

# **Equality Impact Assessment (EIA)**

CYP- Specialist Services

## Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets. Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

### About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: **CYP – Specialist Services**. This high-level EqIA has been conducted to ensure that any decision made complies with anti-discrimination legislation. It focuses on outputs from the 2011/12 budget. Without full consideration and assessment, financial decisions may have unintended consequences that not only impact on equality, but also run the risk of failing to meet the authorities legal responsibilities.

Assessment team leader name: Liz Beswick/Hazel Lymbery

Date of assessment: w/c 7 March 2011

Department responsible: CYP Service Area: Transport – Home to school for Children and Young People with Special Educational Needs SEN, Learning Difficulties and Disabilities LDD and Children in Care CiC

Other members of assessment team:

Name	Position	Area of expertise
Pippa Sillitoe	Head Teacher Ivy House School	Head Teacher of a special school Age 2 – 19 for Children and Young people with Profound and multiple learning difficulties
Dave Dowbenko	Integrated Passenger Transport Group Manager	Manager of Transport team
Linda Ayriss	Team Leader – Transport Procurement and Operations Team	Operational lead for transport procurement

Sue Moore	Senior Inclusion and Assessment Officer	Responsible for the assessment of children and young people receiving free home to school transport
Liz Beswick	Head of Commissioning	Commissioning across CYPD

	Question	Response/ findings																	
1.	<p>What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?</p> <table border="1"> <thead> <tr> <th>Strand</th> <th>Key</th> </tr> </thead> <tbody> <tr> <td>Race</td> <td><b>R</b></td> </tr> <tr> <td>Gender (including TransPeople)</td> <td><b>G</b></td> </tr> <tr> <td>Disability</td> <td><b>D</b></td> </tr> <tr> <td>Sexual Orientation</td> <td><b>S</b></td> </tr> <tr> <td>Age</td> <td><b>A</b></td> </tr> <tr> <td>Religion And Or Belief – non Belief</td> <td><b>RB</b></td> </tr> <tr> <td>All strands</td> <td><b>All</b></td> </tr> </tbody> </table>	Strand	Key	Race	<b>R</b>	Gender (including TransPeople)	<b>G</b>	Disability	<b>D</b>	Sexual Orientation	<b>S</b>	Age	<b>A</b>	Religion And Or Belief – non Belief	<b>RB</b>	All strands	<b>All</b>	<p>To provide transport in an equitable manner for all young people eligible for it either through Special Educational Needs, SEN, and Learning Difficulties or disabilities, LDD – or because they are Children in Care – CiC</p> <p>To develop young people with LDD independence in terms of their transport skills as they move into adulthood</p> <p>To consider value for money for the services currently provided</p>	
Strand	Key																		
Race	<b>R</b>																		
Gender (including TransPeople)	<b>G</b>																		
Disability	<b>D</b>																		
Sexual Orientation	<b>S</b>																		
Age	<b>A</b>																		
Religion And Or Belief – non Belief	<b>RB</b>																		
All strands	<b>All</b>																		

2.	Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements	<p>Assessment undertaken by the SEN team related to SEN/LDD transport eligibility</p> <p>Agreement through the admissions team for young people against eligibility criteria for free transport</p> <p>Assessment by CiC teams</p> <p>Procured by Transport Procurement and Operations Team from local firms</p> <p>Provided by a small group of Escort drivers employed currently by CiC specialist team</p>	
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3.	Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities?	<ul style="list-style-type: none"><li>• Children and young people with SEN/ LDD from 0 to 25years</li><li>• Children and young people who attend mainstream school who live further than the statutory walking distance</li><li>• Children and young people who are in the care of the local authority</li></ul>	
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4.	What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities?	<ul style="list-style-type: none"><li>• More children and young people with SEN to be transported to school by their parents so that parents have daily contact with the school</li><li>• To improve the skills of young people with SEN so they are able to travel independently as they move into adult services</li><li>• To reduce the use of taxi's across the city so reducing the carbon footprint</li><li>• To reduce the current transport budget so more funding can be used directly for services being delivered to C&amp;YP</li></ul>	
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5.	<p>What existing or previous inspections of the policy, practice, service or function are there? For example, Best Value Inspections, policy reviews, research into the effects of a policy or practice.</p> <p>What did they tell you?</p>	<p>Best value review in 2002</p> <p>Findings  Cost of providing transport increasing  Too many young people being transported in individual taxis</p>	
	<b>Identifying potential equality issues and factors</b>		
	<b>Question</b>	<b>Response/ findings</b>	
1.	<p>What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring</p>	<p>From consultation parents value the transport that is available but also feel it is their right to receive it.</p> <p>Where as a LA we do have a duty we also have to be clear that this doesn't necessarily mean that it has to be an individual taxi per child and we need to be exploring all options</p>	

2.	Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups? For example, who uses the service, who doesn't and why not?	<ul style="list-style-type: none"> <li>• The service is available to children and young people who meet the criteria – SEN and CiC</li> <li>• More children and young people are accessing the service as they are integrated into schools</li> <li>• DCC provides some transport on a discretionary basis</li> </ul>	
3.	Have there been any important demographic changes or trends locally? For example is the population changing, and if so, how and what might that mean for the service or function?	Increasing number of young people with ASD – Autistic Spectrum Disorder	

	<b>Question</b>	<b>Response/ findings</b>
4.	Is there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities?	The recent SEN Green paper released 10 March has to be fully digested to understand if there is a significant impact on the transport arrangements
5.	What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it?	<p>Annual reviews for CYP with Statements of SEN</p> <p>Consultation currently underway</p> <p>Face to face consultation at Parent Forum meetings</p>

6.	Does any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?	The transport policy sets the criteria providing free transport Policy implemented by the Inclusion and Assessment Officers If requested the HoS reviews the decision
7.	Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?	If transport is cut for children & young people with SEN this could result in parents struggling to get their children to school especially where they have siblings going to different schools

## Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

- what information or data you will need
- using both quantitative and qualitative data
- making sure that where possible there is information that allows all perspectives to be considered
- identifying any gaps in the information/ data and what it can tell you

<b>Data or information</b>	<b>When and how was it collected?</b>	<b>Where is it from?</b>	<b>What does it tell you? You need to consider all six equality strands where you can</b>	<b>Gaps in information</b>
Customer feedback and complaints	From February – March 31 2011	On line consultation Parent Forum meeting Letters to parents	There is evidence to suggest that no-one individual or group have been unable to contribute to this exercise. Some decisions have been challenged and further rationale provided.	Sexual Orientation and religion. Belief and non-belief data is scantily recorded and meaningful reports will not be drawn from systems

Consultation and community involvement	Articles in local media.	Letters, phone calls and survey results. Groups and individual feedback.	There is evidence to suggest that no-one individual or group have been unable to contribute to this exercise. Some decisions have been challenged and further rationale provided.	Sexual Orientation and religion. Belief and non-belief data is scantily recorded and meaningful reports will not be drawn from systems
Performance information including BV	n/a	n/a	n/a	n/a
Take up and usage data	During Feb and March 2011, 61 respondents	Corporate consultation team	This method increasingly popular as a feedback and communication mechanism – what did it tell us?.	n/k
Comparative information or data where no local information	n/a	n/a	n/a	n/a
Census, national or regional statistics	n/a	n/a		
Access audits or assessments such as DDA assessments	.			
Workforce profile	Current staffing profile		That the workforce in April 2010 broadly reflected the wider community served and that initiatives in place to address under representation have had some degree of success.	Sexual Orientation and religion. Belief and non-belief data is scantily recorded and meaningful reports will not be drawn from systems.

Where service delivered under procurement arrangements – workforce profile for deliverers	Use of local Taxi firms	Representative of the local community	n/a	n/a
Monitoring and scrutiny outcomes	This EqIA will be examined for quality and rigour by the Equality and Diversity Task Group	DCC internal records and minutes of meetings.	n/k	n/k

**Objectives - process, impact or outcome based** Please give your proposed objectives/ targets in this table

<b>Objective/Target:</b>	An improved process for procuring taxi companies to provide the service
Specific	New procurement framework developed by TPOT
Measurable	In operation for September 2011
Achievable	In line with the cabinet report
Relevant	Savings
Timed	2011/12

<b>Objective/Target:</b>	All taxi journeys reviewed and reduction of the numbers of taxi's carrying single passengers.
Specific	Identified services are incorporated and delivered.
Measurable	Reduced use of the number of taxi's transporting c&yp to school on a daily basis
Achievable	Monitored by steering group – and transformation board
Relevant	Cabinet report - required budget savings
Timed	2011/12

<b>Objective/Target:</b>	More coordinated approach to procuring CiC transportation
Specific	Escorts and member of staff from CiC team to TPOT – align booking processes
Measurable	Budget Monitoring - ongoing
Achievable	Through Cross department transport group
Relevant	Savings
Timed	20011/2012

<b>Objective/Target:</b>	Review transport provided for children and young people attending the PRU
Specific	Consult with schools and the cost of the transport to the shared placements ;
Measurable	Schools paying for their own children to be transported to the PRU
Achievable	Transport Steering group
Relevant	Savings
Timed	Ongoing & 2011 - 2014

## Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

Objective	Planned action	Target performance			Responsible lead officer	Reporting cycle, for example, quarterly
		2011/12	2012/13	2013/14		
<b><i>To reduce the cost of the overall transport budget by £1.2 m</i></b>	<b><i>Reduce the numbers of taxis</i></b>  <b><i>Develop individual young peoples independence</i></b>  <b><i>Consider Post 16 transport</i></b>  <b><i>Review use of transport to shared places at the PRU</i></b>  <b><i>Review transport provided to CiC</i></b>	£400k	£400k	£400k	Hazel Lymbery Dave Dowbenko	Quarterly – through the cross department management group