

STP/08 - Independent Travel Training Scheme Pilot Project Final Report - March 2011









Independent Travel Project Report STP/08

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STP/08 - Independent Travel Training Scheme

'To Pilot the effectiveness of Travel Training for SEN pupils'

The Independent Travel Training Scheme Y Cynllun Hyfforddiant Teithio Annibynnol

Objectives and overall goals

- Create a sustainable resource to promote and support young people with special educational needs in the field of independent travel, as essential skill for independent living.
- > To motivate SEN students across Cardiff to become independent travellers.
- > To promote the benefits of independent travel to SEN students, teachers, parents and carers.
- > To engage with schools in order to promote a sustainable culture of independence across Cardiff by making relevant curriculum links.
- To engage with parents and carers of SEN students in Cardiff, winning confidence and support for independent travel.
- To encourage the students to think about the benefits of independent travel; investigate possible worries and dispel them.
- > To motivate students to want to travel independently and encourage the long term development of life skills.
- > Provide a safe learning environment where children can gain independence.

Methodology

One to One Training Process

Classroom Session: Setting targets, planning journeys, behaviour

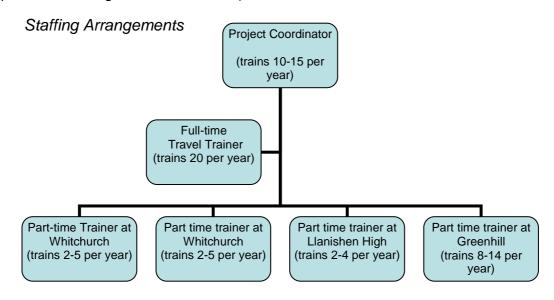
Accompany: Travel Trainer accompanies pupil from their home address to the

school gates and back again where responsibility reverts back to the parents until the next morning.

Shadow: Travel Trainer shadows the pupil's journey from afar in order to assess their skill level and capabilities – crossing the roads at certain points, the green cross code, getting on and off the bus, communicating the bus operator etc.

Meet and Greet: Travel Trainer meets pupil at a specified point, usually at school/ home to check that they have completed the journey and arrived safely.

Workshops – These are provided for groups of pupils who may not be eligible for 1-1 training. They can focus on general travel skills or a particular journey (to work experience, college or a new school).



Outcomes

25 children have been trained and signed off as Independent between May 2010 and February 2011. It is expected that a further 25-30 students will be trained by the end of July 2011. Overall, the project aims to have signed off 50 teenagers as independent travellers over the two year pilot.

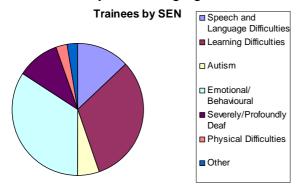
1. Outcomes for Local Authorities

Estimated **cost savings** to date are between £51,855 and £76,350. The project expects to produce a saving of a further £43,490 – £67,000 by the project end date of July 2011.¹

Other outcomes include the provision of a **best practice** example for other Local Authorities. The project aims to produce a strategy document which can be used by other Local Authorities to set up similar schemes. The School Transport team for Cardiff have also benefitted from the scheme since pupils who travel independently can use their bus passes to get to several different **work experience placements**, extended opportunities placements and school visits. This means that taxis do not have to be contracted to different places and that routes which are constantly changing (and thus costly) can be reduced.

2. Pupil Benefits

The Scheme has trained 25 pupils with a variety of different Special Needs (See chart below for a break down of trainees by Special Need.) The benefits for these trainees are obviously wide-ranging. Parents and teachers have reported that trainees have



grown in **confidence** and **self-esteem**. Trainees themselves have said that they prefer getting the bus because it makes them 'the same as the other kids in the street'. A couple of trainees have now left school and are **travelling independently to college**, whilst other students use their new-found independence to **travel to work experience** and to **community groups**. Schools have also mentioned that pupils who have undergone training are more able

in several **Key Skills** areas such as money use, Road Safety, organisation and telling the time.

3. Benefits for Schools

Of the 23 Secondary Schools in Cardiff (including Special Schools and a Pupil Referral Unit), the project has engaged with 14 of them. This included taking referrals, training pupils, providing workshops and providing advice at Annual Reviews. Benefits for schools include the **creation of a sustainable culture of independence**. Pupils are encouraging their peers to travel independently and not to rely on School Transport-provided taxis. Schools have also benefitted from **media attention** generated by the project and several schools are hoping to offer travel training as a standard part of the school's **curriculum**, to be mentioned in School Prospectuses. The **resources and workshops** provided to groups have also been popular and have played a role in the ASDAN portfolios of several groups.

¹ These cost savings are approximate and based on the cost of a taxi, divided by the passengers on it, multiplied by the number of years that the pupil is expected to remain in education. Often, taxi contractors charge by mileage rather than number of passengers so the price may not always reduce by this extent in the year that the pupil is trained.

Background, Aims and Objectives

Background to Travel Training

The formation of the Education Pathfinders in England led to the recognition that private transport (in the form of taxis or minibus) was a "key barrier to people accessing further education and the workplace." Privately transported young people were found to have a lack of road safety awareness, scant knowledge of how to travel by public modes, and an inability to be or feel independent. Such individuals were also excluded from everyday experiences which prevented many from being able to deal with new situations and people.

As a result of these findings, travel training was established by 28 of the Pathfinders and this has since encouraged other education bodies across the UK to introduce similar training practices, particularly offered to pupils in secondary school, preparing them for the transition into adult life. In 2007, a review of Travel Training Schemes listed 139 travel training schemes in England which "provide individuals with that something extra to enable them to broaden their travel horizons" in addition to training which might 'normally' be available. ³ None of the schemes listed, however were based in Wales. In 2008, Cardiff Council submitted a bid to the Welsh Assembly Government and the Welsh Local Government Association with the aim of obtaining funds to trial a travel training scheme in the City. It has been recognised that within Wales there is no formal vehicle for measuring the success and benefits of such training. Cardiff Council was awarded £256,000 funding from the Welsh Local Government Association to undertake a

What is Independent Travel Training?

Travel Training is, in its most basic form, extra assistance to enable people to make journeys safely on their own. The Cardiff Independent Travel Training Scheme provides an intensive academic training programme on all aspects of undertaking a journey; focussing specifically on a trainee's iourney from home to school. This involves both classroom and practical training which is provided (usually on a weekly basis) over an extended period of time. Although time intensive, this method of training provision is suited to the gradual exposure to independence which is required in taking a trainee from complete dependence on Council-provided, door to door, escorted transport to undertaking an independent journey, using public transport, independently on a daily basis.

pilot project over 2 years, to motivate students with Special Educational Needs (SEN) across Cardiff to become independent travellers rather than be reliant on dedicated home to school transport. A gap in training was identified where little or no travel training expertise was available in Wales to improve student's skills. The project aimed to develop an in-house expertise in order to deliver a high quality program that could be rolled out across the Council and to other Welsh authorities.

The project has been trialled in a number of schools across Cardiff between July 2009 and July 2011. The project has been named the 'Independent Travel Training Scheme' (ITTS).

Current situation in SEN School Transport

There are approximately 740 young people with SEN in Cardiff who receive transport to and from school/college in the form of taxis or minibuses. Overall costs for the provision of transport for SEN children cost the Council approximately £3.6m in the 2007-8 financial year. The average cost of providing transport for an secondary SEN pupil in Cardiff,

² Review of Travel Training Schemes Final Report, June 2007, Paul Beecham & Associates in conjunction with Sheffield Hallam University (p.15)

³ Review of Travel Training Schemes Final Report, June 2007, Paul Beecham & Associates in conjunction with Sheffield Hallam University (p.4)

without complex transport needs (trained medical staff on board, wheelchair harnesses etc) is around £2,700 per year. Over the 12-14 years during which a child is in school, this mounts up to a considerable amount of money.

This figure is rapidly rising, currently at more than three times the rate of inflation⁴, both in Cardiff and throughout Wales. Whilst Local Authorities have a responsibility to provide a level of School Transport which is safe, relatively comfortable and meets the needs of the child,⁵ they also have a responsibility to ensure best value for the taxpayer in terms of Home-School transport arrangements.

The Independent Travel Training Project aims to combine these two duties; to meet the needs of pupils through providing valuable travel training which enables them to increase their independence as well as ensuring that Council resources are used effectively through potential money saving as a result of students travelling independently rather than on contracted taxis or minibuses.

Aims of the Project

The main aims of the project as stated in the initial project proposal are as follows:

- 1. To create a sustainable resource to promote and support young people with special educational needs in the field of independent travel, an essential skill for independent living.
- 2. To motivate SEN students across Cardiff to become independent travellers.
- 3. To promote the benefits of independent travel to SEN students, teachers, parents and carers.
- 4. To engage with schools in order to promote a sustainable culture of independence across Cardiff by making relevant curriculum links.
- 5. To engage with parents and carers of SEN students in Cardiff, winning confidence and support for independent travel.
- 6. To encourage the students to think about the benefits of independent travel; investigate possible worries and dispel them.
- 7. To motivate students to want to travel independently and encourage the long term development of life skills.
- 8. To provide a safe learning environment which children can gain independence.
- 9. To encourage the use of public transport as a genuine alternative to the car.

Certain key elements must be delivered for this to be considered a success:

- 1. The transport experience created must be of long term benefit to each individual child and must encourage the long term development of the children involved.
- 2. The highest standards of safety for children must be maintained in their travel to and from school via independent transport.

⁴ Managing Special Needs Transport Guidance for local authorities August 2010, WLGA, p.5

⁵ Learner Travel (Wales) Measure 2008, http://www.legislation.gov.uk/mwa/2008/2/introduction

- 3. A sustainable and effective training program must be defined and documented, along with a clear plan for its long term introduction wherever feasible within Cardiff Council.
- 4. Parents, carers, teachers and other stakeholders must have confidence in the training service and its effectiveness.

Project Methodology and Development

Project Timeline

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Project Coordinator																								
Full-time Travel Trainer																								
Part-time Travel Trainer 1																								
Part-time Travel Trainer 2																								
Part-time Travel Trainer 3																								
Part-time Travel Trainer 4				Н	H																			
Tasks																								
Review best practice information, project scope consult stakeholders, Create / vision for Cardiff																								
Design initial training. Procedure, process and training documentation																								
Develop marketing material, consult and engage schools, parents and pupils																								
Pilot training - 3 schools			П	\vdash	\vdash	$oxed{\square}$																		
Training expanded to all interested schools																								
School workshops developed and delivered																								
Evaluate training, documentation, materials																								
Finalise procedures, documentation, materials																								
Create long term Strategy for Cardiff																								
Ongoing operation, monitoring and evaluation																								
Trainees signed off as independent										3	2	2	2	2	1	3	5	3	2	3	2	5	9	9
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Setting up the Project

The development of the travel training scheme began with the appointment of the Project Co-ordinator in July 2009 and involved researching into best practice case studies from across the UK. The Project Coordinator liaised with schemes which were already established in England to learn from best practice. In particular, best practice was drawn from the York Independent Learner Travel (YILTS) programme. The Project Coordinator then used the most successful examples of travel training programmes to form the basic principles and procedures for the Cardiff Independent Travel Training Scheme (ITTS). The Project Coordinator also met with other support services for SEN pupils to identify how the scheme would integrate with and expand on existing support. These services included SNAP Cymru, the Educational Psychology Service, Vision 21, Extended Opportunities as well as service agents who already provide travel training such as Cardiff Bus, Adult Services and Road Safety. These meetings were aimed at learning from established training schemes, selecting the most successful elements and building on them to create a sustainable, successful independent travel training programme for Cardiff.

As a result, it was decided that one to one training would provide the most successes for the scheme and allow training to be tailored to the individual pupil. The travel training scheme therefore aimed to identify and train Teaching Assistants (TAs), from within participating schools, to become the Travel Trainers. A job description for these Teaching Assistant/Travel Trainers was developed and a training workshop to prepare them for travel training was designed. Schools were then asked to offer the posts to all TAs in school. Once TAs had been identified the Project Co-ordinator met with them individually to discuss how they could fit the training around their working day. They all agreed to take part in a training workshop with the Road Safety team before commencing one to one training with pupils.

Who is involved?

The project has a number of potential key stakeholders who needed to be consulted with and involved from the outset of the project, including:

- 1. Schools
- 2. Parents
- 3. Teachers
- 4. Pupils
- 5. Social workers
- 6. Carers & relatives
- 7. Council Staff, Managers and Senior Officers
- 8. Contracted transport operators

The success of this project hinged on appropriate involvement and support from all of the above groups.

Gaining buy-in...

...from Schools and Teachers

The support of schools and teachers was essential for the success of this project and will be equally important for future, similar projects. Schools can provide pupil referrals, a TA trainer and support with contacting parents and encouraging pupils in the scheme. The project discovered several factors which increase the likelihood of school buy-in to this project:

- Identify and engage with target schools to involve them in decisions about the
 project. Develop referral criteria (see page 13) and materials through consultation
 with schools. Give the schools/ teachers some ownership of the project.
- Focus on the long-term benefits for pupils rather than the cost savings for council.
 Whilst sometimes wary of schemes which aim to reduce resources, all schools want to give their pupils some independence training. If this is offered as a free resource to schools, they will be more likely to engage with the scheme.
- Engage with and integrate the independence training which is already offered by the school. Many schools use the ASDAN curriculum for SEN groups. Travel Training can contribute to an ASDAN portfolio/ curriculum.

...from Parents, Relatives and Carers

Main concerns from parents tend to focus on the safety of the scheme and their child's ability to cope with independent travel. It is important to remember that many parents may have had to fight to have School Transport provided by their Local Authority and thus may be resistant to having it removed. Factors which can increase the likelihood of parental cooperation:

- It is important to emphasise that the child's right to free school transport is not being removed but is taking a new form (a bus pass and travel training).
- Remind parents that their children will not always be eligible for free transport.
 When their children reach 18, entitlement to transport changes and often ceases.
 This leaves the child/young adult isolated and unable to attend college, work or social engagements. Training students to use public transport earlier on in their school career facilitates a more gradual process towards independent travel.
- Parents are often reassured by the fact that if training breaks down or if there is a major problem with their child travelling independently, then taxis can be reinstated with immediate effect.
- The safety measures that have been taken to ensure the child is safe at all times during their journey (see page 13) need to be emphasised.

...from Pupils

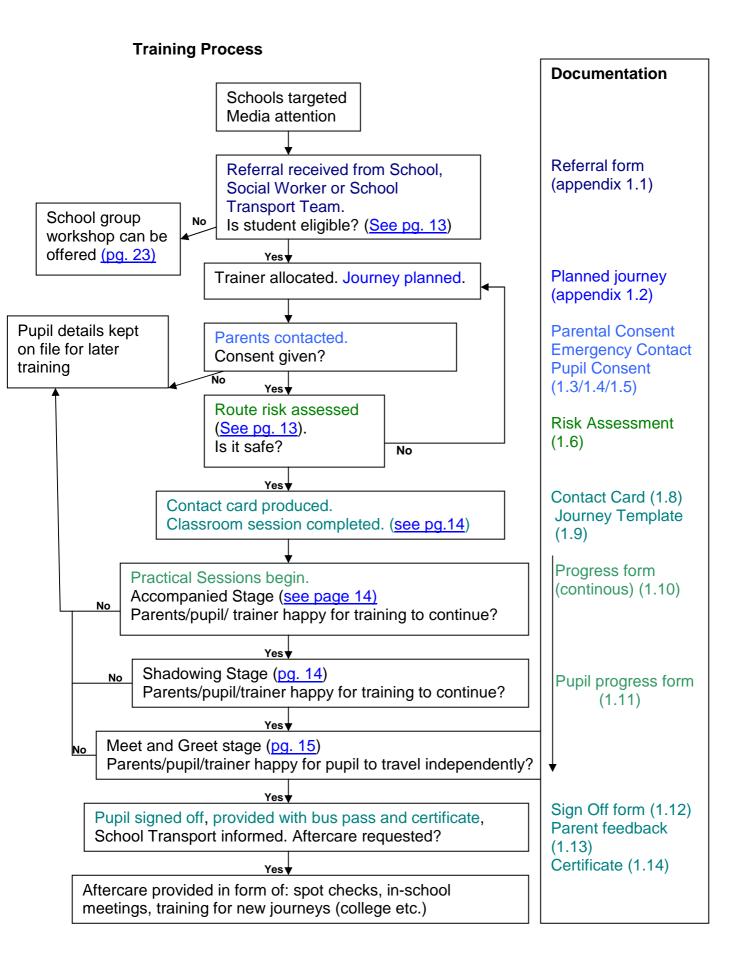
During the pilot scheme, we discovered that training would quickly break down if the pupil was not engaged or was unsure about whether they wanted to do it. Independent Travel Training, despite significant rewards for the pupil, also requires a significant commitment. Pupils usually have to get up earlier in the morning and do not arrive home until later after school. They also have to give up the relative comfort and convenience of a taxi for a journey which involves bus use, inclement weather, walking and uncertainty. Pupil involvement is usually gained through the following factors:

- The provision of a bus pass which can be used outside of school time is a
 valuable incentive. Pupils look forward to using their pass to go out at the
 weekends and to meet up with friends after school. Their bus pass and travel
 skills also allow them to chose from a wider range of work experience placements.
- Independent travel also provides pupils with greater flexibility surrounding their school day. For example, several trainees have begun attending breakfast clubs and after school clubs, something which they were not able to do when using taxis. Pupils with exams can also spend time studying at home before going into

- school for an afternoon exam for example. Previously, pupils had to catch their taxi to school at normal time and then sit in the school library and wait until their exam started.
- Once one or two pupils from a school have been trained, pupil buy in is often
 encouraged through other pupils wishing to be trained as their peers have been.
 Pupils tend to enjoy being trusted with the responsibility for getting themselves to
 and from school.

...from Social Workers, Care Workers and Council Staff

Once again, concern from social workers, care workers and other council staff tends to surround the safety of the scheme. Social Workers may be able to advise on specific elements to focus on during training (e.g. acting appropriately towards strangers) and to advise on issues pertinent to a particular trainee. The provision of full road safety training is usually seen as an advantage, as is the provision of safety equipment and an annual bus pass.



Referral Sources and Criteria

The ITTS pilot scheme accepts all referrals from pupils who match the scheme's eligibility criteria as follows:

Secondary School pupils aged 14 – 19 years (school years 9 -13) who have a statement of Special Education Needs and are currently eligible for free transport to school by private taxi / minibus.

However, the project also encourages schools to set their own criteria. A school's pupil selection criteria may include some of the factors shown below:

Age
Special Needs
Personal circumstances
Mode of travel
Distance away from the school/ length of journey on public transport

Referrals can also be made by parents and other agencies. Referrals that fall outside of the school selection criterion will be considered on an individual basis and agreed by the school and Project Co-ordinator before initiating training.

Staying Safe

It is paramount that pupils are trained in a safe environment, however in order to train young individuals to become independent travellers they will need to become accustomed to being out and about in the community using public modes of travel.

The three stages of practical training aim to gradually improve the skill level and self esteem of youngsters by training them to use a regular journey to and from school. Travel Trainers will be with the pupils for the entire journey during stages one and two, and by the third stage the pupil will be confident and competent to travel independently to and from school.

Methods used to control 'risk' are detailed below:

Risk Assessments

An **overarching risk assessment** has been prepared to evaluate any possible risks to Travel Trainers, pupils, members of the public and/or bus operators during the travel training process. Where practicable, measures have been put in place to control and reduce this rating.

The overarching risk assessment is reviewed on a regular basis to ensure it is revised in light of any incidents that may have occurred. Travel Trainers will be consulted in this process. (Appendix 1.6)

Once a route to and from school has been identified for each pupil, the Travel Trainer and Project Co-ordinator undertake an **individual risk assessment** before training can commence. Normally the most direct route will be identified but it is important to ensure that this route is also safe. The Council approved risk assessment template is used for this task (see appendix 1.7). For further guidance on Risk Assessments, see: Identification of Hazards and the Assessments of Risk of Walked Routes to School – LARSOA 2002

Safety Accessories

To facilitate travel and cater for poor weather conditions specific accessories will be provided to Travel Trainers and pupils.

The provision of equipment given to all pupils is listed below:

- Bus (or occasionally, train) pass;
- Extra Care Card created individually for each pupil detailing contact numbers for Travel Trainer, School, Project Coordinator, parents etc. Details for travel information will also be shown i.e. Traveline Cymru and Cardiff Bus; (see appendix A)
- Reflective arm bands:
- Personal safety alarm (where appropriate);
- Travel plan detailing times, bus information, and map.

In addition to this, Travel trainers are given an all-weather waterproof jacket, a contract mobile phone and an A-Z map of Cardiff.

Training breakdown

Classroom Training

Setting targets: Although the overall learning target for each trainee is to achieve maximum personal independence, it is important for the Travel Trainer to work in conjunction with each trainee to agree goals that can be achieved along the way, this may time management, confidence in aspects of bus use, improving communication skills etc.

Code of Conduct: Every trainee is asked to identify clearly what they think is acceptable and unacceptable behaviour in relation to walking, bus use, and communication and interaction with members of the public. Travel Trainers have a code of conduct template (appendix 2.3) which they use to guide the trainee in creating their own code of conduct. Trainees create their own code of conduct and sign it and are therefore more likely to take ownership and behave accordingly.

Travel Plan: An individual travel plan detailing each trainee's route to and from school is prepared by the Travel Trainer and the trainee. Each trainee and Travel Trainer discuss how to prepare for a journey and then plan the journey to be taken, considering where to get information from, how to decide the most appropriate mode of travel, time management, reading bus timetables, maps and dealing with the unexpected.

Practical training usually follows the three stages explained below, but the detail and time spent at each level is individually set to fit each trainee, in line with parental / carer agreement.

Practical Training - Accompanied

The initial stage of one to one training involves the Travel Trainer accompanying each trainee from their home address to the school gates and back again in the afternoon. Trainers model and encourage road safety awareness and appropriate bus use behaviour.

Practical Training - Shadowed

The second stage involves the Travel Trainer shadowing the trainee's journey in order to assess their skill level and capabilities. This includes letting the trainee make decisions about when/where is safe to cross the road, how to flag the bus down, when to press the bell to make the bus stop etc.

During the shadow stage the Travel Trainer will meet the trainee at their front door in the morning to make sure they are confident and prepared for the journey and will shadow them throughout the journey until they reach the school gates. The same system will be undertaken in the afternoon.

Practical Training - Meet and Greet

The third stage of the training involves the Travel Trainer meeting or telephoning the trainee at their home address in the morning to ensure they feel safe and confident to travel the route; the trainee is then left to travel the entire route to school independently and will be met at the school gates before entering the school. The Trainer then contacts parents to inform them that the trainee has arrived safely. If the pupil has a journey which requires 2 buses, the meet and greet stage will usually be split so that the trainer meets the pupil at the point at which they change buses so that independence is introduced more gradually. Trainees will have travelled this route many times before they are required to travel independently. The Travel Trainer assesses how the individual copes throughout the stages and must be confident that they can get to and from school independently before training will cease.

Case Study - R -Training tailored to fit the pupil

R is a year 10 pupil with SLD, EBD and a prosthetic limb, who attends Glyn Derw High School. He lives with a foster carer in St Mellons (8 miles away) and a taxi was used to transport him to and from school. R's social worker approached the project, asking if anything could be done to increase R's independence. R was too vulnerable to make the entire journey home on public transport but both R and his social worker were dissatisfied with R getting a taxi alone every day.

An ITTS trainer already had links with a special school in the same area which ran two minibuses up to St. Mellons to transport their own pupils home. R was trained to walk from his school to the special school in the afternoon in order to 'catch' the school minibus which then takes him home. He has made friends with other pupils on the same bus and says it is less boring and lonely than catching the taxi alone.

Workshops

home.

As mentioned previously, the project also delivers workshops during school hours to groups of pupils who are not necessarily eligible for one to one intensive travel training. A resource pack of around 8-10 hours of teaching material has been developed which can be given as a resource to schools. However, most schools seem to prefer the workshops to be delivered by the Travel Training team.

He has greater independence and takes more responsibility for his own journey

Workshops are designed to suit individual groups of pupils but previous sessions have included:

- Transitions; Year 6 pupils have planned and practised their journeys to new secondary schools and Year 11 students have planned routes to colleges
- Personal and Road Safety Awareness (inc. crossing appropriately, stranger danger, recognising road signs)
- Planning Journeys (inc. reading timetables, looking at maps, recognising landmarks, handling money, what to do when something goes wrong)
- Using Buses (inc. fares, using bus stop information, practical outings, identifying correct routes, considering appropriate behaviour)

Many of our workshops are linked to the National Curriculum and to ASDAN award programmes:

Relevant ASDAN 'Towards Independence' modules

- -Personal Safety
- Getting ready to go out
- Recognising and using everyday signs
 - Using Transport
- Time Management and Self organisation
 - Out in the community

National Curriculum Subject Areas related to Independent Travel Workshops:

- Mathematics (handling money, time)
- English (communication, reading signs)
 - PSHE (stranger danger)
 - Citizenship (behaving appropriately)
- Geography (maps, routes, journey planning)
 - ICT (using the internet to plan journeys)
 - Physical Education (active travel)

Resources and Documentation Developed

The majority of the resources developed for this project are in the appendices of this report. Resources can be broadly segregated into three main categories. These are as follows:

Documentation for one to one training

There are a number of resources which the project has developed for the use of trainers, parents and pupils who are undergoing training. As the training procedure chart on page 12 shows, these forms/ resources are used at different stages during the training. Before the training can start, the project requires the following forms to be filled in: a *referral form, parental consent form, emergency contact form, pupil consent form* and a *risk assessment.* Classroom training involves the use of *my journey plan template* and trainers are required to fill in a *pupil progress form* throughout the training process. Trainees cannot be signed off as Independent without the *travel training completion form* being signed by the trainer, the Project Coordinator and the parent. This form states that all parties are satisfied that taxis can be cancelled on a permanent basis and the pupil can travel independently to school everyday. Other optional documentation includes *pupil self-evaluation forms*, which trainers can use to assess the pupil's enjoyment of training and confidence, and *parental feedback forms* which are given to parents once training has finished.

Resources for lessons and workshops

Both the Project Coordinator and the full-time Travel Trainer have developed a wide range of resources which can be used with groups of mainstream and SEN students aged between 10 and 19 years old. These resources have been included on a CD and made available to all Cardiff schools. Resources include games, practical journey sessions, worksheets and useful internet sites for school ICT sessions. See Appendix Z for schedule of work template.

Information packs

A variety of documentation has been produced which gives general information about the project and its procedures to various audiences. Three main information packs have been produced; the *school information pack*, the *trainer information pack* and the *parent/carer information pack*. These packs are mainly to give information prior to the parties' involvement in the project. They contain contact details, basic information about procedures, frequently asked questions and information about how to get involved. Once a school/ trainer is more involved, they may be given a *school leader pack*. This contains information about wage processes, hours that can be claimed, school selection criteria and support available. Practicing trainers are also given a *travel trainer resource CD*, this contains mileage forms, guidance on the Emergency Lift Home Procedure, information about how to claim for training hours, guidance on acceptable behaviour on

public transport and incident, sickness and emergency forms and procedures as well as all forms needed for one to one training.

Caseloads, Staffing and Roles

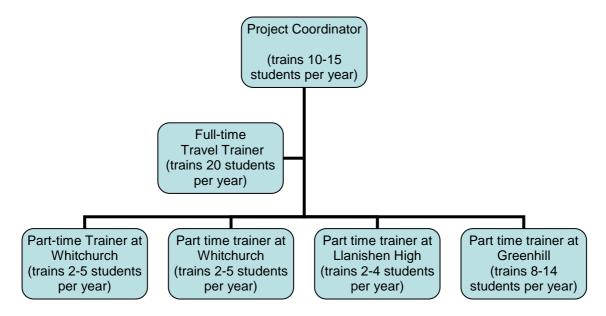
When the Travel Training project had been running for between 6 and 9 months, four Travel Trainers from schools across Cardiff were appointed, on a part time basis, to work one to one with SEN pupils who were identified by the schools as capable of reaching independence with training and support.

However, this method of recruitment meant that only schools with Teaching Assistants (TAs) willing to travel train could be involved in the scheme. Many TAs have out of work commitments and are unable to assist, limiting the number of pupils and schools able to benefit from the scheme.

It was then decided that a full time Travel Trainer would be appointed who would be available to work with a range of schools across Cardiff. As a result of this appointment a wider involvement of pupils, schools and referral units in the scheme was made possible.

The full time trainer also assists the Project Co-ordinator in promoting the successes of the scheme and in providing group travel training workshops for pupils who are perhaps not eligible for one to one training.

The current staffing arrangements are as follows:



The **Project Coordinator** is responsible for the day to day running of the scheme, including managing the travel trainers, resources and budget. They are also able to deliver workshops and classes and to train students on a one to one basis between 3 and 4 days a week. This represents a training caseload of approximately 10-15 trainees per academic year.

The **Full-Time Travel Trainer** trains 5 days per week, usually working with a different student everyday from a variety of Secondary Schools across Cardiff. This role is also responsible for supporting the Coordinator in gaining 'buy in' and referrals from schools, parents and pupils. They develop and deliver in-school workshops, with the support of the Project Coordinator in schools (Primary and Secondary) across Cardiff. The full-time Travel Trainer is expected to carry a training caseload of a minimum of 20 students per academic year.

Part-time TA Travel Trainers are employed before and after their normal school day and paid overtime by the project to travel train pupils from their schools. Travel Trainers can work between 2 and 18 hours per week for the project, depending on other commitments and therefore can be responsible for a training caseload of between 2 and 14 students per year. TA Travel Trainers are also required to keep accurate records of all training undertaken and to provide a point of contact for parents of trainees.

-	
Problems encountered and Solutions	Calutions/ Decommendations
Problems Encountered Difficulty gaining school buy in Schools are sometimes negative, particularly towards a scheme which focuses on cost savings. Getting into schools was difficult at the beginning of term and this was a delay in terms of project development.	Solutions/ Recommendations Contacting schools during September time is not necessarily the best time. Focus on life long benefits for students and schools rather than cost saving elements. Aim to contact the SENCO (Special Needs Coordinator) in a school rather than the headteacher.
Staffing problems Teaching Assistants (TAs) were considered more appropriate for initial training due to their pre-existing relationships with pupils and schools. However, there were problems with recruiting TAs who wanted to do overtime.	Only schools who could provide TAs able to train were initially targeted. A full time travel trainer was recruited who could train pupils from various schools and also provide workshops during the day. This was particularly useful for schools that only had a small number of pupils in attendance who could benefit from training.
 Ineligible pupils referred for training Many pupils referred to the scheme are not eligible for one to one training. These included: Pupils who have special needs but do not currently qualify for free transport. Some of these individuals would benefit from training, assisting them in becoming more independent after school instead of relying on adult services. 	In-school workshops have been made available which provide grounding in independent travel for groups of pupils who are not necessarily eligible for intensive training. Workshops can focus on classroom and practical elements of independent travel. These workshops go some way towards meeting the need for independent travel training for pupils who are not necessarily statemented or on free school transport.
 LAC – Looked after children who are not statemented but taxied to foster placements etc. Pupils who are involved in extended opportunities placements around the city, giving them real life experience in various practical careers. Funding is available to provide these pupils with bus passes enabling them to access these classes. Unfortunately many lack the skills and confidence to travel alone and subsequently miss classes. Pupils who are moving from primary to secondary school and will struggle with making the new journey to 	It is also hoped that once travel training has been established within Cardiff it can be expanded in order to assist these individuals. This would provide potential cost savings to Adult and Children Services and widen opportunities for pupils across Cardiff.

school.

Problems Encountered

Pupils struggling with concept of time

Pupils undergoing training often struggle to tell the time and have no concept of time passing. The progress forms list the skills which are essential to being an independent traveller, this included being able to tell the time and read timetables. However, pupils who are struggling with this are generally unable to grasp the concept within the relatively short time period allocated for training.

Solutions/ Recommendations

Pupils struggling to tell the time are issued with digital watches which show both 12 hour and 24 hour clocks.

Pupils struggling with time-telling are granted their independence with the agreement that schools and parents continue to teach them this. In the short term they are in a routine, catching the same bus to and from school so having no ability to tell time should not hinder them. Pupils are monitored once they reach independence to ensure they continue to travel in a safe manner.

Age of pupils

Ideally the scheme would start working with pupils who are in year 6, helping them to deal with the transition into secondary school. It would also provide a more significant saving for the council as they would be provided with a public bus pass for their entire period at secondary school instead of private taxis to and from school.

The problem, however is that pupils with SEN often take a lot longer to develop academically than mainstream pupils and therefore in year 6 are still very immature and vulnerable.

Parental Concerns

Several parents have unexpectedly removed their children from training, despite having discussed it with the project co-ordinator and having signed all the consent forms. The main issues are associated with parental concerns over their child's ability to cope either with the journey length or with the possibility of having to deal with socially demanding situations (e.g. asking driver for help, dealing with being teased, stranger danger).

Despite the obvious cost benefits of training pupils as young as possible, there are also associated risks with training pupils before they are ready for independence.

SEN Pupils who are aged 14-19 tend to be the ideal age for the scheme (based on current experience), they are ready to become independent and in most cases this is the age group when parents realise they need to prepare themselves for adult life etc. In terms of financial savings, it is helpful to remember that, whilst savings to School Transport may be relatively small for this age group, savings to Adult Services and the council as a whole will be substantial.

The problem of parents withdrawing pupils from the scheme can be reduced significantly by making them aware of potential disadvantages of the project; e.g. cancelling taxis, potentially longer days, the length of the journey to school etc. It is also useful to be aware that some parents may have literacy problems so it is helpful to talk through the forms with them prior to beginning training.

However, due to the nature of the project, there is a limit to the extent to which the withdrawal of trainees can be prevented. Although the above mentioned solutions can help to reduce the risk of this happening, parents may develop concerns whilst the training is ongoing. Trainers can reduce the risk of this happening by developing a good relationship with parents and by aiming to see them on a regular basis to discuss any worries. However, if parents insist that they want their child to withdraw from training, it is suggested that the student is kept 'on file' and that the parent re-contacts the project if

Problems Encountered	Solutions/ Recommendations
Issues with Behavioural Students Pupils with behavioural problems tend to be more capable and independent than pupils with learning difficulties but they also tend to be less reliable. Whilst pupils may show that they are confident and able to catch a bus on their own, trainers may not be confident that they will attend school or leave the house in time to catch the bus if trusted to do it independently.	they would like training to continue at a later date. This approach will hopefully make parents more likely to re-refer students and thus means that the initial training has not been wasted. See Success Rates section. A system of a 'probationary month' was developed for pupils in this situation. Once pupils are deemed capable of travelling independently, they are given a month's worth of bus passes to use. Once the month is over, the Project Manager will contact the school to check on the student's attendance and punctuality. If these two factors are deemed satisfactory by the Project Coordinator and by the school, only then will the pupil be fully signed off and given an annual bus pass. In the event of pupils being consistently absent from school after they have been issued with the annual bus pass, the bus pass will be cancelled and the Education Welfare Officer will get involved
	regarding school attendance. All students for whom attendance/ reliability is a concern will be informed of this process prior to being given a bus pass.
Waiting List and Referrals Another (partially positive) problem encountered was the extent of the referrals which came through for individual travel training. There is a current waiting list of approximately 20 students who have been referred for training. Although it is likely that some of these referrals will not culminate in a completed course of travel training, it is anticipated that at least 60-75% of them will complete. This suggests that there is a high and potentially sustainable demand for travel training in Cardiff. However, at the moment, students have to wait for a reasonable length of time (3-6 months) for travel training after	A referral system was developed which enabled the Project Coordinator and full-time travel trainer to prioritise referrals in a fair manner and which means that we have a standardised set of information so that training can begin as soon as there is trainer availability. See referral forms in appendix 1.1.

Note on Success Rates

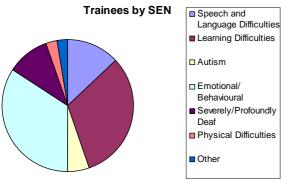
having been referred.

Currently, all students who have been successfully trained and 'signed off' as independent are still travelling independently to and from school everyday. There have been 7 students fully withdraw from the scheme but the majority of these withdrew during the very early stages of training. Thus, the extent to which trainer time is wasted in training pupils who do not complete the training is low.

Project Outcomes and Benefits

Where is the project now?

25 students from 5 different schools have been trained and signed off as Independent between May 2010 and March 2011. At the time of writing there were 15 trainees



undergoing the travel training process. The range of schools involved has broadened; pupils currently in training represent the involvement of 10 different schools and Pupil Referral Units in Cardiff. The current waiting list has 20 pupils on it and it is expected that a further 25-30 students will be trained by the end of July 2011. Overall, the project aims to have signed off 50 students as independent travellers over the two year pilot (see timeline).

Of the 23 Secondary schools in Cardiff (including the Pupil Referral Unit and Special Schools) we have had involvement (either through referrals or in-school workshops) from 14 of those 23 schools. The project plans to target a further 2 of these schools before July 2011 for referrals/ involvement.

Environmental Benefits

The use of private-hire taxis to transport pupils to school is a significant contributing factor to climate change. In the Welsh Assembly Government's 'Walking and cycling Action Plan for Wales 2009-2013', the Welsh Assembly Government states that 'nearly half of all car journeys could be replaced by walking, cycling or public transport.' The Independent Travel Training Scheme promotes the creation of sustainable travel routines for trainees. Moving pupils from private transport onto sustainable travel modes is directly beneficial for the environment. The average Special Needs School Transport route in Cardiff is a 12 mile return journey. As can be seen in the table below, the removal of the 25 pupils already trained from School Transport reduces CO₂ emissions by 3727.80 kg per year. Taking into account the length of time which pupils are expected to stay in school this is a CO₂ reduction of 5,218.92kg. This reduction in emissions is expected to rise steadily as more pupils are trained to use sustainable modes of transport over private.

Encouraging the use of public transport as a viable mode of travel can also help reduce traffic congestion during peak traffic periods. The September 2010 Living Streets Policy Briefing⁷ on walking to school also points out that, during slow traffic movement, a child sitting inside a car will be breathing in up to 3 times more pollution than if they were walking along the pavement. It is a Welsh Assembly core objective to "encourage sustainable travel as a practical step in combating climate change." The travel training project has been successful in combating climate change and reducing the Council's carbon footprint through encouraging and enabling citizens to access sustainable transport modes

⁶ Welsh Assembly Government. December 2008. *A Walking and Cycling Action Plan for Wales 2009-2013*. Available at: http://wales.gov.uk/docs/desh/publications/090223walkingactionplanen.pdf, accessed March 2011, (p5)

⁷ September 2010 Living Streets Policy Briefing on Walking to School (p3)

⁸ Welsh Assembly Government. December 2008. *A Walking and Cycling Action Plan for Wales 2009-2013*. Available at: http://wales.gov.uk/docs/desh/publications/090223walkingactionplanen.pdf, accessed July 2010, (p7)

Table to show the reduction in Carbon emissions produced by Cardiff Independent Travel Training Scheme

Average distance travelled (return kms)	
5-10kms	56%
11 - 20 kms	32%
21 - 30 kms	12%
31 -50 kms	0%
Average length of return trip (kms)	12.0
Number of learners (from profile)	
Taxi	1
Shared taxi	15
Contract minibus	9
Other	
Total check	25
kmstravelled	
km s by taxi alone	2280
kms by taxi shared	34200
km s b y m ini bu s shared	20520
kms other	0
CO2 emissions	
taxi alone grammes per person per km	150
shared taxi grammes per person per km	75
minibus grammes per person per km	40
other	40
Reduction in CO2	
K gs of CO2 saved a year	3727.80
Kgs of CO2 saved	5218.92
Kgs of CO2 per person saved	208.76

This table was created using the Department for Education's Travel Training Resources (Independent Travel Training Model Learner Details) which is available at: http://www.education.gov.uk/16to19/studentsupport/a0064797/independent-travel-training-itt

Accessed March 2011

Social Benefits

Benefits for Pupils

There are a wide variety of benefits which have affected trainees who have completed the travel training scheme. Perhaps the most important one is greater independence and, consequently, increased self esteem. The promotion of personal independence is vital and, according to the 2001 Valuing People White Paper, "While ... individual needs will differ, the starting presumption should be one of independence, rather than dependence, with public services providing the support needed to maximise this." The ITTS provides this support to maximise the independence of the young people involved.

Benefits for pupils involved also include the broadening of opportunities and access to services, education, work and training. Independent travellers "I feel great on the bus because the driver is nice to me. I feel great because I can travel on my own and go anywhere I want" Cardiff ITTS trainee

"[The training] has opened the world outside the cushioned confines of home to [my son]. He has achieved certain independence"
Parent of ITTS trainee

are now able to attend after-school clubs and to complete work experience placements in areas of the city which they had not previously been able to access. This broadening of opportunities is linked to the inclusion agenda, where mainstream facilities and services are made accessible to people with disabilities. One of the objectives laid out in the Valuing People White Paper is to "enable people with learning disabilities to make full use of transport and access mainstream community and leisure services." ¹⁰

We go to work, look after our families, visit our GP, use transport, go to the swimming pool or cinema. Inclusion means enabling people with learning disabilities to do those ordinary things, make use of mainstream services and be fully included in the local community.

Valuing People: A New Strategy for Learning Disability for the 21st Century, p24

Pupils who can travel independently now have access to the same opportunities and services as their peers. Pupils feel less 'singled out' using public transport than they do on a private hire taxi or minibus. They have commented that their peers who live close by can't tell that they are 'different' or attend a special school if they catch the public bus. Further benefits include the development of and opportunity to practice key skills which prepare trainees for later life challenges. Schools and teachers have commented that pupils who have undergone independent travel training are more able in several key skills areas such as money use, Road Safety, organisation and interacting with members of the public.

The promotion of sustainable travel through the Independent Travel Training Scheme also encourages the amount of physical exercise which trainees do during a standard school day. Rather than being transported door to door in private transport, trainees and independent travellers walk to and from bus stops. The Living Streets Policy Briefing on walking to school points out that

The decline in walking to school coincides with a dramatic increase in the number of overweight or obese children. The National Child Measurement Programme in

⁹ Valuing People: A New Strategy for Learning Disability for the 21st Century. A White Paper presented to Parliament by the Secretary of State for Health by Command of Her Majesty, March 2001 (p.23)

¹⁰ Valuing People: A New Strategy for Learning Disability for the 21st Century. A White Paper presented to Parliament by the Secretary of State for Health by Command of Her Majesty, March 2001 (p.127, sub-objective 7.3)

England showed that in 2008/9 almost a third of children in Year 6 were overweight or obese.¹¹

In Wales, the percentage of children whose main mode of travel to school is walking is 39%, this compares to a UK National average of 46%¹². Thus, the project promotes active living and exercise, adding another benefit for trainees.

Benefits for Schools

Although it may seem that having all pupils arrive to school in a taxi may be more convenient for schools, there are some surprising benefits to having pupils arrive by public transport. School staff have commented that they dislike doing 'taxi duty' so are pleased to see more of their students taking responsibility for their own journey to school. Teachers and taxi drivers also report that pupils travelling in taxis sometimes 'wind each other up' and arrive in school in an over-excited state. By contrast, research has shown that children who make their own way to school are frequently more alert, relaxed and ready to start the school day compared to those arriving by car. ¹³ Pupils who have been trusted with the responsibility to get themselves to school are more likely to act in a mature and focused manner, both on the way to school and when they arrive. This is particularly relevant to many pupils who have low self-esteem.

Schools have also commented on the success of the project in creating a sustainable culture of independence. Pupils are encouraging their peers to travel independently and not to rely on School Transport-provided taxis. Schools feel that they are sending their pupils to college and work more prepared and able to cope with the 'outside world'. Schools have also benefitted from media attention generated by the project and

several schools are hoping to offer travel training as a standard part of the school's curriculum, to be mentioned in School Prospectuses. The resources and workshops provided to groups have also been popular and have played a role in the ASDAN

portfolios of several groups.

Benefits for Parents

Of all the groups involved in this scheme, it has perhaps been most difficult to gain collaboration from the parents of potential trainees. Although the majority of benefits are those which affect the pupil directly, there have also been some positive outcomes for parents involved. Parents have been grateful that travel training is tailored to their child's needs and has no set time limit. Whilst many parents are aware that their child will need to gain skills for independent living, there seems to be a lack of provision of tailored programs which encourage the gradual development of independence. Following the appointment of

"The practical experience of ITTS has been an invaluable teaching tool for all areas of the curriculum including maths skills, geography skills and in ASDAN lessons"
Llanishen High teacher

"[benefits included] the experience of travelling on a bus (he'd never done this before)... [and] learning about the whole process of travelling independently."
Cardiff High teacher

"[The Travel Trainer] was very helpful. I was a bit worried about [my daughter] catching a bus but she reassured me and that put my mind at ease. She was brilliant"

Parent of ITTS trainee

"this training was just what we wanted to start him off on travel independence"

Parent of ITTS trainee

"The scheme has done wonders for my son's confidence and I would recommend it to all parents" Parent of ITTS trainee

¹³ Department for Transport. 2001. Effect of travel modes on children's cognitive development)

¹¹ September 2010 Living Streets Policy Briefing on Walking to School, 3

¹² National Travel Survey (NTS), Department for Transport Baseline - Wales 39%; UK 46% (2005/06) (29)

the full-time travel trainer, training is also available during the 6 week summer holiday period. This provides respite for parents and a change in routine for students. Parents are

also keen to know that their child will be able attend college and possibly work without having to rely on the parent for transport. mother commented that she knew that her needed independent travel training but that was worried that it would damage their relationship if she trained him herself. She grateful that an external agency was able to a certain amount of the responsibility for her son's independence from her. A further benefit for parents is the increased personal independence for the parents themselves as son/ daughter becomes less reliant on them transport them around and be at home when arrive after school. One mother said that she

"Please employ more trainers and invest more money into this valuable scheme" Parent of ITTS trainee

"The scheme is excellent in its concept and well worth funding in the future. Parents need to be fully involved and committed too and recognise there will be times when their input is needed and support." Parent of ITTS trainee

One son she

to

was take

> their to they now

feels happy to go to see her friend across the road in the afternoon because she knows that she can trust her son to let himself in after school due to the independent travel training that he has received.

Case Study

J completed his travel training as he was beginning college. His mother has 3 sons, all of whom attend different schools. She could not work out how she was going to get J home as well as pick up her youngest son from primary school on the other side of Cardiff.

Once J had completed the training, his mum was able to leave the house to pick his little brother up from school in the knowledge that J was on the way home from college on the bus and had his key to let himself into the house. She has commented on how much more freedom this gives herself and her other sons. She can now take her youngest son to swimming lessons after school without having to worry about J.

Cost Benefits

Council will potentially be able to reduce its costs in the provision of specialist dedicated transport to get SEN children to and from school. It is estimated that the annual cost saving for each pupil trained is approximately £2700 per academic year¹⁴ Thus, if the project reaches its target of having trained 50 pupils over 2 years, the average cost saving per year will be £67,500. However, if the project were to run further, the cost savings would be anticipated to increase due to staffing (see timeline). There have only been two full-time employees of the project for less than 4 months thus far. This obviously reduces the number of pupils who have been trained.

Immediate Cost Savings

The removal of a single pupil from a school transport route does not always lead to immediate cost savings. If a pupil's address is in the middle of the route and does not affect the mileage significantly, the route cost may stay the same. However, there are some scenarios in which immediate cost savings are made as a result of training an individual. The removal of certain pupils from a route can significantly reduce the mileage of that route. For example, pupil A was removed from Route 516 in March 2011. He was one of three pupils on this route which was approximately 8.5 miles long. One of the other pupils on this route was only transported in the mornings. Thus, the removal of pupil A from Route 516 meant that the morning route was reduced to 6.9 miles and the afternoon route was reduced to 2.5 miles. Thus, the overall daily mileage which the council was funding was reduced from 17 miles to 9.4 miles.

Original Route



New morning route



New afternoon route



Maps from Google Maps

Immediate cost savings are also sometimes made once more than one pupil is removed from a route. For example, prior to travel training, Route 285 was transporting six pupils to and from school. Three of these pupils were independently travel trained within seven months. The removal of these pupils from Route 285 meant that the minibus originally required for this route could be reduced to a smaller vehicle, thus reducing the overall cost of the route with immediate effect.

When several pupils are trained from the same route, as in the example above, there is sometimes the opportunity to move the remaining pupils to a different route and to close the route down entirely. For example, Route 578 originally transported 3 pupils everyday. However, once two of these pupils had been trained, the remaining pupil could be transferred to a different route and route 578 could be closed.

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¹⁴ This costing is based on like-for-like costings which consider the needs, average route and age of the pupils trained.

	Number of pupils successfully travel trained	Number of routes carrying travel trainees	Number of closed routes due to trainee's passing scheme	Saving made from closing routes
Current (Immediate cost savings :March 2011)	25	18	3	£31,376.60

Mid-term Cost Savings

Further cost savings are made when routes are optimised and re-planned for the beginning of the academic year. New pupils requiring transport can be placed in the spaces which have been vacated by students who have been travel trained during the previous year. This means that vehicles do not have to increase in size to accommodate more pupils on the route. Once all the information regarding transport requests is received, transport can be optimised to ensure further cost savings are made as a result of pupils travelling independently.

Years left in school (including sixth form)

Further cost savings are made when it is considered that many of the pupils have between 1 and 3.5 years left in school. The predicted cost of transporting these pupils over the years that they have left in school is substantial. Current pupils who are travelling independently would have cost the council approximately £76,351.62 over their remaining time in school (assuming they remain in school for 6th form). Pupils who are currently in training (i.e. not yet independent but will be by the end of the academic year) are predicted to cost the council a further £70,793¹⁵ before they have completed their education. Training these pupils to travel independently therefore provides significant cost savings.

	Number of pupils successfully travel trained	Number of routes carrying travel trainees	Number of closed routes due to trainee's passing scheme	Saving made from closing routes
Future ¹⁶ (Predicted savings Sept – Dec 2011)	65	45	8	£83,670.93

Long Term Cost Savings

Savings produced by travel training do not cease when the trainee leaves school. Further Education colleges provide subsidised taxis for pupils with Special Educational Needs. Travel training reduces demand for these taxis and thus reduces overall costs. As trainees progress through life, the ability to travel independently will not only broaden their opportunities but will reduce the strain on Adult Services who often provide transport

¹⁵ These cost savings are approximate and based on the cost of the transport, divided by the passengers on it, multiplied by the number of years that the pupil is expected to remain in education. Often, taxi contractors charge by mileage rather than number of passengers so the price may not always reduce by this extent in the year that the pupil is trained. See costing appendix for more details.

¹⁶ These costings are based on the current proportion of routes which were cancelled from those trainees initially trained. This percentage was taken and applied to the number of routes which will be affected by training in the next six months (current trainees and those on the waiting list). Current experience suggests that approx. 17% of routes where pupils are trained culminate in the cancellation of a route. Thus it is predicted that 8 routes will be closed as a result of further training, leading to a cost saving of £83,670.93

to adult education courses, medical appointments and other commitments. This support is provided either in the form of a taxi or by the client being transported by a support worker. Neither of these options is cheap and, with a client who is able to travel independently, Adult Services will be able to focus their support more effectively in the knowledge that support with travel is not necessary. The table below shows the predicted cost savings gained from those learners who will make trips independently rather than being accompanied by a carer or support worker. This is an estimated saving, over 5 years of approximately £69,904 for just the 25 students who have been trained thus far.

Table to show Predicted Transport Savings for Adult Services

Wider access to transport		
	From Detai	Learner ils
Proportion of those completing travel training who will use training on other routes after completing learning		54%
Number of learners		25.0
Number of other return trips they will make on public transport independently as a result (assumes 100 per person per year) adjusted for % that will use other routes		1,360
Saving in carer's time of accompanying person on these trips (number of hours) Assumes 2 hours per return trip		2,720
Value of leisure time per hour (DfT 2009 prices)	£	5.14
Value for one year per person	£	13,981
Number of years of independent travel (attributed to training beyond period of learning)		5
Value of saved carers' time	£	69,904

This table was created using the Department for Education's Travel Training Resources (Independent Travel Training Model Learner Details) which is available at: http://www.education.gov.uk/16to19/studentsupport/a0064797/independent-travel-training-itt

Accessed March 2011

Future Development

Strategy for Cardiff Expansion of Scheme – Proposed partnerships

Other Local Authorities

It has been suggested that the work put into setting up the Cardiff Independent Travel Training Scheme could be used to expand the remit of the scheme to other local authorities in South Wales. Rather than setting up 4 separate schemes for travel training, the scheme would be centrally managed from Cardiff but expanded to provide for residents and schools in the Vale of Glamorgan, Newport and Rhondda Cynon Taff. The majority of training in these Local Authorities could be undertaken by Teaching Assistant Travel Trainers, with the support of the Project Coordinator and full-time Travel Trainer in Cardiff. This would greatly expand the remit of the scheme, increasing the number of secondary school pupils with a statement of SEN from 595 (in Cardiff) to 1232 (in all 4 Local Authorities).

	Pupils on	Pupils in	Secondary	Secondary	Special
	roll in	Secondary	Pupils with	SEN but	Schools
	Special	Special	statement	no	
	Schools	Schools	of SEN	statement	
Cardiff	487	230	595	3774	7
Vale	269	222	121	1672	3
Newport	108	69	409	1710	1
RCT	437	334	107	2393	4

Table from http://statswales.wales.gov.uk/index.htm, accessed March 2011

Adult Services – Learning and Physical Disabilities Teams

The extent to which service users are able to travel independently has a heavy impact on service provision in Adult Services. Care workers and social workers are under pressure to transport service users to placements, interviews and appointments. For those trainees who are progressing into Adult Services, it means that time spent with their social workers can be focussed on meeting more complex needs since the client is able to make their own way around the city. In order to further relieve the pressure on Adult Services, it is hoped that the Independent Travel Training Scheme can offer travel training to service users who are under the Learning and Physical Disabilities Teams for Adult Services.

<u>Adult Services – Asylum Seeker Support</u>

The number of people seeking asylum in Wales is approximately 2,500¹⁷, the majority of these are in Cardiff. Once again, pressure on Adult Services is to enable this client group to access mainstream services and to integrate fully into the community. The ability to travel independently is essential for this. It has been suggested that the ITTS liaise with the Asylum Seeker Support teams and ESOL provision teams in order to provide training to these service users who may otherwise have troubles with accessing services and integrating.

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¹⁷ Welsh Assembly Government "Keep a Welcome" website, http://www.keepawelcome.co.uk/

Children's Services - Child Health & Disability, Leaving Care

The project may be able to offer support and travel training teenagers leaving care or for children/ teenagers within care homes where there may not be the staff/ resources to teach them how to travel independently. Working in conjunction with Children's Services, ITTS would also be able to offer training for parents with Learning Difficulties to enable them to attend hospital appointments, Annual Reviews and contact with their children.

Expansion of Scheme – Trainee Criteria

Age Range

It would also be beneficial to expand the travel training scheme to take into account both younger and older students. Particular emphasis would be on working on transition phases between school and college (19-25) and primary and secondary (9-12). This would lead to greater cost savings further down the school and cost savings for colleges and Adult Services. The current School Transport policy states that pupils will not be provided with taxis after their second year of Secondary school (year 8) but will be provided with a bus pass in place of taxis. This statement has, however, never been implemented. ITTS hopes to train pupils and allow Cardiff Council to implement this part of their School Transport policy.

Case Study - C - Transition difficulties

C is a year 7 hearing impaired pupil from Llanederyn High School. She transferred from a specialist unit in primary school to a mainstream secondary school. She had previously been transported to her primary school in a taxi but due to the secondary school being closer to her home address, her school transport provision was removed. The project was contacted by C's school who were concerned because C was struggling to use the public bus, had been pushed off it and had nearly been run over by a member of staff at the school. Although C was not eligible for one to one training, a trainer was able to give her some intensive workshops over the school holidays. They worked on Road Safety and on behaving appropriately. Both the school and C's mum were very grateful for this extra support and stated that C's transition to secondary school would have been much easier if this support had occurred earlier in the school term.

Mainstream training

Training pupils who may have work experience placements or extended opportunities placements whilst not having statements of special needs. This training would be lower intensity and guicker but very valuable for the pupils and schools involved.

Future of Travel Training

The area of travel training is developing and expanding rapidly. There are many examples of successful programmes and a growing number of case studies demonstrating the benefits of travel training. However, there is currently no standardised approach or central guidance to those providing the travel training service. Previously there has been no national standard to support new entrants into the delivery of travel training. Over the last year a project has taken place with support of employers to develop a new set of National Occupational Standards (NOS) in the area of travel training. The drive to create a nationally recognised qualification for those within the travel training area is evidence of the extent to which travel training is becoming an 'in-demand' service across the country.

Conclusions

The provision of travel training for pupils in Cardiff has been a valuable project and has shown that there is a sustainable demand for this service in schools and special units across Cardiff. The current waiting list and number of pupils being trained suggests that, as pupils move up through the school, more referrals will be attained from year to year. There are obvious benefits to travel training, environmental, social and in terms of cost savings. However, these benefits only become evident after a large core of pupils have been trained. In terms of cost savings, the extent to which taxis can be cancelled and optimised is dictated by how often the school transport team review and optimise taxi routes. For example, this project was running for 10 months before the first pupil was signed off. By the end of the project, the number of pupils being signed off is expected to have gained momentum and will have a tangible effect of the provision and optimisation of school transport routes in the new academic year (September 2011). It is suggested that this project continues to run, funded either by Cardiff Council or by the Welsh Assembly Government. The long-term benefits are difficult to quantify but are unquestionable and the project is in a position to expand its remit so that these benefits may be made available for pupils, parents, schools, service areas and Local Authorities across South Wales.

Appendices

Glossary

ASDAN (Award Scheme Development and Accreditation Network) - ASDAN is curriculum development organisation and awarding body which offers programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life. In particular, they offer Preparatory Programmes for learners with moderate, severe, complex, profound or multiple learning difficulties. These programmes provide a real-life context to promote the development of personal, social, independent, ICT and work-related skills.

EBD – Emotional and Behavioural Difficulties

Extended Opportunities - Extended Opportunities funding is provided to encourage children who are economically disadvantaged or considered vulnerable to take part in a wider range of activities. In Cardiff, the 14 – 19 Extended Opportunities programme works with schools to give young people a first hand experience of the working environment in a wide range of placements across the city.

LAC (Looked After Children) - This refers to children who are under 18 and have been provided with care and accommodation by children's services. Often this will be with foster carers, but some looked after children might stay in children's homes.

MLD – Moderate Learning Difficulties

NOS – National Occupational Standards

<u>Road Safety -</u> Cardiff Council's Road Safety Unit has an excellent reputation across Wales for its road safety education, training, publicity and School Crossing Patrol services. They are engaged in the promotion of a wide range of road safety education, training and publicity programmes and initiatives.

<u>School Transport eligibility</u> - Councils have a duty to provide transport in accordance with Section 509 of the Education Act 1996. The Act requires the Council to take account of the age of the child, the nature of the route, and any parental requests for the child to be educated at a Welsh Medium school or one that provides religious education. Pupils are entitled to free school transport if they are:

Primary aged and living over two miles from the nearest appropriate catchment school for their home address or Secondary age and under the statutory school leaving age of 16, living over three miles from the nearest appropriate catchment school for their home address.

Pupils may also be provided with Home to School transport if it has been requested by the Special Educational Needs Case Advisory Panel who may determine that the child is eligible for council-provided transport on Special Needs grounds.

SCLD – Speech and Language Difficulties

SEN – Special Educational Needs

SLD - Severe Learning Difficulties

SNAP Cymru is a charity that offers information and support to families of children and young people who have special educational needs. These may be additional learning needs or disability. Website: http://www.snapcymru.org/

VI - Visually Impaired

<u>Vision 21</u> - Vision 21 is a registered charity based in Cardiff offering people with learning needs the opportunity to undertake vocational training with a view to employment. Website: http://www.vision-twentyone.com/

Resources

Websites

The Welsh Assembly Government's website that includes local authority financial, pupil and other statistics for each year,

http://statswales.wales.gov.uk/index.htm

Learner Travel (Wales) Measure 2008, http://www.legislation.gov.uk/mwa/2008/2/introduction

Asylum Seeker and Refugee Information: Welsh Assembly Government "Keep a Welcome" website http://www.keepawelcome.co.uk/

Approved National Occupational Standards for Independent Travel Training, http://www.goskills.org/index.php/standards_quals/51/2

Guidance Documents

A Walking and Cycling Action Plan for Wales 2009- 2013. Welsh Assembly Government. December 2008. Available at:

http://wales.gov.uk/docs/desh/publications/090223walkingactionplanen.pdf Accessed March 2011

Effect of travel modes on children's cognitive development. Department for Transport. 2001.

Identification of Hazards and the Assessments of Risk of Walked Routes to School – LARSOA 2002

Living Streets Policy Briefing on Walking to School, September 2010. Available on: www.walktoschool.org.uk

Accessed March 2011

Managing Special Needs Transport Guidance for local authorities, August 2010, WLGA http://www.wlga.gov.uk/english/school-transport1/

Accessed March 2011

Review of Travel Training Schemes Final Report, June 2007, Paul Beecham & Associates in conjunction with Sheffield Hallam University

Valuing People: A New Strategy for Learning Disability for the 21st Century. A White Paper presented to Parliament by the Secretary of State for Health by Command of Her Majesty, March 2001

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4009153

Accessed March 2011

Documentation

Referral form 1.1









Date referred	:	Route:
Name:		D.O.B.
Address:		
School:		
Parent/ Guard	dian:	
Telephone No	umber:	
Referrer:		
Contact detail	ils:	
Parents Cont	acted:	
Route Risk A	ssessed:	
Classroom S	ossion:	
	esaon.	
Notes:		
Journey:	<u> </u>	
Journey.		
	<u> </u>	
T:	<u> </u>	
Trainer:		
Training Com	nmenced:	
Training Con	oluided:	

Journey Plan for NAME ADDRESS, Llanrumney to Woodlands School, Vincent Road

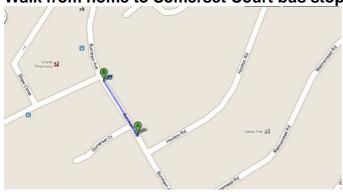
Bus

Journey (morning)	Bus Number	Time	Time
		Start	Finish
Walk from house to Somerset Court bus		7.40	7.42
stop			
Bus from Somerset Court to Queens	49	7.42	8.09
Vaults, Westgate Street			
Walk across Road to Westgate Street (1)		8.09	8.10
bus stop			
Bus from Westgate Street (1) to Colin Way,	18	08.17	08.32
Caerau			
Walk from bus stop to school		08.32	08.40

Journey (afternoon)	Bus Number	Time	Time
		start	Finish
Walk from School to Heol Y Felin bus stop		15.30	15.40
(NW)			
Bus from Heol Y Felin (NW) to Westgate	17	15.43	16.07
Street			
Bus from Queens Vaults, Westgate Street	49	16.11	16.44
to Siloam Baptist			
Walk from bus stop to house		16.44	16.50

Walk Maps

Walk from home to Somerset Court bus stop



Walk from bus stop on Colin Way to school





Dear Parent / Carer,

Independent Travel Training Scheme







Parent / Carer Permission Form

j,	(print pupil name)
daughter working on a	the 'Independent Travel Training Scheme' (ITTS). This will involve your son ℓ one to one basis with our travel trainer, planning and practising journeys to and
	earning the associated tasks and skills that are aimed at helping individuals reach ning will be undertaken in three stages - accompany, shadow, and meet and greet.
The identified journey	will most likely involve using public transport
aims to provide young	set up by Cardiff Council in conjunction with the Welsh Assembly Government and g people in Cardiff with the key skills and confidence to travel independently, ing them in later adult life.
If you would like your c voluntary.	hild to take part in this scheme please sign below. Please note that this scheme is
supervised by the appr	my son / daughter to take part in the ITTS. I understand that he / she will be binted travel trainer to and from school on a number of days (to be decided) until all parties that independent travel can be undertaken by him / her in a safe and
Supervision will be red accustomed to travellin	uced at certain points during the training programme to ensure pupils become ng unaccompanied.
Parent / Carer:	(print name)
Signature.	Date: / / /









Permission Form Considerations

Please consider the following points when permitting travel training for your child:

- During the travel training programme our son / daughters private transport (tax) or minibus) to
 and from school will be cancelled. This free travel will be replaced with daily bus tickets and one
 to one travel training and support.
- Once Independence has been reached, an annual bus pass will be issued. This will re-issued every
 year for the remainder of your Childs time in school, in accordance with free school transport
 eligibility.
- If for any reason travel training cannot run, private transport will be arranged by the School
 Transport Team for that particular day or period.
- 4. As a result of taking part in the travel training scheme your son / daughter will receive an aftercare and monitoring service to ensure that they continue to feel safe and confident on their travels. Parents / Carers will be consulted throughout the process if they wish.
- If requested your son / daughter can receive further training when they leave school. They may
 need some assistance in planning a journey to a new destination such as to college or a work
 placement.
- If in the long run there is a genuine need for private transport to be reinstated this will be set up for your son / daughter by the School Transport Team. Bus passes will need to be returned to the School Transport Team in this instance.









Emergency Contact Form

Pupil Name:	Date of Birth: / /
School:	Year Group:
Home Address:	
Special Needs:	
Medical Conditions:	
Emergency Contact 1 Name:	
Relation:	Home Number:
Work Number:	Other Number:
Emergency Contact 2 Name:	
Relation:	Home Number:
Work Number:	Other Number:
Emergency Contact 3 Name:	
Relation:	Home Number:
Work Number:	Other Number:









Pupil Permission Form

I I	(print name) would like to take part in the
Independent Travel Training	Scheme.
I understand that I will be tropere me for travelling to	avelling to school with the Travel Trainer learning key skills and tasks that will school on my own.
I will be expected to listen a	nd a bey any instructions given to me by the Travel Trainer.
Signature	Date: / /

OVERARCHING RISK ASSESSMENT

Hazards	Who might be harmed	Likeliho od of occurre nce	Actions in place to control risk
Inappropriate selection of pupil - capability, medical needs, distance / time of journey etc	Pupil / members of the public	Low	Selection criteria to be adopted with each participating school. Training protocal measures. Written agreement with parents and pupil for training to commence and private transport to be discontinued. See permission slips Careful selection of mode of travel based on above.
			A job description and person specification has been prepared which highlights the type of trainers appropriate for the role (attitude, communication skills etc). Selection process in place.
			All trainers referred to the scheme will undergo an interview and the full CRB disclosure check before being accepted.
Harm to pupil in respect of Child protection issues	Pupil	Low	Trainers will be teaching assistants employed by the school, Cardiff Council will provide each school with the funds to cover agreed hours and subsistence. Each school will nominate a dedicated person in-house who will be responsible for micro managing and ensuring staff are working in accordance to the job description and in the best interest of the pupils. This process will be overseen by the scheme project manager.
Trips, slips and minor injuries / dangerous roads / inappropriate crossing locations, contact with traffic / vehicles etc	Pupil / Trainer trainers / Teaching assistants	Low / Med	Each route will be risk assessed and prewalked by the Safer Routes to School officer and TA before training can commence. Once the route has been deemed safe, or altered for safety reasons, this will be agreed by the school, project manager and parents/carers before training can begin.
			Aswell as the route the risk assessment for each pupil will be individually assessed in relation to the pupils abilities, limitations and end target. Wheelchair access etc will be considered at this stage.

			TA's will receive pedestrian/bus training from the road safety team and will be trained how to break up tasks into bite size sections for pupils to grasp. Only pupils who have passed training and are deemed compentent will be allowed to travel independently - See progress forms. Pupils will be given road safety awareness / personal safety training by TA's. Pupils will be accompanied/supervised on their journey (door to door) to and from school by the TA until the TA is satisified that the pupil is traveling in a safe and secure manner. As the pupils improve, the level of support is subsequently lessened. This has to be agreed by the school, project manager and parent/carer. See permission slips. Pupils progress and skill level will be monitored and reported throughout the training programme.
			All pupils who reach independence will benefit from an aftercare monitoring service to ensure they continue to travel safely.
			TA's will undergo regular trainer training (refresher courses) to ensure their methods of training pupils is up to date and thorough.
			Pupils will be given journey preparation training, this will include a list of items essential for traveling i.e. appropriate footwear, light coloured/suitable/reflective (for winter) clothing, waterproofs etc.
			Landmark recognition will be used in travel training and will be illustrated on the route maps created for and provided to each pupil to help them identify where they are and when to get on and off buses.
Pupils becoming lost or being late (missing the bus, getting off at the wrong stop)	Pupil	Med	Pupils will be given training on time management, helping them to deal with the unexpected / new situations.
			12

Γ		т	٦
			Pupils will be given training on how to deal with uncomfortable situations.
Bullying		Low / Med	Pupils will be liaising with TA's every day and therefore in most cases bullying issues will be highlighted and dealt with from an early stage.
			Pupils will be given training on personal safety due to their vulnerability
		Med	Pupils will have a mobile phone on their person in line with emergency procedures.
Stranger danger (violence)	Pupil		Pupils will be provided with an emergency contact card informing them of who they should contact. See emergency card procedure. Template of card currently being developed.
Deer / had behaviour on foot and on	Pupils, TA's, other pedestrian s, bus		An individual code of conduct will be created for each pupil. This will be agreed by the pupil, parent/carer, school and bus company. Behaviour from each pupil will be expected to be at the same level as accepted in school and each pupil must pay the same level of respect to all outside school as well as in. See code of conduct. This needs to be developed with school and Cardiff Bus.
Poor / bad behaviour on foot and on the bus	drivers and operators, members of the public	Med	Pupil referral criteria aims to identify pupils who are likely to achieve independent travel with some training and support, the aim of the scheme is not to try and work with pupils who are unlikely to succeed or those who have no desire to travel independently.
			Consistent difficult behaviour/ resilence will not be tolerated by the TA and training may be forced to cease as a result - removing any risk altogether. See written warning template.



HEALTH AND	
SAFETY RISK	
ASSESSMENT	

Workplace Location(s):		Date:
Task/Activity: Independent travel training		Signed: .
		Assessm

Date:
Signed:
Assessment Review Date

HAZARD Look only for hazards which you could reasonably expect to result in significant harm under the conditions in your workplace.	WHO MIGHT BE HARMED There is no need to list individuals by name - just think about groups of people doing similar work or who might be affected	RISK RATING Prioritise risk as high, medium or low	IS THE RISK ADEQUATELY CONTROLLED? Have you already taken precautions against the risks from the hazards you listed	WHAT FURTHER ACTION IS INECESSARY TO CONTROL THE RISK? What more could you reasonably do for those risks which you found were not adequately controlled?	RESIDUAL RISK Prioritise as High, medium or low

Contact Card 1.8 Side A

EXTRA CARE EMERGENCY CARD

The holder of this card **FULL NAME**is undergoing independent travel training and may require some assistance during this journey
THANK YOU FOR YOUR CARE







Side B

Contact Numbers:

Parent 01234 567890
Trainer Trainer 07777 123456
Emma (Co-ordinator) 07855 054 044
School 02920 123456

Local Travel Information: Traveline Cymru 0871 200 22 33 Cardiff Bus 02920 123456

The Independent Travel Training Scheme Y Cynllun Hyfforddiant Teithio Annibynnol









My Journey to school

JOURNEY PREPA	RATION - What do I	School: need with me on my journey?	
Travel information	Payment	Clothing / Footwear	Weather / Time of day
What skills do I alread	y have?		
What would Tlike to a	et better at, what are	my opak?	,

PLANNING YOUR JOURNEY IN THE MORNING
From your home address:
To your school address:
School starting time:
Plan your route (Use travel information, maps and bus timetables)

When travelling to and from school on fo	oot I understand that I should:
1.	
2.	
3,	
4.	
5.	
6.	
When travelling to and from school on the	he bus I understand that I should:
1,	
1. 2.	
2.	
2.	
2, 3, 4,	

Progress form 1.10

Pupil Progress Form for	
Please continue to fill in throughout training	

0 – unable to do 1 – working towards 2 – demonstrates under supervision 3 – fulfils task confidently and without prompting



Date

	1	,		Dai	_		
TASK							
JOURNEY PLANNING							
Can identify home address on a map							
Understands where school is in relation to home							
address							
Can use addresses, landmarks etc to locate							
school and other places							
Can tell the time							
Understands 24 hour clock (for reading bus							
timetables)							
Can calculate journey time							
Can chose appropriate mode of travel,							
considering weather, time of day, distance							
Able to identify most appropriate bus route							
Prepares appropriately for journey inc.							
remembering bus pass etc.							
Able to read bus timetables							
Behaviour towards others							
Knowledge of who to approach for travel info							
and advice							
Understands who to give personal details to							
Understands what to look for (ID)							
Behaves appropriately in public in line with							
Code of Conduct							
Understands how to behave towards members							
of the public							
Understands how to behave towards travel							
trainer during training							
Communication and Emergencies							
Understands importance of regular							
communication							
Understands purpose of Emergency Care Card							
Can successfully work personal safety alarm							
Understands that alarm should not be misused							
Can communicate verbally and make self							
understood							
Can use a mobile/pay phone in an emergency							
Can interact with new people when necessary –							
bus drivers etc.							
DEDECTRIAN CIVIL I C							
PEDESTRIAN SKILLS							
Keeps away from edge of kerb							

Can judge speed of moving vehicles									
Stops at kerbside									
Checks for vehicles when crossing drives and									
entrances									
Notices and avoids trip hazards									
If pavement ends, looks to see if there is a									
pavement on other side of the road									
Able to pay particular attention to environment –									
safety, lighting, speed of road users etc.									
Zebra Crossing – stops at kerbside									
Waits for traffic to stop in both directions	┼─								
Crosses quickly without running	┼─								
Continues to check traffic whilst crossing	\vdash								
Puffin/ Pelican – stops at kerbside									
Presses button									
Waits for green man signal									
Checks traffic has stopped before crossing									
Crosses quickly without running									
Continues to check traffic while crossing									
No designated crossing – finds safe place to									
Charles before grapping visibility traffic	-								
Checks before crossing – visibility, traffic, obstacles									
	-								
Crosses quickly without running	-								
Continues to check while crossing	-								
Uses refuge or island correctly (if there)									
Can cross safely between cars									
Knowledge and use of Green Cross Code BUS USE SKILLS									
	 								
Able to find correct bus stop	 								
Able to identify the correct bus service	 								
Can signal and get bus to stop	 								
Can get onto bus safely and confidently	<u> </u>								
Can use pass or purchase tickets correctly	 								
Able to find a suitable seat	 								
Able to behave appropriately whilst on bus	<u> </u>								
Able to stay seated or to stand safely whilst bus									
is in motion	<u> </u>		1				-		
Can recognise when they need to get off the									
bus	<u> </u>	1	-					1	
Can ring the bell to inform driver that they need									
to get off at next stop	₩		1	1			-	-	
Waits for the bus to stop before trying to get off	<u> </u>	-	1						
Gets off the bus safely and sensibly									
Other personal goals:									

Date of Session: Classroo Comments (inc. behaviour, bus service comments, issue	om ☐ Practical ☐
Confinents (inc. Denaviour, bus service confinents, issu	es allsell ill session etcj.
Date of Session: Classroo	om ☐ Practical☐ .
Comments (inc. behaviour, bus service comments, issu	es arisen in session etc):
Data of Consider	Drosticol—
Date of Session: Classroo Comments (inc. behaviour, bus service comments, issue	on∐ Practicai∐ es arisen in session etc):
Date of Session: Classroo	
Comments (inc. behaviour, bus service comments, issu	es arisen in session etc):
Date of Consists Classes	Drosticol—
Date of Session: Classroo Comments (inc. behaviour, bus service comments, issue	



Name:			_ Date:	
Q1. How ma	any weeks ha	ive you beer	n training for?	?
	es travel trair vords which a	•		
Sad	Worried	OK	Нарру	Excellent
Q3. Is the tr	aining helpin	g you learn l	now to travel	?
I	No	Maybe a li	ttle bit	Yes
Q4. How do own?	you feel abo	ut maybe tra	avelling to sc	hool on your
	Scared	OK	E	xcited
	В	ad	Good	
Q5. What a travel traine	•	s that you w	ould like to v	vork on with your









Travel Training completion form

	(print pupil name)
has completed the travel training programme, and is	proficient in all elements of independent travel.
I consider him / her ready to start travelling in an ind	ependent capacity.
It has been agreed that he / she will begin travelling (date), his/her school taxi will be cancelled therea	
THE ACCUSAGE WE NAME OF	that can also be used outside of school hours, and road
safety accessories will also be provided.	
Annual burnary will be recovered owner and in I	in a with free selected topograph of minimum.
Annual bus passes will be renewed every year, in I	ine with free school transport engineery.
Please Sign	
Travel Trainer:	(pint name)
Signature:	Date: / /
Co-ordinator:	(print name)
Co-ordinator: Signature:	Date: / / /









Parent Feedback Form

Pupil Name:	
Parent / Carer Name:	
Initial Information	
Q1. Was the training programme explained to you in enough detail?	Yes No
Q2. How would you rate the information booklet you were given?	
Your Childs Progression	
Q3. Has your son / daughter enjoyed the training process?	Yes No
Q4. Do you think the training will be beneficial to your Childs future?	Yes No
Communication	
Q5. What type of monitoring would you prefer?	
Spot checks on your child whilst travelling to school	Regular phone calls
Check up meetings with your child in school time	Quarterly meetings
Other - If 'other' please specify your ideas:	
T	

Communication	
Q6. Did you find it useful to have the travel trainer come to your front do in the morning and afternoon to discuss your child's development?	Yes No
Q7. How would you rate your child's travel trainer?	
The Training Programme	
Q8. Were you happy with the way the training progressed?	Yes No
Q9. We are always looking to improve the Independent Travel Training S	ichene.
	. 1
Q10. Would you recommend the scheme to other families?	Yes No
Q ro. Would you recommend the scheme to other rannies:	res No
Q11. Would you be willing to speak to other families about the	
training programme in the future?	Yes No
Q12. When your Child leaves school would you be interested in	
further training aimed at familiarising them with a new route?	Yes No
Any other comments?	

Thank you very much for allowing your Child to take part in this pilot training programme. We hope that you are happy with the training your Child has received and we wish you and your son / daughter all the best for the future.



Costings

Tuoinee	CEN	Signed	Route	Pupils on	Ind.Cost	Pur nasa	Min years	Max years	Min cost	Max cost
Trainee	SEN S&L	off	Cost	route	per year	<u>Bus pass</u> FREE	<u>left</u>	<u>left</u>	savings	saving
2	S&L S&L	10/05/10	£33.50	4	£1,633.13		1.3	2	£2,123.06	2123
3	SLCD	15/06/10	£42.00	2 4	£4,095.00 1501.5	£300	1	3	£4,095.00	£12,285.00
4	SLCD	14/07/10	30.8				2	3	1501.5	4504.5
5	EBD	15/07/10	£102.17	9	£2,156.92	CESO	1		£4,313.84	4313 1502
		23/08/10	£30.80		£1,501.50	£530	-		1,502	
7	P.deaf	01/09/10 14/09010	£60.38	5	£2,354.82	FREE	2		£4,709.64	4709
8	ADHD		C24 40	4	C22E 40	FREE	1		C225 40	335
9	ADHD	18/10/10 18/10/10	£34.40 £34.40	4	£335.40 £1,006.20	500	1		£335.40 £1,006.20	1006
	EBD				•		1		·	2643
10	M/SLD	01/11/10	£67.77	5	£2,643.03	£530 FREE	1	3	£2,643.03	
11	M/SLD M/SLD	08/11/10	£86.72	9	£1,829.70	FREE	-	3	£1,829.70 £3,235.70	£5,489.10
12		13/12/10	£102.17	6	£3,235.70		1			3235
13	M/SLD	13/12/10	£102.17	6	£3,235.70	FREE	1		£3,235.70	3235
14	EBD	18/12/10	£36.96	2	£3,603.60	530	0.6		£2,162.16	£2,162.00
15	EBD	21/12/10	£38.82	6	£1,261.65	530	0.6		£756.99	£756.00
16	EBD	21/12/10	£30.80	4	£1,501.50	320	1.6		£2,402.40	£2,402.00
17	M/SLD	18/01/11	£81.52	10	£1,589.64	FREE	1	3	£1,589.64	£4,768.92
18	EBD	24/01/11	£37.00	4	£1,803.75		1.6		£2,886.00	£2,886.00
19	EBD	24/01/11	£37.00	4	1803.75		0.6		£1,082.25	£1,082.00
20	M/SLD	31/01/11	£102.17	6	£3,235.70	FREE	1	3	£3,235.70	£9,707.10
21	S&L	07.06.10	£92.41	8	£2,252.49		1.3		£2,928.24	£2,928.00
22	EBD	10/08/10	£30.80	4	£1,501.50	530	1		£1,501.50	£1,501.00
23	P.Deaf	16/04/10	£63.10	7	£1,757.79	FREE	0.3		£527.34	£527.00
24	S&L	18/06/10	£92.41	8	£2,252.49		1		£2,252.49	£2,252.00
25	M/SLD		66.74	3	4338.1	FREE	1		£4,338.10	£4,338.00
26	M/SLD		86.72	11	1537.3091	FREE	1.6	0.0	£2,459.69	£2,459.00
27	P.Deaf		73.62	6	2392.65		0.6	2.6	£1,435.59	£6,220.89
28	P.Deaf		73.62	6	2392.65		1.6	3.6	£3,828.24	£8,613.54
29	EBD		£33.50	5	£585.00		0.6		£351.00	£351.00
30	EBD		£33.50	4	£156.00		0.6		£93.60	£93.60
31	Autistic		24.64	2	2402.4	Disabled bus pass	2.5		6006	
32	LD		24.64	1	960.96		1.6		1537.536	£1,537.00
33	EBD		40.41	3	2626.65		2.5	4.5	6566.625	£11,819.93
34	LD		£92.03	7	£2,563.69		2.5	4.5	£6,409.23	£11,536.62
35	EBD		£36.96	4	£1,801.80		2		£3,603.60	£3,603.00
36	EBD		34.4	4	1677		2.5	0.5	4192.5	£4,192.50
37	S&L		£82.14	9	£1,779.70		1.5	3.5	£2,669.55	£6,228.95
38	EBD LD/DD		£31.13	4	£1,517.59		2.5		£3,793.97	£3,793.97
39	LD/PD		31.83	1	3103.425	-5	1.6	0 -	4965.48	4004.0405
40	LD		32.86	4	1601.925	FREE	0.5	2.5	£800.96	4004.8125
41	LD		32.86	4	1601.925	FREE				
42	LD		32.86	4	1601.925	FREE				
43	LD		52.37	3	3404.05	FREE				
44	LD		53.39	5	2082.21	FREE				
45	LD		49.29	7	1373.0786	FREE				
46	LD		49.29	7	1373.0786	FREE				
47	LD		32.86	4	1601.925	FREE				
48	LD		32.86	4	1601.925	FREE				
49	LD		53.39	5	2082.21	FREE				
50	LD		53.39	5	2082.21	FREE				
51	LD		49.29	7	1373.0786	FREE				

=0		40.00	_	4070 0700	5555				
52	LD	49.29	7	1373.0786	FREE				
53	M/SLD	102.68	5	4004.52	FREE	2		£8,009.04	
54	M/SLD	86.72	11	1537.3091	FREE				
55	EBD/SLCD	46.72	1	9110.4		3	5	27331.2	
56		49.29	2	9611.55		1.5		14417.33	
57		49.29	2	9611.55					
58		40.41	3	2626.65					
59		40.41	3	2626.65					
60		83.03	9	1798.9833					
61		34.77	2	1356.03					
62		34.77	2	678.015					
63		34.77	2	1356.03					
64		34.77	1	1356.03					
65		34.77	4	678.015					
66		34.77	4	339.0075					
67		83.03	9	1798.9833					
68		103.27	7	2876.8071					
69		103.27	7	2876.8071					

= Pupils on waiting li	st	=Pu	pils trained or in training
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