

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

Directorate: Children's Services / Strategy and Resources	Service area: Children's Transport and Civic Enterprise Leeds
Lead person: John Bradshaw – Programme Manager	Contact number: 07891 273 641
Date of the equality, diversity, cohesion and integration impact assessment: May/June 2016	

1. Title: Transport assistance for post-16 students with SEND		
Is this a:		
<input checked="" type="checkbox"/> Strategy /Policy	<input checked="" type="checkbox"/> Service / Function	<input type="checkbox"/> Other
If other, please specify		

2. Members of the assessment team:

Name	Organisation	Role on assessment team e.g. service user, manager of service, specialist
John Bradshaw	Programme Manager - CS	Lead Manager
Rosie Revell	Assessment Officer - CEL	Service Specialist
Hassan Kayani	Policy ,Planning and Procedure Officer - CS	Equality Specialist
Barry Jones	Area Lead Complex Needs Service - CS	Service Specialist
Jonathan Oglesby	Project Development Officer - CS	Project Support
Stephanie Burn	Research & Intelligence Officer - CS	Consultation Specialist

3. Summary of strategy, policy, service or function that was assessed:

Transport for children and young people with special educational needs and/or disabilities (SEND) is deployed by CEL (Civic Enterprise Leeds) on behalf of Children's Services (for transport to learning settings) and Adult Social Care (for day centre transport and respite care.) The cost of the transport is £14m annually and 1600 adults and approximately 1500 children are provided transport every year.

There are considerable pressures on the Passenger Transport service relating to the rise in the number of some client groups and the complexity of their needs. Whilst it is essentially a parent's responsibility to make their own transport arrangements, the council has a statutory duty to provide assistance for children with SEND of statutory school age. In addition, the council has continued to provide substantial discretionary assistance for young people with SEND in post-16 education (which can be until these children turn 25). Assistance most commonly involves transporting students either in council fleet vehicles or by contracting private hire firms. Analysis of November 2015 projected the cost of this discretionary assistance as £1.7m in 2015/16 for approximately 288 young people.

The provisions of the Children's Services transport offer as they apply to discretionary Post-16 SEND transport assistance are being impact assessed. The public including parents/carers of young people with SEND in year 7 and above, schools, Adult Social Care colleagues and a range of other internal & external agencies and stakeholders have been consulted on possible alternative methods of providing transport assistance.

Currently, where post-16 students with SEND are eligible for discretionary transport assistance, the council provides a bespoke transport offer in the majority of cases. The consultation was on a range of options which centre on the provision of a Personal Travel Allowance (PTA) to empower parents and young people to find their own lasting transport solutions as an alternative to the council doing this for them.

Young people have been consulted in order to identify the things about their transport arrangements that are important to them, with a view to informing parents and others in making transport arrangements in future. It was not appropriate to consult young people directly about their preferred options amongst the proposals as it is known through previous experience that an indication of change can cause distress. This was supported by clear advice from a SILC. It was accepted that parents/carers would include their children in the consultation as appropriate.

4. Scope of the equality, diversity, cohesion and integration impact assessment

(complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)

4a. Strategy, policy or plan

(please tick the appropriate box below)

The vision and themes, objectives or outcomes	<input checked="" type="checkbox"/>
The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>

A specific section within the strategy, policy or plan	<input checked="" type="checkbox"/>
Please provide detail: Please see the section above 3.0	

4b. Service, function, event please tick the appropriate box below	
The whole service (including service provision and employment)	<input type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input checked="" type="checkbox"/>
Procuring of a service (by contract or grant)	<input checked="" type="checkbox"/>
Please provide detail: <p>The Children and Young People's plan 2015-19 states, "Children's Services want to create a new social contract between the state and our citizens so that the emphasis of all our practice is on working with children and families, rather than doing things to them or for them. Working restoratively involves high support and high challenge so that families find their own lasting solutions to the challenges they face, and are equipped with the resilience to move forward successfully. We are working towards a position where a restorative approach is the default option and a basic entitlement for all children, young people and families who come into contact with our services, with the child at the heart of decisions that affect them."</p> <p>In view of the above strategic goals, the proposals for redesigning of the transport offer have been developed to empower families and their children for greater flexibility and control over their own transport arrangements through providing Personal Travel Allowances (PTA) instead of the council transporting young people to their learning settings.</p> <p>This would also increase value for money in delivering the best possible offer for young people with SEND in post-16 education. To improve the offer to disabled young people with SEND and achieve the savings required, it is necessary to undertake an equality impact assessment of the service to give due regard to equality, diversity, cohesion and integration. In this way we can make the best possible and fair decisions which may address unlawful discrimination against particular groups and improve equality.</p> <p>Although the council needs to achieve significant savings which highlights a need to find opportunities to reduce spending on post-16 SEND transport, this will also help to prioritise investment in a range of other services for children with complex needs such as contracted provision and Direct Payments for short breaks activities and individual support work.</p> <p>The scope of the review of the transport offer is to consider three proposals. Each proposal involves providing a PTA as an alternative to providing or arranging transport</p>	

which will result in greater transport independence and achieve the savings required of this provision, ultimately benefitting and empowering families and young people with SEND in Leeds. The scope of the equality impact assessment is to look at the positive and negative impacts on the basis of qualitative and quantitative information and propose any mitigating actions in the form of an action plan. The options offered are as follows:

- Option 1: A personal travel allowance of the cash equivalent of one or two bus passes, depending on whether their child and young person needs accompanying on journeys.
- Option 2: A personal travel allowance of a mileage allowance of £1 per mile, for one outward journey and one inward journey to the learning setting (measured by the shortest route by car)
- Option 3: A personal travel allowance of a banded transport allowance as outlined in the table attached at appendix.

The council has outlined its goal for all young people with SEND (which includes disabled young people up to the age of 25) for moving into adulthood to have the best opportunities and support to succeed in education and their careers, live independently and healthily and be active members of their communities. This transport review will help the council to achieve its goal.

As a result of feedback received from families and stakeholders during the consultation, the Executive Board will be recommended to approve the following stepped model :

- **Independent Travel Training and a free bus pass** (or equivalent cost) for a young person who is able to travel independently or could make the journey to their learning setting on public transport accompanied by an adult as necessary.
- **A Lower PTA equivalent to £1 per mile**
This would be awarded to young people who, in the view of SEND Transport Assessors, are unable complete, or are not ready to enter Travel Training, and who could travel with other people in a bespoke vehicle (e.g. a car or minibus) with the need for supervision or assistance from **one adult**, who may be the driver of the vehicle. A young person attending college three days per week and living 5 miles away would be awarded 2 journeys/day x £5 x 3 days = £30 per week
- **An upper PTA equivalent to £1.50 per mile**
This would be offered to young people who would, in the view of SEND Transport Assessors, be able to travel with other people in a vehicle (e.g. a car or minibus) but would require supervision by an adult **in addition** to the driver. This is to mitigate the risk of the young person causing harm to themselves or others whilst using the service. A young person attending college three days per week and living 5 miles away would be awarded 2 journeys/day x £7.50 x 3 days = £45 per week
- **Bespoke transport** provided by the council for young people with the highest transport needs. This would be made available to young people who need medically trained assistance for foreseeable critical and/or life threatening situations and where standard protocols would not be sufficient, or have a vital need for one-to-one transport assistance that can only be met by the council due to the exceptionally complex nature of their behaviour.

Whilst the recommendation of this approach deviates slightly from the consultation

proposals, it represents an enhancement of the initial proposals. It is also very much in line with the general principles of the proposals consulted upon i.e. the provision of Personal Travel Allowances. Additionally, this is in keeping with best practice in consultation, in that those being consulted were able to influence the outcome.

Detailed information about the consultation is contained within the 'Consultation on travel support for Post-16 learners with special educational needs and disabilities, June 2017' report attached as appendix 2 to the Executive Board report.

Due regard to equality has been given on the impact of the new travel allowances on the School Transport Policy.

5. Fact finding – what do we already know

Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.

(priority should be given to equality, diversity, cohesion and integration related information)

The following sources of information and documents have been looked at to conduct quantitative analysis:

- Equality Monitoring Information through Synergy
- Census – Demographic profile for Leeds and comparisons with the service profile
- Passenger Transport information
- Information gathered from the consultation

The following methods, approaches and documents relating to qualitative analysis have been looked at to carry out the impact assessment:

- Online questionnaire
- Letter to all families with a young person with SEND in year 7 or above currently in receipt of transport assistance, including a paper questionnaire and information on the proposals (775 families)
- Phone calls (100 families spoken to)
- Consultation events (100 families attended)
- The Children's Transport policy
- Previous research materials
- Other Local Authority reviews

In analysis of November 2015, the council was providing transport for about 288 post 16 students with SEND. In addition, in appropriate cases, Independent Travel Training is given to enable young people to travel independently on public transport. In recent years steps have been taken to significantly step up this work to make this offer available to many more young people. Approximately 500 young people have completed travel training over the last five years or so, and it is now being extended in partnership with Adults Social Care to reach young adults who may have left education before being able to take up this opportunity.

All local authorities are facing intense financial pressures and are reviewing whether available money is being spent as effectively as possible on a whole range of services. Expenditure on travel assistance is a significant part of the Leeds City Council's

expenditure. In order to provide cost effective and efficient transport assistance to post 16 students with SEND, three options have been proposed. The options are as follows:

- Option 1: A personal travel allowance of the cash equivalent of one or two bus passes, depending on whether their child and young person needs accompanying on journeys.
- Option 2: A personal travel allowance of a mileage allowance of £1 per mile, for one outward journey and one inward journey to the learning setting (measured by the shortest route by car)
- Option 3: A personal travel allowance of a banded transport allowance as outlined in the table attached at appendix.

The purpose of equality impact assessment is to look at the positive and negative impacts of the above options on the basis of qualitative and quantitative information and propose any mitigating actions in the form of an action plan.

Quantitative Information

There are currently approximately 800 recipients of travel assistance with SEND in Year 7 and above, with approximately 288 in post-16 provision. The tables below give the information available in respect of equality protected characteristics based on the overall consultation cohort of children and young people with SEND.

The tables below also compare the service profile cohort with the Leeds' demographic profile of children in Year 7-14 on the basis of Leeds school census January 2016.

Table 1.0 Gender	Service Profile		Leeds Demographic profile (Year 7 - 14)
	No.	%	%
Female	257	31.6	51.2
Male	540	66.4	48.8
Unknown	16	2.0	
Total	813	100.0	100

Table 1.1 Ethnicity	No.	%	%
Asian	67	8.2	<u>11.8</u>
Black	35	4.3	<u>5.5</u>
Chinese	1	0.1	
Mixed	25	3.1	<u>4.9</u>
Other ethnicity	7	0.9	<u>1.4</u>
White British	445	54.7	<u>71.1</u>
White Other	29	3.6	<u>4.1</u>
Unknown	204	25.2	<u>1.2</u>
Total	813	100.0	<u>100</u>

Table 1.2 SEN	No.	%	%
EHCP/Statement	675	83.0	2.7
Previous Statement	69	8.5	-
SEN Support	21	2.6	10.6
No SEN	45	5.5	86.7
Other	3	0.4	

Total	813	100.0	100
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Table 1.3 National Curriculum Year group	No.	%	%
3	1	0.1	
4	1	0.1	
5	1	0.1	
6	1	0.1	
7	87	10.7	<u>17.8</u>
8	86	10.6	<u>17</u>
9	89	10.9	<u>17</u>
10	101	12.4	<u>16.8</u>
11	94	11.6	<u>16.8</u>
12	53	6.5	<u>8.2</u>
13	65	8.0	<u>6.3</u>
14	41	5.0	<u>0.1</u>
Unknown	193	23.7	
Total	813	100.0	<u>100</u>

Table 1.4 SEN Primary Need	No.	%	%
Unknown/None recorded	198	24.4	<u>86.7</u>
Autistic spectrum disorder	101	12.4	<u>0.7</u>
Hearing impairment	2	0.2	<u>0.4</u>
Moderate learning difficulty	142	17.5	<u>4.2</u>
Multi-sensory impairment	1	0.1	<u>0</u>
Other difficulty / disorder	8	1.0	<u>0.7</u>
Physical disability	29	3.6	<u>0.3</u>
Profound & multiple learning difficulty	34	4.2	<u>0.1</u>
Severe learning difficulty	171	21.0	<u>0.5</u>
Social, emotional and mental health	70	8.6	<u>3.2</u>
Specific learning difficulty	23	2.8	
Speech, language and communication needs	25	3.1	<u>1.2</u>
Visual impairment	9	1.1	<u>0.2</u>
Total	813	100.0	<u>98.2</u>

Qualitative Information

Below is data relating to the key questions asked within the consultation questionnaire. To understand the detailed comments received during the consultation common themes have been identified. The key themes are as follows, quotes from the consultation have been used to show the different themes:

Post 16 SEN Transport Consultation

1. Does your child currently receive transport assistance from the council due to his/her Special Educational Needs or disability?

	No.	%
Unknown	105	31.4
Yes	229	68.6

Total	334	100.0
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The remainder of the tables are the responses of those who identified as in receipt of transport assistance due to their special educational needs or disability.

2. National Curriculum Year of respondent's dependents	No.	%
Unknown	112	33.5
Year 6 or below	5	1.5
Year 7	16	4.8
Year 8	17	5.1
Year 9	39	11.7
Year 10	37	11.1
Year 11	32	9.6
Year 12 or above	76	22.8
Total	334	100.0

3. How does your child currently get to and from school or college?	No.	%
Unknown	127	38.0
Council shared minibus	108	32.3
Independently	3	0.9
Private hire shared minibus	40	12.0
Private hire taxi: shared with others	28	8.4
Private hire taxi: one-to-one	18	5.4
Driven by carer/family member/friend	2	0.6
Other	8	2.4
Total	334	100.0

4. Do you or your child have a social worker?	No.	%
Unknown	110	32.9
I have a social worker	6	1.8
My child has a social worker	95	28.4
No - neither me or my child has a social worker	118	35.3
We each have a social worker	5	1.5
Total	334	100.0

5. Which of the following describes your family situation at the moment?	No.	%
Unknown	114	34.1
One parent family	62	18.6
Two parent family	158	47.3
Total	334	100.0

6. Which of the following best describes your travel situation at the moment?	No.	%
Unknown	141	42.2
I am a driver and have regular access to a car	90	26.9
Another adult in the household drives and has regular access to a car	17	5.1
I am a driver but do not have regular access to a car	30	9.0

No-one in our household drives	38	11.4
I have a disability that makes it hard for me to plan transport arrangements	18	5.4
Total	334	100.0

7. Preferences

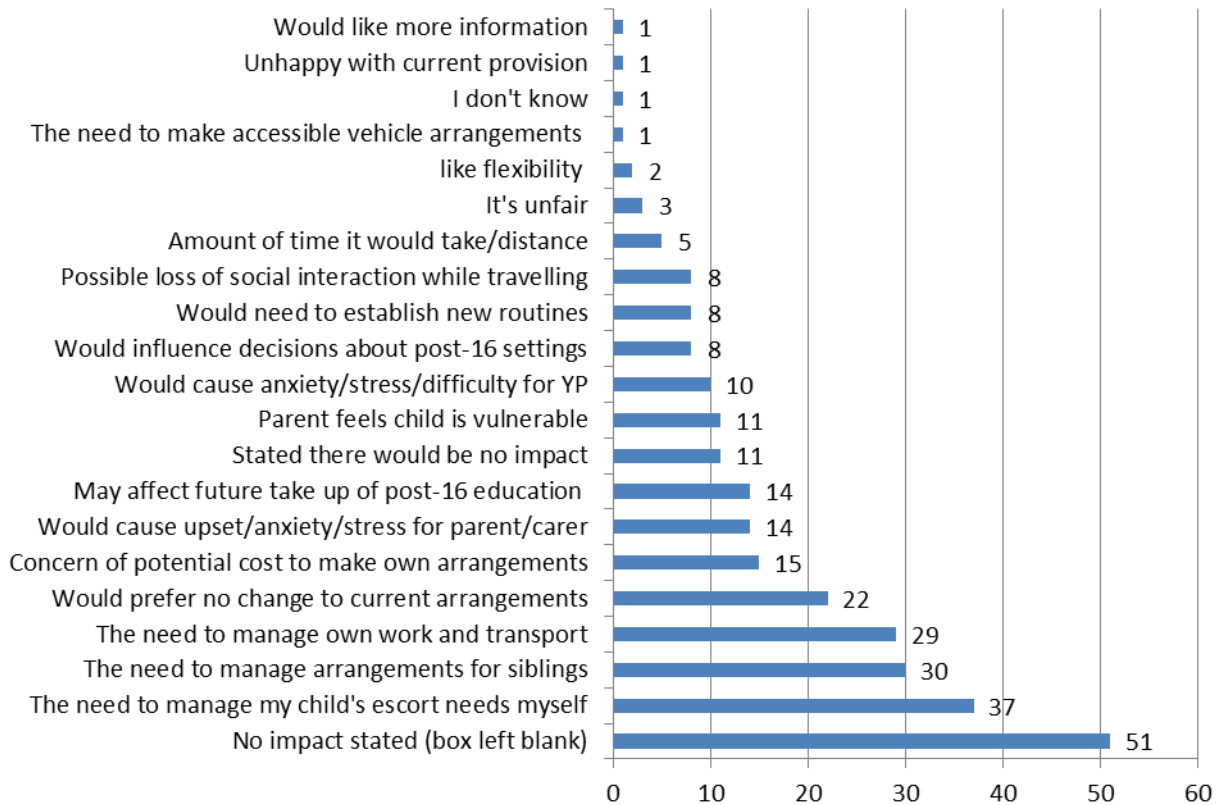
Please note that some respondents did not choose any option, see blanks for this number. Percentages are of those who responded to each question.

Option 1: 42 people said this was their first or second preference

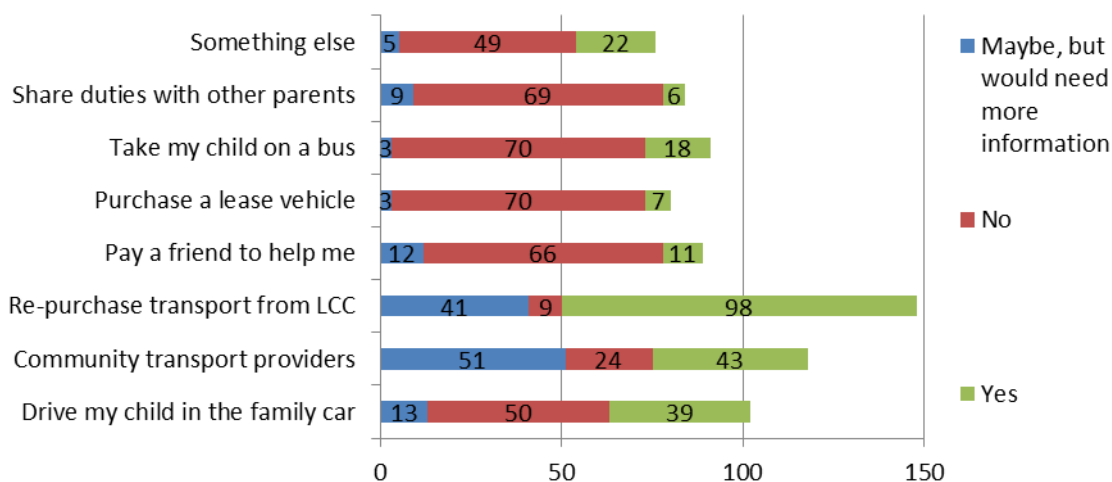
Option 2: 95 people said this was their first or second preference

Option 3: 112 people said this was their first or second preference

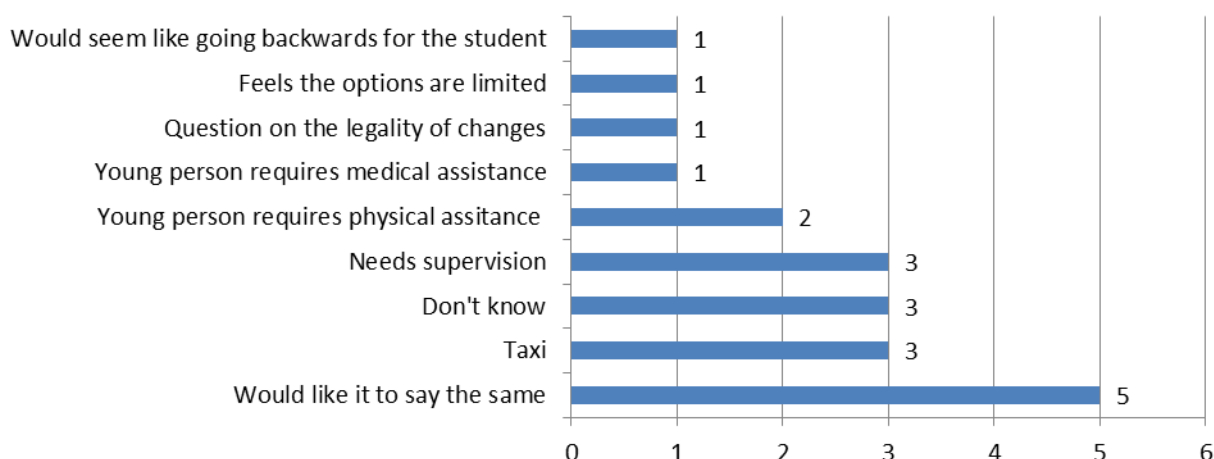
Please tell us what impact it would have, and why, if we provided a Personal Transport Allowance in one of the ways described in the 'Consultation Proposals'



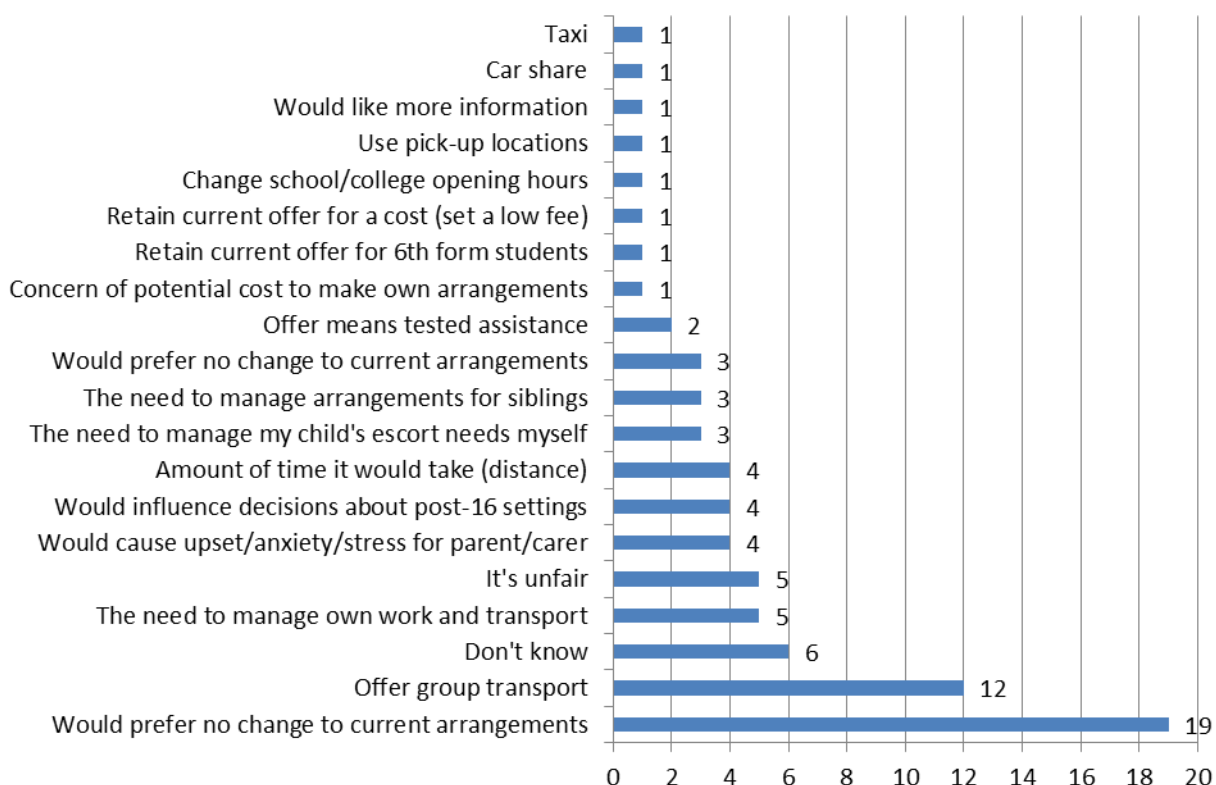
How would you use a transport allowance?



Respondents choosing “something else” said:



Respondents were also asked if they had any other comments to make about the proposals and a small number of comments were received, they are outlined in the following:



Identification and analysis of equality issues and impacts

As a result of the consultation information collated, key issues emerging in respect of equalities are:

- The protected characteristic of 'Disability' applies to 100% of current recipients of travel assistance in post 16 provision affected by the proposed change.

- In respect of ethnicity, the data in relation to current recipients broadly mirrors the Leeds population.
- The majority of current recipients are male. This information shows that males are proportionately more likely to be impacted should the proposed change occur, although females would be impacted also.
- Disabled people would be the key group impacted, as all of the current recipients in post 16 provisions have the protected characteristic of 'Disability'.
- The children and young people with severe and moderate learning disabilities in post SEN provision is greater in numbers and may be impacted more compared to C & YP from other categories of disabilities.
- A large number of responses are blank

As a result of the consultation information received, key actions emerging in respect of equalities are contained within **section 12**.

Are there any gaps in equality and diversity information

Please provide detail:

Equality Monitoring forms are not sent to transport assistance applicants on a routine basis to be completed. Therefore equality data has been gathered through matching the synergy database. However this process has not resulted in equality monitoring information for all students in the consultation cohort, information for approximately 90% of the cohort has been matched. Data on faith and sexual orientation and children on free school meals is not available at the time of writing the report. The breakdown of data on the Age, Gender, Disability and Ethnicity relating to respondents is not shown within the consultation report. However equality protected groups were included in the consultation process and where a need was identified, such as for translation services at open sessions, this was met.

However, significant due regard was demonstrated during consultation. The consultation approach was varied and diverse with a significant number of communication channels available for families to provide feedback, including online, by post, telephone and through open sessions. These channels were communicated directly to families and promoted through appropriate partner channels.

Action required:

It is recommended that the unique pupil reference number used by Leeds City Council is included in passenger transport software then the data can be collated and analysed by the service in future to get a clear and accurate picture to meet the needs of children and young people of all equality protected characteristics. Efforts need to be made to ensure that the gaps are plugged and the hard to engage and excluded groups are consulted and high quality data capture alongside passenger transport data will support effective consultation.

6. Wider involvement – have you involved groups of people who are most likely to be affected or interested

☒

Yes

☐

No

Please provide detail:

Outline for Post-16 SEND Transport Consultation

A detailed consultation exercise has been taken to involve parents and carers of children and young people who are currently in receipt of transport assistance from school year 7 to the age of 25.

Some of the methods of consultation used were: letters, emails, meetings, information bulletins, web page, newsletters, questionnaires, focus groups and social media. We have attempted to consult all the stakeholders from all equality protected characteristics and from different and diverse backgrounds. Translators were provided for families at one setting where this was a recognised need. Partner organisations such as SILCs and organised representative parent/families groups have been engaged, for the following reasons:

- A. To benefit from their expert views on our proposals, allowing revision prior to consulting service users
- B. To demonstrate our values in action, of working with partners and listening.
- C. To design the best ways to engage service users, with the active support of partners' networks and influence

We have made sure that the consultation process and all supporting information is accessible to all consultees, by offering a range of self-service or supported ways to take part.

Advice provided by the experts and the working groups has been incorporated into the consultation process, with particular reference to:

- The appropriate involvement of young people
- Learning the lessons of previous consultation in terms increasing the reach of consultation
- Securing the support of a range of agencies in maximising consultation reach and effective communications
- A focus on the possible impact on those with the highest level of need
- Direct phone contact with those cohorts who would be first to be impacted by the adoption of a new policy. Namely, families of learners in years 9, 10 and 11 at the time of the consultation.

For a comprehensive summary of the consultation activities please see the consultation report included as an appendix to the Executive Board report.

Action required: Continue consultations with stakeholders as the options proposed develop in response to feedback.

Continued feedback from stakeholders, including professionals, SILCs and parent representatives, was captured through the Complex Needs Partnership Board and Scrutiny Working Group.

7. Who may be affected by this activity?

please tick all relevant and significant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function

Equality characteristics

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Age | <input checked="" type="checkbox"/> Carers | <input checked="" type="checkbox"/> Disability |
| <input type="checkbox"/> Gender reassignment | <input checked="" type="checkbox"/> Race | <input type="checkbox"/> Religion or Belief |
| <input checked="" type="checkbox"/> Sex (male or female) | <input type="checkbox"/> Sexual orientation | |
| <input checked="" type="checkbox"/> Other - Tackling Poverty | | |

(**Other** can include – marriage and civil partnership, pregnancy and maternity, and those areas that impact on or relate to equality: tackling poverty and improving health and well-being)

Please specify:

Stakeholders

- | | |
|--|--|
| <input checked="" type="checkbox"/> Services users | <input checked="" type="checkbox"/> Employees |
| <input type="checkbox"/> Teachers/social workers | <input checked="" type="checkbox"/> Trade Unions |
| <input checked="" type="checkbox"/> Partners/EPIC/Schools | <input checked="" type="checkbox"/> Suppliers |
| <input checked="" type="checkbox"/> Other please specify: Leeds City College, ABC Leeds, | |

Potential barriers.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Built environment | <input checked="" type="checkbox"/> Location of premises and services |
| <input checked="" type="checkbox"/> Information and communication | <input checked="" type="checkbox"/> Customer care |
| <input checked="" type="checkbox"/> Timing | <input checked="" type="checkbox"/> Stereotypes and assumptions |
| <input checked="" type="checkbox"/> Cost | <input checked="" type="checkbox"/> Consultation and involvement |

☒**Financial exclusion**☒**Employment and training****Specific barriers to the strategy, policy, services or function****Please specify****8. Positive and negative impact**

Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers

8a. Positive impact:

The proposals will have a positive impact on service users by providing them more choices, more flexibility, more empowerment, more independence and more control to meet the children's needs. These proposals will give the clients more autonomy to spend money on transport and manage travel costs for their children.

Please see below some supportive comments received during consultation which is evidence that these proposals **are likely to impact positively**.

"Yes. He is always late so it might work better. They never turn up on time so if we order the taxi it may work better." 6249538

"My child would have more independence." Paper109

"Will use the allowance to arrange transport to college." Paper54

"I would be able to pick my child up and drop her off at the time she starts and finishes rather her waiting around for others to finish. Downside is she is not getting used to travelling without a parent." Paper51

Stated there would be no impact

13 parents stated that there would be no negative impact and they would be able to manage with any of the proposals, including some parents/carers who noted that control over the young person's transport would improve flexibility.

51 people did not indicate any positive or negative impacts.

Action required:

Continue to implement equality and diversity policy in its letter and spirit.

8b. Negative impact:

The local authority does have a responsibility to consider the travel needs of young people aged 16+ in attending education and training. In doing so, we have considered the

negative impact on all equality protected characteristics and found that the needs of the most vulnerable, those in danger of social exclusion and those with learning difficulties and/or disabilities are more likely to be impacted negatively.

The feedback received as part of key themes given above under section 2 qualitative information concerns the negative impact which would be experienced by children with special educational needs and disabilities and their families.

In addition to data relating to the key questions asked within the consultation, it is important to understand the detailed comments received. These comments received have been grouped under 11 key themes. The information below shows the key which relate to negative impacts on equalities issues.

The Key themes which are likely to be impacted negatively are as follows:

The details of feedback from stakeholders, particularly from parents and carers of special needs children post 16, and our response on each and every question are given below.

1. The need to manage my child's escort needs myself / the need to manage own work and transport / The need to manage arrangements for siblings / Would need to establish new routines / Amount of time it would take.

1.1 The need to manage my child's escort needs myself

"If he needed adult support to reach the new provision, would this be provided or would we be expected to find someone ourselves?" (6245703)

"It will have a great impact to our family life because we need to hire someone to accompany my daughter to and from school as she is unable to travel on her own and we have three other children to take care of." (6252824)

"I find it difficult enough to find carers/pas for my child. So to find someone willing to accompany her to and from school/college is going to be even more challenging. It is a terrifying thought" (paper16)

1.2 The need to manage own work and transport

"All adults in the family work and would therefore not be able to accompany my child to and from school" (Paper48)

"I would have to give my job up and spend 2hrs per morning and evening travelling to school with him" (Paper35)

"I currently work part-time, I won't be able to continue this job as it would not be possible to get to and from and then back to school again to fit my hours...probably any hours?"(paper130)

"None of the options would be appropriate for my son. It would mean me giving up my part

time job and purchasing a car which would be a problem without a job.”(paper90)

“All options would have negative impact on family life. I would have to stop working to get my daughter to school and back as times would not fit with work!”(paper127)

1.3 The need to manage arrangements for siblings

“My daughter needs assistance as she cannot travel alone. I cant always take her as I have other children” (Paper10)

“I think it will be very difficult to juggle other family commitments in getting other children to school.” (6247985)

“I will not be able to help my child get to school as I have her younger brother to take”(paper28)

“I'd have to rely on others - as I have 2 smaller children and I can't be in 2 places at once. Would consider ITT but it would take a while for my son to develop”(6249785)

1.4 Would need to establish new routines

“It would upset my child if there wasn't any routine as there is at the moment (same drive & same escort). My child can get very upset and agitated if there isn't some sort of routine”(Paper9)

“My son does not adjust easily to change and has in the past become physically ill through anxiety where conditions have not been ideal, eg inconsistencies of route, driver/escort, timings and sometimes also because of disruptive passengers.” (6249792)

“Cause a huge amount of stress my child is used to his routine” (paper36)

1.5 Amount of time it would take

“It is not just the young person disability that affects the choice of transport but the distance to school.” “It is a 2 hr journey on public transport both ways which is way too long” (paper22)

“Our foster child goes to a school 15 mile away” (paper133)

RESPONSE and MITIGATING ACTIONS

11% of respondents replied that they were driving their own transport which means that their children's escort needs could be met with their own transport. However some mitigating actions for those families who still have issues with escorting their children could be met by lift sharing or hiring a minibus from a community transport service for a group of families. We will be exploring opportunities to develop the community transport provider and private hire markets to meet families' needs.

Advice and support will also be available to mitigate any early issues arising for those families who first receive personal travel allowances. It is expected that If parents and staff work together in partnership to make it work through sharing ideas for a solution, the

issues will be resolved. We will be exploring the option to provide support through internal resources and opportunities to commission dedicated support services who work with families to manage personal budgets and direct payments in other areas of life.

9% of respondents replied that they have issues with work commitments and escorting children to and from school. Although this is not a legal duty for the council to provide transport for post 16 young people, the council is still committed to solving any of these issues through parents school partnership, encouraging employers and parents to use flexi time without giving up work. However parents might need some support with managing their budgets for transport which will initially be provided by staff and potentially through the support of a commissioned service. In some cases extended families can help. Sharing minibus and lifts could be another answer.

2. Would cause upset/anxiety/stress for parent/carer / Would cause anxiety/ stress/ difficulty for YP Total: 25

Feedback on the possible impacts of the proposed changes noted that they would cause upset/anxiety/stress for both the parent/carer and the young person.

2.1 Would cause upset/anxiety/stress for parent/carer

“the other issue is that if we are to provide the transport is getting the correct people in to do this, more time, more stress/work to ourselves and the young person” (6250334)

“It would cause us anxiety as we would need to identify and arrange both suitable transport for my child and an escort to accompany her.” (Paper26)

“It would have been very difficult as would have knock on effects for myself and rest of family, as would have caused a lot of change for my child and also added stress and pressure, for the whole family unit of trying to get my other younger child to and from school.”(paper143)

“It would have cause us considerable stress in the morning because I have to manage other requirements of him including his dietary and medical requirements.” (paper99)

2.2 Would cause anxiety/stress/difficulty for YP

“I do not feel that my child or her family should be made to suffer - specialised transport is key for my child’s emotional wellbeing and independence in a secure environment. She suffers from anxiety and it would not be pleasant for her or other travellers to witness her level of anxiety.” (6249397)

“This will have a massive impact on our son. He has travelled in a taxi/minibus from our house to school since he started school (12 years ago). To ask an autistic person to make such a massive change is unacceptable. He will be very upset and unlikely to travel to school any other way.”(paper132)

“This would be a terrible stress and strain on my child and the family.” (paper110)

“I understand about him being independent but it is quite frightening for him when I told him about this and he is frightened about his future” (paper43)

RESPONSE AND MIIGATING ACTION:

A key principle of the policy change is that the new policy will be phased in such a way that no family will start on the new offer without having opportunity to have full sight of the policy prior to making a Post-16 choice. This will allow families and young people to develop a full understanding of their travel options.

Passenger Transport Services will work closely with SENSAP, following best practice guidance, to begin conversations around preparation for adulthood and independence with families and young people at a much earlier stage. This will include ensuring transport discussions form part of Education, Health and Care Plan reviews from Year 9. This will give families earlier sight of the transport offer they are likely to receive and allow them sufficient time to prepare travel solutions and routine change accordingly.

3 Would influence decisions about post-16 settings

“My child was looking at Temple Moor 6th form college due to the science background – this may not be possible if no assisted transport.” (paper 94)

“Also there is very little choice of education establishments for them and this may limit that choice even further” (6249514)

“cost would be an issue and we may not be able to afford it- would impact on future choices” (6247117)

3.1 May affect future take up of post-16 education

“The absence of a fully funded travel arrangement would have a severe impact on my child ability to attend the school which Leeds Education have stated is the correct provision for him given his disabilities” (6252331)

“All I know is that I would find it hard to get transport for my child as his needs are too complex to go by bus, with private hire and I will not be able to drive him myself, so none of the options would be viable; my child would simply lie in bed all day and not be able to access education.” (6245889)

“We feel we are being made to choose to quit work to take him to school or stop our son attending school altogether.” (6249327)

“If our son did not receive one to one care on own transport then we would not send him to college” (Paper8)

“As I am disabled also it would mean my child would miss out on college and been with her peers, she would then be stuck at home all day with me and a nurse.” (Paper116)

RESPONSE AND MITIGATING ACTION

Leeds City Council will continue to promote choice and continue to contribute to the cost of transporting eligible children and young people to Post-16 learning setting. The offer of travel assistance is not being removed. Rather, the form in which assistance is offered is changing.

By ensuring that transport conversations take place at a much earlier stage as part of the

EHCP review process it will help families to establish realistic expectations of the likely travel assistance they will receive and will support decision making around Post-16 learning choices and the young person's and the requirements to ensure the young person is able to access that setting.

The revised policy includes provision to ensure transport remains in place for those learners identified as having the very highest and most complex transport needs to ensure they will be able to access Post-16 provision. Additionally, if there are high levels of complex needs for young people, it is expected that they are more likely to receive a higher rate of mobility component.

4.0 Concern of potential cost of making own arrangements / Retain current offer for a cost (set a low fee) Total: 20

A number of families identified an impact would be the additional financial cost of providing their own transport. Someone suggested retaining the current transport assistance offer for a fee (to be paid by parents).

"My child is not independent enough to use public transport and I do not own a car, therefore could not drive either of my children to school. Taxis are expensive and the costs you have estimated would not cover the journey from my home to college and return for the academic year." (6247779)

"The new system being proposed would be a financial burden." (paper 99)

"I have 4 children in three different schools, my husband works full time and I have no one else for support in any of the options I would struggle as I cannot be at 2 schools at the same time for dropping of or picking up. Also low income family so unable to pay extra towards transport or support." (paper108)

"It is a massive difference its far for me to travel I have another child to get to school and I work from 9am so I would have to pack in my job and put my other child in a before school club so he can get to school. So we would not be able to afford anything because would have no wage and have to find money for morning club for my other child." (paper140)

"I would need more info in terms of actual costs involved to assess how much I would need to contribute as this may well impact on if I can I fund it." (6249792)

"My car does not cater from my daughters electric wheel chair so I would need transport with wheel chair access" (paper47)

"My child needs a specially adapted wheelchair I would be worried about accessibility and availability of vehicle and of drivers being suitably insured (Motability insurance is only provided for that child) Taxis have a universal insurance." (paper47)

RESPONSE AND MITIGATING ACTIONS

We will encourage families to explore all potential travel solutions when deciding how to use their personal travel allowance, including those used to help transport the young person outside of school hours

The personal travel allowance affords families the flexibility and freedom to develop creative travel solutions that best meet their needs. This may include use as a mileage allowance, paying for other children to attend breakfast club so the parent can transport

their child themselves, paying somebody else to transport their child, sharing private hire vehicles or community transport vehicles, lift shares and more.

Assistance for equipment or converting vehicles should be explored further through other funding agencies or charitable trusts for disabled children. Families may be able to access alternative funding sources in addition to the personal travel allowance. Examples include:

- Exchanging some or the entire higher rate mobility component of the Disability Living Allowance for a vehicle, including accessible vehicles, through the Motability scheme.
- Accessing grants through the Motability scheme to make adjustments to vehicles or pay for driving lessons.
- Accessing up to £1200 through the 16-19 bursary fund to support access to Post 16 education.

In addition, the law changed in April 2017 to ensure that passengers requiring wheelchair accessible taxis are charged no more than non-wheelchair users.

Implementation will be phased and all families receiving assistance under the new policy will have full sight of the policy beforehand ensuring there is sufficient time to identify appropriate travel solutions.

5.0 Stated there would be no impact

“School is difficult to travel too. Personnel transport allowance would give more flexibility” (6245940)

“My son couldn't travel alone- I'm not working due to disability so would be able to take him”(6248608)

“Yes. He is always late so it might work better. They never turn up on time so if we order the taxi it may work better.” (6249538)

“I work part time so would probably be able to juggle my hours to take my child to college” (Paper13)

“My first option above the other options suite me best (Option1). It will also help me to plan other way/means of transport suitable for my son” (Paper15)

“I don't work and could get access to the car to take and collect my child, if needed”(paper101)

“Will use the allowance to arrange transport to college.”(paper54)

RESPONSE

Agreed. A personal travel allowance affords families a much less restrictive transport offer that can be used flexibly to fit around their lives and commitments.

6.0 It's unfair

Some parents/carers felt that the proposed changes were unfair because of the difficulties and worries families with young people with SEND already face.

"Why punish disabled youngsters and their families. Life is hard enough for them and us already and this is just putting another barrier to their education which is already so difficult because of their problems." (6249514)

"I'm appalled by yet another cutback to the most vulnerable in society." (6250285)

"I think it is a total outrage that you are even thinking about this. As a parent with special needs our lives are very hard and the worries we have to deal with." (Paper26)

RESPONSE

Though there is no statutory duty on the local authority to provide transport to Post-16 learning settings it remains our ambition to continue to offer travel assistance to Post 16 learners with special educational needs and disabilities. This offer will support appropriate increased independence and the transition into adulthood.

7.0 Out of authority

The families where a young person travels to education provision out of the local authority area noted the length of the distance and therefore journeys that they would need to take.

"I have not ticked a box because my son's school is so far away. It takes one hour in a car and is in Rotherham Thurnscoe." (Paper43)

"His post-16 education will be out of area from sept 2016 – we are concerned that changes in transport funding will make attendance financially impractical" (paper156)

"My child will be moving to a special college 24 miles away in September, no college in this area meets her needs. Her brother goes to a day centre every day. For me to take my child to her new college I would be out of the house at least 2 hours morning and 2 hours afternoon." (paper61)

RESPONSE

Transport needs of young people, including the distance travelled, will be considered at the time of applying the criteria for a personal travel allowance. New schools for learners with Social, Emotional and Mental Health needs are being established across Leeds with spending about 45 million pounds which will provide additional focused and supported education learning places to children with SEMH. This can resolve distance problems for some families.

The new policy recognises the increase cost accrued over increased distance and the personal travel allowance offer is linked to a families distance from their named Post-16 learning setting.

8.0 Possible loss of social interaction while travelling

"Unless the transport allowance covered the cost of his shared minibus I would probably drive him and he would lose his valuable social time and the independence of travel away"

"Providing transport for our own son means he gets to travel with friends and is a great support." (Paper6)

"My child enjoys the social side of travelling on LCC bus with his 'friends' and escort. He

needs the consistency and routine of the school bus.” (paper100)

“My son enjoyed sharing a taxi with his friends from school. It is safe easy and a good social opportunity for him.” (paper38)

RESPONSE AND MITIGATING ACTIONS

We will explore opportunities to identify staffing resource and/or commission support for parents so that they can identify travel solutions that promote social interaction. This may include lift sharing or community transport.

9.0 Parent feels YP is vulnerable

Many parents commented on how they felt their child was vulnerable.

“My child has server learning difficulties and is unable to communicate verbally or by sign language. He has no awareness of stranger danger or danger itself. He does not has the capability to understand how to organise himself for a simple unassisted journey to get him from point A to point B. Any travel that he is required to undertake is with assistance.”(6250392)

RESPONSE

A personal travel allowance will allow parents increased freedom and flexibility to put in place transport arrangements that makes their child feel safe.

10.0 Comment that the statutory school age has been increased and transport assistance should follow accordingly.

Many people commented at consultation events on apparent conflicting legality of the proposed changes. This was in relation to the statutory school leaving age being raised to age 18 and young people must stay in full-time education, start an apprenticeship or traineeship, work or volunteer (for 20 hours or more a week) while in P/T education or training. Whereas the statutory travel assistance ends at age 16.

“Whilst technically the statutory school leaving age has not been raised the govt website states:You must until you're 18 either, stay in full-time education, start an apprenticeship or traineeship or work or volunteer (for 20 hours or more a week) while in P/T education or training. The only realistic option for SEN children is F/T education in a specialist resource. How? if they can cannot afford to get to school. What is the legal position if they are not in education? If more are forced into the adult care system early, costs just move from one area to another.” (6253918)

RESPONSE

The current legislation is clear that there is no statutory duty to provide transport for learners attending Post-16 learning settings. However, it remains our ambition to continue to restoratively support families and young people to access Post 16 education through the proposed new offer.

11.0 Assistance should be based on need not on cash available (Cons. Gp)

It has been highlighted that decisions about the provision of post-16 SEND transport assistance should be based on the learners need rather on the commitment to reducing spend on this discretionary assistance.

“The starting point for providing support should be the needs of the learners, and council resources should be matched to those needs, rather than working from a pre-determined decision to make £1m of savings.”

RESPONSE

The new offer is a model that differentiates between learners where it is appropriate to develop some independence and learners where transport will remain in place due to the complexity of their transport needs.

The offer support aspirations for young people looking to develop independence in preparation for adulthood alongside their aspirations to remain in Post 16 education whilst restoratively providing the least restrictive support available.

RESPONSE

Our response on overall comments and mitigating actions is as follows:

In recognition of parents and carers' concerns for disabled children and young people, it is proposed that staffing resource is made available and/or a service commissioned to assist families at the time of implementation in order to provide advice about commissioning, community transport vehicles, shared solutions, and signposting to relevant available support..

Young people over the age of 16 do not have a general entitlement in law to travel assistance free of charge. This is because the law on travel assistance is linked to the school age range of 5- 16 years. This needs to be communicated widely.

Places for children and young people with special educational needs and disabilities across Leeds are reviewed on a regular basis and provision adjusted to meet demand. In addition the most recent SEND Review and resulting Strategy have considered future demand and actions are in place to ensure the continued availability of places into the future through education, health and care plans. This will also help to prioritise investment in a range of other services for children with complex needs such as contracted provision and Direct Payments for short breaks activities and individual support work.

These proposals intend to continue with the provision of discretionary transport assistance which meet the needs of individual children and young people in the most flexible and least restrictive ways possible. In some cases, particularly with the support of independent travel training, some students are able to access public transport. Many others may travel by public transport if accompanied by, for example a parent.

The council has a statutory duty to consider the needs of post 16 students in accessing education or training. This will continue. However, whilst it is a parent's responsibility to make their own transport arrangements for children in Post-16 education, the authority has continued to provide substantial discretionary assistance for students with SEND. Personal travel allowances would assist in continuing to provide transport assistance while also helping to safeguard other high priority services, supporting young people to gain independence in preparation for adulthood and easing the transition for those young people who will potentially go on to access support from Adult Social Care services.

All information and data collated as part of this review will be considered as part of the decision making process.

It is worth noting that 'level' of impact of personal travel allowance would differ depending on the family's ability to pay for travel. Ability to meet the travel costs and with it, the 'level' of impact, cannot be assessed in a 'sweeping' or 'broad brush' manner to all people by

virtue of their sharing of a particular protected characteristic (e.g. ethnicity, disability, gender etc.). The Equality Act 2010 is also clear that there is no provision for treating a particular protected characteristic group more favourably where there is no identified need.

Action required: Please see below an Action plan.

9. Will this activity promote strong and positive relationships between the groups/communities identified?

☒

Yes

☐

No

Please provide detail:

It is expected that SEND children and young people will continue to be empowered with training which will make them confident to travel independently wherever possible. There will be more opportunities for them to build strong positive and better relationships with groups and communities.

Provision of assistance by way of transport allowance will promote greater independence and reduce reliance on the council. This will result in young people being more integrated into communities, promote preparation for adulthood or/and prepare them to enter ASC provision where there is an increasing offer of personal budgets as an alternative to depending on the council for services.

Additionally, by retaining the offer of Independent Travel Training and Bespoke Transport the new offer will allow the local authority to provide appropriate levels of support to meet an individuals assessed transport needs.

Action required: Work with partners, including schools and third sector organisations to encourage the development of networks that aid communication between families and support them to make shared arrangements and share knowledge and support with one another

10. Does this activity bring groups/communities into increased contact with each other? (e.g. in schools, neighbourhood, workplace)

☒

Yes

☐

No

Please provide detail:

It is expected that SEND children and young people will be empowered with training and resources which will make them confident to travel independently and there will be more opportunities for them to build strong positive and better relationships with neighbourhood groups and communities. They will have more opportunities to be in contact with each other as students while travelling through flexible means or other members of their communities and peer groups.

Equally, parents will potentially have increased opportunities to speak/meet with school staff and other parents if they choose to transport their own children or develop shared

transport solutions with other families.
Action required: See Previous Action (9.0)

11. Could this activity be perceived as benefiting one group at the expense of another? (e.g. where your activity/decision is aimed at adults could it have an impact on children and young people)
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Yes </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> No </div> </div> <p>Please provide detail: The eligibility criteria for assistance will not change. All young people assessed as eligible for travel assistance will be provided support appropriate to their level of need.</p> <p>Action required: A clear criteria for exemptions is required</p>

12. Equality, diversity, cohesion and integration action plan

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

Action	Timescale	Measure	Lead person
1. Review the criteria with a view to matching the transport needs of children and young people with that of complex needs of young people with SEND who are from low income families as part of the proposals.	March 2018	Monitoring of implementation process	Julie Meakin
2. Appoint a member of staff and/or commission a service with responsibility to assist families at the time of implementation of proposals for post 16 SEND in order to provide advice about commissioning, community transport vehicles, shared solutions, signposting and re-purchasing PTA etc.	April 2018	Staff appointed/service commissioned for implementation	Julie Meakin Chris Dickinson
3. Attach the Unique Pupil Reference number to Passenger Transport software so that equality monitoring data can be collated and analysed by the service in future to get a clear and accurate picture and meet the needs of children and young people.	Jan 2018	Regular Monitoring Report presented to CSLT	Julie Meakin
4. Monitor the continued availability of places for C & YP with SEND into the future through education, health and care plan. This will also help to prioritise investment in a range of other services for children with complex needs such as contracted provision and Direct Payments for short breaks activities and individual support work.	Sep 2017	Data on availability of places for C& YP with SEND is monitored regularly	Barbara Newton/ Julie Longworth
5. Provide support with independence travel training to disabled children and young people in order to empower them. With these skills, some students will be	Ongoing	Training delivered	Julie Hatton

independent and able to access public transport.			
6. Continue communicating and consulting with parents/carers of disabled children and young people on new developments and statutory obligations which give them more choice and flexibility to meet the needs of their children and young people.	Ongoing	Records of communication and information	Julie Meakin
7. Consideration can be given to pro-rata payments for part time students.	April 2018	Monitoring report	Julie Meakin
8. Produce and disseminate guidance on safeguarding and anti bullying policies for Children and young people with disabilities seeking travel assistance to become independent travellers.	Sep 2016	Guidance produced and implemented.	Passenger Transport
9. Explore opportunities to stimulate the community transport and private hire markets to meet the needs of families and promote those services to families	March 2018	Opportunities explored and reported	John Bradshaw
10. Ensure that no family is moved on to the new policy without having opportunity to have full sight of the proposed new offer	March 2018	Revised policy published on website by 31 st August 2017 and communicated through appropriate channels .	John Bradshaw
11. Discussions are held with all families around Post-16 transport as part of their EHCP reviews	April 2018	Transport conversations are recorded when undertaking EHCP reviews	Passenger Transport/SENSAP
12. Continue to provide transport to those young people identified as having the most complex transport needs	March 2018	SEND Panel to review case studies. Appeals procedure in place to ensure consistent application of policy.	John Bradshaw
13. Work with schools, 3 rd sector partners and other relevant	March 2018	Opportunities for	John Bradshaw

stakeholders to ensure families are able to communicate and make shared travel arrangements.		Parent/carers to be able to communicate with other parents in receipt of PTA through existing networks	
14. Parents have raised awareness of the funding sources they can access to supplement the award of a personal travel allowance	March 2018	Details of alternative funding sources, such as the 16-19 bursary, and concessions are included in the revised policy.	John Bradshaw

13. Governance, ownership and approval

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job Title	Date
Sue Rumbold	Chief Officer Children Services	
Julie Meakin	Chief Officer Strategy and Resources	
Date impact assessment completed		

14. Monitoring progress for equality, diversity, cohesion and integration actions (please tick)

- ☒ As part of Service Planning performance monitoring
- ☒ As part of Project monitoring
- ☒ Update report will be agreed and provided to the appropriate board
Please specify which board - CSLT - Executive Board
- ☐ Other (please specify)

15. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality impact assessment should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality impact assessments that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached assessment was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: