

Equality Impact Assessment  
Corporate Assessment Template

**Policy/Strategy/Project/Procedure/Service/Function Title:**

**New - Passenger Transport Procurement**

**Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?**

Name: Stephen Gerrard	Job Title: Network Operations Team Leader
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Service Team: Network Operations	Service Area: City Operations
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Assessment Date: 01/02/2018

**1. What are the objectives of the / Procedure/ Service/Function?**

Tendering of new contracts in relation to School and Passenger Transport Services, provided by the Council. For the present purposes, the relevant protected characteristics are likely to be age, disability, race, religion or belief and sex.

Estimated new contract value of £49M over 7 years via a Dynamic Purchasing System (DPS).

**2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

**Background**

1. Passenger Transport in City Operations provides a transport service for a number of service areas in the Council including Education, Adult Services and Children Services. The range of service includes buses transporting large numbers of school children through to individual taxis with escorts that transport children and adults with Additional Learning Needs and require additional transport requirements.
2. The Council has a statutory duty to provide services that include but are not limited to Home to School Transport, Dedicated School Bus Services and Additional Learning Needs Transport. Additionally, the Passenger Transport team provide transport for Children & Adult Services and other Services, of the Council as required such as ad hoc taxis, coach/minibus hire for schools.

**Proposed New DPS Arrangements**

3. The allocation of Passenger Transport contracts is currently via a DPS (Dynamic Purchasing System) Framework arrangement with approximately 30 external providers operating approximately 600 routes daily. The existing DPS Framework arrangement and agreements in place with providers will expire on 31<sup>st</sup> August

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2018 and has run for the maximum period of 4 years from the start date 1<sup>st</sup> September 2014.

4. Legislation surrounding Framework agreements has subsequently changed and there are now no limits on the length of time a Framework can be set up for. As a result the new Framework length will be 7 years in-order to align with commercial financing arrangements which will assist contractors to invest in newer vehicles. Minibus and larger bus/coach contracts will be 5 years with the option to extend for a further 2 years, Taxi contracts will be for 3 initially and then re advertised within this framework for a further 3 years. New Cabinet authorisation will be sought in the 6<sup>th</sup> year for future transport requirements, which can then be phased in as the requested framework expires.
5. Consideration of different tender systems have taken place and found that from an operational and service delivery perspective using a DPS is the most competitive, effective and flexible approach to allocating individual contracts.
6. DPS is a completely electronic tendering process for the selection of suppliers that comply with Council set minimum service requirements. A DPS must be set up as an electronic system. DPS documentation will be made available to contractors by electronic means via the Councils e-Procurement System PROACTIS.
7. Passenger Transport pay a premium to have a regular dedicated trained driver compared to the price of a standard taxi with variable driver. This premium helps children and adults with Additional Learning Needs who require additional transport requirements to have a consistent experience of service, additional waiting time and personal care support.  
Example of additional issues Drivers may have to wait for children and families to be ready in the morning, they have to wait at the school for the school to open to receive the children as the journey time varies each day, and in the afternoon they have to wait for the school to release the pupils at the end of the school day, and then sometimes for parents to arrive home before they can release the children from their care. The drivers also need to occupy the children whilst they are waiting in their vehicles, and therefore regular drivers are essential for the care of the pupils they are transporting.
8. A DPS Framework arrangement provides the flexibility to alter arrangements relating to requirements, changes in pupil numbers, pupil schools and policy; as well as facilitating any changes to the specification of vehicle utilised from different size vehicles to low or ultra-low emission vehicles. The notice period for ending agreements with supplier is one month but the Passenger Transport team ensure indication of changes to suppliers at the earliest opportunity to limit disruption to suppliers and their drivers.

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9. The Council will set out the circumstances upon which a contractor will be removed from the DPS; this would include continued poor performance on contracts.
10. Advertising of the new DPS for all services will commence in March 2018 so all interested suppliers will be able to see the programme of delivery for all of the different services supplied as shown below:
  - i. Lot 1: Buses 17 seats or larger
  - ii. Lot 2: Minibuses (8 to 16 seats)
  - iii. Lot 3: Taxi with regular driver (and escort where required)
  - iv. Lot 4: Wheelchair accessible vehicles
  - v. Lot 5: Ad Hoc Taxis
  - vi. Lot 6: Children/Adult Services
  - vii. Lot 7: Miscellaneous requests

#### **Proposed DPS Transition Period**

11. As stated, although the existing DPS Framework arrangement and agreements in place with providers will expire on 31<sup>st</sup> August 2018 Passenger Transport are proposing to phase in the provision of these contracts for some of the more extremely sensitive ALN services from this date to January 2019.
12. The extension of the existing contracts is sought as a short-term arrangement pending the award of the long-term contracts. The value of the extension will be a low percentage of the budgeted spend and, with the Public Contract Regulations 2015 (CPR 15) permitting a longer term DPS, represent a low risk.
13. The value of the extension of these contracts would be £600,000 over the 18-week period.
14. This Equality Impact Assessment has been undertaken with respect to the procurement and provision of transport services that the Council has a statutory duty to provide. This assessment clearly demonstrating that the Council has a duty of care to mitigate impacts of the new contract allocation on pupils and adults with complex additional educational needs and the transition period effectively achieves this requirement as far as is reasonably practical. The below sections albeit not exhaustive due to the often unique needs of the pupils and adults will indicate some of the consideration that the Council makes in this regard.
15. Firstly, the preparatory work to ensure any impact on ALN children and adults is minimised is extremely resource intensive and is further compromised within the timeframes available due to the school summer holidays. The work required includes: the process of route planning and optimisation, school engagement,

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checking detailed company Health & Safety requirements, contract administration, vehicle checks, driver and escort/passenger assistant checks, driver and escort/passenger assistant training, parent engagement, and child or adult familiarisation; this is extremely time consuming work but is vital to limit any ongoing concerns with the service provided. This process from start to finish for the numbers of individuals concerned can take several months. A tabularised illustration of the process and its potentials is included at the back of this EIA

16. However, the information on the transport requirements for individual ALN pupils is only available from April of each year and additional individual transport requests continue to be received until the middle of September. Therefore, completing the process including the award of contracts and managing the change of transport provider with each family is technically difficult to ensure before schools return in September.
17. More specifically in this regard, the award of contracts needs to be undertaken when school staff are available at their individual educational setting so that all the appropriate people can be involved in managing and mitigating the change of arrangements. This means it is not feasible for the agreement of all of these contracts to take place during the school summer break. The Council has a duty of care to ensure that the transport arrangements are suitable and do not cause unnecessary stress or duress to the children that we are required to provide transport for, and therefore appropriate change management is essential.
18. To award the contracts without undertaking the appropriate due diligence checks and consultation, transport arrangements could be completed by 31<sup>st</sup> August 2018. However the risks to the individual pupils wellbeing would be significant and will increase costs in the long term as more individual transport arrangements will be required, along with significant Officer and Member time involvement. The Councils reputation would be severely tarnished by putting vulnerable children and adults at risk.
19. In view of the above reasons, the options available to Passenger Transport are to extend the existing DPS agreement and re-tender the transport service or to end the DPS agreement and formally extend the agreements directly with the existing suppliers.
20. The extension of the existing DPS agreement does not mitigate any potential problems for an adult or child with Additional Learning Needs as with the provision of new transport arrangements individuals can have severe reactions to any changes to their routine and these can cause disruptions at school and to families.
21. The extension of the existing agreements directly with the existing suppliers will mitigate any potential problems relating to change whilst allowing more time to

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deal with the process of providing transport provision for individuals with complex needs.

### Specific Issues.

22. Tendering of new contracts in relation to School Passenger Transport Services mainly regards the relevant protected characteristics of age, disability, race, religion or belief and sex. Although should any other differential impacts be identified, these will be addressed.
23. A major review of Schools Passenger Transport is currently underway assessing in detail all aspects of the service. However, it is important to highlight that this DPS contract will not impact on this major review or any of the policy issues and arrangements that it is likely to consider.
24. It is important to recognise that due to the nature of some of the pupils being transported; additional considerations must be made. As such these additional considerations extend the provider allocation process and timescales above that of non-SEN pupils / adults.

### 3 Assess Impact on the Protected Characteristics

#### 3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years	X		
18 - 65 years		X	
Over 65 years		X	

#### **Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

Procurement for Schools Passenger Transport in relation to the protected characteristic of Age (up to 18 years) is provided in accordance the criteria and parameters as identified within the Learner Traveller (wales) Measures.

Please note that the Learner Traveller (Wales) Measures, is only guidance/discretionary for Councils to apply for any pupil/student under the statutory school age of 5 and above the age of 16.

It is proposed that this procurement process conforms to the UN Rights of the Child

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and relevant articles.

The following preparatory work (Process and Timescale) is conducted for students using mainstream transport.

<b>Transport Type</b>	<b>Process</b>
Mainstream Bus/Coach Transport	<ol style="list-style-type: none"> <li>1. Admissions update ONE database with information of next academic year intakes for all schools</li> <li>2. ICT upload data to make compatible with MapInfo software</li> <li>3. Use MapInfo to load up all pupils onto map of Cardiff</li> <li>4. Create views for each individual school we transport to – this includes Faith and Welsh language schools (total of 15 schools)</li> <li>5. Create 2 and 3 mile isolinks to determine which pupils qualify for transport based on distance criteria</li> <li>6. Check pupils are within correct catchment area. This is made more difficult as many schools have more than one catchment depending on NCY groups</li> <li>7. Plan bus routes by number of pupils in different areas within the catchment area</li> <li>8. Liaise with bus companies to ensure they have capacity and can complete route within timetable proposed</li> <li>9. Assign pupils to correct route on ONE database</li> <li>10. Meet with School Staff to discuss transport arrangements and mix of pupils</li> <li>11. Send letters requesting photographs of pupils for bus passes</li> <li>12. Send letters offering pupils the option to purchase any spare seats</li> <li>13. Process all photos sent or emailed, saving them as JPEG under Student ID as reference number</li> <li>14. Process all purchaser applications including raising invoices</li> <li>15. Design bus passes. These are altered every year to stop fraudulent use</li> <li>16. Enter pupil details onto Access Database and link to photo files</li> <li>17. Print all 3500 student passes and batch to be delivered to schools</li> <li>18. Send letters to parents with route details including a copy of the route map</li> <li>19. Send lists and maps to contractors and schools</li> <li>20. Monitor service delivery throughout the year including surveying of routes and operating spot checks on pupils using</li> </ol>

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	<p>passes and on vehicle safety compliance.</p> <p>21. Act as a conciliation and arbitration intermediate to resolve complaints and service delivery for parents, schools and contractors.</p> <p>22. Take orders for replacement bus passes throughout the year</p> <p>23. Amend and process contractor and parents invoices throughout the year</p>
Mainstream Taxi Transport	<ol style="list-style-type: none"> <li>1. Receive request from parent or Admissions Dept to provide transport for a pupil</li> <li>2. Assess eligibility based on walking distance from catchment school or next nearest available school – 2 miles for Primary, 3 miles for Secondary</li> <li>3. Check all existing routes to that school to identify suitable route to add pupil onto</li> <li>4. Calculate additional mileage to ascertain if contract price needs amending</li> <li>5. Email contractor with pupil’s details</li> <li>6. If there are no existing routes, tender for new route</li> <li>7. Add the pupil to route on ONE database, print letter confirming details</li> <li>8. Liaise with contractor and parent on route start date, time of pick up and drop off time.</li> </ol>

**What action(s) can you take to address the differential impact?**

It must be noted that the Policy in relation to schools transport is currently being reviewed; and whilst this will not affect the procurement process the review is intended to better ensure legislative compliance and inclusion for SEN/ALN pupils.

As such there is an opportunity for the local authority to accommodate individual considerations / needs, and The Authority therefore assess and take into consideration the individual additional learning need and the age of each pupil when their transport is being planned and contracts awarded. Discussions with Education Departments, School staff, parents and contractors are held to establish the most appropriate transport arrangements for a child.

**3.2 Disability**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
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Hearing Impairment	X		
Physical Impairment	X		
Visual Impairment	X		
Learning Disability	X		
Long-Standing Illness or Health Condition	X		
Mental Health	X		
Substance Misuse	X		
Other	X		

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The term 'special educational needs' SEN or 'Additional Learning Needs' ALN are legal definitions, referring to children who have learning problems or disabilities that make it harder for them to learn without the implementation of reasonable adjustments or considerations above those needed by children of the same age.

It is important to recognise that there is an increase in preparatory work and rigour conducted to minimise the potential of differential impact on the SEN/ALN pupils, above that of other students using mainstream transport. By way of example but not exhaustively; should such increased rigour not be conducted, the pupil may experience unacceptable levels of risk, including health, wellbeing, timescale increased and or in addition to their specific SEN/ALN or conditional needs. As such the organisational / allocation process is extremely resource intensive, timescale sensitive and information dependent as well as variable and depending on changing parameters can often repetitive.

This additional rigour and associated increased timescales above that of pupils attending mainstream transportation is illustrated in the below table and duplicated in the supplementary pages at the end of this Equality Impact Assessment.

It must be noted that the Policy in relation to schools transport is currently being reviewed; and whilst this will not affect the procurement process the review is intended to better ensure legislative compliance and inclusion for SEN/ALN pupils.

**What action(s) can you take to address the differential impact?**

By way of example although the SEN/ALN needs of the pupil may be defined/ assessed and accommodated on a given date. However, as disability is a fluid condition and often changes, evolves or intensifies considerations and the procured transport may need to change to match the newly identified parameters of the pupil.

This additional rigour and associated increased timescales above that of pupils attending ALN schools or resource bases transportation is illustrated in the below table and duplicated in the supplementary pages at the end of this Equality Impact Assessment.

<b>Transport</b>	<b>Process</b>
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<b>Type</b>	
<p>ALN Transport – ASD/ADHD or similar challenging behaviours</p>	<ol style="list-style-type: none"> <li>1. Receive request from SEN Casework</li> <li>2. Often parent or school will request transport in which case we will direct them to SEN Casework for a formal request as above</li> <li>3. Education Department will sometimes fund transport in which case we require email with pupil details and details of the placement – location, start and finish times</li> <li>4. Passenger Transport staff meet with schools to discuss individual pupils needs and plan for transport routes</li> <li>5. MapInfo RouteFinder software is used in the planning of individual transport routes – pupils are plotted on a map and colour coded by route which adds a visual aid when planning a number of different routes</li> <li>6. Combinations of pupils are discussed to avoid combining pupils who will not function together on the same transport</li> <li>7. Pupils with ASD may have particular needs which cannot be met on certain transport, e.g noise sensitive pupil may not be able to share with pupil who shouts or screams</li> <li>8. Pupils with behavioural difficulties need to be carefully assessed with school input as certain combinations of pupils will be too challenging to transport together</li> <li>9. Any individual needs are addressed – some pupils will benefit from having a harness or BestVest to help keep them in their seat, some may have props to keep anxiety levels down, some like music, others are noise sensitive, some pupils may need one to one escort, some are ‘runners’ so contractors need to be made aware of the risks involved</li> <li>10. If appropriate route exists email details to contractor</li> <li>11. If no route exists, tender for a new route</li> <li>12. Add the pupil to route on ONE database, print letter confirming details</li> <li>13. Advise parents of transport and arrange personal visit by driver and escort to introduce them to pupil and family</li> <li>14. Parents will occasionally contact us to say they are not happy with new driver/escort. We would try to resolve issues between both parties (schools maybe also involved in these discussions), but if a resolution cannot be met we would have to restart the process,</li> </ol>
<p>ALN Transport – pupils with</p>	<ul style="list-style-type: none"> <li>• Planning process as above</li> <li>• The needs of these individual pupils need to be identified</li> </ul>

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<p>epilepsy, tracheotomy, breathing apparatus etc</p>	<p>and planned for as part of the Risk Assessment</p> <ul style="list-style-type: none"> <li>• Contractors need to be aware of individual pupils needs so they know how to cope. Some pupils have constant epileptic fits and these need to be closely monitored and on occasions medication may need to be administered</li> <li>• Drivers and escorts receive training from NHS professionals to deal with epilepsy and tracheotomies which the Passenger Transport Team facilitate.</li> <li>• Discussion take place with school staff to see if the pupils can cope with change and what the implications could be and options to possibly direct award contracts are held to try to mitigate unnecessary complications for the individual pupil.</li> </ul>
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### 3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
<p><b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)</p>			-

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

As transgender pupils are not individually identified. At present it is unknown if there are any differential impacts. As such, this will be monitored and addressed accordingly if differential impacts are identified.

Schools Passenger Transport is procured in accordance criteria and parameters as identified within the Learner Traveller (wales) Measures.

**What action(s) can you take to address the differential impact?**

Should any Implications or changes to the legislation be identified, these could be accommodated within the procurement process.

### 3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

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	Yes	No	N/A
Marriage			-
Civil Partnership			-

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

Schools Passenger Transport is procured in accordance criteria and parameters as identified within the Learner Traveller (Wales) Measures.

As such this protected characteristic is not applicable.

**What action(s) can you take to address the differential impact?**

This protected characteristic is not applicable.

**3.5 Pregnancy and Maternity**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			-
Maternity			-

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

At present it is unknown if there are any differential impacts associated to this protected characteristic. As such this will be monitored and addressed accordingly if differential impacts are identified.

Schools Passenger Transport is procured in accordance criteria and parameters as identified within the Learner Traveller (Wales) Measures.

**What action(s) can you take to address the differential impact?**

Implications that may affect this protected characteristic will be monitored and addressed accordingly if differential impacts are identified.

It must be noted that the Policy in relation to schools transport is currently being reviewed; and whilst this will not affect the procurement process the review is intended to better ensure legislative compliance and inclusion within the criteria.

As such there is an opportunity for the local authority to accommodate individual considerations / needs.

**3.6 Race**

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

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	<b>Yes</b>	<b>No</b>	<b>N/A</b>
White	X		
Mixed / Multiple Ethnic Groups	X		
Asian / Asian British	X		
Black / African / Caribbean / Black British	X		
Other Ethnic Groups	X		

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

Schools Passenger Transport is procured in accordance criteria and parameters as identified within the Learner Traveller (Wales) Measures.

The Council has a statutory obligation to provide transport for pupils matching the above groups providing that they satisfy the relevant criteria within the Learner Travel Wales Measure.

It must be noted that the Policy in relation to schools transport is currently being reviewed; and whilst this will not affect the procurement process the review is intended to better ensure legislative compliance and inclusion within the criteria.

**What action(s) can you take to address the differential impact?**

The Council has a statutory obligation to provide transport for pupils matching the above groups providing that they satisfy the relevant criteria within the Learner Travel Wales Measure as such funding for such services is guaranteed.

Consideration will be made to those who achieve the criteria of the WG Minority Ethnic Achievement Grant. As such where applicable every effort will be made to continue commitment to children's right to education and to prioritising support for vulnerable learners including minority ethnic, Gypsy, Roma and Traveller children.

**3.7 Religion, Belief or Non-Belief**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Buddhist	X		
Christian	X		
Hindu	X		
Humanist	X		

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Jewish	X		
Muslim	X		
Sikh	X		
Other	X		

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

Schools Passenger Transport is procured in accordance with criteria and parameters as identified within the Learner Traveller (Wales) Measures.

The Council has a statutory obligation to provide transport for pupils matching the above groups providing that they satisfy the relevant criteria within the Learner Travel Wales Measure.

It must be noted that the Policy in relation to schools transport is currently being reviewed; and whilst this will not affect the procurement process the review is intended to better ensure legislative compliance and inclusion within the criteria.

**What action(s) can you take to address the differential impact?**

The Council has a statutory obligation to provide transport for pupils matching the above groups providing that they satisfy the relevant criteria within the Learner Travel Wales Measure as such funding for such services is guaranteed.

Consideration will be made to those who achieve the criteria of the WG Minority Ethnic Achievement Grant.

As such where applicable every effort will be made to continue commitment to children's right to education and to prioritising support for vulnerable learners including minority ethnic, Gypsy, Roma and Traveller children.

**3.8 Sex**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men			-
Women			-

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

At present it is unknown if there are any differential impacts associated to this protected characteristic. As such this will be monitored and addressed accordingly if differential impacts are identified.

Schools Passenger Transport is procured in accordance criteria and parameters as

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identified within the Learner Traveller (Wales) Measures.
<b>What action(s) can you take to address the differential impact?</b>
Implications that may affect this protected characteristic will be monitored and addressed accordingly if differential impacts are identified.
It must be noted that the Policy in relation to schools transport is currently being reviewed; and whilst this will not affect the procurement process the review is intended to better ensure legislative compliance and inclusion within the criteria.
As such there is an opportunity for the local authority to accommodate individual considerations / needs.

**3.9 Sexual Orientation**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Bisexual			-
Gay Men			-
Gay Women/Lesbians			-
Heterosexual/Straight			-

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
At present it is unknown if there are any differential impacts associated to this protected characteristic. As such this will be monitored and addressed accordingly if differential impacts are identified.
Schools Passenger Transport is procured in accordance criteria and parameters as identified within the Learner Traveller (wales) Measures.
<b>What action(s) can you take to address the differential impact?</b>
Implications that may affect this protected characteristic will be monitored and addressed accordingly if differential impacts are identified.
It must be noted that the Policy in relation to schools transport is currently being reviewed; and whilst this will not affect the procurement process the review is intended to better ensure legislative compliance and inclusion within the criteria.
As such there is an opportunity for the local authority to accommodate individual considerations / needs.

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#### 3.10 Welsh Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language	X		

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

Schools Passenger Transport is procured in accordance with criteria and parameters as identified within the Learner Traveller (Wales) Measures.

All City Operation's schemes and policies comply with the regulations and order of the Welsh Language Commissioner, under new Welsh Language standards set out in the Welsh Language [Wales] Measure 2011.

It must be noted that the Policy in relation to schools transport is currently being reviewed; and whilst this will not affect the procurement process the review is intended to better ensure legislative compliance and inclusion within the criteria.

As such, there is an opportunity for the local authority to accommodate individual considerations / needs.

**What action(s) can you take to address the differential impact?**

The Council has a statutory obligation to provide transport for pupils matching the above group providing that they satisfy the relevant criteria within the Learner Travel Wales Measure as such funding for such services is guaranteed.

All City Operation's schemes and policies comply with the regulations and order of the Welsh Language Commissioner, under new Welsh Language standards set out in the Welsh Language (Wales) Measure 2011.

#### 4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council has a statutory obligation to provide transport for pupils matching the relevant criteria as such funding for such services is guaranteed.

Initial consultation has started with the members of the Cardiff Council Access Focus

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Group (CCAFG) as a representative and critical friends group; holding representation from a range of individuals with protected characteristics.

Ongoing engagement regarding the review of schools transport services is planned with this group. Engagement will also be held with School groups including Headteachers and School Student Councils and other key stakeholders such as other service areas and transport contractors.

#### 5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	Please see above
Disability	Please see above
Gender Reassignment	Please see above
Marriage & Civil Partnership	Please see above
Pregnancy & Maternity	Please see above
Race	Please see above
Religion/Belief	Please see above
Sex	Please see above
Sexual Orientation	Please see above
Welsh Language	Please see above
Generic Over-Arching [applicable to all the above groups]	Please see above

#### 6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

#### 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By :	Date: 01/02/2018
Designation:	Network Operations Team Leader
Approved By:	Stephen Gerrard
Designation:	Network Operations Team Leader
Service Area:	City Operations

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.



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For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)

#### Preparatory Work (Process And Timescale).

Transport Type	Process
Mainstream Bus/Coach Transport	<ol style="list-style-type: none"><li>24. Admissions update ONE database with information of next academic year intakes for all schools</li><li>25. ICT upload data to make compatible with MapInfo software</li><li>26. Use MapInfo to load up all pupils onto map of Cardiff</li><li>27. Create views for each individual school we transport to – this includes Faith and Welsh language schools (total of 15 schools)</li><li>28. Create 2 and 3 mile isolinks to determine which pupils qualify for transport based on distance criteria</li><li>29. Check pupils are within correct catchment area. This is made more difficult as many schools have more than one catchment depending on NCY groups</li><li>30. Plan bus routes by number of pupils in different areas within the catchment area</li><li>31. Liaise with bus companies to ensure they have capacity and can complete route within timetable proposed</li><li>32. Assign pupils to correct route on ONE database</li><li>33. Meet with School Staff to discuss transport arrangements and mix of pupils</li><li>34. Send letters requesting photographs of pupils for bus passes</li><li>35. Send letters offering pupils the option to purchase any spare seats</li><li>36. Process all photos sent or emailed, saving them as JPEG under Student ID as reference number</li><li>37. Process all purchaser applications including raising invoices</li><li>38. Design bus passes. These are altered every year to stop fraudulent use</li><li>39. Enter pupil details onto Access Database and link to photo files</li><li>40. Print all 3500 student passes and batch to be delivered to schools</li><li>41. Send letters to parents with route details including a copy of the route map</li><li>42. Send lists and maps to contractors and schools</li></ol>

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	<p>43. Monitor service delivery throughout the year including surveying of routes and operating spot checks on pupils using passes and on vehicle safety compliance.</p> <p>44. Act as a conciliation and arbitration intermediate to resolve complaints and service delivery for parents, schools and contractors.</p> <p>45. Take orders for replacement bus passes throughout the year</p> <p>46. Amend and process contractor and parents invoices throughout the year</p>
<p>Mainstream Taxi Transport</p>	<ol style="list-style-type: none"> <li>1. Receive request from parent or Admissions Dept to provide transport for a pupil</li> <li>2. Assess eligibility based on walking distance from catchment school or next nearest available school – 2 miles for Primary, 3 miles for Secondary</li> <li>3. Check all existing routes to that school to identify suitable route to add pupil onto</li> <li>4. Calculate additional mileage to ascertain if contract price needs amending</li> <li>5. Email contractor with pupil’s details</li> <li>6. If there are no existing routes, tender for new route</li> <li>7. Add the pupil to route on ONE database, print letter confirming details</li> <li>8. Liaise with contractor and parent on route start date, time of pick up and drop off time.</li> </ol>
<p>ALN Transport –pupils in wheelchair</p>	<ol style="list-style-type: none"> <li>1. Receive request from SEN Casework</li> <li>2. Often parent or school will request transport in which case we will direct them to SEN Casework for a formal request as above</li> <li>3. Education Department will sometimes fund transport in which case we require email with pupil details and details of the placement – location, start and finish times</li> <li>4. Liaise with school, Caseworker and/or Social Worker to ascertain pupils needs</li> <li>5. MapInfo software is used in the planning of individual transport routes. Pupils are plotted on a map and colour coded by route which adds a visual aid when planning a number of different routes</li> <li>6. Identify appropriate route to add pupil to based on individual needs:             <ol style="list-style-type: none"> <li>a. Pupils in wheelchairs require specialist vehicle, usually with a tail lift or, at least, a ramp, and clamping</li> </ol> </li> </ol>

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	<p>equipment to secure the chair during transit</p> <ul style="list-style-type: none"><li>b. Wheelchairs have a 'footprint' which is the area a chair takes up on the vehicle so you know how many chairs you can fit on a vehicle</li><li>c. Pupils in wheelchairs can suffer with postural problems and may not have strength or awareness to protect themselves. They may also be tube fed or have specialist equipment to help them breath so it may not be appropriate for them to share with pupils who may lash out or</li><li>d. Pupils with additional medical conditions (e.g. epilepsy, tracheotomy, tube fed) may require trained staff to assist with transport</li></ul> <p>7. If appropriate route exists email details to contractor</p> <p>8. If no route exists, tender for a new route</p> <p>9. Add the pupil to route on ONE database, print letter confirming details</p> <p>10. Advise parents of transport and arrange personal visit by driver and escort to introduce them to pupil and family</p> <p>11. Parents will occasionally contact us to say they are not happy with new driver/escort. We would try to resolve issues between both parties but if a resolution cannot be met we would have to restart the process</p> <p>12. Driver and escort receive training on how to clamp wheelchairs correctly.</p> <ul style="list-style-type: none"><li>a. Outside consultant provides specialist training in clamping and securing wheelchair safely in the vehicle</li><li>b. Training includes best practice for getting chair onto vehicle</li><li>c. How to clamp a chair safely using designated fixing points</li><li>d. Importance of using correct straps is highlighted and technique is taught to make it more comfortable for pupil as well as for driver and escort.</li></ul> <p>13. Every pupil travelling in a wheelchair is assessed and assigned a 'wheelchair passport'</p> <p>14. Wheelchair passport includes the following:</p> <ul style="list-style-type: none"><li>a. make and model of the wheelchair,</li><li>b. the weight of the wheelchair,</li><li>c. the 'footprint' of the chair when clamped on transport so contractor knows how much space it takes up on vehicle</li></ul>
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	<p>d. clamping points showing contractor where on the wheelchair the clamps should be fixed</p> <p>e. clamping strengths required</p> <p>15. The passport is attached to the chair so if there is ever a new contractor assigned or a change of staff, the information is with the pupil.</p> <p>16. Discussion take place with school staff to see if the pupils can cope with change and what the implications could be and options to possibly direct award contracts are held to try to mitigate unnecessary complications for the individual pupil</p>
<p>ALN Transport – ASD/ADHD or similar challenging behaviours</p>	<ol style="list-style-type: none"> <li>1. Receive request from SEN Casework</li> <li>2. Often parent or school will request transport in which case we will direct them to SEN Casework for a formal request as above</li> <li>3. Education Department will sometimes fund transport in which case we require email with pupil details and details of the placement – location, start and finish times</li> <li>4. Passenger Transport staff meet with schools to discuss individual pupils and plan for transport routes</li> <li>5. MapInfo RouteFinder software is used in the planning of individual transport routes – pupils are plotted on a map and colour coded by route which adds a visual aid when planning a number of different routes</li> <li>6. Combinations of pupils are discussed to avoid combining pupils who will not function together on the same transport</li> <li>7. Pupils with ASD may have particular needs which cannot be met on certain transport, e.g noise sensitive pupil may not be able to share with pupil who shouts or screams</li> <li>8. Pupils with behavioural difficulties need to be carefully assessed with school input as certain combinations of pupils will be too challenging to transport together</li> <li>9. Any individual needs are addressed – some pupils will benefit from having a harness or BestVest to help keep them in their seat, some may have props to keep anxiety levels down, some like music, others are noise sensitive, some pupils may need one to one escort, some are ‘runners’ so contractors need to be made aware of the risks involved</li> <li>10. If appropriate route exists email details to contractor</li> <li>11. If no route exists, tender for a new route</li> <li>12. Add the pupil to route on ONE database, print letter</li> </ol>

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	<p>confirming details</p> <p>13. Advise parents of transport and arrange personal visit by driver and escort to introduce them to pupil and family</p> <p>14. Parents will occasionally contact us to say they are not happy with new driver/escort. We would try to resolve issues between both parties but if a resolution cannot be met we would have to restart the process.</p> <p>15. Discussion take place with school staff to see if the pupils can cope with change and what the implications could be and options to possibly direct award contracts are held to try to mitigate unnecessary complications for the individual pupil</p>
<p>ALN Transport – pupils with epilepsy, tracheotomy, breathing apparatus etc</p>	<ol style="list-style-type: none"> <li>1. Planning process as above</li> <li>2. The needs of these individual pupils need to be identified and planned for as part of the Risk Assessment</li> <li>3. Contractors need to be aware of individual pupils needs so they know how to cope. Some pupils have constant epileptic fits and these need to be closely monitored and on occasions medication may need to be administered</li> <li>4. Drivers and escorts receive training from NHS professionals to deal with epilepsy and tracheotomies which the Passenger Transport Team facilitate.</li> <li>5. Discussion take place with school staff to see if the pupils can cope with change and what the implications could be and options to possibly direct award contracts are held to try to mitigate unnecessary complications for the individual pupil.</li> </ol>