

## Carshalton College – Travel Training



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### Introduction to Travel Training

The purpose of Independent Travel Training (ITT) at Carshalton College is to provide students with the knowledge, confidence, and ability to travel safely and independently to and from college and vice versa. Developing the skills to travel independently undoubtedly empowers learners and enhances their self-confidence, and this in turn impacts extremely positively on their behaviour. In addition it is both rewarding and empowering for staff to successfully deliver what many initially considered a high risk training programme, and then share in the experiences and success of the learners.

The Output contains four documents:

**Document A** – This is the ITT Parent Information Pack. This contains both parental information and an example permission form that needs to be signed to allow the learner to embark upon the training.

**Document B** – This is the Independent travel training pack, and is the main document that contains the bulk of the learners' information. There are different sub headings in this document and each one is identified in italics throughout the introduction document.

**Document C** – This is the Personal Learning programme that sets out the small steps the learner needs to take throughout their training, ensuring clarity for all involved in the programme.

**Document D** – This is the procedure that all staff adhere to when involved in travel training.

To show how the process works in practice, Documents B and C are the completed versions for one young lady, Sophie, who has successfully completed the process.

This programme focuses on enabling students to travel independently to and from Carshalton College. As local transport and funding arrangements are being withdrawn from local boroughs, it is increasingly important for all students who have the potential to travel independently to learn to do so. All travel training co-ordinators are trained in systematic instruction<sup>1</sup> and provide the necessary support throughout this process.

We have our In-House Parent information pack (*Document A*) which includes an example Parent consent letter, a consent form, a brief on 'What is Travel Training – the process, what we do, Pre-Requisite Skills and what a trainee needs to demonstrate, and what to expect at the initial

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<sup>1</sup> Training in Systematic Instruction (TSI) – a structured training method initially developed to support people with learning disabilities and or disabilities to acquire the skills they need to work

assessment. This is sent to parents to give an understanding of the Travel Training process and what is involved.

It is a requirement for all new students accessing Year 1 to undertake the assessment element of our In-House Independent Travel Training (*Document B*) pack. This is an important requirement to establish when a student is suitable to begin the Independent travel training programme. The assessment element is completed with each learner as part of their course, during community awareness lessons which take place on a weekly basis. This assessment identifies the learners existing skills, knowledge and ability using the *Pre-requisite Skills and Initial Assessment document* in the travel training pack. This is used to record comments based upon observations whilst out travelling.

Once the *Pre-requisite Skills and Initial Assessment document* form is completed we then complete the *Pre-assessment form*. This follows the *Pre-requisite Skills and Initial Assessment document* showing the current level of student travel and road safety skills. The *Pre-assessment* form illustrates the areas that need addressing when completing the next *Pre-requisite Skills and Initial Assessment document*. Both these documents are completed once, every 4 months.

Both these forms show individual progression over the course of time, and give the necessary evidence when the learner reaches the stage where they can demonstrate that they are ready to progress onto the next stage of the programme. Once the learner reaches this stage the travel trainer completes an *agreement form*. This is completed by the travel trainer and signed by the learner, Parent/Carer and the travel training co-ordinator. This takes place once the details of the journey have been identified and both learner and travel trainer have met.

This initial meeting provides an opportunity to discuss the training programme with the learner, setting primary goals, matching risk assessment between the learner and the journey, arranging date of commencement and times. This may involve taking photos of landmarks, bus/tram/train, for use with a digital key ring, as well as discussing socially acceptable behaviour, personal safety issues, and road safety skills.

Initially the travel trainer will carry out the route of the learner identifying any risks involved. Risk assessments between the learner and the journey are assessed using the *Risk Assessment prompt sheets* and where specific risks are identified the *action to control sheets* are used to state how these risks are minimised or controlled. Once the journey and any risk assessments have been agreed by Parents, the *Pre-requisite skills and initial assessment* and *Pre-assessment* forms are completed in the case they have not been completed beforehand as above. (*This may be the case where a person is directly referred for travel training without having completed these documents beforehand*).

As mentioned above, for students to access the travel training programme, it is essential that the travel training co-ordinator has an understanding of each individual learner before the assessment period can begin, in order to assess the level of training and support required. This *Pre-assessment* identifies the current level of the referred students travel and road safety skills, their confidence, problem solving skills and ability to communicate with others. These are important key factors which need to be addressed to promote access to the next stage of the travel training programme.

Once a student has been assessed as being suitable to undertake the travel training programme a *Step by Step Travel Plan* provides prompts on various activities which both learner and travel trainer will work through. This then informs completion of the *Personal Learning Programme* illustrating expectations and responsibilities, who will do what and when. During the first week of travel training it is important to note that the student will learn the travel home from college route only, until confident in undertaking the rest of the journey.

During the training each learner's progression is recorded and evidenced by the travel trainer through completion of the *Road Safety Programme* and the *Bus / Tram Training Programme*. The outcome of this will dictate whether further training is required or whether they move to the final stage. The final stage of the travel training programme is where the learner demonstrates the ability to travel independently without the support of the travel trainer.

If successful the *Evidence of Learning Statement* is completed. This shows when the travel training started and the date the travel training was completed. This is then signed by the ITT staff and the learner to evidence the learner's satisfactory completion of their journey. A *Final Report* is then completed illustrating the method of travel and an overview giving a brief account of what happened from the initial meeting through to the final training session and signing off stage. In addition an overall evaluation is written giving a factual summative report evidencing the learner's ability to travel a specific route independently.

Within this pack there are additional documents which offer ideas for discussion with the student being travel trained. The first is *Emergency Procedures* and what to do if, giving some valuable examples. The second is '*Top Tips for Trainers*' again giving some valuable suggestions to provide an effective and successful travel training programme. Finally *Emergency ID Cards* both learner and travel trainer also carry ID cards. Examples of which also feature in this pack.

Throughout a learner's travel training they will have a current Personal Learning Programme (*Document C*) in place at all times, which is updated every two weeks. This clearly lays out the steps and expectations, ensuring there is clarity for all involved, i.e. parents, learner, trainer.

The final document in the output is the ITT Procedure (*Document D*). This is crucial for ensuring consistency and giving clear guidelines to the process, and setting out who is responsible for what. The whole process has to date been extremely effective, with a significant amount of learners now travelling independently, that would not have been without participating on the programme.