

Background Information Agenda Item 9 Cabinet 24th May

COMMUNITY IMPACT ASSESSMENT

The following template has been put together to record the results of your impact assessment.

For each of these questions, take account of the following equality strands:

- Age
- Sex
- Gender reassignment
- Marriage and civil partnership
- Disability
- Ethnicity, race and culture
- Sexual orientation
- Religion or belief
- Pregnancy and Maternity

You may also want to consider these characteristics, which can be significant in areas of Cambridgeshire:

- Rural isolation
- Deprivation

	Key Sections	Your Answer
1.	Scope:	
	<ul style="list-style-type: none">• What is the existing service, document or action being impact assessed?	SEN Transport – Home to School
	<ul style="list-style-type: none">• What are the aims and objectives of the service, document or action?	To provide children with Statements who have Disability or Medical Needs with high quality, safe and regularly monitored home to school transport. To ensure that the county council has a sustainable and affordable policy
	<ul style="list-style-type: none">• What is the proposed change? What will	The policy document will expect that children with statements will walk to school if within county walking distance thresholds unless they have a disability, SEN or medical need that would impact on their ability to do so or that the route had been identified as unsafe. Where children meet

	be different?	<p>the criteria parents will be asked in the first instance if they can transport and be refunded for fuel cost. Those children who are placed out of county will be expected to be transported by their parents/carers (and reimbursed with fuel costs) unless they do not have access to a vehicle. If they cannot transport the council will provide. Post 16 SEN Transport will be provided for young people with SEN/Disability or Medical Needs who are unable to use public transport or walk to college. If agreed it will be provided only to the nearest local full time education provision. Other young people attending FE who have had a statement will be considered through the usual post 16 criteria as to whether they may be eligible for subsidised transport.</p> <p>The council will not provide transport to take children from school to medical appointment, court appearances or for exclusions /illness. In respect of the latter the council will provide transport if families do not have access to a vehicle</p>
2.	<p>Who should be involved:</p> <p>Who is involved in this impact assessment?</p> <p>e.g. Council officers, stakeholders from partner organisations, service users and community experts</p>	<p>Council Officers (START). SETT. Parents/carers. Special Schools. Connexions</p> <p>Vehicle operators. School Nursing. Parent Partnership.</p>
3 a)	<p>What will the impact be?</p> <ul style="list-style-type: none"> • What groups will be affected by this? • What will the impacts on these groups be? 	<p>Children and young people with Statements who are placed in Special Schools or placed in a mainstream school by the Local Authority because of their SEN and their families .</p> <p>A number of children and young people who live close to school/college who have received transport in the past may no longer be eligible for free home to school/college transport. Some parents will provide transport and be reimbursed. For some post 16 young people this may mean that they will need to consider their full time education options. Some families may have difficulties in managing to get their children to different schools or their may be an impact on being able to get to their work place on time</p>

	<ul style="list-style-type: none"> • What evidence has been used to inform this view? 	<p>Discussion with schools about children who would be able to and benefit from walking to school and developing independent travel skills</p> <p>Increasing number of requests for free post 16 transport for young people who have had statements in school attending FE who should have been supported through the mainstream post 16 subsidised transport</p> <p>Review of the risks involved in transporting very vulnerable children to out of county schools a significant distance from their homes .Review of the cost of and responsibility for taking children and young people to court appearances and medical appointments indicates that this is extremely high cost and is outside of the local authority's statutory role. Advice from professionals in relation to the safe transporting of children who are ill or who have been excluded and their safety and that of the operators</p>
	<ul style="list-style-type: none"> • What plans are in place to mitigate any negative impacts identified? 	<p>A more flexible implementation in year 1 for those families whose children are currently in receipt of transport and may not be eligible in September.</p> <p>The Council will take into account the impact on parents work as well. There will be an opportunity for parents to discuss changes in their child's entitlement and if a resolution cannot be agreed then there will be an appeals process.</p> <p>The focus of the implementation will be on new placements. Providing transport where parents do not have access to vehicles. Officers will work with special schools and other services to look at strategy to support walking to school e.g. walking, buses, independent travel programmes and to support families who face difficulties in getting their children to school</p>

4.	Making a judgement: <ul style="list-style-type: none"> • Your final judgement – will your service, document or action have a positive, negative or neutral equality impact? • If it will have a positive impact on some groups and a neutral impact on others, is this justified? • Are there any existing or potential equality issues with your service, document or action that need to be addressed? 	<table> <tr> <th data-bbox="464 181 687 450">Equality strand</th><th data-bbox="687 181 1015 450">Judgement based on evidence cited above (positive, negative, neutral)</th><th data-bbox="1015 181 1321 450">Issues or opportunities that need to be addressed</th></tr> <tr> <td data-bbox="464 450 687 495">Age</td><td data-bbox="687 450 1015 495">neutral</td><td data-bbox="1015 450 1321 495"></td></tr> <tr> <td data-bbox="464 495 687 539">Sex</td><td data-bbox="687 495 1015 539">neutral</td><td data-bbox="1015 495 1321 539"></td></tr> <tr> <td data-bbox="464 539 687 1021">Disability</td><td data-bbox="687 539 1015 1021">Neutral</td><td data-bbox="1015 539 1321 1021">Those children with a disability who will not be able to walk to school will continue to receive free home to school transport. The approach is consistent with the overarching home to school transport policy.</td></tr> <tr> <td data-bbox="464 1021 687 1133">Ethnicity, race and culture</td><td data-bbox="687 1021 1015 1133">neutral</td><td data-bbox="1015 1021 1321 1133"></td></tr> <tr> <td data-bbox="464 1133 687 1223">Sexual orientation</td><td data-bbox="687 1133 1015 1223">neutral</td><td data-bbox="1015 1133 1321 1223"></td></tr> <tr> <td data-bbox="464 1223 687 1312">Religion or belief</td><td data-bbox="687 1223 1015 1312">neutral</td><td data-bbox="1015 1223 1321 1312"></td></tr> <tr> <td data-bbox="464 1312 687 1402">Pregnancy & Maternity</td><td data-bbox="687 1312 1015 1402">neutral</td><td data-bbox="1015 1312 1321 1402"></td></tr> <tr> <td data-bbox="464 1402 687 1514">Marriage and Civil Partnership</td><td data-bbox="687 1402 1015 1514">neutral</td><td data-bbox="1015 1402 1321 1514"></td></tr> <tr> <td data-bbox="464 1514 687 1592">Gender reassignment</td><td data-bbox="687 1514 1015 1592">neutral</td><td data-bbox="1015 1514 1321 1592"></td></tr> <tr> <td colspan="3" data-bbox="464 1592 1321 1637"><i>You may also want to make a judgement on:</i></td></tr> <tr> <td data-bbox="464 1637 687 2069">Rural isolation</td><td data-bbox="687 1637 1015 2069">Neutral</td><td data-bbox="1015 1637 1321 2069">We need to ensure that this does not mean that some children will not be able to get to school. Rural locations are likely not to have safe routes to walk to school and therefore in this case the Council</td></tr> </table>	Equality strand	Judgement based on evidence cited above (positive, negative, neutral)	Issues or opportunities that need to be addressed	Age	neutral		Sex	neutral		Disability	Neutral	Those children with a disability who will not be able to walk to school will continue to receive free home to school transport. The approach is consistent with the overarching home to school transport policy.	Ethnicity, race and culture	neutral		Sexual orientation	neutral		Religion or belief	neutral		Pregnancy & Maternity	neutral		Marriage and Civil Partnership	neutral		Gender reassignment	neutral		<i>You may also want to make a judgement on:</i>			Rural isolation	Neutral	We need to ensure that this does not mean that some children will not be able to get to school. Rural locations are likely not to have safe routes to walk to school and therefore in this case the Council
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		Deprivation	Neutral	If families do not have access to vehicles in the circumstances set out above then the council will provide transport. Where families are on low incomes they may be eligible for their children to receive free transport. This will be explored with families.																
5.	Action planning: <ul style="list-style-type: none">Are there any actions that you have identified to address any potentially unjustifiable differences in impact on different equality groupsAre there any actions you have identified to take advantage of an opportunity you have identified to	<table><tr><th>Issue/ Opportunity</th><th>Action</th><th>Lead officer</th><th>Timescale</th><th>Action plan recorded in</th></tr><tr><td>Independent Travel</td><td>To promote and establish across all the special schools</td><td>Judith Davies</td><td>By Sept 2012</td><td>New Area Special School Brief</td></tr><tr><td>Greater discretion in the implementation of policy to recognise the varied circumstances of families.</td><td>To inform families of arrangements for raising concerns in respect of the impact of transport changes. To establish arrangements for varying the application of the policy.</td><td>Judith Davies</td><td>By July 2011</td><td>Correspondence with families</td></tr></table>				Issue/ Opportunity	Action	Lead officer	Timescale	Action plan recorded in	Independent Travel	To promote and establish across all the special schools	Judith Davies	By Sept 2012	New Area Special School Brief	Greater discretion in the implementation of policy to recognise the varied circumstances of families.	To inform families of arrangements for raising concerns in respect of the impact of transport changes. To establish arrangements for varying the application of the policy.	Judith Davies	By July 2011	Correspondence with families
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	<p>promote equality and diversity</p> <ul style="list-style-type: none">Where will these actions be recorded (i.e. which service plan, strategy action plan etc.)?	<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Within the CES Service Plan</p>										
6.	<p>Monitoring and Review:</p> <ul style="list-style-type: none">If the actions identified in stage 5 are not incorporated into an existing action plan, how will you monitor them?When will you review this impact assessment ? Who will be responsible?	<p>A formal review of the impact of the policy changes will take place 12 months after implementation. Impact will be monitored on an ongoing basis through responding to issues raised by individual families, liaison with Special schools and discussion with parental representative groups. Monitoring will be lead by Judith Davies, Head of Commissioning Enhanced Services.</p>										

If it is relevant to your area, you may also need to consider the impact on community cohesion:

<p>Community Cohesion</p> <p><i>Answer the above with yes, no, or not applicable</i></p>	
<p>a. Will this service, document or action help community groups to develop a vision of a shared future?</p>	<p>Yes- communities can support families to get children and young people to attend local schools and be safe in getting to school</p>
<p>b. Will this service,</p>	<p>Yes. Increase awareness of families with disabled children</p>

<p>document or action help community groups to improve their understanding and respect for each other?</p> <p>c. Does this service, document or action promote engagement of children and young people in the locality?</p> <p>d. Have local stakeholders and community leaders been engaged in the planning of this service, document or action?</p> <p>If you have answered NO to any of these questions please outline the reasons and consider if and how this work needs doing</p>	<p>and the accessibility of the community. The aim is to involve localities in supporting community based initiatives to support children to travel to and from school, for example walking buses and sharing transport where appropriate..</p> <p>This will depend on the circumstances of individual young people. For some children and young people and their families there will potential be better engagement with communities and new opportunities for travelling to and from school. However, for others the changes will be seen primarily as a reduction in service.</p> <p>Yes. Parents have been consulted and Special schools have been involved in planning so far.</p>
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