
Travel Training Policy

1. Aim of the Policy

- a. The aim of this policy is to:
 - i. ensure that the travel training service remains a short-term intervention which is in line with funding received for learners.
 - ii. ensure the travel training service is effective and its resources are available to everyone that will benefit from it
 - iii. clarify the access criteria for the travel training service
 - iv. clarify expectations about what travel training is
 - v. clarify timeframes
 - vi. clarify responsibilities
 - vii. clarify cancellation of sessions

2. Aim of the Travel Training Service

- a. The Travel Training Service is aimed at students with additional support needs who wish to develop the skills and confidence to travel safely, confidently and eventually independently.
- b. It is the objective of the Travel Training Service to support students to move towards becoming safe and independent travellers.
- c. From our experience, people who complete travel training feel more confident, happy and more willing to try new things, go to new places and meet new people.
- d. Travel Training helps people to connect with others in their community, access education, employment, services, sport and leisure activities, or visit family and friends.
- e. By staying physically, socially and professionally active people are improving their quality of life, self-esteem, promoting their physical, mental and social health and raising expectations about what they can achieve.
- f. By learning new skills and developing the confidence to travel independently people are opening doors to their own personal and social development, their professional growth and self-achievement, fulfilling their lives with the choices they make and tackling isolation through social inclusion and community participation.
- g. It can make the difference between being able to attend a training course or to get a job.
- h. Other benefits include a reduction in care responsibilities and being able to save money when compared to other more expensive travelling alternatives.
- i. Having a Choice - We believe that there is no independence without choice and there is no choice without opportunities.

j. The Challenge - We understand that it can be very hard to do the transition from supported travelling to independent travelling. Changing from the comfort of a parent's lift or a taxi to using public transport independently can be a challenge but the reward gained and the sense of independence achieved is unique. That feeling of knowing that you can is amazing and it helps people feeling more confident and happy with themselves, willing to try new things, to go to new places and to meet new people.

3. What is Travel Training

- a. The City of Bristol College Travel Training Service offers a travel training scheme for students with additional support needs who wish to travel on their own.
- b. The travel training offered to students is a temporary service and not a support service.
- c. The service is available for students at the Ashley Down Centre, College Green Centre, South Bristol Skills Academy and Parkway Centre.
- d. The Travel Training Service provides a safe place to try out independent travel, learn new skills and build confidence.
- e. The service supports students to overcome barriers by empowering them with tools that facilitate their inclusion and opening doors for their futures and their transition into adulthood and employment.

4. How does it work

- a. The travel training sessions are structured and planned by the Travel Training Coordinator and are delivered on a one-to-one basis by a team of Travel Trainers, covering topics of:
 - i. road safety and awareness,
 - ii. personal safety,
 - iii. planning a journey,
 - iv. travel skills and using public transport,
 - v. money skills,
 - vi. concept of time,
 - vii. appropriate behaviour and
 - viii. communication.
- b. The Travel Trainers deliver travel training out and about in the community, helping with road safety and awareness skills, how to plan a route, and look at ways to stay safe when out and about while helping learners to build up their confidence.

c. Some of our Travel Trainers are on the Autism Spectrum and/or have a learning disability. As people with a disability, they have a unique perception of the needs and difficulties learners face in their lives and travels. The Travel Trainers who are on the Autism Spectrum and/or have a learning disability, will have reasonable adjustments in place where required to support them in role as employees themselves. Some of these adjustments and support provided by the Travel Training Coordinator will include:

- i. having their rota sent via email or text the week before
- ii. having support with understanding the students' needs and their risk assessments in an accessible language
- iii. having support and guidance around strategies and communication advices to deliver one-to-one support to students
- iv. having route plans completed and discussed with them
- v. having support with times to leave home and bus routes to meet students
- vi. being shadowed in the first one or two sessions
- vii. having phone support as needed, before, during and after the training sessions
- viii. having support to record their hours worked
- ix. having support to access the college's system and to claim hours worked

d. The Travel Training Team have completed training in:

- i. Equality and Diversity
- ii. Safeguarding
- iii. Data Protection
- iv. First Aid
- v. Health and Safety
- vi. Behaviour at work
- vii. Lone Working

e. After an initial interview and assessment are completed with the learner and when appropriate with their parents/carers, a training plan is designed – usually around 6 weeks, depending on previous travel experience and skills.

f. The service usually supports students one day per week (for around six weeks) with sessions to and from college or to a work placement. Sessions to other places of the students' interest can also be arranged to work on generic/transversal travel skills.

g. Travel Training involves working on a one-to-one basis along the routes and is individually tailored to suit the learner's needs.

h. During the training the level of support given is gradually reduced. Most of the training is done in a practical way and involves observations whilst out using public transport and crossing roads to make sure they are safe.

i. It also shares valuable resources with the learners like the Avon & Somerset Police Safe Places Scheme and the Bristol Hate Crime Service that people can freely access to help them overcome issues like the fear of getting lost, harassment and bullying or other bad experiences.

j. A travel training pack is provided to the learners, containing useful Easy English information covering relevant topics such as how to keep safe when out and about, a checklist of what to carry when out and about, how to cross the road safely, how to use the bus, what to do in scenarios of missing the bus, a bus breaking down, having an accident, feeling unwell, being bullied or harassed.

k. To help learners feeling safe and confident when out and about, a tailored travel wallet is provided to the learner with relevant information for their journey such as bus numbers, and times, emergency numbers and speaking cards.

l. Travel Training can help learners travelling safely, confidently and eventually independently.

m. Travel training has an important role in promoting young people's independence. It helps people with road safety and awareness skills, how to plan a route, look at ways to stay safe when out and about while helping people building up their confidence to travel safely and independently.

n. Travel Training makes a real difference in young people's lives, empowering them with the skills and confidence to travel independently to access the community, to use public transport, public services and accessing opportunities such as education, employment, sport and leisure activities or visiting family and friends.

o. Reduction in social care funding has had an impact on transport access for people with learning disabilities, which emphasizes the need for alternative, greener and cheaper means of transport to owning a car, using a taxi or getting a lift.

p. Travel Training helps with issues people face when using public transport including the fear of getting lost, being bullied, harassed, or discriminated against for having a learning disability.

q. It promotes inclusion and participation, enabling people to connect with others without having to rely on a lift or a taxi service.

r. It develops people's skills and resources, improves their self-confidence and self-esteem, a sense of community belonging and social participation, promotes employability, and access to an income, enabling people to achieve their goals and to build their life project.

5. Referrals

a. Travel Training is available to students with additional support needs who wish to use buses independently in alternative to being supported by parents or staff or using a taxi or community transport/mini-bus.

b. Some of the learners we support have never had the opportunity to travel independently before, while others are already independent in some routes and they wish to learn a new route or to improve their confidence and safety.

c. The travel training is available for students of the City of Bristol College, aged 16-25 years old, who have an EHCP, identifying Independent Travel / Travel Training as one of the goals.

- d. Students, aged 16-25 years old, who do not have an EHCP, but have an identified and relevant condition that may constitute a barrier to their independence, such as Autism Spectrum Conditions, Learning Difficulties, Mental Health Conditions, Cerebral Palsy or other relevant medical conditions can also be referred to the Travel Training Service.
- e. Students referred to the Travel Training Service must live in the Bristol Area or live in the surrounding areas, within a reasonable distance to their centre, which will allow travel trainers to support them on a journey no longer than 90 mins.
- f. Referrals can be made via email or any other means of communication to the Travel Training Coordinator, by providing details of students such as full name or student number.
- g. Any member of staff working closely with the students (Transition Coordinators, Transition and Progression Mentor, Teachers, Learning Assistants or others) can make a referral for the student
- h. The students can also refer themselves.

6. Responsibilities

- a. It is the Travel Training Team responsibility to deliver the travel training sessions as planned, ensuring that reasonable measures have been put in place, based on the available information to help students being as safe as possible.
- b. It is the students and their family responsibility to ensure the student engages in the training and attends the sessions as planned, moving towards becoming a safe and an independent traveller.
- c. It is the Travel Training Coordinator/Travel Training Assistant responsibility to complete a Risk Assessment for the students who engage in Travel Training.
- d. The Risk Assessment will be made based on the relevant information available about the students (EHCP, Student Overview, existent Risk Assessments and whenever necessary based on a meeting with students and family).
- e. It is the Travel Training Coordinator/Travel Training Assistant responsibility to review the students' Risk Assessment if the student has shown any unsafe / concerning behaviours when outside college or on site or if any new information about the student that may constitute a risk to their safety becomes available
- f. It is the Travel Training Coordinator responsibility to allocate a Travel Training Assistant or a Travel Trainer to support a student.
- g. It is the Travel Training Coordinator/Travel Training Assistant responsibility to monitor the students' progress through observation and record on the Travel Training Assessment Matrix.
- h. It is the students/family responsibility to ensure the student engages in the travel training and attends the sessions as planned.
- i. It is the students/family responsibility to notify as soon as possible any cancellation of a planned session.

- j. In emergency situations, family may be asked to pick students up or to arrange a taxi service to allow students to continue journey to their destination.

7. Prioritization

- a. The Travel Training Coordinator will be able to prioritize a student's travel training to start at the earliest convenience, when a student is at risk of not being able to access college and/or at risk of dropping out.

8. Cancellation of sessions

- a. Any cancellation made by staff will be communicated to the family as soon as possible. Whenever possible, cover will be arranged but this may not always be possible and the Travel Training Service may have to cancel a session.

- b. Any cancellation made by the student must be communicated, ideally, with a minimum of 24 hours' notice.

- c. If a student cancels three sessions without providing a reasonable motive, the Travel Training may have to be put on hold.

9. Termination of Travel Training

- a. If during the training the student is assessed as being at risk the travel training will be cancelled or put on hold.

- b. If the student is assessed as being non-cooperative the travel training will be cancelled or put on hold.

- c. If a student maintains a pattern of consecutive cancellations of the sessions or does not provide a reasonable motive for the cancellations, the Travel Training Service may have to put their Travel Training on hold or terminate it.

- d. If the student is not showing a reasonable progress in their skills and confidence towards travelling independently, the travel training will be cancelled or put on hold.

- e. If a student has reached the limit of sessions initially planned to help them to become an independent traveller but has not shown the capacity to do so yet, the travel training may be put on hold. On some occasions, if beneficial for the student to have a few more sessions, a few supplementary sessions can be arranged upon needs individual assessment.