

# LAA Equality Impact and Needs Assessment Form

NB: Add additional rows and increase box size as required. Make sure your final document is suitable for publishing.

## A) Description

Please compile a description – it is important that you have a clear understanding of what it is you are assessing. This information is also useful for people who want to understand the scope of the assessment and who was responsible for it.

Title of LAA Theme and associated delivery plan(s)

Devon Road Casualty Reduction Partnership Strategy and Delivery Plan 2009-2011 (LAA31)

LAA co-ordinator and organisation with lead responsibility (+ directorate/department where relevant)

Peter Gimber, DCC Environment, Economy and Culture

Names and/or job titles of people carrying out the assessment

Peter Gimber

Wyn Davies (Devon and Somerset Fire and Rescue)

Is the priority Devon-wide or is it more relevant to particular localities?

Devon wide

What are the proposed outcomes attached to the theme and associated delivery plan(s)?

Outcomes: Fewer deaths and injuries from casualties; improved safety for more vulnerable road users; reduced costs to businesses and services; public feeling of safety

Delivery Plans: Devon Road Casualty Reduction Partnership Delivery Plan  
DCC Road Safety Strategy 2006-2011:

What are the National/Local Indicators?

NI 47 Reductions in deaths and serious injuries by 55%

NI48 Reductions in child deaths and serious injuries by 50%  
(BVPI 99)

LAA31 Reductions in costs of road casualties

Who is intended to benefit from the above outcomes?

General public, especially those most vulnerable and at risk

Business community, from fewer delays associated with collisions.

Devon County Council, as highway authority with accountability for casualty levels.

Highways Agency

NHS

Insurance industry and judiciary  
Emergency services  
Coroners

Who are the stakeholders? What is their interest?

Local highway authority ( ie DCC ) - statutory duty and accountable for targets.  
Highways Agency – costs and journey time targets  
Police, Fire and Rescue, Ambulance – savings on call-out costs  
NHS - redirect trauma resources, less bed occupancy and long term care  
Interest groups

Are there any concerns at this stage which indicate the possibility of inequalities/negative impacts? For example: complaints, comments, research.  
Please describe:

Comments: Motorcyclists who feel the council is not supportive enough of motorcycling  
Elderly pedestrians who feel vulnerable on footways that have been converted to shared use with cyclists.  
Research: There is evidence of some individuals and communities being at greater potential risk of injury, ie Some ethnic groups, children in deprived rural households , people with hearing impairments, riders of motorcycles and bicycles, elderly pedestrians and elderly drivers. Migrant workers who have difficulty reading safety literature in English and adapting to UK rules of the road.  
An hypothesis that people from poorer households cannot access safety services that require payment. Poverty may lead some not to insure or maintain their vehicles.

## **B) Initial Screening**

Assessing the impact against each of the equality strands helps you determine whether you need to proceed to the next stage of the EINA.

Consider whether the delivery plans associated with the priorities have/will have a positive or negative (or neutral) impact on the diversity strands and groups such as Travellers and Gypsies, lesbian and gay people, women or Deaf people.

### **When carrying out the assessment, consider:**

- What are the characteristics of the different communities of interest (including employees) which could mean that they are discriminated or disadvantaged or excluded in the way the delivery plans are implemented? (Discrimination occurs when a person is treated differently to another in the same or similar circumstances)
- Do different communities (including employees) have different perspectives or levels of expectation/need?
- Is there scope for bias or prejudice?
- Are there any groups who might be prevented from benefiting from the intended outcomes? (negative impacts)
- Are there any groups who might benefit from the intended outcome? (positive impacts) Could more positive action be taken?
- Will the outcomes be the same for everyone? (neutral impact)
- Do the delivery plans (+ associated activities) conform to equality policy and law? Is there potential breach of equality law (for example direct or indirect discrimination)? How are risks of discrimination managed, controlled or prevented? Are there a number of options available? What are the pros and cons to each of these options?
- Are there any potential breaches of Human Rights?

### **Things to look out for in your assessment:**

- Physical access and the physical environment (access to... access within...)
- Communications access (colour, language, audio/visual, size, font, whether alternatives are provided or offered, use of plain English and symbols or pictures, tactile signage)
- Inclusive language/imagery which reflects diversity and reduces stereotyping and 'colour-blindness'.
- Impacts on distinct communities
- Cultural aspects: courtesy, diet, religious belief, artefacts, naming systems...
- Caring responsibilities.
- Days of the week/year – clashes with religious festivals, family/care responsibilities, work commitments.
- Compounding barriers (if in a 'minority' group) such as being prone to prejudice, rural isolation and the ability to source support, extent of involvement in community life, trust and confidence in public services or other people.
- Ability to use public transport/access to own car.
- Economic disadvantage.
- Attitudes/awareness of diversity issues (ref. those involved in the delivery of the plan(s))
- 'Trigger points' or objective criteria and language that enable consistent/fair treatment of individuals.

With reference to your delivery plan(s) and the guidance above please complete the following table.

If whilst doing so you identify any actual or potential positive or negative impacts then please state the level of impact in the appropriate box – do you consider it to be low, medium or high? **N.B. please bear in mind that the level of impact is not determined by the numbers of people affected, but by the severity of that impact even if it is on a small group of people.**

Alternatively, if you do not identify any positive or negative impacts – or the impact is neutral then please tick the ‘not applicable/neutral’ box.

Equality Strands – Does your delivery strategy consider the needs of disadvantaged and minority groups?	What type of impact have you identified? Is it positive, negative or neutral/not applicable?				Evidence – what evidence have you got to support your assessment of impact?
	Negative	Positive	Neutral	N/A	
Example: <b>Equality Strand</b> (such as Disability)	State whether the impact is high, medium or low here - if applic.	State whether the impact is high, medium or low here - if applic.	<u>OR</u> tick here - if applicable	<u>OR</u> tick here - if applicable	<b>Briefly justify your assessment of impact here</b> (if applicable)
<b>Disability</b>	Low	Medium			
<b>Race/Ethnicity</b>		Low	/		
<b>Age – Older People</b>	Medium	Medium			
<b>Age – Children and Young People</b>	Low	Medium			
<b>Gender</b>		Low			
<b>Religion or Belief</b>				/	
<b>Sexual Orientation</b>				/	
<b>Other disadvantaged or minority groups</b> (such as Travellers and Gypsies)	Low	Low			

Does the delivery strategy take steps to consult and involve disadvantaged or minority groups?	<b>Yes</b>	<b>No</b>	<b>N/A</b>
	Some		

**Positive Impacts:**

If you have identified any positive impacts – can they be enhanced? If so, then how?

Disability –	<p>adapt all signal controlled pedestrian crossings for use by blind.  arrange for disabled driver assessment and training to be more available in Devon.#  encourage safety awareness among carers and educators of deaf / blind partially sighted children/adults  people with learning difficulties.  Ensure Positive marketing to all sections of the community without highlighting disability.</p>
Race -	<p>make available safety workshops for drivers with foreign passports, and availability of safety text in Polish .  Establish whether police will use ethnicity coding on the Stats 19 form</p>
Young People –	<p>make available safety education for young persons or young offenders at risk from illegal use of cars/bikes use  of social networking sites such as Facebook to gauge feedback following schools education programmes.</p>
Gender –	<p>encourage assertiveness training for young females who are passengers in cars driven by young males.  Positive encouragement and empowerment delivered during education programmes in secondary schools  and 6<sup>th</sup> forms,</p>

**Negative Impacts:**

If you have identified any **low** negative impacts – can they be mitigated? If so, then how?

<p>- Children. Converting footways to shared use facilities with cyclists will have a positive impact on cyclists, but a perceived negative impact on pedestrians, especially the elderly and disabled. Mitigation: seek hospital data for evidence of a casualty problem before changing policy</p> <p>- Disabled. Footways not always suitable for physically disabled, including users of mobility scooters.</p>
---

-Minority Groups: Foreign nationals at risk of being excluded from services. Mitigation: Network within eg Polish community and offer safety advice and training. Mitigation: consider needs of disabled in all safety audits for new schemes.

**Assessment of Initial Screening:**

**Further assessment is needed where medium or high negative impacts are identified or positive impacts could be promoted further. With reference to the information you have provided in sections A and B – is any further assessment required?**

- **YES - Please complete section C.**
- **NO - Please go straight to section E to summarise your findings.**
- **Not Sure - If you are unsure about whether or not to complete the next stage of the assessment then please contact Ian Hobbs/Sara Cretney or Caroline Rae for advice.**

## C) Information

This section allows you to explore the equality and diversity related concerns you have identified in more detail. Looking at the information you already have, or what you already know, in relation to the delivery plan(s) will help you to ascertain whether or not any more in-depth information is needed.

The information you provide here will build on your initial assessment and explore the risks and benefits of the proposed activities in question in more detail.

After you have completed this section there will be an opportunity to discuss your findings with the Equality, Strategy and Scrutiny group who will be able to offer guidance and advice.

**Please look at all of the information you have – what is it telling you?**

### **Possible sources of information:**

- Issues raised by ESSG (to date)
- SCS and LAA evidence base
- Evidence from LSPs (views of partners)
- National research (check the Commission for Equality and Human Rights website)
- Local research
- Public surveys
- Customer satisfaction surveys
- Results of previous consultations, focus groups or surveys
- Devon County Council's Fair for All Programme evidence base
- Inspection reports
- Service user monitoring
- Other EINAs

### **Please summarise your findings here.**

Service user monitoring for satisfaction with Devon Drivers' Centre courses. No issues raised.

Inspection report DfT has inspected the Devon Drink Drive Awareness course, no equality issues raised

Local casualty data provided by the police does not specify whether disadvantage is a factor in a collision. More details are available for deaths, through the Coroner's report – several fatalities in recent years have involved adults with learning difficulties.

National research points to a higher involvement in road collisions for people who are economically and socially disadvantaged

Having summarised your findings, please **submit all the completed sections of this form (+ any supporting evidence) to Sara Cretney/Caroline Rae who will arrange for it to be tabled at a future Equality Strategy and Scrutiny Group (ESSG) meeting** where support and guidance will be offered. ESSG members will also advise as to whether or not any further research/consultation should be undertaken.

If, following discussions with the ESSG, further assessment **is** deemed necessary then you will need to **complete sections D and E** of this form. If however, further assessment is **not** deemed necessary then you will only need to **complete section E**.

## D) Consultation

**N.B This section should only be completed if a real concern in terms of differential impact has been identified and a full assessment has been deemed necessary.**

If your findings so far have pointed to real concerns about the delivery plan(s) in terms of differential impact and this view has been echoed by the ESSG then you will need to consult more widely.

- Think about who you need to consult with and what you need to ask (in addition to advice from the ESSG you should also refer to Devon County Council's '**Involving all People – Equality Consultation Strategy**' for further information on who to consult and how to go about it. Copies available on the DCC website or from Sara Cretney/Caroline Rae (<http://staff.devon.gov.uk/involving-all-people.pdf>)
- Use the consultation process to help understand the impacts further, explore options, draw conclusions and make recommendations.
- Consultation can provide qualitative data as well as quantitative (if the numbers are big enough) to support any data collected and analysed under step C.
- Consultation should be a two-way process and involve meaningful engagement. Therefore people should be able to express their views and have their views considered. Consultation that does not involve this is just 'information giving'.
- Your consultation method should be proportionate to the level of impact under review

### Consultation may include:

- A review of recent consultation (provided it is still relevant and gives you all the information you need)
- Public consultation
- Citizen's Panel
- Service user/customer or employee consultation
- Consultation through representative community organisations (including the Equality Strategy and Scrutiny Group), stakeholder groups or forums
- Recognised Trades Unions and staff networks

**Where appropriate, consultation should consider:**

- Communities of place (where people live, play or work)
- Communities of interest (socio-economic and diversity factors)

**N.B you can view existing consultations via Devon County Council's Consultation Finder:**

**<http://www.consultationfinder.com/devon/default.aspx?From=www.devon.gov.uk>**

Did you carry out any consultations?

**YES/NO**

Who was consulted?

Describe other research, studies or information used to assist with the assessment

Having completed this section you should now be in a position to make clear recommendations as to what changes or amendments need to be made to your delivery plan(s) in light of your findings.

**E) Conclusions**

**To help draw conclusions, ask the following questions:**

- Are any negative impacts intended or unavoidable? What is the risk (likelihood and severity) to the accountable organisation as well as the community affected? - Consider seeking legal advice or advice from Devon County Council's Corporate Equality Officer (Jo Hooper) if you have concerns.
- If there is disadvantage, is it lawful, necessary or proportionate?
- Have you had to balance any conflict of Human Rights? If so, how have you achieved fairness and proportionality in these cases?
- Could you minimise or remove any negative impact further? How?
- Could you improve on or include positive impacts further? How?
- Will the alternatives help promote equality and eliminate discrimination and to what extent?

- What cost/resource implications have been identified?
- Does the accountable organisation have any statutory obligations which would be breached if the alternatives were chosen or implemented?
- Do they conflict with other agendas such as Environmental or Economic? What weighting should be given to each of the Equality (social), Environmental and Economic factors?

**Please summarise your findings in the table below.**

- Explain what and how negative impacts have been reduced or removed and positive impacts improved or included (mark these as having taken immediate effect if this is the case)
- Record final decisions and any proposed actions. **You will need to include timescales, name a lead officer and list any resource implications. You will also need to state what ongoing monitoring systems will be set up - if relevant**

	<b>Action/objective/target OR Justification</b>	<b>Resources required</b>	<b>Timescale</b>	<b>TIE/ADP</b>
a)	Theory and practical courses for older drivers 'Driving Safer for Longer' throughout Devon	Most costs recovered	Immediate	TIE
b)	Safety workshops for migrant workers and Eastern European community	Staff time, and local specialist	Immediate	TIE
c)	Lower course fees for some DDC courses where evidence of financial hardship	none	Immediate	TIE
d)	Feasibility of opening a full Disabled Drivers Assessment and Training centre at Devon Drivers Centre	C£50,000 cost of setting up. But no premises identified	Study in 2010/11	ADP

e)	LegalWheels course for young offenders at risk of road-related injury. With Exeter and East Devon YoT	3 hours staff time per offender	Immediate	TIE
	Lear2Live presentations for 15-18 year olds	Partnership with other agencies	Immediate	TIE
f)				

(TIE) Taking immediate effect

(ADP) Added to the Delivery Plan(s)

**Please sign and date this form and return it along with any supplementary evidence to Sara Cretney/Caroline Rae.**

**Signed:**...Peter Gimber Wyn Davies.....

**Date:**December 2009.....

**Your completed Equality Impact and Needs Assessment will be published on Devon County Council's website at: [www.devon.gov.uk/equality\\_impact\\_needs\\_assess](http://www.devon.gov.uk/equality_impact_needs_assess) and on Devon Strategic Partnership's website at: [www.devonsp.org.uk](http://www.devonsp.org.uk)**