

# Equality Impact Assessment Form

**Please ensure that you refer to the 'Equality Impact Assessment Guidance' while completing this form. If you would like further guidance please contact the Equalities Officer or Equalities Team**

Details
Name of Initiative to be assessed: Post-16 Home to School Transport
Name of responsible officer: Sue Walker & Alyn Owen
Group/Directorate: People & Performance and Place & Transformation
Service Area: Learning & Transport
Date: 12 <sup>th</sup> June 2018

**(a) WHAT ARE YOU ASSESSING FOR IMPACT?**

Service/ Function  <input type="checkbox"/>	Policy/ Procedure  <input type="checkbox"/>	Project  <input checked="" type="checkbox"/>	Strategy  <input type="checkbox"/>	Plan  <input type="checkbox"/>	Proposal  <input type="checkbox"/>	Information/ Position statement  <input type="checkbox"/>
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**(b) Please name and describe below**

It is proposed to change the current Post-16 Home to School Transport service.

A business case has been developed which identifies five options:

1. The service remains as is.
2. Provide free post-16 transport only to Merthyr College or to the schools that are the nearest suitable and who still provide a sixth form.
3. Provide free post-16 transport only to Merthyr College, Welsh school and Faith school.
4. Provide post-16 transport at a cost that makes it cost recovering.
5. Remove service.

A consultation exercise was carried out to engage with the community to involve them and to obtain their views on the proposed options. Analysing consultation feedback, option 3 was the most preferred option.

Option 3 is being recommended for approval at Council, based on the advantages and disadvantages, the financial implications and the public consultation feedback. Therefore this Equality Impact Assessment is being carried out on implementing option 3.

**(c) IS THE DELIVERY OF THIS INITIATIVE AFFECTED BY LEGISLATION OR OTHER DRIVERS SUCH AS CODES OF PRACTICE?**

**If so, please identify what and how?**

No.

**(d) Does the initiative directly affect service users, employees or the wider community?**

- |     |                                     |                                                    |
|-----|-------------------------------------|----------------------------------------------------|
| Yes | <input checked="" type="checkbox"/> | Continue assessment                                |
| No  | <input type="checkbox"/>            | No need to continue screening or carry out an EqIA |

## Equality Impact Assessment Form

**Screening/Relevance Test: Is an equality impact assessment required?**

*Screening is used to decide whether the initiative you are responsible for has a high or medium negative impact on any of the protected groups and will require a full EqlA. Please highlight the positive impact the decision will have on the protected characteristics.*

What will be the effect on :-

<b>Protected Characteristic</b>	<b>Impact? <i>Include Positive and Negative</i></b>
Age	Proposals may restrict learners aged 16-19 in accessing some post-16 courses to further their education
Disability	Neutral
Gender Reassignment	Neutral
Marriage & Civil Partnership	Neutral
Pregnancy and Maternity	Neutral
Race	Neutral
Religion or Belief	Free post-16 transport to a faith provision will still be continuing with the implementation of option 3. There will be no effect on pupil's preference to be educated in a faith based environment.
Sex	Neutral
Sexual orientation	Neutral
Carers	Neutral
Welsh Language	Free post-16 transport to a Welsh provision will still be continuing with the implementation of option 3. There will be no effect on pupil's preference to be educated in the medium of Welsh.

**If after completing the EqlA screening/relevance test you determine that this service/function/policy/project is not relevant for an EqlA you must provide adequate explanation below (Please use additional pages if necessary).**

This report relates to the proposed change to the Post-16 Home to School Transport service, specifically the recommended option (option 3). As can be seen above, eight of the protected characteristics have been deemed to have a neutral impact. Two have a positive impact and one could potentially have a negative impact.

The Age characteristic could be perceived as having a negative impact as the changes target a specific age group. Taking this in to consideration, the LEA and The College Merthyr Tydfil look to work together to establish learner requirements so more course choices can be offered within the County Borough.

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For option 3 there will be a positive impact on the Welsh and Faith characteristic. Even so, the LEA are planning to work with The College Merthyr Tydfil to look at where Welsh and Faith elements could be introduced to broaden the education provided.

**Are you happy that you have sufficient evidence to justify your decision?**

Yes

**Signed:** Sue Walker & Alyn Owen

**Position:** Chief Officer for Learning & Chief Officer for Regeneration

**N.B. If the initial screening process has identified actual or potential high or medium negative impact on a particular group or groups then you MUST carry out a full EqIA.**

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## **Full Equality Impact Assessment**

*You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impact, including positive impact, and clearly identify which protected groups are affected.*

In terms of any disproportionate / negative / adverse impact that the proposal may have on a protected group, what steps (if any) could be taken to reduce that impact for each group identified. Attach a separate action plan if necessary.
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If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.
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Please highlight positive impacts and actions that have been identified as a result of the assessment process.
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### **Evidence Sources**

(i) Give details of any data or research that has led to your reasoning above, in particular, the sources used for establishing the demographics of service users.

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(ii) Give details of how you have engaged with service users on the proposals and steps to avoid any disproportionate impact on a protected group and how you have used any feedback to influence your decision.
Are you satisfied that the engagement process complies with the requirements of the Statutory Equality duties?

<b>Decision Log</b> – (detail how Elected Members and Senior Managers have been involved in the decision process (give dates of key meetings and decisions made)

### Review

<b>Date of Next Review:</b>
<b>If review is not required, explain why.</b>

<b>Approved by:</b>
<b>Signature:</b>
<b>Job Title:</b>
<b>Approval date:</b>

<b>Date of Update:</b>
<b>Update recording</b>

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