

DUNDEE CITY COUNCIL

Equality and Diversity Rapid Impact Assessment Tool

Part 1

Date of assessment 9 January 2013	Title of document being assessed Home - school Transport Policy
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input checked="" type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	<p>This policy statement is the overarching document which describes the context within which pupils in Dundee City Council schools will receive transport between home and school.</p> <p>It also provides the context against which other, supporting documentation, should be considered:</p> <ul style="list-style-type: none"> • The Code of Practice- which outlines the roles and responsibilities of all those involved in the provision and monitoring of transport between home and school; • information leaflet for parents regarding home - school transport; • manual for home - school transport escorts provided by the Council • timeline for use by staff within the central Education and Sustainable Transport teams and school staff.
3) What is the intended outcome of this policy, procedure, strategy or practice?	<p>The outcome is to:</p> <ul style="list-style-type: none"> • ensure Dundee City Council Education Department meets its statutory duty to provide transport for children and young people with additional support needs; • improve the efficiency of the home - school transport provision; • satisfy the requirements for partnership working and best value • ensure joint working and planning with all partners, including parents, carers and the pupils themselves
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	<p>The documents used included:</p> <p>(a) Code of Practice</p> <p>(b) reference to relevant legislation:</p> <ul style="list-style-type: none"> • Education(Additional Support for Learning) (Scotland) ASL Act 2004 as amended

	<ul style="list-style-type: none"> • Local Government in Scotland Act 2003 • Education (Scotland) Act 1980, sections 50, 51 as amended • The Code of Practice on the Safety of Passengers in Wheelchairs on Buses <p>(c) Manual for Home – school Transport escorts</p> <p>(d) Information for parents and/or carers</p>
5) Has any consultation, involvement or research with protected communities informed this assessment? If yes please give details.	<p>No formal consultation was carried out with protected communities but concerns and feedback from parents, carers, school staff (-teaching and support) and pupils was considered e.g. in the School Transport Questionnaire 2010 Report</p> <p>Given that provision of home - school transport is awarded to those with additional support needs arising from medical conditions and/or disability and/or sensory impairment; those who are vulnerable, including those who are LAAC and/or young carers and/or speakers of a language other than English, then the needs of those within protected communities have been considered.</p>
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	<ul style="list-style-type: none"> • Michael Wood, Director of Education • Janet Robertson, Education HR Manager • Paul Clancy, Head of Secondary and Support for Learning • Lina Waghorn, Head of Primary and Culture <p>Meetings held on 12 April 2012; 29 August 2012; 24 September 2012; 23 October 2012; 12 November 2012, 16 January 2013;</p> <ul style="list-style-type: none"> • Alison Siddons, Manager: Additional Support Needs Services • John Berry, Team Leader: Sustainable Transport Team, City Development • Diana Weir, Finance Manager <p>Meeting held: Wednesday 2 November 2011</p> <ul style="list-style-type: none"> • Jim Gibson, former Head of Support for Learning • Elspeth Walker, Support for Learning Manager • Kerry Gethins, Advice, Conciliation and Information Officer • Alison Siddons, Coordinator: Additional Support Needs • Michael Holligan, Service Manager, Children's Services, SW • Derek Aitken, Service Manager, Children's Services, SW • Bert Sandeman, Manager: Integrated Children's Services

	<p>Meetings held: November 2007; January 2009</p> <ul style="list-style-type: none"> • David Berry, Head of Finance (SW) • John Berry, Team Leader: Sustainable Transport • Mark Devine, Transport Officer • Moyra Buick, Transport Controller • Kate Johnston, Transport Controller • Diana Weir, Finance Manager • Kay Welsh, Administrative Officer <p>Meetings held: July 2009; 9 December 2010; March 2011</p> <ul style="list-style-type: none"> • Jacqueline Barr, Internal Auditor <p>Meetings held: January 2010; February 2010, 2 September 2010 and following.</p>
<p>7) Is there a need to collect further evidence or to involve or consult protected communities?</p> <p>(Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)</p>	<p>The policy should provide for open and transparent processes and procedures for the provision of home-school transport. Parents and carers will understand more clearly their rights and responsibilities as will pupils and there will be clarity about the way in which complaints and/or feedback will be received and resolved.</p> <p>In addition, schools will include the provision of transport in individualised planning for pupils, where pupils and parents/ carers are active partners in the discussion and have their views recorded.</p>

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

<p>1) Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>If yes please give further details</p> <p>Provision of home - school transport is awarded against specific criteria:</p> <ul style="list-style-type: none"> • distance from school: pupils who live at a distance of more than 2 miles (primary); 3 miles (secondary); or those of a secondary age in receipt of free school meals and at a distance of more than 2 miles; this means children and young people and their families from poor socio-economic backgrounds are neither disadvantaged financially nor prevented from attending school because of related travel costs. • allocation to a special school or a school with a small group provision: pupils with multiple and complex additional support needs are transported to and from school to ensure their health and wellbeing and maintain their safety. This means they are able to travel safely, attend regularly, achieve their full potential and access their full entitlement to education • those for whom there is no safe route to walk to school; this ensures the safety of pupils who live in rural and/or undeveloped areas • those with a medical condition, disability and/or sensory impairment: these pupils are transported to and from school to ensure their health and wellbeing and maintain their safety. This means they are able to travel safely, attend regularly, achieve their full potential and access their full entitlement to education, <p>Social Work colleagues make provision for pupils on the grounds of;</p> <ul style="list-style-type: none"> • compassionate/ welfare grounds: adverse familial circumstances, living in homeless accommodation or parent(s) with a disability do not act as a bar to safe and full access to educational entitlement • continuity of education: this covers those children and young people who are looked after and accommodated and ensures continuity of education irrespective of placement but within reasonable travel distance and time • respite care: where children and young people access such provision, this ensures means they are able to travel safely, attend regularly, achieve their full potential and access their full entitlement to education as well as respite.
<p>2) Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>If yes please give further details</p> <p>The provision of transport to one protected group is not delivered at direct cost and/or adverse impact to another.</p> <p>However, there is an expectation amongst children, young people and their families that the level of service provided throughout their school career will continue into adulthood. This does not tend to happen because of pressures on adult SW provision.</p>

<p>3) What action is proposed to overcome any negative impacts? (Without changing the aims of the policy or practice</p> <p>(For example: talking directly to community groups about the policy or practice, providing information in community languages, appropriate staff training, ensuring venues are accessible etc. Seek advice from your departmental Equality Champion.)</p>	<p>Please give further details</p> <p>The introduction of closer working partnerships between statutory agencies means that better planning is in place well in advance of the transition from children's to adults' services so that changes in service provision can be better planned and families better prepared.</p> <p>The emphasis on working within the local environment and the focus on health and wellbeing facilitates the implementation of the delivery of independent travel skills education for a wider range and larger number of children and young people with additional support needs.</p>
<p>4) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>If yes please give further details</p> <p>The policy is seen to discriminate positively on behalf of those within protected groups.</p> <p>The negative impacts described are already being addressed through other channels and a more positive impact has begun to become evident.</p>
<p>5) Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details</p>

Part 4

Name of Department or Partnership

Education

Type of Document

Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>

Contact Information

Manager Responsible	Author Responsible
Name Michael Wood	Name Alison Siddons
Designation Director of Education	Designation Manager: Additional Support Needs Services
Base Floor 2, Dundee House	Base Floor 2, Dundee House
Telephone 01382 433071	Telephone 01382 433984
Email michael.wood@dundeecity.gov.uk	Email alison.siddons@dundeecity.gov.uk

Signature of author of the policy:	Alison Siddons	Date 09.01.2013
Signature of Director / Head of Service area:		Date
Name of Director / Head of Service:	Michael Wood	
Date of next policy review:	January 2016	