

Equalities Impact Assessment (EIA)

EIAs make services better for everyone and support value for money by getting services right first time.

EIAs enable us to consider all the information about a service, policy or strategy from an equalities perspective and then create an action plan to get the best outcomes for service users and staff¹. They analyse how all our work as a council might impact differently on different groups protected from discrimination by the Equality Act 2010². They help us make good decisions and evidence how we have reached them.³

An EIA needs to be started as a project starts to identify and consider possible differential impacts on people and their lives, inform project planning and, where appropriate, identify mitigating actions. A full EIA must be completed before any decisions are made or policy agreed so that the EIA informs that decision or policy. It is also a live document; you should review and update it along with your project plan throughout.

You should first consider whether you need to complete this full EIA⁴.

Other key points to note:

- Full guidance notes to help you are embedded in this form – see the End Notes or hover the mouse over the numbered notes.
- Please share your EIA with your Equalities Champion and the final/updated version at the end of the project.
- Major EIAs should be reviewed by the relevant Head of Service.
- Examples of completed EIAs can be found on the Equalities Hub

1. Responsibility for the EIA

Title of proposal ⁵	Sixth Form – Travel Assistance Policy - switching from individual/group transport provided by the Council to a range of travel assistance options in order to encourage independence and promote green initiatives
Name and job title of completing officer	Neil Marlow
Head of service area responsible	Ricky Rebello
Equalities Champion supporting the EIA	
Performance Management rep	N/A
HR rep (for employment related issues)	N/A
Representative (s) from external stakeholders	N/A

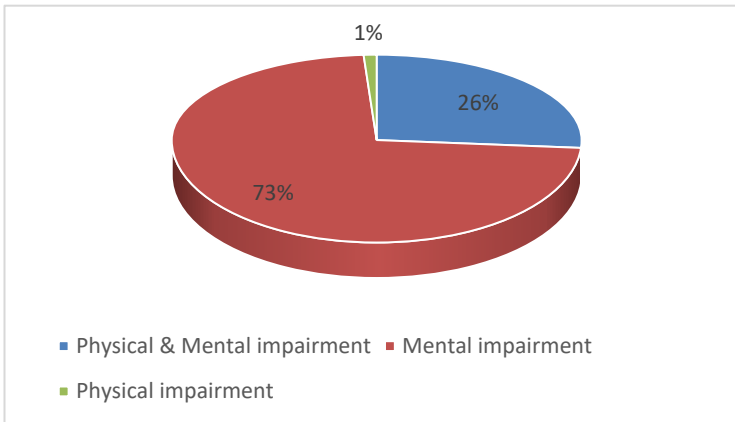
2. Description of proposal

Is this a: (Please tick all that apply)	
New policy /strategy / function / procedure / service <input type="checkbox"/>	Review of Policy /strategy / function / procedure / service <input checked="" type="checkbox"/>
Budget Saving <input checked="" type="checkbox"/>	Other <input type="checkbox"/>
If budget saving, please specify value below:	If other, please specify below:
Up to Saving £234,830 a year to the general fund.	

<p><i>Please outline in no more than 3 paragraphs⁶:</i></p> <ul style="list-style-type: none">• Reduce the range of travel assistance options to encourage independence and green initiatives - Personal Transport Allowance (PTA) and Independent Travel Training (ITT). There is no statutory duty to provide home to school/college transport (free of charge) for learners aged 16 to 18, in the same way as it does for students aged 5 to 16 and 19 to 25. The Council's subsidised post-16 transport scheme is a discretionary provision. This applies to students aged 16 to 18 and 19-year-olds if they are continuing with further education on a course started before the age of 19.• Only in exceptional circumstances would the Council provide direct shared transport. The type of exceptional cases may be the following:<ul style="list-style-type: none">- Parents/Carers who are also disabled, and house bound which renders them unable to take the young person to school.- Parents/Carers who do not drive or have specialised vehicle or equipment for the young person who is wheelchair bound.- A young person who has complex needs and requires a more specialised vehicle to support them on their journey to college or sixth form i.e. carrying oxygen cylinder.• In the event of an exceptional circumstances being agreed, a contribution from the student will be required (an annual charge rate). The SEN transport charge for eligible students is £660 for 2024/25, with a 50% reduction for low-income families. Please note a PTA cannot be used to offset the annual charge.	

	<p>Barnet population by age&gender in 5 year groups census 2021</p> <table border="1"> <thead> <tr> <th>Age</th> <th>All</th> </tr> </thead> <tbody> <tr><td>90+</td><td>3,372</td></tr> <tr><td>85-89</td><td>5,119</td></tr> <tr><td>80-84</td><td>7,341</td></tr> <tr><td>75-79</td><td>10,461</td></tr> <tr><td>70-74</td><td>14,361</td></tr> <tr><td>65-69</td><td>15,447</td></tr> <tr><td>60-64</td><td>19,140</td></tr> <tr><td>55-59</td><td>22,874</td></tr> <tr><td>50-54</td><td>25,645</td></tr> <tr><td>45-49</td><td>27,469</td></tr> <tr><td>40-44</td><td>30,088</td></tr> <tr><td>35-39</td><td>30,789</td></tr> <tr><td>30-34</td><td>30,175</td></tr> <tr><td>25-29</td><td>28,044</td></tr> <tr><td>20-24</td><td>22,398</td></tr> <tr><td>15-19</td><td>21,463</td></tr> <tr><td>10-14</td><td>25,808</td></tr> <tr><td>5-9</td><td>25,252</td></tr> <tr><td>0-4</td><td>24,106</td></tr> </tbody> </table>	Age	All	90+	3,372	85-89	5,119	80-84	7,341	75-79	10,461	70-74	14,361	65-69	15,447	60-64	19,140	55-59	22,874	50-54	25,645	45-49	27,469	40-44	30,088	35-39	30,789	30-34	30,175	25-29	28,044	20-24	22,398	15-19	21,463	10-14	25,808	5-9	25,252	0-4	24,106	
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<p>Disability¹⁰</p>	<p>All of those affected will have an Education Health and Care Plan or a Learning Difficulty Assessment (LDA) .</p> <p>The below data shows the percentage of disabled people in Barnet:</p> <p>Census Maps Census 2021 – Health - Disability, ONS (age-standardised)</p> <p>14.2% of people in Barnet are disabled under the equality act:</p> <ul style="list-style-type: none"> --- of which 6.4% day-to-day activities limited a lot (2nd lowest quintile) --- of which 7.8% day-to-day activities limited a little (lowest quintile) <p>85.8% of people in Barnet are not disabled under the equality act (highest quintile)</p>	<p>None</p>																																								

Establishments attended by students aged 16-18 by level and complexity of need****



Physical & Mental impairment	43
Mental impairment	119
Physical impairment	2
Total	164

Gender reassignment¹¹

The number affected is not known. The below data shows the overall Barnet data: [Gender identity - Census Maps, ONS](#) 0.82% of people aged 16 years and over in Barnet have a gender identity different from their sex registered at birth. Highest in North Finchley (2.16%), Brent Cross & Staples Corner (1.76%) & Mill Hill Broadway (1.41) all in 2nd highest quintile. Lowest in Totteridge and Barnet Gate (0.25%), West Finchley

None

	(0.31%), Hampstead Garden Suburb (0.35), Oakleigh Park (0.38) Oak Hill(0.38%), Mill Hill East (0.39%) – all in the bottom quintile																	
	<table border="1"> <thead> <tr> <th>Sexual orientation</th> <th>All-Barnet</th> <th>Highest MSOA</th> <th>Lowest MSOA</th> </tr> </thead> <tbody> <tr> <td>Straight or Heterosexual</td> <td>87.27% (middle quintile)</td> <td>Totteridge&BG (90.81%) Mill Hill Oak (89.98%) EdgwarePark(89.90%)</td> <td>Golders G North (80.90%) Golders G South (83.82%) Temple Fortune (83.88%)</td> </tr> <tr> <td>Lesbian, Gay, Bisexual, or Other (LGB+)</td> <td>2.79% (2nd lowest quintile)</td> <td>East Finchley (5.18%) Golders G South (4.75%) Colindale W&S (4.59%) Childs Hill (4.59%)</td> <td>EdgwarePark (1.42%) Totteridge&BG (1.43%) Osidge (1.81%)</td> </tr> <tr> <td>Not answered</td> <td>9.94% (middle quintile)</td> <td>GoldersGNorth(16.90%) Temple Fortune (13.17%) Hendon Park (12.74%)</td> <td>New Barnet West (7.63%) Totteridge&BG(7.76%) Oakleigh Park (8.00%)</td> </tr> </tbody> </table>	Sexual orientation	All-Barnet	Highest MSOA	Lowest MSOA	Straight or Heterosexual	87.27% (middle quintile)	Totteridge&BG (90.81%) Mill Hill Oak (89.98%) EdgwarePark(89.90%)	Golders G North (80.90%) Golders G South (83.82%) Temple Fortune (83.88%)	Lesbian, Gay, Bisexual, or Other (LGB+)	2.79% (2 nd lowest quintile)	East Finchley (5.18%) Golders G South (4.75%) Colindale W&S (4.59%) Childs Hill (4.59%)	EdgwarePark (1.42%) Totteridge&BG (1.43%) Osidge (1.81%)	Not answered	9.94% (middle quintile)	GoldersGNorth(16.90%) Temple Fortune (13.17%) Hendon Park (12.74%)	New Barnet West (7.63%) Totteridge&BG(7.76%) Oakleigh Park (8.00%)	
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Marriage and Civil Partnership¹²	It is not known whether any affected are either married or in a civil partnership. The below data shows the Barnet figures overall: Legal partnership status - Census Maps, ONS 47.2% of people aged 16 years and over in Barnet are married or in a registered civil partnership, 52.8% have another status	None																
Pregnancy and Maternity¹³	It is not known whether any affected are either pregnant or have children. The below data shows the Barnet figures overall: Conception and fertility rates - Office for National Statistics (ons.gov.uk)	None																

Race/ Ethnicity¹⁴	Those affected will come from a wide variety of ethnic groups. The table below shows the ethnic breakdown of children with an EHCP in Barnet compared to London and England:	None		
		EHCPs %		
		England	London	Barnet
	Any other ethnic group	1.9	5.5	9.7
	Asian - Bangladeshi	1.9	6.3	1.1
	Asian - Chinese	0.3	0.6	1.2
	Asian - Indian	2.1	4.2	3.2
	Asian - Pakistani	4.2	4.3	2.2
	Asian - any other Asian background	1.9	4.3	4.1
	Black - Any other Black background	1	3.1	1.9
	Black - Black African	4.6	14.8	11
	Black - Black Caribbean	1.3	5.2	1.7
	Mixed - Any other mixed background	2.7	5.7	6.2
	White - Gypsy/Roma	0.4	0.2	0
White - Irish	0.3	0.4	0.7	
White - White British	66.4	25.6	30	
	The below data shows the Barnet position overall: Ethnic group - Census Maps, ONS			

	Race/ Ethnicity	All-Barnet	Highest MSOA	Lowest MSOA	
	Asian, Asian British	19.3% (middle quintile)	Colindale W&S (36.7%) Colindale East (30.0%) West Hendon (29.6%)	Hampstead GS (11.2%) Hadley Wood (11.2%) High B& Hadley (11.6%)	
	Black, Black British, Caribbean or African	7.9% (middle quintile)	Grahame Park (23.6%) Burnt Oak & WP (16.2%) Mill Hill Broadway (14.7%)	Hampstead GS (2.5%) Golders G North (2.9%) Golders G South (3.5%)	
	Mixed or Multiple ethnic groups	5.4% (2 nd highest quintile)	Colney Hatch (7.6%) NBT & E Barnet (7.5%) Brent Cross SC (7.2%)	Golders G North (2.5%) Hendon Park (3.0%) Edgware Park (3.6%)	
	White	57.7% (2 nd lowest quintile)	High B& Hadley (73.6%) Hadley Wood (70.3%) Oak Hill (69.7%)	Colindale W&S (36.1%) Grahame Park (36.3%) Colindale East (39.8%)	
	Other ethnic group	9.8% (highest quintile)	N. Cricklewood (18.2%) Brent Cross & SC (15.7%) N. Hendon & SH (13.8%)	High B& Hadley (4.6%) Hadley Wood (5.2%) Ducks Is. & Un (6.1%)	
Religion or belief^{f15}	Those affected will come from a wide range of religions. The below data shows the Barnet position overall:			None	

Faith	All-Barnet	Highest MSOA	Lowest MSOA
No religion	20.2% (lowest quintile)	East Finchley (36.2%) High B& Hadley (32.6%) Hadley Wood (32.5%)	Golders G North (8.9%) Edgware Park (9.1%) Edgware Crl. (10.8%)
Christian	36.6% (lowest quintile)	Oak Hill (48.9%) Ducks Is.&Un (48.1%) New BT & EB (47.9%)	Golders G North (14.7%) Hampstead GS (19.6%) Edgware Park (21.9%)
Buddhist	1.1% (middle quintile)	Burnt Oak& WP (2.6%) West Finchley (2.2%) Golders G South (1.8%)	Oak Hill (0.4%) Hendon Park (0.5%) Edgware Park (0.5%)
Hindu	5.7% (2 nd lowest quintile)	Colindale W&S (10.5%) Edgware Park (10.3%) West Hendon (10.4%)	Golders G North (2.9%) Hampstead GS (2.9%) Childs Hill (3.1%)
Jewish	14.5% (2 nd after Hertsmere)	Golders G North (53.1%) <i>2nd after Broughton Park</i> Hampstead GS (42.9%) Hendon Park (43.9%)	Burnt Oak& WP (0.9%) Colindale W&S (1.0%) Grahame Park (1.4%)
Muslim	12.2% (2 nd lowest quintile)	Brent Cross&SC (27.1%) Grahame Park (26.8%) Colindale W&S (25.0%)	Handley Wood (5.5%) High B& Hadley (5.6%) Golders G North (5.9%)
Sikh	0.4% (lowest quintile)	West Finchley (2.0%) Friern Barnet (1.0%) Totteridge& BG (0.9%)	Edgware Crl. (0.1%) Brent Cross&SC (0.1%) Temple Fortune (0.1%) Ducks Is.&Un (0.1%)
Other religion	1.3% (middle quintile)	West Finchley (3.2%) Edgware Park (2.9%) North Finchley (2.6%) Woodside Park (2.6%)	Grahame Park (0.6%) Hendon Park (0.6%) Golders G North (0.6%)

Sex ¹⁶	For those affected there is a predominance of males. The below data shows the gender split of SEN								
		Sex	All-Barnet	Highest MSOA	Lowest MSOA				
		Female	51.6% (2 nd highest quintile)	Temple Fortune (53.2%) Hampstead GS (53.1%) Oakleigh Park (52.5%)	Golders G North (49.7%) Colindale W&S (50.1%) Hendon Park (50.5%) N. Hendon& SH (50.5%)				
		Male	48.4% (2 nd lowest quintile)	Golders G North (50.3%) Colindale W&S (49.9%) Hendon Park (49.5%) N. Hendon& SH (49.5%)	Temple Fortune (46.8%) Hampstead GS (46.9%) Oakleigh Park (47.5%)				
		pupils in Barnet compared to London and National over the last 3 years:							
			EHC plans			SEN Support			
			2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	
		England	Boys (%)	73.1	72.8	72.4	64.2	63.5	62.8
			Girls (%)	26.9	27.2	27.6	35.8	36.5	37.2
			Headcount	303,668	330,447	360,342	1,002,442	1,044,298	1,093,234
	London	Boys (%)	73.2	72.9	72.6	63.8	63.3	62.7	
		Girls (%)	26.8	27.1	27.4	36.2	36.7	37.3	
		Headcount	52,135	55,907	60,404	147,747	151,237	156,182	
	Barnet	Boys (%)	74	72.8	72.5	63.8	63.1	62	
		Girls (%)	26	27.2	27.5	36.2	36.9	38	
		Headcount	2,169	2,360	2,641	5,913	6,243	6,438	
	The data below shows the Barnet position as a whole:								

Sexual Orientation¹⁷	The sexual orientation of those affected is not known. The below data is from			None	
	Sexual orientation	All-Barnet	Highest MSOA		Lowest MSOA
	Straight or Heterosexual	87.27% (middle quintile)	Totteridge&BG (90.81%) Mill Hill Oak (89.98%) EdgwarePark(89.90%)		Golders G North (80.90%) Golders G South (83.82%) Temple Fortune (83.88%)
	Lesbian, Gay, Bisexual, or Other (LGB+)	2.79% (2 nd lowest quintile)	East Finchley (5.18%) Golders G South (4.75%) Colindale W&S (4.59%) Childs Hill (4.59%)		EdgwarePark (1.42%) Totteridge&BG(1.43%) Osidge (1.81%)
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	Barnet as a whole:				
Other relevant groups¹⁸	Some of those affected will have English as an Additional Language. The data below shows the Barnet position as a whole: Proficiency in English language - Census Maps, ONS			None	

Proficiency in English Language	All-Barnet	Highest MSOA	Lowest MSOA
Main language is English	77.1% (2 nd lowest quintile)		
Main language is English – can speak English well or very well	18.8% (highest quintile)		
Main language is English – cannot speak English or cannot speak English well	4.1% (2 nd highest quintile)	Colindale East (7.8%) West Hendon (7.0%) Brent Cross&SC(6.9%)	

4. Assessing impact

What does the evidence tell you about the impact your proposal may have on groups with protected characteristics ¹⁹?

Protected characteristic	For each protected characteristic, explain in detail what the evidence is suggesting and the impact of your proposal (if any). Is there an impact on service deliver? Is there an impact on customer satisfaction? Click the appropriate box on the right to indicate the outcome of your analysis.	Positive impact	Negative impact		No impact
			Minor	Major	
Age	<p>The proposal will have an impact on the majority of those young people aged 16-19 who receive support with transport to their place of learning and their families - young people who are over 16 years of age but under 19, or continuing learners who started their programme of learning before their 19th birthday and are in years 12,13,14).</p> <p>Rather than being collected from their home (or a pick up point) to take them to their school/college etc, they will be encouraged to take up options which will enable the family to plan the transportation themselves. Various travel and support options are accessible to pupils aged 16-19. These include:</p> <ol style="list-style-type: none"> 1. TfL – free and discounted travel 16+ Oyster Card 2. Apprentice Oyster photocard 3. Young persons rail card 4. 18-25 leaver oyster photocard 5. Cycling 6. 16-19 bursary fund 7. Care to learn financial support 8. 16-18 residential bursary fund 9. Residential support scheme RSS <p>Some key stage 4 learners will be eligible for transport assistance for this change and LBB will put alternative arrangements in place such as a personal transport allowance, independent travel training or a walk to school ‘green’ allowance.</p> <p>In exceptional circumstances the Council will provide direct shared transport. The type of exceptional cases may be the following:</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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			Minor	Major									
	<ul style="list-style-type: none"> - Parents/Carers who are also disabled, and house bound which renders them unable to take the young person to school. - Parents/Carers who do not drive or have specialised vehicle or equipment for the young person who is wheelchair bound. - A young person who has complex needs and requires a more specialised vehicle to support them on their journey to college or sixth form i.e. carrying oxygen cylinder. <p>These changes will have a greater impact on the 16 year olds (youngest in this age range) as they will be used to being collected and will now have to travel to their place of learning in a different way. It is important to note that the eligibility criteria and types of support for post compulsory learners is different for compulsory aged children. Previous travel arrangements in the form of shared or individual transport (provided directly by the Council) will cease upon completion of the academic year where the young person turns 16 years of age. The individuals travel needs will then be reassessed when transitioning to this phase of their education, with the intent of preparing them for adulthood pathways. This transition will be carefully planned and the families supported.</p>												
Disability	<p>All of those affected will have an EHCP. The impact will be greatest for those who are unable to get to their place of learning independently (or accompanied by their parents) due to their specific special need. The below tables show the breakdown of the students' place of learning:</p> <p>16-18 (Post 16) Establishments attended by 16-18 students with travel support</p> <table border="1"> <thead> <tr> <th>Establishment</th> <th>Number of Passengers</th> <th>Saloon Cars / MPV (7 seater)</th> <th>Mini bus / Wheel chair accessible</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Establishment	Number of Passengers	Saloon Cars / MPV (7 seater)	Mini bus / Wheel chair accessible					<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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					Minor	Major	
	Mapledown school	33	0	13			
	Oak Lodge School	69	0	17			
	PTB's	29	N/A	N/A			
	Others establishments	33	4	1			
	Total	164	4	31			
	<p>LBB recognises that one size does not fit all and there will be a small number of learners who will be eligible for further financial support. Where eligible, those learners will receive a Personal Transport Allowance (PTA) which they can use in a way that supports their chosen mode of travel. It should be noted that this allowance is an additional contribution towards travel arrangements and is not intended to cover the full costs and LBB expect parents/carers or guardian to continue carrying out their responsibilities.</p> <p>There may also be exceptional cases where a PTA or an ITT is not appropriate. Requests for a bespoke arrangement or Council arranged transport will be considered on a case-by-case basis. Parents/carers may bring forward any circumstances that they consider exceptional, and which might prevent them from ensuring their young person attends sixth form or college school. The final</p>						

4. Assessing impact

What does the evidence tell you about the impact your proposal may have on groups with protected characteristics ¹⁹?

Protected characteristic	For each protected characteristic, explain in detail what the evidence is suggesting and the impact of your proposal (if any). Is there an impact on service deliver? Is there an impact on customer satisfaction? Click the appropriate box on the right to indicate the outcome of your analysis.	Positive impact	Negative impact		No impact
			Minor	Major	
	decision is made by an appropriate Council Officer, subject to a right of appeal. Details of possible eligibility criteria can be found in the Policy				
Gender reassignment	No reported impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage and Civil Partnership	No reported impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and Maternity	No reported impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Race/ Ethnicity	No reported impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religion or belief	No reported impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sex	No reported impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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			Minor	Major	
Sexual Orientation	No reported impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

5. Other key groups

Are there any other vulnerable groups that might be affected by the proposal?

These could include carers, people in receipt of care, lone parents, people with low incomes or unemployed

Key groups		Positive impact	Negative impact		No impact
			Minor	Major	
Key groups	<p>Disadvantaged pupils will find supplementing the Personal Transport Budget more difficult. In the event of an exceptional circumstances being agreed for SEN Transport to be provided, a contribution from the student will be required (an annual charge rate). The SEN transport charge for eligible students is £660 for 2024/25, with a 50% reduction for low-income families.</p> <p>Below is the Barnet data of SEN pupils who are disadvantaged, compared to London and National:</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EHC plans	41.1	42.5	33.2
SEN Support	37.5	37.5	31.7
No SEN	20.8	23.2	17.9

CYP at the early stages of English acquisition may be less confident to travel independently.

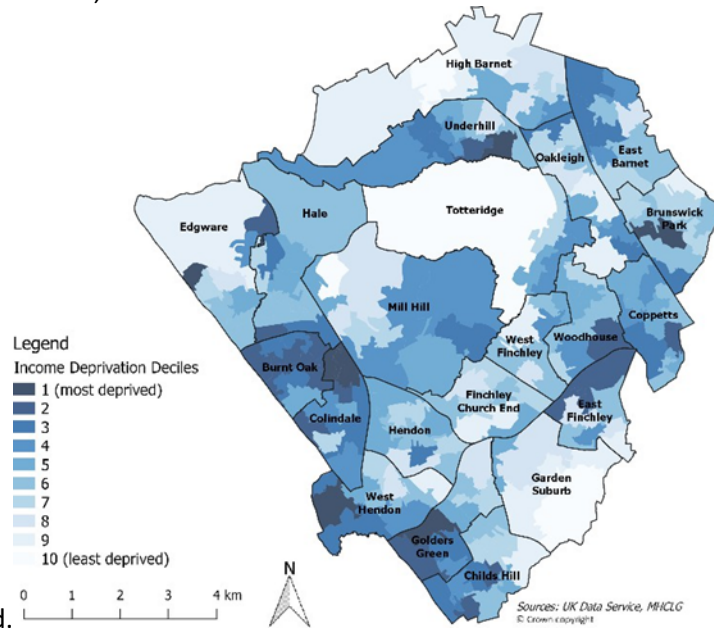
Schools, colleges and other education settings will be impacted as the proposal may lead to students having greater difficulty in getting to their place of learning at the required time.

Employment status:

For the year to June 2018, the employment rate for working age people in Barnet (aged 16-64 years) was 71.4%, which was the 10th lowest of the London boroughs, but similar to both London (74.2%) and England (75.2%).

The figure below shows the wards localized in the west and south of the borough with a greater overall deprivation have this mirrored by increased levels of income deprivation (shown on the map as darker patches). However, wards such as Brunswick

Park, with less deprivation overall, also have small areas within them where income



deprivation is pronounced.

6. Cumulative impact²⁰

Considering what else is happening within the council and Barnet could your proposal contribute to a cumulative impact on groups with protected characteristics?

Yes No

There may be cumulative impact if the Personal Transport Allowance amount awarded is not sufficient to fully fund the desired method of travel meaning the parents may have to supplement this. The cost-of-living crisis may also have a cumulative impact on this.

There may be an increase in road traffic congestion (increase of vehicles on the roads if students/carers use their own vehicles or pay for taxis)

There may be an increase in complaints (including to the Ombudsman)

7. Actions to mitigate or remove negative impact

Only complete this section if your proposals may have a negative impact on groups with protected characteristics. These need to be included in the relevant service plan for mainstreaming and performance management purposes.

Group affected	Potential negative impact	Mitigation measures ²¹ <i>If you are unable to identify measures to mitigate impact, please state so and provide a brief explanation.</i>	Monitoring ²² <i>How will you assess whether these measures are successfully mitigating the impact?</i>	Deadline date	Lead Officer
All	Personal Transport Allowance amount not sufficient	<p>Ensure parents are fully informed of the other transport opportunities available to them. Various travel and support options are accessible to pupils aged 16-19. These include:</p> <ol style="list-style-type: none"> 1. TfL – free and discounted travel 16+ Oyster Card 2. Apprentice Oyster photocard 3. Young persons rail card 4. 18-25 leaver oyster photocard 5. Cycling 6. 16-19 bursary fund 7. Care to learn financial support 8. 16-18 residential bursary fund 9. Residential support scheme RSS <p>Support parents with their wish to car share by circulating requests.</p>	Impact due to the cost of living will be monitored closely, and Personal Transport Allowance rate increased when necessary	Ongoing	Karen Flanagan
All	Learner does not meet the criteria for LBB travel assistance	Ensure parents are aware of the various travel and support options available (see above)	Clear criteria (in Policy) for determining travel assistance. This criteria will be reviewed on a regular basis.	Ongoing	Karen Flanagan

		Parents can appeal against the decision (see Policy) and ultimately can go to the Ombudsman	Appeals and complaints will be logged and evaluated.		
All	There may also be exceptional cases where a PTA is not appropriate. Parents/carers may bring forward any circumstances that they consider exceptional, and which might prevent them from ensuring their young person attends sixth form or college school.	<p>The type of exceptional cases may be the following:</p> <ul style="list-style-type: none"> • Parents/Carers who are also disabled, and house bound which renders them unable to take the young person to school. • Parents/Carers who do not drive or have specialised vehicle or equipment for the young person who is wheelchair bound. • A young person who has complex needs and requires a more specialised vehicle to support them on their journey to college or sixth form i.e. carrying oxygen cylinder. <p>In the event of an exceptional circumstances being agreed, a contribution from the student will be required (an annual charge rate). The SEN transport charge for eligible students is £660 for 2024/25, with a 50% reduction for low-income families.</p>	Impact of appeals will be assessed and reviewed accordingly.	Ongoing	Karen Flanagan

All	Insufficient notice to Implement new policy	Undertake a phased approach and continue providing existing travel arrangements for students receiving Council transport. Implement new policy for students in year 10. Thus, parents are given one year's notice.	Impact of complaints will be assessed and reviewed accordingly.	Ongoing	Karen Flanagan
All	Parent/carers do not agree with new policy	The Draft Policy, once approved by Cabinet, will go out for consultation between June and August 2024 enabling all stakeholders to give feedback about the changes	Feedback from the consultation will be taken into account when determining the Final Policy	June-August	Karen Flanagan

8. Outcome of the Equalities Impact Assessment (EIA) ²³

Please select one of the following four outcomes

Proceed with no changes

The EIA has not identified any potential for a disproportionate impact and all opportunities to advance equality of opportunity are being addressed

Proceed with adjustments

Adjustments are required to remove/mitigate negative impacts identified by the assessment

Negative impact but proceed anyway

This EIA has identified negative impacts that are not possible to mitigate. However, it is still reasonable to continue with the activity. Outline the reasons for this and the information used to reach this decision in the space below

Do not proceed

This EIA has identified negative impacts that cannot be mitigated and it is not possible to continue. Outline the reasons for this and the information used to reach this decision in the space below

Reasons for decision

The proposal does not disadvantage any sub group of those with an EHCP to such an extent to mean that it needs any adjustments.

Sign-off

9. Sign off and approval by Head of Service / Strategic lead²⁴

Name Neil Marlow	Job title Chief Executive of BELS and Director of Education and Learning
<input checked="" type="checkbox"/> Tick this box to indicate that you have approved this EIA	Date of approval: 01.05.24
<input checked="" type="checkbox"/> Tick this box to indicate if EIA is to be published IF REQUIRED	Date of next review:

Footnotes: guidance for completing the EIA template

¹ The following principles explain what we must do to fulfil our duties under the Equality Act when considering any new policy or change to services. They must all be met or the EIA (and any decision based on it) may be open to challenge:

- **Knowledge:** everyone working for the council must be aware of our equality duties and apply them appropriately
- **Timeliness:** the duty applies at the time of considering proposals and before a final decision is taken
- **Real Consideration:** the duty must be an integral and rigorous part of your decision-making and must influence the process.
- **Sufficient Information:** you must assess what information you have and what is needed to give proper consideration.
- **No delegation:** the council is responsible for ensuring that anyone who provides services on our behalf complies with the equality duty.
- **Review:** the equality duty is a continuing duty – it continues after proposals are implemented/reviewed.
- **Proper Record Keeping:** we must keep records of the process and the impacts identified.

² Our duties under the Equality Act 2010

The council has a legal duty under this Act to show that we have identified and considered the impact and potential impact of our activities on all people with ‘protected characteristics’ (see end notes 9-19 for details of the nine protected characteristics). This applies to policies, services (including commissioned services), and our employees.

We use this template to do this and evidence our consideration. You must give ‘due regard’ (pay conscious attention) to the need to:

- **Avoid, reduce or minimise negative impact:** if you identify unlawful discrimination, including victimisation and harassment, you must stop the action and take advice immediately.
- **Promote equality of opportunity:** by
 - Removing or minimising disadvantages suffered by people with a protected characteristic
 - Taking steps to meet the needs of these groups
 - Encouraging people with protected characteristics to participate in public life or any other activity where participation is disproportionately low
 - Consider if there is a need to treat disabled people differently, including more favourable treatment where necessary
- **Foster good relations between people who share a protected characteristic and those who don’t:** e.g. by promoting understanding.

³ EIAs should always be proportionate to:

- The size of the service or scope of the policy/strategy
- The resources involved
- The size of the likely impact – e.g. the numbers of people affected and their vulnerability

The greater the potential adverse impact of the proposal on a protected group (e.g. disabled people) and the more vulnerable the group is, the more thorough and demanding the process required by the Act will be. Unless they contain sensitive data – EIAs are public documents. They are published with Cabinet papers, Panel papers and public consultations. They are available on request.

⁴ When to complete an EIA:

- When developing a new policy, strategy, or service

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- When reviewing an existing service, policy or strategy
 - When making changes that will affect front-line services
 - When amending budgets which may affect front-line services
 - When changing the way services are funded and this may impact the quality of the service and who can access it
 - When making a decision that could have a different impact on different groups of people
 - When making staff redundant or changing their roles

Wherever possible, build the EIA into your usual planning and review processes.

Also consider:

- Is the policy, decision or service likely to be relevant to any people because of their protected characteristics?
- How many people is it likely to affect?
- How significant are its impacts?
- Does it relate to an area where there are known inequalities?
- How vulnerable are the people who will be affected?

If there are potential impacts on people but you decide not to complete an EIA you should document your reasons why.

⁵ **Title of EIA:** This should clearly explain what service / policy / strategy / change you are assessing.

⁶ **Focus of EIA:** A member of the public should have a good understanding of the proposals being assessed by the EIA after reading this section. Please use plain English and write any acronyms in full first time - eg: 'Equality Impact Assessment (EIA)'

This section should explain what you are assessing:

- What are the main aims or purpose of the proposed change?
- Who implements, carries out or delivers the service or function in the proposal? Please state where this is more than one person or group, and where other organisations deliver it under procurement or partnership arrangements.
- How does it fit with other services?
- Who is affected by the service, or by how it is delivered? Who are the external and internal service-users, groups, or communities?
- What outcomes do you want to achieve, why and for whom? E.g.: what do you want to provide, what changes or improvements, and what should the benefits be?
- What do existing or previous inspections of the service tell you?
- What is the reason for the proposed change (financial, service, legal etc)? The Act requires us to make these clear.

⁷ **Data & Information:** Your EIA needs to be informed by data. You should consider the following:

- What data is relevant to the impact on protected groups is available? (is there an existing EIA?, local service data, national data, community data, similar proposal in another local authority).
- What further evidence is needed and how can you get it? (e.g. further research or engagement with the affected groups).
- What do you know from service/local data about needs, access and outcomes? Focus on each characteristic in turn.
- What might any local demographic changes or trends mean for the service or function? Also consider national data if appropriate.

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- Does data/monitoring show that any policies or practices create particular problems or difficulties for any group(s)?
 - Is the service having a positive or negative effect on particular people or groups in the community?

⁸ What have people told you about the service, function, area?

- Use service user feedback, complaints, audits
- Conduct specific consultation or engagement and use the results
- Are there patterns or differences in what people from different groups tell you?
- Remember, you must consult appropriately and in an inclusive way with those likely to be affected to fulfil the equality duty.
- You can read LBB [Consultation and Engagement toolkit](#) for full advice or contact the Consultation and Research Manager, rosie.evangelou@barnet.gov.uk for further advice

⁹ Age: People of all ages, but consider in particular children and young people, older people and carers, looked after children and young people leaving care. Also consider working age people.

¹⁰ Disability: When looking at disability, consideration should be given to people with different types of impairments: physical (including mobility), learning, aural or sensory (including hearing and vision impairment), visible and non-visible impairment. Consideration should also be given to: people with HIV, people with mental health needs and people with drug and alcohol problems. People with conditions such as diabetes and cancer and some other health conditions also have protection under the Equality Act 2010.

¹¹ Gender Reassignment: In the Act, a transgender person is someone who proposes to, starts or has completed a process to change their gender. A person does not need to be under medical supervision to be protected. Consider transgender people, transsexual people and transvestites.

¹² Marriage and Civil Partnership: consider married people and civil partners.

¹³ Pregnancy and Maternity: When looking at pregnancy and maternity, give consideration to pregnant women, breastfeeding mothers, part-time workers, women with caring responsibilities, women who are lone parents and parents on low incomes, women on maternity leave and 'keeping in touch' days.

¹⁴ Race/Ethnicity: Apart from the common ethnic groups, consideration should also be given to Traveller communities, people of other nationalities outside Britain who reside here, refugees and asylum seekers and speakers of other languages.

¹⁵ Religion and Belief: Religion includes any religion with a clear structure and belief system. As a minimum you should consider the most common religious groups (Christian, Muslim, Hindu, Jews, Sikh, Buddhist) and people with no religion or philosophical beliefs.

¹⁶ Sex/Gender: Consider girls and women, boys and men, married people, civil partners, part-time workers, carers (both of children with disabilities and older cares), parents (mothers and fathers), in particular lone parents and parents on low incomes.

¹⁷ Sexual Orientation: The Act protects bisexual, heterosexual, gay and lesbian people.

¹⁸ Other relevant groups: You should consider the impact on our service users in other related areas.

¹⁹ Impact: Your EIA must consider fully and properly actual and potential impacts against each protected characteristic:

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- The equality duty does not stop changes, but means we must fully consider and address the anticipated impacts on people.
 - Be accurate and transparent, but also realistic: don't exaggerate speculative risks and negative impacts.
 - Be detailed and specific where you can so decision-makers have a concrete sense of potential effects.
 - Questions to ask when assessing whether and how the proposals impact on service users, staff and the wider community:
 - Are one or more protected groups affected differently and/or disadvantaged? How, and to what extent?
 - Is there evidence of higher/lower uptake of a service among different groups? Which, and to what extent?
 - Does the project relate to an area with known inequalities (where national evidence or previous research is available)?
 - If there are likely to be different impacts on different groups, is that consistent with the overall objective?
 - If there is negative differential impact, how can you minimise that while taking into account your overall aims?
 - Do the effects amount to unlawful discrimination? If so the plan **must** be modified.
 - Does it relate to an area where equality objectives have been set by LBB in our [Barnet 2024 Plan](#) and our [Strategic Equality Objective](#)?

²⁰ **Cumulative Impact**

You will need to look at whether a single decision or series of decisions might have a greater negative impact on a specific group and at ways in which negative impacts across the council might be minimised or avoided.

²¹ **Mitigating actions**

- Consider mitigating actions that specifically address the impacts you've identified and show how they will remove, reduce or avoid any negative impacts
- Explain clearly what any mitigating measures are, and the extent to which you think they will reduce or remove the adverse effect
- Will you need to communicate or provide services in different ways for different groups in order to create a 'level playing field'?
- State how you can maximise any positive impacts or advance equality of opportunity.
- If you do not have sufficient equality information, state how you can fill the gaps.

²² **Monitoring:** The Equality Duty is an ongoing duty: policies must be kept under review, continuing to give 'due regard' to the duty. If an assessment of a broad proposal leads to more specific proposals, then further monitoring, equality assessment, and consultation are needed.

²³ **Outcome:**

- Make a frank and realistic assessment of the overall extent to which the negative impacts can be reduced or avoided by the mitigating measures. Also explain what positive impacts will result from the actions and how you can make the most of these.
- Make it clear if a change is needed to the proposal itself. Is further engagement, research or monitoring needed?
- Make it clear if, as a result of the analysis, the policy/proposal should be stopped.

²⁴ **Sign off:** You will need to ensure the EIA is signed off by your Head of Service, agree whether the EIA will be published, and agree when the next review date for the EIA will be.