

Equality analysis is a valuable tool to help embed equality into everything we do

Evidence based equality analysis – can include documents, quotes, and web links for photos and videos

**Policy decision:**

**Home to School Transport Review – Proposal 5 – Independent Travel Training (ITT)**

Introduce suitability assessment and training, where appropriate, for independent travel. More specifically, this is aimed at pupils with special educational needs or children in care, to support and encourage them to become self reliant travellers and to foster independence as they reach adulthood. We would work with parents/carers and our schools to ensure that, where appropriate, all young people from the end of school years 6-7 who have special educational needs or is a child in care and is eligible for local authority transport provision, have access to independent travel training.

**Main aims, purpose and outcomes and how does it fit in with the wider aims of the organisation:**

The purpose of the review of the current Children and Young People’s transport policies is to determine if services can be provided in a more efficient and cost effective way, making the best use of the resources available to ensure high quality service may be delivered in a more personalised and flexible way.

We want to use the review as an opportunity to work closer with service users and our wider communities in order to help build sustainable transport solutions that enable each child and young person, irrespective of need, have the opportunity to achieve their full potential and gain independence in travelling where possible.

**Lead officer:** Claire Gregory, Senior Manager School Planning

**Stakeholders:** See consultee list accompanying Executive papers

While process is important, equality analysis is essentially about outcomes.

Lack of evidence of discrimination is not evidence of a lack of discrimination.

It is not acceptable to say that a policy is applied uniformly to all groups and is therefore fair and equal. Applying a policy or procedure consistently may result in differential outcomes for different groups.

For each of the areas overleaf, an assessment needs to be made on whether the policy has a **positive, negative or neutral impact**, and brief details of why this decision was made and notes of any mitigation should be included. Where the impact is negative, this needs to be given a **high, medium or low assessment**. It is important to rate the impact of the policy based on the current situation (i.e. disregarding any actions planned to be carried out in future).

**High impact** – a significant potential impact, risk of exposure, history of complaints, no mitigating measures in place etc.

**Medium impact** – some potential impact exists, some mitigating measures are in place, poor evidence

**Low impact** – almost no relevancy to the process, e.g. an area that is very much legislation led and where the Council has very little discretion

	<b>Neutral</b>	<b>Positive</b>	<b>Negative</b>
Target group / area			
<b>Race and ethnicity</b> (including Gypsies and Travellers; migrant workers, asylum seekers etc.)	<p>The proposal should have no immediate impact on the basis of ethnicity.</p> <p>People who have English as an additional language may have less awareness and understanding of both transport and admission to school policies and therefore increased potential for school placement to have unforeseen transport implications for parents.</p>		<p>Changing residence more frequently may lead to more changes in schools which may lead to more transport implications.</p> <p>A lack of established support network for newly arrived families in particular.</p> <p>Children from Traveller sites may be affected by this proposal due to the geographic position of some sites.</p> <p>Young people from ethnic</p>

			<p>backgrounds, including Gypsies and Travellers, are more likely to be bullied or harassed due to their ethnic background.</p> <p><b>Medium</b> – close working with Gypsy, Roma, Traveller Advisory Service to minimise impact.</p>
<p><b>Disability</b> (as defined by the Equality Act - a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)</p>	<p>Officers believe that the impact of the proposal is mitigated by the fact that an assessment of need will be considered in relation to these pupils to establish whether they could potentially become a self reliant traveller.</p>	<p>ITT scheme developed to encourage, where appropriate, all young people from the end of school year 6 -7, who have special educational needs have access to independent travel training. To become self reliant travellers and foster independence as they reach adulthood.</p> <p>Regular assessment would offer the opportunity for the development of independence.</p> <p>Include both parent/carer and school as part of assessment process.</p> <p>Cross partnership working between Children’s and Young People’s Services, Safeguarding and Cheshire Constabulary in order to ensure scheme is developed in the best possible way.</p>	<p>For some young people their disability may significantly restrict their ability to travel independently, others may have to rely heavily on public transport – this may increase costs where a carer accompanies the disabled young person</p> <p>Access to suitable alternative transport may be more limited for disabled young people depending upon their individual needs</p> <p>Disabled parents/carers may be more likely to have low incomes and may not be able to meet additional costs</p> <p>Individuals are more likely to bullied or harassed.</p> <p>Concern about personal safety on public transport</p> <p><b>Medium impact</b> - ITT scheme developed to encourage, where</p>

		<p>Visits to other LAs who have successfully rolled out ITT in order to learn best practice.</p>	<p>appropriate, all young people from the end of school year 6 -7, who have special educational needs have access to independent travel training. To become self reliant travellers and foster independence as they reach adulthood.</p> <p><b>Medium impact</b> – close partnership working between CWAC and Cheshire Constabulary to ensure safety within the community.</p> <p><b>Medium impact</b> - The Council would continue to be able to apply its powers of discretion for those cases which may be considered exceptional.</p>
<p><b>Gender/gender reassignment</b></p>	<p>The proposal should have no immediate impact on the basis of gender/gender reassignment.</p>		<p>Individuals are more likely to be bullied or harassed.</p> <p>Young women are more likely to be concerned about personal safety when travelling alone, including walking to and from travel points (e.g. bus stops, train stations)</p> <p>Young men are more likely to be involved in incidents, including personal attack, both as victims and perpetrators. This would also</p>

			<p>apply to travelling on public transport.</p> <p>Specific personal safety issues for transgender young people. – may be targeted bullying.</p> <p><b>Medium impact</b> – close partnership working between CWAC and Cheshire Constabulary to ensure safety within the community.</p>
<b>Religion and belief</b>	The proposal should have no immediate impact on the basis of religion and belief.		<p>Restricted access to faith schools</p> <p><b>Medium impact</b> - Officers would continue to assist and support schools in developing travel plans in order to promote sustainable travel solutions.</p>
<b>Sexual orientation</b> (including heterosexual, lesbian, gay, bisexual)	The proposal should have no immediate impact on the basis of sexual orientation.		<p>There is no evidence a particular impact on young people or parents/carers in relation to sexual orientation. There may be potential risks for lesbian, gay or bisexual (LGB) young people choosing cheaper alternatives such as walking or cycling which could make them more vulnerable to bullying or harassment.</p> <p><b>Medium impact</b> – close partnership working between CWAC and Cheshire</p>

			Constabulary to promote safety within the community.
<p><b>Age</b> (children and young people aged 0 – 24, adults aged 25 – 50, younger older people aged 51 – 75/80; older older people 81+. The age categories are for illustration only as overriding consideration should be given to needs).</p>		<p>The proposal looks to support and encourage pupils to become self reliant travellers, at the right time and to foster independence as they reach adulthood.</p>	<p>Raise issues regarding safety and vulnerability of pupils</p> <p><b>Medium impact</b> - The authority would continue to provide travel assistance to those legally entitled to it. This will enable continued equality and opportunity to access educational provision for those families.</p> <p><b>Medium impact</b> - Cross partnership working between Children’s and Young People’s Services, Safeguarding and Cheshire Constabulary in order to ensure scheme is developed in the best possible way. Visits to other LAs who have successfully rolled out ITT in order to learn best practice.</p>
<p><b>Rural communities</b></p>			<p>Young people in rural areas may have more limited access to public transport.</p> <p>Restricted choice of school</p> <p><b>Medium impact</b> - The authority would continue to provide travel assistance to those pupils who are legally entitled to receive it.</p>

			Officers would continue to assist and support schools and colleges in developing travel plans in order to promote sustainable travel solutions.
<b>Areas of deprivation</b>			<p>Increased costs for families</p> <p>Restricted choice of schools/college</p> <p><b>Medium impact</b> - The authority would continue to provide travel assistance to those pupils who are legally entitled to receive it.</p>
<b>Human rights</b>		The ITT scheme offers the opportunity for individuals to develop independent life skills in order to prepare them for adulthood.	<p>Restricted choice of schools/college</p> <p><b>Medium impact</b> - the authority would continue to provide travel assistance to those pupils who are legally entitled to it.</p>
<b>Health and wellbeing</b> (consider both the wider determinants of health such as education, housing, employment, environment, crime and transport, as well as the possible impacts on lifestyles and the effect there may be on health and care services)	Officers believe that the impact of the proposal is mitigated by the fact that an assessment of need will be considered in relation to these pupils to establish whether they could potentially become a self reliant traveller.	The ITT scheme offers the opportunity for individuals to develop independent life skills in order to prepare them for adulthood.	<p>For some young people their disability may significantly restrict their ability to travel independently</p> <p>Individuals are more likely to be bullied or harassed.</p> <p>Concern about personal safety on public transport</p>

			<p><b>Medium impact</b> - The authority would continue to provide travel assistance to those pupils who are legally entitled to receive it.</p> <p>Close partnership working between CWAC and Cheshire Constabulary to promote safety within the community.</p>
<b>Procurement/partnership</b> (if project due to be carried out by contractors/partners etc, identify steps taken to ensure equality compliance)	The proposal should have no immediate impact on procurement/partnership.		

**Evidence** (see guidance note for details of what to include here):

A thorough 12 week consultation process, as outlined in a separate Equality Assessment, will take place between 30 October 2013 to 24 January 2014 in order to capture responses that will assist in the decision making process in March 2014

**Action plan:**

<b>Actions required</b>	<b>Key activity</b>	<b>Priority</b>	<b>Outcomes required</b>	<b>Officer responsible</b>	<b>Review date</b>
Monitor impact on school intake	Support schools in developing their travel plans		School travel plans to promote sustainable travel solutions		
Community safety issues	Continue working in partnership with Cheshire Constabulary		Monitor safety issues/incidents		
Develop ITT scheme further	Accredited training on-going support and				



	review recruit more volunteers to roll out training				
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<b>Sign off</b>	
Lead Officer:	Claire Gregory, Senior Manager School Planning
Approved by Head of Service:	Mark Parkinson Achievement and Wellbeing
<b>Moderation and/or scrutiny</b>	
Date: 27.02.14	
<b>Date analysis to be reviewed based on rating</b> (high impact – review in one year, medium impact - review in two years, low impact in three years)	

Please forward the completed Equality Analysis to the Equality and Diversity Managers for publishing on the Council's website

Please go to the Executive webpage to see the documentation

<http://cmttpublic.cheshirewestandchester.gov.uk/ieListDocuments.aspx?CId=443&MIId=3916&Ver=4>