp; practical impact of change</i></li> </ul> |

| Protected Characteristic                         | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)  |
|--|----------|---------|---|---|
| Disability (including carers of disabled people) | No       | Yes     | <ul style="list-style-type: none"> <li>For people who have behavioural needs, it may not be simple or quick to reproduce the support they need to travel, as they will currently have drivers and escorts who know how to respond to their needs</li> <li>For people whose needs are on the Autism spectrum, or have anxiety about change, emotional impact of any change may be as real as actual impacts, and needs to be planned</li> <li>For some people, the unknown of waiting to hear if they will be affected will create anxiety and stress</li> </ul> | <ul style="list-style-type: none"> <li><i>- Personal requirements of users will be shared &amp; explained to new providers</i></li> <li><i>- Give notice, information &amp; lead-in periods for any change</i></li> <li><i>- Consult with groups on proposals</i></li> <li><i>- Give service users information &amp; time to adapt to the emotional &amp; practical impact of change</i></li> <li><i>- Work with new suppliers to soften and reduce the impact of transition</i></li> </ul> |
| Protected Characteristic                         | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)  |
| Disability (including carers of disabled people) | No       | Yes     | <ul style="list-style-type: none"> <li>For people who are given a Personal budget, there is a risk of mis-spending the money on services which may not be strictly legal (eg. paying a friend who is not compliant with</li> </ul>  | <ul style="list-style-type: none"> <li><i>- Check any new travel payment arrangements for legal compliance</i></li> <li><i>- Use the day-centre networks to make sure that adult</i></li> </ul>   |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>correct legislation around running a taxi service may fall into this category), and this matters because eg. insurance is invalidated if an arrangement is not legal</p> <ul style="list-style-type: none"> <li>• People who do not use language, or whose communication is not easy for others to understand, are often left out of the loop of communication, but still need to understand enough to convey any concerns they are able to</li> <li>• For some people, particularly parents, there will be huge anxiety and worry about the vulnerability of, and risk to the person they care for</li> </ul> | <p><i>users know what is happening &amp; what might change</i></p> <p><i>- Communications need to be clear and address positively areas of potential anxiety (by giving as much information as the users might need)</i></p> |
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| Protected Characteristic                         | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.   | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)                               |
|--|----------|---------|--|--|
| Disability (including carers of disabled people) | No       | Yes     | <ul style="list-style-type: none"> <li>• The planning of a changed route/ travel training plan may well impact on the day of the carer, their work and other plans</li> <li>• Carers will share concerns for people with behavioural needs, and may also feel that if those needs are not met well, that the onus to provide the support will default to them</li> <li>• For some carers, as with the disabled people themselves, the unknown of waiting to hear if they will be affected will create anxiety and stress</li> <li>• Where the carer manages the Personal Budget, or has concerns for the disabled person who manages their own budget, there is also the risk of mis-spending the money on services which may not be strictly legal with same concerns as with disabled person.</li> </ul> | <ul style="list-style-type: none"> <li>- Any change needs to be given long-lead-in periods and reassurance in setting-out service</li> <li>- Keep customers informed</li> <li>- Agree checks for personal budget spending</li> </ul> |

| Protected Characteristic       | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5) |
|--------------------------------|----------|---------|---|--|
| Gender Reassignment            | No       | No      |   |  |
| Marriage and Civil Partnership | No       | No      | <ul style="list-style-type: none"> <li>Where there is a real change in timing or provision of service, it is likely that when the parent/ carer is a single person, that their lives would be more impacted than those with partners, as they would have two options/ possible ways of supporting the change/ sharing any additional responsibilities.</li> </ul> | - Allow time for questions to be asked and feedback to be given  |
| Pregnancy and Maternity        | No       | No      |   |  |
| Race                           | No       | No      | <ul style="list-style-type: none"> <li>Although there would be no direct impact on race, there may be an indirect impact through culture, in that where the service user may not be a fluent English speaker, dealing with unexpected issues which may arise eg. during travel training may be more difficult.</li> </ul>   | - Allow time for questions to be asked and feedback to be given  |
| Religion or Belief             | No       | No      |   |  |

| Protected Characteristic | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5) |
|--------------------------|----------|---------|---|--|
| Sex                      | No       | No      | <ul style="list-style-type: none"> <li>There are almost twice as many Female service users than Male, therefore any changes would affect more females than males</li> </ul>                         | - No specific actions  |
| Sexual Orientation       | No       | No      |   |  |
| Other (delivery)         | Yes      | No      | <ul style="list-style-type: none"> <li>New and positive opportunities to develop which will benefit their clients, most of whom fall under one or other equality strand</li> </ul>                  | - Make sure that service users receive the full benefit where any are achievable   |
| Other (delivery)         |          | Yes     | <ul style="list-style-type: none"> <li>Change of provider could be a real positive, but if it goes to the wrong provider, could lead to inappropriate cost cutting and a reduced service</li> </ul> | - Quality monitoring is the primary purpose of the newly designed transport team   |

### Stage 3: Assessing Impact and Analysis: Children Service Users

8. What does your information tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

| Protected Characteristic                         | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.   | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)   |
|--|----------|---------|--|--|
| Age (including carers of young/older people)     | Yes      | Yes     | <ul style="list-style-type: none"> <li>This proposal affects children of all ages.</li> </ul>  | <p><i>- Provide transition information to all parents from which they can prepare and brief children</i></p>   |
| Disability (including carers of disabled people) | Yes      | Small   | <ul style="list-style-type: none"> <li>Changes to routes may involve change of timing, which may cause inconvenience to some people, but be positive for others – could be negative or positive, but needs to be considered</li> <li>Some people will be able to travel independently which will enhance their lives, in terms of having new skills, building confidence and reducing reliance on others</li> <li>For some people, travel training will be only a positive, for others, it will create anxiety and will be time consuming in the initial stages</li> </ul> | <p><i>- Some children have very specific and/or complex needs, there would be passed-on the new providers before they start</i></p> <p><i>- Make sure travel training is tailored, safe &amp; known about on the transport network</i></p> <p><i>- Where travel training is proposed, provide information that details how potential risks will be managed</i></p> <p><i>- Make sure that providers know how to use specialist equipment through monitoring &amp; training records</i></p> |



| Protected Characteristic                         | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.   | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)   |
|--|----------|---------|--|--|
| Disability (including carers of disabled people) |          | Yes     | <ul style="list-style-type: none"> <li>• For people who have behavioural needs, it may not be simple or quick to reproduce the support they need to travel, as they will currently have drivers and escorts who know how to respond to their needs</li> <li>• For people whose needs are on the Autism spectrum, or have anxiety about change, emotional impact of any change may be as real as actual impacts, and needs to be planned</li> <li>• For some people the eligibility criteria may exclude them, and although this is not anticipated to be the case for many, it does need to be addressed, as not everyone who reads the information will actually know at that point whether they will be affected</li> <li>• For some people, the unknown of waiting to hear if they will be affected will create anxiety and stress</li> </ul> | <p>What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)</p> <ul style="list-style-type: none"> <li>- <i>Some children have very specific and/or complex needs, there would be passed-on the new providers before they start</i></li> <li>- <i>Make sure travel training is tailored, safe &amp; known about on the transport network</i></li> <li>- <i>Where travel training is proposed, provide information that details how potential risks will be managed</i></li> <li>- <i>Make sure that providers know how to use specialist equipment through monitoring &amp; training records</i></li> <li>- <i>Keep service users informed</i></li> <li>- <i>Eligibility may change slightly around travel training, where if they have the skill they may not be given further assistance – result will be known after consultation.</i></li> </ul> |

| Protected Characteristic                         | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)   |
|--|----------|---------|---|--|
| Disability (including carers of disabled people) |          | Yes     | <ul style="list-style-type: none"> <li>• For people who are given a Personal budget, there is a risk of mis-spending the money on services which may not be strictly legal (eg. paying a friend who is not compliant with correct legislation around running a taxi service may fall into this category), and this matters because eg. insurance is invalidated if an arrangement is not legal</li> <li>• People who do not use language, or whose communication is not easy for others to understand, are often left out of the loop of communication, but still need to understand enough to convey any concerns they are able to</li> <li>• For some people, particularly parents, there will be huge anxiety and worry about the vulnerability of, and risk to the person they care for</li> <li>• The planning of a changed route/ travel training plan may well impact on the day of the carer, their work and other plans</li> </ul> | <p>- Agree checks for personal budget spending</p> <p>- Any change needs to be given long-lead-in periods and reassurance in setting-out service</p> <p>- Keep customers informed</p> <p>- Give notice of potential changes &amp; time for communication where necessary</p> |

| Protected Characteristic                         | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.   | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)   |
|--|----------|---------|--|--|
| Disability (including carers of disabled people) |          | Yes     | <ul style="list-style-type: none"> <li>• Carers will share concerns for people with behavioural needs, and may also feel that if those needs are not met well, that the onus to provide the support will default to them</li> <li>• For the few people whom any changes in the eligibility criteria may exclude, exclusion from the service will have a massive impact on the carers life, meaning they may have to adjust work or other activities to accommodate</li> <li>• For some carers, as with the disabled people themselves, the unknown of waiting to hear if they will be affected will create anxiety and stress – negative, needs to be managed</li> <li>• Where the carer manages the Personal Budget, or has concerns for the disabled person who manages their own budget, there is also the risk of mis-spending the money on services which may not be strictly legal with same concerns as with disabled person</li> </ul> | <ul style="list-style-type: none"> <li>- <i>Transport management team will have to work hard with new providers to meet the emotional challenges that some children will have following a change to provision</i></li> <li>- <i>Some children have very specific and/or complex needs, there would be passed-on the new providers before they start</i></li> <li>- <i>Any change in eligibility should be given sufficient notice periods</i></li> <li>- <i>Keep customers informed</i></li> <li>- <i>Agree checks for personal budget spending</i></li> </ul> |

| Protected Characteristic       | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5)   |
|--------------------------------|----------|---------|---|--|
| Gender Reassignment            | No       | No      |   |  |
| Marriage and Civil Partnership | No       | Small   | <ul style="list-style-type: none"> <li>Where there is a real change in timing or provision of service, it is likely that when the parent/ carer is a single person, that their lives would be more impacted than those with partners, as they would have two options/ possible ways of supporting the change/ sharing any additional responsibilities.</li> </ul> | <ul style="list-style-type: none"> <li>- Any change needs to be given long-lead-in periods and reassurance in setting-out service</li> <li>- Keep customers informed</li> <li>- Give notice of potential changes &amp; time for communication where necessary</li> </ul> |
| Pregnancy and Maternity        | No       | No      |   |  |

| Protected Characteristic | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5) |
|--------------------------|----------|---------|---|--|
| Race                     | No       | No      | <ul style="list-style-type: none"> <li>Although there would be no direct impact on race, there may be an indirect impact through culture, in that where the service user may not be a fluent English speaker, dealing with unexpected issues which may arise eg. during travel training may be more difficult.</li> </ul> | - Give notice of potential changes & time for communication where necessary  |
| Religion or Belief       | No       | No      |   |  |
| Sex                      | No       | No      |   |  |
| Sexual Orientation       | No       | No      |   |  |
| Other (delivery)         | Yes      | No      | <ul style="list-style-type: none"> <li>New and positive opportunities to develop which will benefit their clients, most of whom fall under one or other equality strand</li> </ul>  | - Make sure that service users receive the full benefit where any are achievable   |

| Protected Characteristic | Positive | Adverse | Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  | What measures can you take to eliminate or reduce the adverse impact(s)? E.g. consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 5) |
|--------------------------|----------|---------|---|--|
| Other (delivery)         |          | Yes     | <ul style="list-style-type: none"> <li>Change of provider could be a real positive, but if it goes to the wrong provider, could lead to inappropriate cost cutting and a reduced service</li> </ul> | <p><i>- Quality monitoring is the primary purpose of the newly designed transport team, it will focus on doing the right job at the right cost</i></p>   |

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**9. Cumulative impact** – Are you aware of any cumulative impact? For example, when conducting a major review of services. This would mean ensuring that you have sufficient relevant information to understand the cumulative effect of all of the decisions.

**Example:**

A local authority is making changes to four different policies. These are funding and delivering social care, day care, and respite for carers and community transport. Small changes in each of these policies may disadvantage disabled people, but the cumulative effect of changes to these areas could have a significant effect on disabled people's participation in public life. The actual and potential effect on equality of all these proposals, and appropriate mitigating measures, will need to be considered to ensure that inequalities between different equality groups, particularly in this instance for disabled people, have been identified and do not continue or widen. This may include making a decision to spread the effects of the policy elsewhere to lessen the concentration in any one area.

*- There will be a cumulative impact on the workforce with other changes being delivered in Harrow and the overall workforce going down in number, reducing for instance the potential for redeployment if staff were eligible.*

*- Some children may have a cumulative impact of changes to respite from those programmes of work*

*- Some families may have been impacted by benefit reform and may have had to change working arrangements ( i.e. reducing hours if a registered carer, 'bedroom tax' etc) potential start & finish times changing could be a further impact on these families.*

*- There are cumulative impacts of change on adult service users from the day centre review, although eligibility and access to transport will not be effected from this change, there will be an impact of potentially changing routes, providers, times of transfer or managing personal budgets.*

*- The workforce will be effected from potential loss of demand for internally provided transport. Redeployment will be explored within the transport and wider workforce before any redundancies are made.*

*- Access is not changed in anyway through these transport proposals – only potentially the provider.*

*- There is a review of the taxi-cards & discretionary freedom passes taking place which will effect access to transport for some. For Adults there is a potential impact of the combination of changes that may be confusing to them, transition management will manage this risk for special transport areas.*

**10.** How do your proposals contribute towards the requirements of the Public Sector Equality Duty (PSED), which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.

(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)

|   |  |  |   |
|---|--|--|---|
| Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 | Advance equality of opportunity between people from different groups                               | Foster good relations between people from different groups | Are there any actions you can take to meet the PSED requirements? ( <i>List these here and include them in the Improvement Action Plan at Stage 5</i> ) |
| <i>All client needs continue to be met, staff are given options for the their future employment</i>                   | <i>All staff supported in change management processes, customers kept informed &amp; consulted</i> | <i>Public meetings, written notification and support</i>   | <i>Providing support to staff, providing new services for clients, meeting the needs of clients</i>   |

**11.** Is there any evidence or concern that your proposals may result in a protected group being disadvantaged (please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act)?

|     | Age (including carers) | Disability (including carers) | Gender Reassignment | Marriage and Civil Partnership | Pregnancy and Maternity | Race | Religion and Belief | Sex | Sexual Orientation |
|-----|------------------------|-------------------------------|---------------------|--------------------------------|-------------------------|------|---------------------|-----|--------------------|
| Yes | Yes                    | Yes                           | No                  | Yes                            | Yes                     | Yes  | No                  | No  | No                 |
| No  |                        | <i>Positive</i>               |                     |                                |                         |      |                     |     |                    |

If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)

If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.

If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. (select outcome 4)



If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. (select outcome 4)

**Stage 4: Decision**

**12.** Please indicate which of the following statements best describes the outcome of your EqIA ( tick one box only)

**Outcome 1** – No change required: when the EqIA has not identified any potential for unlawful conduct or adverse impact and all opportunities to enhance equality are being addressed.

**Outcome 2** – Minor adjustments to remove / mitigate adverse impact or enhance equality have been identified by the EqIA. *List the actions you propose to take to address this in the Improvement Action Plan at Stage 5*

**Outcome 3** – Continue with proposals despite having identified potential for adverse impact or missed opportunities to enhance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have ‘due regard’. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. **(explain this in 12a below)**

**Outcome 4** – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)

**12a.** If your EqIA is assessed as **outcome 3** or have ticked ‘yes’ in **Q11**, explain your justification with full reasoning to continue with your proposals.

- *There are significant cuts to council spending which must be met whilst protecting front line services. This plan provides job security and maintains services for children and adult clients.*

- *The impacts identified are manageable.*

- *There are potential positive impacts of travel training on those trained and some may benefit from transition in being allocated a transport time that better suits their circumstances*

**Stage 5: Making Adjustments: Staff**

**13.** List below any actions you plan to take as a result of this impact assessment. This should include any actions identified throughout the EqlA.

| Area of potential adverse/ positive impact | Action proposed   | Desired Outcome  | Target Date          | Lead Officer | Progress  |
|--|---|--|----------------------|--------------|---|
| Age (adverse)                              | <ul style="list-style-type: none"> <li>- Roles transfer through TUPE rights</li> <li>- Support given around the time of transfer to make sure pension liability is sound &amp; equal</li> </ul> | <ul style="list-style-type: none"> <li>- Staff are prepared for the practical &amp; emotional impact of change</li> <li>- Jobs are secure</li> <li>- Staff are supported through change more confident about the future</li> </ul> | At point of transfer | RB           | Considered by Programme Board                           |
| Disability (adverse)                       | <ul style="list-style-type: none"> <li>- Use discussions with staff and providers to ensure smooth transfer that meets both staff and employer requirements</li> </ul>                          | <ul style="list-style-type: none"> <li>- Staff &amp; future employers transfer with confidence</li> </ul>  | At point of transfer | RB           | Considered by Programme Board                           |
| Marriage and Civil Partnership (adverse)   | <ul style="list-style-type: none"> <li>- Make sure that staff are kept up-to-date through newsletters or similar to give the notice of anything that may change</li> </ul>                      | <ul style="list-style-type: none"> <li>- Remove as far as possible the unknowns for staff &amp; provide the information they need</li> </ul>   | In progress          | BSM/RB       | Partnership board, news letters & consultation sessions |

**Stage 5: Making Adjustments: Staff (continued)**

| Area of potential adverse/ positive impact | Action proposed  | Desired Outcome  | Target Date                          | Lead Officer | Progress  |
|--|--|--|--------------------------------------|--------------|---|
| Pregnancy and Maternity (adverse)          | <ul style="list-style-type: none"> <li>- Staff away from the office during the consultation and potential change period will be sent all consultation materials in the post</li> <li>- Staff have the opportunity to speak to managers in the office at anytime to consider how the changes could effect them</li> </ul> | <ul style="list-style-type: none"> <li>- Remove as far as possible the unknowns for staff &amp; provide the information they need</li> <li>- Staff are supported through change more confident about the future</li> </ul> | In progress                          | RB           | Letters to staff at home, consultation meetings   |
| Race (adverse)                             | <ul style="list-style-type: none"> <li>- Identify any members of staff likely to have issues of this kind and make sure they are supported through change</li> </ul>   | <ul style="list-style-type: none"> <li>- Staff have the information they need to navigate through the proposed changes</li> </ul>  | In progress                          | RB           | Identified needs for signing and provided signers for sessions                                  |
| Religion or Belief (adverse)               | <ul style="list-style-type: none"> <li>- During any further consultation period we will have support sessions for staff to ask further questions specific</li> </ul>   | <ul style="list-style-type: none"> <li>- Staff are supported through change more confident about the future</li> </ul>   | In progress and at point of transfer | RB           | Staff invited to ask Transport Team questions & opportunity to discuss at consultation sessions |

**Stage 5: Making Adjustments: Staff (continued)**

| Area of potential adverse/ positive impact | Action proposed   | Desired Outcome   | Target Date                              | Lead Officer | Progress   |
|--|---|---|--|--------------|--|
| Sex (adverse)                              | - The staff would be supported through any changes and impacts specific to them in the transfer and change period | <ul style="list-style-type: none"> <li>- Staff are supported through change more confident about the future</li> <li>- Reducing outsourcing level through consultation with Unison reduces all impacts</li> </ul> | In progress and at the point of transfer | BSM/RB       | Letters to all staff, open meetings                                  |
| Sexual Orientation (adverse)               | - The staff would be supported through any changes and impacts specific to them in the transfer and change period | - Staff are supported through change more confident about the future  | In progress and at the point of transfer | BSM/RB       | Letters to all staff, open meetings                                  |
| Other (delivery) (adverse)                 | - We will work with staff in transfer to capitalise on any potential new benefit                                  | - Staff understand and can capitalise on potential benefits   | In progress and at the point of transfer | BSM/RB       | Open discussions held with staff about plans for becoming a provider |
| Other (delivery) (adverse)                 | - Our team will make sure staff transfer in a way that suits both parties   | - Staff & future employers transfer with confidence   | In progress and at the point of transfer |              | Letters to all staff, open meetings & further support in transfer    |

**Stage 5: Making Adjustments: Staff (continued)**

| Area of potential adverse/ positive impact | Action proposed  | Desired Outcome  | Target Date                        | Lead Officer | Progress  |
|--|--|--|------------------------------------|--------------|---|
| Other (proposals)                          | <ul style="list-style-type: none"><li>- The results of consultation have been conclusive in support for the in-house service and reducing overall level of change for staff and users</li><li>- The extent of outsourcing has been reduced to deliver savings and retain an element of an in-house service</li></ul> | <ul style="list-style-type: none"><li>- Retaining an element of an in-house service</li></ul>  | August 2013                        | BSM          | Complete & revised Cabinet recommendation       |
| Other (cumulative)                         | <ul style="list-style-type: none"><li>- Likely cumulative impact from day-centre review will be managed through redeployment both within the special transport service and more broadly</li></ul>  | <ul style="list-style-type: none"><li>- Staff have options if these changes do effect the number of routes provided in-house</li></ul> | Following changes to Adult centres | RB           | Known need to act at point of change to centres |

**Stage 5: Making Adjustments: Adult Service Users**

**13.** List below any actions you plan to take as a result of this impact assessment. This should include any actions identified throughout the EqIA.

| Area of potential adverse/ positive impact | Action proposed   | Desired Outcome   | Target Date  | Lead Officer   | Progress   |
|--|---|---|--|--|--|
| <i>Age (adverse)</i>                       | <ul style="list-style-type: none"> <li>- Consult with groups on proposals</li> <li>- Give service users information &amp; time to adapt to the emotional &amp; practical impact of change</li> </ul>  | <ul style="list-style-type: none"> <li>- Service users are confident about the future of services</li> </ul>  | <ul style="list-style-type: none"> <li>Before any adults route change proposals</li> </ul> | <ul style="list-style-type: none"> <li>BSM/RB</li> </ul> | <ul style="list-style-type: none"> <li>Working with Adult services to design consultation process</li> </ul> |
| <i>Disability (adverse)</i>                | <ul style="list-style-type: none"> <li>- Consult with groups on proposals</li> <li>- Give service users information &amp; time to adapt to the emotional &amp; practical impact of change</li> <li>- Work with new suppliers to soften and reduce the impact of transition</li> <li>- Check travel payment arrangements</li> <li>- Communications need to be clear and address positively areas of potential anxiety (by giving as much information as the users might need)</li> </ul> | <ul style="list-style-type: none"> <li>- Service users are confident about the future of services</li> <li>- Public money continues to go to areas of public need</li> <li>- Reducing outsourcing level through consultation with Unison reduces all impacts</li> </ul> | <ul style="list-style-type: none"> <li>Before any adults route change proposals</li> </ul> | <ul style="list-style-type: none"> <li>BSM/RB</li> </ul> | <ul style="list-style-type: none"> <li>Working with Adult services to design consultation process</li> </ul> |

**Stage 5: Making Adjustments: Adult Service Users (continued)**

| Area of potential adverse/ positive impact | Action proposed   | Desired Outcome  | Target Date  | Lead Officer | Progress   |
|--|---|--|--|--------------|--|
| Disability (adverse)                       | <ul style="list-style-type: none"> <li>- Any change needs to be given long-lead-in periods and reassurance in setting-out service</li> <li>- Agree checks for personal budget spending</li> <li>- Use the day-centre networks to make sure that adult users know what is happening &amp; what might change</li> </ul> | <ul style="list-style-type: none"> <li>- Service users are confident about the future of services</li> <li>- Public money continues to go to areas of public need</li> </ul> | Before any Adult Services change proposals                     | BSM/RB       | Working with Adult services to design consultation process   |
| Marriage and Civil Partnership (adverse)   | <ul style="list-style-type: none"> <li>- Allow time for questions to be asked and feedback to be given</li> </ul>   | <ul style="list-style-type: none"> <li>- Where there is a potential for tailoring services to customers needs these are considered &amp; designed-in</li> </ul>              | Before any Adult Services change proposals & before transition | BSM/RB       | Working with Adult services to design consultation process, further actions from consultation feedback |
| Race                                       | <ul style="list-style-type: none"> <li>- Allow time for questions to be asked and feedback to be given</li> </ul>   | <ul style="list-style-type: none"> <li>- Where there is a potential for tailoring services to customers needs these are considered &amp; designed-in</li> </ul>              | Before any Adult Services change proposals & before transition | BSM/RB       | Working with Adult services to design consultation process, further actions from consultation feedback |

**Stage 5: Making Adjustments: Adult Service Users (continued)**

| Area of potential adverse/ positive impact | Action proposed  | Desired Outcome   | Target Date                     | Lead Officer | Progress                                   |
|--|--|---|---------------------------------|--------------|--|
| Other (delivery)                           | - Make sure that service users receive the full benefit where any are achievable   | - That customers receive the full benefit of potential positive impacts (where more changes are actually better in timing or delivery for the customer) | Before transition               | BSM          | Consultation design, transition planning   |
| Other (delivery)                           | - Quality monitoring is the primary purpose of the newly designed transport team   | - New services are delivered to an acceptable standard, are safe and reliable   | Before tendering any new routes | RB           | LEAN review of client function in progress |
| Other (proposals)                          | <p>- The results of consultation have been conclusive in support for the in-house service and reducing overall level of change for staff and users</p> <p>- The extent of outsourcing has been reduced to deliver savings and retain an element of an in-house service</p> | - Retaining an element of an in-house service   | August 2013                     | BSM          | Complete & revised Cabinet recommendation  |



**Stage 5: Making Adjustments: Adult Service Users (continued)**

| Area of potential adverse/ positive impact | Action proposed   | Desired Outcome  | Target Date  | Lead Officer     | Progress  |
|--|---|--|--|------------------|---|
| Other (external)                           | <p><i>- Provide information and advice to users in partnership with Adult services, to ensure smooth transition between routes or different providers and potentially the use of personal budgets for transport</i></p> | <p><i>- Users understand the proposals and can both access and control the transition and potential new arrangements</i></p> | <p><i>At the point of day-centre changes go-live</i></p> | <p><i>RB</i></p> | <p><i>Known work stream for the programme</i></p> |

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### Stage 5: Making Adjustments: Child Service Users

13. List below any actions you plan to take as a result of this impact assessment. This should include any actions identified throughout the EqIA.

| Area of potential adverse/ positive impact       | Action proposed   | Desired Outcome  | Target Date   | Lead Officer | Progress   |
|--|---|--|---|--------------|--|
| Age (adverse)                                    | - Provide transition information to all parents from which they can prepare and brief children  | - Parents and children are informed and confident about future transport arrangements  | Before transition   | RB           | Partnership board & consultation meeting helping to steer how this will be achieved most effectively   |
| Disability (including carers of disabled people) | <ul style="list-style-type: none"> <li>- Some children have very specific and/or complex needs, there would be passed-on the new providers before they start</li> <li>- Make sure travel training is tailored, safe &amp; known about on the transport network</li> <li>- Where travel training is proposed, provide information that details how potential risks will be managed</li> <li>- Make sure that providers know how to use specialist equipment through monitoring &amp; training records</li> </ul> | <ul style="list-style-type: none"> <li>- Providers are equipped with the information &amp; training they need to deliver good services</li> <li>- Travel training procedures protect &amp; safeguard children</li> <li>- Parents, carers &amp; children are informed and confident with travel training procedures</li> <li>- Reducing outsourcing level through consultation with Unison reduces all impacts</li> </ul> | <ul style="list-style-type: none"> <li>ITT Service in place &amp; monitored</li> <li>Information passed-over during transition</li> </ul> | RB           | <ul style="list-style-type: none"> <li>Contract management for ITT standards already in place</li> <li>Specific information on needs held by transport team</li> </ul> |

**Stage 5: Making Adjustments: Child Service Users (continued)**

| Area of potential adverse/ positive impact       | Action proposed  | Desired Outcome  | Target Date                     | Lead Officer | Progress   |
|--|--|--|---------------------------------|--------------|--|
| Disability (including carers of disabled people) | <ul style="list-style-type: none"> <li>- Keep service users informed</li> <li>- Agree checks for personal budget spending</li> <li>- Any change needs to be given long-lead-in periods and reassurance in setting-out service</li> <li>- Keep customers informed</li> <li>- Give notice of potential changes &amp; time for communication where necessary</li> </ul> | <ul style="list-style-type: none"> <li>- Parents and children are informed and confident about future transport arrangements</li> <li>- Public money continues to go to areas of public need</li> </ul>  | In progress & during transition | BSM/RB       | <p>Partnership Board &amp; public meetings have captured requirements of transition</p> <p>Personal budget checks set-up with any new scheme</p> |
| Marriage and Civil Partnership                   | <ul style="list-style-type: none"> <li>- Any change needs to be given long-lead-in periods and reassurance in setting-out service</li> <li>- Keep customers informed</li> <li>- Give notice of potential changes &amp; time for communication where necessary</li> </ul>   | <ul style="list-style-type: none"> <li>- Parents and children are informed and confident about future transport arrangements</li> <li>- Where there is a potential for tailoring services to customers needs these are considered &amp; designed-in</li> </ul> | In progress & during transition | BSM/RB       | <p>Partnership Board &amp; public meetings have captured requirements of transition</p> <p>Personal budget checks set-up with any new scheme</p> |

**Stage 5: Making Adjustments: Child Service Users (continued)**

| Area of potential adverse/ positive impact | Action proposed  | Desired Outcome  | Target Date                     | Lead Officer | Progress  |
|--|--|--|---------------------------------|--------------|---|
| Race                                       | - Give notice of potential changes & time for communication where necessary      | - Where there is a potential for tailoring services to customers needs these are considered & designed-in  | In progress & during transition | BSM/RB       | Partnership Board & public meetings have captured requirements of transition<br><br>Personal budget checks set-up with any new scheme       |
| Other (delivery)                           | - Make sure that service users receive the full benefit where any are achievable | - Greater independence for children, easier access to work, home care requirements more easily planned   | In progress with ITT service    | RB           | Already in place with ITT service specification   |
| Other (delivery)                           | - Quality monitoring is the primary purpose of the newly designed transport team | - New services are delivered to an acceptable standard, are safe and reliable<br><br>- Where there is a potential for tailoring services to customers needs these are considered & designed-in | In progress & during transition | BSM/RB       | Transport team already quality check contractors<br><br>Transition will include proving contractors with details of the needs of passengers |

**Stage 5: Making Adjustments: Child Service Users (continued)**

| Area of potential adverse/ positive impact | Action proposed   | Desired Outcome   | Target Date | Lead Officer | Progress                                  |
|--|---|---|-------------|--------------|---|
| Other (proposals)                          | <ul style="list-style-type: none"> <li>- The results of consultation have been conclusive in support for the in-house service and reducing overall level of change for staff and users</li> <li>- The extent of outsourcing has been reduced to deliver savings and retain an element of an in-house service</li> </ul> | <ul style="list-style-type: none"> <li>- Retaining an element of an in-house service</li> </ul> | August 2013 | BSM          | Complete & revised Cabinet recommendation |

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## Stage 6 - Monitoring

*The full impact of the decision may only be known after the proposals have been implemented, it is therefore important to ensure effective monitoring measures are in place to assess the impact.*

|   |   |  |                  |  |
|---|---|--|------------------|--|
| <p><b>14.</b> How will you monitor the impact of the proposals once they have been implemented? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 5)</i></p> | <ul style="list-style-type: none"> <li>- Performance monitoring the ITT &amp; transport contracts</li> <li>- Profiling staff impact</li> <li>- Monitoring complaints</li> </ul>   |  |                  |  |
| <p><b>15.</b> Do you currently monitor this function / service? Do you know who your service users are?</p>   | <p><b>Yes</b></p>   | <p><i>Yes service users are known and contracts and complaints are monitored</i></p> | <p><b>No</b></p> |  |
| <p><b>16.</b> What monitoring measures need to be introduced to ensure effective monitoring of your proposals? <i>(Also Include in Improvement Action Plan at Stage 5)</i></p>              | <ul style="list-style-type: none"> <li>- Profiling staff impact</li> <li>- New contract management processes current being designed</li> <li>- Monitor client profile</li> <li>- Monitoring savings delivered &amp; standards of delivery</li> <li>- Cabinet report to provide details of savings 12 months after decision</li> <li>UNISON advocate a report to Cabinet a year after September decision so that the 53 out-of-borough routes have sufficient time in which to deliver the 30% savings.</li> </ul> |  |                  |  |
| <p><b>17.</b> How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 5)</i></p>                                  | <ul style="list-style-type: none"> <li>- Reported to Programme Board whilst operational</li> <li>- Reporting to commissioning/client team when operational</li> </ul>   |  |                  |  |
| <p><b>18.</b> Have you received any complaints or compliments about the policy, service, function, project or proposals being assessed? If so, provide details.</p>                         | <ul style="list-style-type: none"> <li>- Customers would prefer to stay with the in-house service, parents and carers need time and information for transition, partnership board keen for Harrow work to be provided by Harrow in-house</li> <li>- Harrow Unison branch are opposed to full outsourcing</li> </ul>   |  |                  |  |

## Stage 7 – Reporting outcomes

The completed EqlA must be attached to all committee reports and a summary of the key findings included in the relevant section within them.

EqlA's will also be published on the Council's website and made available to members of the public on request.

### 19. Summary of the assessment

**NOTE:** This section can also be used in your reports, however you must ensure the full EqlA is available as a background paper for the decision makers (Cabinet, Overview and Scrutiny, CSB etc)

What are the key impacts – both adverse and positive?  
Are there any particular groups affected more than others?  
Do you suggest proceeding with your proposals although an adverse impact has been identified? If yes, what are your justifications for this?  
What course of action are you advising as a result of this EqlA?

**Key Impacts:** *emotional impact of change for all concerned, staff roles potentially transferring, staff & customer anxiety, change in provider, new client function*

**Particular Groups:** *disabled, age, race, marriage & disability, religion or belief, pregnancy*

**Will we proceed:** *In consultation with Unison & Partnership Board members, the proposals have been altered to reflect public & stakeholder comments. Risks identified are manageable*

20. How will the impact assessment be publicised? E.g. Council website, intranet, forums, groups etc

- Attached to Cabinet Report & published on intranet

**Stage 8 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)**

**The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.**

|  |  |                                |  |
|--|--|--------------------------------|--|
| <p><b>21.</b> Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?</p> | <p><i>- Members of the EQIA Quality Assurance group, SNT3 Programme Board, SNT3 Partnership Board, C&amp;F Programme Board</i></p> |                                |  |
| <p>Signed: (Lead officer completing EqIA)</p>  |  | <p>Signed: (Chair of DETG)</p> |  |
| <p>Date:</p>   |  | <p>Date:</p>                   |  |

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## Appendix 1

### Public Consultation: Children's Service Users

There were three forms of consultation with the parents, carers and service users of the Children's and young adults transport service. These were a postal survey, three public meetings and a web-based survey.

#### Postal Survey

The most successful method in terms of the number of people involved was the postal survey. The postal survey sent to the homes of service users through the drivers and escorts handing who deliver the transport. A total of 524 letters and consultation questionnaires were given directly to the homes of service users and in total, 170 (33%) have been returned by handing them back to the transport staff.

The results of the postal survey questionnaire are summarised below:

1. Which two or three of the following, if any, are the most important qualities for you? Familiar staff (82%), friendly staff (79%) & reliability (69%)
2. To what extent do you agree or disagree that Harrow Council should offer contracts to other providers to make savings? disagree (20%) or strongly disagree (42%)
3. From the following list, which two or three would make the transition from one company another easier for you or your child? Familiar staff (85%), Familiar Vehicle (41%), Friendly staff (62%), Ability to discuss needs before the start (55%), provide enough time to communicate (23%)
4. How important, if at all, is it for Harrow Council to continue to promote the most environmentally friendly forms of transport? Very important (48%), fairly important (34%)
5. To what extent do you agree or disagree that parents should claim a mileage payment for transporting their own children? Strongly agree (21%), Neither agree nor disagree (24%)

6. How important is it to you personally that Harrow Council continues to give parents access to travel claims? Very important (38%), Don't know (21%)

7. Do you agree or disagree that if parents choose school places further away, then they should accept full responsibility for their child/ren's transport? Strongly disagree (42%), disagree (31%)

8. How important is it to you personally that Harrow Council continues to promote Independent Travel for students who are able to do so? Very important (41%), Important (36%)

9. Do you agree or disagree that Harrow Council should continue to work with schools to work with schools to provide transport to education? Strongly agree (84%)

The majority group of respondents (49%) were under 16 years of age, 27% were between 25-44 years of age. 31% have a disability that effects mobility, 45% have a learning disability.

The results show that the preference of the respondents is to have friendly, familiar and reliable service. There is significant disagreement for using other agencies to provide transport, the most important factor in transition is familiar staff, followed by friendly staff and the ability to discuss the child's needs before transfer. Less important than these was a familiar vehicle.

### **Public Meetings**

The three public meetings were arranged in the morning, afternoon and evening to give a spread of days and times available. One was held at Shaftesbury High School to provide a more suitable venue for some parents. The meetings were very useful and engaging and were attended by a total of 21 parents, carers and relatives of services users. The sessions are summarised below:

Parents and carers value & trust the service highly for its familiarity of staff, punctual delivery, training levels, feeling of safety, flexibility in times of changed circumstances, ease of contact

Would prefer cuts to be made elsewhere and would be ready to pay to keep it as it is

Parents and carers were interested in the policy changes and pleased that over all eligibility was due to be largely unchanged

Travel training is OK where appropriate and safe etc

Would prefer Harrow pupils transported by Harrow staff & Harrow businesses.

Parents are anxious about losing the things about the service that they value, particularly the familiarity of staff

Any significant change of this service needs to be carefully handled to ensure a smooth transition, this would include having information about the new service early such as photographs of the bus & staff.

Would like to have an on-going opportunity to feedback on the service to retain some sense of control. Liked the idea of a parent/provider partnership board.

Having spoken about their concerns and heard-back how these will be managed, parents would prefer that the service stayed as it is, but were far less anxious about the future having heard about impact & transition planning

Having experienced routine transition at times and the change from previous bus fleet to the current purple, remembered that impact reduced fairly quickly back into a new routine.

Those delivering the sessions were thanked for creating the opportunity to listen, for responding openly and honestly and for having already given the customers such high consideration in the face of government cuts

Parents were invited to join the SNT3 Partnership Board where members of the public meet with Council Members, Trade Unions, Local Disability Group representatives and Officers to discuss the programme and give input to its overall shape and direction.

## On-Line Survey

The web-based survey was expected to have a low take-up, just 11 questionnaires were completed.

The results of the on-line survey questionnaires are summarised below:

1. Which two or three of the following, if any, are the most important qualities for you? Familiar staff (100%), friendly staff (45%) & reliability (82%)
2. To what extent do you agree or disagree that Harrow Council should offer contracts to other providers to make savings? disagree (36%) or strongly disagree (36%)
3. From the following list, which two or three would make the transition from one company another easier for you or your child? Familiar staff (91%), Familiar Vehicle (18%), Friendly staff (27%), Ability to discuss needs before the start (45%), provide enough time to communicate (27%)
4. How important, if at all, is it for Harrow Council to continue to promote the most environmentally friendly forms of transport? Very important (36%), fairly important (45%)
5. To what extent do you agree or disagree that parents should claim a mileage payment for transporting their own children? agree (36%), Neither agree nor disagree (18%), don't know (18%)
6. How important is it to you personally that Harrow Council continues to give parents access to travel claims? Very important (18%), fairly important (36%), not at all important (18%)
7. Do you agree or disagree that if parents choose school places further away, then they should accept full responsibility for their child/ren's transport? Strongly agree (45%), disagree (18%), strongly disagree (45%)
8. How important is it to you personally that Harrow Council continues to promote Independent Travel for students who are able to do so? Very important (36%), Important (36%)
9. Do you agree or disagree that Harrow Council should continue to work with schools to work with schools to provide transport to education? Strongly agree (45%), agree (36%).

The respondents were (27%) under 16 years of age, 27% were between 25-44 years of age, 36% between 45-64. 27% have a disability that affects mobility, 27% have a learning disability.

The results show slight variation in responses to the postal survey, notably there is the same level of opposition to the use of external providers, familiar vehicles are less important. In transition familiar staff are important in along with the ability to discuss needs before start-up. The strong difference of this return to the postal return was the support for parents that choose schools further away should be responsible for providing transport.

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