
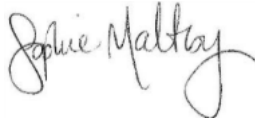


## Equality Impact Assessment (EIA) Tool: Post 16 SEND Transport

<b>Title of proposal</b>	EIA related to the proposed post-16 transport policy statement for the 2026/27 academic year
<b>Name of division/service</b>	Social Care and Education
<b>Name of lead officer completing this assessment</b>	Maria Coulson, Strategic SEND Transport Lead
<b>Date EIA assessment commenced</b>	22/01/2026
<b>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>)</b>	02/03/2026
<b>Decision maker</b>	Assistant City Mayor, Children and Young People

<b>EIA sign off on completion:</b>	<b>Signature</b>	<b>Date</b>
<b>Lead officer</b>		02/03/2026
<b>Equalities officer (has been consulted)</b>	Sukhi Biring, Equalities Officer	05/02/2026

EIA sign off on completion:	Signature	Date
Divisional director		16/04/2026

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?

This proposal relates to the Council's Post-16 Transport Policy Statement (TPS), which sets out how transport assistance is provided to young people in academic year 12 and over who are in education. The Council has a statutory duty to review and publish this policy each year by 31 May for the following academic year.

Significant changes were made to the policy in the 2025 – 2026 academic year. In particular, the level of transport support for young people in this cohort with special educational needs and disabilities (SEND) was reduced. These changes were primarily driven by the Council's financial position.

The Council provides transport assistance for learners attending schools, colleges, and certain other institutions. Transport for children under 16 is a statutory service, whereas support for learners aged 16 and over is discretionary, giving the Council flexibility in how assistance is provided.

The policy is intended to support the transition from compulsory education to adulthood by promoting independent travel wherever possible.

For young people aged 16 to 18 in post 16 education, and for adults aged 18 to 25 with SEND who have an Education, Health and Care Plan (EHCP), support is targeted at those with complex needs. The standard offer for this group is a Personal Transport Budget. For the Council to arrange transport directly, there must also be evidence of demonstrable financial hardship.

The revised policy was implemented successfully in summer 2025. Of the 223 applicants assessed, approximately 75% received Council-commissioned transport, either via taxi or an internal bus service. All applications are assessed on an individual basis, with no blanket decision making.

Transport assistance is typically provided in the following ways:

1. An internally provided bus journey
2. A Council commissioned taxi journey

3. A Personal Transport Budget (PTB), consisting of a £500 annual payment and a mileage allowance of 45p per mile for four journeys per day
4. In exceptional circumstances, an enhanced PTB may be offered. This is typically where a higher amount is offered where there is no other way the council can meet need and a failure to do so would result in harm. In post 16 – this may be offered under the council’s discretionary power where there is not standard eligibility entitlement. This is a new way of working, is very rare and requires Director approval.

In the 2025 - 26 academic year, the Council is providing transport assistance to around 1600 children, young people, and adult learners. As at February 2026, this includes around 250 young people and adults aged 16 and over.

The projected cost of post 16 SEND transport provision for young people and adults in 2026–27 is £1.9m. Further detail is set out in the decision report accompanying this Equality Impact Assessment (EIA). Consultation on the current Transport Policy Statement closed on 19 February 2026.

This EIA assesses the policy proposed. Last academic year the Council recognised that it is not possible to entirely mitigate the impact of changes on all those affected. Additionally, we cannot realistically find out what travel skills and/or other support arrangements those individuals who did not apply for support have relied on after the change to the policy took place this academic year.

Many will have had the ability to travel independently, have been able to rely on parents/carers to get them to further education, or will have had other support available to them. Nonetheless, the risk that some young people and adults may leave education, and not be in employment or training (NEET) is acknowledged. The consequences of this are well understood and the Connexions team are a valuable contributor at a weekly SEND Transport Panel, which discusses operational procedures and individual cases. A specific check of those who are NEET in November 2025 showed none were in that position due to having an application for post 16 SEND transport declined.

If the proposed policy and statement were introduced for the 2026 - 2027 academic year, it is currently estimated that there would be no change to provision.

## 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.

There are no proposed changes to the policy. However, previously made changes would continue to affect young people and adults with SEND, including those with a care experienced background. Some of those who had previously received support may continue to 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.

The impacts are considered well mitigated which is why the proposal is not to change policy.

### **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 and has moved forward since last year. 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
- Officer 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, during the application process in Summer 2025, in order to shape the best way of assessing need collaboratively.
- A consultation exercise – see section 5 below and section 5 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?

- The council continues to work with the Parent Carer Forum and the “Big Mouth Forum” (most recently attended in February 2026) representing young people. The Council has also worked with those who represent learners, parents and carers to determine how best to prepare for adulthood.
- A mailing was sent via schools to all parents and carers or young people and adult learners in Year 11 and above in January 2026, asking for views on the proposed policy. Other stakeholders were also asked in accordance with statutory guidance.
- There were 6 responses. These are discussed in more detail in the report, but in summary there was a low degree of concern about the proposals.
- The Children, Young People and Education Scrutiny Committee were communicated with surrounding the proposals on 20<sup>th</sup> January 2026 and there was broadly support for the council’s approach.
- It remains important to note that impact surrounding this policy 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 11 who will shortly be in this age group.

The council's [transport assistance policies](#) currently provides different, discretionary support to be awarded to young people aged 16-25 which is distinct from the statutory offer for children and young people aged 5-16.

As there is no change to policy there is no change in impact on the cohort. The policy in place is deemed to meet need well in the City.

### **What is the risk of disproportionate negative impact on age?**

There is clearly a risk that these policies could 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, the council and Connexions service (for post 16). Students may also be impacted by longer journeys if parents need to use public transport to support attendance. These policies impact families who need to support their children's travel to and from educational settings.

### **What are the mitigating actions?**

'Exceptional circumstances' will be investigated thoroughly on every occasion that they are claimed. The continued successful implementation of policy relies on outstanding communication with families throughout the assessment process and a commitment to ensuring no need is unmet.

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 council's Local Area SEND Self Evaluation undertaken in 2025:

- About 63,160 children attend Leicester schools, most of these are resident in the City.
- Approximately 11,000 of those are in post 16 education and have SEND. In the region of 3200 of those young people have EHCP's.<sup>1</sup>
- There are 775 adult learners with EHCP's.<sup>2</sup>
- The proportion of EHCP is rising in Leicester, England and comparator areas. It is currently 4.6% in Leicester and 5.3% in England.
- The percentage of pupils receiving any SEND support (excluding EHCP) in Leicester is 16.9%. This is also lower than the national rate of 19.5%.
- 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 February 2026, approximately 1,600 children and young people were receiving SEND transport support.
- Nearly 1 in 3 children is eligible for free school meals (28.1%)
- Nearly 1 in 2 of those with EHCP's are eligible for free school meals (48.5)

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.

Because there is no proposed change to policy there is no likely impact to the cohort of these proposals.

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<sup>1</sup> ONE system report snapshot data as at 27.01.2026

<sup>2</sup> One system report snapshot data as at 27.01.2026

### **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?**

There are no policy changes therefore it is not anticipated that the proposed policy 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?

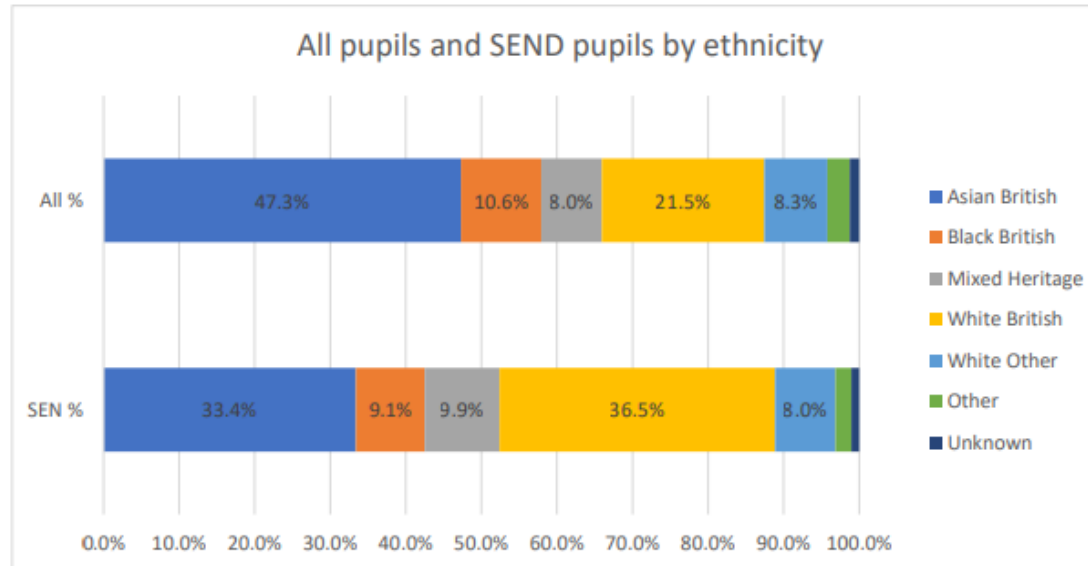
The following data is from the Leicester City SEND SEF 2025

Leicester is globally renowned for its diversity. We are a multi-ethnic city that welcomes people from all over the world.

- 55% are from a global majority background and over 185 languages are spoken.
- More than 41% of the population were born outside the UK
- 67% of the school population is made up of ethnic minority groups

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

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

As there is no change to policy there is no change in impact on the cohort. The policy in place is deemed to meet need well in the City.

**What is the risk of disproportionate negative impact on race?**

There is a risk that these policies could have a disproportionate impact on the protected characteristic of race, given the nature of the city. Previously highlighted was the significantly higher ratio of white British with special educational needs compared to other ethnicity pupils.

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, the council and Connexions service (for post 16).

**What are the mitigating actions?**

As discussed above under “age.”

**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 when referencing these policies.

As there is no change to policy there is no change in impact on the cohort. The policy in place is deemed to meet need well in the City.

### **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?**

- It 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 proposed policies concern transport support to students with SEND, aged 16-25. As there is no change to policy within the proposals there is no consequent impact to those with the protected characteristic of age. The policies 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 but because there is no proposed change to policy there is no consequent impact to this group.

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 by these policies.

In summary, for all protected characteristics, although the council is mindful of those with protected characteristics that are supported by the proposed policy, it is concluded that it meets need well in the city and the proposed policy, with no changes, will not adversely impact any group with protected characteristics.

### **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. Social care officers attend the SEND transport weekly panel to support application processing.

### **d. 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.

As there is no change to policy there is no change in impact on the cohort. The policy in place is deemed to meet need well in the City.

#### **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".

## **e. 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. 12% of children who are looked after have an EHCP (SEND SEF 2025)

As there is no change to policy there is no change in impact on the cohort. The policy in place is deemed to meet need well in the City.

### **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/carer 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.

Social care attendance at weekly SEND transport panel meetings to support 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 / SEND reforms) 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 proposed 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. There is a plan to voluntarily share data with the Department for Education by March 2026 and for information to be routinely published on the Leicester open data platform later in the year.
- 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 when a new form is implemented as part of a new system procurement in 2026.
- 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 is underway.	Liam Brown, Lead Commissioner SEND and Education	April 2027
To ensure that engagement with stakeholders takes place, to continue to monitor the efficiency of the policy.	To develop an engagement strategy	Maria Coulson, Strategic SEND Transport Lead	April 2026
Improved independence skills for young people post-16	Development of the travel training offer including 121 targeted support	Maria Coulson, Strategic SEND Transport Lead	June 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