

Equality Impact Assessment

Strategy or Policy Template

Name of the strategy or policy
Reduction in the level of HTST support for pre-school and post-16 students with Special Educational Needs and Disabilities

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Part 1 The Public Sector Equality Duty and Equality Impact Assessments (EIA)

1.1 The Council must have due regard to its Public Sector Equality Duty when making all decisions at member and officer level. An EIA is the best method by which the Council can determine the impact of a proposal on equalities, particularly for major decisions. However, the level of analysis should be proportionate to the relevance of the duty to the service or decision.

1.2 **This is one of two forms that the County Council uses for Equality Impact Assessments, both of which are available on the intranet. This form is designed for any proposal, strategy or policy. The other form looks at services or projects.**

1.3 The Public Sector Equality Duty (PSED)

The public sector duty is set out at Section 149 of the Equality Act 2010. It requires the Council, when exercising its functions, to have “due regard” to the need to

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. (see below for “protected characteristics”

These are sometimes called equality aims.

1.4 A “protected characteristic” is defined in the Act as:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race (including ethnic or national origins, colour or nationality)
- religion or belief;
- sex;
- sexual orientation.

Marriage and civil partnership are also a protected characteristic for the purposes of the duty to eliminate discrimination.

The previous public sector equalities duties only covered race, disability and gender.

1.5 East Sussex County Council also considers the following additional groups/factors when carry out analysis:

- Carers – A carer spends a significant proportion of their life providing unpaid support to family or potentially friends. This could be caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems. [Carers at the Heart of 21stCentury Families and Communities, 2008]
- Literacy/Numeracy Skills
- Part time workers

- Rurality

1.6 Advancing equality (the second of the equality aims) involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristic
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people including steps to take account of disabled people's disabilities
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

NB Please note that, for disabled persons, the Council must have regard to the possible need for steps that amount to positive discrimination, to "level the playing field" with non-disabled persons, e.g. in accessing services through dedicated car parking spaces.

1.6 Guidance on Compliance with The Public Sector Equality Duty (PSED) for officers and decision makers:

1.6.1 To comply with the duty, the Council must have "due regard" to the three equality aims set out above. This means the PSED must be considered as a factor to consider alongside other relevant factors such as budgetary, economic and practical factors.

1.6.2 What regard is "due" in any given case will depend on the circumstances. A proposal which, if implemented, would have particularly negative or widespread effects on (say) women, or the elderly, or people of a particular ethnic group would require officers and members to give considerable regard to the equalities aims. A proposal which had limited differential or discriminatory effect will probably require less regard.

1.6.3 Some key points to note :

- The duty is regarded by the Courts as being very important.
- Officers and members must be aware of the duty and give it conscious consideration: e.g. by considering open-mindedly the EIA and its findings when making a decision. When members are taking a decision, this duty can't be delegated by the members, e.g. to an officer.
- EIAs must be evidence based.
- There must be an assessment of the practical impact of decisions on equalities, measures to avoid or mitigate negative impact and their effectiveness.
- There must be compliance with the duty when proposals are being formulated by officers and by members in taking decisions: the Council can't rely on an EIA produced after the decision is made.
- The duty is ongoing: EIA's should be developed over time and there should be evidence of monitoring impact after the decision.
- The duty is not, however, to achieve the three equality aims but to consider them – the duty does not stop tough decisions sometimes being made.
- The decision maker may take into account other countervailing (i.e. opposing) factors that may objectively justify taking a decision which has negative impact on equalities (for instance, cost factors)

1.6.4 In addition to the Act, the Council is required to comply with any statutory Code of Practice issued by the Equality and Human Rights Commission. New Codes of Practice under the new Act have yet to be published. However, Codes of Practice issued under the previous legislation remain relevant and the Equality and Human Rights Commission has also published guidance on the new public sector equality duty.

Part 2 – Aims and implementation of the proposal, strategy or policy

2.1 What is being assessed?

a) Proposal or name of the strategy or policy.

Reduction in the level of HTST support for pre-school and post-16 students with Special Educational Needs and Disabilities

b) What is the main purpose or aims of proposal, strategy or policy?

To reduce spend on the discretionary home to school/college budget from the start of the 2016/17 academic year for students with Special Educational Needs and Disabilities, via:

- a. Changes to the post-16 policy and criteria for travel assistance to ensure that only young people with exceptional circumstances (the most needy) continue to receive travel support, reduce the number of those supported overall, and ensure that the most economical appropriate travel solutions are found for those who are supported with transport
- b. Increasing the post-16 contribution towards travel support from £370 to £608 to match the current cost of a bus 'Freedom Pass' which many East Sussex students have to buy to get to their post-16 provision
- c. Introducing a post-16 contribution for students from low income families towards the total costs of their SEND travel support (this group is currently exempt from the charge)
- d. Introducing a contribution towards travel of £608 / £304 for families of children with SEND travelling to pre-school educational placements

a. Proposed changes to the policy and criteria

Eligibility for SEND travel assistance

Transport for post-16 students will usually only be considered further by the Council if all three key criteria are satisfied:

1. The student must be attending an appropriate funded, full time course at the nearest school or college to their home. If an alternative suitable course is offered by an FE provider nearer to their home, the student will not be eligible for support.
2. The Council will fund transport to a college placement up to the academic year in which a young person reaches a maximum of 21 years of age.
3. The student must be travelling over three miles to their nearest appropriate provider, unless their learning difficulties or disability means they are unable to travel this distance either walking or on public transport (specific and up to date evidence from relevant health and/or educational appropriate professionals supporting the student will be required to assist the decision) and a parent is not available to take them.

Factors the Council will take into account when determining whether a student is eligible for assistance will include:

1. The student is unable to travel to their placement by public transport, either unaccompanied or accompanied by a responsible adult (specific and up to date evidence from relevant health and/or educational appropriate professionals supporting the student will be required).
2. The family does not have a suitable vehicle, which may include a Motability vehicle, for their transportation to school or college.
3. The length or complexity of the journey and whether parents or carers could reasonably be expected to provide transport or act as a chaperone themselves. If parents/carers or other family members are not available this should be fully explained in the application.
4. The student has been assessed by the Authority as requiring an escort, or as a 'high needs' case.
5. Other circumstances relevant to each case.

Provision

Each applicant who is determined as requiring assistance will be risk-assessed for their immediate needs and the most cost-effective suitable mode of travel support will be arranged. At the same time, each will be assessed for suitability for our intensive Independent Travel Training (ITT) programme, which can provide a young person the skills and confidence for greater independence in their adult life. A young person who is ready for travel training may be offered temporary travel assistance until they have 'graduated' as independent travellers on their journey to school or college, at which point they will be given free bus or train travel for a limited fixed period. For students who can access public transport, a journey time of up to 75 minutes each way is considered reasonable according to national guidance for best practice.

Where an applicant is determined as eligible for SEND travel assistance, the type of travel assistance provided will be the most cost-effective available to the Council at the time, appropriate to the student's needs. This may be one of the following:

- a) A free place on a contract or school bus
- b) A Personal Travel Budget (PTB)
- c) A taxi
- d) Another type of transport / assistance to be determined on individual circumstance; for example, a parent may be expected to transport their child part of the journey in order to get to a suitable pick up point (this might be a bus stop or a taxi pick up point)

Please note that taxis will usually only be provided in the most exceptional cases, and for students with severe disabilities and/or the most complex health needs.

Limitations for travel assistance

- Students will usually only be transported to and from a school or college at their published school start and school finish times. This may therefore require the student to arrive earlier than the start of their first session or wait at the end of their timetabled day until other young people are ready for shared transport.

b. Annual Contribution for students who do not meet low income criteria

All students who are assessed as eligible for travel assistance are required to pay an annual contribution to the County Council towards the cost of their provision, unless they are assessed as being from a low income family, in which case half the full contribution will be required. By receiving a contribution, the Council is able to support a greater number of

young people to access post-16 education. The contribution is the same amount regardless of the type or frequency of travel assistance provided.

In all cases where assistance is agreed, a contribution towards to the cost of travel is required. The proposed charge for those not meeting low income criteria in 2016/2017 is £608. This is an increase from a £370 contribution in 2014/15 and 2015/16.

Payment can be made in instalments. Transport will not be arranged until payment in advance is made. If subsequent payments are late, transport will be suspended or even cancelled.

c. Annual contribution for students from low income families

Those meeting LIF criteria will be asked to contribute £304 per academic year. This group were previously exempt from the contribution. Low income is defined as families in receipt of one of the following:

- Income Support*
- Income-based Job Seekers Allowance*
- Income related Employment and Support Allowance*
- Support received under part six of the Immigration and Asylum Act 1999.
- Guarantee element of State Pension Credit*
- Child Tax Credit (but not also Working Tax Credit unless in receipt of the maximum level) based on an income of £16,190 or less*

*Correct at the time of consultation

The annual contribution level will be reviewed on an annual basis.

c) Manager(s) and section or service responsible for completing the assessment

Sara Candler, Project Manager (SEND travel)

2.2 Who is affected by the proposal, strategy or policy? Who is it intended to benefit and how?

SEND children and their families who will start attending nursery and SEND young people and their families who will be starting college or sixth form in 2016/17.

This change in policy will result in a reduction in the overall level of travel support for these SEND children and young people, with the aim that the most needy will still receive suitable travel support.

2.3 How is, or will, the proposal, strategy or policy be put into practice and who is, or will be, responsible for it?

Following a consultation and work with affected settings the new proposal will be put in place for those looking to attend nursery or college in 2016/17. The policy will be used to assess eligibility for support on a case by case basis.

Lou Carter, Assistant Director, Communication, Planning and Performance (Children's Services)

2.4 Are there any partners involved? E.g. NHS Trust, voluntary/community organisations, the private sector? If yes, how are partners involved?

Yes, schools and colleges. Student support services at schools and colleges will be able to provide information on other sources of funding for young people; for example, EFA 16-19 bursaries.

2.5 Is this project or procedure affected by legislation, legislative change, service review or strategic planning activity?

Local authorities do not have a statutory duty to provide free transport to school or college for students who are above compulsory school age; however ESCC remains committed to providing support for young people with SEND who demonstrate exceptional circumstances regarding the journey to a suitable placement.

It is anticipated that East Sussex County Council will need to reduce expenditure by £70-90 million between 2016/17 and 2018/19. This level of financial pressure means that all areas of expenditure need to be considered for potential savings. During the 2012/13 to 2014/15 Medium Term Financial Plan there has been a systematic review of the HTST budget to reduce costs, which is why discretionary areas are now being targeted for the required reductions in spending.

Part 3 – Methodology, consultation, data and research used to determine impact on protected characteristics.

3.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken.

Types of evidence identified as relevant have X marked against them			
	Employee Monitoring Data		Staff Surveys
	Service User Data		Contract/Supplier Monitoring Data
X	Recent Local Consultations		Data from other agencies, e.g. Police, Health, Fire and Rescue Services, third sector
	Complaints	X	Risk Assessments
	Service User Surveys	X	Research Findings
X	Census Data	X	East Sussex Demographics
	Previous Equality Impact Assessments	X	National Reports
	Other organisations Equality Impact Assessments		Any other evidence?

3.2 Evidence of complaints against the strategy or policy on grounds of discrimination.

None prior to the consultation survey.

3.3 If you carried out any consultation or research on the strategy or policy explain what consultation has been carried out.

Detailed research has been carried out to establish a realistic projection of the number of SEND children and young people who may be affected by this policy change. A study looking at savings per year and numbers impacted by 2018/19 has been carried out in order to forecast the potential savings of each proposed change. Additional analysis of the current SEND cohort was done to map pupil placements, costs and home towns showing the severity of their needs and distance travelled. Using current data it has been possible to build up a picture of methods of transport, costs, distance travelled and the nature of pupils' needs and required provision.

SEND pupil population trends have been analysed to look at the changes in the number of children and young people by Primary Need between 2006 and 2015 school census. This study shows an increasing proportion of children and young people with Autistic Spectrum Disorder, a group which may benefit from Independent Travel Training and other initiatives.

Web-based and networking research on post-16 transport offered by other County Councils gathered information from 26 other authorities. Information on the amount charged and the age up to which support was offered was compiled. The majority of other County Councils charge non-LIF SEND students for travel assistance, and a

growing number also charge students from low income families, either the same or a reduced amount.

An online survey (also available in printed format) was open to the public from 10 June until 18 September 2015 to gather feedback on each of the proposed changes. Over 500 parents of children in Year 9 to 14 receiving SEND travel support were written to and asked to contribute their views. Special schools and Early Years providers, schools and colleges were informed about the consultation and invited to respond.

The Council worked closely with the parents' group East Sussex Parents and Carers Council (ESPACC).

3.4 What does the consultation, research and/or data indicate about the positive or negative impact of the strategy or policy?

Reducing Post 16 transport assistance carries with it a number of risks. The research provides a snapshot of who will be affected and how other local authorities have implemented similar policy positions regarding the level of expected contributions for SEND student travel.

There were 35 responses to the survey. 71% of respondents were parents or carers of a SEND child, and 80% were women. Their main concerns on the increase / introduction of a post-16 charge were that many families of children with SEND may be unable to cope with the additional cost, and that these families have less expendable income as a result of the additional expenses for the child. The implication is that increasing transport costs may mean that other sacrifices have to be made, or the young person may not be able to attend their post-16 placement.

There were fewer negative responses to the introduction of a contribution for pre-school children, although there were still concerns about children not being able to attend their placement.

ESPACC reiterated the concern that children with SEND have a significant and additional financial impact on their families which needs to be considered when demanding contributions towards transport costs.

Given the pressures on HTST budgets and the savings required research suggests the authorities are looking at the most cost effective way to support the most vulnerable SEND children and young people to attend nursery, sixth form or college.

This research has provided teams and stakeholders with the information to better understand the impacts and risks. This will enable the local authority to consider what mitigations can be put in place.

Part 4 – Assessment of impact

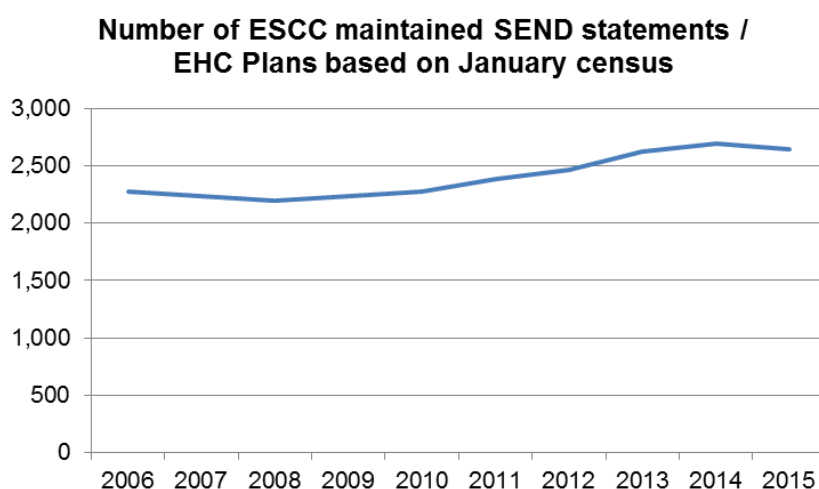
4.1 Age: Testing of disproportionate, negative, neutral or positive impact.

a) How is this protected characteristic reflected in the County /District/Borough?

NC Year	Jan-11	Jan-12	Jan-13	Jan-14	Jan-15
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-2	0	0	0	1	1
-1	3	2	1	0	2
R	79	93	111	110	94
1	116	98	127	139	121
2	126	142	129	152	151
3	134	156	186	152	163
4	149	161	195	201	158
5	160	181	211	221	221
6	210	191	216	247	235
7	237	247	231	241	258
8	216	248	255	242	246
9	250	243	264	271	258
10	253	257	252	273	269
11	272	258	268	250	268
12	78	86	73	81	82
13	55	61	66	63	70
14	48	40	43	46	47
Total	2386	2464	2628	2690	2644

Source: Local Authority Tribal/Synergy Core Pupil Database (SEN Module)
January 2014



Source: Local Authority Tribal/Synergy Core Pupil Database (SEN Module)
January 2014

- b) How is this protected characteristic reflected in the population of those impacted by the proposal, strategy or policy?**

An anticipated 206 post 16 SEND students and 10 pre-school children.

- c) Will people with the protected characteristic be more affected by the proposal, policy or strategy than those in the general population who do not share that protected characteristic?**

Yes.

d) What is the proposal, strategy or policy's impact on different ages/age groups?

This policy may have a negative impact on some pre-school children with SEND and post 16 students with SEND. These are set out below:

1. Increasing restrictions and travel charges students with SEND, may deter or prevent them from continuing in post-16 education or accessing pre-school nursery places. This may increase the numbers of NEETs, and lower educational aspirations for young people.
2. Changes could have a negative impact on the wider family and welfare of the SEND pre-school children and young people.

e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

The mitigations are:

- 1 Rolling communications plan to reach young people and their families approaching the transition in good time to allow sensible post-16 choices without the assumption that transport will be provided. The timing of the Lead Member decision on the changes on 12th November will be followed by clear communication with schools, young people, parents, sixth forms and colleges in good time for transition in order to allow post-16 choices to be made with the changes in mind. Schools and colleges were informed at the start of the consultation in June that they should ensure that young people making post-16 choices should not make the assumption that transport costs would be provided from September 2016. The Council will also ensure that professionals and stakeholders are aware of the changes in support.
- 2 Introduction of a specific and well-signposted post-16 SEND travel assistance policy. Work will also be done with pre-school nursery settings to ensure families understand how to access a place.
- 3 Oversight of decision making by the Home to School Transport (HTST) Panel, with close liaison with SEND practitioners and colleges. Clear communication with all stakeholders as early as possible. Cases that are rejected are entitled to appeal via the member led Transport and Student Support Panel.
- 4 An improved post-16 application form will prompt parent/carers to provide relevant contextual information and evidence which can then be considered by the Panel.
- 5 ESCC provides an effective externally commissioned Independent Travel Training Service for young people who are ready to use public transport and cease reliance on taxis, which brings longer term benefits relating to independence in their adult lives.
- 6 Thorough risk assessments are undertaken on individual cases to ensure pupils are appropriately safeguarded. Discussion and negotiation with colleges to clarify the terms of the travel provision. Increased provision of Personal Travel

budgets, Independent Travel Training and part-funded arrangements, e.g. transport from a pick-up point, supported travel in the mornings only, etc.

- 7 The Panel will consider the complexity of the journey to college in relation to the young person's SEND, as an individual may be ready for independent travel but prevented from taking this next step due to the lack of a suitable journey by public transport.
- 8 Work within the ISEND and Transitions Teams to ensure that travel to placements, and the opportunity for young people to move towards independence through being able to travel to provision themselves, is considered more carefully as part of the decision making process.
- 9 Exploration of other transport opportunities which may assist young people with SEND, e.g. encouraging post-16 providers to start foundation level courses later in the morning to allow use of disabled bus passes.
- 10 Work with colleges to ensure that they are further encouraged to offer appropriate, timely financial advice and support to their new and existing students, making full use of available sources of funding such as the EFA bursaries. Also equip SEND professionals with knowledge of other available support for young people with SEND to enable sign-posting. This is particularly important due to the likelihood of additional financial pressures associated with meeting the needs of children and young people with SEND.
- 11 Also encouraging specific colleges to improve provision and efficiency of transport for their own students through working in partnership when it may be possible to share transport provision or routes, e.g. Plumpton and Sussex Downs Lewes, Bexhill and Sussex Coast College.
- 12 Regarding pre-school children with SEND requiring transport, Early Years practitioners will be encouraged to alert families to potential benefits they may be entitled to, eg DLA, which may help them with the cost of the contribution.
- 13 The continuation of a £15k subsidy with Brighton and Hove and West Sussex made to Southern Rail so that they can offer a discount to post-16 learners.
- 14 To continue to investigate improved SEND provision in East Sussex, so that more children and young people can attend placements in their local communities, avoiding the need for costly transport and long journeys.
- 15 Close monitoring over time.

f) How will any mitigation measures be monitored?

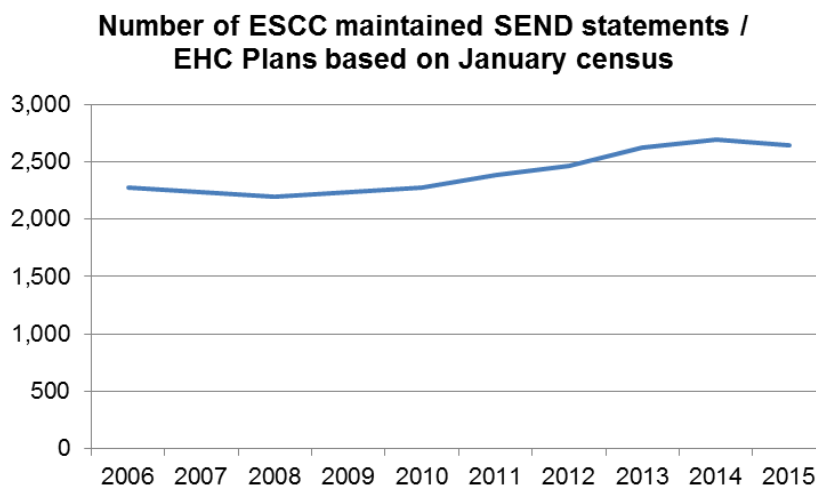
Communication, Planning and Performance teams will regularly review the mitigation measures put in place as part of this policy change. Action plan measures will show clear lines of responsibility for implementation.

4.2 Disability: Testing of disproportionate, negative, neutral or positive impact.

a) How is this protected characteristic reflected in the County/District/Borough?

NC Year	Jan-11	Jan-12	Jan-13	Jan-14	Jan-15
-2	0	0	0	1	1
-1	3	2	1	0	2
R	79	93	111	110	94
1	116	98	127	139	121
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January 2014



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January 2014

- b) How is this protected characteristic reflected in the reflected in the population of those impacted by the proposal, strategy or policy?**

An anticipated 206 post 16 SEND students and 10 pre-school children.

- c) Will people with the protected characteristic be more affected by the proposal, policy or strategy than those in the general population who do not share that protected characteristic?**

Yes

- d) What is the proposal, strategy or policy's impact on people who have a disability?**

1. As set out in Section 4.d

- e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

As set out in Section 4.e

- f) How will any mitigation measures be monitored?**

As set out in Section 4.f

4.3 Ethnicity: Testing of disproportionate, negative, neutral or positive impact.

Not applicable

4.4 Gender/Transgender: Testing of disproportionate, negative, neutral or positive impact

Not applicable

4.5 Marital Status/Civil Partnership: Testing of disproportionate, negative, neutral or positive impact.

Not applicable

4.6 Pregnancy and maternity: Testing of disproportionate, negative, neutral or positive impact.

Not applicable

4.7 Religion, Belief: Testing of disproportionate, negative, neutral or positive impact.

Not applicable

4.8 Sexual Orientation - Gay, Lesbian, Bisexual and Heterosexual: Testing of disproportionate, negative, neutral or positive impact.

Not applicable

4.9 Other: Additional groups/factors that may experience impacts - testing of disproportionate, negative, neutral or positive impact.

SEND young people who live in rural areas.

a) How are these groups/factors reflected in the County/District/ Borough?

It is impossible to forecast the precise characteristics of the cohort that would be affected in September 2016 however some of the students affected might live in rural areas.

Some SEND young people living in rural areas might be more negatively impacted by the policy change as there will be fewer transport options due to their location.

b) How is this group/factor reflected in the population of those impacted by the proposal, strategy or policy?

Data not available.

c) Will people within these groups or affected by these factors be more affected by the proposal, policy or strategy than those in the general population who are not in those groups or affected by these factors?

It is possible that SEND young people will be more negatively affected if they live in rural areas.

d) What is the proposal, strategy or policy's impact on the factor or identified group?

It might be harder for them to find or afford appropriate transport to their chosen place of study.

e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

As set out in Section 4.e: particularly note item 6 regarding the consideration of the complexity of the journey for the young person.

f) How will any mitigation measures be monitored?

As set out in Section 4.f

4.10 Human rights- Human rights place all public authorities – under an obligation to treat you with fairness, equality, dignity, respect and autonomy. **Please look at the table below to consider if your proposal, policy or strategy may potentially interfere with a human right.**

Articles	
A2	Right to life (e.g. pain relief, suicide prevention)
A3	Prohibition of torture, inhuman or degrading treatment (service users unable to consent, dignity of living circumstances)
A4	Prohibition of slavery and forced labour (e.g. safeguarding vulnerable adults)
A5	Right to liberty and security (financial abuse)
A6 & 7	Rights to a fair trial; and no punishment without law (e.g. staff tribunals)
A8	Right to respect for private and family life, home and correspondence (e.g. confidentiality, access to family)
A9	Freedom of thought, conscience and religion (e.g. sacred space, culturally appropriate approaches)
A10	Freedom of expression (whistle-blowing policies)
A11	Freedom of assembly and association (e.g. recognition of trade unions)
A12	Right to marry and found a family (e.g. fertility, pregnancy)
Protocols	
P1.A1	Protection of property (service users property/belongings)
P1.A2	Right to education (e.g. access to learning, accessible information)
P1.A3	Right to free elections (Elected Members)

Part 5 – Conclusions and recommendations for decision makers

5.1 Summarise how this proposal/policy/strategy will show due regard for the three aims of the general duty across all the protected characteristics and ESCC additional groups.

- 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

5.2 Impact assessment outcome Based on the analysis of the impact in part four please mark below ('X') with a summary of your recommendation.

X	Outcome of impact assessment	Please explain your answer fully.
	A No major change – Your analysis demonstrates that the policy/strategy is robust and the evidence shows no potential for discrimination and that you have taken all appropriate opportunities to advance equality and foster good relations between groups.	During the discussions about the negative impacts these proposed policy changes may have, mitigations have been considered and will be put in place to ensure that appropriate transport is provided to the most needy young people and pre-school children with SEND. It is also acknowledge that some families of children with SEND will be expected to take greater responsibility for the cost and provision of transport for their child, and this may have a negative impact in some cases.
X	B Adjust the policy/strategy – This involves taking steps to remove barriers or to better advance equality. It can mean introducing measures to mitigate the potential effect.	The key mitigations, as set in 4.e are: <ul style="list-style-type: none"> • Communications plan for families, young people and stakeholders to inform them of the 12th November decision to allow for appropriate placement decisions. The Youth Cabinet will help devise the communications strategy. The Youth Cabinet will help devise the communications strategy.
	C Continue the policy/strategy - This means adopting your proposals, despite any adverse effect or missed opportunities to advance equality, provided you have satisfied yourself that it does not unlawfully discriminate	<ul style="list-style-type: none"> • Introduction of a new policy which allows the Council to target the most vulnerable. • Provision of an effective externally commissioned Independent Travel Training Service for young people who are ready to use public transport and cease reliance on taxis, which brings longer term benefits relating to independence in their adult lives.
	D Stop and remove the policy/strategy – If there are adverse effects that are not justified and cannot be mitigated, you will want to consider stopping the policy/strategy altogether. If a policy/strategy shows unlawful	<ul style="list-style-type: none"> • A new travel assistance application form which helps parents set out why they need assistance but also understand better what factors we will take into consideration in making our decisions. • A governance panel that ensures robust decision-making, with thorough risk-assessments to ensure pupils are appropriately safeguarded.

	<p>discrimination it <i>must</i> be removed or changed.</p>	<ul style="list-style-type: none"> • An independent panel (Councillor-led) for appeals. • Provision of the most cost-effective suitable transport solutions on a case by case basis for the most needy. • Improvement of the planning process via EHCP reviews to help prepare the young person for the transition to adulthood and to gain maximum independence. • Work to improve SEND provision across East Sussex to allow more young people to attend placements within their community which are closer to their homes • Continued close liaison with post-16 providers to encourage them to offer or signpost sources of support when young people move to becoming independent travellers; as they will know the circumstances of their students and be well placed to target available funding at the most vulnerable. Also encouraging specific colleges to improve provision and efficiency of transport for their own students through working in partnership when it may be possible to share transport provision or routes, e.g. Plumpton and Sussex Downs Lewes, Bexhill and Sussex Coast College. • Regarding pre-school children with SEND requiring transport, Early Years practitioners will be encouraged to alert families to potential benefits they may be entitled to, eg DLA, which may help them with the cost of the contribution. • The continuation of a £15k subsidy with Brighton and Hove and West Sussex made to Southern Rail so that they can offer a discount to post-16 learners. <p>The Communication, Planning and Performance teams will provide additional monitoring of mitigation measures to track impact on the affected groups.</p>
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5.3 What equality monitoring, evaluation, review systems have been set up to carry out regular checks on the effects of the proposal, strategy or policy?

(Give details)

An action plan will be developed with the Planning and Performance team so monitoring is carried out.

5.4 When will the amended proposal, strategy or policy be reviewed?

Date completed:	24/09/15	Signed by (person completing)	Sara Candler
		Role of person completing	Project Manager, SEND Travel
Date:	24/09/15	Signed by (Manager)	Lou Carter

Part 6 – Equality impact assessment action plan

If this will be filled in at a later date when proposals have been decided please tick here and fill in the summary report.

☐

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

1. Lower the negative impact, and/or
2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact
4. **If no actions fill in separate summary sheet.**

Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:

Area for improvement	Changes proposed	Lead Manager	Timescale	Resource implications	Where incorporated/flagged? (e.g. business plan/strategic plan/steering group/DMT)
Communications	A rolling communications plan to reach young people and their families approaching the transition in good time to allow sensible post-16 choices without the assumption that transport will be provided. Introduction of a specific and well-signposted post-16	Lou Carter	November 2015	Communications Resources	Equality and Participation along with Planning and Performance team will monitor these action plan deliverables

	SEND travel assistance policy. Work will also be done with pre-school nursery settings to ensure families understand how to access a place.				
Case by case assessments	Oversight of decision making by the HTST Governance Panel, close liaison with SEND practitioners and colleges. Clear communication with all stakeholders as early as possible. Cases that are rejected are entitled to appeal via the member led Transport and Student Support Panel.	Lou Carter	ongoing		Equality and Participation along with Planning and Performance team will monitor these action plan deliverables
Risk Assessments	Thorough risk assessments will be undertaken on individual cases who are deemed eligible, discussion and negotiation with colleges to clarify the terms of the travel	Lou Carter	ongoing	SEN Transport staff	Equality and Participation along with Planning and Performance team will monitor these action plan deliverables

	provision. Increased provision of Personal Travel budgets and Independent Travel Training for students with SEND.				
Improved EHCP planning	Consideration of each young person's ability to travel independently as part of the annual review process	Fiona Wright	September 2016	ISEND	??
Improvement of SEND provision	Exploration of how ESCC can move towards improved placement coverage according to need in East Sussex	Fiona Wright	??	ISEND	??

(a) 6.1 Accepted Risk

From your analysis please identify any risks not addressed giving reasons and how this has been highlighted within your Directorate:

Area of Risk	Type of Risk? (Legal, Moral, Financial)	Can this be addressed at a later date? (e.g. next financial year/through a business case)	Where flagged? (e.g. business plan/strategic plan/steering group/DMT)	Lead Manager	Date resolved (if applicable)