

DRAFT: Warwickshire County Council Equality Impact Assessment (EIA) Form

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications from different angles. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team on 01926 412370 or equalities@warwickshire.gov.uk

Service / policy / strategy / practice / plan being assessed	SEN Home to School Transport Service
Business Unit / Service Area	Transport SEND and Inclusion
Is this a new or existing service / policy / strategy / practice / plan? If an existing service / policy / strategy / practice / plan please state date of last assessment	Existing service – unknown last review
EIA Review team – list of members	<ul style="list-style-type: none"> • Max Beesley • Rachel Barnes • Kevin Painting • Ruth Waterman • Tony Palmer • Duane Chappell
Do any other Business Units / Service Areas need to be included?	No

Does this EIA contain personal and / or sensitive information?	No
Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?	Yes – Potential changes to services received by Children and Young People with Special Education Needs.

1. Please explain the background to your proposed activity and the reasons for it.

Following a review of the Special Educational Needs Home to School Transport service research discovered the following:

- Over the last three years (2019/20 to 2021/22) the SEND Home to School Transport (H2ST) budget has increased by c.£3m. Despite this increase in budget, each year the Council has overspent on SEND H2ST services. In 2021/22, the Council are forecasting a c.£0.47m overspend.
- The pressure on the service continues to increase due to a rising demand for transport service. Consistently across the three years, taxis are the highest spend category, with spend increasing by 20% from 2017/18 to 2018/19 and 10% from 2018/19 to 2019/20.
- The current service is disjointed, siloed and whilst a number of processes are established, the appropriate planning, controls, governance and monitoring frameworks are not in place. As a result, the current service is largely reactive with sub-optimal demand and contract management functions. In addition, there are insufficient resources in place to support effective contract management, compliance and assurance.
- Whilst the concept of demand management is understood, there is no strategic approach to managing demand, understanding need and ensuring there is sufficient capacity in the market.
- Data insights and intelligence, including forecasts of potential demand pressures are not currently shared across the Council teams. As a result, the opportunities to influence demand are not being maximised and there is a limited focus on promoting independence.
- The concept and importance of outcome-based commissioning and the interface between the market is understood. However, due to capacity constraints, the approach to commissioning is more reactive and opportunities to proactively shape the market are not maximised. This, coupled with a lack of robust processes, controls and evidence-based approach to decision making, results in the Council effectively being in a sellers' market.

2. Please outline your proposed activity including a summary of the main actions.

In order to mitigate the issues outlined in section one, Warwickshire looked to improve on the following key areas:

- **Applications, assessments & Reviews**
 - Review of how transport applications are currently processed
 - Review of travel menu (what options customers are eligible for)
 - Review of Needs Assessment Framework (Review of eligibility criteria)
 - Annual Reviews of children and young people's eligibility
- **Independent Travel Training**
 - Review and Redesign of new service that provides training for children and young people (promoting preparation for adulthood)
- **Strategic & Operational Commissioning**
 - Review of Decision-making processes with the Service
 - Establishing Decision making forums across the pathway
 - Establishing KPIs and Performance Management Frameworks
- **Contract Management**
 - Completing a network review of all Transport Providers
 - Review of Contract Management, Compliance and Assurance processes
 - Defining KPIs and RAG ratings to review providers performance
- **IT and Digital**
 - Investigation for potential app for children/ young people, parent carers and providers
- **Data and Performance**
 - Review of Data across the pathway
 - Identify and mitigate data apps to enable service to track performance and Increase decision making

3. Who is this going to impact and how? (customers, service users, public and staff)

It is good practice to seek the views of your stakeholders and for these to influence your proposed activity. Please list anything you have already found out. If you still need to talk to stakeholders, include this as an 'action' at the end of your EIA. **Note that in some cases, there is a duty to consult, see [more](#).**

Customers	Members of the Public	Employees	Job Applicants
Yes Families, parents, carers, children and young people (0-25) of Warwickshire with SEN Support and Educational Health Care Plans	Yes Future families, parents, carers, children and young people (0-25) of Warwickshire with SEN	Yes Employees within SEND and Inclusion	Not applicable for this programme
Other, please specify:	Schools and settings providing services to children and young people with SEND		

4. Please analyse the potential impact of your proposed activity against the protected characteristics.

	What information do you have? What information do you still need to get?	Positive impacts	Negative impacts
Age	<p>Some information from Ernst & Young report 2021 on views of children, young people and parent carers.</p> <p>More detailed feedback needed from children, young people, parent carers and staff on current service and potential changes (via online surveys and workshops)</p>	<ul style="list-style-type: none"> • Correct Preparation for Adulthood • Correct provision received based on needs • Providers managed more effectively resulting in a better service 	<ul style="list-style-type: none"> • Change in environment (Transport) • Decrease in support (Personal Assistants on transport)
<p>Disability</p> <p>Consider</p> <ul style="list-style-type: none"> • Physical disabilities • Sensory impairments • Neurodiverse conditions (e.g. dyslexia) • Mental health conditions (e.g. depression) • Medical conditions (e.g. diabetes) 	<p>Some information from Ernst & Young report 2021 on views of children, young people and parent carers.</p> <p>More detailed feedback needed from children, young people, parent carers and staff on current service and potential changes (via online surveys and workshops)</p>	<ul style="list-style-type: none"> • Correct Preparation for Adulthood • Correct provision received based on needs • Providers managed more effectively resulting in a better service 	<ul style="list-style-type: none"> • Change in environment (Transport) • Decrease in support (Personal Assistants on transport)
Gender Reassignment		N/A	N/A
Marriage and Civil Partnership		N/A	N/A
Pregnancy and Maternity		N/A	N/A

Race	Specific engagement with Black and Minority Ethnic Communities	<ul style="list-style-type: none"> • Correct Preparation for Adulthood • Correct provision received based on needs • Providers managed more effectively resulting in a better service 	<ul style="list-style-type: none"> • Change in environment (Transport) • Decrease in support (Personal Assistants on transport) • Inadvertently excluding minority communities and therefore not meeting their needs.
Religion or Belief		N/A	N/A
Sex		N/A	N/A
Sexual Orientation		N/A	N/A

5. What could the impact of your proposed activity be on other vulnerable groups e.g. deprivation, looked after children, carers.

1. A new method of assessing the needs of children and young people applying for Home to School Transport
 2. Changes to the application process for Home to School Transport
 3. The wording of the section of the Home to School Transport Policy relating to young people aged 19 and over
- These changes will result in:
4. Better planned transport for children and young people through a simplified application process for parents/carers;
 5. A new assessment framework which would be used to determine the most appropriate method of transport based on children and young people's special educational needs and/ or disability;
 6. Clarification to the wording in the Home to School and College Transport Policy, specifically for young people aged 19 and over, to make this clearer and easier to understand.

6. **How does / could your proposed activity fulfil the three aims of PSED, giving due regard to:**

- the elimination of discrimination, harassment and victimisation
- creating equality of opportunity between those who share a protected characteristic and those who do not
- fostering good relationships between those who share a protected characteristic and those who do not

- **the elimination of discrimination, harassment and victimization** – All children/young people will receive provision based on their needs with consistent decision-making frameworks to allow for consistency
- **creating equality of opportunity between those who share a protected characteristic and those who do not** – children will be able to access transport and increase their preparation for afterschool and adulthood
- **fostering good relationships between those who share a protected characteristic and those who do not** – parent carers and children/young people will be consulted across the projects deliverables if they are impacted by the changes

7. **Actions – what do you need to do next?**

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts for protected groups
- Whether you could do more to fulfil the aims of PSED
- Anything else you can think of!

Who	How	When
Parents/ Carers	<ol style="list-style-type: none"> 1. Virtual Engagement Sessions 2. Surveys with Parents/ Carers 3. Workshop with Parents/ Carers 4. Needs Assessment Framework/ Matrix Testing 	<ol style="list-style-type: none"> 1. March 2022 - May 2022 2. March 2022 3. June 2022 4. November 2022
Warwickshire Parent Carer Voice	5. Virtual Engagement Session with Warwickshire Parent Carer Voice	5. November 2022
Children and Young People	6. Face to Face Workshops with Children and Young people	6. April 2022
Schools/ Settings	7. Online Survey with Schools/ Settings	7. March 2022
Internal Staff	8. Virtual Engagement Sessions with Staff	8. March 2022

8. Sign off.

Name of person completing EIA	
Name and signature of Assistant Director	
Date	
Date of next review and name of person responsible	