

## SSA EQUALITY IMPACT AND NEEDS ANALYSIS

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| <b>Directorate</b>  | <b>Children's Services</b>   |
| <b>Service Area</b>                                       | <b>Special Needs, Disability and Psychology</b>  |
| <b>Service/policy/function being assessed</b>             | <b>Updating the Special Educational Needs Travel Assistance policy with a focus on developing independence</b> |
| <b>Which borough (s) does the service/policy apply to</b> | Wandsworth   |
| <b>Staff involved</b>                                     | <b>Head of Special Needs, Disability and Psychology</b>  |
| <b>Date approved by Policy and Review Manager</b>         | 17.09.18   |

### SUMMARY

The introduction of an assessment process to ensure that all young people from age 14 who access Travel Assistance for their home to school journey can be appropriately considered for Independent Travel Training would increase take up of training and increase the number of young people who gain this critical independence skill.

As males and young people from black and black British backgrounds are more highly represented in the cohort of young people with Education, Health and Care Plans they would be more positively impacted by the introduction of this change in policy in terms of developing greater independence for adult life.

However as it is a change to the process that current service users and their parents/carers are used to the change maybe perceived to have a negative impact, particularly as parents are believed to have concerns regarding the safety of Independent Travel. In order to mitigate against this the Service will consult with parents / carers / young people and other key stakeholders to establish the most effective approach for this assessment to ensure that it is applied sensitively with a focus on developing young people's independence. It will also not be started until spring 2019 to ensure that the change can be communicated and that reassurance can be given to parents/carers regarding the safety of independent travel.

### 1. Background

- To update the Special Educational Needs (SEN) Travel Assistance Policy to require all young people who access travel assistance to be assessed to evaluate whether they could safely undertake Independent Travel Training (ITT) as part of their annual review in Year 9 (age 14);
- To consult with parents / carers / young people and other key stakeholders to

establish the most effective approach for this assessment to ensure that it is applied sensitively with a focus on developing young people’s independence;

- To implement the new process from the start of the spring term 2019 with an evaluation after two terms to inform any further developments from the autumn term of 2019.

Rationale for adapting the Travel Assistance policy:

- Children and young people who are considered eligible for SEN Travel Assistance access this in a number of ways – Travel Assistance Budget, direct provision of bus or taxi journeys between home and school or through access to Independent Travel Training (ITT). The stated policy aim of the Council since a review undertaken in 2013 is to increase uptake of TABs and ITT. The latter is considered of particular importance because it enables young people to develop an essential life skill which will impact on their ability to access work and leisure activities and maximise their independence in adult life.
- Take up of TABs has improved year on year. Provision of ITT has been commissioned since February 2015 however the level of take up and the number of young people successfully completing ITT programmes has remained disappointingly low, particularly in the context of the long term life benefits this offers. One of the reasons for the low take up has been parental concerns regarding the safety of their young person. However it is considered that the approach to ITT is appropriately staged to maintain the young person’s safety and to develop their ability to manage well planned journeys with appropriate contingency planning in place.

## 2. Analysis of need and impact

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|------------------------|--|
| <b>Protected group</b> |  |
| <b>Disability</b>      | In January 2018, 1,854 children and young people had statements of Special Educational Needs (SEN) / Education, Health and Care Plans (EHCP). Of this cohort 638 access travel assistance between home and school on account of their SEN. This EINA relates to the proportion of these young people who have reached an age / stage of development where it is considered they should be enabled to develop their independent travel skills. Currently take up of Independent Travel Training is low with only 18 young people achieving a successful outcome in training in the first two years of this being offered. Being able to travel independently is a core life skill which will enable young people in this cohort to have improved opportunities to access employment and independent leisure activities in adult life. By introducing the change to the policy the aim is that at least 20% of those young people currently accessing direct transport (bus or taxi) would be able to be trained to travel independently each year (approximately 25-30 young people). |
| <b>Age</b>             | This report relates to young people aged between 14 and 25   |
| <b>Gender (sex)</b>    | More males are identified with SEND (of the 18% of the school population with SEND, 11.8% are male and 6.2% are female). This is to be expected because males are more likely than females to be identified with some  |

|  | disabilities eg Autistic Spectrum Disorder. There is no gender breakdown of young people currently accessing travel assistance.   |              |             |               |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
|--|---|--------------|-------------|---------------|------|-------|------------------------|------|-------------|-------------|--------------|------------------------|------|--------------|-----------|--------------|-------|------|-----------|-------------|--------------|-------|------|------------|-----------|-------------|-------|-------|--------------|-----------|---------------|----------------------|-----|-----------|-----------|------------|---------|-----|-----------|---------|------------|--------------|--------------|-------------|-------------|--------------|
| <b>Race/ ethnicity</b>                           | <p>There is a slightly higher percentage of Black and Black British pupils with SEND than in the general school population and a slightly lower percentage of Asian and Asian British. These data have been drawn from the May School Census but act as a guide to the race/ethnicity of Wandsworth young people with EHCPs</p> <table border="1"> <thead> <tr> <th></th> <th>No SEN</th> <th>SEN Support</th> <th>EHCP</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Asian or Asian British</td> <td>5075</td> <td>654 (14.6%)</td> <td>218 (12.9%)</td> <td>5947 (17.4%)</td> </tr> <tr> <td>Black or Black British</td> <td>5711</td> <td>1146 (25.5%)</td> <td>452 (27%)</td> <td>7309 (21.4%)</td> </tr> <tr> <td>Mixed</td> <td>3423</td> <td>678 (15%)</td> <td>230 (13.7%)</td> <td>4331 (12.7%)</td> </tr> <tr> <td>Other</td> <td>1321</td> <td>187 (4.2%)</td> <td>57 (3.4%)</td> <td>1565 (4.6%)</td> </tr> <tr> <td>White</td> <td>11539</td> <td>1717 (38.3%)</td> <td>673 (40%)</td> <td>13929 (40.8%)</td> </tr> <tr> <td>Refused/Not Obtained</td> <td>476</td> <td>72 (1.6%)</td> <td>30 (1.8%)</td> <td>578 (1.7%)</td> </tr> <tr> <td>Unknown</td> <td>424</td> <td>32 (0.7%)</td> <td>17 (1%)</td> <td>473 (1.4%)</td> </tr> <tr> <td><b>Total</b></td> <td><b>27969</b></td> <td><b>4486</b></td> <td><b>1677</b></td> <td><b>34132</b></td> </tr> </tbody> </table> <p>Percentages may not equal 100% due to rounding</p> <p>There is no ethnicity breakdown of young people currently accessing travel assistance</p> |              | No SEN      | SEN Support   | EHCP | Total | Asian or Asian British | 5075 | 654 (14.6%) | 218 (12.9%) | 5947 (17.4%) | Black or Black British | 5711 | 1146 (25.5%) | 452 (27%) | 7309 (21.4%) | Mixed | 3423 | 678 (15%) | 230 (13.7%) | 4331 (12.7%) | Other | 1321 | 187 (4.2%) | 57 (3.4%) | 1565 (4.6%) | White | 11539 | 1717 (38.3%) | 673 (40%) | 13929 (40.8%) | Refused/Not Obtained | 476 | 72 (1.6%) | 30 (1.8%) | 578 (1.7%) | Unknown | 424 | 32 (0.7%) | 17 (1%) | 473 (1.4%) | <b>Total</b> | <b>27969</b> | <b>4486</b> | <b>1677</b> | <b>34132</b> |
|  | No SEN  | SEN Support  | EHCP        | Total         |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| Asian or Asian British                           | 5075  | 654 (14.6%)  | 218 (12.9%) | 5947 (17.4%)  |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| Black or Black British                           | 5711  | 1146 (25.5%) | 452 (27%)   | 7309 (21.4%)  |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| Mixed  | 3423  | 678 (15%)    | 230 (13.7%) | 4331 (12.7%)  |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| Other  | 1321  | 187 (4.2%)   | 57 (3.4%)   | 1565 (4.6%)   |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| White  | 11539   | 1717 (38.3%) | 673 (40%)   | 13929 (40.8%) |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| Refused/Not Obtained                             | 476   | 72 (1.6%)    | 30 (1.8%)   | 578 (1.7%)    |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| Unknown  | 424   | 32 (0.7%)    | 17 (1%)     | 473 (1.4%)    |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| <b>Total</b>                                     | <b>27969</b>  | <b>4486</b>  | <b>1677</b> | <b>34132</b>  |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| <b>Gender reassignment</b>                       | <b>Not known</b>  |              |             |               |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| <b>Marriage and civil partnership</b>            | <b>Not applicable</b>   |              |             |               |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| <b>Pregnancy and maternity</b>                   | <b>Not applicable</b>   |              |             |               |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| <b>Religion and belief, including non belief</b> | <b>Not known</b>  |              |             |               |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |
| <b>Sexual orientation</b>                        | <b>Not known</b>  |              |             |               |      |       |                        |      |             |             |              |                        |      |              |           |              |       |      |           |             |              |       |      |            |           |             |       |       |              |           |               |                      |     |           |           |            |         |     |           |         |            |              |              |             |             |              |

**Data gaps**

| <b>Data gap(s)</b>   | <b>How will this be addressed?</b>  |
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| Data on the protected characteristics of young people accessing travel assistance is | The current cohort of young people aged 14 and above will be identified and |

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| not currently collated and analysed | analysed in terms of their gender / ethnicity profile by end of October 2018 |
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### 3. Impact

| Protected group     | Positive  | Negative  |
|---------------------|---|---|
| <b>Age</b>          | <p>The introduction of the assessment for ITT at age 14 (and in subsequent years) will ensure that all young people who currently access SEN Travel Assistance for their home to school journey will be enabled to access this if it is considered this would be appropriate. This will mean that where appropriate young people will gain this critical independence skill</p> <p>Where a young person is assessed as unable to travel independently support will continue to be offered.</p> <p>Young people in the relevant age group will be involved in the consultation / development of the assessment process</p> | <p>The introduction of the assessment should not have a negative impact for young people however on account of potential concerns that may be raised by parents and carers the plan is to undertake consultation on the form of the assessment process to ensure that concerns about young people's safety and wellbeing have been well accounted for in the process.</p> <p>The changes will also be communicated and not introduced until Spring Term 2019. Consideration will be given to sharing the positive stories of young people who are travelling independently.</p> |
| <b>Disability</b>   | <p>The introduction of the assessment will facilitate greater take up of ITT and this will contribute positively to young people's overall independence for adult life</p> <p>Consultation on the assessment process will ensure that for those young people whose disabilities are so severe/profound that they are unlikely to have the potential to travel independently the process is handled as sensitively and assessments are not repeated where they would be unnecessary and potentially cause distress to parents/carers.</p>  | As above  |
| <b>Gender (sex)</b> | Boys are more likely to have SEND   | As above. As boys are more likely   |

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|  | than girls and therefore will benefit from the positive impacts outlined in the age and disability sections  | to be identified with SEND the negative impacts identified will impact more on boys than girls  |
| <b>Race/ethnicity</b>                            | Black and Black British children are more likely to be identified with SEND and the focus on developing independence skills will benefit them as will the positive impacts identified in the age and disability sections | As above. As Black and Black British children are more likely to be identified with SEND the negative impacts identified will impact more on Black and Black British children than on young people from other ethnic backgrounds. |
| <b>Gender reassignment</b>                       | No data  |   |
| <b>Marriage and civil partnership</b>            | N/A  |   |
| <b>Pregnancy and maternity</b>                   | N/A  |   |
| <b>Religion and belief, including non belief</b> | Data not currently collected. The positive impacts outlined above will impact on all young people accessing the service regardless of their belief or lack of belief   | As above  |
| <b>Sexual orientation</b>                        | No data<br><br>The positive impacts outlined above will impact on all young people accessing the service regardless of their sexual orientation  | As above  |

#### 4. Actions

| <b>Action</b>   | <b>Lead Officer</b> | <b>Deadline</b> |
|---|---------------------|-----------------|
| <ul style="list-style-type: none"> <li>To consult with parents / carers / young people and other key stakeholders to establish the most effective approach for the assessment of appropriateness to undertake ITT to ensure that it is applied sensitively with a focus on developing young people's independence;</li> </ul> | Carol Payne         | December 2018   |
| <ul style="list-style-type: none"> <li>To implement the new process from the start of the spring term 2019 with an evaluation after two terms to inform any further developments from the autumn term of 2019.</li> </ul>   | Carol Payne         | July 2019       |