

Title of policy decision:

**Review of home to school transport provision – the consultation process**

Evidence based equality analysis – can include documents, quotes, and web links for photos and videos

Main aims, purpose and outcomes and how does it fit in with the wider aims of the organisation:

Cheshire West and Chester Council's home to school transport policy provides the framework under which free and subsidised travel can be awarded.

The purpose of reviewing the current Children and Young People's transport policies is to determine whether services can be provided differently in a more efficient and cost effective way following discussions taken place as part of the Challenge Session process. In addition, the review is also intended to open up a dialogue with customers to understand their needs and consider alternative provision that is both sustainable and efficient.

As part of the review, a 12 week consultation exercise will take place seeking the views on a number of proposals. Feedback received during this time will help to inform decision makers at the end of the process in February 2014.

To ensure the consultation is as robust and as wide reaching as possible this separate equality analysis form has been completed to ensure all parties potentially impacted upon by the review are made aware of the proposals and are able to provide an informed response.

Further information related to the proposal can be found on the Cheshire West and Chester website

**Lead officer:** Claire Gregory, Strategic Planning Manager

**Stakeholders:** see consultee list accompanying the Executive papers

Equality analysis is a valuable tool to help embed equality into everything we do

While process is important, equality analysis is essentially about outcomes.

Lack of evidence of discrimination is not evidence of a lack of discrimination.

It is not acceptable to say that a policy is applied uniformly to all groups and is therefore fair and equal. Applying a policy or procedure consistently may result in differential outcomes for different groups.

For each of the areas overleaf, an assessment needs to be made on whether the policy has a **positive, negative or neutral impact**, and brief details of why this decision was made and notes of any mitigation should be included. Where the impact is negative, this needs to be given a **high, medium or low assessment**. It is important to rate the impact of the policy based on the current situation (i.e. disregarding any actions planned to be carried out in future).

**High impact** – a significant potential impact, risk of exposure, history of complaints, no mitigating measures in place etc.

**Medium impact** – some potential impact exists, some mitigating measures are in place, poor evidence

**Low impact** – almost no relevancy to the process, e.g. an area that is very much legislation led and where the Council has very little discretion

	Neutral	Positive	Negative
Target group / area			
<b>Race and ethnicity</b> (including Gypsies and Travellers; migrant workers, asylum seekers etc.)	<p>English as a second language presents barriers to accessing and understanding services and the proposed changes.</p> <p>Medium – ensure policies and supporting information is accessible and plain English for all customers to understand. Ensure documents can be translated if required.</p> <p>Changing residence more frequently may lead to more changes in schools which may</p>		

	<p>lead to more transport implications.</p> <p>A lack of established support network for newly arrived families in particular.</p> <p>Medium – close working with Advisory service to minimise impact.</p>		
<p><b>Disability</b> (as defined by the Equality Act - a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)</p>	<p>Ensure accessibility of the consultation process for disabled stakeholders.</p> <p>Ensure documents are printed in colours that are clear and easy to read.</p>		
<p><b>Gender/gender reassignment</b></p>	<p>There are no potential gender impacts with regards to the consultation process.</p>		
<p><b>Religion and belief</b></p>	<p>Ensure consultation is as accessible as possible</p>		
<p><b>Sexual orientation</b> (including heterosexual, lesbian, gay, bisexual)</p>	<p>There are no potential sexual orientation impacts with regards to the consultation process.</p>		
<p><b>Age</b> (children and young people aged 0 – 24, adults aged 25 – 50, younger older people aged 51 – 75/80; older older people 81+. The age categories are for illustration)</p>	<p>Ensure consultation is communicated age appropriately in order to engage affectively.</p>		

<p>only as overriding consideration should be given to needs).</p>	<p>Potential impact on flexibility of parents working hours. Ensure drop in sessions offer various access times to families. Arrange alternative ways in which consultees can discuss their concerns/submit comments i.e. telephone line, email, online form etc.</p>		
<p><b>Rural communities</b></p>	<p>Ensure opportunity to access drop in events for communities in rural locations. Additional events were arranged in response to request from communities.</p>		
<p><b>Areas of deprivation</b></p>	<p>Ensure opportunity to access drop in events for communities in areas of deprivation. Additional events were arranged in response to request from communities.</p> <p>Appropriate use of communications to engage with families, pupils and communities to enable informed responses to the review.</p>		
<p><b>Human rights</b></p>	<p>There are no potential human rights impacts with regards to the consultation process. It seeks to engage with a wide range of consultees in a variety of ways in order to ensure all stakeholders are able to respond to the</p>		

	proposals set out.		
<b>Health and wellbeing</b> (consider both the wider determinants of health such as education, housing, employment, environment, crime and transport, as well as the possible impacts on lifestyles and the effect there may be on health and care services)	There are no potential health and wellbeing impacts with regards to the consultation process. The manner in which communications will be delivered is key and will aim to ensure communities are sufficiently informed in order to submit their views and feel their comments are being captured.		
<b>Procurement/partnership</b> (if project due to be carried out by contractors/partners etc, identify steps taken to ensure equality compliance)			

**Evidence** (see guidance note for details of what to include here):

**Action plan:**

<b>Actions required</b>	<b>Key activity</b>	<b>Priority</b>	<b>Outcomes required</b>	<b>Officer responsible</b>	<b>Review date</b>
Ensure consultation documents are accessible, comprehensible and appropriate for all intended target audiences	Use various methods to engage with stakeholders: <ul style="list-style-type: none"> <li>Detailed consultation document but also offer summarised 'reader friendly' proposals document</li> </ul>	<b>High</b>	All consultees feel they have been sufficiently informed of the review and have fully understood the proposals presented.	Claire Gregory Vikki Williams	November 2013

	<ul style="list-style-type: none"><li>• Inclusion of accessibility statement in documents to provide translation services</li><li>• Textphone number</li><li>• Set up dedicated consultation telephone number</li><li>• Arrange meetings where stakeholders are able to meet face to face with officers and discuss the proposals. Whether via a drop in session or at individual focus group sessions. Locations of which should be DDA.</li><li>• Documents posted to families directly affected.</li><li>• Schools used to distribute documentation to whole school communities.</li><li>• Use of posters placed in high visible community locations (school reception, Parish Council /community notice</li></ul>				
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	<p>board, children's centres, libraries etc) advertising the review.</p> <ul style="list-style-type: none"> <li>• Arrange press release advertising the review.</li> <li>• All documents will be accessible via the council website</li> <li>• Use of social media sites such as twitter and facebook to capture feedback</li> <li>• Liaise with Communications team to ensure documentation is appropriate to target audience</li> <li>• Concise feedback form that allows respondents ability to provide comments but is easy to break down in order to analyse responses</li> </ul>				
Engage with a wide range of consultees	Compile comprehensive consultee list based upon discussions with Equalities manager, Parent	<b>High</b>	All consultees feel they have been sufficiently informed of the review and have fully understood the proposals presented.	Claire Gregory Vikki Williams	November 2013

	Partnership and Participation and Inclusion team.				
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<b>Sign off</b>	
Lead Officer:	Claire Gregory
Approved by Head of Service:	Mark Parkinson
<b>Moderation and/or scrutiny</b>	
Date:	5 September 2013 – Presented to EA Group
<b>Date analysis to be reviewed based on rating</b> (high impact – review in one year, medium impact - review in two years, low impact in three years)	High Impact - one year on review

Please forward the completed Equality Analysis to the Equality and Diversity Managers for publishing on the Council’s website

Please go to the Executive webpage to see the documentation

<http://cmttpublic.cheshirewestandchester.gov.uk/ieListDocuments.aspx?Cid=443&Mid=3916&Ver=4>