

EQUALITY IMPACT ASSESSMENT

Children & Young Peoples' Travel Service (CYPTS) Savings-
Independent Travel Training Programme

Reference: EIA000293

Date: 25/01/2024



 **RESET**

 **RESHAPE**

 **RESTART**

EIA Form – About your EIA

Reference number	EIA000293
Date Submitted	25/01/2024
Subject of the EIA	Children & Young Peoples' Travel Service (CYPTS) Savings - Independent Travel Training Programme
Brief description of the policy, service or function covered by the EIA	The Independent Travel Training programme provides travel training for children and young people aged 11-25 who have traditionally travelled to/from school by minibus or taxi. Independent Travel Training benefits the young people as it teaches them a valuable life skill that can enable them to be more independent in their journeys to education and elsewhere. A pilot programme took place in 22/23 and this will be rolled out to more young people from April 2024. The programme also reduces the spend on transport provision as successfully trained young people are able to travel to school or college by public transport. Their travel assistance can then be a bus pass instead of a place in a minibus or taxi, reducing the cost of provision.
Equality Assessment is in support of...	["New service"]
How frequently will you review impact and mitigation measures identified in this EIA?	Annually
Due date of the first review	2025-01-01

Directorate, Division & Service Area

Which directorate(s) are responsible for this EIA?	["Children and Families"]
Division	Inclusion & SEND
Service area	Children & Young Peoples' Travel Service (CYPTS)
Budget Saving	Yes

Officers

What is the responsible officer's email address?	Suki Hayes
What is the accountable officer's email address?	Adrian Weissenbruch

Data Sources

Data sources	["Relevant reports/strategies", "School Transport Data"]
Data source details	A Pilot Programme was undertaken throughout 2022/2023 Workshops and Webinars were held with stakeholders



Protected Characteristics

Protected Characteristic – Age	
Does this proposal impact people due to their age as per the Equality Act 2010?	Yes
What age groups are impacted by your proposal?	["10-19 years", "20-29 years"]
Please describe the impact to the age characteristic	<p>The training is provided for children and young people aged 11-25 years, who have an EHCP, a learning difficulty or physical disability. There will be a positive impact as this programme will provide 1:1 support to the child/young person who is eligible for this programme.</p> <p>There may be a slight impact on this age group where the child/young person transitions to a new school or college due to their age and disability which could cause stress, anxiety and withdrawal as a result of change in routine.</p>
How will you mitigate against any negative impact to the age characteristic?	<p>The programme will have a positive impact on the children and young people engaged on it, as it helps them to gain confidence and important life skills to enable them to travel independently and safely.</p> <p>The service will only support students who have been assessed as suitable to access the provision and would not be negatively impacted by accessing the service.</p> <p>All children/young people potentially could struggle with a change. The extent to which they are impacted negatively will vary and could depend on how long they have had travel assistance and their disability.</p> <p>The service will work collaboratively with the schools and parents and carers prior to the child/young person starting the programme. A lot of preparation is undertaken with all age groups within the family home and out in public.</p> <p>We will keep this under review.</p>



Protected Characteristic – Disability

Does this proposal impact those people with a disability as per the Equality Act 2010?	Yes
Please describe the impact to the disability characteristic	<p>The training is provided for children and young people aged 11-25 years. The training is specifically for children and young people with physical and learning disabilities and who have identified as requiring additional support and skills to become independent travellers.</p> <p>A large proportion of the students have autism and they struggle to adapting to change and may take longer to gain the confidence to travel independently.</p> <p>The students with social and mental health issues may also take them longer to adapt to the change due to their anxieties.</p>
How will you mitigate against any negative impact to the disability characteristic?	<p>The programme will have a positive impact on the children and young people engaged on it, as it helps them to gain confidence and important life skills to enable them to travel independently and safely.</p> <p>All children/young people potentially could struggle with a change. The extent to which they are impacted negatively will vary and could depend on how they experience change.</p> <p>The service recognises that children and young people in this protected characteristic who will join the programme will require additional support and will work with the child/young person, their families, and schools to ensure that they are ready to join the programme.</p> <p>We will keep this under review.</p>

Protected Characteristic – Sex

Does this proposal impact citizens based on their sex as per the Equality Act 2010?	Yes
What sexes will be impacted by this proposal?	["Male", "Female", "Non-binary"]



Please describe the impact to the sex characteristic	The programme may impact children and young people where the child/young person can only be allocated a specific gender independent travel trainer. The impact is likely to be minimal.
How will you mitigate against any negative impact to the sex characteristic?	<p>The service has a gender balanced team to support any gender children/young people. The service will aim to support the child/young person's individual needs. Through the engagement with schools and parent/carers this will be picked up at initial referral stage.</p> <p>The programme will have a positive impact on the children and young people engaged on it, as it helps them to gain confidence and important life skills to enable them to travel independently and safely.</p> <p>We will keep it under review.</p>

Protected Characteristic - Gender Reassignment

Does this proposal impact people who are proposing to undergo, undergoing or have undergone a process to reassign one's sex as per the Equality Act 2010?	Yes
Please describe the impact to the gender reassignment characteristic	There could be a potential impact on the safety of younger people who are transitioning due to societal prejudices that many Trans people face. Public transport has had serious issues around the safety of Trans people and therefore it might impact the individuals ability to attend educational venues, etc.
How will you mitigate against any negative impact to the gender reassignment characteristic?	<p>The ITT identifies risks as part of the initial assessment and training, including what to do in an emergency. No student would be signed off if not deemed reasonably safe etc.</p> <p>We will keep this under review</p>

Protected Characteristic - Marriage and Civil Partnership

Does this proposal impact people who are married or in a civil partnership as per the Equality Act 2010?	No
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What legal marital or registered civil partnership status will be impacted by this proposal?	N/A
Please describe the impact to the marriage and civil partnership characteristic	N/A
How will you mitigate against any negative impact to the marriage and civil partnership characteristic?	N/A

Protected Characteristic - Pregnancy and Maternity

Does this proposal impact people covered by the Equality Act 2010 under the protected characteristic of pregnancy and maternity?	No
Please describe the impact to the pregnancy and maternity characteristic	N/A
How will you mitigate against any negative impact to the pregnancy and maternity characteristic?	N/A

Protected Characteristic - Ethnicity and Race

Does this proposal impact people due to their race as per the Equality Act 2010?	Yes
What ethnic groups would be impacted by this proposal?	["White British", "Other White", "Bangladeshi", "Chinese", "Indian", "Pakistani", "Other Asian", "African", "Caribbean", "Black British", "Other Black", "Arab", "Latin American", "Irish", "Gypsy or Irish Traveller", "Roma", "Central and Eastern Europe", "Western and Southern Europe"]



<p>Please describe the impact to the ethnicity and race characteristic</p>	<p>Birmingham’s young population is ‘superdiverse’, with 63% of its 0-25 population being of Black, Asian and Minority Ethnic population, and 37% White ethnicity. The service does support young people with disabilities who are drawn from global majority communities. According to the school census 52% of young people with SEND are drawn from global majority communities. This means that children and young people with a disability from these communities could be affected. CYPTS does not routinely collate this information in a way that is consistent with the EIA categories. The changes would not adversely affect students more greatly based on their ethnicity or race and any impact would affect all students and families equally.</p>
<p>How will you mitigate against any negative impact to the ethnicity and race characteristic?</p>	<p>The programme will have a positive impact on the children and young people engaged on it, as it helps them to gain confidence and important life skills to enable them to travel independently and safely.</p> <p>The service works collaboratively with the families and schools to ensure that the family and child and young person understand how the programme will affect them and gives opportunity address any additional support eg an interpreter where there are language barriers and any other concerns.</p> <p>The service will keep it under review</p>

Protected Characteristic - Religion or Beliefs

<p>Does this proposal impact people’s religion or beliefs as per the Equality Act 2010?</p>	<p>Yes</p>
<p>What religions could be impacted by this proposal?</p>	<p>["No religion","Christian","Buddhist","Hindu","Jewish","Muslim","Sikh"]</p>



<p>Please describe the impact to the religion or beliefs characteristic</p>	<p>The programme may impact children/young people where their religion and beliefs and cultural differences may require the training to be altered to enable them to engage in the programme fully. For example, a female trainer may only be acceptable for some young people for religious reasons.</p> <p>The programme will have a positive impact on the children and young people engaged on it, as it helps them to gain confidence and important life skills to enable them to travel independently and safely.</p>
<p>How will you mitigate against any negative impact to the religion or beliefs characteristic?</p>	<p>The programme will have a positive impact on the children and young people engaged on it, as it helps them to gain confidence and important life skills to enable them to travel independently and safely.</p> <p>The service has a gender balanced team to support any children/young people. The service will aim to support the child/young person's individual needs. Through the engagement with schools and parent/carers the service will be aware of any additional support required to ensure that religion or beliefs do not disadvantage the child/young person joining the programme.</p> <p>We will keep this under review</p>

Protected Characteristic - Sexual Orientation

<p>Does this proposal impact people's sexual orientation as per the Equality Act 2010?</p>	<p>Yes</p>
<p>What sexual orientations may be impacted by this proposal?</p>	<p>["Straight or heterosexual", "Gay or lesbian", "Bisexual", "Pansexual", "Asexual", "Queer", "All other sexual orientations"]</p>
<p>Please describe the impact to the sexual orientation characteristic</p>	<p>There could be a potential impact on the safety of younger people within this characteristic due to societal prejudices that many people face due to their sexual orientation. Public transport has had serious issues around the safety of people due to their sexual orientation and therefore it might impact the individuals ability to attend educational venues, etc.</p>



<p>How will you mitigate against any negative impact to the sexual orientation characteristic?</p>	<p>The ITT identifies risks as part of the initial assessment and training, including what to do in an emergency. No student would be signed off if not deemed reasonably safe etc.</p> <p>We will keep this under review</p>
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Monitoring

<p>How will you ensure any adverse impact and mitigation measures are monitored?</p>	<p>Independent Travel Training, its impact and adjustments to ensure we are offering an effective and inclusive service.</p> <p>The service regularly engages with the schools and associated agencies for updates and feedback. Meetings are held weekly with schools, followed with parent/carers and the child/young person after each training session to ascertain the impact of the programme and is an opportunity to highlight and address any issues that may arise to avoid any negative impact on any specific characteristics and understand the positive impact.</p> <p>The Parent Carer Forum is engaged regularly to inform, communicate and collaborate on programme development.</p> <p>The service recognises that it does not collect information about protected characteristics. CYPTS will begin to collect it through the referral process and collate it. We will keep this under review on how it may impact the protected characteristics.</p>
<p>Please enter the email address for the officer responsible for monitoring impact and mitigation</p>	<p>Gosia Sikora-Islam</p>

