

# Equality Impact full assessment form

When complete, this form must be signed off and retained by the service area. The Full EIA should be recorded as complete on share point (your business manager has access to share point). Where a full EIA is needed this should be included as an appendix with the relevant cabinet report and therefore available publicly on the website.

## Equality impact full assessment form

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| <b>Name of project, policy, function, service or proposal being assessed:</b> | Home-to-School/College Transport Policy consultation |
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*At this stage you will need to re-visit your initial screening template to inform your consultation and refer to [guidance notes on completing a full EIA](#)*

### Consultation

|   | Method   | Action Points   |
|---|--|---|
| <b>Who do you need to consult with (which equality groups)?</b> | Parents/carers<br><br>Pupils/college learners<br><br>Stakeholders  | Public engagement sessions<br><br>Use of social media<br><br>Online survey<br><br>Work with schools and Bridgend College to engage with pupils/students.<br><br>Stakeholders identified and sent details of the consultation for comment. |
| <b>How will you ensure your consultation is inclusive?</b>      | Full public consultation made available on the local authority website.<br><br>The consultation used plain English to maximise | The public consultation was made available in online and paper format in both Welsh and English with alternative formats by request.  |

|  | <b>Method</b>  | <b>Action Points</b>   |
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|  | <p>understanding and encourage participation.</p> <p>To encourage engagement the consultation was available online or in other formats by request.</p> <p>Information about the consultation was shared via social media channels on a variety of platforms.</p> <p>Engagement events for parents and carers held in two secondary schools, one primary school and Bridgend College.</p> <p>Engagement events with pupils held via Bridgend Youth forum, Maesteg School and Coleg Cymunedol Y Dderwen.</p> <p>Workshops arranged outside of working hours (that is 6-8pm) to encourage participation for working parents/carers to attend.</p> | <p>The consultation document and survey were made available on the local authority website and details of the consultation were shared on a number of social media channels/platforms.</p> <p>Parents and carers contacted via schools to attend consultation events.</p> <p>Letters sent to all parents/carers in Bridgend schools.</p> <p>Letters sent to all statutory consultees and stakeholders.</p> <p>Letters sent to all elected members.</p> |

| <b>What consultation was carried out?<br/>Consider any consultation activity already carried out, which may not have been specifically about equality but may have information you can use</b> | <b>Method</b>   | <b>Action Points</b> |
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|  | A full 12-week public consultation was carried out from 10 April 2024 to 3 July 2024. |                      |

## Record of consultation with people from equality groups

| Group or persons consulted                   | Date/venue  | Feedback/areas of concern raised  | Action Points  |
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| <b>Consultation events:</b>                  | Maesteg School<br>Pencoed Comprehensive School<br>Porthcawl Primary School<br>Bridgend College<br>Maesteg School pupils<br>Bridgend Youth Council pupils took part in engagement sessions in the Council Chamber<br>Coleg Cymunedol Y Dderwen | Availability of safe routes to school.<br>Weather conditions will impact.<br>Not providing transport for most college students (Post-16) presents a barrier to attend college and sixth-form.<br>Having to drive is potentially more dangerous, expensive and worse for the environment.<br>Service buses are very expensive and not affordable.<br>If they don't transport- young people may discouraged to attend higher education and getting more qualifications.<br>Adds more barriers for attending education and will increase the 'emotionally based school avoidance' and 'not in education, employment or training' population.<br>Not everyone has money for fuel, public transport. | Consider feedback from learners on all proposals to produce Cabinet report and recommendations |
| <b>Parent and Carer Engagement sessions:</b> | Parent and carer engagement sessions took place in:   | The most common feedback from parents and carers as a result of the consultation responses are summarised below: <ul style="list-style-type: none"> <li>Public transport options need to improve.</li> </ul>  | Consider feedback from parents and carers on all proposals to produce Cabinet                  |

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| <p>A total of 97 parents took part in engagement sessions in comprehensive school across the county borough</p> | <p>Archbishop McGrath Catholic High School</p> <p>Bridgend College</p> <p>Brynteg Comprehensive</p> <p>Bryntirion Comprehensive</p> <p>Coleg Cymunedol Y Dderwen</p> <p>Cynffig Comprehensive</p> <p>Maesteg High School</p> <p>Pencoed Comprehensive</p> <p>Porthcawl Comprehensive</p> <p>Ysgol Gyfun Gymraeg Llangynwyd</p> | <ul style="list-style-type: none"> <li>• The proposals would create barriers for children’s learning.</li> <li>• Walking routes are often not safe. Safety should be prioritised over money. Roads are busy and unsafe</li> <li>• Lighting in the winter months is poor.</li> <li>• Too long to walk, especially in bad weather and walking in cold/wet weather could cause physical and mental health issues.</li> <li>• Increased exposure to anti-social behaviour and crime (for example drugs).</li> <li>• Limited options outside schools for parents/carers to safely drop-off children.</li> <li>• There should not be preferential treatment for faith-based education.</li> <li>• There should not be preferential treatment for Welsh-medium education.</li> <li>• Public transport is expensive and there will be additional costs for pupils/families.</li> <li>• Many families do not have access to a private car.</li> <li>• The council should make other internal savings.</li> <li>• Many families are already suffering financial hardship and this would add to their burden. Low-income families need to be prioritised.</li> <li>• Children won’t walk that far so the impact will be on more travel and an increased environmental impact. Net zero carbon targets will unlikely be met.</li> <li>• Pupils with additional learning needs should be supported with transport.</li> <li>• Attendance/attainment will be negatively impacted.</li> </ul> | <p>report and recommendations</p> |
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|  |  | <ul style="list-style-type: none"> <li>• Too far for many younger pupils to walk to school while their older sibling is on the school bus.</li> <li>• The distance thresholds should be dropped for all pupils.</li> <li>• Siblings should travel together.</li> <li>• Having an older sibling alongside supports the transition of younger pupils.</li> <li>• This will complicate life for families.</li> <li>• Young pupils should be permitted to travel with older siblings to support their anxiety.</li> <li>• This may prevent siblings attending the same school.</li> <li>• The older distances we far fairer</li> <li>• Families should have transitional protection to the proposals.</li> <li>• Unfair that something previously provided is taken away.</li> <li>• Little children cannot be expected to walk such a distance. Nursery pupils require transport.</li> <li>• This should be means tested.</li> <li>• This is discriminatory to the English language.</li> <li>• Stop this and put the money into other transport for pupils.</li> <li>• There will be more cars on the roads with more pollution and congestion around schools.</li> <li>• There should be special dispensation/eligibility for pupils with additional learning needs and looked after children.</li> <li>• How does this support the 'National Mission'?</li> <li>• Most Post-16 journeys are longer.</li> <li>• Pupils at the top of the valleys will suffer more.</li> <li>• It would be too far to college from many learners (Porthcawl for example).</li> <li>• This will be a barrier to young people's education.</li> </ul> |  |
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|  |  | <ul style="list-style-type: none"> <li>• More sixth-formers will drop-out of school. There should be encouragement for Post-16 pupils to learn.</li> <li>• Some pupils of alternative faiths to Christianity do not have the same option of a faith-based education.</li> <li>• Children are leaving education to work because of the cost of living.</li> <li>• The most vulnerable pupils will be the hardest hit.</li> <li>• Young people will be deprived of their education.</li> <li>• Not all schools have the same subject offer.</li> <li>• Attendance will suffer in general.</li> <li>• Pupils eligible for free school meals will suffer more and may not pursue Post-16 education.</li> <li>• We should support further and higher education and encourage it.</li> <li>• As a personal transport budget, 45p/mile would not cover costs (including public transport/taxis).</li> </ul> |  |
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### Assessment of Impact

Based on the data you have analysed, and the results of consultation or research, consider what the potential impact will be upon people with protected characteristics (negative or positive). Include any examples of how the policy helps to promote equality. If you do identify any adverse impact you **must seek legal advice as to whether, based on the evidence provided, an adverse impact is or is potentially discriminatory, and identify steps to mitigate any adverse impact – these actions will need to be included in your action plan.**



|                            | <b>Impact or potential impact</b>   | <b>Actions to mitigate</b>   |
|----------------------------|---|--|
| <b>Gender</b>              | <p>There is no evidence to suggest that there will be any disproportionate impact based on gender.</p> <p>The most recent Pupil Level Annual School Census (PLASC) data (2024) shows that the school population is made up of 48.6% female and 51.4% male.</p>                    | N/A  |
| <b>Disability</b>          | <p>Children and young people who have a disability or additional learning need attending mainstream education would be assessed individually for transport on a discretionary basis under the requirements of the Learner Travel (Wales) Measure 2008</p>                         | <p>The local authority allows parents/carers to apply for discretionary home-to-school transport provision if there are short-term medical issues that present a barrier for a pupil/student to access their school or other learning environment.</p>   |
| <b>Race</b>                | <p>Pupils are treated equally as eligibility is based on distance and the choice of school.</p>   | <p>There is no evidence to suggest that there will be a disproportionate impact upon learners based on race or ethnicity.</p> <p>Any learners who require additional support can, under the new proposals apply for discretionary transport and will be considered on an individual basis.</p> |
| <b>Religion and belief</b> | <p>Learners attending faith schools (primary and secondary) will maintain home-to-school-transport in line with the current policy arrangements. Therefore, there will be a neutral or potentially positive impact upon faith-based education as the result of this proposal.</p> | <p>The local authority supports diversity and the choice of education. Having faith schools offers a good choice for parents/carers and pupils seeking a faith-based education, especially at pre-school and Nursery. The preservation of free home-to-school transport in particular for</p>  |

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|                    |  | pupils attending faith schools may lead to a greater number of parents/carers considering a faith-based education for their child as geographical distance is often a significant barrier for parents considering faith-based education. |
| Sexual Orientation | There is no evidence to suggest that there will be any disproportionate impact based on sexual orientation as eligibility is based on distance and the choice of school.   | NA   |
| Age                | <p>There is a potential that the proposals will impact those of non-statutory school age more than those of statutory school age. In particular those, in English-medium schools.</p> <p>The catchment areas of Cynffig Comprehensive, Maesteg Comprehensive and Coleg Cymunedol Y Dderwen in particular, include areas of socioeconomic disadvantage. Therefore, families in these areas will likely incur transport costs that may place greater financial strain on families and households than in other parts of Bridgend.</p> <p>The removal of the free college bus pass for college students will incur potentially significant additional costs for young people. The consultation feedback</p> | Work with local transport providers and Welsh Government to preserve funding to support public service bus contracts especially in the more geographically restricted valley communities.  |

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|                                | <p>indicates that enrolment numbers and attendance rates for young people attending college from these areas is at risk of decreasing with potentially more pupils not in education, employment or training.</p> <p>Children and young people in these areas, whether attending school or college, may also be reliant on public transport. Its availability, timings and capacity have changed in recent years since the pandemic and there are now more limited and less frequent public bus services throughout much of Bridgend, especially in the valley communities.</p> <p>The removal of the 'sibling rule' removes any inequality that has been the current policy in communities in the past.</p> |    |
| Pregnancy & Maternity          | There is no evidence to suggest that there will be any disproportionate impact based on pregnancy and maternity.  | NA |
| Transgender                    | There is no evidence to suggest that children and young people who are transgender or gender neutral will be disproportionately impacted by the proposals.  | NA |
| Marriage and Civil partnership | There is no evidence to suggest that there will be any disproportionate impact based on marriage and civil partnerships.  | NA |

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| <p>Welsh language</p> | <p>Learners attending Welsh-medium schools (primary and secondary) will maintain home-to-school transport in line with the current policy arrangements. Therefore, there may be either a neutral or positive impact upon Welsh-medium education.</p> <p>For Nursery provision, parents may choose to send their child to a Welsh-medium school based on the availability of free home-to-school transport. Likewise, they may determine that the availability of free home-to-school transport at Post-16, may mean a more attractive offer of the continuum of education, that is from Nursery, through statutory education, to Post-16. Whereas free home-to-school transport will not be available to support this continuum of education for pupils attending English-medium schools.</p> <p>There is therefore potential for the option of Welsh-medium education to be a more attractive offer for parents and this therefore supports the local authority's desire and statutory responsibility to promote and grow the Welsh language.</p> | <p>Work with the Bridgend Welsh Education Forum and schools to ensure promotion of Welsh-medium education, especially at pre-school and Nursery and to ensure the offer of free home-to-school transport to support the continuum of Welsh-medium education is understood as a positive option for parents.</p> |
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**It is essential that you now complete the action plan. Once your action plan is complete, please ensure that the actions are mainstreamed into the relevant Service Development Plan.**

| <b>Action</b>  | <b>Lead Person</b>                                | <b>Target for completion</b> | <b>Resources needed</b> | <b>Service Development plan for this action</b>                   |
|--|---|------------------------------|-------------------------|---|
| Monitor admissions to faith schools (primary)  | Group Manager (Strategy, Performance and Support) | Three years                  | Pupil Services          | Education, Early Years and Young People Directorate Business Plan |
| Monitor admissions to Welsh-medium schools   | Group Manager Schools                             | Three years                  | Pupil Services          | Education, Early Years and Young People Directorate Business Plan |
| Monitor the number for discretionary applications for home-to-school transport                                       | Group Manager (Strategy, Performance and Support) | Three years                  | Pupil Services          | Education, Early Years and Young People Directorate Business Plan |
| Develop and continue to monitor school data (PLASC) for all protected characteristics                                | Group Manager (Strategy, Performance and Support) | Three years                  | Pupil Services          | Education, Early Years and Young People Directorate Business Plan |
| Work with Welsh Government and schools to promote opportunities for funding for young people for transport (Post-16) | Group Manager (Strategy, Performance and Support) | One year                     | Pupil Services          | Education, Early Years and Young People Directorate Business Plan |

|  |   |          |                          |   |
|--|---|----------|--------------------------|---|
| Work with transport providers in relation to routes to school, particularly for Post-16 learners | Group Manager (Strategy, Performance and Support) | One year | Passenger Transport Team | Education, Early Years and Young People Directorate Business Plan |
|--|---|----------|--------------------------|---|

**Please detail the name of the independent person (someone other than the person undertaking the EIA) countersigning this EIA below:**

| <b>Countersigned:</b> | <b>Role:</b>   | <b>Date:</b> |
|-----------------------|--|--------------|
| Lindsay Harvey        | Corporate Director (Education, Early Years and Young People) | 10/06/2024   |

**Please outline how and when this EIA will be monitored in future and when a review will take place (max. three years):**

| <b>Monitoring arrangements:</b>   | <b>Date of Review:</b> |
|---|------------------------|
| This EIA will be monitored on an annual basis in line with the Education, Early Years and Young People Directorate's self-evaluation processes. | January 2026           |

**Details of person completing the Full EIA:**

| <b>Name:</b> | <b>Role:</b>                                      | <b>Date:</b> |
|--------------|---|--------------|
| Robin Davies | Group Manager (Strategy, Performance and Support) | 07/06/2024   |

### **Publication of a Full EIA and feedback to consultation groups**

It is important that the results of this impact assessment are published in a user-friendly accessible format.

It is also important that you feedback to your consultation groups with the actions that you are taking to address their concerns and to mitigate against any potential adverse impact.

**When complete, this form must be signed off and retained by the service area. The Full EIA should be recorded as complete on share point (your business manager has access to share point). Where a full EIA is needed this should be included as an appendix with the relevant cabinet report and therefore available publically on the website.**

If you have queries in relation to the use of this toolkit please contact the Equalities Team on 01656 643664 or [equalities@bridgend.gov.uk](mailto:equalities@bridgend.gov.uk)