



### Equality Impact Assessment

Please state the service / project your proposal relates to:	SEN Transport Review
Lead Officer:	Colin Hagreen, Finance and Transport Manager, Cognus Ltd / Kieran Holliday, Head of Pupil Based Commissioning, LBS
Directorate:	People Directorate
Is this a new policy or a review of an existing policy or service? :	Review of existing policy / service
What are the aims and purpose of this proposal?	<p>The London Borough of Sutton recently consulted on:</p> <ol style="list-style-type: none"> <li>1, Operational changes in the way the Council provides SEND Transport as well as how parents can access SEND Transport.</li> <li>2. Ceasing some non-statutory SEND transport provision for Post 19 pupils where it is appropriate to do so.</li> <li>3. Investing in alternative ways of supporting some pupils with SEND needs in order for them to be able to travel to their place of learning safely and independently.</li> </ol> <p>Based on the feedback from the consultation, the London Borough of Sutton propose:</p> <ul style="list-style-type: none"> <li>- To amend the Council's post 16 SEN transport policy to cease SEND transport provision for Post 19 students from the academic year 2018/19 where it is appropriate to do so and following consideration of need on a case by case basis.</li> <li>- To take forward the proposals set out below and to introduce these changes for the 2018/19 academic year:             <ol style="list-style-type: none"> <li>i) introduce an annual reapplication process for SEN transport,</li> <li>(ii) greater investment in independent travel training,</li> <li>(iii) reduce single occupancy journeys,</li> <li>(iv) reduce the personalisation of SEN transport patterns for post 19 pupils,</li> <li>(v) reduce the number of personal assistants provided on vehicles,</li> </ol> </li> </ul>

	<p>(vi) offer personal travel budgets to parents and pupils and (vii) to review the current commissioning arrangements to see if greater value for money can be achieved from the existing SEN transport framework.</p> <p>This review is in the context of significant increasing demand in the Borough. The numbers of pupils with an EHCP plan or statement of SEN in the Borough has increased significantly from 1,087 in March 2014 to 1,500 in March 2017 (an increase of 38%), and stood at 1,562 at the end of October 2017. The proportion of pupils that have received transport has stayed relatively consistent at about 43%, indicating that the current transport policy has been applied relatively consistently over that period. This is putting significant pressures on already limited Council budgets.</p>
Which of the geographic areas does this proposal affect? (Insert any specific wards or state all borough):	The policy applies to all wards.
Which stakeholder group or groups does this proposal affect? (Broad groups - e.g. Staff at LBS, residents, third and voluntary sector):	<ul style="list-style-type: none"> <li>• Residents, specifically the Children and Young People who use SEN Transport as well as their families, carers and other professionals such as education professionals.</li> <li>• Other council and partner services</li> <li>• Providers of SEN transport</li> <li>• Schools and Colleges</li> </ul>
Whose needs is the proposal designed to meet? (Specific groups of people e.g. those who directly use the service):	Service users and their families and carers, in order to ensure a sustainable service for those most in need.
What evidence has been collected to inform this proposal? :	<p>A consultation exercise was undertaken.</p> <p>Responses were individually requested from all current service users, from contractors, and from schools and colleges. An open forum meeting was provided where those who would be affected or who wanted further information could meet with officers to discuss the proposals.</p> <p>Sutton Parents forum were engaged and a meeting was held to discuss the proposals.</p> <p>All those who receive SEND transport were written to and</p>

	and invited to meet at an event for stakeholders in the Civic centre.
What equality-related information, for example through consultation with stakeholders, has been gathered on this proposal?	<p>Those affected are the Children and Young People who use SEN Transport as well as their families, carers and other professionals such as education professionals.</p> <p>Breakdown of those who responded to the consultation:</p> <p><b>Gender</b>  Female -35  Male -10  Not Answered - 11  Grand Total  56</p> <p><b>Age</b>  16-24 - 1  25-34 - 4  35-44 -17  45-54 - 12  55-59 - 7  60-64 -1  Not Answered - 12  Under 16 - 2</p> <p><b>Ethnicity</b>  Asian or Asian British - 7  Black or Black British - 3  Mixed background - 2  Not Answered - 11  Other ethnic group - 5  White or White British - 28</p> <p><b>Health problem/Disability</b>  Day-to-day activities limited because of a health problem or disability which has lasted or is expected to last at least 12 months?  No - 31  Not Answered 12  Yes - 13</p>
Based on the information you have collated, which equality characteristics may be affected by this	Age and Disability in particular given the nature of the service.

proposal	
<p>Please give further information on how these characteristics may be affected</p>	<p>Those who may be affected are the Children and Young People who use SEN Transport as well as their families, carers and other professionals such as education professionals.</p> <p>Generally speaking, there are differences in the characteristics of pupils with SEN. The national position is set out below: Source: L Special Educational Needs in England: January 2017</p> <p><b>Gender</b> Special educational needs remain more prevalent in boys than girls in January 2017: 14.6% of boys were on SEN support compared to 8.1% of girls. There is little change from January 2016 when 14.7% of boys and 8.2% of girls were on SEN support. 4.0% of boys have a statement or EHC plan in January 2017, unchanged from January 2016. 1.6% of girls have a statement or EHC plan in January 2017; this has increased slightly from 1.5% of girls in January 2016</p> <p><b>Age</b> SEN support is most prevalent among 10 year-olds. This is consistent with previous years. 14.5% of 10 year-old pupils were on SEN support in January 2017. Statements or EHC plans are most prevalent at age 15, where 3.8% of pupils have a statement or EHC plan in January 2017.</p> <p><b>Free school meal eligibility</b> Pupils with special educational needs remain more likely to be eligible for free school meals. 26.6% of pupils with special educational needs are eligible for free school meals compared to 11.8% of pupils without special educational needs. Pupils with statements or EHC plans are more likely to be eligible for free school meals than pupils on SEN support (31.4% compared to 25.4%).</p> <p><b>Ethnicity</b> Special educational needs are most prevalent in travellers of Irish heritage and Gypsy/Roma pupils with 30.8% and 26.9% respectively. Travellers of Irish heritage and black Caribbean pupils had the highest percentage of pupils with statements or EHC plans (4.4% and 4.0% respectively). Indian pupils had the lowest percentage of pupils with statements or EHC plans at 1.8%, compared with 2.8% of all pupils nationally.</p> <p><b>English as a first language</b> Pupils whose first language is known to be English are more likely to have special educational needs than those whose</p>

	<p>first language is known to be other than English. 11.7% of pupils whose first language is known or believed to be English were on SEN support in January 2017, a reduction from 12.4% in January 2016. 10.2% of pupils whose first language is known or believed to be other than English were on SEN support in January 2017, a reduction from 11.1% in January 2016. 2.9% of pupils whose first language is known or believed to be English have a statement or EHC plan, compared to 3.2% in January 2016. 2.3% of pupils whose first language is known or believed to be other than English have a statement or EHC plan, a reduction from 2.5% in January 2016.</p>
What will be done to promote equality of opportunity as part of this proposal?:	Decisions relating to SEN transport will be assessed on their merit against set criteria.
In what way could this proposal positively or negatively impact on the physical and/or mental wellbeing of residents? If there is a negative impact what action will be taken to mitigate this? What evidence has been or will be collected?	Greater investment and additional training is to be given to aid independent travel alongside offering personal travel budgets to parents and pupils. Both of these approaches have the attendant positives of increased independence for children and young people.
What actions are going to be taken as a result of this IIA to address negative impacts or previously met unidentified needs?:	No major change required (the assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken)
What data monitoring or evaluation activity has been put into place to monitor the impact of this proposal? :	We will compare the protected characteristics pre- to post any change to ensure that we are not having an unexpected and unintended impact.

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