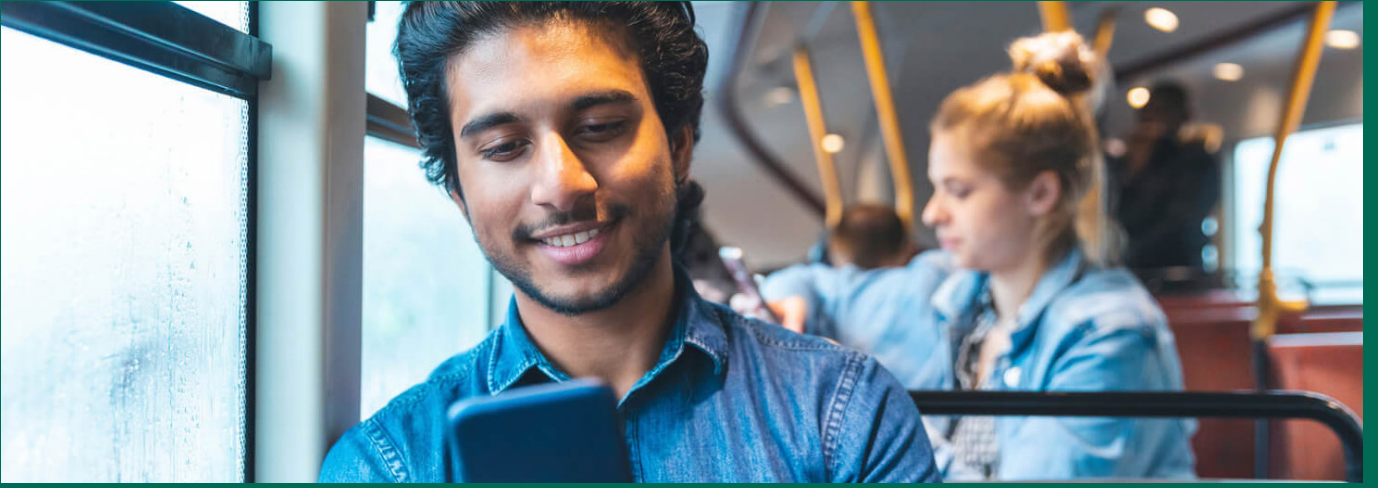




# Travel Training Manual

## for School and Colleges







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# Travel Training Manual for School and Colleges

## Introduction

This manual has been developed to support schools, colleges, and other educational organisations in the delivery of travel training. It provides suggestions of structure, content, tools for assessment and resources to support the delivery of a successful programme.

We recognise that schools may need more capacity or resources to provide a travel training programme as in-depth as those provided by dedicated travel training organisations. This document outlines the rationale for developing a programme which sits within a preparation for adulthood or vocational skills area of the curriculum and assists staff in teaching the fundamental skills necessary for learners to work towards travelling independently.

## The Rationale for Delivering Travel Training

Travel training is a programme that provides practical support for learners to travel by public transport. It is tailored to their individual needs. Its aim is to promote equality of opportunity through developing independence, confidence and the practical skills needed for learners to access public transport for education, work, or leisure.

Travelling independently is an important part of a young person's development. Feedback from young people who have completed a travel training programme has shown that they:

- Feel more confident and independent.
- Can go out a lot more with their friends.
- Do not have to rely on specialist transport – or their parents/carers.
- Have access to a greater range of college courses.
- Have a better chance of finding and maintaining employment.
- Feel safer in the community.

**Trainees are just some of the stakeholders that benefit from travel training. Other stakeholders include:**

- **Parents and carers** – a trainee's ability to travel independently may see reduced reliance and dependence on parents and carers.
- **Schools, colleges** – academic and social skill improvements which may lead to improved assessment results, influencing Ofsted reporting and improved relationships with the local community.
- **Sustainable travel** – developing learners' ability to use public transport will increase patronage on local bus or train services.
- **Cost saving** – Increased independence and the ability to use public transport may result in financial savings for Social Services and Education Transport due to reduced requirements for dedicated taxis and minibuses.

## Suggested Structure for Delivering Travel Training



## Initial Assessment

### Referrals

All students, regardless of the level of need, should be considered for some level of travel training, as it will support their journey towards independence and preparation for adulthood. However, we also recognise that pre-requisite skills need to be present for students to carry out regular independent journeys safely and successfully.

Referrals for students to begin some form of travel training should be done in consultation with relevant stakeholders: the student, parents or carers, and the educational organisation. If the travel training is occurring as part of the school or college's curriculum (and is a key part of the school week), the organisation may have already sought permission from parents, and therefore, a referral does not need to occur. This should be explored on a school-by-school basis.

### Pre-requisite Skills

There are pre-requisite skills that should exist before students can begin learning how to travel independently. Students that do not possess most of these pre-requisite skills may start learning at a level that pre-exposes them to the idea of travel training before they begin the actual instruction and practice.

This will most likely occur within their existing curriculums – understanding routines, forming social relationships, and communication skills, for instance. We would not suggest that students who do not possess all these skills cannot begin travel training, but rather that these are most likely what is required for the student to become fully independent.

Communication and Interaction skills	✓
Ability to communicate their needs effectively through their own method of communication (verbal communication or AAC).	
Ability to respond appropriately to verbal instructions and directions.	
Ability to remember short instructions.	

Behaviour	✓
Ability to behave appropriately and safely in public.	
Ability to tolerate change – unexpected and predicted.	
Capacity to be motivated.	
Demonstrate ability to solve everyday problems and challenges.	

Money skills	✓
Recognises different money values	
Deals with change appropriately and safely	
Ability to handle money.	

Mobility	✓
The ability to independently and physically access the mode of travel required – walking, cycling, taking the train, and taking the bus.	
Ability to negotiate kerbs, steps, lifts, buses and trains and navigate public spaces.	

Keeping safe	✓
Ability to learn to make their own decisions and act upon them.	
Ability to learn to seek and accept help from an appropriate source and asks for information when unsure.	
Awareness of dangers/hazards when out and about.	
Ability to respond to dangers/ hazards appropriately.	
Sense of personal safety and security of belongings.	
Demonstrated ability to transition effectively when out in public on group trips and within the school environment.	

Concept of time	✓
Understanding of routines within the school environment.	
Able to keep time independently.	
Remains focused on the journey.	

## Baseline Skills Assessment

If you are satisfied that your student meets the pre-requisite skills, we suggest a baseline assessment to determine what area(s) you need to focus your practice sessions on. This is not an exhaustive list, but it provides the core themes that should be covered when assessing your learners.

We have also provided an assessment checklist that progresses through the various steps of the journey, which can be used in conjunction with the baseline skills assessment. This assessment can be used as a guide for tracking progress and allows the teacher or tutor to target the learning to be relevant for the student and cover areas that need development.

## Baseline Skills Assessment

### Planning your journey

Can the trainee:

	Red	Amber	Green
Get on/off a bus/train?			
Travel on foot unescorted?			
Travel on public transport with support?			
Signal they want the bus to stop?			
Learn to recognise and remember stops, routes and directions.			
Recognise different coins/notes?			
Understand monetary values?			
Pay for the fare by buying a ticket or using an app?			
Deal with change?			
Recognise and identify numbers?			
Tell me the time.			
Understand the 24-hour clock?			
Identify how much time has elapsed.			

Please ✓ the appropriate box

### Travel and Transport Skills

Can the trainee:

	Red	Amber	Green
Identify basic colours.			
Identify the right direction of travel.			
Use a pedestrian crossing?			
Recognise different types of public transport?			
Identify driveways and entrances and recognise that vehicles may cross at that point.			
Recognise dangers associated with crossing a road?			
Stay alert when walking.			
Cross a road safely where there is no crossing?			
Identify the safest place to cross a road.			
Walk along a pavement/footpath safely?			
Understand basic directions: left, right, straight ahead?			

Please ✓ the appropriate box

## Baseline Skills Assessment

### Behaving Appropriately in Public

Can the trainee:

	Red	Amber	Green
Deal with strangers appropriately?			
Interact with people, such as drivers or other passengers?			
Communicate appropriately with the driver.			
Behave appropriately in public?			
Understand that there are different rules for different situations.			
Demonstrate how to use your mobile phone in a public place politely.			

Please ✓ the appropriate box

### Keeping Yourself Safe

Can the trainee:

	Red	Amber	Green
Ask for help.			
Lock the door/handle keys?			
Use their mobile appropriately and know who to call in an emergency.			
Take care of your belongings.			
Identify people that can help in the case of an emergency.			
Demonstrate basic pedestrian skills.			
Understand when not to give out personal information.			

Please ✓ the appropriate box

We suggest using this traffic light assessment approach to identify areas where there needs to be more understanding or knowledge or where there may be gaps in understanding within different topic areas. We suggest that:

#### Red

Student has no experience travelling independently but may have experience travelling accompanied. All stages of travel training are required.

#### Amber

Student has limited experience travelling independently but is confident accompanied. The student requires support in certain areas. This student required repetition and practice of identified routes and shadowing.

#### Green

Student needs minimal review and instruction and can travel independently.

Depending on which group your student(s) fall into, this will determine your method of delivery and programme of study.



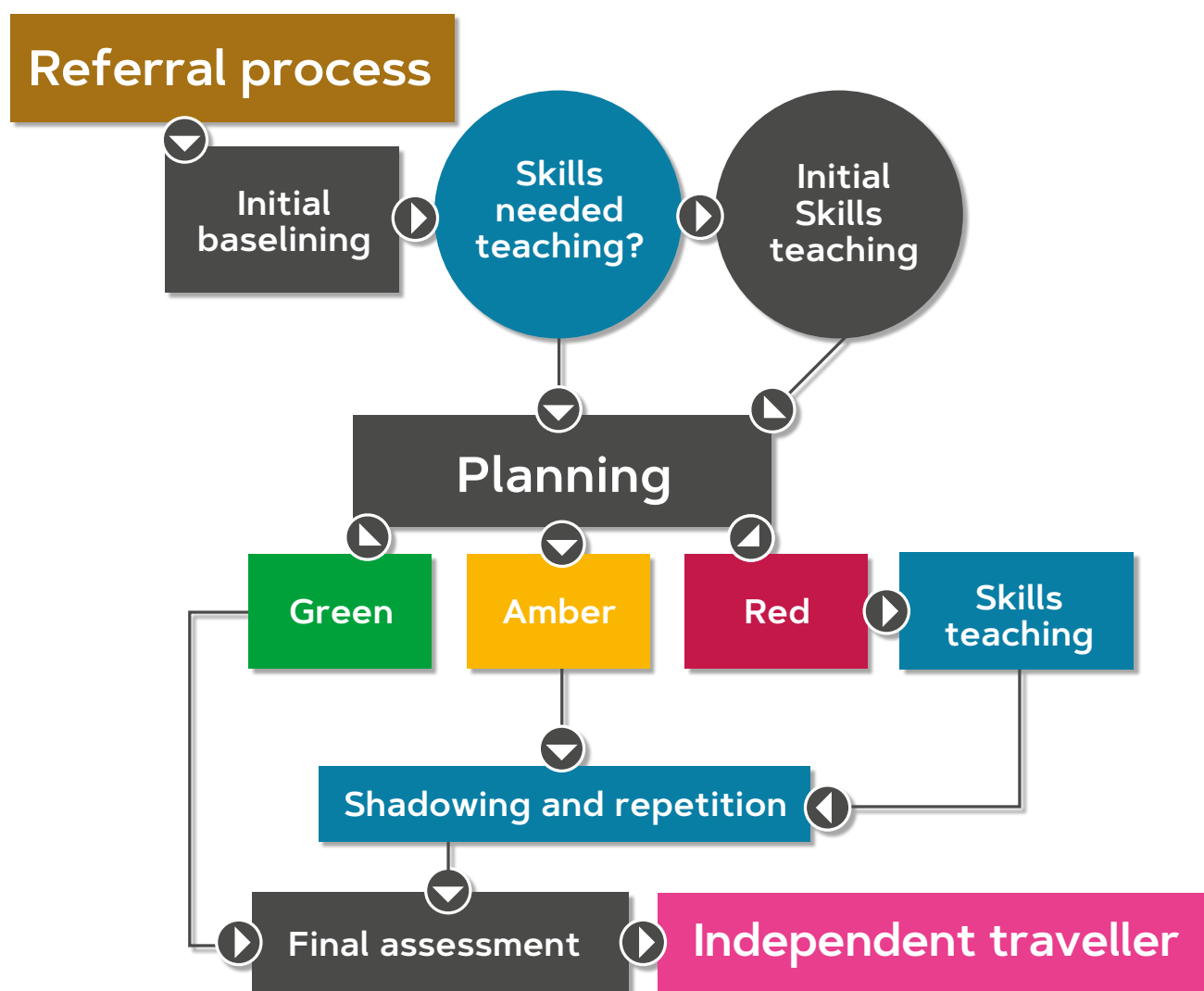
## Identifying Travel Trainers

Most schools will choose to include travel training within their school day. Using staff already working within the educational organisation is most practical.

Travel trainers have a very responsible role and, therefore, should be chosen based on the level of responsibility that they will hold. Open Awards offer various options for qualifications in Independent Travel Training, although this is not a requirement for delivering travel training. However, regardless of whether your staff hold the qualification, we suggest that travel trainers should hold a specific skillset which allows them to facilitate the training successfully:

- Excellent communication skills and a good understanding of their learner's method of communication.
- Confidence to allow the learner to try things and make mistakes to support growth and develop independence.
- Ability to motivate the learners and knowledge of strategies to support them should they feel agitated, reticent, frustrated, or worried.
- A practical, common-sense approach.
- Ability to work successfully both within a team and on an individual basis.
- Experience in using public transport and good knowledge of the community and surrounding.
- Patience!

## Travel Training Flow Diagram



# Planning

## Identification of Routes

As acknowledged in the introduction, schools, colleges and further education organisations may not be able to deliver an in-depth travel training programme as dedicated travel training organisations. Also, it may not be appropriate to deliver travel training from home to school for individual pupils due to staff and time constraints and protecting/safeguarding students.

Therefore, before beginning travel training with your students, you need to decide on a relevant activity where travel to that activity or destination can be generalised, allowing adequate journey time to be relevant to the student.

Working alongside your students and their parents/carers to choose a route, plan the journey and identify any risks and challenges that may present on the journey is imperative in making it relevant for them and allowing students and their families to take ownership of the process.

**Example routes/activities could be:**

- Travelling from school into town to pick up groceries to be used in cookery sessions.
- Travelling from school to work experience placements.

It may be helpful to carry out the route yourself before practising it with your students to identify any difficulties that might occur and help your students prepare for these.

**Things that you may want to consider:**

- How regularly do buses/trains run if they miss one?
- Are there any main roads to cross? How safe is the route?
- Think about the different weather conditions. For example, they may be travelling on a cold, dark December morning; what other factors/things should be considered?

## Risk Assessments

**Before delivering any practical activities in public, the tutor, teacher, or staff member should conduct a thorough risk assessment in line with their school policy and guidance, which the designated lead for risk assessment should sign off.**

That staff member should have considered the activity, the route taken and possible alternatives if that route is untenable, and the needs of the students participating. The members of staff carrying out the activity should also take risk assessment and judgements on the day of the activity, as it may be that the students who are participating in the practical element of the session are not in the emotional mindset to carry out the activity effectively, appropriately, or safely.

This requires familiar members of staff to carry out these activities, who have good, established relationships with the students, as well as the necessary strategies to support their needs. In some cases, reviewing and completing these risk assessments alongside your pupils is useful to highlight risks and demonstrate managing them before carrying out the activity.

# Practical Training

## Structure of Curriculum

**At its most basic level, travel training instruction covers four main themes:**

- Planning a journey – how to plan and prepare for a journey.
- Travel and transport skills – general learning about transport, including direction, road signs, and pedestrian skills.

- Behaving appropriately in public – understanding appropriate conduct and following social norms when out in public and whilst using public transport.
- Keeping yourself safe – how to stay safe, navigate problems and manage challenges and unexpected situations while in public.

Elements within these themes can be taught two ways: theory sessions within a setting and in public whilst practising the identified route. Understanding must be tested and put into practice to ensure that knowledge is secure.

Depending on which group your student(s) fall into, the degree to which theory-based study is taught will vary. This information should be repeated, reinforced, and further developed to ensure students have internalised the information and practices and become confident in them. Repetition is essential to learning and helps with building confidence.

## Strategies for Delivering Content and Supporting Young People with SEND

**Students with SEND require additional support and strategies to access learning effectively. Depending on their need, these will look different for each individual student, but members of staff may consider using the following to support their students both out in public and within the classroom.**

To develop confidence and self-esteem, remember to celebrate their achievements and frequently look back at their progress. Sometimes, they may need to push themselves out of their comfort zone. Ensure that this is done in a supportive way.

**Strategies include:**

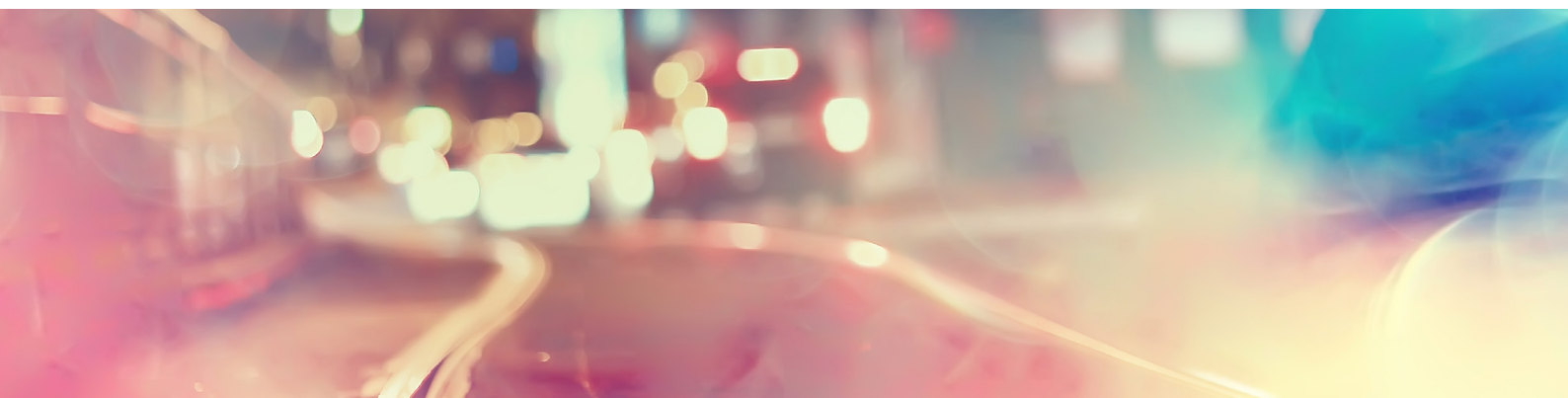
- |   |  |
|---|--|
| • Social stories  | • Alternative and Augmentative Communication |
| • Visual cues   | • Praise strategies                          |
| • Motivators and reinforcers  | • Behaviour management strategies            |
| • Resources to support sensory needs – ear defenders; fidget toys/equipment; weighted equipment, etc. | • Schedules                                  |

## Content Framework for Classroom & Off-site Sessions

**Independent travel is more than just getting on and off a bus or train and being able to make a journey safely.**

Multiple skills need to be learnt and developed in tandem with carrying out a journey. For instance, being able to understand how to tell the time and recognise the 24-hour clock system is important when travelling, and working out how much time has passed, knowing when to get off the bus, or whether it is running late and knowing when to get off the bus or whether it is running late.

It should be noted that this content framework is a basic curriculum for planning sessions within the classroom and off-site, which cover the four different themes necessary for learning how to travel independently. This is not an exhaustive list; some areas need more detail, and others can be skimmed over, depending on your student and their level of understanding.





BEGINNER				
Planning your journey		Travel and transport		Behaving appropriately in public
Theory		Practical		Keeping yourself safe
<ul style="list-style-type: none"> <li>• What is transport?</li> <li>• What are their experiences of using transport – eg. how they travel, where they travel to?</li> <li>• Telling the time.</li> <li>• Virtual transportation – practical! Plan an example journey in class.</li> <li>• Public transport in your local area – what types and options exist?</li> </ul>		<p>Transport for different purposes.</p> <p>Different reasons why people use transport.</p> <p>Types of transport.</p> <p>Public and private transport.</p> <p>Road signs.</p> <p>Directions – left, right, straight ahead.</p> <p>Public and private transport.</p>		<p>What to do if...</p> <p>Understand the difference between safe and unsafe situations and people.</p> <p>Identify different emergency workers and vehicles</p> <p>Pick out situations that may require the help of an emergency worker.</p> <p>Recite or demonstrate accessing their personal information in an emergency.</p>
<p>With the support and demonstration of a member of staff:</p> <ul style="list-style-type: none"> <li>• Follow a pre-determined route.</li> <li>• Pay for tickets &amp; present tickets to a guard our conductor.</li> <li>• Signal you want the next stop.</li> <li>• Identifying useful landmarks on your route.</li> </ul>		<p>Identify different types of public transport and different models of vehicles.</p> <p>Practice basic pedestrian skills.</p>		<p>With the support of a member of staff, demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Where to stand/sit at the stop or platform.</li> <li>• Where to sit/stand in the vehicle.</li> <li>• Where to place luggage and bags.</li> <li>• Being courteous.</li> <li>• Boarding and disembarking public transport.</li> </ul>
		<p>Identify different emergency workers and vehicles.</p> <p>With the support of a member of staff, demonstrate effectively asking for help in the community.</p> <p>Stranger danger.</p>		

INTERMEDIATE					
		Planning your journey	Travel and transport	Behaving appropriately in public	Keeping yourself safe
Theory		<ul style="list-style-type: none"><li>• Virtual transportation – practice! Plan an example journey in class.</li><li>• Public transport in your local area – what types exist?</li><li>• Different types of public transport.</li><li>• Telling the time.</li><li>• Reading maps and plans.</li><li>• How to use waiting time.</li></ul>	<p>Road signs.</p> <p>Directions.</p> <p>Public and private transport.</p>	<p>Being courteous to passengers with additional needs, elderly passengers or pregnant women.</p> <p>Personal space.</p> <p>Demonstrate declining conversations with other people.</p> <p>How to respond to anti-social behaviour.</p> <p>Rules – is it okay to eat and drink? Can you take a bike or scooter on the bus? How should you respond if the driver tells you off?</p> <p>Using your mobile phone – loud noises, talking loudly, watching appropriate content, using headphones, sharing confidential or sensitive information</p>	<p>Emergency procedures</p> <p>Where/how/from whom to seek help</p> <p>Travel by day and travel by night</p> <p>Deciding on appropriate clothes for travelling</p> <p>Stranger danger</p> <p>What to do if...</p>
Practical		<ul style="list-style-type: none"><li>• Follow a pre-determined route.</li><li>• Read real-time information displays.</li><li>• Buying and paying for fares. Paying for tickets, using an app, etc.</li><li>• Using apps, presenting tickets.</li><li>• Layout of vehicles/carriages – journey information on board, emergency stops.</li><li>• Identifying useful landmarks on your route</li><li>• Ability to signal you want the next stop</li></ul>	<p>Pedestrian skills.</p> <p>Understanding road layout and street signs.</p>	<p>Boarding and disembarking public transport.</p> <p>How and when to interact with the driver.</p> <p>Where to sit/stand on public transport.</p> <p>Interacting with passengers.</p> <p>Placement of luggage and bags.</p>	<p>Stranger Danger</p> <p>Where should I go for help?</p> <p>The role of emergency services.</p>

Planning your journey	Travel and transport	Behaving appropriately in public	Keeping yourself safe
ADVANCED			
Theory			
<ul style="list-style-type: none"> <li>• How to use waiting time</li> <li>• Public transport in your local area – what types exist?</li> <li>• Planning an efficient journey.</li> <li>• Different types of public transport.</li> <li>• Telling the time.</li> <li>• Reading maps and plans.</li> <li>• Making a travel information card</li> <li>• Telling the time.</li> </ul>	<p>Road signs. Directions. Pedestrian skills in detail.</p>	<p>Being courteous to passengers with additional needs, elderly passengers or pregnant women. Personal space. Demonstrate declining conversations with other people. How to respond to anti-social behaviour. Rules – is it okay to eat and drink? Can you take a bike or scooter on the bus? How should you respond if the driver tells you off? Using your mobile phone – loud noises, talking loudly, watching appropriate content, using headphones, sharing confidential or sensitive information</p>	<p>Emergency procedures Where/how/from whom to seek help Travel by day and travel by night Deciding on appropriate clothes for travelling Stranger danger What to do if... Understand the challenges for ASD travellers Risk assessment and management plan</p>



ADVANCED			
Practical			
Planning your journey	Travel and transport	Behaving appropriately in public	Keeping yourself safe
<ul style="list-style-type: none"> <li>• Planning a journey independently and carrying it out.</li> <li>• Paying for public transport and demonstrating an understanding of the various places to source tickets</li> <li>• Read real-time information displays</li> <li>• Efficient boarding and disembarking public transport</li> <li>• Using apps, presenting tickets</li> <li>• Preparing and using a mobile phone for travel – different uses – safety; to pay for travel</li> <li>• Calculating departure, travel, and arrival times</li> <li>• Accessing and reading public transport timetables and schedules</li> <li>• Learning the route from home/school to the nearest transport stop or station</li> <li>• Learning the route between stops if transferring between platforms/stations/bus stops is required</li> <li>• Identifying useful landmarks on your route</li> <li>• Ability to signal you want the next stop.</li> </ul>	<p>Road signs.</p> <p>Directions.</p> <p>Pedestrian skills in detail.</p>	<p>Boarding and disembarking public transport.</p> <p>Using your mobile phone appropriately when out in public.</p> <p>Demonstrate the ability to wait appropriately and choose socially acceptable methods of entertainment when waiting.</p> <p>How and when to interact with the driver.</p> <p>Where to sit/stand on public transport.</p> <p>Interacting with passengers.</p> <p>Placement of luggage and bags.</p> <p>Demonstrate appropriate social behaviour whilst using transport.</p>	<p>Emergency procedures</p> <p>Where/how/from whom to seek help</p> <p>Stranger danger</p> <p>What to do if...</p> <p>Deciding on appropriate clothes for travelling</p> <p>Demonstrate the ability to manage an unexpected situation, challenge or change in routine.</p>

## Tracking progress

A key part of the travel training process will be reviewing students' progress towards independence when travelling. It will often not be as clear cut as moving from one step to another and may be a case of progressing in some areas and plateauing in other areas. Becoming independent in travel will be gradual, and independence should be tested frequently within different situations and scenarios by embedding challenges to avoid difficulties that may present with rigid thinking.

Whilst a summative review in this area is important and should be carried out at key stages of the process, for instance, when moving from supported journeys to shadowed journeys, a formative review carried out in partnership with your learners will be most beneficial to your students as it allows them to take ownership of the process.

Planning activities and developing learning intentions and objectives for theory sessions and practical sessions in partnership with the students and using targeted feedback will allow the student to develop independence. Regularly reflecting on the sessions and allowing them time to process feedback and adjust learning strategies will encourage growth and help them consider how they can tackle challenges as they occur in future. Sharing progress and targets with their families will allow their skills to be developed within multiple settings and help build the confidence of parents/carers.

Staff may develop the content detailed above to support the development of formative review materials alongside resources included within this pack, such as the baseline skills review and elsewhere online.

For summative review, particularly practical skills, an independence checklist developed by Hertfordshire County Council has been adapted and shared below, which progresses through the various stages of the journey. Whilst this has been developed to support a final review, it is a useful tool for tracking progress towards independence and can be adapted as necessary.

## Final Review

### Shadowing of Journey

**As students become more confident and absorb the learning that is taking place both in class and whilst practising the route, support on the designated route can be gradually withdrawn.**

This move from supported to shadowed travel and then to making journeys alone must be managed carefully. Shadowed journeys may involve several stages, including walking a short distance behind (where you can check pedestrian and road safety skills), sitting on a different part of the bus or train, or following in a car and meeting the young person from the bus or train at the end of the journey or the destination point.

Support should be withdrawn only when all parties: students, their parents/carers, and the member of staff working with the student, are satisfied that the student is ready. Peer support should also be considered as a useful resource to tap into and may present young people with an alternative support mechanism. Access Champions in Peterborough are one example of this; their details can be found in the Resource section below.

### Independent Review and Next-Steps

**This is the final stage of the travel training process and must only be considered when you are confident that the young person can complete the journey independently. Before their first independent journey, consider shadowing them so they are unaware that you are there (such as following in a car or involving a family friend with whom they may not be particularly familiar).**

This allows you to continue to monitor their behaviour and skills in an environment where their behaviour is natural, giving a good idea of how they would do in a real-life situation. A good place to start is to allow them to make parts of the journey alone.

For example, go with them to the bus stop but let them take the bus alone and meet them at the other end. You can do each section of the journey this way until they are ready to do all parts themselves. Once this stage has been reached, signing the student off on the identified route can occur.

Hertfordshire have a useful checklist, which is included below, which can be used as supporting tool for assessing independence. However, each student is different, and the final judgement of whether a student is independent should be down to the assessor, their understanding of the student, and communication between all stakeholders. A student may often be independent on paper, but their confidence, mental health and well-being, or many other factors, may tell a different story. Therefore, a holistic view of the student and their journey towards independent travel is imperative.

## Independent Travel

Once the young person has started to travel independently along one particular route, it is a good idea to introduce new routes and different forms of transport in order to strengthen and sustain their travel skills. This may involve extra training, although it should take less time because they will be familiar with the key skills.

Ensuring that they regularly use the skills they have learnt so the knowledge is kept fresh in their mind is important at this stage. At this point, a conversation with the learner and their families/carers should take place to determine who will take ownership of continuing to develop and support their skills. Once again, peer support should be considered as a valuable tool for supporting the learners and continuing their journey towards complete independence in travel.

## Celebrating Independence

Reaching independence when travelling is a momentous achievement and should be celebrated. We encourage educational organisations to use any current systems that they have in place, such as blogs or newsletters, to share the news with parents, staff, and other students to celebrate their success and encourage other learners.

There may also be modules within courses such as ASDAN, which will allow schools to track progress in travel training and recognise the achievement of learners who have become independent. These could be presented during the end-of-year awards ceremonies, for instance.





## Appendix 1

Objectives	Comments	Tick when observed
BEFORE LEAVING FOR A JOURNEY		
Remember to charge my mobile phone fully		
Be able to plan a route.		
Remember to take everything I need for the day (Mobile/bus pass/ money/college badge/ lunch)		
Know who to phone in an emergency.		
Be able to identify what time I would need to leave to arrive at my destination in time.		
I know what I must wear depending on what the weather is like		
I can state my name and address or display this to someone using my mobile phone.		
I know who I should and should not give this information to		
On my journey and road safety		
I can identify and use a zebra crossing safely.		
I can identify and use a light-controlled crossing safely.		

## BEFORE LEAVING FOR A JOURNEY (CONTINUED)

I can identify and use a pelican crossing safely.		
I can identify a safe place to cross that isn't a recognised crossing point pavement.		
I can identify where to stand safely on a kerb.		
I can identify three hazards besides cars that I need to consider when crossing the road.		
I can identify the safest place to walk on the pavement.		

## USING TRANSPORT

I can identify the bus stop or train platform I need to use for my journey.		
I can identify the bus or train that I need to catch from displayed information (display or timetable)		
I am aware of where it is safe to stand at the bus stop/platform when waiting for the bus or train.		
I can state to the driver the destination I would like to go to.		
I can pay for my fare or scan my pass correctly.		
I can identify a safe place to sit on the transport and why I would sit there.		
I can push the button at the correct time to stop the bus in time for my stop.		
I can exit transport safely at the correct stop.		

THE PEOPLE THAT I MEET AND HOW I COMMUNICATE		
I can identify who to ask for help or information and what they may look like		
I can ask for the correct information for my journey.		
I can let my parent/carer know that I have arrived at my destination/on my way home		
I would know how to respond to a stranger correctly.		
I would know when to phone who is expecting me to tell them that I am running late		
I know what to do if I am unsure and cannot find anyone to help		
OTHER THINGS THAT I MIGHT NEED TO KNOW OR DO		
I can add contacts to my phone and have all the numbers I need		
I know where to keep my phone so I can hear it if it rings or feel it vibrate.		
I can ensure that my phone has enough charge throughout the day so I can phone someone on the way home if I need to		

Checklist sourced from Hertfordshire's Independent Travel Manual, referenced below in useful links.



# Useful Resources

## Background and Research

### Supporting Independent Travel Through Skills Training

Donna Smith, The College of Education and Human Development, University of Minnesota, 2005  
<http://ici.umn.edu/products/impact/183/over9.html>

### The Essential Guide to Safe Travel-Training for Children with Autism and Intellectual Disabilities

Dr Desiree Gallimore, Jessica Kingsley Publishers, London. 2017. (Book)

### Travel Training for Youth with Disabilities.

Eric Bourland, NICHCY Transition Summary, v9 1996

A collection of articles that consider the skills and programs that children and young people with SEND need to travel independently.

<https://files.eric.ed.gov/fulltext/ED399751.pdf>

## Practical Guides & Teaching Materials

### Travel Education Framework

Department for Education and Early Childhood Development, Victoria, Australia

<https://www.education.vic.gov.au/Documents/school/principals/management/traveledframework.pdf>

### Road Safety Step by Step

Road Safety, Scotland

<http://www.a2bsafely.com/pdf/pocketguide.pdf>

### Travel Training: Good Practice Guidance

Department for Transport, UK

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/4482/guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/4482/guidance.pdf)

### Travel Training Key Stages 3 and 4

The Royal Society for the Prevention of Accidents, UK

[www.rosopa.com/roadsafety/info/travel\\_training.pdf](http://www.rosopa.com/roadsafety/info/travel_training.pdf)

### Travel Training Manual

Centro, West Midlands Passenger Transport Executive, UK

<http://www.networkwestmidlands.com/travelwise/Training.aspx>

### Independent Travel: Trainer Book

School Travel Planning, Buckinghamshire County Council Travel Training, UK

<https://drive.google.com/file/d/1X282B5o3hekwBjz3ifSsqKmzgbtFWYKN/view>

### Independent Travel Training Candidate Workbook

North Yorkshire County Council, UK

<https://cyps.northyorks.gov.uk/sites/default/files/Leadership/School%20Travel/76144%20Independent%20Travel%20Training%20Manual.pdf>

### Independent Travel: Parent Toolkit

A guide on supporting an individual with additional needs to become an independent traveller

Independent travel toolkit printable version

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/independent-travel-toolkit-print-version.pdf>

## Apps, Useful Websites & Resources to Support

### Preparation for Adulthood - Friends, Relationships & Community (Local Offer)

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[https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=0D\\_bm\\_xPO2o](https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=0D_bm_xPO2o)

This website contains a list of community groups in Peterborough to support young people in developing relationships with their peers outside of school or college. Access Champions are a valuable resource and can support independent travel and peer support.

Email [AChampion@citycollegepeterborough.ac.uk](mailto:AChampion@citycollegepeterborough.ac.uk) for more information

### Stagecoach bus – Peterborough specific:

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<https://www.stagecoachbus.com/regional-service-updates/east/peterborough>

### Stagecoach App

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Downloadable on Apple and Android

### SENDinfo North Yorkshire

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A website with suggestions and resources for supporting young people with independent travel.

<https://www.sendinfo.org/send-tools/travel-training-resources>

### National Rail

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#### Accessibility Map

[http://accessmap.nationalrail.co.uk/?\\_gl=1\\*tiw6k6\\*\\_ga\\*MTI5NDgyOTM0Ny4xNjY2ODg0NTg4\\*\\_ga\\_9XZQ64P5VS\\*MTY2NzU1OTMyMi4xLjAuMTY2NzU1OTMyNy4wLjAuMA..](http://accessmap.nationalrail.co.uk/?_gl=1*tiw6k6*_ga*MTI5NDgyOTM0Ny4xNjY2ODg0NTg4*_ga_9XZQ64P5VS*MTY2NzU1OTMyMi4xLjAuMTY2NzU1OTMyNy4wLjAuMA..)

### Trainline

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Features on their website help with journey planning.

<https://www.thetrainline.com/>

### Cambridgeshire and Peterborough Combined Authority: Free or Subsidised Bus Passes

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Cambridgeshire and Peterborough Combined Authority provide free or subsidised bus passes for eligible people.

<https://transport.cambridgeshirepeterborough-ca.gov.uk/buses/free-bus-passes/>

### Cambridgeshire and Peterborough Combined Authority: Journey Planner

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The Combined Authority has developed a journey planner in partnership with Moovit. Residents in Peterborough can use this to plan their journeys.

<https://transport.cambridgeshirepeterborough-ca.gov.uk/journey-planner/peterborough/>

# Notes

Handwriting practice lines consisting of 20 horizontal dotted lines.



# **Travel Training Manual**

## **for School and Colleges**

[www.peterborough.gov.uk](http://www.peterborough.gov.uk)