

EQUALITY IMPACT ASSESSMENT TEMPLATE

Completing an EIA is the simplest way to demonstrate that the Council has considered the equality impacts of its decisions and it reduces the risk of legal challenge. EIAs should be carried out at the earliest stages of policy development or a service review, and then updated as the policy or review develops. EIAs must be undertaken when it is possible for the findings to inform the final decision.

SECTION 1:

| | |
|--|---|
| <p>Title</p> | <p>Draft Home to School Travel Assistance and Post 16 Travel Assistance Policies for Consultation</p> |
| <p>What are you analysing?</p> <ul style="list-style-type: none"> • What is the policy/project/activity/strategy looking to achieve? • Who is it intended to benefit? Are any specific groups targeted by this decision? • What results are intended? | <p>The Council will be undertaking a review of the way SBC delivers its Home to School and Post 16 Travel Assistance to</p> <p>a) ensure they are fit for purpose and continue to be compliant with statutory obligations b) review the advantages and disadvantages of offering alternative travel options (where appropriate) that support the development of independence c) achieve value for money by offering assistance based on individual need (in line with statutory obligations), with any offer aligning to the individuals ability to travel as independently as possible.</p> <p>The review of the Home to School and Post 16 Travel assistance policies is required to ensure officers can rigorously apply the appropriate entitlement thresholds and also provide transparency and consistency to families and Schools in relation to the decision-making process and understanding of any potential travel offer.</p> <p>The Council is consulting on draft policies and a range of proposed changes. The Consultation is planned to run for 28 days between 23rd June and 21st July 2022. Engagement is planned to include: an online survey, email to all current users of the services, Schools and Post 16 Establishments, and partners to encourage participation.</p> <p>Face-to-face engagement with users and stakeholders will also take place through public engagement events discussing the draft policies and proposed changes. Reminders will be sent via SBC social media and contact through stakeholders to encourage attendance and participation.</p> <p>This EIA will be reviewed after the consultation process has concluded to reflect any identified changes to the policies after consideration of the consultation engagement and feedback.</p> <p>Under the Education Act 1996, the Council has specific duties and powers as set out below:</p> <p>a) a duty to assess school travel needs and promote sustainable modes of travel in relation to children and young</p> |

| | |
|--|--|
| | <p>people of 6th form age (s.508A);</p> <p>(b) a duty to provide home to school travel arrangements as considered necessary for eligible children of compulsory school age, such arrangements to be provided free of charge (s.508B). Eligible children is defined in legislation and further details are provided within this policy;</p> <p>(c) a power to make school travel arrangements for children who are not eligible under s.508B. This power can be applied to children below compulsory school age, children attending faith schools or those living within the statutory walking distance. The Council may make a charge for provision of travel arrangements under this power (s.508C);</p> <p>(d) a duty to prepare a transport policy statement specifying travel arrangements provided to persons of sixth form age (s.509AA). The statement shall specify the provision of transport, provision of financial support and provision of travel concessions. A person is of sixth form age if they are receiving education or training and is over compulsory school age but (a) is under the age of 19; or (b) had begun a particular course of education or training at the establishment before attaining the age of 19 and continues to attend that course.</p> |
| <p>Details of the lead person completing the screening/EIA</p> | <p>(i) Full Name: Johnny Kyriacou (ii) Position: AD – Education & Inclusion (iii) Unit: People (Children) (iv) Contact Details: Johnny.kyriacou@slough.gov.uk</p> |
| <p>Date sent to Finance</p> | |
| <p>Version number and date of update</p> | <p>V1</p> |

SECTION 2: Do you need to complete a full Equality Impact Assessment (EIA)?

Not all proposals will require a full EIA, the assessment of impacts should be proportionate to the nature of the project/policy in question and its likely impact. To decide on the level of detail of the assessment required consider the potential impact on persons with protected characteristics.

| | |
|---|---|
| <p>2.1</p> | <p>Please provide an overview of who uses/will use your service or facility and identify who are likely to be impacted by the proposal</p> <ul style="list-style-type: none"> <i>If you do not formally collect data about a particular group then use the results of local surveys or consultations, census data, national trends or anecdotal evidence (indicate where this is the case). Please attempt to complete all boxes.</i> <i>Consider whether there is a need to consult stakeholders and the public, including members of protected groups, in order to gather information on potential impacts of the proposal</i> |
| <p>The Home to School service is mainly used by SEN children although there are a number of mainstream children who are entitled to free transport and in general receive bus passes. Going forward the key driver in children receiving home to school transport will depend on rigorous application of the policy so that just those with a statutory entitlement will receive it. There may be some identified who currently have incorrectly received transport so they will be negatively impacted but this will not be because of any particular group characteristic. On the positive side there will be children supported to become more independent and attain travel skills at an earlier age.</p> <p>There are currently 1,695 people aged 0-25 on an Education, Health and Care Plan (EHCP). Of the 1,695 there are 520 who current use travel arrangements organised and funded by the Council. 190 users of the service do not have an EHCP, 20 of which attend a faith or same sex school which may not be the nearest School to their home address which can provide the appropriate level of education.</p> | |
| <p>2.2 Are there any groups with protected characteristic that are overrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the proposal may have a disproportionate impact on this group even if it is a universal service.</i></p> | <p>The statutory requirements on Council’s in relation to Home to School/College travel includes support for children and young people with disabilities, low income families. Therefore, the proposed policies affect outcomes of those protected characteristics groups.</p> <p>The primary principle of the statutory requirements, guidance and the policy is to ensure children and young people can access their education placements, where statutory eligibility thresholds are met or it is identified as necessary (in order to facilitate attendance) then assistance with travel must be provided. Assistance will continue to be available to these groups, with the type of assistance reflecting individual needs/circumstances.</p> |
| <p>2.3 Are there any groups with protected characteristics that are underrepresented in the monitoring information relative to their size of the population? <i>If so, this could indicate that the service may not be accessible to all groups or</i></p> | <p>N/A</p> |

there may be some form of direct or indirect discrimination occurring.

2.4 Does the project, policy or proposal have the potential to disproportionately impact on people with a protected characteristic? If so, is the impact positive or negative?

| | None | Positive | Negative | Not sure |
|---|------|--|---|--------------------------|
| Men or women | N/A | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People of a particular race or ethnicity (including refugees, asylum seekers, migrants and gypsies and travellers) | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disabled ¹ people (consider different types of physical, learning or mental disabilities) | | <input checked="" type="checkbox"/> More options to support development of travel independence, not currently available | <input type="checkbox"/> | <input type="checkbox"/> |
| People of particular sexual orientation/s | N/A | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People in particular age groups (consider in particular children, under 21s and over 65s) | | <input type="checkbox"/> | <input checked="" type="checkbox"/> Proposed changes include contribution charge for Post 16 learners | <input type="checkbox"/> |
| People who are intending to undergo, are undergoing or have undergone a process or part of a process of gender reassignment | N/A | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Impact due to pregnancy/ maternity | N/A | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People of particular faiths and beliefs | | <input type="checkbox"/> | <input checked="" type="checkbox"/> 20 users of the service are currently in receipt of support which exceeds the Council statutory obligations. This is under | <input type="checkbox"/> |

¹ Disability discrimination is different from other types of discrimination since it includes the duty to make reasonable adjustments.

| | | | | | |
|---|---|--------------------------|--------------------------|------------------------------|--|
| | | | | consideration for removal | |
| People on low incomes | <p>✓ Families on low incomes are currently supported through the Councils statutory obligations therefore no change proposed for compulsory school age assistance. Potential contribution charge for Post 16 assistance is unlikely to impact as financial support is available if required</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <p>If any of the answers to the questions above is, “negative” or “unclear” you will need to undertake a detailed impact assessment.</p> <p>A detailed impact assessment will be conducted once the consultation exercise is complete and feedback analysed.</p> | | | | | |

| | |
|------------|--|
| 2.5 | Based on your responses, should a full, detailed EIA be carried out on the project, policy or proposal |
| | Yes No X |
| 2.6 | Provide brief reasons on how have you come to this decision? |
| | Children will be assessed for school transport using criteria set out in policy. The policy will not allow children to be excluded on grounds of race, ethnicity, disability, sexual orientation, gender or faith. The requirement will be for the policy to be applied equally for all groups and having an increased staffing resource will decrease the likelihood of cases not being fully or properly assessed. |

| | |
|--|---|
| | <p>A detailed EIA will be undertaken once the consultation exercise is complete, feedback analysed (and considered). This will be presented back to scrutiny and cabinet in September 2022 and will be considered when finalising the policy proposals.</p> |
|--|---|

SECTION 3: ASSESSING THE IMPACT

In order to be able to identify ways to mitigate any potential impact it is essential that we know what those potential impacts might be. Using the evidence gathered in section 2, explain what the potential impact of your proposal might be on the groups you have identified. You may wish to further supplement the evidence you have gathered using the table below in order to properly consider the impact.

| Protected Group | | Positive impact? | | | Negative impact? If so, please specify the nature and extent of that impact | No specific impact | If the impact is negative how can it be mitigated? Please specify any mitigation measures and how and when they will be implemented | What , if any, are the cumulative effects of this decision when viewed in the context of other Council decisions and their equality impacts |
|-----------------|--|--------------------------|------------------|----------------|---|--------------------|---|---|
| | | Eliminate discrimination | Advance equality | Good relations | | | | |
| Gender | Men | | | | | ✓ | | |
| | Women | | | | | ✓ | | |
| Race | White | | | | | ✓ | | |
| | Mixed/Multiple ethnic groups | | | | | ✓ | | |
| | Asian/Asian British | | | | | ✓ | | |
| | Black/African/Caribbean/ Black British | | | | | ✓ | | |
| | Gypsies / travellers | | | | | ✓ | | |
| | Other ethnic group | | | | | ✓ | | |
| Disability | Physical | | ✓ | | | | | |
| | Sensory | | ✓ | | | | | |
| | Learning Difficulties | | ✓ | | | | | |
| | Learning Disabilities | | ✓ | | | | | |
| | Mental Health | | ✓ | | | | | |

| Protected Group | | Positive impact? | | | Negative impact? | No specific impact | What will the impact be? If the impact is negative how can it be mitigated? (action) | What are the cumulative of effects |
|--|----------------------------|--------------------------|------------------|----------------|------------------|--------------------|--|------------------------------------|
| | | Eliminate discrimination | Advance equality | Good relations | | | | |
| Sexual Orientation | Lesbian, gay men, bisexual | | | | | ✓ | | |
| Age | Older people (50+) | | | | | N/A | | |
| | Younger people (16 - 25) | | | | ✓ | | Families may be required to pay a contribution towards travel costs if the learner is attending Post 16 education, currently there is no requirement to pay a contribution. If a contribution charge is introduced this must be reasonable. Financial support is available to learners and/or families to mitigate the impact of any charge. The consultation will explore what is an appropriate level of contribution if the change is approved and introduced. | |
| Gender Reassignment | | | | | | ✓ | | |
| Impact due to pregnancy/maternity | | | | | | ✓ | | |

| | | | | | | | |
|--|--|--|--|---|---|--|--|
| Groups with particular faiths and beliefs | | | | ✓ | | <p>20 learners currently benefit from travel assistance to a School of faith or same sex establishment that isn't the nearest School that can meet the individuals' educational needs. Removing this provision will align eligibility with other learners and in line with the Council's statutory obligations.</p> <p>The consultation will explore whether the proposed change is appropriate before seeking final approval and implementation</p> | |
| People on low incomes | | | | | ✓ | | |

SECTION 4: ACTION PLAN

| | | | | | | | |
|-------------------|--|--|---|--------------------------------|--|--|--|
| <p>4.1</p> | <p>Complete the action plan if you need to reduce or remove the negative impacts you have identified, take steps to foster good relations or fill data gaps.</p> <p><i>Please include the action required by your team/unit, groups affected, the intended outcome of your action, resources needed, a lead person responsible for undertaking the action (inc. their department and contact details), the completion date for the action, and the relevant RAG rating: R(ed) – action not initiated, A(mber) – action initiated and in progress, G(reen) – action complete.</i></p> <p>NB. Add any additional rows, if required.</p> | | | | | | |
| | <p>Action Required</p> | <p>Equality Groups Targeted</p> | <p>Intended outcome</p> | <p>Resources Needed</p> | <p>Name of Lead, Unit & Contact Details</p> | <p>Completion Date (DD/MM/YY)</p> | <p>RAG</p> |
| | <p>Undertake consultation exercise to seek views on proposed policy changes and identified mitigation</p> | | <p>Feedback received from potentially affected groups to ensure understanding of impact is correct and any mitigation/alterations can be identified</p> | | <p>Johnny Kyriacou, (People Children)</p> | <p>21/07/22</p> | <p style="background-color: #90EE90;"></p> |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

THIS SECTION TO BE COMPLETED BY THE RELEVANT SERVICE MANAGER

SIGNATURE:

FULL NAME: Johnny Kyriacou

UNIT: People - Children (Education & Inclusion)

EMAIL & TELEPHONE EXT: johnny.kyriacou@slough.gov.uk

DATE (DD/MM/YYYY): 01/05/2022

WHAT NEXT?

It is the responsibility of the service to complete an EIA to the required standard and the quality and completeness of EIAs will be monitored by Strategic Finance Board.

All EIAs for proposed changes to levels of service arising from budget proposals must be completed by (insert date).

All completed EIAs should be sent to