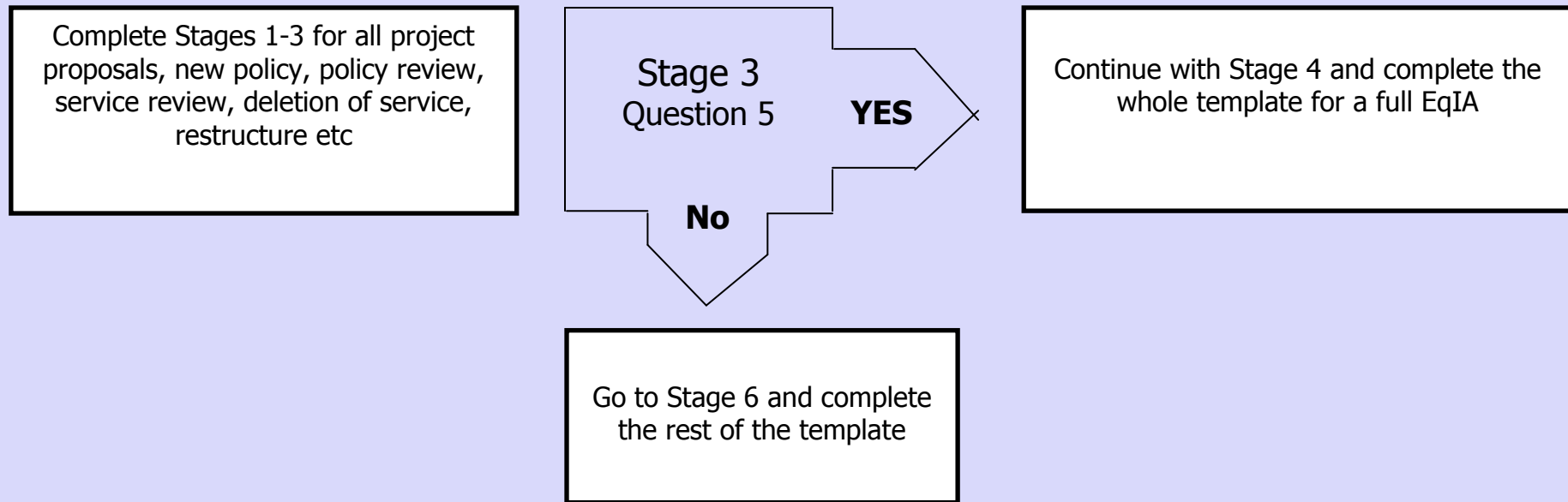


Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process (EqIA). There is now just one Template. Lead Officers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



- In order to complete this assessment, it is important that you have read the Corporate Guidelines on EqIAs and preferably completed the EqIA E-learning Module.
- You are also encouraged to refer to the EqIA Template with Guidance Notes to assist you in completing this template.
- **SIGN OFF:** All EqIAs need to be signed off by your Directorate Equality Task Groups. EqIAs relating to Cabinet Reports need to be submitted to the EqIA Quality Assurance Group at least one month before your Cabinet Report date. This group meets on the first Monday of each month.
- Legal will NOT accept any reports without a fully completed, Quality Assured and signed off EqIA.

The EqIA Guidance, Template and sign off process is available on the Hub under Equality and Diversity

Equality Impact Assessment (EqIA) Template

Type of Decision: Tick ✓	<input type="checkbox"/>	Cabinet	<input type="checkbox"/>	Portfolio Holder	<input type="checkbox"/>	Other (explain)	
Date decision to be taken:							
Value of savings to be made (if applicable):	£514,000.00						
Title of Project:	Special Needs Transport						
Directorate / Service responsible:	Children and Families						
Name and job title of Lead Officer:	Roger Rickman, Divisional Director						
Name & contact details of the other persons involved in the assessment:	Caroline Piddington – Transport Co-ordination Manager Carole Wells, Service Manager, SEN Assessment and Review						
Date of assessment (including review dates):							

Stage 1: Overview

1. What are you trying to do?

(Explain your proposals here e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)

The Special Needs Transport Service is responsible for transporting 576 vulnerable children with special needs from their homes to specified school placements or colleges. The destinations are both in-borough and out-borough either on a daily, weekly boarder or termly boarder basis.

The service has undergone a fundamental service review and restructuring as part of the SNT 3 programme during 2013/14. The project concluded that if savings were not met that consideration would be given to out-source further routes

The service is looking at the following proposals to reduce costs

Option 1 - Out-source Further Routes Alexandra and Shaftesbury Schools – If this proposal is approved there would be deletion of driver and escort posts, resulting in potential redundancy for approximately 40 term time only staff 18 Drivers and 19 Escorts

Option 2 - Review criteria for College and Nursery Transport Assistance with a view to reduce transport requirement. If this proposal is approved some passengers would experience difficulty with attending their college or nursery

Option 3 – High cost routes – There are two routes that are currently costing over 1k for 2 passengers. Both passengers have high complex needs and travel with 2-1 ratio of support (escort) plus driver and vehicle. Consider direct payment, personalisation or

	similar payment to families					
2. Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)	Residents / Service Users	<input type="checkbox"/>	Partners		Stakeholders	<input type="checkbox"/>
	Staff	<input type="checkbox"/>	Age		Disability	<input type="checkbox"/>
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
3. Is the responsibility shared with another directorate, authority or organisation? If so: <ul style="list-style-type: none"> Who are the partners? Who has the overall responsibility? How have they been involved in the assessment? 	Partners- educational settings/neighbouring LAs/Adult social care /Other SEN services in the Council Overall responsibility – Divisional Director SEN services Possible involvement in the assessment- work through the WLA					

Stage 2: Evidence & Data Analysis

4. What evidence is available to assess the potential impact of your proposals? This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys, press reports, letters from residents and complaints etc. Where possible include data on the nine Protected Characteristics.

(Where you have gaps (data is not available/being collated for any Protected Characteristic), you may need to include this as an action to address in your Improvement Action Plan at Stage 6)

Protected Characteristic	Evidence	Analysis & Impact
Age (including carers of young/older people)	The age range of service users is 3 to 25, however the age range of carers is unknown	
Disability (including carers of disabled people)	All passengers travelling on the service have special needs. This may range from mild learning disability to severe complex mobility difficulties, met the eligibility criteria for travel assistance. Duty imposed on LAs by	<ul style="list-style-type: none"> The changes could result in not promoting and ensuring equality of opportunity for the most

	the Education Act 1996 and the Children and Families Act 2014	<p>vulnerable</p> <ul style="list-style-type: none"> • School attendance is disrupted and made more difficult for eligible children and young people with SEN • Increase in the number of complaints and compensation challenges
Gender Reassignment	There is no indication to suggest that gender reassignment is a factor in this service	
Marriage / Civil Partnership	There is no indication to suggest that marriage/civil partnership is a factor in this service	
Pregnancy and Maternity	There is no indication to suggest that pregnancy is a factor in this service	
Race	There is no indication to suggest that race is a factor in this service	
Religion and Belief	There is no indication to suggest that Religion and Belief are a factor in this service	
Sex / Gender	There is no indication to suggest that sex or gender is a factor in this service	
Sexual Orientation	There is no indication to suggest that sexual orientation is a factor in this service	

Stage 3: Assessing Potential Disproportionate Impact

5. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

	Age	Disability	Gender	Marriage	Pregnancy and	Race	Religion and	Sex	Sexual
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	(including carers)	(including carers)	Reassignment	and Civil Partnership	Maternity		Belief		Orientation
Yes	X	X							
No			X	X	X	X	X	X	X

YES - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.
- **NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**
- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 6

Stage 4: Further Consultation / Additional Evidence

6. What further consultation have you undertaken on your proposals as a result of your analysis at **Stage 3**?

Who was consulted? What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? E.g. revising your proposals
Option 1 - SNT 3 – A comprehensive review was carried out in 2013, including parents, schools, HADS, Unions and all stakeholders	The effect of the Alexandra and Shaftesbury group is change in provider	The review concluded that if savings were not met that this option would be considered
Option 2 – This proposal has not been consulted	Expected removal of service will cause difficulty to some service users and their families It could result in the Council not promoting and ensuring equality of opportunity for the most vulnerable	Looking at other transport options, i.e. if family are in receipt of travel allowance or car. Taxi card
Option 3 – High cost routes – There are two	Expected removal of service will cause	Review the eligibility criteria for young adults

routes that are currently costing over 1k for 2 passengers. both passengers have high complex needs and travel with 2-1 ratio of support (escort) plus driver and vehicle. Consider direct payment, personalisation or similar payment to families	difficulty to service users and their families. School attendance is disrupted and made more difficult for eligible children and young people with SEN	alongside support received through personal budgets.
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Stage 5: Assessing Impact

7. What does your evidence tell you about the impact on the different Protected Characteristics? Consider whether the evidence shows potential for differential impact, if so state whether this is a positive or an adverse impact? If adverse, is it a minor or major impact?

Protected Characteristic	Positive Impact ✓	Adverse Impact		Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur. Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 7	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 6)
		Minor ✓	Major ✓		
Age (including carers of young/older people)		X	X	Option 1 – Outsourcing would have minor impact as service still being provided Option 2 & 3 – Removal of service would have a major impact to some of our service users and their families	Monitoring on existing framework Alternative transport options, could be considered and eligibility reviewed as parents may be in receipt of travel allowance, mobility allowance or taxi car
Disability (including carers of disabled people)		X	X	Option 1 – Outsourcing would have minor impact as service still being provided Option 2 & 3 –Removal of service would have a major impact to some of our service users and their families	Monitoring on existing framework Alternative transport options, could be considered and eligibility reviewed as parents may be in receipt of personal budgets ,travel allowance, mobility allowance or taxi card

Gender Reassignment	N/A	N/A	N/A		
Marriage and Civil Partnership	N/A	N/A	N/A		
Pregnancy and Maternity	N/A	N/A	N/A		
Race	N/A	N/A	N/A		
Religion or Belief	N/A	N/A	N/A		
Sex	N/A	N/A	N/A		
Sexual orientation	N/A	N/A	N/A		
8. Cumulative Impact – Considering what else is happening within the				Yes	No

<p>Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?</p> <p>If yes, which Protected Characteristics could be affected and what is the potential impact?</p>	<p>The changes are likely to have a disproportionate impact on children / young people with disabilities and their families</p>			
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<p>9. Any Other Impact – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?</p> <p>If yes, what is the potential impact and how likely is it to happen?</p>	Yes	X	No	
	<p>Phoenix Project Adults Services Proposals are highly likely to have an impact on the SENARS and the LA's ability and to carry out duties as set out in the Children and Families Act 2014 and the Care Act 2015</p>			

Stage 6 – Improvement Action Plan

List below any actions you plan to take as a result of this Impact Assessment. These should include:

- Proposals to mitigate any adverse impact identified
- Positive action to advance equality of opportunity
- Monitoring the impact of the proposals/changes once they have been implemented
- Any monitoring measures which need to be introduced to ensure effective monitoring of your proposals? How often will you do this?

Area of potential adverse impact e.g. Race, Disability	Proposal to mitigate adverse impact	How will you know this has been achieved? E.g. Performance Measure / Target	Lead Officer/Team	Target Date
Age				

Disability				
Stage 7: Public Sector Equality Duty				
<p>10. How do your proposals meet the Public Sector Equality Duty (PSED) which requires the Council to:</p> <ol style="list-style-type: none"> 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 2. Advance equality of opportunity between people from different groups 3. Foster good relations between people from different groups 		<p>Potentially disadvantaging children and young people with special needs and disability from accessing further Education</p>		
Stage 8: Recommendation				
11. Please indicate which of the following statements best describes the outcome of your EqlA (✓ tick one box only)				
<p>Outcome 1 – No change required: the EqlA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality of opportunity are being addressed.</p>				<input type="checkbox"/>
<p>Outcome 2 – Minor Impact: Minor adjustments to remove / mitigate adverse impact or advance equality of opportunity have been identified by the EqlA and these are listed in the Action Plan above.</p>				<input type="checkbox"/>
<p>Outcome 3 – Major Impact: Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality of opportunity. In this case, the justification needs to be included in the EqlA 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 Q12 below)</p>				<input type="checkbox"/>
<p>12. If your EqlA is assessed as outcome 3 explain your justification with full reasoning to continue with your proposals.</p>		<p>The Special Needs Transport is a service under immense financial pressure, year on year is overspending due to the growth in numbers requiring the service and no additional funding available. The numbers have increased again this year from 550 in July 2015 to 576 by September 2015. In addition, the savings target for 2016/2017, to find £5m. in potential savings, means that there is a need for significant change to the existing service.</p> <p>The pressure on the service must be assessed against the national context and the changes in legislation for SEND through the Children and Families Act 2014 and the Care Act 2015. Nationally there is a growth in the number of children and young people with SEND and who are continuing to remain in education beyond</p>		

	statutory school age and up to 25 years.
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Stage 9 - Organisational sign Off

13. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?			
Signed: (Lead officer completing EqIA)	Caroline Piddington	Signed: (Chair of DETG)	
Date:	August 2015	Date:	
Date EqIA presented at the EqIA Quality Assurance Group (if required)		Signature of DETG Chair	