



Equality Impact Assessment (EIA) Tool: Post 16 SEND Transport

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| Title of proposal | EIA related to the removal of post 16 SEND travel support, as included in the: <ul style="list-style-type: none">• proposed SEND travel policy for the 2025/26 and subsequent academic years; and• proposed post-16 transport policy statement for the 2025/26 academic year |
| Name of division/service | Social Care and Education |
| Name of lead officer completing this assessment | Maria Coulson, Strategic SEND Transport Lead |
| Date EIA assessment commenced | 18 October 2024 |
| Date EIA assessment completed (<i>prior to decision being taken as the EIA may still be reviewed following a decision to monitor any changes</i>) | 30 April 2025 |
| Decision maker | Assistant City Mayor, Children and Young People |

| EIA sign off on completion: | Signature | Date |
|------------------------------------|---|-------------|
| Lead officer |  | 13.05.2025 |

| EIA sign off on completion: | Signature | Date |
|---|---|------------|
| Equalities officer (has been consulted) | Sukhi Biring, Equalities Officer Surinder Singh, Equalities Officer | 13.05.2025 |
| Divisional director |  | 13.05.2025 |

Please ensure the following:

- a) That the document is **understandable to a reader who has not read any other documents** and explains (on its own) how the Public Sector Equality Duty is met. This does not need to be lengthy but must be complete and based in evidence.
- b) That available support information and data is identified and where it can be found. Also be clear about highlighting gaps in existing data or evidence that you hold, and how you have sought to address these knowledge gaps.
- c) That the equality impacts are capable of aggregation with those of other EIAs to identify the cumulative impact of all service changes made by the council on different groups of people.
- d) That the equality impact assessment is started at an early stage in the decision-making process, so that it can be used to inform the consultation, engagement and the decision. It should not be a tick-box exercise. Equality impact assessment is an iterative process that should be revisited throughout the decision-making process. It can be used to assess several different options.
- e) Decision makers must be aware of their duty to pay 'due regard' to the Public Sector Equality Duty (see below) and 'due regard' must be paid before and at the time a decision is taken. Please see the Brown Principles on the equality intranet

pages, for information on how to undertake a lawful decision-making process, from an equalities perspective. Please append the draft EIA and the final EIA to papers for decision makers (including leadership team meetings, lead member briefings, scrutiny meetings and executive meetings) and draw out the key points for their consideration. The Equalities Team provide equalities comments on reports.

1. Setting the context

Describe the proposal, the reasons it is being made, and the intended change or outcome. Will the needs of those who are currently using the service continue to be met?

The proposal concerns intended new policies for the provision of transport assistance to children and young people in education or training. The new policies make significant change to the current policies, by reducing the level of support to young people and adults (aged 16 to 25) who have special educational needs and disabilities (SEND). The changes are being proposed chiefly due to the Council's budget outlook.

The Council provides transport assistance to individuals who attend schools, colleges, and certain other institutions. Broadly speaking that includes children up to the age of 16, young people both between 16 – 18 and in post-16 education, and adults aged 18 or over and often between the ages of 19 – 25 with special educational needs and disabilities (SEND) who have an Education Health and Care Plan (EHCP).

In some cases, those without EHCPs may also receive transport assistance, and the Council looks to support the transition from compulsory education and towards adulthood by focusing on helping young people and adults become independent travellers. The Council has some discretion when it comes to helping young people (post-16 and in education) with transport assistance.

The Council typically provides this transport assistance by a (1) a Council funded bus journey, (2) a Council funded and arranged taxi journey, and (3) a Council provided Personal Transport Budget (PTB). A personal transport budget is a £500 annual payment and a mileage allowance of 45p per mile for four journeys per day.

The Council has a statutory duty to make clear its arrangements for how it will assist certain children, young people, and adults. Those arrangements are outlined in the current SEND Travel Policy and Post-16 Statement. This contains the details of alternate support that may be available at post 16 education and above age.

Although developing independence skill is a valuable life skill, a significant reason for the proposed policy change is the fact that the service is discretionary and the Council needs to make savings.

In the 2024-2025 academic year, the Council is providing transport assistance to approximately 1,600 children, young people, and adults in education. As of March, 2025, this included 208 young people and adults.

The total cost of that provision for young people and adults in 2024/25 is estimated to be £1.8m. Further detailed information about this is contained in the decision report related to this EIA. Formal consultation on future transport assistance took place between 7 November 2024 and 2 January 2025. As a consequence, changes have been made which mitigate the impact and will result in more young people and adults receiving support than originally proposed. This EIA therefore assesses the policy now proposed.

There are 208 young people and adults with SEND in post 16 education in the 2024 - 2025 academic year and who currently receive some form of council funded support. This is estimated to increase to 287 in 2025/26 if the policy does not change.

If the proposed policy and statement were introduced for the 2025 – 2026 academic year, it is currently estimated that;

- Approx. 13% (38 young people or adults) would receive no travel support at all. These young people and adults are not likely to meet the complex SEND definition in the proposed policy, meaning that they, in principle are likely to be able to travel independently.
- Approx. 83% (238 young people or adults) would receive PTB for their individual use instead of Council arranged transport. This may not cover the cost of a taxi for instance but will contribute to the financial burden associated with any additional transport needs.
- Approx. 4% (11 young people or adults) might receive council commissioned transport support because of their exceptional circumstances, but this would be assessed on a case-by-case basis.

The Council recognises that it is not possible to entirely mitigate the impact of the proposed changes on all those affected. Additionally, we cannot realistically find out what travel skills and/or other support arrangements those individuals currently receiving support (or who might have received support in the future) may be able to rely on once changes to the policy take place. Many will have the ability to travel independently, be able to rely on parents/carers to get them to further education, or have other support available to them. Nonetheless, the risk that some young people and adults may leave education, employment or training (despite our best efforts) is acknowledged.

2. Equality implications/obligations

Which aims of the Public Sector Equality Duty (PSED) are likely be relevant to the proposal? In this question, consider both the current service and the proposed changes.

a. Eliminate unlawful discrimination, harassment and victimisation

- How does the proposal/service ensure that there is no barrier or disproportionate impact for anyone with a particular protected characteristic?
- Is this a relevant consideration? What issues could arise?

Post 16 travel assistance is intended to support young people aged 16-25, and there is clearly therefore an impact on the protected characteristic of age (their parents/carers will also be affected and are likely to fall into the working age bracket). All those in receipt of support have some form of disability, and this protected characteristic is therefore highly relevant. The proposals may also affect the characteristics of sex and race as discussed below.

b. Advance equality of opportunity between different groups

- How does the proposal/service ensure that its intended outcomes promote equality of opportunity for people?
- Identify inequalities faced by those with specific protected characteristic(s).
- Is this a relevant consideration? What issues could arise?

Post 16 travel helps advance equality of opportunity for children with SEND who may otherwise be unable to continue in education. There is a risk that some will no longer be able to do so because of the change in policy, but these risks have been mitigated as discussed below. By providing information surrounding eligibility, in principle the proposed policy will empower more young people to travel independently wherever possible and support families to plan ahead.

The Council is unlikely to be able to fully mitigate the impact of the changes to the policy and statement on those with SEND, though to do everything reasonably possible to mitigate the impact the Council will consider exceptional circumstances, and that commitment is contained within the proposed policy. The Council has embedded systems in place to ensure that each young person's situation is evaluated at a senior level with cross-team support to ensure effective communication.

c. Foster good relations between different groups

- Does the service contribute to good relations or to broader community cohesion objectives?
- How does it achieve this aim?
- Is this a relevant consideration? What issues could arise?

This aim is furthered by enabling post 16 students with SEND to continue in education, socialising with their peers who do not have SEND. There is a risk these opportunities will diminish, but the mitigating factors apply equally to this aim.

3. Who is affected?

Outline who could be affected, and how they could be affected by the proposal/service change. Include people who currently use the service and those who could benefit from, but do not currently access the service.

The changes to the policy will affect young people and adults with SEND, including those with a care experienced background. In future, some of those currently receiving support will no longer do so, or will receive lesser support. They may consequently have to make alternative arrangements or pay for travel themselves. The same considerations apply to those who would otherwise have received support in the future.

4. Information used to inform the equality impact assessment

What **data, research, or trend analysis** have you used?

Describe how you have got your information and what it tells you

Are there any gaps or limitations in the information you currently hold, and how you have sought to address this? E.g. proxy data, national trends, equality monitoring etc.

Data is collected within Social Care and Education Department but there is a need to improve data on the protected characteristics of those awarded or denied transport support. This is reflected in the action plan. We have the following:

- Overview of main protected characteristics of those using the service including from other sources within the Council which might lead to a travel plan.
- Research with other councils to understand their SEND Transport arrangements (many other councils have similar policies to the proposed policies, including Leicestershire).
- Research with post-16 providers to understand the available support they offer to learners.
- Research into the level and quality of independent travel training
- Lead commissioner attendance at the “Big Mouth” Young People’s Forum, to hear the views of young people with SEND who represent their peers.
- Engagement with parents of some young people who are affected by the changes, to support the drafting of consultation questions
- A consultation exercise – see section 5 below and section 7 of the report.

5. Consultation

What **consultation** have you undertaken about the proposal with people who use the service or people affected, people who may potentially use the service and other stakeholders? What did they say about:

- What is important to them regarding the current service?
- How does (or could) the service meet their needs? How will they be affected by the proposal? What potential impacts did they identify because of their protected characteristic(s)?
- Did they identify any potential barriers they may face in accessing services/other opportunities that meet their needs?

- Planning for these changes has been taking place for some years, and the Council has worked with the Parent Carer Forum and the “Big Mouth Forum” representing young people. The Council has also worked with those who represent learners, parents and carers to determine how best to prepare for adulthood.
- An 8-week public consultation on Citizen Space was undertaken between 7th November, 2024 and 2nd January, 2025 on the original proposed policy.
- A group of parents helped shape the consultation questions.
- There were 348 responses to the consultation on the original proposed policy. These are discussed in more detail in the report, but in summary there was a high degree of concern about the proposals. The final policy seeks to mitigate these concerns by increasing the support offered, including a more individualised “limited exceptional circumstances” process.
- The Children, Young People and Education Scrutiny Committee considered the proposals on 25th February, at a meeting with significant public engagement. This is further discussed in the report.
- It is apparent from this work that impact is felt not just by a student with a protected characteristic – there are knock-on consequences for parents / carers. This emphasises the need for a consistent focus on preparing for adulthood from an early age (year 9 at the latest), with particular emphasis on independent travel.

6. Potential Equality Impact

Based on your understanding of the service area, any specific evidence you may have on people who use the service and those who could potentially use the service and the findings of any consultation you have undertaken, use the table below to explain which individuals or community groups are likely to be affected by the proposal because of their protected characteristic(s). Describe what the impact is likely to be, how significant that impact is for individual or group well-being, and what mitigating actions can be taken to reduce or remove negative impacts. This could include indirect impacts, as well as direct impacts.

Looking at potential impacts from a different perspective, this section also asks you to consider whether any other particular groups, especially vulnerable groups, are likely to be affected by the proposal. List the relevant groups that may be affected, along with the likely impact, potential risks and mitigating actions that would reduce or remove any negative impacts. These groups do not have to be defined by their protected characteristic(s).

Protected characteristics

Impact of proposal:

Describe the likely impact of the proposal on people because of their protected characteristic and how they may be affected. Why is this protected characteristic relevant to the proposal? How does the protected characteristic determine/shape the potential impact of the proposal? This may also include **positive impacts** which support the aims of the Public Sector Equality Duty to advance equality of opportunity and foster good relations.

Risk of disproportionate negative impact:

How likely is it that people with this protected characteristic will be disproportionately negatively affected? How great will that impact be on their well-being? What will determine who will be negatively affected?

Mitigating actions:

For disproportionate negative impacts on protected characteristic/s, what mitigating actions can be taken to reduce or remove the impact? You may also wish to include actions which support the positive aims of the Public Sector Equality Duty to advance equality of opportunity and to foster good relations. All actions identified here should also be included in the action plan at the end of this EIA.

a. Age

Indicate which age group/s is/ are most affected, either specify general age group - children, young people working age people or older people or specific age bands

What is the impact of the proposal on age?

This policy affects young people with SEND (post 16 up to age 25), and those in years 9 to 10 who will shortly be in this age group.

The council's travel assistance policy currently provides for assistance to be awarded for young people aged 16-25 in line with the statutory offer for children and young people aged 5-16.

Amending the travel assistance policy and reducing service provision will impact young people aged 16-25 who would otherwise receive this support. It is projected that 287 students aged 16-25 would have benefitted under the current policy in the 2025/26 academic year, and could therefore be negatively affected by the proposed policy change.

Also affected are the parents/carers of young people, who are likely to be predominantly working age.

What is the risk of disproportionate negative impact on age?

There is clearly a risk that the new policies will have a disproportionate impact on the protected characteristic of age, given that only young people benefit from the policy.

Appropriate support for children, young people/young adults to develop through education is required, particularly travel training which the Council provides and plans to enhance.

There is a risk that educational attendance will be impacted: this is monitored closely by educational settings. Students may also be impacted by longer journeys if parents need to use public transport to support attendance. There is likely to be an impact on families who will need to support their children's travel to and from educational settings.

What are the mitigating actions?

Changes have been made to the original proposed policy to mitigate its impact, as discussed in the report.

Whilst it is not possible to entirely mitigate the impact, the changes go a long way towards this, and will be complemented by a major enhancement to the Council's travel training provision. Other sources of funding and support are available, and there is an appeals process.

'Exceptional circumstances' will be investigated thoroughly on every occasion that they are claimed.

A review of SEND placement sufficiency is underway to maximise educational choice in the city for learners, parents and carers.

The "Preparing for Adulthood" strategy has been developed and implemented to ensure an adequate focus is placed upon independence skills.

A Post 16 SEND education strategy is being developed to support the right education being available at the right time for the learner.

Travel training has been offered to educational institutions and other adult stakeholders to equip them to teach young people. A communication plan to support engagement with key stakeholders has been developed.

A project is looking at the way in which SEND transport for all age groups is currently provided and with the specific purpose of identifying opportunities for service improvement and efficiency.

Continued engagement takes place with a range of professionals to ensure that potential exceptional circumstances are communicated to the council, so that arrangements can be put in place where appropriate.

b. Disability

If specific impairments are affected by the proposal, specify which these are. Our standard categories are on our equality monitoring form – physical impairment, sensory impairment, mental health condition, learning disability, long standing illness or health condition.

What is the impact of the proposal on disability?

Disability is clearly a protected characteristic where there is inevitably disproportionate impact. SEND encompasses a broad range of learning challenges and disabilities, including those that impact a child's ability to learn, understand, or perform tasks. Not all children with special educational needs are disabled. At the same time, a child or young person may be disabled but will only have special educational needs if the disability impacts on his or her learning.

Young people with SEND are affected by this proposed policy, which could lead to them receiving reduced or no transport support compared to the current policy

The following data is from the [CYP Data Briefing December 2024](#):

- There are over 10,000 children in Leicester schools with recorded SEND. This includes about 3,000 children with an EHCP, and 7,500 children with other SEND support resident in Leicester.
- The proportion of EHCP is rising in Leicester, England and comparator areas. It is currently 4.2% in Leicester and 4.8% in England.
- The percentage of pupils receiving any SEND support (excluding EHCP) in Leicester is 11.9%. This is also lower than the national rate of 13.6%.
- There are higher rates of SEND and EHCP in our most deprived areas, particularly the outer social housing estates. SEND and EHCP rates are significantly lower in some of our most diverse neighbourhoods. In March 2025, approximately 1,600 children and young people were receiving SEND transport support.

It is projected that 287 students aged 16-25 would have benefitted under the current policy in the 2025/26 academic year, and could therefore be negatively affected by the proposed policy change. Some of these will meet the definition of “complex SEND needs” which will automatically qualify for support under the new proposals. Some may also have “limited exceptional circumstances”

Where an application has multiple dimensions, a panel of subject matter experts will convene to ensure all relevant factors are taken into account in the decision making process.

What is the risk of disproportionate negative impact on disability?

Pupils who have an EHCP may not have the independence skills to access public transport and may require additional support from parents/carers.

There is a risk that young people with SEND will not be able to continue in post 16 further education if learners, parents / carers and educational establishments do not work with the council to plan practically for post 16 further education.

What are the mitigating actions?

Changes have been made to the original proposed policy to mitigate its impact, as discussed in the report. More comment is made under age (above) and is not repeated here.

c. Gender reassignment

Indicate whether the proposal has potential impact on trans men or trans women, and if so, which group is affected.

What is the impact of the proposal on gender reassignment?

It is not anticipated that the policy changes will impact on transgender people.

What is the risk of disproportionate negative impact on gender reassignment?

- None anticipated

What are the mitigating actions?

- Not applicable as no negative impacts are anticipated.

d. Marriage and civil partnership

What is the impact of the proposal on marriage and civil partnership?

- None identified

What is the risk of disproportionate negative impact on marriage and civil partnership?

- None anticipated

What are the mitigating actions?

- Not applicable as no negative impacts are anticipated.

e. Pregnancy and maternity

What is the impact of the proposal on pregnancy and maternity?

None identified

What is the risk of disproportionate negative impact on pregnancy and maternity?

- None anticipated

What are the mitigating actions?

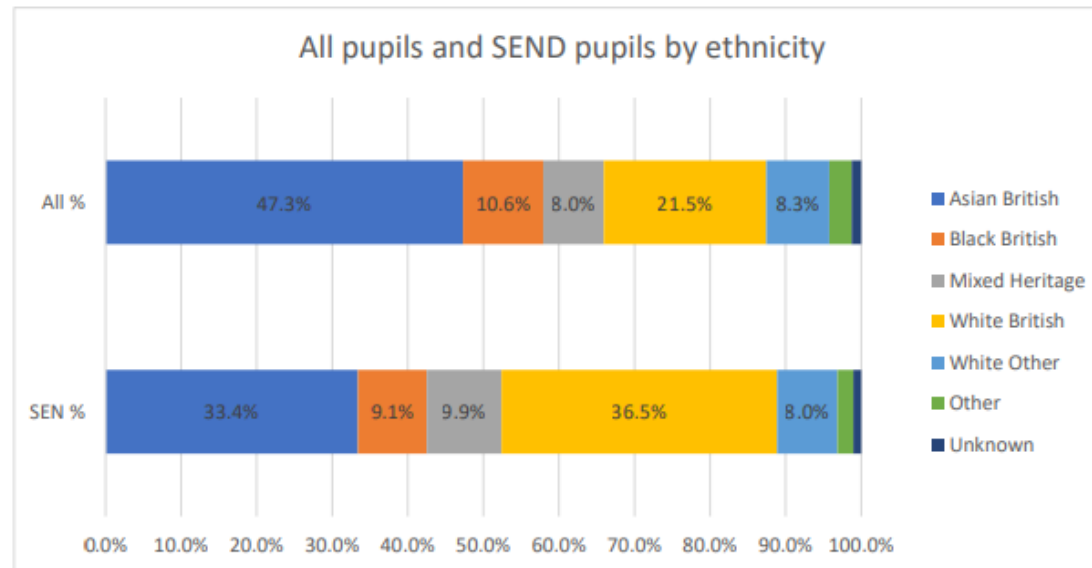
- Not applicable as no negative impacts are anticipated.

f. Race

What is the impact of the proposal on race?

The following data is from the [CYP Data Briefing December 2024](#)

Leicester is a diverse city with significant minority communities. As can be seen from the data below, white British children and young people are proportionately more likely to have SEND, and British Asian children and young people proportionately less so.



Source: Leicester City Council School Census Spring 2024

What is the risk of disproportionate negative impact on race?

- The changes could disproportionately affect white British children and young people, as long as all age SEND is a reasonable predictor of 16-25 entitlement to travel support (intuitively, it should be).

What are the mitigating actions?

- The mitigation measures as discussed under “age” above.

g. Religion or belief

If specific religious or faith groups are affected by the proposal, our equalities monitoring form sets out categories reflective of the city’s population. Given the diversity of the city there is always scope to include any group that is not listed.

What is the impact of the proposal on religion or belief?

None identified.

What is the risk of disproportionate negative impact on religion or belief?

- None anticipated

What are the mitigating actions?

- Not applicable as no negative impacts are anticipated.

h. Sex

Indicate whether this has potential impact on either males or females

What is the impact of the proposal on sex?

It is recognised that in family convention generally it is the woman that takes on more of the childcaring role and therefore if parents are required to have more involvement that may well disproportionately impact women. As such it is implied that there may be an increased burden on female parents/carers compared to male parents/carers.

What is the risk of disproportionate negative impact on sex?

That where there is increased an increased burden on parents/carers, it would disproportionately impact women.

What are the mitigating actions?

As discussed above under “age.”

i. Sexual orientation

What is the impact of the proposal on sexual orientation?

- is not anticipated that there will be an impact on people depending on their sexual orientation

What is the risk of disproportionate negative impact on sexual orientation?

- None anticipated

What are the mitigating actions?

- Not applicable as no negative impacts are anticipated.

7. Summary of protected characteristics

a. Summarise why the protected characteristics you have commented on, are relevant to the proposal?

The new policies concern transport support to students with SEND, aged 16-25. Thus, they inevitably have a disproportionate impact on the protected characteristic of age, given their impact on young people. They also impact the parents and carers of young people who are likely to be broadly in the same age bracket (working age adults). As caring responsibilities are more likely to be assumed by women, there is a potential disproportionate impact on the protected characteristic of sex.

Disproportionate impacts on any other characteristic will depend on the extent to which those with that characteristic are likely to have conditions which give rise to entitlement under the current policy. The only one we have identified is race, where (if all age SEND is a predictor of entitlement to transport for the 16-19 age group) there would be a disproportionate negative impact on the white British group.

Many of those who would otherwise be entitled to travel support will have a disability, so this protected characteristic is significantly affected.

b. Summarise why the protected characteristics you have not commented on, are not relevant to the proposal?

- No identifiable impact.

8. Armed Forces Covenant Duty

The Covenant Duty is a legal obligation on certain public bodies to 'have due regard' to the principles of the Covenant and requires decisions about the development and delivery of certain services to be made with conscious consideration of the needs of the Armed Forces community.

When Leicester City Council exercises a relevant function, within the fields of healthcare, education, and housing services it must have due regard to the aims set out below:

a. The unique obligations of, and sacrifices made by, the Armed Forces

These include danger; geographical mobility; separation; Service law and rights; unfamiliarity with civilian life; hours of work; and stress.

b. The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the Armed Forces

A disadvantage is when the level of access a member of the Armed Forces Community has to goods and services, or the support they receive, is comparatively lower than that of someone in a similar position who is not a member of the Armed Forces Community, and this difference arises from one (or more) of the unique obligations and sacrifices of Service life.

c. The principle that special provision for Service people may be justified by the effects on such people of membership, or former membership, of the Armed Forces

Special provision is the taking of actions that go beyond the support provided to reduce or remove disadvantage. Special provision may be justified by the effects of the unique obligations and sacrifices of Service life, especially for those that have sacrificed the most, such as the bereaved and the injured (whether that injury is physical or mental).

Does the service/issue under consideration fall within the scope of a function covered by the Duty (healthcare, education, housing)? Which aims of the Duty are likely be relevant to the proposal? In this question, consider both the current service and the proposed changes. Are members of the Armed Forces specifically disadvantaged or further disadvantaged by the proposal/service? Identify any mitigations including where appropriate possible special provision.

The proposed policy and statement falls within the scope of the armed forces covenant duty. There is no evidence that the armed forces are specifically disadvantaged.

9. Other groups

Other groups

Impact of proposal:

Describe the likely impact of the proposal on children in poverty or any other people who we may consider to be vulnerable, for example people who misuse substances, ex armed forces, people living in poverty, care experienced young people, carers. List any vulnerable groups likely to be affected. Will their needs continue to be met? What issues will affect their take up of services/other opportunities that meet their needs/address inequalities they face?

Risk of disproportionate negative impact:

How likely is it that this group of people will be negatively affected? How great will that impact be on their well-being? What will determine who will be negatively affected?

Mitigating actions:

For negative impacts, what mitigating actions can be taken to reduce or remove this impact for this vulnerable group of people? These should be included in the action plan at the end of this EIA. You may also wish to use this section to identify opportunities for positive impacts.

a. Care Experienced People

This is someone who was looked after by children's services for a period of 13 weeks after the age of 14', but without any limit on age, recognising older people may still be impacted from care experience into later life.

What is the impact of the proposal on Care Experienced People?

Care experienced young people have often experienced trauma. This can be known to affect SEND needs. They may also not have the level of family support surrounding them as others. We do not hold the data to know whether or not they are more likely than others to receive transport support, but intuitively it seems likely.

What is the risk of negative impact on Care Experienced People?

Potentially greater than the population as a whole.

What are the mitigating actions?

- b. As discussed under 'age' above, and potential consideration under the “exceptional circumstances” criteria.

c. Children in poverty

What is the impact of the proposal on children in poverty?

Children in poverty are likely to be from families with less financial resilience. This is likely to affect the options to transport their children to school.

Those in post 16 education who become NEET (not in employment education or training) do not have benefit entitlements.

What is the risk of negative impact on children in poverty?

Those with legal parental responsibility may not have as many available options to transport their young person if they cannot travel independently.

What are the mitigating actions?

Express provision within the policy for those with “limited exceptional circumstances” who would otherwise experience “demonstrable financial hardship”.

d. Other groups

What is the impact of the proposal on any other groups?

All service users accessing this provision are vulnerable in some way. Young people who are looked after may be affected to a greater extent than young people as a whole.

What is the risk of negative impact on any other groups?

Children who are looked after have already experienced adversity during childhood and may be experiencing or recovering from trauma. They may require additional parental/carers support to continue in post-16 education.

What are the mitigating actions?

Partnership working between council teams to ensure arrangements appropriately mitigate needs.

A robust approach to safety in the consideration of applications.

10. Other sources of potential negative impacts

Are there any other potential negative impacts external to the service that could further disadvantage service users over the next three years that should be considered? For example, these could include:

Government policies or proposed changes to current provision by public agencies (such as new benefit arrangements) that would negatively affect residents.

Possible further economic downturn increasing financial pressures on families and particularly those where young people are in poverty.

The ability of the council (and other services such as the NHS) to continue to fund non-statutory services that support young people (due to the current financial situation).

11. Human rights implications

Are there any human rights implications which need to be considered and addressed (please see the list at the end of the template), if so please outline the implications and how they will be addressed below:

Part 1: The convention rights and freedoms, Article 14 – the right not to be discriminated against

Students with SEND are entitled to access education, and the law affords them specific protections. However, as the law affords an element of discretion to local authorities, it is critical that our operational processes are robust and applied consistently.

Part 2: First Protocol, Article 2 – the right to education

It is essential to implement the new policies consistently, to avoid creating barriers to education.

12. Monitoring impact

You will need to ensure that monitoring systems are established to check for impact on the protected characteristics and human rights after the decision has been implemented. Describe the systems which are set up to:

- monitor impact (positive and negative, intended and unintended) for different groups
- monitor barriers for different groups
- enable open feedback and suggestions from different communities
- ensure that the EIA action plan (below) is delivered.

If you want to undertake equality monitoring, please refer to our [equality monitoring guidance and templates](#).

- As part of a project to ensure that SEND transport is delivered as effectively as possible in the city there is a strong focus on looking at the cost and benefit of journeys for children and young people. This is built into operational processes and management information will be reported at director level regularly.
- The council recognises that it does not collect information about all protected characteristics. We will begin to collect it through the application form for transport, and collate it.
- Monitoring of the appeal process will allow for impacts to be tracked across protected characteristics.
- Student attendance is monitored.

13. EIA action plan

Please list all the equality objectives, actions and targets that result from this assessment (continue on separate sheets as necessary). These now need to be included in the relevant service plan for mainstreaming and performance management purposes.

| Equality Objective | Action | Officer Responsible | Completion date |
|---|---|--|--|
| Greater educational choice for students with SEND to continue to be developed within Leicester City. | A review of SEND placement sufficiency | Michael Wilsher – Head of Education Sufficiency and Admissions | April 2026 |
| To ensure that engagement with stakeholders takes place, to continue to monitor the impacts of the policy once implemented. | To develop an engagement strategy | Caroline Joliffe – Head of SEND Integrated Services | April 2026 |
| Improved independence skills for young people post-16 | Continued implementation of the Preparing for Adulthood Strategy including travel training. | Caroline Joliffe – Head of SEND Integrated Services | March 2026 |
| Support is provided to those most in need. | ‘Exceptional circumstances’ are investigated thoroughly on every occasion where claimed. | Sophie Maltby – Director of SEND and Education. | Business as usual activity with no end date. |
| Ensure we have accurate data on protected characteristics of those using the service to monitor the impact on particular protected characteristics over time. | Collect information through the application form for transport and collate it | Maria Coulson, Strategic SEND Transport Lead | Ongoing |

This EIA will be updated pending the outcome of the Assistant Mayor’s decision and will be regularly considered following any decision.

Human rights articles:

Part 1: The convention rights and freedoms

Article 2: Right to Life

Article 3: Right not to be tortured or treated in an inhuman or degrading way

Article 4: Right not to be subjected to slavery/forced labour

Article 5: Right to liberty and security

Article 6: Right to a fair trial

Article 7: No punishment without law

Article 8: Right to respect for private and family life

Article 9: Right to freedom of thought, conscience and religion

Article 10: Right to freedom of expression

Article 11: Right to freedom of assembly and association

Article 12: Right to marry

Article 14: Right not to be discriminated against

Part 2: First protocol

Article 1: Protection of property/peaceful enjoyment

Article 2: Right to education

Article 3: Right to free elections