

**KENT COUNTY COUNCIL  
EQUALITY ANALYSIS / IMPACT ASSESSMENT (EqIA)**

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**You need to start your Equality Analysis and data collection when you start to create or change any policy, procedure project or service**

**When developing high-level strategies under which other policies will sit, if those policies are jointly owned by KCC and partner organisations, they will need to take the partnership approach to EqIAs,**

Please read the EqIA GUIDANCE and the EqIA flow chart available on KNet.

**Directorate: Education and Young People's Service**

**Name of policy, procedure, project or service**

SEN Transport Project – Phase 2

**What is being assessed?**

A project has been set up up to roll out new bulk procurement contracts for our SEN Transport provision. An initial phase has been implemented to test viability, and this new Phase (2) seeks to roll out across all KCC Special Schools.

**Responsible Owner/ Senior Officer**

Patrick Leeson – Corporate Director of Education and Young People's Services

**Date of Initial Screening**

5<sup>th</sup> May 2015. Approved XXX.

**Date of Full EqIA :**

N/A

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
0.1	P. Pemberton	29/07/15	Initial draft EQIA – Phase 1
0.2	P. Pemberton	05/08/15	Updated following review – Phase 1
1.0	P. Pemberton	05/08/15	Approved – Phase 1
1.1	P. Pemberton	05/05/16	Updated for Phase 2

## Screening Grid

Characteristic	Could this policy, procedure, project or service, or any proposed changes to it, affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> UNKNOWN		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes you must provide detail
<b>Age</b>	YES  The changes will impact customers who attend SEN schools, all under the age of 19. No change in eligibility, but a change to provider may cause anxiety.  Phase 1 learning – working closely with the schools ensured minimum anxiety for learners and carers. A communications plan will support the continued roll out during phase 2.	Low	Medium	Phase 1 developed a detailed communications plan and this was executed to ensure that all parents of effected children were kept informed. Phase 2 will continue to work with schools and parents to ensure then needs continue to be met, and minimal disruption.	NO  Feedback from the schools and parents indicate that this service is specific to each childs needs.
<b>Disability</b>	YES  The changes will impact SEN children who are eligible for school transport.	Low	Medium	Each childs need will vary so the project is working closely with the schools to ensure that needs are met, and mobilisation plans will ensure that opportunity for parent/ child engagement will take place before any change is implemented. This worked well in Phase 1 and will continue in Phase 2.	NO
<b>Gender</b>	NO				

Appendix 1

Characteristic	Could this policy, procedure, project or service, or any proposed changes to it, affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> <b>UNKNOWN</b>		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes you must provide detail
Gender identity	NO				
Race	NO				
Religion or belief	NO				
Sexual orientation	NO				
Pregnancy and maternity	NO				
Marriage and Civil Partnerships	NO				
Carer's responsibilities	YES  Parents/ carers of impacted children will be informed of changes to their childs provision. There may be a change in arrangements as a result of the change e.g. earlier or later pick up/ drop off.  Escorts are provided where the childs' needs dictate the requirement, or where the policy states a requirement based on the number of	Low	Low	The project will work with the schools to jointly agree any route optimisation changes that may impact a childs journey to or from school.  All escorts will be trained by KCC (endorsed by the schools), and this will be defined in the specification that supported the procurement process.  During Phase 1, this worked well with schools supporting delivery of escort training, to allow tailoring to the specific school needs. KCC will continue to work with schools to encourage expanding this process.	NO

Appendix 1

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		Positive	Negative	Internal action must be included in Action Plan	If yes you must provide detail
	children on a vehicle at any one time.				

## Part 1: INITIAL SCREENING

**Proportionality** - Based on the answers in the above screening grid the weighting is described as **Medium**.

<b>Low</b>	<b>Medium</b>	<b>High</b>
Low relevance or Insufficient information/evidence to make a judgement.	Medium relevance or Insufficient information/evidence to make a Judgement.	High relevance to equality, /likely to have adverse impact on protected groups

It is considered medium as there are a range of considerations which may impact (mostly negatively) some of the protected characteristics.

The project focuses on the provision of SEN Transport arrangements, and as a result may change the arrangements that are currently in place. There is NO change to eligibility or policy, but a possible change in provider.

### Context

A review of SEN Transport was undertaken as part of Phase 2 of the Facing the Challenge Programme. The review identified opportunities to deliver a more efficient and effective service to our pupils whilst maintaining the focus on the needs of our pupils. Phase 1 of the project tested the procurement process, and this next Phase (2) seeks to continue that roll out across the school network over the next 2 years.

The project aims to:

- Implement newly procured transport into all KCC Special Schools.
- To implement bulk school contracts where appropriate, resulting in fewer providers delivering into each school. Where single providers are not possible, KCC will work with our providers to deliver an optimised route based procurement.
- Award contracts to support the new procurement strategy, to implement from September 2016. This project will roll out across the SEN school network before July 2020.

### Aims and Objectives

The aim for the EYPS directorate is to continue to provide a service that meets the need of the pupil and school, adhering to KCC policy in a more efficient way. Phase 2 focuses on:

- Procuring transport across the SEN school network, implementing bulk procurement (single school) where possible. This will be dependent on the geographical spread of pupils and the feasibility of the market providing multiple routes of wide geographical spread.
- Route optimisation activities

### **Beneficiaries**

The intended beneficiaries are:

- Schools who will have fewer providers to deal with
- Young people and families who will continue to receive transport provision.

### **Information and Data**

Currently over 3500 SEN children are transported to 244 schools across Kent. All of whom have been assessed as eligible by the Fair Access Team in EYPS.

There will be no change to eligibility, so this change will not impact the volume of children being eligible for Transport.

### **Involvement and Engagement**

A communications plan will be developed to ensure that both parents, young people, schools and operators have the opportunity to engage with the project team and provide feedback, following on from the implementation of Phase 1 schools.

Parent engagement:

- Where possible, Public Transport will attend parents evenings should the school request it
- Representatives from the Public Transport team available to answer any generic transport questions.
- All affected parents will be contacted by letter (distributed via the school) with details of potential change, and will be kept up to date throughout the process.
- Detailed mobilisation planning will engage parents and operators together

School engagement

- Phase 2 plan will be shared with all SEN headteachers
- The team will seek to present at Kent Association of Special Schools to update on Phase 1 and present the plan for Phase 2
- Ongoing engagement through face to face meetings
- Joint communications with schools to parents
- Schools to endorse all proposed routes, to ensure the needs of pupils continue to be met

Operator Engagement

- Following Phase 1, further market briefings have taken place and will continue throughout Phase 2

## Potential Impact

This Equality Impact Assessment is an initial screening to indicate potential areas of impact to the community served by SEN Transport. At this stage no adverse impacts have been identified. There is no change in policy or eligibility criteria, and therefore no change to the service. This EQIA will ensure that potential providers are aware of the Public Sector Equalities Duty (PSED) and include the duty in procurement process.

Where any adverse impacts do arise, these will be mitigated and tracked through the SEN Transport Steering group.

## JUDGEMENT

**Option 1 – Screening Sufficient** YES

**Justification:** Initial screening has identified groups that will be affected.

**Option 2 – Internal Action Required** YES

**Option 3 – Full Impact Assessment** NO

## Action Plan

Detailed in the table below.

## Monitoring and Review

Regular reviews as part of project implementation.

**Sign Off**

I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

***Senior Officer***

Signed: \_\_\_\_\_ Name: \_\_\_\_\_  
Job Title: \_\_\_\_\_ Date: \_\_\_\_\_

**DMT Member**

Signed: \_\_\_\_\_ Name: \_\_\_\_\_  
Job Title: \_\_\_\_\_ Date: \_\_\_\_\_



Appendix 1

**Equality Impact Assessment Action Plan**

<b>Protected Characteristic</b>	<b>Issues identified</b>	<b>Action to be taken</b>	<b>Expected outcomes</b>	<b>Owner</b>	<b>Timescale</b>	<b>Cost implications</b>
Carers responsibilities	Escort provision	All escorts will be trained by KCC (and endorsed by the schools). This will be defined in the specification that supports the procurement – successful during Phase 1	Escorts trained to a consistent standard and the ability to support the child's needs	Public Transport	Over 2 years (depending on implementation of new contract)	Nil.
Carers responsibilities	Parent engagement	Ongoing parent engagement via face to face, telephone and email	Ability for any impacted parent or carer to discuss the procurement exercise	EYPS/ Public Transport	Over 2 years (depending on implementation of new contract)	Nil
Disability/ carers responsibilities	Mobilisation activities	Detailed mobilisation plan for new service provider to include parents/ carers, young people and schools.	Clear outcomes	EYPS/ Public Transport	Over 2 years (depending on implementation of new contract)	Nil