Contents

1 Introduction 6
2 The need for Travel Training 16
3 What is Travel Training? 22
4 What do I need to know to set up a Travel Training Scheme? 26
5 Getting Started 30
6 Referrals 38
7 Assessment of Trainee 42
8 Route Assessment 46
9 Initial Skills 50
10 Accompanied Travel 54
11 Coping Strategies 58
12 Repetition & Shadowing 62
13 Independent Travel 66
14 Useful Contacts 70
15 Resources 75

List of resource forms:
1. Mission Statement
2. Referral Form
3. Risk Assessment
4. Agreement Form
5. Partial Agreement Form
6. Assessment Questionnaire
7. Worksheets 1-4
8. Person Specification
9. Certificate
Acknowledgements

Centro would like to thank all those who have contributed to this manual, particularly those that allowed us to visit their schemes, provided information and responded to telephone questions. Special Thanks to:

- The Routeforward team in Coventry (Routeforward is supported by Neighbourhood Renewal Funding)
- City College, Birmingham
- Community Options, Birmingham
- Dudley Mind
- The Meadows School, Sandwell
- Hawkley Brook College, Wigan
- Newcastle City Council
- Warrington Collegiate

This manual has been produced in conjunction with Halcrow consultants.

Some photographs in the manual have been included with the kind permission of Routeforward Coventry.

Centro accepts no responsibility or liability for the consequence of this document being used for a purpose other than the purposes for which it was commissioned.
1 Introduction
Introduction

Everyone should have the opportunity to use public transport. Knowing how to travel safely, effectively and independently, by public transport or other modes, is an essential requirement of life. This is often taken for granted by the majority of the travelling public. It is often forgotten that at some stage in our lives we have all received travel training support, whether informally from parents, guardians and family members, or formally, road safety training by teachers or local road safety officers.

However, there are many individuals such as:

- Schoolchildren
- Children with special educational needs
- Older people
- Individuals with learning difficulties or mobility, sensory or mental health difficulties

Who require support, assistance, mentoring and training in order to safely use public transport.

Centro commissioned consultants Halcrow Ltd to help produce this guide. As part of the development, research was undertaken, existing travel training schemes visited and a workshop held in order to determine how Centro could support independent travel throughout the West Midlands. The best practice findings and key issues from the workshop and research have been incorporated.

Who is this guide aimed at?

This guide has been produced for use as a resource by teachers, support workers, carers and travel trainers or anyone that has an interest in improving a person’s independence. The principles of travel training can be applied to a wide range of vulnerable population groups. These may include children with special educational needs, people with mobility, sensory or mental impairments, individuals with learning disabilities or any other vulnerable population groups.

Background to Centro

Centro is the corporate name of the West Midlands Passenger Transport Executive. Centro is responsible for putting the West Midlands Passenger Transport Authority’s policies into action and promoting and developing public transport across the West Midlands. Centro is the largest public transport body outside London.

There are seven local authorities in the West Midlands Metropolitan Area:

- Birmingham CC
- Coventry CC
- Dudley MBC
- Sandwell MBC
- Solihull MBC
- Walsall MBC
- Wolverhampton CC

An important part of Centro’s business is to remove the barriers people face when trying to use public transport. These include access to employment, education, health and other opportunities.

Visit www.centro.org.uk for further information on Centro’s activities and services.

Network West Midlands

Network West Midlands is the name that connects public transport in the West Midlands metropolitan area (Birmingham, Coventry, Dudley, Sandwell, Solihull, Walsall and Wolverhampton). It helps to clearly identify the complete network of bus, train and Metro services across the West Midlands, and provide improved information so that planning and making journeys is easier.

Network West Midlands signage is displayed at all bus, train and Metro stops and stations. Wherever you see it you’ll find clear, consistent and up-to-date information aimed at making bus, train and Metro travel easier. As part of this you will see:

- Timetable information at all 13,000 bus stops and shelters in the West Midlands
- Maps and journey information at all places where bus, train and Metro services meet
- New bus shelters at many stops
- Modern and clean interchanges and bus stations with better facilities
- A simpler, straightforward range of tickets

More information is available about Network West Midlands at www.networkwestmidlands.com
How does Centro help people to use public transport?

In recent years many barriers have been removed which has enabled a greater number of people to use public transport. More and more buses, trams and trains are becoming more accessible together with bus stations and bus shelters etc. The clarity of public transport information and signs is also improving with timetables in a range of formats. There is also much greater awareness of disability issues and a greater amount of thought put into the planning of services. Centro has contributed to making public transport accessible in a number of ways:

**Concessionary Fare Scheme**

Centro provides free bus, rail and Metro travel across the West Midlands for qualifying disabled people, and those who are 60 or over. The pass allows travel after 09:30 Monday to Friday and all day Saturday, Sunday and Bank Holidays.

If you want to apply for a travel pass please ring Centro Ticketing on 0845 303 6760 or visit the Network West Midlands website.

Children with certain learning disabilities that have a lasting effect on development may qualify for a free pass. For more information please call 0845 303 6760.

**Low Floor Accessible Bus Services**

Travelling in the West Midlands is becoming easier for those with mobility difficulties as there are an increasing number of bus services using low floor buses, designed for easy access for people with disabilities, and for people with pushchairs and buggies. Around 80% of buses in the West Midlands are low floor fully accessible. The main access features of low floor buses are:

- Bright colour contrasting handrails
- One space for wheelchair users
- Space for people with buggies
- Kneeling suspension to lower the front step, operated by the driver on request
- Ramp to enable access for wheelchair users, operated by the driver on request
- Flat wide entrance without steps
- Priority seats for people with mobility difficulties

For timetable information on services that operate using low floor buses, contact Traveline on 0871 200 22 33.

**Information Services**

If your first language is not English, Centro provides a 'Language Line' service. Language line is a telephone interpreting service available from Centro’s ticketing, sales and customer relations teams and also at Network Travel Centres. Public transport information is also available in large print and Braille.

If you would like a copy of public transport information in a form more suited to your needs, please contact Centro on 0121 214 7214 or email: customerrelations@centro.org.uk

**Tickets Please Pad**

Centro produces note pads to assist people with communication difficulties to buy tickets on buses or for train/tram journeys. The pads contain 50 tear-off slips, each of which states that the bearer may have a speech or hearing impairment. The user completes the slip with the required ticket information, and hands it to the person selling the ticket.

The pads are only available for residents of the West Midlands and can be obtained by calling Centro on 0121 214 7214 or email: customerrelations@centro.org.uk

**Bus Hailer**

People who are blind or partially sighted can sometimes have problems distinguishing an approaching bus from a van or a car. To help, Centro has designed a new ‘Bus Hailer’ that enables the user to show the bus service number that they want to catch whilst at the stop. The ‘Bus Hailer’ is A5 size and has large black tactile numbers with Braille on a bright yellow background that can be flipped round to show the required service number. The bus driver can spot the ‘Bus Hailer’ from a distance and it informs him/her that the person is waiting to catch the bus. It is particularly useful at busy locations where many different buses use the same stop.

To receive a free Bus Hailer please contact Centro on 0121 214 7214 or email: customerrelations@centro.org.uk

or Birmingham Focus on Blindness, 48-62 Woodville Road, Harborne, Birmingham B17 9AT

0121 478 5200 (Switchboard), 0121 478 5222 (Helpline), 0121 478 2580 (Fax)

www.birminghamfocus.org.uk, email: info@birminghamfocus.org.uk
**Assistance Cards**

Centro have recently produced assistance cards which are aimed to help people when using public transport. They are designed as small cards which you can tear off and place into your bus ticket and/or concessionary pass holder. The cards have the following messages:

- Please speak slowly, I am hard of hearing
- Please be patient, I have a difficulty in speaking
- Please wait for me to sit down
- Driver, please let me know when we get to....... (Space for you to insert details)

To receive free assistance cards, please contact: Centro, Customer Relations, Centro House, 16 Summer Lane, Birmingham B19 3SD. Telephone 0121 214 7214 email: customerrelations@centro.org.uk

**Bus Showcase**

Bus Showcase services are designed to improve the quality of all aspects of bus travel and to make travel by bus easier for disabled people. Features such as accessible low floor buses, accessible well lit passenger shelters, easy access Kassel Kerbs, improved passenger information and audio and visual Real Time Information makes Bus Showcase more attractive to everybody. The drivers are also trained in customer care and disability awareness.

For timetable information on Bus Showcase services contact Traveline 0871 200 2233.

**Audio Real Time Information**

The electronic information displays provide details of the next buses to call at the stop, including the service number, destination, and the time when the bus will arrive at the stop. For people with visual impairment or learning disabilities, Centro can provide a small ‘key fob’ device that can be used to activate an audio voice message which provides the same information.

**Bus Stations**

There are 12 bus stations in the Network West Midlands area. Centro carried out a programme of access improvements to all bus stations including the introduction of tactile and Braille signage information on bus stand destination boards and signage, tactile paving where required and installation of handrails and extra seating. There are also comprehensive CCTV monitoring systems to improve safety.

**Rail**

If you think that you may need assistance at a train station or on the train, please let the train operator know you are coming. They are happy to assist disabled people but prefer advance notice to ensure their staff are available when needed.

Contact National Rail Enquiries on 08457 48 49 50 or call into the Customer Reception or Travel Centre at Birmingham New Street Station. Alternatively for local services call London Midland on 0121 634 2040.

**Metro**

Metro is the modern light rail system in the West Midlands. The first line of the service, Line One, provides a fast link between Snow Hill Station in Birmingham City Centre and Wolverhampton City Centre and is fully accessible.
West Midlands Special Needs Transport - Ring and Ride

Ring and Ride is a door-to-door accessible transport service operating throughout the West Midlands. The service operates from 0800 until 2300, seven days a week and is run by West Midlands Special Needs Transport Ltd (WMSNT) charity, which receives funding from Centro. Ring & Ride is available to West Midlands residents who have a mobility problem that makes it difficult or impossible to use conventional public transport. Ring and Ride focuses on enabling users to get to local destinations in their neighbourhood, and up to half a mile into an adjoining area. The service uses minibuses with ramps or lifts, so that people who use wheelchairs or find steps very difficult can use the service.

ACT TravelWise

ACT TravelWise is a national travel initiative aimed at encouraging people to travel sustainably. The initiative promotes sustainable travel options (walking, cycling, working from home or the use of public transport rather than driving alone by car) that help to reduce pollution, congestion and dependency on the car, often by helping schools and organisations develop a Travel Plan for their site.

Centro’s Sustainable Travel team and Officers within the seven Districts of the West Midlands Metropolitan area work together to help schools and organisations develop travel plans. The TravelWise scheme is able to offer discounts on annual public transport passes and site specific advice for schools and businesses.

To find out more visit the Sustainable Travel pages on the Network West Midlands website.

LetzGoGreen

www.letzgogreen.org is a revolutionary website aimed at teaching children to be street wise and use buses, trains and trams, walk or cycle instead of going by car. It also raises awareness of the importance of using public transport. It links directly to the national curriculum for key stages 1, 2 and 3. The website is free to use and the Sustainable Travel team use the website to deliver sustainable travel workshops. For more information why not log on to www.letzgogreen.org or contact the Sustainable Travel Team on 012 214 7409.

Community TravelWise

Community TravelWise is designed for community groups and centres, places of worship, health and leisure venues. Groups who pledge to promote sustainable travel are given a free customised web page, which links to travel tools to help people travel more easily to the venue.

Transport Regeneration Fund

Centro engages in a wide range of regeneration activities throughout the West Midlands including helping to address social exclusion and the unmet transport needs of disadvantaged groups and communities in the region. Centro has funded a number of socially necessary transport projects to help improve access to key services such as employment, health, education and other social needs. Transport Regeneration Funding grants are available to assist organisations pilot innovative socially necessary transport projects.

The total grant allocation to distribute to projects is approximately £200,000 per annum. There is no upper or lower limit on the amount of funding an organisation may apply for. However, the amount must be appropriate to the project and match funding is required.

The application form can be downloaded from http://www.centro.org.uk/socialinclusion/opportunities.aspx or hard copies are available on requested by phoning the Regeneration and Planning Team on 0121 214 7180.
**WorkWise**

WorkWise helps unemployed people access interviews and jobs by overcoming transport barriers to employment.

WorkWise is aimed at unemployed people who are living within specific postcode areas. It is available for eligible people living in Birmingham, Dudley, Sandwell, North Solihull, Walsall and Wolverhampton.

The WorkWise schemes provide:

**Journey Planning** - Many people find reading timetables and planning routes for travelling to interviews and jobs very confusing. WorkWise can provide an illustrated step-by-step guide on the best way for you to travel from home to your destination and back. This helps you to broaden your job search by increasing your awareness of existing local public transport services near you, as well as Walking, Cycling and Car-sharing options.

**Free Travel Passes** - If you are eligible for WorkWise, you can receive a one-day travel pass to get to job interviews and monthly travel passes for new employment. Passes are available for train, bus and tram, depending on where you need to travel to work. They are valid throughout the West Midlands including Birmingham, Coventry, Dudley, Sandwell, Solihull, Walsall and Wolverhampton.

To find out more visit the WorkWise website at [www.networkwestmidlands.com/Workwise](http://www.networkwestmidlands.com/Workwise)
2 The need for travel training
Policy Background

There are a wealth of policy documents that have focused on improving independence and the life chances of individuals, most notably the ‘Making the Connections: Transport and Social Exclusion’ report, produced by the former Social Exclusion Unit in 2004.

Social Exclusion

The ‘Making the Connections: Transport and Social Exclusion’ report recognised that transport problems can be a significant barrier to social inclusion. The report also identified that certain sections of the community may experience difficulty in travelling by public transport due to a lack of skills and confidence.

Travel training is recognised as a means of overcoming this lack of skills or confidence. The report highlighted that travel training is suitable for all including pedestrians, wheelchair users and cyclists and can be a tool that can help overcome barriers and achieve the aim of a more inclusive society.

School Policy

School transport policy documents have focused on the two main issues of reducing congestion associated with school travel and improving pupil’s health and fitness. Many schools have developed school travel plans as a means of achieving this. These travel plans have put policies in place to encourage the use of public transport and walking and cycling to school.

However, pupils at special schools typically receive free transport to and from school in the form of either a taxi or minibus. Travel plans at these schools have suggested the use of ‘travel training’ as a way of reducing the reliance on dedicated transport. The Government has also sought to maximise the opportunities available to children and to improve their life chances by requiring schools to implement the ‘Every Child Matters’ agenda.

In the West Midlands, approximately 3% of school pupils have a ‘Statement of Special Educational Needs’ and are therefore entitled to free home to school transport.

With help, many children with a ‘Statement of Special Educational Needs’ (ranging from communications and sensory difficulties to behavioural and learning difficulties) can learn to travel independently.

The need for travel training does not finish once a child has left school. For example, many vulnerable adults need help and support with travelling independently.

Mental Health Policy

Mental Health policy in recent years has focused on striving to achieve increased well being and independence for all people with mental health issues. The ‘Mental Health and Social Exclusion’ report by the former Social Exclusion Unit recognises that social isolation is an important risk factor in deteriorating mental health. A lack of transport (or the lack of ability to use transport) can be a major barrier in improving the life chances of mental health sufferers.

The ‘Mental Health and Social Exclusion’ report states that social isolation is an important risk factor in deteriorating mental health. It also states that adults with long term mental health problems are one of the most excluded groups in society. Providing the skills necessary for people with mental health issues to travel safely and independently on public transport can allow them to access work or education opportunities that they may previously have not been able to.

Across the West Midlands, approximately 38% of individuals claiming incapacity benefit is as a result of mental health difficulties. In the West Midlands the average percentage of claims due to mental illness is 2% lower than the average for England.

Delivering a Sustainable Transport System

“Delivering a Sustainable Transport System (DaSTS) was published by the Department for Transport (DfT) to outline sustainable transport policy objectives which will direct national and local scheme and policy development for the period 2014 onwards. DaSTS focuses on three key areas: Congested Urban Areas; Inter-urban Corridors and; Key National/ International Gateways. DaSTS was published in response to the findings of the Eddington Transport Study and the Stern Review of the Economics of Climate Change and outlines five National Goals for Transport:

- Maximising the overall competitiveness and productivity of the national economy, so as to achieve a sustained high level of GDP growth
- Reducing transport’s emissions of CO2 and other greenhouse gases, with the desired outcome of avoiding dangerous climate change
- Contributing to better health and longer life-expectancy through reducing the risk of death, injury or illness arising from transport, and promoting travel modes that are beneficial to health
- Improving quality of life for transport users and non-transport users, including through a healthy natural environment, with the desired outcome of improved well-being for all
- Promoting greater equality of transport opportunity for all citizens, with the desired outcome of achieving a fairer society”.
Other

Travel training can also be beneficial to those unfamiliar with utilising public transport e.g. children who have never travelled independently on public transport; people with mobility impairments; ethnic minorities who may be unfamiliar with travel within the UK (compounded by difficulties in communicating in English); and elderly travellers who may have recently lost the ability to drive or be driven. Other social groups that may benefit from travel training are those undertaking new journeys such as jobseekers to attend a job interview; employees attending a new place of employment; individuals accessing health care services such as hospitals, dentists, general practitioners and health centres; or pupils and students attending a new school or college.

Useful Links

www.everychildmatters.gov.uk
http://www.dft.gov.uk/pgr/sustainable/schooltravel/
http://www.teachernet.gov.uk/docbank/index.cfm?id=3724
3 What is Travel Training
What is Travel Training?

Travel training teaches independence and skills enabling those who need additional help or support to make journeys independently and safely using public transport. Travel training encompasses a wide range of support and assistance for those who require it.

Travel training is essentially a series of processes by which an individual learns to make a trip on their own and in a safe manner.

New skills may need to be taught such as:

- Reading a timetable
- Keeping safe
- Telling the time
- Appropriate behaviour
- Money skills

Providing someone with the skills to find out which bus they need or teaching someone how to plan and make a journey by public transport are both classed as travel training.

The benefits of a travel training scheme

The provision of travel training offers numerous benefits. These include:

1. **Benefits to the Trainee**
   - Increased sense of confidence and self worth.
   - Improved life choices as trainees are able to access work and social activity.
   - Improved social interaction and social skills.

2. **Parents and Carers**
   - The ability to travel independently can reduce the trainees’ dependency on the parent or carer as they are less reliant on being driven from A to B. Parents and carers may even start using or become more regular users of public transport themselves!

3. **Schools and Colleges**
   - There are obvious educational and social benefits for schools and colleges. Schools could see the academic and social skill improvements and may even see a positive influence on Ofsted reports and generally improved public relations.

4. **Local Economy**
   - The wider benefits of travel training extend to the local economy. Many vulnerable individuals may not have been able to secure employment without being able to travel independently. This may have resulted in a greater number of people claiming long term benefits. Furthermore, someone who is able to travel independently is more likely to want to travel more frequently, extend their travel horizon or simply go to the nearest town to meet friends or go shopping.

5. **Sustainable Travel**
   - Developing a travel training programme promotes the use of public transport thus increasing patronage on local bus/train and tram services. Many parents and carers have chosen to use public transport more as they have seen their dependants learn how to use it.

6. **Cost Savings**
   - There are potential financial savings from developing travel training programmes - Social Services and Education Transport Departments could benefit through reduced transport costs as the number of dedicated taxis and minibuses required decreases.
What do I need to know
What do I need to know? to set up a Travel Training scheme?

There are a number of key issues that need to be addressed before your travel training scheme is developed.

- What are the aims of the scheme?
- Who is the scheme for?
- Who will provide the training?
- What insurance is required?
- How will the scheme be funded?

The answers to these questions should be documented in a ‘Mission Statement’. An example form is included in the resources section of this manual.

What are the aims of the scheme?

When developing the mission statement clearly state the aims of the scheme. To be successful the scheme will need a clear vision and a clear idea of what it aims to achieve. The aim of the scheme is likely to vary from one organisation to another. Some organisations may aim to increase independence among its members or the aim may be to bring about sustainable travel benefits.

Useful Links

A number of organisations offer travel training packages. Further details are provided in the resource section of this manual.

Who is the scheme for?

Travel Training benefits a wide range of vulnerable population groups. When setting up a travel training scheme the mission statement should clearly state who the scheme is aimed at and for what type of journeys.

Will the scheme be focused on enabling people to travel independently to and from school, college, place of work or will the scheme encourage people to make general journeys by public transport?

Target groups for travel training schemes include schoolchildren, children with special educational needs and older people, individuals with learning difficulties or mobility, sensory or mental health difficulties or other vulnerable population groups. Travel training should only be provided for journeys that the trainee wants and is motivated to make.

Who will provide the training?

Will existing staff provide travel training or will there be a need to recruit a travel trainer? What skills will the travel trainer need to have? As there is no nationally accredited scheme for travel trainers at present this manual can only advise on the skills that could be appropriate for a travel trainer. Further details on these skills are discussed in Chapter 7 and the person specification in the resources section.

What insurance is required?

Before developing a scheme it is important to check whether additional insurance will be required. As this varies depending on the nature of your scheme it is recommended that you check with your own insurance provider as to the level/type of cover required. Insurance will be required for both the trainer (employer’s liability) and the trainee (public liability).

How will the scheme be funded?

Our research has identified that travel training schemes are funded from a variety of sources – these sources can often be dependent on the scheme target audience. Some schemes have very little reliance on external funding as they rely on existing staff to provide the training and their members have travel passes. Other schemes have been entirely funded through external means such as Pathfinder or the Neighbourhood Renewal Fund. The Routeforward project in Coventry received funding from the Neighbourhood Renewal Fund. A small number of schemes are funded directly by the local authority.
5 Getting started
Travel Training is the process by which an individual learns how to make a trip on their own and in a safe manner and the journey can be destination specific i.e. to get to school, or a work placement, or can be for general travel.

The individual elements of the travel training process are documented in the following chapters and depicted in the flow chart below. Following this process will ensure that none of the important stages are missed.

1. The Travel Training Process
   - Scheme Launch
   - Referrals
   - Assessment of Trainee
   - Route Assessment
   - Initial Skills
   - Accompanied Travel
   - Repetition & Shadowing
   - Independent Traveller

2. Developing Partnerships
   The most important people to involve in the scheme at an early stage are the parents or carers of the trainee. Many travel training schemes have discovered that parents/carers are often reluctant to allow their children to take part as are the carers of more elderly people or vulnerable individuals. Ensuring you have the confidence of parents and carers is an important element of developing a travel training scheme. As well as involving parents, carers and support workers at an early stage it is equally as important to involve other organisations. The following organisations could add value to the scheme.

   - Road Safety Officers
     Road safety is a fundamental part of learning to travel independently in a safe manner. Road Safety Officers may be able to help you with practical resources for your scheme, provide details of local road safety events and can help with pedestrian training. See the useful contacts section.

   - Travel Plan Officers
     Local Authorities often employ travel plan advisors. These officers can help you develop a travel plan for your school or organisation and can provide a range of advice on the promotion of environmentally friendly travel.

   - Social Services Department
     If your scheme is aimed at enabling vulnerable adult groups to travel independently your local Health and Social Care Department could provide help and advice.

   - Education Department
     If your scheme is aimed at children with special education needs the education department at your local authority could provide help and advice. This department may be able to provide help with risk assessments and funding applications.

   - Public Transport
     Centro-WMPTA is responsible for promoting and developing public transport in the West Midlands. Your Local Authority can also provide help with more local-led transport initiatives.

   - Local Transport Operators
     Involving your local transport operators right at the start of planning your travel training scheme is crucial. Informing and educating drivers about the scheme can help with the early stages of travel training as drivers know that some people may need a little longer to ask for a ticket or look for somewhere to sit on the bus. Some bus operators have worked in partnership with travel training schemes and have helped familiarise people with public transport before they start training.

     A number of local operators in the West Midlands are included below with further details provided in the Resources section.
     - National Express West Midlands
     - Stagecoach
     - Diamond Bus Network
     - Midland Metro
     - London Midland
Mental Health Organisations

If your scheme is aimed at adults with mental health difficulties there are a number of organisations and support groups in the West Midlands that can help with information and resources.

Older People Organisations

If your scheme is targeted at encouraging older people to travel independently you could contact your local Age Concern or other organisations that support older people for advice.

3. Scheme Launch

Establishing support for the scheme at the start is a fundamental part of helping the scheme to be successful. At the launch stage it is likely that you will have decided who the scheme is for and how it will be operated and you should now publicise and involve other people with the project.

Promoting your travel training scheme extensively will enable as many people as possible to benefit from it. Communicating the aims of the scheme and its potential benefits to both parents/carers, stakeholders and the general public will raise its profile locally. You could consider:

- **Having an Open Day.** Opening the doors to your organisation and encouraging parents, carers and support workers to attend can be a very effective method of positively promoting the scheme. Many parents/carers can be very apprehensive encouraging independence of their dependants. Showing them that travel training is a positive experience and involving them in the process can make the difference between a successful scheme and one that is not.

- **Publicising the Scheme at Local Events.** For example, find out whether you can take part in any Local Authority TravelWise events.

- **Drama Workshop.** As part of the development of this guide, extensive research was carried out into UK wide schemes. A number of schemes launched their travel training schemes with a drama workshop. The workshops highlighted the problems for individuals who are unable to use public transport safely and also demonstrated the benefits of adopting a scheme.

- **Press Release.** Contacting the local newspaper to include an article on the proposed travel training scheme.

4. Travel Training Flow Diagram

The stages that should be followed once the scheme has been launched.

![Travel Training Flow Diagram](image-url)
5. Trainers

Employing the right travel trainer is a key element of a successful scheme.

The travel trainer may be an existing employee that could be seconded to the post or there may be a need to recruit externally for the role. This section focuses on the range of skills required by travel trainers.

The travel trainer has a very responsible role and therefore should be carefully recruited. As the trainer will be working with vulnerable individuals it will be necessary to conduct Criminal Record Bureau (CRB) checks on the successful applicant.

There is currently no nationally recognised accredited qualification for travel trainers. There are organisations that provide accredited and non-accredited training for travel training schemes and details of these are provided in the useful contacts page.

What skills does a travel trainer need?

There are a range of skills that are necessary for a travel trainer to possess. A sample person specification is provided within the resources section. However, the three main crucial skills required are:

- excellent communication skills – both written and verbal
- motivational skills
- a practical, common sense approach.

The travel trainer must be able to see situations from the perspective of the trainee. If the trainee has a disability the trainer must be able to understand how this disability will affect the training process and adapt accordingly. Other desirable skills include:

- ability to understand others needs
- ability to work independently as well as with other team members
- experience of working with vulnerable population groups
- experience of using public transport
- lots of patience.
6 Referrals
Referrals

Identifying who would benefit from travel training is the second stage in the travel training process. Whether a person puts themselves forward for travel training or their parent/carer/support worker refers them to the scheme it is important to have a formal process in place. This will ensure that all relevant information is recorded, discussed and risk assessed.

Many schemes use a ‘referral form’ to formally put a person forward for training. A copy of a sample referral form is included in the resource section of this guide. This form should include useful information about the individual such as:

- Personal information
- Relevant medical history
- Reasons for referral
- Previous experience of independent travel
- Mobility/sight/hearing/behavioural impairments.

The referral form is a useful tool for the trainer to gain basic information on the individual’s background and their motivation for wanting to become an independent traveller. The information can be discussed in greater detail in the referral meeting.

Checklist

- Does the user want to learn to travel independently?
- Where does the user want to be able to travel to?
- Is the user capable of travelling independently?
- What risks are involved?

Referral Meeting

Bringing everyone involved in the trainee’s life together, be it parent/carer, support worker or teacher, is crucial at the start of the process. It is likely that parents/carers may have concerns regarding independent travel and the trainer can address these issues and provide welcome reassurance.

An informal meeting also provides the opportunity for the trainer to meet with the trainee, start building a rapport and identify needs.

Remember that some individuals may be unable to achieve full independence.

Reiterating the long term benefits of travel training to the parents/carers is a strong message that should be made during the meeting. Finally ensure that the trainee really wants to make the journey that they are being trained for. It is important that the trainee is motivated and wants to learn how to travel independently.

The purpose for the journey can vary. One individual may want to learn to travel independently to access an employment or education placement; another individual may simply want to be able to travel to a local café or shop. All journeys are of equal value to an individual.

Agreement

Following this meeting and once agreement has been reached with all parties the trainee can start the travel training process – an agreement form should be signed. A sample agreement form is included in the resources section of this guide. Should the parent/carer be unwilling at this stage to sign up to the whole process, try to gain agreement for the initial part of the training i.e. the accompanied travel. A sample agreement form for accompanied travel is also included in the resources section.

Objection Handling

- Provide reassurance that the trainee will be safe!
- Remind the parent/carer that their permission will be required before any withdrawal of support
- Encourage parents/carers to speak to others that have been successfully travel trained
- Promote the long term benefits of becoming an independent traveller:
  - Increased confidence
  - Improved life choices
  - Independence
- Ensure the lines of communication stay open.
Case Studies

Sheila
Sheila was referred to the Routeforward scheme in Coventry by her Social Worker as she wanted to learn how to travel independently from home to her place of work. Sheila used to travel independently 10 years ago but due to a medical condition stopped travelling independently.

Yvonne
Yvonne was referred to the Routeforward scheme in Coventry as she wanted to learn how to walk independently from her home address to her place of work.
7 Assessment of Trainee
Before any training is undertaken it is important to determine the skills and capabilities that the individual already has and determine which basic skills are missing.

Some of this may already have been established at the referral stage but it is important to have this information formally assessed and documented. This allows a baseline to be established which can form the basis of the training programme for the individual.

The use of an assessment questionnaire is recommended at this stage. A sample questionnaire is provided in the resources section of this guide. The topics that need to be assessed may include:

- Telling the time
- Money skills
- Appropriate behaviour
- Road safety
- Personal safety
- Using a mobile phone.

From this stage of the travel training process a ‘traffic light’ approach should be used for assessment. This is documented on the adjacent page.

### Initial skills checklist

Examples of skills it may be appropriate to check:

**Money skills**
- Can the trainee recognise and count money?

**Personal safety**
- Locking the door; handling keys
- Appropriate behaviour while travelling

**Communication skills**
- Will the trainee be able to ask the driver for a ticket?
- Will the trainee be able to ask for help?
- Can the trainee use a mobile phone?

**Concept of time**
- Can the trainee tell the time?
- Can the trainee understand the 24 hour clock?

**Road safety**
- What is the level of understanding of road awareness and using pedestrian crossings?
Before any training is undertaken it is important to determine the skills and capabilities that the individual already has and determine which basic skills are missing. Some of this may already have been established at the referral stage but it is important to have this information formally assessed and documented. This allows a baseline to be established which can form the basis of the training programme for the individual. The use of an assessment questionnaire is recommended at this stage. A sample questionnaire is provided in the resources section of this guide. The topics that need to be assessed may include:

- Telling the time
- Money skills
- Appropriate behaviour
- Road safety
- Personal safety
- Using a mobile phone.

From this stage of the travel training process a 'traffic light' approach should be used for assessment. This is documented on the adjacent page.

**Traffic Light Assessment Tool**

**RED**
- No experience of travelling independently
- All stages of travel training required

**AMBER**
- Has some experience of travelling independently
- Requires repetition and shadowing

**GREEN**
- Able to travel independently
7 Route Assessment
Prior to any training being provided to the trainee a full and detailed route assessment should be undertaken. It is important to remember that this might not necessarily be the quickest route but should always be the safest.

Communicating with parents/carers will be beneficial at this stage as their local knowledge may be invaluable when considering or discounting a particular route. When assessing the potential route the following stages should be undertaken:

**Stage 1**

Plan the journey on paper using information acquired from the initial meeting, referral form and assessment questionnaire. It is likely that the journey will start from the trainee’s home to the preferred destination.

A useful journey planning tool can be found at [www.networkwestmidlands.com](http://www.networkwestmidlands.com)

Blind and disabled trainees and those who are 60 or over will be entitled to a free Centro travel pass. You may need to offer assistance to the trainee if they need help with the application process. Application forms for the concessionary pass can be obtained by contacting Centro on 0845 303 6760.

**Stage 2**

The trainer should carry out research by undertaking the proposed route at the time that the trainee will need to travel i.e. if a home to school journey, this should be undertaken at the appropriate time of the day.

All potential risks and hazards should be noted together with potential mitigation measures. This should include road safety hazards, e.g. where there is a need to cross a road.

**Stage 3**

Following a comprehensive risk assessment of the proposed route any amendments should be made and the route formally written down and agreed. A sample risk assessment form is provided in the resources section.

This is the formal route plan developed for the individual.
9 Initial Skills
Initial Skills

Following the initial assessment you will be aware of the level and type of training required by the trainee. At this stage you will then need to develop a training programme which encompasses training in these initial skills. These skills can be taught whilst out and about on the journey or a classroom based approach can be adopted. This needs to be tailored to the individual as people learn in different ways and timeframes.

There are many resources that can help with the teaching of these initial skills, including off-the-shelf educational training packs of how, for example to tell the time and for numeracy skills. Some travel training schemes have resources specific to their programme (a list of these schemes is in the contacts section of the guide).

It is important to continually assess the trainee on these initial skills. These should be assessed at each training session using the ‘traffic light’ appraisal method which should be documented on a separate assessment form – a sample of which is included in the resources section of this manual.

Some skills may be more appropriate than others and this may vary according to the personal circumstances of the trainee.

Money Skills

Learning how to use and recognise money is important if the trainee needs to purchase a travel pass, pay for individual journey fares or if the trainee simply wants to make a purchase at the end of their journey. Some individuals can struggle with understanding coins and dealing with change.

Communication Skills

Teaching communication skills will be required throughout the training process. These may include ensuring trainees can ask for help from the bus driver or asking for help from other passengers. For example they may need to ask the bus driver to notify them when they get to the right destination, etc.

We would recommend the use of mobile phones as a means of providing reassurance to the trainee and their parent/carer and they are also useful in case of an emergency. Once accompanied travel starts to be withdrawn a trainee can use a mobile phone to confirm that they have completed their journey.

Personal Safety

Keeping safe is a key skill that needs to be developed. As a trainer you will no doubt take for granted that overtly displaying money and valuables e.g. mobile phones around in public places is not best practice! Many people with learning disabilities need to be taught this. Avoiding potentially unsafe locations should also be taken into account when planning the route. Areas away from public places or dark passages are potential areas to avoid for personal safety reasons. The West Midlands Safer Travel Police Team can provide further advice on travelling safely on public transport in the West Midlands. Further details can be found at www.west-midlands.police.uk/safer-travel

Road Safety

Road Safety skills are a key element of learning to travel independently. Individuals with special educational needs may never have been required to cross a road or walk on a pavement on their own. In the first instance contact your local road safety officer for advice and help with resources (a contact list is provided in the resources section of this manual).

Case Study

Yvonne practising her Road Safety Skills

Time Skills

The ability to tell the time and understand how much time has passed are all skills that are utilised when travelling by public transport. Most public transport timetables use the 24 hour time format but using the 24 hour clock can be a difficult task for someone with learning disabilities.

Remember that your trainee may never be able to tell the time and therefore should be taught how to know when to leave the house. Setting an alarm clock or teaching the trainee to leave the house when a particular television programme starts are all useful tools to help with this issue.
10 Accompanied Travel
Accompanied Travel

Accompanied travel will form the main part of the travel training. Regardless of the type of journey this will need to be split into a number of steps.

Step 1
You should meet your trainee at their journey start point. This may be at their home, school, place of work or day centre depending on the nature of the journey. Ensure that the trainee has their personal belongings with them; typically keys, money, travel pass, necessary medication and a mobile phone.

Check that the trainee is dressed appropriately for the weather and the journey.

If you are meeting the trainee at their home check that they have their keys and are aware of how to lock the door. Check that they know where to safely keep their key.

Step 2
As part of the risk assessment you will have chosen the safest route but it is likely that this will still involve walking alongside or crossing busy roads. As the trainer you should be constantly assessing how the trainee conducts themselves, their road awareness skills and their capabilities. Point out hazards along the journey and assess how the trainee deals with them. If the trainee does something that you deem as dangerous ensure that they understand this. As the training progresses always ask the trainee to lead you.

Point out landmarks at key stages of the journey to help the trainee anticipate where there is a potential hazard or where there is a need to cross a road or make a direction decision. Landmarks should be pointed out at the appropriate bus/Metro stop or rail station to help the trainee remember where to access their bus/train or Metro. Teach the trainee how to recognise which bus/train or Metro they require. For bus users the number of the bus should be clearly written on the individual’s route plan or included in their travel pass wallet. Make use of Centro Bus Hailer cards detailed in Chapter 1. For train/Metro users the trainee should practice looking at the destination screens at the railway station or Metro stop.

Take photographs of the entire route and put them into a personal travel guide for the trainee.

Step 3
At this stage of the journey the trainee needs to be shown how to either purchase a ticket or show their travel pass. The trainee should then be shown where to sit or stand and the socially acceptable behaviour expected once on board.

The Centro ‘assistance cards’ may be of use to your trainee at this stage. The next step for the trainee is to be shown how to recognise when to get off the bus and how to request the bus to stop. You could point out a landmark close to where the trainee needs to get off the bus as a tool to help the trainee remember the location.

Step 4
Once you have got off the bus you will need to walk with the trainee to their destination. Show the trainee the route to their destination and walk alongside them. Remember to continue to assess their level of competence.

Always reinforce the positives to your trainee and take the opportunity to discuss what they have achieved!
11 Coping Strategies
Coping Strategies

Wouldn’t it be great if your trainee always remembered where to get off the bus, buses always turned up on time, and that your trainees never lost their travel pass! However, we all know that in practice this doesn’t always happen.

This section of the guide is focused on the coping strategies required by trainees as part of their travel training. It is advisable that these discussion points are discussed periodically throughout the training to avoid confusing (or frightening) the trainee!

A selection of typical situations for discussion is detailed below:

**Possible Situations**

- Trainee has boarded the wrong bus/train/Metro
- Trainee has forgotten /missed their stop
- Bus/train/Metro is late
- Trainee feels unwell
- Trainee gets lost
- Trainee has something stolen or loses something
- Trainee forgets/loses bus pass

**Useful Tip**

Involving the local bus/Metro/train company at the start of the scheme is a good idea. The driver is likely to be the first point of contact for the trainee in an emergency and needs to be aware that the trainee may require assistance.

Mobile phones can prove invaluable in the event of an emergency. The trainee can phone the trainer to ask for help or the trainer can contact the trainee to check they have made the journey safely.

Centro’s assistance card should also be used as a resource to help people cope with different situations.

Emergency Cards are a good way of providing reassurance to both the trainee and their parent/carer in these situations. The cards can be incorporated with the trainees’ travel pass and can provide valuable contact information.

---

**Sample Emergency Card**

**TRAVEL TRAINING SCHEME**

This person is learning to travel independently

If asked, can you please provide assistance by calling one of the numbers on the reverse

<table>
<thead>
<tr>
<th>I am travelling between</th>
<th>and</th>
<th>Contact Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________________</td>
<td></td>
<td>Travel Trainer</td>
</tr>
<tr>
<td>Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Contact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
12 Repetition & Shadowing
Repetition & Shadowing

Repetition

Repetition of the training is a key part of the trainee learning how to make the whole journey on their own. Repeating the journey will help the trainee learn how to travel by public transport and also increases their confidence. It is difficult to say how many training sessions and repeated journeys your trainee may need as everyone learns at a different speed. Some trainees may be travelling independently in as little as a couple of sessions whereas others may take many more.

Following every travel training session it is important that the trainer completes an assessment form. This creates a travel log of the trainee's progress and documents the trainee's competency level. The assessment form should detail all aspects of the journey and note whether the trainee was assessed as RED, AMBER or GREEN. A sample assessment form is included in the resources section. Any comments should also be noted, this will enable you to focus on issues identified in the next training session.

Shadowing

The next stage of the training is to start withdrawing the accompanied travel. This must be done in stages and a risk assessment should be undertaken at each stage. A sample risk assessment form is included in the manual’s resources section.

Written permission must also be obtained at this stage from the trainee’s parent/carer or support worker. At this stage it may be good practice to arrange a meeting with the same people that were involved in the trainee’s referral. This will help to alleviate any concerns that parents/carers may have with the training process.

Using the traffic light assessment tool and the risk assessment form, it will be easier to determine when the trainee can start to make elements of the journey on their own. It is recommended that before accompanied travel is withdrawn, the trainee must have achieved at least two amber assessments.

The first stage of training withdrawal may simply involve walking behind the trainee at a safe distance to allow for any necessary intervention. The second stage may be to meet the trainee at the end of the road that they live on. The third stage may be to meet them at the bus stop.

The fourth stage may be to meet the trainee at the bus stop they leave the bus at. Only you as the individual’s trainer will know what level of support is necessary and at what stage. Remember that this may be the first time the trainee has been out on their own.
13 Independent Travel
The final stage of the training is when the trainee is able to make the whole journey on their own in a safe and controlled manner. The trainee should be capable of undertaking this journey by themselves and been assessed on a number of occasions completing the journey to a satisfactory standard.

Before the trainee is signed off as an independent traveller it is important to obtain the relevant parent/carer agreements. This should be documented and kept in the trainee’s record of achievement.

It is a good idea to give the trainee a certificate of accomplishment. If the trainee has followed an accredited travel training package they will be awarded a certificate. Non accredited schemes could provide a certificate of accomplishment. A sample certificate is in the resources section.

It may be a good idea to revisit one month later to check the progress of the trainee.

**Sharon**

“It has opened up new opportunities for me, and I can go when and where I want on the bus with my fella.”
14 Useful Contacts
Useful Contacts

General
For further information on this guide please contact:

Centro
Sustainable Travel Team:  0121 214 7409
Regeneration and Planning:  0121 214 7180
Switchboard:  0121 200 2787
Customer Relations:  0121 214 7214
www.networkwestmidlands.com
www.centro.org.uk

Traveline
Tel:  0871 200 22 33
www.travelinemidlands.co.uk

West Midlands Special Needs Transport
Tel:  0121 333 3107
www.wmsnt.org

West Midlands Travel Training Schemes
There are already a number of travel training schemes in operation across the West Midlands. If there is a scheme local to you please contact this scheme first to see if they can help. Contact details of some of the schemes are listed below:

Routeforward Coventry –  024 76 294 434
The travel training scheme operating in Coventry is part of a wider project looking at integrated transport and travel solutions across the city. The project includes neighbourhood travel planners, travel training and travel buddying. There are three neighbourhood planners from a variety of backgrounds including social care, business and public transport. These planners work proactively in the community to help people overcome their transport and travel barriers through support and information provision.

Birmingham City Council Travel Training Scheme
Education Department –  0121 675 5691
The Birmingham scheme is run by the Education Transport Department and focuses on training the trainers rather than directly training pupils. The target groups are young people with disabilities and learning difficulties and they work with five special educational needs schools across Birmingham, covering a range of needs including one school for autistic pupils. The council approach schools and train the most appropriate staff members to enable them to go on and train pupils within their schools who would benefit. The scheme aims to increase independence for those pupils taking part.

Birmingham City Council – Community Options
North Birmingham  0121 675 7750
South Birmingham  0121 464 7977
Community Options was established in 1986 and the team aims to enable adults with learning disabilities to live the life they choose and help them to become a valued member of the community. The travel training scheme is aimed at increasing the independence of adults with learning disabilities or mental health issues. The scheme helps people learn to travel on their own to destinations such as work placements or leisure and social activities. The training scheme was developed by City College and operates on a similar basis to the education scheme.

South Birmingham College
South Birmingham College’s supported learning department provides ‘travel familiarisation’ on an ad hoc basis to students. The travel familiarisation is used to help students travel to college independently. Students are provided with help to read timetables and plan journeys.

Coventry and Warwickshire Connections
An ‘Independent Travel Training Programme’ was developed across the sub region of Coventry and Warwickshire in March 2005. The scheme was formed as part of a multi-agency approach consisting of partners from Social Services, Adult and Community Learning, a Road Safety Officer and Connexions. The course is aimed at learning disabled people aged 16 – 25 years old.

Other useful Travel Training Contacts

Coolmove scheme:  www.coolmove.org.uk
New Horizons Partnership:  www.newhorizonspartnership.co.uk

Disability Organisations

Birmingham Disability Resource Centre:  0121 789 7365 / www.disability.co.uk
Centre for Independent Living (Wolverhampton):  01902 553 652
Council of Disabled People Coventry:  02476 712 984 / www.cdp.org.uk
Dudley Disabled Living Centre:  01384 813 090
Mental Health Organisations

Alzheimer's Society (West Midlands Area Office): 0121 442 6565
Mencap (Birmingham): 0121 707 7877
Mencap (Walsall): 01922 614 299
Mind (Birmingham): 0121 608 8001
Mind (Coventry): 024 7655 2847 / www.coventrymind.co.uk
Mind (Dudley): 01384 442 938
Mind (Sandwell): 0121 543 3930
Mind (Solihull): 0121 742 4941
Sandwell African Caribbean Mental Health Foundation: 0121 580 4803

Learning Disabilities

Autism West Midlands: 0121 450 7582
Options for Life (Sandwell): 0121 544 6611 / www.optionsforlife.info
Special Needs Awareness Group (SNAG): 0121 427 9791
Dudley Austistic Support Group: 01384 82 34 87
Solihull Special Needs: 0121 430 3811

Community Transport

Community Transport is a national registered charity. The charity operates transport-related projects countrywide (Birmingham, Coventry, Dudley (including a Prison Visiting Service), Manchester, Newcastle (West End & East End), Salford, Sandwell, Solihull, and Wolverhampton).

The operators offer wheelchair accessible vehicles for hire to community groups in their area. Community Transport operators are non-profit making but charges for services although they are usually much less than those offered by typical commercial operators.

Community Transport National website: www.communitytransport.org
Community Transport Walsall: 01922 685 555
Community Transport Dudley: 01384 634 299
Community Transport Sandwell: 0121 557 5633
Community Transport Birmingham: 0121 771 1520
Community Transport Wolverhampton: 01902 496 010
Community Transport Solihull: 0121 788 4525
Community Transport Coventry: 02476 691 433

Older People

Age Concern Birmingham: 0121 236 2197
Age Concern Coventry: 024 7623 1999
Age Concern Dudley: 01384 354 508
Age Concern Sandwell: 0121 500 1860
Age Concern Solihull: 0121 705 9128
Age Concern Walsall: 01922 638 825
Heartlands Older People’s Forum: 0121 772 0304

Ethnic Community Support Groups

African Caribbean Self Help Organisation: 0121 554 2747
Asian Resource Centre: 0121 523 0580
Asian Hindu Cultural Association: 0121 471 2427
Islamic Resource Centre: 0121 440 8218 / 3500
Fax: 0121 440 8144.
Email: islamiccentre@hotmail.com
Road Safety (General resources)
www.thinkroadsafety.gov.uk
www.hedgehogs.gov.uk
www.rospa.com/roadsafety
www.brake.org.uk

Road Safety Departments

Birmingham City Council, Road Safety Education Manager: 0121 303 7460
Coventry City Council, Road Safety Department: 0500 834 333
Dudley MBC Road Safety Unit: 01384 815433
Sandwell MBC Traffic and Road Safety: 0121 569 4055
Solihull MBC Road Safety: 0121 704 6000
Walsall MBC Road Safety Unit: 01922 652 531
Wolverhampton City Council Road Safety Unit: 01902 555 464

School Travel Plan Advisers

Birmingham City Council, Safe Routes and School Travel Plans: 0121 303 1873
Coventry City Council, School Travel Plan Co-ordinator: 024 7683 1184
Dudley MBC, School Travel Plan Adviser: 01384 815 431
Sandwell MBC, School Travel Adviser: 0121 569 4286
Solihull MBC, School Travel Adviser: 0121 704 6359
Walsall MBC, TravelWise: 01922 652 511
Wolverhampton City Council, School Travel Adviser: 01902 555 464
Centro, Sustainable Travel Team: 0121 214 7409

Transport Operators

National Express West Midlands: 0121 254 7200
Stagecoach: 01788 535 555
Diamond Bus Network: 0121 557 7337
Midland Metro: 0121 254 7272
London Midland: 0844 811 0133
West Midlands Special Needs Transport: 0121 333 3107 / www.wmsnt.org

Useful West Midlands Public Transport Documents

West Midlands Local Transport Plan: www.westmidlandsplt.gov.uk
Accessibility Strategy Statement: www.westmidlandsplt.gov.uk/2006/chapter_315.html
Transforming bus Travel: www.centro.org.uk/bus/transformingbusstravel.aspx
1 Mission Statement

Scheme Aims

Who is the scheme available to?

Who will provide the training?

2 Referral Form

Referrer
Name of person making referral: ____________________________
Organisation: ____________________________
Role / Job title: ____________________________

Referree
Name: ____________________________
Date of Birth: ____________________________ Age: ____________________________
Address: ____________________________
Postcode: ____________________________

Telephone No: ____________________________
Emergency contact details: ____________________________

Does this person: Yes No
Experience difficulties with their sight?
Please provide details: ____________________________
Experience difficulties with their hearing?
Please provide details: ____________________________
Experience difficulties with their speech?
Please provide details: ____________________________
Have impaired mobility?
Please provide details: ____________________________
Take any medication?
Please provide details: ____________________________
Have any phobias?
Please provide details: ____________________________
Medical conditions: Please advise any relevant information.
2 Referral Form (continued)

Reasons for referral


Nature of journey
Please give details of the nature of journey they wish to make.


Previous experience of independent travel


Motivation for journey
Please give details of the individuals motivation for the journey.


Date of Referral meeting: ________________________________

3 Risk Assessment

Name of trainee: ________________________________ Date: ____________

Route: ______________________________________

Start Point: ______________________________________

Destination: ______________________________________

Things to consider in risk assessment:
This list is not exhaustive but may be used to help identify risk areas that need addressing:

- Mobility problems
- Sensory problems
- Communication problems
- Learning difficulties
- Medical conditions
- Knowledge of basic skills
- Personal Safety
- Traffic levels
- Particular hazards on route
- Contact with general public
- Ability to follow instructions

Identified Risks

Specific risk identified: ________________________________

Person / group at risk: ________________________________

Action taken to control risk: ________________________________

Specific risk identified: ________________________________

Person / group at risk: ________________________________

Action taken to control risk: ________________________________

Specific risk identified: ________________________________

Person / group at risk: ________________________________

Action taken to control risk: ________________________________

Specific risk identified: ________________________________

Person / group at risk: ________________________________

Action taken to control risk: ________________________________
**Description of agreed journey**

________________________________________

________________________________________

________________________________________

________________________________________

A referral meeting has been held

Yes [ ] No [ ]

Details of the travel training programme have been passed to the parent / carer

Yes [ ] No [ ]

I am aware that the risks of the travel training have been assessed

Yes [ ] No [ ]

I agree to the independent travel training programme to take place

Yes [ ] No [ ]

This agreement is valid from ____________ and will be reviewed on ____________

Signed: (Travel Trainee)

Signed: (Parent / Carer / Guardian)

Signed: (Travel Training Staff)
# 6 Assessment Questionnaire

**Name of trainee:**

**File No.:**

## Money Skills Can the trainee:

<table>
<thead>
<tr>
<th>Red</th>
<th>Amber</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Recognise different coins / notes?
- Understand monetary values?
- Deal with change?

## Appropriate Behaviour Can the trainee:

<table>
<thead>
<tr>
<th>Red</th>
<th>Amber</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Deal with strangers appropriately?
- Interact with people?
- Does the trainee: Behave appropriately in public?
- Have any behavioural problems which may restrict independent travel?
- Understand when not to give out personal information?

## Road Safety Can the trainee:

<table>
<thead>
<tr>
<th>Red</th>
<th>Amber</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Identify basic colours (red / green)?
- Identify the right direction of travel?
- Use a pedestrian crossing?
- Recognise dangers associated with crossing a road?
- Cross a road safely where there is no crossing?
- Identify the safest place to cross a road?
- Walk along a pavement / footpath safely?

## Personal Safety Can the trainee:

<table>
<thead>
<tr>
<th>Red</th>
<th>Amber</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Lock the door / handle keys?
- Take care of own belongings? i.e. money, ticket, keys etc.

## Communication Skills Can the trainee:

<table>
<thead>
<tr>
<th>Red</th>
<th>Amber</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Ask the driver for a ticket?
- Ask for help from an appropriate source?
- Understand and respond to verbal directions?
- Use a mobile phone?

## Travel Skills Can the trainee:

<table>
<thead>
<tr>
<th>Red</th>
<th>Amber</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Learn to recognise and remember stops, routes and directions?
- Signal that they want the bus to stop?
- Get on / off a bus / train?
- Travel on foot unescorted?
- Travel on public transport with support?

## Concept of Time Can the trainee:

<table>
<thead>
<tr>
<th>Red</th>
<th>Amber</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Recognise and identify numbers?
- Tell the time?
- Understand the 24 hour clock?
- Identify how much time has elapsed?
7 Worksheet 1: Time

Someone has mixed up the clock faces and the time given next to each clock is wrong.

Activity: See if you can match each clock with its correct time by drawing a line between the correct pairs

- Clock 1: 19:15
- Clock 2: 15:00
- Clock 3: 10:30

7 Worksheet 2: Money Skills

If you do not have a free travel pass it is important to be able to recognise money so you are able to pay for your bus or train fare.

Activity: Can you answer the questions about money on this sheet?

How much is this?

.......................................................

= ....................................

If your bus fare is 50p and you have this coin
How much change will you get?

.......................................................

What two coins could you use to pay a 70p fare?

1 ......................................................

2 ......................................................

If you have these coins, how much do you have altogether?

.......................................................

Your bus fare is £1.20 and you have these coins in your wallet.

Circle the coins you need for the fare.

.......................................................

......................................................

......................................................
7 Worksheet 3: Communication

When you are out and about it is important you can ask for your ticket and that you can get help if you need it.

Activity: Think about the following situations and discuss them with your travel trainers, a friend or a family member.

1. How would you ask the bus driver for a ticket?
   ..................................................................................................................................
   ..................................................................................................................................
   ..................................................................................................................................

2. Who can you ask for help if you get lost or get on the wrong bus?
   Police
   Bus Drivers
   Bus Station Staff

3. If you need help you can call a friend or family member.
   Do you know how to use a mobile phone?
   Do you know your home phone number?

7 Worksheet 4: Personal Safety

When you are out and about it is important to stay safe. Try not to get into situations that may be dangerous and be careful travelling on your own at night.

Activity: For the first two statements circle the correct missing word. For the second two statements use the picture clue to work out the answer.

Always make sure your bag is .......................... and you can see it.
Keep your keys safe in your ..........................

Open
Done up

You should keep valuable items like your .......................... hidden in your bag.
Don’t carry too much money in your .......................... or purse. It should be kept in a safe place like a bag or a pocket.
The Role

Knowing how to travel safely, effectively and independently, whether by public transport or other modes, is an essential requirement of life which is taken for granted by the majority of the travelling public. There are however many individuals from vulnerable population groups such as school children, children with special educational needs, young adults, adults and older people, individuals with learning difficulties or mobility, sensory or mental impairments who require support, assistance, mentoring and training in order to safely use public transport.

A travel trainer is therefore required to teach skills to a range of vulnerable population groups.

Required Duties

• To teach vulnerable individuals to travel independently either by public transport or by foot
• To ensure the individuals safety while making this journey
• To identify gaps in ability through assessment
• To provide comprehensive training in practical skills required to travel

Essential Skills

• Experience of working with vulnerable population groups
• Excellent communication skills
• Excellent written skills
• Ability to motivate
• Experience of travel by public transport

Desirable Skills

• Ability to understand others needs
• Ability to work without supervision
• Flexible approach to working hours
• Experience of Word and Excel
• Experience in delivering training
Certificate of Independent Travel

This Certificate is awarded to

In recognition of their successful completion of the (Organisation Name) Travel Training Programme

______________________________  ____________________
Trainer                        Date

______________________________  ____________________
Signature                      Date