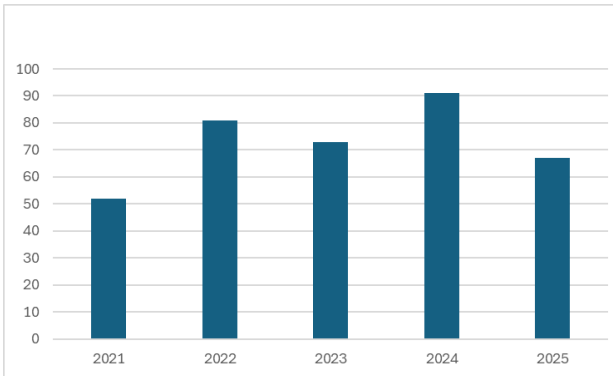


Equality Impact Assessment / Equality Analysis Budget Proposals

This template has been developed for the specific purpose of analysing the equality impact of proposals that have been put forward as part of budget setting. Use this template to identify what impact or likely impact the proposal will have on people with protected characteristics.

Title of savings proposal HTST Cost Reduction Proposals	Potential Transport Solutions for <ol style="list-style-type: none"> 1. Pupils attending out of county special schools and 2. Those attending our Hospital Education Reintegration Service (HERS). 			
Growth or Savings/Income?	Savings	FTE Reduction/Increase		
Brief Description and Aim <i>(no more than 100 words)</i>	To investigate if we can deliver savings on: <ol style="list-style-type: none"> 1. The current cost of transporting pupils out of area special schools in single taxis by providing a bespoke mentoring service to take over this role. 2. The current cost of transporting pupils to our HERS provision at Abbot Alphege School if the service delivers this in-house rather than using the B&NES HTST service. 			
Budget Reduction / Growth Value	Year	2026/27	2027/28	2028/29

<i>(note year 2 value is the increase/decrease on year 1)</i>	Value (£000)	£150		
Directorate/Service area and Cabinet Portfolio	Education			
Impacts to Service Delivery <i>(no more than 100 words)</i>	<ol style="list-style-type: none"> 1. Children and young people (CYP) will have specialist mentors that transport them to school rather than collection by taxi drivers with guide escorts. This could provide a cost effective and supportive journey to school ensuring CYP arrive regulated and ready to learn, supporting placements longer term and ensuring high attendance. 2. Students in HERS having differing medical needs which dictate the hours of education they can tolerate. The proposal is to replace the use of separate taxis with a single minibus operated by the provider. The logistics are complicated however, and the timetable would need to be adjusted to allow for multiple trips during the day and throughout the week. 			
Delivery Risk Rating (High/Medium/Low) <i>(Please detail reasons and actions to reduce risk)</i>	<p>There may be no local provider willing to complete this work, and if there are the costs may not be less.</p> <p>We need to work with local providers to understand their capacity to transport young people.</p> <p>Families may feel unsure about this change if there is an established relationship with a driver or escort already. So engagement with the parent carer forum and families is key.</p> <p>This may constitute 'grey fleet'. The transport team will ensure that all necessary processes are in place.</p> <p>Adjustments to the timetable could compromise education at HERS. The HERS lead teacher and office manager are undertaking an</p>			

	<p>exercise to model potential timetable adjustments that would accommodate travel needs without compromising the education.</p> <p>Numbers accessing HERS varies over the academic year. For example the numbers of students in November over the past five years are as follows, with the numbers typically peaking at just over 100 in early June each year.</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>52</td> </tr> <tr> <td>2022</td> <td>80</td> </tr> <tr> <td>2023</td> <td>72</td> </tr> <tr> <td>2024</td> <td>90</td> </tr> <tr> <td>2025</td> <td>68</td> </tr> </tbody> </table> <p>It may be possible to offer more online teaching to students in Yr.11 as they approach GCSEs in May and June, as this age group often makes up a larger proportion of the students as the academic year progresses.</p>	Year	Number of students	2021	52	2022	80	2023	72	2024	90	2025	68
Year	Number of students												
2021	52												
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<p>Do the aims of this proposal link to any other budget proposals? <i>(no more than 100 words)</i></p>	<p>No</p>												

Consider whether this proposal has any knock-on impacts to other services. If so, please provide service and detail <i>(no more than 100 words)</i>	N/A
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Assessment of impact: 'Equality analysis'

Use the spaces below to demonstrate you have analysed how this proposal:

- Meets any needs of equality groups or helps promote equality in some way.
- Could have a negative or adverse impact for any of the equality groups - and if so, mitigating actions.
- Could have potential knock-on effects for other service areas or create problems because of cumulative impacts.

	All equality areas/characteristics	How this proposal might advance equality	Potential negative or adverse impacts - and what steps can be taken to mitigate this	Potential knock-on impacts for other service areas/other proposals
1	Sex	Equal access to in-person learning opportunities would be maintained	Children and young people will be carefully matched according to need and compatibility with the other CYP	There is no known impact for other services based on sex
2	Pregnancy & maternity	This would not be a barrier to transport if the young person's medical needs can be met.	Safeguarding protocol and a risk assessment would be in place.	There is no known impact for other services

3	Gender reassignment	This would not be a barrier to transport	<p>Mentors will provide an inclusive environment: Support for transgender and non-binary residents will include the use of preferred names and pronouns.</p> <p>There will be support and access to services for service users and staff for any - support needs based on gender identification for example Off the Record, SARI.</p> <p>For any equality incidents based on gender identity, whether intentional or not, we will engage relevant services to educate and support both the instigator and victim – Off the record, SARI</p> <p>Consideration would be given to the mental health needs of YP who are questioning their gender identity.</p> <p>Each student's needs would be considered on a case by case process</p> <p>Add more detail here about supporting access to health services based on their individual needs including</p> <ul style="list-style-type: none"> • facilitate access to appropriate care and offer continuity of care. • Become knowledgeable about the possible health care needs of transgender and non-binary people in general. • exhibit respect for patients with non-conforming gender identities 	There is no known impact for other services
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			<ul style="list-style-type: none"> seek patients' informed consent before providing treatment and involve them in decision-making. <p>https://www.bma.org.uk/advice-and-support/equality-and-diversity-guidance/lgbtplus-equality-in-medicine/inclusive-care-of-trans-and-non-binary-patients</p>	
4	Disability	Young people will be accommodated by the transport provision with no barriers to disability – physical, sensory and mental health difficulties	Barriers to accessing the transport provision will be assessed for each student and reasonable adjustments put in mitigate them.	There is no known impact for other services
5	Race	Young people within the specified age range will be accommodated with no barriers to race	<p>For any incidents of racism whether intentional or not we will engage relevant services to educate and support both the instigator and victim for example SARI, Black Families Education Service</p> <p>Individual EHCP's will determine cultural needs, including skin and hair hygiene, dietary requirements and access to culturally appropriate resources. Positive inclusive practice will promote and respect the ethnic identity of all individuals.</p> <p>Ongoing training will be provided for all staff and there will be a no tolerance policy in place for bias.</p> <p>For any equality incidents based on sexual orientation whether intentional or not we will engage relevant services to educate and support both the instigator and victim – Off the record</p>	<p>There is no known impact for other services</p>

			<p>Individual EHCP's may determine sexual orientation. Positive inclusive practice will promote and respect the sexual orientation of all individuals.</p> <p>Research informs that neurodivergent people, including Autistic CYP are more likely to identify as LGBTQ+ (https://nhs.uk/neurodiversity/living/lgbtq/)</p> <p>Each one would be considered on a case by case process</p>	
6	Sexual orientation	This would not be a barrier if the young person's needs met the criteria for the provision	For any equality incidents based on sexual orientation whether intentional or not we will engage relevant services to educate and support both the instigator and victim – Off the record	
7	Marriage and civil partnership	The service is for pupils under the age of 16 and so no relevant	N/A	N/A
8	Religion/belief	<p>This would not be a barrier if the young person's needs met the criteria for the provision.</p> <p>The transport offer will need to determine the following faith requirements:</p> <ul style="list-style-type: none"> document religious and spiritual needs. observance of religious festivals and dates. 	For any equality incidents based on religion or belief whether intentional or not the service will provide opportunities to educate and support both the instigator and victim	There is no known impact for other services

9	Age	By definition the provision is only open to those aged 5-16		
B&NES Local Priority				
10	Socio-economically disadvantaged	Transport to and from school would be provided if the young person qualified under the transport policy therefore there would be no barriers to socio-economically disadvantaged	The B&NES Affordable School Programme aims to 1) increase understanding of the barriers and challenges faced by pupils and families who are living with financial hardship and poverty. 2) help schools make positive changes to policies and practices https://thehub.bathnes.gov.uk/Page/21430	There is no known impact for other services
11	Rural communities	This would not be a barrier if the young person's needs met the criteria for the provision. Transport would be provided to and from school if the young person qualified under the transport policy (exceptions can also be made) therefore there would be no barriers to rural communities	N/A	There is no known impact for other services
12	Armed Forces Community	This would not be a barrier if the young person's needs met the criteria for the provision There is more info here: https://www.armedforcescovenant.gov.uk/about-the-covenant/		There is no known impact for other services
13	Care Experienced	Ensure Strategy addresses any issues around being care experienced raised by CYP accessing the service The school and home will access ongoing support and advice from the B&NES Care	For any equality incidents based on care experience whether intentional or not we will provide opportunities to educate and support both the instigator and victim.	There is no known impact for other services

		Experienced Social Care team: https://www.bathnes.gov.uk/local-offer		
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Name of officer(s) conducting equality analysis: Laura Donnelly & Olwyn Donnelly

Signed off by: Chris Wilford, Director of Education and Safeguarding

Date: 14.11.25