

EQUALITY IMPACT ASSESSMENT – Home to School Transport Review Recommendations.

A full Equalities Impact Assessment has been undertaken as follows:

1. Identify the aims of the service/function and how it is implemented		
Key questions		Answer/Notes
1.1	Is this an existing or new function?	Existing
1.2	Who defines or defined the function?	Local Services Passenger Transport Team
1.3	Who is the function being aimed at?	Children and young people, including those with SEND, who access the home to school transport service.
1.4	Who implements the function?	Local Services Passenger Transport Team
1.5	What is the objective or purpose of the service/function?	To provide home to school transport for those outside of statutory walking distance or for those with other exceptional circumstances making them eligible.
1.6	What outcomes do you want to achieve with this function and for whom?	To provide increased levels of service for home to school transport users and to use these service developments to support the delivery of Children's Services priorities.
1.7	Do these outcomes complement or hinder other policies, values or objectives of the organisation?	Compliment
1.8	What factors or forces are at play that could contribute or detract from the outcomes identified earlier?	The passenger transport team also commission transport for purposes other than education which needs to be acknowledged by Children's Services when shaping developments.
1.9	How does the organisation interface with other bodies in relation to the implementation of this function?	The passenger transport team has a DPS featuring circa 200 transport providers, they also commission local supported bus services. The passenger transport team interfaces with service users via the application systems and management information systems currently in place.
1.10	Taking the nine protected characteristics is there anything in the policy or how the service is delivered that could discriminate or disadvantage any of these groups?	<p>Age – no disadvantage.</p> <p>Disability – service users with SEND are a specific focus.</p> <p>Gender reassignment – no disadvantage.</p> <p>Marriage and civil partnership – no disadvantage.</p> <p>Pregnancy and maternity – no disadvantage.</p> <p>Race – no disadvantage.</p> <p>Religion or belief – no disadvantage.</p> <p>Sex – no disadvantage.</p> <p>Sexual orientation – no disadvantage.</p>
1.11	From your perspective how is the policy actually working in practice for each equalities group?	<p>Age – children and young people are the service users of this function.</p> <p>Disability – the service is working directly to provide bespoke transport solutions for those with disabilities.</p> <p>Gender reassignment – can engage without impact.</p> <p>Marriage and civil partnership – can engage without impact.</p> <p>Pregnancy and maternity – not applicable.</p>

		<p>Race – can engage without impact.</p> <p>Religion or belief – can engage without impact.</p> <p>Sex – can engage without impact.</p> <p>Sexual orientation – can engage without impact.</p>
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2. Consideration of available data, research and information		
Key questions		Answers/Notes
2.1	What do you already know about who uses and delivers this service?	<p>All service users have provided full personal details as part of the application process.</p> <p>The transport providers of the service are NCC approved suppliers.</p>
2.2	What additional information is needed to ensure that all equality groups' needs are taken into account?	None anticipated.
2.3	How are you going to go about getting the extra information that is required?	Should further information emerge as being required Citizen Space public consultations are proposed as the platform to gather this.

3. Assessment of impact		
Key questions		Answers/Notes
4.1	Have you identified any differential impact and does this adversely affect any equality groups?	No.
4.2	If there is an adverse impact can it be avoided, can we make changes, can we lessen it etc?	N/a.
4.3	If there is nothing you can do, can the reasons be fairly justified?	N/a.
4.4	Do any of the changes in relation to the adverse impact have a further adverse affect on any other group?	N/a.