

# Equality Impact Assessment (EIA)

## Document control

|                                   |  |
|-----------------------------------|--|
| <b>Title of activity:</b>         | School and Post 16 Travel Assistance Policy  |
| <b>Type of activity:</b>          | Implementation of School-Post 16 Travel Assistance Policy  |
| <b>Lead officer:</b>              | Susan Shepherd, Commissioning Development Officer, Children and Adults with Disabilities, Learning and Achievement |
| <b>Approved by:</b>               | Please include your name, job title, service and directorate   |
| <b>Date completed:</b>            | 15/02/2016   |
| <b>Scheduled date for review:</b> | N/A  |

The Corporate Policy & Diversity team requires **5 working days** to provide advice on EIAs.

|   |                     |
|---|---------------------|
| <b>Did you seek advice from the Corporate Policy &amp; Diversity team?</b>  | Yes / <del>No</del> |
| <b>Does the EIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?</b> | <del>Yes</del> / No |

# 1. Equality Impact Assessment Checklist

The Equality Impact Assessment (EIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service. It also helps the Council to meet its legal obligation under the [Equality Act 2010 and the Public Sector Equality Duty](#).

Please complete the following checklist to determine whether or not you will need to complete an EIA. Please ensure you keep this section for your audit trail. If you have any questions, please contact the Corporate Policy and Diversity Team at [diversity@havering.gov.uk](mailto:diversity@havering.gov.uk)

## About your activity

|           |   |  |
|-----------|---|--|
| <b>1</b>  | <b>Title of activity</b>  | <i>School and Post 16 Travel Assistance Policy</i>   |
| <b>2</b>  | <b>Type of activity</b>   | Implementation of the School and Post 16 Travel Assistance Policy  |
| <b>3</b>  | <b>Scope of activity</b>  | Implementation of the School and Post 16 Travel Assistance Policy, current arrangements to be revised and areas of the policy to be implemented. |
| <b>4a</b> | <b>Is the activity new or changing?</b>                                   | Yes  |
| <b>4b</b> | <b>Is the activity likely to have an impact on individuals or groups?</b> |  |
| <b>5</b>  | <b>If you answered yes:</b>   | <i>Please complete the EIA on the next page.</i>   |
| <b>6</b>  | <b>If you answered no:</b>  | N/A  |

|                      |  |
|----------------------|--|
| <b>Completed by:</b> | Susan Shepherd, Commissioning Development Officer, Children and Adults with Disabilities, Learning and Achievement |
| <b>Date:</b>         | 15/02/2016   |

## 2. Equality Impact Assessment

The Equality Impact Assessment (EIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service. It also helps the Council to meet its legal obligation under the [Equality Act 2010 and the Public Sector Equality Duty](#).

For more details on the Council's 'Fair to All' approach to equality and diversity, please visit our [Equality and Diversity Intranet pages](#). For any additional advice, please contact [diversity@havering.gov.uk](mailto:diversity@havering.gov.uk)

Please note the Corporate Policy & Diversity Team require **5 working days** to provide advice on Equality Impact Assessments.

Please note that EIAs are public documents and must be made available on the Council's [EIA webpage](#).

### Understanding the different needs of individuals and groups who use or deliver your service

In this section you will need to assess the impact (positive, neutral or negative) of your activity on individuals and groups with **protected characteristics** (this includes staff delivering your activity).

Currently there are **nine** protected characteristics (previously known as 'equality groups' or 'equality strands'): age, disability, sex/gender, ethnicity/race, religion/faith, sexual orientation, gender reassignment, marriage/civil partnership, and pregnancy/maternity/paternity.

In addition to this, you should also consider **socio-economic status** as a protected characteristic, and the impact of your activity on individuals and groups that might be disadvantaged in this regard (e.g. carers, low income households, looked after children and other vulnerable children, families and adults).

When assessing the impact, please consider and note how your activity contributes to the Council's **Public Sector Equality Duty** and its three aims to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity, and
- foster good relations between people with different protected characteristics.

**Guidance on how to undertake an EIA for a protected characteristic can be found on the next page.**

## Guidance on undertaking an EIA

| Example: Background/context   |                          |  |                          |  |                |                          |                 |                          |
|---|--------------------------|--|--------------------------|--|----------------|--------------------------|-----------------|--------------------------|
|   |                          |  |                          |  |                |                          |                 |                          |
| Example: Protected characteristic   |                          |  |                          |  |                |                          |                 |                          |
| <p><i>Please tick (✓) the relevant box:</i></p> <table border="1"> <tr> <td><b>Positive</b></td> <td><input type="checkbox"/></td> <td rowspan="3"> <p><b>Overall impact:</b> <i>In this section you will need to consider and note what impact your activity will have on individuals and groups (including staff) with protected characteristics based on the data and information you have. You should note whether this is a positive, neutral or negative impact.</i></p> <p><b><i>It is essential that you note all negative impacts. This will demonstrate that you have paid ‘due regard’ to the Public Sector Equality Duty if your activity is challenged under the Equality Act.</i></b></p> <p style="text-align: right;"><i>*Expand box as required</i></p> </td> </tr> <tr> <td><b>Neutral</b></td> <td><input type="checkbox"/></td> </tr> <tr> <td><b>Negative</b></td> <td><input type="checkbox"/></td> </tr> </table>  |                          | <b>Positive</b>  | <input type="checkbox"/> | <p><b>Overall impact:</b> <i>In this section you will need to consider and note what impact your activity will have on individuals and groups (including staff) with protected characteristics based on the data and information you have. You should note whether this is a positive, neutral or negative impact.</i></p> <p><b><i>It is essential that you note all negative impacts. This will demonstrate that you have paid ‘due regard’ to the Public Sector Equality Duty if your activity is challenged under the Equality Act.</i></b></p> <p style="text-align: right;"><i>*Expand box as required</i></p> | <b>Neutral</b> | <input type="checkbox"/> | <b>Negative</b> | <input type="checkbox"/> |
| <b>Positive</b>   | <input type="checkbox"/> | <p><b>Overall impact:</b> <i>In this section you will need to consider and note what impact your activity will have on individuals and groups (including staff) with protected characteristics based on the data and information you have. You should note whether this is a positive, neutral or negative impact.</i></p> <p><b><i>It is essential that you note all negative impacts. This will demonstrate that you have paid ‘due regard’ to the Public Sector Equality Duty if your activity is challenged under the Equality Act.</i></b></p> <p style="text-align: right;"><i>*Expand box as required</i></p> |                          |  |                |                          |                 |                          |
| <b>Neutral</b>  | <input type="checkbox"/> |  |                          |  |                |                          |                 |                          |
| <b>Negative</b>   | <input type="checkbox"/> |  |                          |  |                |                          |                 |                          |
| <p><b>Evidence:</b> <i>In this section you will need to document the evidence that you have used to assess the impact of your activity.</i></p> <p><i>When assessing the impact, please consider and note how your activity contributes to the three aims of the Public Sector Equality Duty (PSED) as stated in the section above.</i></p> <p><i>It is essential that you note the full impact of your activity, so you can demonstrate that you have fully considered the equality implications and have paid ‘due regard’ to the PSED should the Council be challenged.</i></p> <ul style="list-style-type: none"> <li>- <i>If you have identified a <b>positive impact</b>, please note this.</i></li> <li>- <i>If you think there is a <b>neutral impact</b> or the impact is not known, please provide a full reason why this is the case.</i></li> <li>- <i>If you have identified a <b>negative impact</b>, please note what steps you will take to mitigate this impact. If you are unable to take any mitigating steps, please provide a full reason why. All negative impacts that have mitigating actions must be recorded in the <b>Action Plan</b>.</i></li> </ul> <p style="text-align: right;"><i>*Expand box as required</i></p> |                          |  |                          |  |                |                          |                 |                          |
| <p><b>Sources used:</b> <i>In this section you should list all sources of the evidence you used to assess the impact of your activity. This can include:</i></p> <ul style="list-style-type: none"> <li>- <i>Service specific data</i></li> <li>- <i>Population, demographic and socio-economic data</i></li> </ul> <p><i>Suggested sources include:</i></p> <ul style="list-style-type: none"> <li>- <i>Service user monitoring data that your service collects</i></li> <li>- <a href="#"><u>Havering Data Intelligence Hub</u></a></li> <li>- <a href="#"><u>London Datastore</u></a></li> <li>- <a href="#"><u>Office for National Statistics (ONS)</u></a></li> </ul> <p><i>If you do not have any relevant data, please provide the reason why.</i></p> <p style="text-align: right;"><i>*Expand box as required</i></p>  |                          |  |                          |  |                |                          |                 |                          |

## The EIA

### Background/context:

The School and Post 16 Travel assistance Policy is reviewed on an annual basis. The policy is underpinned by the following general principles

This policy is underpinned by the following general principles:

- That it is the parents' responsibility to ensure that their child attends school regularly but the Council will provide assistance in getting to school for those eligible for help under this policy. .
- That Students who are able to travel independently or use public transport will always be encouraged to do so in the first instance, and supported to achieve this if necessary.
- That Students who have specific travel needs will be offered the most independent and personally enabling solution for their situation.
- That the Council will ensure that transport for eligible children is arranged when needed, after other potential options have been explored. Care will be taken to ensure that assistance is provided in the least restrictive way possible.
- That the travel needs of individuals will be reviewed regularly and at least on a yearly basis to ensure that the arrangements are still appropriate for their assessed needs.
- That where additional transport is provided by the Council, the most cost-effective mode of transport that meets the individual's needs must always be used.
- That the use of existing provision such as free travel on public buses in London will be encouraged wherever possible.

Havering seeks to meet the needs of pupils with special needs in their local mainstream schools Therefore reducing the need for Transport. Havering seeks to meet the needs of pupils with special needs in their local mainstream schools. For children whose needs cannot be met in their local school there are eight schools who are specially resourced to meet particular needs, described below.

- Hacton School Hearing impairment
- Mead school Language difficulties
- Hilldene School Behaviour emotional and social difficulties
- R J Mitchell school Autistic spectrum disorder
- Crownfield Junior school Visual impairment
- Sanders Draper school Hearing impairment
- Hall Mead Academy Autistic Spectrum disorder
- Redden Court Academy Language difficulties.

For children with more profound needs, Havering has three special schools.

- Severe learning difficulties Ravensbourne 71 places
- Moderate learning difficulties Corbets Tey 110 places
- Moderate learning difficulties Dycorts 80 places

Ravensbourne has an additional 23 places for post-16 students and at the other end of the age spectrum, accepts pupils from age two upwards. In addition, Bridge Nursery offers up to sixteen places (mornings or afternoons) for children in the year prior to Reception who with social communication difficulties.

The number of children in Havering with learning difficulties and disabilities (LDD) is increasing, most significantly among primary school age children. Current projections suggest an overall increase of 7.5% across all categories of LDD by 2017. The most common categories of LDD are Moderate Learning Disability (30%), Behaviour, Emotional and Social Difficulties (19%) Speech, Language and Communication Needs (17%).

School Census (January 2012) identified that there were 1,966 pupils in Havering receiving some sort of Special Educational Needs (SEN) provision. The most common presentations were speech, language and communication needs (546 cases), moderate learning difficulty (458 cases) and behaviour, emotional and social difficulties (401 cases).

Currently 378 young people are provided with travel assistance for 2015/16 academic year. The Passenger Travel Service operates 34 buses on a daily basis.

#### ADD TRANSPORT BUDGET INFO

Overall the demand for school transport is expected to increase which will lead to longer journey times and additional vehicles needed to cope with the demand.

Department for Education, Section 34 states; As a general guide, transport arrangements should not require a child to make several changes on public transport resulting in an unreasonably long journey time. Best practice suggests that the maximum each way length of journey for a child of primary school age to be 45 minutes and for secondary school age 75 minutes, but these should be regarded as the maximum. For children with SEN and/or disabilities, journeys may be more complex and a shorter journey time, although desirable, may not always be possible.

Currently many journey times exceed the recommended guidance and it is hoped that the implementation of the revised policy will assist in reduction of journey times.

*\*Expand box as required*

|   |                                     |
|---|-------------------------------------|
| <b>Age:</b> Consider the full range of age groups   |                                     |
| <i>Please tick (✓) the relevant box:</i>  |                                     |
| <b>Positive</b>   | <input type="checkbox"/>            |
| <b>Neutral</b>  | <input checked="" type="checkbox"/> |
| <b>Negative</b>   | <input type="checkbox"/>            |
| <b>Overall impact:</b><br>This area of the policy has not been altered.<br><br><i>*Expand box as required</i>   |                                     |
| <b>Evidence:</b><br><br>The school and post 16 Travel assistance policy does not specify Age as criteria for receiving Travel assistance.<br><br>All pupils up to the age of 16 (or 18 if they remain in full-time education) are currently entitled to free transport on buses within London. Havering Council considers this sufficient to meet the transport needs of the majority of children and young people under the age of 18.<br><br>The Education Act 1996 (as amended) requires Local Authorities to make such suitable and free travel arrangements for 'eligible children' as they consider necessary to facilitate attendance at school. This policy sets out the arrangements the Council will make in order to meet its statutory duty and, in addition, covers students from the ages of 16-25 with special educational needs who may also be entitled to assistance.<br><br><i>*Expand box as required</i> |                                     |
| <b>Sources used:</b><br><br><b>The Education Act 1996</b><br><b>School – Post 16 Travel Assistance Policy Feb 16</b><br><br><i>*Expand box as required</i>  |                                     |

**Disability:** Consider the full range of disabilities; including physical mental, sensory and progressive conditions

|  |   |   |
|--|---|---|
| <i>Please tick (✓) the relevant box:</i> |   | <b>Overall impact:</b>  |
| <b>Positive</b>                          |   | <p>Generally, the Council expects the majority of children either to walk to school or travel independently on free public transport. However, the Council acknowledges that young people with disabilities who have Statements of Special Educational Needs or Education, Health and Care Plan (EHCP) may require alternative or additional travel assistance.</p> <p>Where transport needs are identified in a child’s Statement of SEN or EHCP and travel assistance is given, this will be provided for the current academic year. The needs and circumstances of the child will be reviewed annually in the Annual Review of the Statement of SEN or EHCP and on receipt of application for travel assistance for the following academic year. Changes identified in a child’s needs or circumstances may lead to changes to the type of assistance provided. Each request for travel assistance will be considered on its own merits, and decisions in a small minority of cases may depart from the criteria if there are exceptional circumstances that apply. Reasons for decisions will be recorded and reviewed as appropriate by the commissioning panel.</p> <p>The implementation of the designated meeting points as cited in the policy may have a negative impact for young people with a learning disability as they may be expected to assemble at the designated meeting point. Young people with a physical disability will not be affected by the implementation of this section of the policy.</p> |
| <b>Neutral</b>                           |   |   |
| <b>Negative</b>                          | ✓ |   |

*\*Expand box as required*

**Evidence:**

*\*Expand box as required*

**Sources used:**

**School-Post 16 Travel Assistance Policy Feb 2016**

*\*Expand box as required*

**Sex/gender:** Consider both men and women

|  |                        |
|--|------------------------|
| <i>Please tick (✓) the relevant box:</i> | <b>Overall impact:</b> |
|--|------------------------|



|                 |   |  |
|-----------------|---|--|
| <b>Positive</b> |   | Home school transport is provided regardless of Gender; therefore the implementation of the policy will not have an impact on this area. |
| <b>Neutral</b>  | ✓ |  |
| <b>Negative</b> |   |  |

*\*Expand box as required*

**Evidence:**

Travel assistance is currently provided to 107 Females and 271 Males.

*\*Expand box as required*

**Sources used:**

**School-Post 16 Transport Spreadsheet**

*\*Expand box as required*

**Ethnicity/race:** Consider the impact on different ethnic groups and nationalities

|  |   |   |
|--|---|---|
| <i>Please tick (✓) the relevant box:</i> |   | <b>Overall impact:</b><br><br>Home school transport is provided regardless of Ethnicity/race; therefore the implementation of the policy will not have an impact on this area |
| <b>Positive</b>                          |   |   |
| <b>Neutral</b>                           | ✓ |   |
| <b>Negative</b>                          |   |   |

*\*Expand box as required*

**Evidence:**

N/A

*\*Expand box as required*

|                                |  |
|--------------------------------|--|
| <b>Sources used:</b>           |  |
| N/A                            |  |
| <i>*Expand box as required</i> |  |

**Religion/faith:** Consider people from different religions or beliefs including those with no religion or belief

|  |                                     |   |
|--|-------------------------------------|---|
| <i>Please tick (✓) the relevant box:</i> |                                     | <b>Overall impact:</b><br><br>Home school transport is provided regardless of Religion/faith; therefore the implementation of the policy will not have an impact on this area |
| <b>Positive</b>                          | <input type="checkbox"/>            |   |
| <b>Neutral</b>                           | <input checked="" type="checkbox"/> |   |
| <b>Negative</b>                          | <input type="checkbox"/>            |   |
| <i>*Expand box as required</i>           |                                     |   |

|                                |  |
|--------------------------------|--|
| <b>Evidence:</b>               |  |
| N/A                            |  |
| <i>*Expand box as required</i> |  |

|                                |  |
|--------------------------------|--|
| <b>Sources used:</b>           |  |
| N/A                            |  |
| <i>*Expand box as required</i> |  |

**Sexual orientation:** Consider people who are heterosexual, lesbian, gay or bisexual

|  |                                     |   |
|--|-------------------------------------|---|
| <i>Please tick (✓) the relevant box:</i> |                                     | <b>Overall impact:</b><br><br>Home school transport is provided regardless of Sexual orientation; therefore the implementation of the policy will not have an impact on this area |
| <b>Positive</b>                          | <input type="checkbox"/>            |   |
| <b>Neutral</b>                           | <input checked="" type="checkbox"/> |   |
| <b>Negative</b>                          | <input type="checkbox"/>            |   |
| <i>*Expand box as required</i>           |                                     |   |

|                                |  |
|--------------------------------|--|
| <b>Evidence:</b>               |  |
| N/A                            |  |
| <i>*Expand box as required</i> |  |
| <b>Sources used:</b>           |  |
| N/A                            |  |
| <i>*Expand box as required</i> |  |

| <b>Gender reassignment:</b> Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth |                                     |  |
|---|-------------------------------------|--|
| <i>Please tick (✓) the relevant box:</i>  |                                     | <b>Overall impact:</b><br><br>Home school transport is provided regardless of Gender reassignment; therefore the implementation of the policy will not have an impact on this area |
| <b>Positive</b>   | <input type="checkbox"/>            |  |
| <b>Neutral</b>  | <input checked="" type="checkbox"/> |  |
| <b>Negative</b>   | <input type="checkbox"/>            |  |
|   |                                     | <i>*Expand box as required</i>   |

|                                |  |
|--------------------------------|--|
| <b>Evidence:</b>               |  |
| N/A                            |  |
| <i>*Expand box as required</i> |  |
| <b>Sources used:</b>           |  |
| N/A                            |  |
| <i>*Expand box as required</i> |  |

| <b>Marriage/civil partnership:</b> Consider people in a marriage or civil partnership |                          |  |
|---|--------------------------|--|
| <i>Please tick (✓) the relevant box:</i>  |                          | <b>Overall impact:</b><br><br>Home school transport is provided regardless of Marriage/civil status; |
| <b>Positive</b>   | <input type="checkbox"/> |  |

|                                |                                     |   |
|--------------------------------|-------------------------------------|---|
| <b>Neutral</b>                 | <input checked="" type="checkbox"/> | therefore the implementation of the policy will not have an impact on this area |
| <b>Negative</b>                | <input type="checkbox"/>            | <i>*Expand box as required</i>  |
| <b>Evidence:</b>               |                                     |   |
| N/A                            |                                     |   |
| <i>*Expand box as required</i> |                                     |   |
| <b>Sources used:</b>           |                                     |   |
| N/A                            |                                     |   |
| <i>*Expand box as required</i> |                                     |   |

|   |                                     |   |
|---|-------------------------------------|---|
| <b>Pregnancy, maternity and paternity:</b> Consider those who are pregnant and those who are undertaking maternity or paternity leave |                                     |   |
| <i>Please tick (✓) the relevant box:</i>  |                                     | <b>Overall impact:</b>  |
| <b>Positive</b>   | <input type="checkbox"/>            | Home school transport is provided regardless of pregnancy/maternity/paternity status; therefore the implementation of the policy will not have an impact on this area |
| <b>Neutral</b>  | <input checked="" type="checkbox"/> |   |
| <b>Negative</b>   | <input type="checkbox"/>            |   |
| <i>*Expand box as required</i>  |                                     |   |
| <b>Evidence:</b>  |                                     |   |
| N/A   |                                     |   |
| <i>*Expand box as required</i>  |                                     |   |
| <b>Sources used:</b>  |                                     |   |
| N/A   |                                     |   |
| <i>*Expand box as required</i>  |                                     |   |

**Socio-economic status:** Consider those who are from low income or financially excluded backgrounds

|  |   |  |
|--|---|--|
| <i>Please tick (✓) the relevant box:</i> |   | <b>Overall impact:</b><br><br>Home school transport is provided regardless of Socio-economic status; therefore the implementation of the policy will not have an impact on this area |
| <b>Positive</b>                          |   |  |
| <b>Neutral</b>                           | ✓ |  |
| <b>Negative</b>                          |   |  |

*\*Expand box as required*

**Evidence:**  
  
N/A

*\*Expand box as required*

**Sources used:**  
  
N/A

*\*Expand box as required*

## Action Plan

In this section you should list the specific actions that set out how you will address any negative equality impacts you have identified in this assessment.

| Protected characteristic | Identified negative impact  | Action taken to mitigate impact*   | Outcomes and monitoring**  | Timescale                                     | Lead officer   |
|--------------------------|---|--|--|---|----------------|
| Disability               | Implementation of the school-post 16 transport policy Feb 16 (assessed meeting point) | Revised assessment/care plan form and corporate health and safety to inspected proposed meeting points | Safe meeting points are established for all accessing transport assistance.<br><br>Monthly meeting will take place to monitor any identified risks | Phase 1: April 2016<br><br>Phase 2: Sept 2016 | Priti Gaberria |
|                          |   |  |  |   |                |
|                          |   |  |  |   |                |

\* You should include details of any future consultations you will undertake to mitigate negative impacts

\*\* Monitoring: You should state how the negative impact will be monitored; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

## **Review**

In this section you should identify how frequently the EIA will be reviewed; the date for next review; and who will be reviewing it.