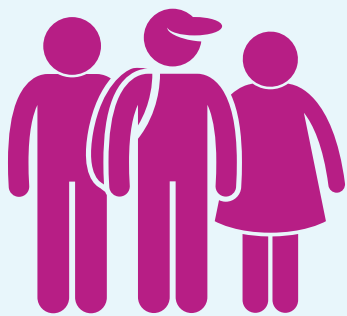


# Independent Travel Training Candidate Workbook

## Train the Trainer



Bus stop



## Introduction – Welcome

Knowing how to travel safely, efficiently and independently, by public transport or in other ways, is an essential requirement of life.

This course will give you the skills needed to become an Independent Travel Trainer through a series of practical exercises, group work, discussions and written exercises.

We will cover: Introduction to Independent Travel, Road Safety Awareness, Travelling on Public Transport, Personal Safety and Coping Strategies, Journey Planning and how to become an Independent Traveller.

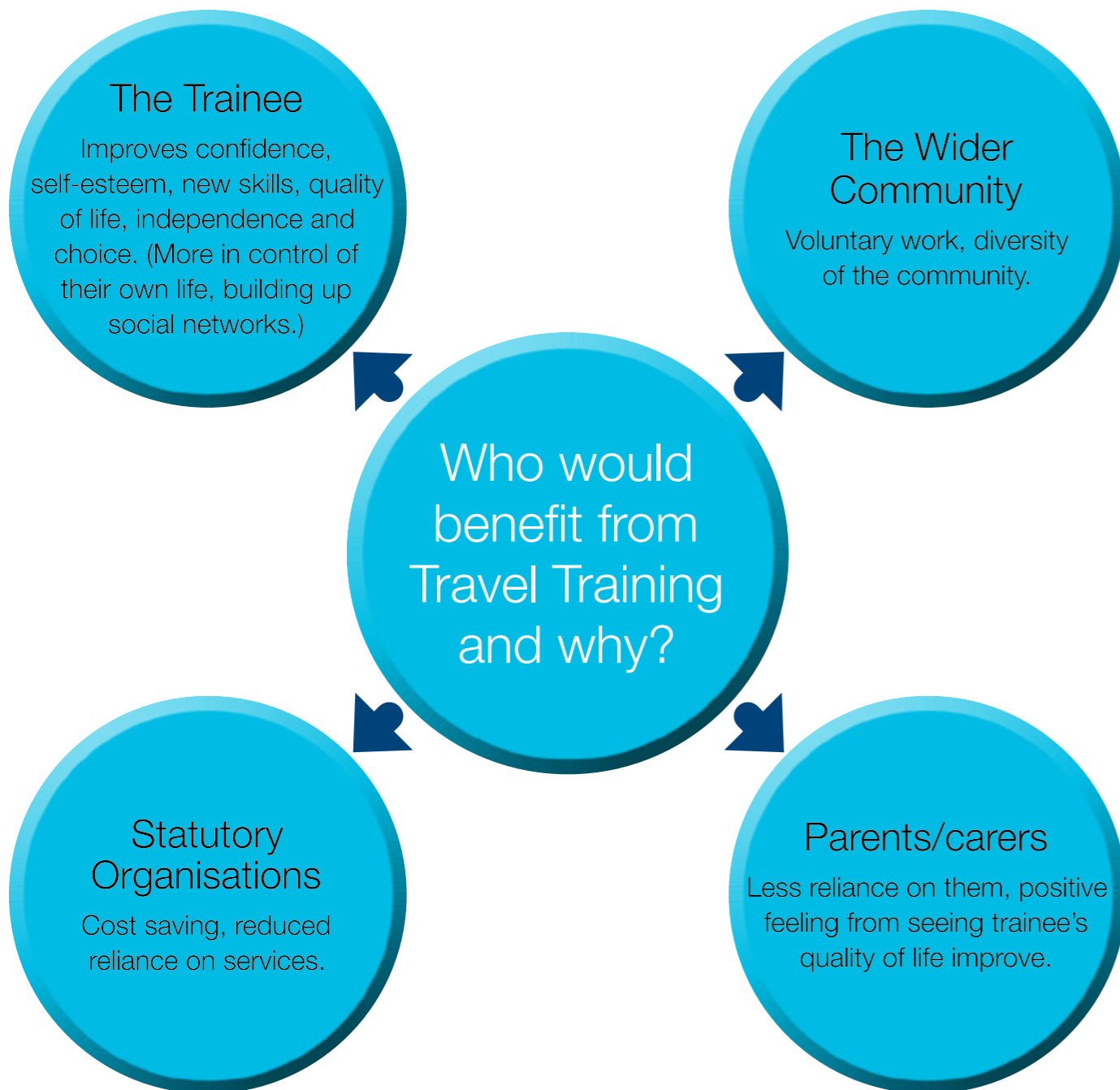


# What is Travel Training?

*Travel Training is a step by step process by which a person learns to travel a specific route, between two given places, on their own and in a safe and responsible way.*

*This journey can be as simple as going to the local shops or as rewarding as making your own way to school.*

*Each trainee is assessed to highlight their particular needs and a bespoke support package is created. This may take the form of some theory-based training (such as telling the time, reading bus or train timetables, counting money, stranger awareness or hazards and dangers) as well as the practical element of travel.*



# Step by Step Travel Training process





## Pupil referral

For a Travel Training programme to be created, a referral form must be completed. This form will give all the background and medical information needed and is the starting point of the Travel Training programme.

All information supplied is confidential (follow GDPR criteria) and will allow the Travel Trainer to assess the level of training and support required.

### Example referral form:

<b>Trainee name:</b>	Joe Turner	
<b>Date of birth:</b>	03.02.2007	Age 11
<b>Home address:</b>	32 The Fairway, Romanby, Northallerton, DL7 8BB	
<b>Telephone:</b>	01609 334588	
<b>Male/Female:</b>	Male	
<b>Current school/college:</b>	Mill Hill Primary Contact name and number: Mrs Smith 01609 887344	
<b>Referred by:</b>	Mrs Smith @Mill Hill Primary	Date:
<b>Telephone:</b>	Mobile: 07678 342256 Home: 01609 887344	
<b>Email address:</b>	csmith@millhillprimary.nyorks.sch.uk	
Please state the journey the trainee needs to learn (include the day and the time)	Home address to Bedale School Mon – Fri 08:30 – 15:30	
Please comment on: <b>Medical information:</b> Include any allergies	No medical needs	
<b>Additional information:</b> Sensory/physical disabilities Behaviour Phobias	Joe is scared of dogs and will run across the road if he sees one.	

Does this person currently receive school transport?	No
How does this person currently get to school/college?	In car with siblings and mum
Does this person hold a national concessionary travel pass?	No
<b>Can this person:</b>	
Recognise the dangers of the road?	Basic skills
Use a light controlled and/or pedestrian crossing?	Not sure
Cross streets safely, without using a recognised crossing?	Not sure
Learn to remember routes and directions?	Not sure
Read a bus number/destination?	Yes
Request help from an appropriate source?	Yes
Deal appropriately with strangers?	Not sure
Maintain their own personal safety?	Not sure
Any other information:	<p>Joe has only ever been out as part of a group before with school therefore we are not sure if he can do the above tasks independently.</p> <p>Joe is going to Bedale High School in September and is very nervous about this, he is going to need some Travel Training in order to help him gain confidence in this route before doing it himself. Joe is very anxious about this.</p> <p>Joe will need to walk to the bus stop and then get a bus to Bedale High School.</p> <p>Joe has never been on a public bus before.</p>

## 2

## Initial Assessment

### Pre-requisite skills

The pre-requisite skills are the skills that a potential trainee must demonstrate before they can begin a Travel Training programme. They must show that they have a satisfactory level of capability and/or learning potential for the areas below.

A trainee does not have to be fully competent in these areas but show they can learn and develop from a basic understanding.

**Practical Travel Training skills are assessed as well as building in any theory-based training that may be needed to support the practical element.**

- Awareness of dangers/hazards when out and about
- Ability to respond to dangers/hazards appropriately
- Ability to respond appropriately to verbal instructions and directions
- Ability to learn to make their own decisions and act upon them
- Ability to learn to communicate their needs – for example to the bus driver or train guard
- Ability to learn to seek and accept help from an appropriate source
- Ability to negotiate kerbs, steps, lifts, buses and trains
- Understanding of the need for socially acceptable behaviour
- Sense of personal safety and security of belongings
- Ways of identifying basic numbers
- Ways of identifying basic colours
- Identifying different money values
- Capacity to be motivated

### Initial assessment

The initial assessment consists of two parts.

Part one involves gathering information from the pupil, the person referring the trainee and the parent(s);

Part two is a practical assessment of skills and understanding. The initial assessment will be completed by the Travel Trainer.

The Travel Trainer will also discuss with the trainee, referrer and parent(s) which routes and/or journeys the trainee would like to practise – for example, can they walk a short distance? Or do they need to use a bus?

Following a risk assessment of the route, the Travel Trainer will finalise the route to be practised.

#### Part One

The Travel Trainer will need to find out basic details of current skills and knowledge as well as any specific needs the trainee may have.

Information will be sought on the trainee's awareness of dangers outdoors and his/her ability to respond appropriately to them; relevant medical information; physical ability to move and travel; preferred methods of communication; route planning skills; money skills; social skills; awareness of personal safety; and level of motivation.

Information will also be sought on the journey to be travelled, the method of transport and any alternatives that can be trialled.

#### Part Two

The Travel Trainer will arrange to take the trainee out on a short walk to assess confidence and competence of practical skills related to the risk assessment. This assessment will include an awareness of danger; basic road safety skills; appropriate pedestrian skills; road crossing skills; basic skills in using public transport; response to

verbal instruction; level of motivation.

The Travel Trainer will complete the assessment and discuss with parents/trainee or SENCO.

Whilst undertaking the initial assessment, the Travel Trainer should know about a trainee's physical condition and/or limitations; medical conditions; visual impairments; hearing impairments; phobias (for example, fear of dogs or birds); allergies and communication and/or behavioural issues.

You may need to plan in some theory-based learning for the trainee following the assessment. This could include telling the time, money handling and reading bus timetables.

Resources for the theory-based part of Travel Training will be made by the Travel Trainer, so they can be specific to that trainee's needs.



### Examples of theory-based learning activities:



Counting and understanding money value



Telling and understanding the concept of time



How to read a bus timetable



Stranger awareness/online activities



Road safety and keeping safe/online games and activities



## Initial assessment – skills and knowledge example

Skills/knowledge	✓ ? x or NA	Comments
Is aware of basic dangers outdoors	✓	
Responds appropriately to basic dangers	x	
Good position on pavement	✓	
Negotiates obstacles e.g. lampposts	✓	
Recognises driveways	✓	
Crosses quiet roads safely	✓	
Uses designated/controlled crossings safely (e.g. School crossing, Zebra, Pelican, Puffin, Toucan and Pegasus).	✓	
Recognises basic numbers	✓	
Recognises basic colours	✓	
Recognises basic road markings	✓	
Recognises basic road signs	✓	
Responds correctly to verbal instructions	✓	
Remembers short instructions	✓	
Asks for information when unsure	x	<i>Needs reminding of this</i>
Safely steps up/down kerbs	✓	
Adopts appropriate social behaviour	✓	
Makes appropriate and safe decisions e.g. road crossings	x	<i>Needs reminding of this</i>
Can recognise different money values, can pay for purchases/tickets independently.	✓	
Keeps time independently	✓	
Remains focused throughout	x	<i>Concentration can lapse at times</i>
Adapts to changes	x	<i>Slowly, needs small changes</i>
Solves everyday problems	x	<i>Needs help with this</i>
Travels unescorted	x	<i>Only with parents</i>
Additional comments:		



## Agreement form

An agreement form will need to be completed following the referral and the basic assessment. This is to formalise the support programme offered and ensure that all parties, including the trainee, are happy to do this.

### Agreement form: example

Name of trainee:	Joe Turner
Address:	32 The Fairway, Romanby, Northallerton, DL7 8BB
Contact number(s):	01609 334588
Detail of journeys:	Outward journey From: 32 The Fairway, Romanby, Northallerton, DL7 8BB To: Bedale High School, Fitzalan Road, Bedale DL8 2EQ Return Journey – From Bedale High School to home address
Emergency contact numbers during training:	School: Mrs Smith 01609 887344 Mum: Mrs Turner 07845022345 Dad: Mr Turner 0733453244
Medical information:	No medical needs. Phobia of dogs
Start date:	
<p>'I confirm that I understand that the Travel Training will be provided for the Travel Training route only. Any assessment by the Travel Trainer that I am safe to travel on the Travel Training route relates only to the Travel Training route. If I use any of the skills and strategies learned on the Travel Training route on alternative routes, then I accept that I do so in reliance on my own judgment and the Travel Trainer will have no responsibility for the use of those skills and strategies on any routes other than the Travel Training route.'</p> <p>I do/do not allow photographs of my child to be taken during this Travel Training programme.</p>	
Signed .....Trainee      Date.....	
Signed ..... Parent      Date.....	
Signed.....Trainer      Date.....	

## To recap:

1. We have received the referral form (so we know what the trainee requires).
2. We have made an initial assessment of the trainee's skills (so we have a starting point of what support they will need).
3. We have agreed to support a Travel Training programme and have all signed the agreement form (so everyone is happy for this to go ahead).
4. We know where the trainee is going to and from and what time they need to arrive and depart.

## We can now look into planning their journey!

# 4

## Journey planning

It is essential to plan the journey before carrying it out with a trainee. A good journey plan will identify hazards along a route and allow you to find solutions to these.

It will also prepare you for where you need to go, how long it will take and the actual outlined route.

If your journey plan includes public transport then this will allow you to find out how much the fare is and plan when the next bus is due.

**Top Tip:** Use this planning stage to find out everything you need to know about the journey.

Is there a travel concession card the trainee can buy?

When is the next bus should they miss this one?

Are there any main roads to cross? Is this a safe route?

Consider that they will be doing this route on a dark, cold January morning.



Example of what a planned journey will look like:

### EXAMPLE OF PLANNED JOURNEY

Trainee name:	Joe Turner
Address:	32 The Fairway Romanby Northallerton DL7 8BB
Detail of training:	<p>Tuesday 5 September A.M and P.M Wednesday 6 September A.M and P.M Thursday 7 September P.M ONLY Friday 8 September A.M and P.M Tuesday 12 September A.M and P.M Tuesday 19 September A.M and P.M</p> <p><b>Details of specific route to practice</b> From: 32 The Fairway, Romanby, Northallerton To: Bedale High School, Bedale</p> <p><b>OUTWARD JOURNEY:</b> Travel Trainer collect J from home address at 07:50 Walk to bus stop – clock tower Number 73 Dales and District Bus, 08:10 Arrive at Fitzalan Road, Bedale (outside Bedale High School) 08:25 Child Fare: £1.50 Single journey Child Fare: £2.55 Return journey ticket</p> <p><b>RETURN JOURNEY:</b> Travel Trainer meet J at school entrance 15:20 Walk outside to bus stop Bus number 73 Dales and District: 15:30 (NEXT BUS IS AT 16:00) Arrive at Romanby clock tower: 15:51 Walk J back to house: arrive 16:00</p>
Travel Trainer:	
Contact details:	

## 5

### Risk assessments

Generic risk assessment – with route changes made for each trainee

Specific risk assessment – for the individual trainee

#### Risk assessment actions to control

Following your assessment and journey plan for the trainee, you will need to risk assess the route before undertaking any Travel Training.

You should carry out the risk assessment at the exact time that you plan on delivering the training with the trainee. You should also follow the exact route and look out for any potential hazards along the way. This is your opportunity to find out anything you need to know before taking the trainee out, such as the precise location of the bus stop and what crossings are available. Are the pavements too narrow to walk? Are there any roadworks? Is this a particularly busy bus stop and is the bus likely to get full?

#### See example form:

Generic risk assessment (add your route details and findings to this from your route trial).

#### Example of generic risk assessment:

**The risk assessment:** The risk assessment and risk management processes are at the heart of effective planning, preparation and delivery. The aim is to make sure no-one gets hurt and no-one is exposed to any unnecessary dangers.

These processes should examine what could cause harm and judge if precautions make the activity acceptable. A risk assessment is a careful examination of everything that could cause people to suffer injury or ill health and cause loss or damage to their personal property. It is based on professional judgement.

Travel Training which takes place off-site must be risk assessed as part of the planning and preparation for your visit or activity. A risk assessment is **not** about eliminating risk altogether. It **is** about managing and balancing risk against educational value and enrichment. Significant risks need to be recorded. A written risk assessment should be clear, simple and as short as practically possible. The information should be easily accessible to all involved.



# Risk assessment – Independent Travel Training Programme

**Group Leader: A Trainer**

**Independent Travel Trainer: A Trainer – mobile number added**

**Trainee: Joe Turner**

Potential Hazard	Person(s) Involved	Control Measures - Reducing the Risk
Bump into/trip over objects or people by trainee or trainer	Trainee, trainer, other staff/pupils	<ul style="list-style-type: none"> <li>• Travel Trainer is always present whilst learning initial skills.</li> <li>• Travel Trainer to intervene in case of potential risk.</li> <li>• Apply basic First Aid.</li> <li>• Travel Trainer to teach trainee emergency strategies and skills.</li> <li>• Travel Trainer to carry a card detailing emergency contact numbers.</li> </ul>
Accidents when crossing the road along the route or in car parks	Trainee, trainer	<ul style="list-style-type: none"> <li>• Travel Trainer is always present whilst learning new skills.</li> <li>• Travel Trainer to intervene in case of potential risk.</li> <li>• Trainee to cross the road only when confirmed to do so by Travel Trainer.</li> <li>• Trainee and staff to follow the Green Cross Code.</li> <li>• Always choose the safest available route.</li> <li>• Explain the safest route may not always be the shortest.</li> <li>• Ensure trainee has a clear understanding of safe crossing techniques.</li> <li>• Cross at pedestrian crossings if possible.</li> <li>• Travel Trainer to demonstrate how to cross safely between parked vehicles.</li> <li>• Travel Trainer to encourage trainee to be independent and take ownership of decisions made.</li> </ul>

Potential Hazard	Person(s) Involved	Control Measures - Reducing the Risk
Trainee/Trainer getting bumped or knocked over by others	Trainee, trainer	<ul style="list-style-type: none"> <li>• Travel Trainer to carry a mobile phone and contact school or emergency services if necessary.</li> <li>• Trainee to carry mobile phone and contact school or emergency services in case if necessary.</li> <li>• Trainee/Travel Trainer to use handrail on steps if available.</li> <li>• Travel Trainer to apply basic first aid.</li> </ul>
Breakdown of car/bus	Trainee, trainer	<ul style="list-style-type: none"> <li>• Know and use lines of communication between school and parents.</li> <li>• Carry a charged mobile phone with numbers stored in it.</li> </ul>
Car/bus crashes	Trainee, trainer	<ul style="list-style-type: none"> <li>• Brief trainee about emergency procedures.</li> <li>• Trainee to wear a seatbelt.</li> <li>• Travel Trainer to teach the trainee emergency strategies and skills.</li> <li>• Travel Trainer to carry a mobile phone and contact school, parents and emergency services.</li> </ul>
Hazardous weather conditions	Trainee, trainer, other staff/pupils	<ul style="list-style-type: none"> <li>• Theory-based indoor learning activities will be completed when weather conditions are hazardous.</li> </ul>
Adverse reaction in social situations	Trainee, trainer, other staff	<ul style="list-style-type: none"> <li>• Travel Trainer to intervene in case of potential risk.</li> <li>• Inform school of potential risk and adapt environment/programme as appropriate.</li> </ul>
Getting on the wrong bus	Trainee	<ul style="list-style-type: none"> <li>• Trainee to ask the driver if they are on the correct bus.</li> </ul>
<p><b>Emergency plans and contacts</b></p> <p>Travel Trainer to contact emergency services/school/college/home as required and return trainee to school/college/home.</p> <p>Travel Trainer to carry a mobile phone/emergency contact details.</p> <p>It is recommended that the Travel Trainer carries a basic first aid kit containing gloves, plasters, antiseptic wipes.</p>		

**From:** 32 The Fairway, Romanby, Northallerton

**To:** Bedale High School, Bedale

**OUTWARD JOURNEY:**

Travel Trainer to collect J from home address at 07:50

Walk to bus stop – clock tower

Number 73 Dales and District Bus, 08:10

Arrive at Fitzalan Road, Bedale (outside Bedale High School) 08:25

**Walking route:**

Walk from The Fairway towards Harewood Lane.

Turn right onto Harewood Lane.

Cross Harewood Lane to bus stop (TT to model)

**RETURN JOURNEY:**

Travel Trainer meet J at school entrance 15:20

Walk outside to bus stop (directly outside school grounds)

Bus number 73 Dales and District: 15:30 (NEXT BUS IS AT 16:00)

Arrive at Romanby clock tower: 15:51

Walk J back to house: arrive 16:00

Route Specific Hazards	
Point A:	Crossing Harewood Lane
Point B:	Busy bus – nervous trainee

Control Factors	
Point A:	The trainee will be assisted in making the correct decision at all crossing points.
Point B:	Trainee is to use the crossings available at all times.
Point B:	Trainee to be seated at the front of bus in any available seating. Travel Trainer to sit where is free and ensure J remains sitting throughout. Travel Trainer to encourage J to relax and use his phone to play on etc. as this is what he likes to do.

**Specific risk assessment:**

The additional specific risk assessment will allow you to identify other risks and hazards that could potentially hinder the trainee's progress and allow you to put solutions in place. Does the trainee get anxious in crowds? If the bus stop is busy what will you do? This can be filled in more detail when you know your trainee more (so don't worry if you don't know all the answers to this at this stage).

Specific risk assessment example

Route	Home to Bedale High School and return	
Trainee	Joe Turner	Date

	Environment	Comment		Personal	Comment
A	Time of day	Travelling in the dark or rush hour	1	Family support	Out at work, opposed to Independent Travel, apathetic
B	Type of weather	Snow, ice, low sun gives poor visibility	2	Ability to remember things	Will forget route, help with money and bus pass
C	Complexity of route	Number of changes, waiting for connection	3	Attitude/ motivation/ behaviour	Not interested, concentration, anger
D	Amount of walking	Length of foot journey, uphill	4	Correct clothing	Dressed appropriately for the weather
E	Travel passes	Issues with the cost of peak time travel	5	Looking after personal property	Loses things, bag, bus pass etc.
F	Nature/ amount of distractions	Shops, bright lights, noise	6	Emergency procedures/ problem solving	Inability to make decisions. – (What ifs sheet.)
G	Contact with others/ personal safety	Busy bus station, intimidation from school children	7	Dealing with money and fares	Poor coin recognition Poor basic maths skills
H	Amount of traffic	Travelling at peak times	8	Timekeeping skills	Never ready on time, always misses bus
J	Road crossings	No safe crossing points	9	Prone to distractions	Easily distracted, shops, traffic, school children
K	Obstructions and surfaces	Roadworks, repairs to pavements	10	Vulnerability	Unaware of social dangers – will not ask for help
L	Landmarks/ landscape	Lack of visual prompts for when to get off the bus	11	Physical and/ or sensory considerations	Eyesight, hearing getting on and off bus
M	Length/type of journey	Falling asleep, variety of buses at the same stop	12	Medical issues/ allergies/phobias	Lack of breath, needs medication, epilepsy
N	Frequency/ nature of transport	Hourly, unreliable, often cancelled	13	Speech and Communication	No English, speech unclear.

## Risk assessment – actions to control example

Trainee: <i>Joe Turner</i>	Date:
Starting point: <i>Home address 32 The Fairway, Romanby, Northallerton</i>	Destination: <i>Bedale High School</i>

### 'Specific Risks' associated with making this journey

Ref	Risk
A	Entrance/exit to Bedale High School very busy/crowded.
B	Entrance/exit to Fire Station has hidden driveway.
C	Very busy at bus stop, both outward and return.
D	Trainee very forgetful and needs help to get the correct fare together.

### Action taken to control 'specific risks'

**Point A/B/C/D** The trainee will be assisted in making the correct decision at all crossing points.

**Point A/B** Awareness of traffic leaving or entering.

**Point C** Trainee to stand in the bus queue with trainer and wait his turn. If it gets too noisy then stand away from the crowd of school pupils until bus arrives, however there may be a risk of the trainee not getting a seat. – potential bus stop before the crowded one?

**Point D** Trainee needs to be reminded to use a wallet for his money, trainee and trainer to count out money whilst waiting.



## Risk taking and personal safety

### Risk taking:

Adolescents and young adults take more risks than any other age groups (*Steinberg, 2008*).

### Young people and road safety

Road accidents account for a third of accidental deaths among 0-14 year olds and over half of accidental deaths for 5-14 year olds.

Road incidents are a major cause of injuries and deaths for young people in Great Britain. *The transition between primary and secondary school is a significant factor in child pedestrian casualties, as children often begin to walk to school unassisted and have to negotiate unfamiliar routes.* Combined with the risk taking tendencies, adolescents between the ages of 12-16 year olds are consequently one of the most vulnerable groups of road users accounting for 51% of all child (0-16 years) road casualties.

However, we must not suggest that they are always at great risk near traffic and we do not want to say that the only way to be safer is to remain indoors or in cars.

**The challenge is to give trainees the skills, understanding and confidence to deal with traffic more safely as they become independent travellers.**

### Personal safety

#### 'What if' questions:

When you are supporting your trainee during their practical or theory-based Travel Training programme, it is a good idea to go through the 'What if' questions. Use quieter opportunities when together to ask a couple of questions and discuss their answers, for example when waiting for the bus (not in front of others). Don't ask all these questions during one session, use quieter opportunities to ask the odd one. The purpose of the 'What if' questions is to prepare your trainee for anything that may not go to plan, for example the bus doesn't turn up, or they forget their bag. There are no right or wrong answers, just discussions about what would be the safest thing to do.

Don't forget these questions can be amended to suit your individual trainee!



# Trainee checklist – ‘What would you do if’: Example

<b>Name:</b>
<b>You forget something?</b> How important is it? Does it stop you from going to school/college? If yes, should you return home for it?
<b>You become frightened by something?</b> Can you cope on your own? If not, ask for help..... Talk about it. Use your phone.
<b>You lose your way?</b> Ask for help from the bus driver, a person in a shop, a police officer, a traffic/street warden, use your phone and show your Travel Training card.
<b>Your bus/train does not come on time?</b> This is NOT your fault. Phone and let someone know. Explain what happened when you get to school/college/work.
<b>You have something stolen?</b> Report it immediately, either to bus driver, trainer, police officer or at school/college/work.
<b>You feel unwell?</b> How badly? Return home, make sure you tell someone.
<b>You don't have enough money?</b> Do you have enough for a single fare? Could you borrow some?
<b>You get on the wrong bus?</b> Get off the bus at the next stop, if possible cross the road and return to the original bus stop. If in doubt, ask the bus driver for help, show your Travel Training card.
<b>You are approached by a stranger?</b> If they ask you something, be polite but keep walking. Don't get involved in conversation and never go off with someone you don't know. Stick to well-lit, busy walking routes.
<b>You cannot find someone to ask for help?</b> Use your phone, keep walking towards a busy, well-lit area until you find a safe stranger to ask.
<b>You have a minor accident?</b> Can you cope on your own? If not, ask for help, use your phone, and show your Travel Training card.

## Keeping the trainee safe

Talk to the trainee and see what they know about strangers, personal safety and how to keep safe. Do they carry a mobile phone? Can they use it?

Go through the personal safety ‘what ifs’ (problem solving) and discuss these together.

This will give you an insight into what you will need to do to reinforce their knowledge in this area.

### 1. Stranger danger

‘Stranger danger’ describes the danger to children presented by strangers. The phrase is intended to sum up the danger associated with adults whom children do not know. The phrase has found widespread usage and many children will hear it during their childhood.

It is important to explain to a trainee the difference between a stranger and a safe stranger.

### 2. Safe strangers

The simplest definition of a stranger is “someone you do not know.” Trainees need to know this definition, but they also need to know about “safe” strangers. Safe strangers are teachers, police officers, firefighters and other adults who work with children. They might know these people only by sight, not personally.

### 3. Buddy system

A ‘buddy system’ is when a trainee travels in pairs or small groups to help each other whenever they are out. They can alert each other to any danger, help each other and always stay together and increase the enjoyment of travelling.

Find out if any other pupils are travelling this route and encourage them to ‘buddy up’ to help with personal safety.

### 4. Mobile phones

It's a good idea for a trainee to have a mobile phone on them (and know how to use it) if travelling independently. This is an excellent safety resource.

## What to do if a trainee feels threatened

If a situation makes a trainee feel uneasy, they should try to get away at once. If they are on a bus or train, move to a different seat or carriage. They can also alert the driver, guard or station staff.

Don't panic, breathe slowly and think clearly about how to react. The trainee could also phone 999. The operator will ask for name, address, emergency service required – the trainee should give the information as clearly as possible and ask for the police. After the trainee has contacted the emergency services, the trainee is to contact home and let them know where they are.



## Tips for trainers

- Contact numbers and ID** – carrying your own fully working mobile is strongly recommended. Have all relevant numbers to hand, such as: family, referrer, destination and trainee's mobile. Carrying personal ID is essential to gain entry to homes or schools or, if needed, to show police or security who you are.
- Contacting parents/carers** – if a trainee is missing or not at the meeting point, only contact family as a last resort. It can cause concern – use other procedures first. If someone goes missing, check the place where they should be going – more than likely they will have made their own way there.
- Recognising buses** – take a note of the bus number plate if you are following en route. Buses often overtake each other, so this is a good way to check you have the correct bus that your trainee is on (if you are shadowing).
- Correspondence** – this should always be professional. Always use letter headed paper and check for grammar and spelling errors before this is given to the family or school/college. To develop a good relationship with families and carers, always do what you say you are going to do – it creates a good impression and gains the trust of people.
- Bus passes and money** – ask bus operators about bus passes for trainers. It makes travelling more convenient for them and saves money. Always plan to have plenty of change – it can reduce the need to mess about with notes and can also help trainees build up their money recognition skills. Some bus drivers do not like accepting notes – having change can help your trainee have a more positive experience rather than an unhappy bus driver having to give away all his/her change.
- Crossing roads** – always stand well back from the kerb, not at the front. A crowd of people may surge if they think they can cross easily whilst it is still red. Resist the urge to follow them and discuss with your trainee why crossing the road when the light is on red is dangerous. Your successful trainee will be in this position themselves one day, so it's important they understand not to cross the road 'just because others have'.
- Teamwork** – if in doubt, always ask a colleague for ideas or confirmation that what you are doing is right. Let another member of staff know where you are working, especially if you are making a home visit on your own. Look at lone working policies and safety tips for lone working as most Travel Training sessions are done early in the morning and later in the afternoon.
- Choosing a route** – what might seem easiest for us may not be for the trainee. Consider safety, simplicity and long term use. If queues are long or if the bus is regularly full, use an earlier bus stop or a slightly later bus (to avoid the rush at the end of school/college). You can always sit in the school library together for a little while and do some Travel Training theory work whilst you wait.
- Disputes and anti-social behaviour** – don't get involved in arguments or confrontations with bus drivers, other passengers or members of the general public. Remember why you are there and support your trainee during this. Take notes if you have to and report any significant issues at a later time. Ensure your trainee is fine and move seats or even get off the bus if you need to calm the situation.



## North Yorkshire Safe Places Scheme

In North Yorkshire there is a county wide scheme called Safe Places. This scheme aims to provide valuable support for vulnerable members of the community through this free service.

[www.northyorks.gov.uk/safe-places](http://www.northyorks.gov.uk/safe-places)

This is another safety resource you can promote with your trainee. To join this scheme a membership form needs to be completed and sent back to the address stated on it. This can be done when you are signing the agreement forms in stage 3.



## Tips to stay safe when going to/from school or college

**Know your route** – Make sure you know when and where you are going. This includes: knowing the exact route, the time of the bus, the fare etc. Practise this first to make sure you are confident.

**Keep to the route you know** – Don't take shortcuts and always keep to well-lit, busy streets.

**Try to avoid danger spots** – Subways, badly lit areas, overgrown areas that prevent you from seeing clearly.

**Keep alert** – Keep an eye on everything that is happening around you.

**Keep your hands free** – Don't weigh yourself down with heavy bags. Use a rucksack or something that will allow you to move easily if you need to.

**Travel Buddy** – If possible travel with a friend – or as a group would be even better.

**Walk in the middle of the pavement** – Face oncoming traffic where possible and only use safe walking routes.

**Think about your route and 'what if...'** – Where would be a safe place to go if something went wrong? Do you know your Safe Places? This could be a busy place like shops or garages, friends' houses or a police station. North Yorkshire County Council has a free Safe Place scheme that you can sign up to.

**Have your keys and mobile phone ready** – So you can get into your home quickly or use your phone for assistance if needed.

### Using public transport:

Always wait for a bus or train in a well-lit place and near other people if possible.

Try to sit near the driver and face forward if you can.

Look for busier carriages on trains or buses and if a bus is not busy try to stay on the lower deck if you can, as near to the front as possible.

Make sure if you are not a wheelchair user that you don't take up this area.

Notice where the emergency alarms are located – there are alarms on every bus, in every train carriage and on every platform.

Have your travel pass or correct change ready, try to keep your purse/wallet out of sight as much as possible.

Carry spare money and your mobile phone in case you get stranded and need to take another bus or train or need to ring for a lift.

### What to do if you feel unsafe?

**Always trust your instincts** – if you have a 'strange feeling' about someone or something, listen to your instincts and take action straight away.

**What if someone asks for your bag, phone or purse?** Your things can be easily replaced but you can't! Your voice is one of your best forms of defence. Don't be embarrassed to make as much noise as possible to attract attention. Shout at the top of your voice, giving a specific instruction like "Phone the Police!" If you are on a bus or train you can press the alarm or shout for the driver to help you.

**If a situation makes you feel unsafe** – you should try to get away at once. If you are on a bus or train then move to a different seat or carriage. You can also alert the driver, station staff or a safe stranger.

**Don't panic** – breathe slowly and think clearly about how to react. You could also phone 999. The operator will ask for your name, address and which emergency service you require – give the information as clearly as you can and ask for the police.

After you've contacted the emergency services call your family and let them know where you are and tell them what has happened.



## Travel Training programme

This section is about the paperwork that needs to be completed during/after Travel Training sessions.

At the front of the recording sheets there is information about what you should be looking for.

It is recommended that at the end of each Travel Training session, typed 'session notes' are made to record the following:

### Session objective:

### What was covered in the session (and how the trainee did)

### Reflection on the session – What are you going to focus on/change for the next session?

You can also start the trainee off with simple steps and build this up slowly over time e.g. starting with one a.m. journey or starting with the walking route to the bus stop only.

Each trainee will need a different amount of sessions and this can be amended as the training progresses:

All training will include these four steps (no matter how long the support programme is).

### Step A – plan and support

### Step B – support and observe

### Step C – observe and shadow

### Step D – shadow and make a final judgement

# Road Safety Programme

## Notes to help access skills

### 1. Uses footpaths appropriately

Things to look for:

- Stays on footpath (doesn't jump off/on pavement)
- Walks in the middle of the path (not at edge of kerb)
- Avoids oncoming pedestrians

### 2. Understand dangers of moving vehicles

Including cars, buses, lorries, vans, motorbikes and bicycles.

### 3. Identify the safest place to cross the road

For example, pelican crossing, puffin crossing, zebra crossing, island or place where you can see (and be seen clearly in all directions, not close to parked cars)

### 4. Personal safety/security

- Copes in a crowd
- Understands need to be wary of strangers
- Knows own address/telephone number
- Carries mobile
- Can use mobile
- Carries personal identification
- Can ask for help
- Knows who to ask for help
- Looks after own belongings i.e. ticket, bus pass, money and phone
- Wears suitable clothing
- Deals with the unexpected

### 5. Can use pelican/puffin crossings safely

- Identifies light assisted crossing
- Stops and waits at kerb
- Identifies red/green man
- Understands meaning of red/green man
- Presses button and waits
- Crosses only when green man shows
- Walks straight across (not diagonally), still looking and listening
- Understands what flashing green man means (if already started, keep walking; if not started, do not cross)

### 6. Can use zebra crossings safely

- Stops and waits at kerb
- Looks and listens for traffic
- Crosses when traffic (both ways) has stopped
- Walks straight across, still looking and listening

### 7. Can use traffic island safely

- Stops and waits at kerb
- Looks and listens for traffic
- Crosses to island when no traffic, still looking and listening
- Stops on island
- Looks and listens for traffic
- Crosses when no traffic, still looking and listening

### 8. Crosses quiet road safely (roads without designated crossings or traffic islands)

- Chooses a safe place to cross – a place where you can see (and be seen clearly in all directions, not close to parked cars)
- Stops and waits at kerb
- Looks and listens for traffic
- Crosses when clear
- Walks straight across still looking and listening

### 9. Can identify subways and footbridges and uses them safely when appropriate

### 10. Understands extra difficulties of crossing roads safely at night and in poor weather conditions

- Understands it is more difficult for drivers to see them
- Chooses a well-lit crossing
- Understands the dangers of vehicle lights approaching
- Understands not to cross if any vehicle lights approaching

### 11. Can use the road without a footpath safely

- Walks on the right hand side of the road
- Walks close to the edge of the road
- Walks in single file



## Road Safety Programme (Parts 1, 2, 3, 4 & 11) – example

Name of trainee  Start Date

Route(s)

✓ - Without help                      ✗ - unable to complete                      n/a - not applicable

DATE →:					COMMENTS:
<b>1. Uses footpath appropriately</b>					
a) Stays on path	✓	✓	✓	✓	Completed at least four times
b) Walks in middle of path	✓	✓	✓	✗	Can walk near to road – reminders needed
c) Avoids oncoming pedestrians	✓	✓	✓	✓	
<b>2. Understands dangers of moving vehicles</b>	✓	✓	✓	✓	
<b>3. Identifies safest place to cross the road</b>	✓	✓	✓	✗	Small reminders needed at times
<b>4. Personal safety/security</b>					
a) Copes in a crowd	✓	✓	✓	✓	
b) Understands the need to be wary of strangers	✓	✓	✓	✓	
c) Knows own address/tel no	✓	✓	✓	✓	
d) Carries mobile	✓	✓	✓	✓	
e) Can use mobile	✓	✓	✓	✗	
f) Carries personal identification	✗	✓	✗	✗	Reminders needed
g) Can ask for help	✓	✓	✓	✓	

h) Knows who to ask for help	✓	✓	✓	✓	
i) Looks after own belongings	✓	✓	✗	✓	Can be forgetful
j) Wears suitable clothing	✓	✓	✓	✓	
k) Deals with the unexpected	✓	✓	✗	✓	Keep going through 'what ifs'
<b>11. Can use the road without a footpath safely</b>					
a) Walks on right hand side of the road	✓	✓	✓	✓	
b) Walks close to the edge of the road	✓	✓	✓	✓	
c) Walks in single file	✓	✓	✓	✓	
Initials of Trainer					

Can travel THIS route independently \*

Date.....

Signed .....  
(Trainer)



## Road safety programme (parts 5 -10) – example

Name of trainee  Start Date

Route(s)

✓ - Without help                      ✗ - unable to complete                      n/a - not applicable

DATE →: with Trainer (T), with Trainer shadowing (TS), on own (O)					COMMENTS:
<b>5. Uses Pelican/Puffin crossings safely</b>					
a) Identifies light assisted crossing	✓	✓	✓	✓	
b) Stops and waits at kerb	✓	✓	✓	✓	
c) Identifies red and green man	✓	✓	✓	✓	
d) Understands the meaning of the red and green man	✓	✓	✓	✓	
e) Presses button and waits	✓	✓	✓	✓	
f) Crosses only when green man shows	✓	✓	✓	✓	
g) Walks straight across (not diagonally)	✓	✓	✓	✓	
h) Understands what flashing green man means	✓	✓	✓	✓	
<b>6. Uses zebra crossing safely</b>					
a) Stops and waits at kerb	✓	✓	✓	✓	
b) Looks and listens for traffic	✓	✓	✓	✓	
c) Crosses when traffic stops	✓	✓	✓	✓	
d) Walks straight across looking and listening	✓	✓	✓	✓	
<b>7. Uses traffic island safely</b>	✓	✓	✓	✓	<i>Nervous using these</i>
a) Stops and waits at kerb	✓	✓	✓	✓	
b) Looks and listens for traffic	✓	✗	✓	✓	<i>Loses concentration at times</i>

c) Crosses to island when no traffic	✓	✓	✓	✓	
d) Stops on island	✓	✓	✓	✓	
e) Looks and listens for traffic	✓	✓	✗	✓	<i>Loses concentration at times</i>
f) Crosses when no traffic still looking and listening	✓	✓	✓	✓	
<b>8. Crosses a quiet road safely</b>	✓	✓	✓	✓	
a) Chooses a safe place to cross	✓	✓	✓	✓	
b) Stops and waits at kerb	✓	✓	✓	✓	
c) Looks and listens for traffic	✓	✓	✗	✗	<i>Loses concentration at times</i>
d) Crosses when clear	✓	✓	✓	✓	
e) Walks straight across still looking and listening	✓	✓	✓	✓	
<b>9. a) Uses subways and footbridges safely</b>	✓	✓	✓	✓	
<b>10. Understands extra difficulties at night</b>	✓	✓	✓	✓	
a) Understands it is more difficult for drivers to see them	✓	✓	✓	✓	
b) Chooses well-lit crossings	✓	✓	✓	✓	
c) Understands the dangers of vehicle lights approaching	✓	✓	✓	✓	
d) Understands not to cross if any vehicle lights are approaching	✓	✓	✓	✓	
Initials of Trainer					

**Can travel THIS route independently \***

Date.....

Signed .....  
(Trainer)

If a new route is proposed, the trainee should undertake a refresher programme for the new route.

These 'tick sheets' can be brought out during the session if you prefer or filled in immediately afterwards.

The addition of session notes is always advised to help record progress, reflect on session objectives and plan for the next session.

Remember session notes need to include the steps:

**Step A – plan and support**

**Step B – support and observe**

**Step C – observe and shadow**

**Step D – shadow and make a final judgement**

## Bus training programme

### Notes to help access skills

#### Planning

- Get as much information as possible about the trainee.
- Set up meeting with trainee and other interested parties.
- Discuss step-by-step procedure.
- Undertake initial assessment (look at pre-requisite skills).
- Travel route on own.
- Carry out risk assessment of route.
- Plan safe walking route.
- Discuss bus/train pass.
- Set primary goals.

#### Step 1 – Accompanying

- Meet the trainee at home/school/college and accompany to the destination.
- Assess/teach road safety skills.
- Demonstrate/discuss basic procedures for using the bus.
- Sit with the trainee and point out landmarks along the journey.
- Discuss appropriate behaviour when out and about.
- Start discussions about personal safety, including use of mobile phone and when to show your Travel Training card.

#### Step 2 – Training

- Meet trainee at home and accompany to destination.
- Begin to let trainee lead and make own decisions.
- Sit close to, but not next to, trainee (unless they specially ask for this – if so, phase this out over next sessions).
- Discuss 'What ifs'.

#### Step 3 – Shadowing

- Meet the trainee at the bus stop.
- Let the trainee lead all the decision making.
- Sit well away from the trainee (but still in sight).
- Use 'fade out' technique (gradual decrease in support).

#### Step 4 – Judging competence

- Observe the trainee travelling the planned route, on their own, on at least two occasions.

Complete record sheets after **EVERY** journey. It is also a good idea to type up session notes to accompany tick recording sheets as these will involve more information.

TIP: update recording forms and session notes as soon as your session ends to ensure you don't forget information.

Also please note that each 'Step' could take a number of journeys.

**Do not forget to feedback session progress to parents or carers.**



## Bus training programme – example

Name of trainee  Start Date

Route(s)

✓ - Without help                      ✗ - unable to complete                      n/a - not applicable					
Date					Comments
<b>Outward/Return journey</b>					
a) Identifies bus stop	✓	✓	✓	✓	
b) Waits appropriately in queue	✓	✓	✓	✗	<i>Can be reserved and let others push in front of him</i>
c) Identifies correct bus	✓	✓	✓	✓	
d) Reads bus number	✓	✓	✓	✓	
e) Reads bus timetable	✓	✓	✗	✗	<i>Some help needed</i>
f) Knows how to stop bus	✓	✓	✓	✓	
g) Boards bus	✓	✓	✓	✓	
h) Asks for fare	✓	✓	✓	✓	
i) Pays for fare	✓	✓	✓	✓	<i>Count out money beforehand as he needs some help with money handling skills.</i>
j) Shows pass					
k) Carries personal identification	✓	✓	✗	✗	<i>Reminders needed to do this</i>
l) Looks after ticket/pass	✓	✓	✓	✓	
m) Finds appropriate place to sit/stand	✓	✓	✓	✓	
n) Acts appropriately on bus	✓	✓	✓	✓	
o) Recognises where to get off	✓	✓	✓	✓	
p) Knows how to stop bus	✓	✓	✓	✓	
q) Rings bell at appropriate time	✓	✓	✓	✓	
r) Disembarks safely	✓	✓	✓	✓	
s) Copes with bus station (if used)					
t) Copes with crowds of people at bus stop/station	✓	✓	✓	✓	

Can travel THIS route independently \*

Signed .....  
(Trainer)

Date.....

If a new route is proposed, the trainee should undertake a refresher programme for the new route.

## Train training programme Notes to help access skills

### Step A – plan and support

The trainer will meet the trainee at their home and accompany them to the railway station. The trainer will help the trainee purchase their ticket, either at the ticket office, ticket machine, or on the train. The trainer will help the trainee identify the correct platform and how to check the overhead screens to see details of the correct train. The trainer will then help the trainee open the train doors. The trainer will sit with the trainee on the train (agreed with the trainee beforehand) and this is a good opportunity to discuss personal safety as well as socially acceptable behaviour and what to do in an emergency (Look at ‘What if’ questions).

The trainer will then point out suitable landmarks close to the destination and discuss when to get up and go to the nearest exit and how to open the train doors. On leaving the railway station, the trainer will walk alongside the trainee to their destination, noting appropriate places to cross the road and discussing safety issues.

### Step B – support and observe

The trainer will meet the trainee at their home and ask the trainee to show them the way to the railway station, ensuring the trainee leads. The trainer will discuss buying a ticket, single or return etc. The trainer will observe the trainee purchasing a ticket. The trainer will observe the trainee walking to the correct platform and boarding the train. The trainer will sit close to, but not next to, the trainee on the train and allow the trainee to decide when to get off (verbal reminder if necessary). After getting off, the trainer will ask the trainee to lead them to their destination, walking close to the trainee, but not necessarily alongside.

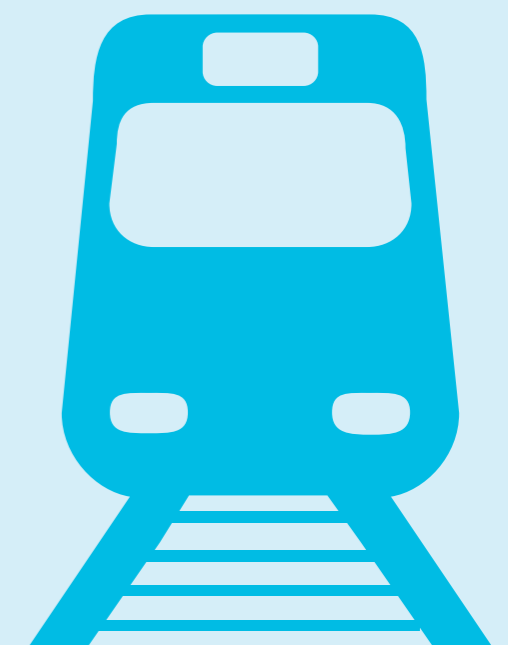
### Step C – observe and shadow

The trainer will meet the trainee at the railway station. The trainee will buy their ticket (verbal reminder if necessary). They will get on the train independently and the trainer will sit away from the trainee. The trainer will allow the trainee to decide when to get off (no verbal reminder and if necessary carry on until the next station to see how the trainee copes with this). The trainer will then ask the trainee to lead them to their destination, keeping a reasonable distance so that the trainee can make their own decisions.

### Step D – shadow and make a final judgement

The trainee will travel the whole route independently. The trainer will ‘shadow’ the trainee throughout the journey, only intervening in an emergency. On successful completion the trainer will acknowledge the trainee’s achievement.

This step should be completed successfully on at least two occasions.



## Train Training programme

Name of trainee  Start Date

Route(s)

✓ - Without help      ✗ - unable to complete      n/a - not applicable

Outward/return journey DATE:					Comments
a) Identifies correct platform					
b) Identifies correct train					
c) Reads destination on train					
d) Boards train					
e) Asks for fare at ticket office					
f) Asks for fare on train					
g) Pays for fare					
h) Shows pass					
i) Carries personal identification					
j) Looks after ticket/pass					
k) Finds appropriate place to sit/stand					
l) Acts appropriately on train					
m) Recognises when to get up to disembark					
n) Knows how to open train doors					
o) Disembarks safely					
p) Copes with railway station					

### Can travel THIS route independently \*

Date.....

Signed.....  
(Trainer)

If a new route is proposed, the trainee should undertake a refresher programme for the new route.

# 8

## Final report

### Aims achieved?

### Evidence of learning

### Certificate

Once the trainee has completed the Travel Training programme themselves then you can prepare the final paperwork.

If the trainee has managed to become an independent traveller at the end of this programme (you have watched them at least twice do this independently), then you can sign them off stating 'they are able to carry out **THIS** journey themselves'. It is important to stress the word '**THIS**', as this is the journey they have been practising for a number of weeks.

If a trainee wanted to go to a new destination they would need to complete another Travel Training programme in order to determine their competence and safety for that different route.

It is also worthwhile reminding the trainee that the route they have travelled during Travel Training should be the route they follow when doing it independently.

If a trainee has completed the training but is not able to carry out the journey themselves then the process is exactly the same. The trainee is signed off but notes should be made of the reasons why the trainee may not be able to do this themselves going forward.

**Remember** – even if a trainee has not achieved travel independence, they will still have developed many life skills carrying out this programme.

They should still be given the same praise and receive a certificate of attendance at the end as their positive achievements should be recognised.



## Travel Training – final report example

(to be completed by the Travel Trainer)

Name of trainee  Date

Journey

Start date	Finish date	No. of sessions
		8

### Primary aims/goals (tick which applies to this programme)

1	Plan your journey and understand the planning process	✓
2	Use your bus pass and/or travel concession effectively	N/A
3	Independently find their way using given directions	✓
4	Cross roads safely using a variety of methods	✓
5	Communicate your travel needs effectively	✓
6	Pay your travel fare using money	✓
7	Use a bus (or buses) for a single pre-planned journey	✓
8	Use a train for a single pre-planned journey	N/A
9	Demonstrate confidence, motivation and correct behaviour	✓
	Any other information:	

### Summary of training (addressing significant outcomes – summary of SWOT\*)

*Joe needed ITT help getting from his home address to his new secondary school. This involved a walking route to the bus stop, a bus journey and then a walking route to his school.*

*Joe has demonstrated very good road safety skills as well as using public transport. Joe can be forgetful and needs reminding to bring a mobile, some ID and count his fare out before the bus comes. Mum has also suggested she puts the correct bus fare in a money bag so it is counted out for Joe already. These are skills he still needs to work on through Travel Training theory-based lessons (with school). Joe can also lose concentration slightly and needs small reminders during the journey however, the more frequent Joe is carrying this out, the more he is remembering all these skills.*

### Progression (addressing opportunities and possible areas for development)

*Joe would like to visit his friends who live in Northallerton. This would be an ideal next Travel Training project for him that he can do with his parents.*

*Joe needs to keep learning how to count out money, understanding bus timetables and getting more organised.*

### Statement of achievement (what the trainee can now do)

<i>The trainee can travel independently from his home address in Northallerton to his new secondary school (Bedale High School) by using a walking route as well as a public bus.</i>	Signed:	Date
	<i>A Trainer</i>	
	Read and acknowledged by –	
	Signed:	Date

### To recap:

When the Travel Training programme was agreed an 'agreement form' in stage 3 was signed.

When the Travel Training programme has ended an 'Evidence of learning statement' is completed. This finalises the programme and all those who signed the agreement form should sign this.

#### \* SWOT

Strengths

Weaknesses

Opportunities

Threats

## Evidence of learning statement – example

(To be completed in collaboration with referrer/parent/carer)

Trainee Name	Joe Turner		
Start Date		Finish Date	

### Details of route learnt

The trainee can travel independently from his home address in Northallerton to his new secondary school (Bedale High School) by using a walking route as well as a public bus.

### Statement of achievement (as on Final Report)

This trainee can now make the specified journey safely and independently.

Trainee	Name	Date
<i>"I confirm that I have completed my Travel Training programme to my satisfaction".</i>	Trainee Signed	
Travel Trainer	Name	Date
<i>"I confirm that the above named person has completed the specified route to my satisfaction."</i>	Trainer Signed	

### Referrer/Parent/Carer

*"I confirm that the above individual has completed his/her Travel Training programme and that the aims of the referral have been met."*

Name	Signed	Date
1. Parent/Carer:		
2. Referrer:		

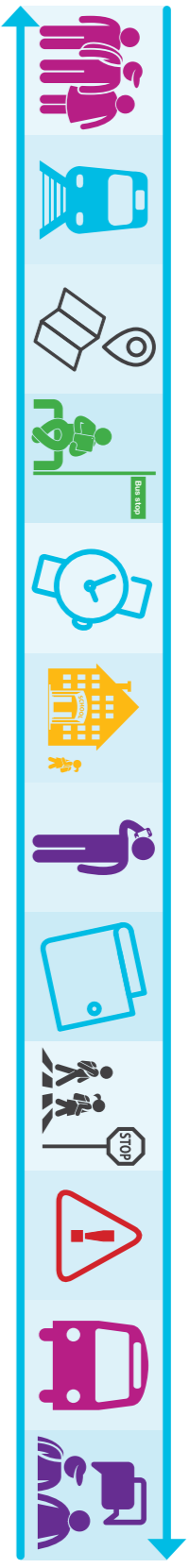
## Final notes:

When a trainee has completed this programme and can now travel independently, a certificate of completion is given. It is always good practice to send one to the home and another to the school or college so the trainee can be praised for all of their hard work!

This training manual has been developed for Travel Training CYP with various SEND needs.

For more specific Travel Training information/guidance relating to CYP with visual impairments, hearing impairments or mobility needs please contact:

**[InclusiveEducation@northyorks.gov.uk](mailto:InclusiveEducation@northyorks.gov.uk)**



# Certificate of Completion

Awarded to: \_\_\_\_\_

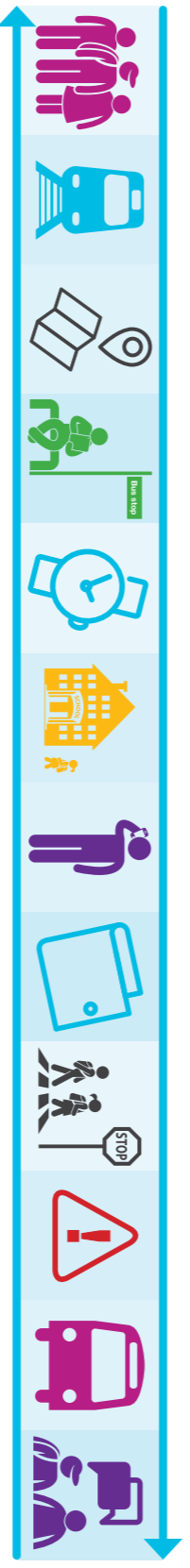
For completing the SEND Transport  
Travel Training Programme

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Children and Young People's Service

Travel Trainer



# Certificate of Attendance

Awarded to: \_\_\_\_\_

For attending the SEND Transport  
Travel Training Programme

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Children and Young People's Service

Travel Trainer

# Referral form

<b>Trainee name:</b>		
<b>Date of birth:</b>		Age:
<b>Home address:</b>		
<b>Telephone:</b>		
<b>Male/Female:</b>		
<b>Current school/college:</b>		
<b>Referred by:</b>		
<b>Telephone:</b>		
<b>Email address:</b>		
Please state the journey the trainee needs to learn (include the day and the time):		
Please comment on <b>Medical information:</b> Include any allergies		
<b>Additional information:</b> Sensory/physical disabilities Behaviour Phobias		
Does this person currently receive school transport?		
How does this person currently get to school/college?		
Does this person hold a national concessionary travel pass?		
<b>Can this person:</b>		
Recognise the dangers of the road?		
Use a light controlled and/or pedestrian crossing?		
Cross streets safely, without using a recognised crossing?		
Learn to remember routes and directions?		
Read a bus number/destination?		

Request help from an appropriate source?	
Deal appropriately with strangers?	
Maintain their own personal safety?	
Any other information:	



# Initial assessment – skills and knowledge

Skills/knowledge	✓ ? x or NA	Comments
Is aware of basic dangers outdoors		
Responds appropriately to basic dangers		
Good position on pavement		
Negotiates obstacles e.g. lampposts		
Recognises driveways		
Crosses quiet roads safely		
Uses designated/controlled crossings safely (e.g. School crossing, Zebra, Pelican, Puffin, Toucan and Pegasus)		
Recognises basic numbers		
Recognises basic colours		
Recognises basic road markings		
Recognises basic road signs		
Responds correctly to verbal instructions		
Remembers short instructions		
Asks for information when unsure		
Safely steps up/down kerbs		
Adopts appropriate social behaviour		
Makes appropriate and safe decisions e.g. road crossings		
Can recognise different money values, can pay for purchases/tickets independently.		
Keeps time independently		
Remains focused throughout		
Adapts to changes		
Solves everyday problems		
Travels unescorted		
Additional comments:		

# Agreement form

Name of trainee:	
Address:	
Contact number(s):	
Detail of journeys:	
Emergency contact numbers during training:	
Medical information:	
Start date:	
<p>'I confirm that I understand that the Travel Training will be provided for the Travel Training route only. Any assessment by the Travel Trainer that I am safe to travel on the Travel Training route relates only to the Travel Training route. If I use any of the skills and strategies learned on the Travel Training route on alternative routes, then I accept that I do so in reliance on my own judgment and the Travel Trainer will have no responsibility for the use of those skills and strategies on any routes other than the Travel Training route.'</p> <p>I do/do not allow photographs of my child to be taken during this Travel Training programme.</p>	
Signed .....Trainee      Date.....	
Signed ..... Parent      Date.....	
Signed.....Trainer      Date.....	

## Specific risk assessment

Route		
Trainee		Date

	Environment	Comment		Personal	Comment
A	Time of day		1	Family support	
B	Type of weather		2	Ability to remember things	
C	Complexity of route		3	Attitude/ motivation/ behaviour	
D	Amount of walking		4	Correct clothing	
E	Travel passes		5	Looking after personal property	
F	Nature/ amount of distractions		6	Emergency procedures/ problem solving	
G	Contact with others/ personal safety		7	Dealing with money and fares	
H	Amount of traffic		8	Timekeeping skills	
J	Road crossings		9	Prone to distractions	
K	Obstructions and surfaces		10	Vulnerability	
L	Landmarks/ landscape		11	Physical and/ or sensory considerations	
M	Length/type of journey		12	Medical issues/ allergies phobias	
N	Frequency/ nature of transport		13	Speech and Communication	

## Risk assessment – actions to control

Trainee		Date
Starting point:		Destination:

### ‘Specific Risks’ associated with making this journey

Ref	Risk
A	
B	
C	
D	

### Action taken to control ‘specific risks’

# Trainee checklist – ‘What would you do if’

<b>Name:</b>
<b>You forget something</b>
<b>You become frightened by something</b>
<b>You lose your way</b>
<b>Your bus/train does not come in time</b>
<b>You have something stolen</b>
<b>You feel unwell</b>
<b>You don't have enough money</b>
<b>You get on the wrong bus</b>
<b>You are approached by a stranger</b>
<b>You cannot find someone to ask for help</b>
<b>You have a minor accident</b>

Amend the questions as necessary to suit each trainee

# Road Safety Programme (Parts 1, 2, 3, 4 & 11)

Name of trainee  Start Date

Route(s)

✓ - Without help                      ✗ - unable to complete                      n/a - not applicable

DATE →:					COMMENTS:
<b>1. Uses footpaths appropriately</b>					
a) Stays on path					
b) Walks in middle of path					
c) Avoids oncoming pedestrians					
<b>2. Understands dangers of moving vehicles</b>					
<b>3. Identifies the safest place to cross the road</b>					
<b>4. Personal safety/security</b>					
a) Copes in a crowd					
b) Understands the need to be wary of strangers					
c) Knows own address/tel no					
d) Carries mobile					
e) Can use mobile					
f) Carries personal identification					
g) Can ask for help					
h) Knows who to ask for help					

i) Looks after own belongings				
j) Wears suitable clothing				
k) Deals with the unexpected				
<b>11. Can use the road without a footpath safely</b>				
a) Walks on the right hand side of the road				
b) Walks close to the edge of the road				
c) Walks in single file				
Initials of Trainer				

Can travel THIS route independently \*

Signed .....  
(Trainer)

Date.....

## Road safety programme (parts 5 -10)

Name of trainee  Start Date

Route(s)

✓ - Without help                      ✗ - unable to complete                      n/a - not applicable

DATE →: with Trainer (T), with Trainer shadowing (TS), on own (O)					COMMENTS:
<b>5. Uses Pelican/Puffin crossings safely</b>					
a) Identifies light assisted crossing					
b) Stops and waits at kerb					
c) Identifies red and green man					
d) Understands the meaning of the red and green man					
e) Presses button and waits					
f) Crosses only when green man shows					
g) Walks straight across (not diagonally)					
h) Understands what flashing green man means					
<b>6. Uses zebra crossing safely</b>					
a) Stops and waits at kerb					
b) Looks and listens for traffic					
c) Crosses when traffic stops					
d) Walks straight across looking and listening					
<b>7. Uses traffic island safely</b>					
a) Stops and waits at kerb					
b) Looks and listens for traffic					

c) Crosses to island when no traffic					
d) Stops on island					
e) Looks and listens for traffic					
f) Crosses when no traffic, still looking and listening					
<b>8. Crosses a quiet road safely</b>					
a) Chooses safe place to cross					
b) Stops and waits at kerb					
c) Looks and listens for traffic					
d) Crosses when clear					
e) Walks straight across, still looking and listening					
<b>9. a) Uses subways and footbridges safely</b>					
<b>10. Understands extra difficulties at night</b>					
a) Understands it is more difficult for drivers to see them					
b) Chooses well-lit crossings					
c) Understands the dangers of vehicle lights approaching					
d) Understands not to cross if any vehicle lights are approaching					
Initials of Trainer					

Can travel THIS route independently \*

Signed .....  
(Trainer)

Date.....

If a new route is proposed, the trainee should undertake a refresher programme for the new route.

# Bus training programme

Name of trainee

Start Date

Route(s)

✓ - Without help	✗ - unable to complete	n/a - not applicable							
Date →:									Comments
									Outward/Return journey
									a) Identifies bus stop
									b) Waits appropriately in queue
									c) Identifies correct bus
									d) Reads bus number
									e) Reads bus timetable
									f) Knows how to stop bus
									g) Boards bus
									h) Asks for fare
									i) Pays for fare
									j) Shows pass
									k) Carries personal identification
									l) Looks after ticket/pass
									m) Finds appropriate place to sit/stand
									n) Acts appropriately on bus
									o) Recognises where to get off
									p) Knows how to stop bus
									q) Rings bell at appropriate time
									r) Disembarks safely
									s) Copes with bus station (if used)
									t) Copes with crowds of people at bus stop/station

Can travel THIS route independently \*

Signed .....  
(Trainer)

Date.....

If a new route is proposed, the trainee should undertake a refresher programme for the new route.

# Train training programme

Name of trainee  Start Date

Route(s)

✓ - Without help	✗ - unable to complete	n/a - not applicable			
<b>Outward/return journey DATE →:</b>					<b>Comments</b>
a) Identifies correct platform					
b) Identifies correct train					
c) Reads name on train					
d) Boards train					
e) Asks for fare at ticket office					
f) Asks for fare on train					
g) Pays for fare					
h) Shows pass					
i) Carries personal identification					
j) Looks after ticket/pass					
k) Finds appropriate place to sit/stand					
l) Acts appropriately on train					
m) Recognises when to get up to disembark					
n) Knows how to open doors					
o) Disembarks safely					
p) Copes with railway station					

Can travel THIS route independently \*

Date..... Signed.....  
(Trainer)

If a new route is proposed, the trainee should undertake a refresher programme for the new route.

# Travel training – final report

(to be completed by the Travel Trainer)

Name of trainee  Date

Journey

Start date	Finish date	No. of sessions

Primary aims/goals (tick which applies to this programme)

1	Plan your journey and understand the planning process	
2	Use your bus pass and/or travel concession effectively	
3	Independently way find using given directions	
4	Cross roads safely using a variety of methods	
5	Communicate your travel needs effectively	
6	Pay your travel fare using money	
7	Use a bus (or buses) for a single pre-planned journey	
8	Use a train for a single pre-planned journey	
9	Demonstrate confidence, motivation and correct behaviour	
	Any other information:	

**Summary of training (addressing significant outcomes – summary of SWOT)**

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**Progression (addressing opportunities and possible areas for development)**

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**Statement of achievement (what the trainee can now do)**

	Signed: <i>Trainer</i>	Date
	Read and acknowledged by –	
	Signed:	Date

**Evidence of learning statement**

(To be completed in collaboration with referrer/parent/carer)

Trainee Name			
Start Date		Finish Date	

**Details of route learnt**

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**Statement of achievement (as on Final Report)**

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<b>Trainee</b> <i>"I confirm that I have completed my Travel Training programme to my satisfaction".</i>	Name Trainee Signed	Date
<b>Travel Trainer</b> <i>"I confirm that the above named person has completed the specified route to my satisfaction."</i>	Name Trainer Signed	Date

**Referrer/Parent/Carer**

*"I confirm that the above individual has completed his/her Travel Training programme and that the aims of the referral have been met."*

Name	Signed	Date
1. Parent/Carer:		
2. Referrer:		





## Contact us

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