



# Carshalton College Travel Training Assessment 2011 - 2012



Name .....

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## Agreement Form

**Name of Learner**

Sophie

**Address**

Crystal Palace

**Contact Nos.**

**Details of Journey/s**

157 from outside college to Crystal Palace.  
10 minute walk to home

**Start Date**

Dec 2011

Yes X      No ☐

**I have met with the Travel Training Coordinator.**

Yes X      No ☐

**I understand the details of the travel training process.**

Yes X      No ☐

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

Yes X      No ☐

**I agree to my photograph being taken and used in ITT literature.**

Yes X      No ☐

**I agree to the travel-training process as proposed.**

**Signed .....**      **Learner**

**Signed .....**      **Parent/carer/guardian**

**Signed .....**      **Travel Training Coordinators**

### Important Information

If the trainee is unable to participate in training due to sickness or unforeseen circumstances, please contact the Travel Training Coordinator on **020 8544 4436 or 020 8544 4523**

Skills for Work and Life Department,  
Carshalton College,  
Nightingale Road,  
Carshalton,  
Surrey,  
SM5 2EJ  
Telephone 020 8544 4436/4523

email: [bonnie.chandler@carshalton.ac.uk](mailto:bonnie.chandler@carshalton.ac.uk)  
[Jean.simpson@carshalton.ac.uk](mailto:Jean.simpson@carshalton.ac.uk)

## Pre-requisite Skills & Initial Assessment

### Recording system

### Sept - Dec

Name of Learner ...Sophie.....

Date ITT started.....08/12/ 2011.....

✓ - Yes

U - Uncertain

X - No

N/A - not applicable

Pre-requisite skills			Comments
Is aware of dangers when out and about	X		Need to reinforce the dangers of talking to strangers
Can respond appropriately to these dangers	X		Need to reinforce the appropriate ways of dealing with talking to strangers.
Identifies numbers	✓		Sophie is able to locate the number of her bus on the correct bus stop
Is aware of their own personal space	✓		Sophie is able to identify her own personal space
Can get off/on bus/train/tram	✓		Knows the appropriate time to ring the bell on the bus
Is able to make decisions	✓		Can decide on a safe place to sit/stand on a busy bus
Is able to communicate needs to bus driver	✓		
Is able to ask for help	✓		
Responds appropriately to verbal directions	✓		Sophie listens to all instructions and follows them appropriately
Understands need for socially acceptable behaviour	✓		Has been able to identify positive and negative behaviour when using public transport
Has a sense of personal safety	✓		Sophie now has a mobile phone. We have discussed dangers around this and

			Sophie keeps all personal belongings on her bag. She keeps her bag on her lap while travelling on the bus
Wants to learn to travel independently	✓		Sophie is eager to become an independent traveller
<b>Initial assessment</b>			
Met and discussed proposed training with individual	✓		TTC has discussed personal travel training plan with Sophie
Discussed proposed training with parents/carers	✓		Personal travel training plan has been sent home. Follow up meeting and phone calls have taken place
Pre-requisite skills assessed	✓		Assessed during first week of travel training by the ITT
<b>Initials of Trainer</b>			

Initial assessment completed .....08/12/2011..... (Date)

Signed ..... (Trainer)

## Pre-requisite Skills & Initial Assessment

### Recording system

### Jan - April

Name of Learner .....Sophie.....

Date ITT started.....08/12/2011.....

✓ - Yes

U - Uncertain

X - No

N/A - not applicable

Pre-requisite skills			Comments
Is aware of dangers when out and about	✓		Sophie is aware of the dangers of talking to strangers
Can respond appropriately to these dangers	✓		Knows to talk to bus driver or appropriate adult with children, shop worker, security guard.
Identifies numbers	✓		Sophie is confident in recognising small and large numbers
Is aware of their own personal space	✓		Sophie sits on the aisle seat on the bus so she is able to move if she feels her personal space is being invaded
Can get off/on bus/train/tram	✓		Sophie is confident in pushing the bell and asking to get past people if she needs to
Is able to make decisions	✓		Sophie was able to make a decision when the bus was very busy. She chose to stand near the driver rather than go upstairs.
Is able to communicate needs to bus driver	✓		
Is able to ask for help	✓		
Responds appropriately to verbal directions	✓		Sophie has followed all instructions during the travel training programme.

Understands need for socially acceptable behaviour	✓		Sophie has continually displayed acceptable behaviour when travel training.
Has a sense of personal safety	✓		Sophie is able to verbally say how she would keep herself safe in certain situations.
Wants to learn to travel independently	✓		Sophie is now eager to start traveling to and from college independently.
<b>Initial assessment</b>			
Met and discussed proposed training with individual	✓		TTC has discussed new personal travel training plan with Sophie
Discussed proposed training with parents/carers	✓		New personal travel training plan has been sent home. Follow up meeting and phone calls have taken place
Pre-requisite skills assessed	✓		Continuous assessment since the start of Sophie's ITT.
<b>Initials of Trainer</b>			

Initial assessment completed .....10.02.2012..... (Date)

Signed ..... (Trainer)

## Pre-requisite Skills & Initial Assessment

Recording system

**May – July**

**(This section has been completed prior to Sophie commencing the Travel Training Programme. Assessment started on 14/05/11. This initial assessment has been completed as part of Sophie's community based lesson)**

Name of Learner .....Sophie.....

Date ITT started.....**Not yet started**.....

✓ - Yes

**U** - Uncertain

**X** - No

**N/A** - not applicable

Pre-requisite skills			Comments
Is aware of dangers when out and about		<b>X</b>	Sophie is unable to identify risks associated with strangers.
Can respond appropriately to these dangers		<b>X</b>	Sophie needs to be able to recognise associated dangers and appropriate ways of dealing with dangers.
Identifies numbers	✓		Sophie is confident at recognising numbers.
Is aware of their own personal space	✓		Sophie is very aware of her own personal space and can identify when she feels
Can get off/on bus/train/tram		<b>U</b>	Sophie has needed reminding occasionally to push the bell when she wants to get off the bus.
Is able to make decisions		<b>U</b>	Sophie is able to decide where she wants to go and when she wants to go. She also decides where she would like to sit on the bus. She can become hesitant when the bus is busy.
Is able to communicate needs to bus driver	✓		Sophie was able to ask the bus driver where she needed to get off the bus
Is able to ask for help	✓		Sophie was able to ask a shop keeper for directions with support.
Responds appropriately to verbal directions			Sophie follows all instructions and is able to ask for help if needed.
Understands need for socially acceptable behaviour	✓		Sophie has been able to verbally identify positive and negative behaviour when out in the community and on public transport.
Has a sense of personal safety		<b>X</b>	Sophie does not carry personal belongings such as a mobile phone or iPod. She has been unable to identify how these belongings could put her at risk.



Wants to learn to travel independently	✓		Sophie has asked on several occasions when she will be starting her travel training
<b>Initial assessment</b>			
Met and discussed proposed training with individual		<b>N/A</b>	Sophie has not yet been referred for travel training.
Discussed proposed training with parents/carers		<b>N/A</b>	As above
Pre-requisite skills assessed	✓		This assessment is prior to Sophie commencing travel training. It will alert the TT as to the support Sophie will need.
<b>Initials of Trainer</b>			

Initial assessment completed .....**05/06/11**..... (Date)

Signed ..... (Trainer)

## Pre – Assessment Sept - Dec

**For students/trainees to access the Travel Training programme, it is essential that the Travel Training Coordinator have an understanding of each individual learner before the assessment period can begin, in order to assess the level of training and support required.**

Date received  
(For ITT staff)

What is the current level of the referred student/trainee's travel and road safety skills?

	YES	NO	UNKNOWN
<b>Can the learner</b>			
Has the learner had any previous level of travel training?	X		
Recognise the dangers of crossing the road?	X		
Use a pelican/pedestrian crossing?	X		
Cross streets safely, without using a recognised crossing?	X		
Learn to remember routes and directions?	X		
Travel on foot unescorted?		X	
Travel by public transport with support?	X		
Travel by public transport without support?		X	
Read a bus, tram number?	X		
<b>Is the learner able to:</b>	X		
Request help from an appropriate source?			
Maintain their own personal safety?	X		
Deal appropriately with strangers?		X	
<b>Does the learner:</b>		X	
Have any physical problems that may restrict their ability to			

Have any allergies or phobias?		X	
Have any behavioural problems that may restrict their ability to travel independently?		X	

Please use this space to elaborate on any answers, or to give any other information about the individual.

Sophie's parents have expressed concerns over Sophie's behaviour at home. They are concerned that she will behave inappropriately while using public transport.  
Behaviour is being monitored daily.

Sophie needs guidance on asking appropriate people for help:  
Bus Driver  
Shop keeper

Sophie now has a mobile phone.

## Pre – Assessment Jan - April

**For students/trainees to access the Travel Training programme, it is essential that the Travel Training Coordinator have an understanding of each individual learner before the assessment period can begin, in order to assess the level of training and support required.**

Date received  
(For ITT staff)

What is the current level of the referred student/trainee's travel and road safety skills?

	YES	NO	UNKNOWN
<b>Can the learner</b>			
Has the learner had any previous level of travel training?	X		
Recognise the dangers of crossing the road?	X		
Use a pelican/pedestrian crossing?	X		
Cross streets safely, without using a recognised crossing?	X		
Learn to remember routes and directions?	X		
Travel on foot unescorted?	X		
Travel by public transport with support?	X		
Travel by public transport without support?	X		
Read a bus, tram number?	X		
<b>Is the learner able to:</b>	X		
Request help from an appropriate source?			
Maintain their own personal safety?	X		
Deal appropriately with strangers?	X		

Does the learner: Have any physical problems that may restrict their ability to		X	
Have any allergies or phobias?		X	
Have any behavioural problems that may restrict their ability to travel independently?		X	

Please use this space to elaborate on any answers, or to give any other information about the individual.

Sophie has displayed positive behaviour throughout her training.

Sophie is aware of the dangers of talking to strangers and is able to identify safe people to ask for help if needed.

Sophie has made great progress on the Travel Training Programme. I feel that she is now ready to start doing part of the journey independently.

## Pre – Assessment May - July

**For students/trainees to access the Travel Training programme, it is essential that the Travel Training Coordinator have an understanding of each individual learner before the assessment period can begin, in order to assess the level of training and support required.**

Date received  
(For ITT staff)

What is the current level of the referred student/trainee's travel and road safety skills?

	YES	NO	UNKNOWN
<b>Can the learner</b>			
Has the learner had any previous level of travel training?		x	
Recognise the dangers of crossing the road?	x		
Use a pelican/pedestrian crossing?	x		
Cross streets safely, without using a recognised crossing?	x		
Learn to remember routes and directions?	x		
Travel on foot unescorted?		x	
Travel by public transport with support?	x		
Travel by public transport without support?		x	
Read a bus, tram number?	x		
<b>Is the learner able to:</b>			
Request help from an appropriate source?		x	
Maintain their own personal safety?		x	
Deal appropriately with strangers?		x	

Does the learner: Have any physical problems that may restrict their ability to		x	
Have any allergies or phobias?		x	
Have any behavioural problems that may restrict their ability to travel independently?		x	

Please use this space to elaborate on any answers, or to give any other information about the individual.

**This section has been completed prior to Sophie commencing the Travel Training Programme. Assessment started on 14/05/11. This initial assessment has been completed as part of Sophie's community based lesson.**

**Sophie will be referred to the TTC in the new academic year (2011-2012).**

**The identified areas will be undertaken by the TT during the programme.**

## Step-by-Step Travel Plan - **PROMPTS**

**NAME** Sophie

**DATE** Dec 2011

**Origin**

Carshalton College

**Destination**

Crystal Palace

Step	Activity
1.	Initial meeting, discuss prospective training programme with learner. Ask if they have a bus pass. Assess pre-requisite skills and set primary goals.
2.	Use information to make risk assessment of journey and match this to the individual.
3.	Arrange start day/time with learner and Travel Training Coordinator
4.	Assess learners ITT skills allowing them to make mistakes if it is safe for them to do so.
5.	Explain where to sit and why. On journey point out landmarks close to destination. Explain when and how to stop bus.
6.	Take photos of landmarks and bus/tram/train stops, for use with digital key ring
7.	Discuss with the learner about socially acceptable behaviour, personal safety issues and 'what if....?' procedures.
8.	Assess learners road safety skills
9.	Complete initial assessment and record sheets for road safety and bus training.
10.	On later journeys allow the learner to take the lead and shadow him/her. Use "Fade Out" technique and continually assess learning.
11.	When you feel the learner is to travel independently discuss with Travel Training Coordinator who will make the necessary arrangements



## Road Safety Programme

### 1. Uses footpath appropriately

Things to look for:

- Ⓢ Stays on footpath (doesn't jump off/on pavement)
- Ⓢ Walks in the middle of the path (not at edge of kerb)
- Ⓢ Avoids oncoming pedestrians
- Ⓢ Stops when pavement/path ends

X
X
X
X

Sophie has followed instructions in using a footpath safely. She is aware of not walking near the road and walks so she is facing oncoming traffic.

### 2. Understands dangers of moving vehicles Including cars, buses, lorries, vans, motorbikes and bicycles.

Has been able to verbally identify the dangers of moving traffic and why we need to find a safe place to cross

### 3. Identifies safest place to cross road

Including:

- Ⓢ Pelican crossing
- Ⓢ Zebra crossing
- Ⓢ Traffic island
- Ⓢ A place where you can see (and be seen) clearly in all directions
- Ⓢ Not close to parked cars.

X
X
X
X
X

Sophie was able to discuss all of the above and give reasons for using them

#### 4. Personal safety/security

- Ⓢ Copes in a crowd
- Ⓢ Understands need to be wary of strangers
- Ⓢ Knows own address/phone number
- Ⓢ Carries mobile
- Ⓢ Can use mobile
- Ⓢ Carries personal identification
- Ⓢ Can ask for help
- Ⓢ Knows who to ask for help
- Ⓢ Looks after own belongings i.e. ticket, money, phone
- Ⓢ Wears suitable clothing

X
X
X
X
X
X
X
X
X
X

Sophie has needed some support with her mobile phone. She was holding the button to long and turning it off.  
 I have worked with Sophie to help her use the phone correctly. She is now able to end a call without turning off the phone.  
 Teacher/LSW still monitoring phone before Sophie leaves college.

#### 5. Crosses quiet road safely (road without pelican x, zebra x, island)

- Ⓢ Chooses safe place to cross i.e. place where you can see (and be seen) clearly in all directions, not close to parked cars.
- Ⓢ Stops and waits at kerb
- Ⓢ Looks and listens for traffic
- Ⓢ Crosses when clear
- Ⓢ Walks straight across still looking and listening

X
X
X
X
X

There are several roads from the bus stop to Sophie's house. She has been able to demonstrate safe crossing practice at all times.

## 6. Can use pelican crossing safely

- Ⓢ Identifies – light assisted crossing
- Ⓢ Stops and waits at kerb
- Ⓢ Identifies red/green man
- Ⓢ Understands meaning of red/green man
- Ⓢ Presses button and waits
- Ⓢ Crosses only when green man shows
- Ⓢ Walks straight across, still looking and listening
- Ⓢ Understands what flashing green man means
  - i.e. if already started, keep walking; if not started, do not cross

X
X
X
X
X
X
X
X

Sophie was able to use the Pelican crossing without support

## 7. Can use zebra crossing safely

- Ⓢ Identifies crossing
- Ⓢ Stops and waits at kerb
- Ⓢ Looks and listens for traffic
- Ⓢ Crosses when traffic (both ways) has stopped
- Ⓢ Crosses when road is clear (both ways)
- Ⓢ Walks straight across, still looking and listening

X
X
X
X
X
X

Sophie was able to use a Zebra crossing without support

## 8. Can use traffic island safely

- Ⓢ Identifies traffic island
- Ⓢ Stops and waits at kerb
- Ⓢ Looks and listens for traffic
- Ⓢ Recognises when island is crowded and dangerous

X
X
X
X

- Ⓢ Crosses to island when no traffic, still looking and listening
- Ⓢ Stops on island
- Ⓢ Looks and listens for traffic
- Ⓢ Crosses when no traffic, still looking and listening

X
X
X
X

Sophie was able to use the traffic island without support

**9. Can identify subways and footbridges and uses them safely when appropriate.**

N/A

**10. Understands extra difficulties of crossing roads safely at night and in poor weather conditions**

- Ⓢ Understands it is more difficult for drivers to see them
- Ⓢ Chooses well lit crossing
- Ⓢ Understands dangers of vehicle lights approaching
- Ⓢ Understands not to cross if any vehicle lights approaching

X
X
X
X

Sophie has verbally explained the difficulties and dangers of crossing the roads at night.

As Sophie often finishes college at 5pm, we have discussed the need for her to wear brighter, reflective colours so she is more visible to drivers.

**11. Can use road without footpath safely (only if needed)**

- Ⓢ Walks on right hand side of the road facing oncoming traffic
- Ⓢ Walks close to the edge of the road
- Ⓢ If accompanied understands the need to walk in single file

X
X
X

Sophie has verbally explained how to safely use a road without a footpath.

## Notes

- i. Praise should always be given when the learner has completed a task satisfactorily.
- ii. The Trainer should always be in a position to stop the learner if necessary. This means always standing just behind learner, making sure learner is in between oncoming traffic and Trainer.
- iii. If something is done that is dangerous ensure the learner understands the severe consequences of their actions.
- iv. It is important to teach the learner to look all around for traffic, not left and right.
- v. Always ask the learner to show/lead you.
- vi. Remember to discuss the dangers of not looking and listening.
- vii. Ensure learner does not confuse the colours of traffic lights with pelican lights.
- viii. Remember the Trainer acts as the model so always set a good example.
- ix. The Trainer is the most competent person to make a judgement as to the necessary supervision required.
- x. Pedestrians can be seen more easily at night if they wear something reflective or bright.
- xi. Make learner aware of additional dangers that exist during adverse weather conditions i.e. driving rain, fog, snow, high winds and ice.
- xii. Further training should be undertaken if another route is used.

## Bus/tram Training Programme

### Step 1

The Trainer will initially identify the correct stop where the learner needs to wait for the bus/tram. The Trainer will sit with the learner on the bus/tram, pointing out landmarks. The Trainer will discuss personal safety, where to sit, socially acceptable behaviour and what to do in an emergency (what ifs .....). The Trainer will also point out a suitable landmark close to where they need to get off and discuss how (and when) to stop the bus/tram. On leaving the bus/tram the Trainer will walk alongside the learner to their destination, noting appropriate places to cross the road and discussing safety issues.

### Step 2

The Trainer will meet the learner and ask them to show them the way to the bus/tram stop, ensuring the learner leads. The Trainer will discuss using an Oyster card, Freedom pass, pre-paid ticket etc. The Trainer will observe the learner purchasing a ticket where necessary. The Trainer will sit close to, but not next to, the learner on the bus and allow the learner to decide when to get off (verbal reminder if necessary). On getting off the bus/tram the Trainer will ask the learner to lead them to their destination, walking close to the learner, but not necessarily alongside.

### Step 3

The Trainer will meet the learner at the bus/tram stop and give them money for their fare. They will get on the bus independently and the Trainer will sit away from the learner. The Trainer will allow the learner to decide when to get off (no verbal reminder and if necessary carry on beyond the stop and see how the learner copes). The Trainer will ask the learner to lead them to their destination, keeping a reasonable distance so that the learner can make their own decisions.

### Step 4

The Trainer will travel ahead of the learner and meet up at a pre-arranged destination. This will continue every day for a week.

On successful completion a discussion will take place between the Trainer, coordinator and the Tutor. The Coordinator will then communicate with Parents/carers to ensure they are satisfied that the learner can now travel independently.

### Conclusion

Learner assessed as being able to travel this particular route independently.

*\* It is suggested that if a new route is proposed the learner undertakes a refresher programme.*

*\*\* Please note that each 'Step' could take a number of journeys.*

## Risk Assessments - **PROMPTS**

**Route**

Carshalton College to Crystal Palace

**Learner**

Sophie

**Date**

19/10/11

Use the prompts listed below to help assess any risks associated with this particular journey (Environment). Then identify risk areas associated with the individual who is making the journey: their skills, limitations, attitude, support etc. (Personal). On the next page reference external factors to personal factors (e.g. bus diversion) and outline the actions taken to minimise risks.

	External	Example comments
<b>A</b>	<b>Time of day</b>	<i>Travelling in the dark or rush hour</i>
<b>B</b>	<b>Type of weather</b>	<i>Snow, Ice, low sun gives poor visibility</i>
<b>C</b>	<b>Complexity of route</b>	<i>Number of changes, variety of buses at stop</i>
<b>D</b>	<b>Amount of walking</b>	<i>Length of foot journey, uphill</i>
<b>E</b>	<b>Bus passes</b>	<i>Issues with cost of peak time travel</i>
<b>F</b>	<b>Contact with people</b>	<i>Bus station is busy, people getting of trains</i>

	Personal	Example comments
<b>1</b>	<b>Family support</b>	<i>Out at work, opposed to indep. travel, apathetic</i>
<b>2</b>	<b>Ability to remember things</b>	<i>Will forget routine, help with money and pass</i>
<b>3</b>	<b>Attitude and motivation</b>	<i>Not interested</i>
<b>4</b>	<b>Correct clothing</b>	<i>Wears T shirt in winter, attracts attention</i>
<b>5</b>	<b>Looking after personal property</b>	<i>Constantly loses things (bag, bus pass)</i>
<b>6</b>	<b>Working things out</b>	<i>Inability to intellectualise, solve problems</i>

<b>G</b>	<b>Threats to personal safety</b>	<i>Schoolchildren (intimidation), fear of subways</i>
<b>H</b>	<b>Amount of traffic</b>	<i>Travelling at peak times</i>
<b>J</b>	<b>Road crossings</b>	<i>No pelicans or other safe crossing points</i>
<b>K</b>	<b>Obstructions and surfaces</b>	<i>Road works, repairs to pavements</i>
<b>L</b>	<b>Landmarks/ Landscape</b>	<i>Lack of visual prompts for when to get off the bus</i>
<b>M</b>	<b>Length/type of journey</b>	<i>Falling asleep, variety of buses at same stop</i>
<b>N</b>	<b>Frequency/ Nature of transport</b>	<i>Hourly, unreliable, often cancelled</i>

<b>7</b>	<b>Knowledge of emergency procedures</b>	<i>Needs help with lack of social experience</i>
<b>8</b>	<b>Dealing with money and fares</b>	<i>Poor coin recognition</i>
<b>9</b>	<b>Timekeeping skills</b>	<i>Never ready on time, always misses bus</i>
<b>10</b>	<b>Prone to distractions</b>	<i>Easy distracted, shops, traffic, schoolchildren</i>
<b>11</b>	<b>Vulnerability</b>	<i>Unaware of social dangers, will not ask for help</i>
<b>12</b>	<b>Medical, physical and/or sensory limitations</b>	<i>Lack of breath, eyesight, hearing, needs medication</i>
<b>13</b>	<b>Speech and Communication</b>	<i>No English, unclear, will not ask for help</i>



## Risk Assessment – action to control

**Learner** Sophie

**Date** 19/10/11

Starting point:  
Carshalton College/Crystal Palace

Destination:  
Crystal Palace/Carshalton College

### 'Specific Risks' associated with making this journey

Ref	Risk
<b>D</b>	<b>10 MINUTE WALK FROM BUS STOP TO HOME</b>
<b>J</b>	<b>3 SIDE ROADS TO CROSS ON THE WALK WITH NO CROSSING POINTS</b>
<b>L</b>	<b>NO VISUAL PROMPTS THAT HER BUS STOP IS APPROACHING</b>

### Action taken to control 'Specific Risks'

Sophie knows the area near her home and knows when her bus is approaching.  
Sophie is very safe crossing the roads but will continue to reinforce the need to cross in safe places and to keep looking and listening.

Sophie now has a mobile phone but needs to practice with the phone as she turns it off by mistake. Teacher/LSW to check that the phone is turned on before she leaves college.

## Evidence of Learning Statement

Name of Learner

Sophie

Date travel training started

08 Dec 2011

Date travel training completed

22 Feb 2012

Details of route learnt.

157 bus from outside the college. Continues until termination point

Signed/  
Date

Learner – *"I confirm that I have completed my travel training programme to my satisfaction."*

ITT Staff – *"I confirm that the above person has completed the specified route to the Unit's satisfaction."*

Parent/Carer:

"I confirm that the above individual has completed his/her travel training programme and I agree to them travelling independently to and from college."

Signed  
Name

Date

Other comments

## How to complete the Final Report

- 1 State the full name of the trainee
- 2 State the date the report is compiled
- 3 State when the training began
- 4 State when the training ended
- 5 State numbers of trips undertaken
- 6 **Method of Travel** - Say briefly how the student got from the ORIGIN to the DESTINATION. This would usually be a combination of foot journeys and public transport. Do not make any comment about how the student performed – just what they did.
- 7 **Overview of Training** - Give a brief objective account of what happened from the initial meeting through to the final training session and signing off. Include things such as: how was the journey planned, how did the student pay for their travel, did they have a pass, what route did they walk, where did they catch their bus/tram and what number was it, where were they going and what time should they be there? Also include any cancellations, changes to routines and details of the monitoring process. Do not use this section to make any comment on how the student performed or to give any other kind of assessment.
- 8 State who completed the report
- 9 Sign the report

Travel Training Coordinator  
Carshalton College  
Nightingale Road  
Carshalton  
Surrey  
SM5 2EJ

Tel: 020 8544 4436  
020 8544 4523

Email: [bonnie.chandler@carshalton.ac.uk](mailto:bonnie.chandler@carshalton.ac.uk)  
[jean.simpson@carshalton.ac.uk](mailto:jean.simpson@carshalton.ac.uk)

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## ITT Final Report

Student  
Name

Sophie

Date

Feb 2012

Start Date  
trips

Dec 2011

Finish Date

Feb 2012

No. of

Journey:

From

Crystal Palace

To

Carshalton College

Method of Travel

157 bus

### Overview of Training

Take the 157 bus from outside of college to Anerley Hill. Then it is a 10 minute walk to Sophie's house. There is 1 main road to cross and several side roads.

## Evaluation

Sophie's journey into college is a very direct route. Although it does involve several road crossings near Sophie home. Sophie is familiar with the area where she lives and has demonstrated the ability to cross all roads safely and independently.

Sophie has grown in confidence during her travel training and has made excellent progress.

Sophie has been given her personalised help card, emergency card and digital key ring.

Parents have signed the travel training book to say they are happy for Sophie to travel to and from college independently.

Completed by -----

Signed-----

Date 22 Feb 2012

## Emergency Procedures

Ideas for discussion with student/trainee when travel training.

### What to do if: -

1. You have an accident
2. You feel unwell
3. You lose something
4. You forget something
5. You don't have enough money
6. You have something stolen

### Some suggestions

Can you cope on your own? If not, ask for help, use your phone, show your card.

How badly? Return home, make sure you tell someone.

How important is it? If it is important report it immediately to .....

How important is it? Does it stop you going to work/college? If yes, should you return home for it?

Do you have enough for a single fare? Could you borrow some? If not might you have to return home?

Report it immediately, either to bus driver, Trainer, police officer or at work/college.

- |                                     |  |
|-------------------------------------|--|
| 7. The bus is late                  | This is <u>not your fault</u> , wait, and explain when you get to your destination.  |
| 8. You miss your stop               | Stay on bus until next stop, then either walk back, or cross over road and get bus back to correct stop, or remain on bus.         |
| 9. You get on the wrong bus         | If confident, get off bus, cross over road and return to original bus stop. If not, ask bus driver for help. Show your card.       |
| 10. A road is too busy to cross     | Ask for help, or walk to pelican/zebra crossing, traffic island.   |
| 11. You lose your way               | Ask for help from bus driver, person in shop, police officer, traffic warden, street warden. Use your phone. Use your card.        |
| 12. You cannot find anyone to ask   | Use your phone, keep walking towards busy, well lit area until you find someone you can ask.                                       |
| 13. People cannot understand you    | Show them your card. Try not to get cross.   |
| 14. You are frightened by something | Can you cope on your own? If not, ask for help from bus driver, person in shop, police officer, traffic warden, street warden. Use |

your phone. Use your card, talk about it.

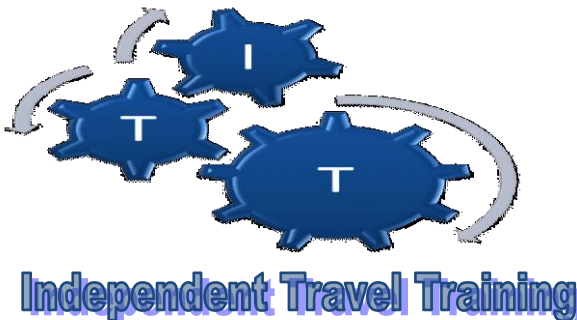
15. You are approached by a stranger

If they ask you something, try to answer and then walk away. Never go off with someone you don't know.

**\* Don't ask all these questions at once, you'll terrify the learner!!**



## Emergency ID Card


 <p><b>This person is on a travel-training programme run by</b> Carshalton College. Skills for Work and Life Department</p> <p><b>If asked, please can you give assistance?</b></p>	<p>Name:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I am travelling between ..... and ..... using the ..... I use my pass and pay ..... in the morning and ..... in the afternoon</p> </div> <p>Telephone Numbers</p> <table> <tr> <td>Home</td> <td>(020) 8</td> </tr> <tr> <td>Travel Training Unit</td> <td>(020) 8544 4444</td> </tr> <tr> <td>College/Training Contact</td> <td>(020) 8544 4436</td> </tr> <tr> <td>Emergency Contact (Parent/carer number)</td> <td>(020) 8544 4523</td> </tr> </table>	Home	(020) 8	Travel Training Unit	(020) 8544 4444	College/Training Contact	(020) 8544 4436	Emergency Contact (Parent/carer number)	(020) 8544 4523
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## Top Tips for Trainers

1. **Contact Numbers and ID** – carrying your own fully working mobile is a must - have all relevant numbers to hand e.g. College contact. Carrying personal ID (ITT staff card) – this is essential for gaining entry to homes or showing to police and security if challenged.
2. **Contacting Parents/Carers** – if a learner is missing or not at rendezvous, only contact family as a last resort – it can cause concern - use other procedures first. If someone goes missing – check the place where they should be going – more than likely they will have made their own way there.
3. **Recognising buses** – note the number plate, driver details, bus displays etc. at origin so you can check if it's the same bus at the destination or en route. Buses often overtake each other and you need to be absolutely sure you know which bus your learner is on.
4. **Communication** – Try to create a good relationship with families and carers always do what you say you are going to do, it creates a good impression and gains the trust of people (eg. send letters + agreement forms, travel plans etc.)
5. **Following a bus** – be creative during latter stages of ITT – e.g. leave your car at a place en route so you can get off and follow for last part of journey. This often gives the learner extra confidence and a belief they can actually do something on their own.
6. **Crossing roads** – always stand well back of kerb, not at front – A crowd may surge if they think they can easily cross while it is still red. When teaching traffic awareness use

exaggerated movements to demonstrate “looking all around and behind” – learners are more likely to notice what you are doing and may try and copy your actions.

7. **Teamwork** – *if in doubt always ask a colleague for ideas or for confirmation that what you are doing is OK. Also working in pairs at the end of a programme can often hasten its completion.*
8. **Choosing a route** – *what might seem easiest for us will not necessarily be the best for the learner – consider safety, simplicity and long term use. If queues are long or if the bus is regularly full, use an earlier bus stop – e.g. consider using a central bus station.*
9. **Disputes and ASB** – *don’t get involved in wrangles or confrontations with bus drivers, other passengers or members of the general public. Remember who you are there for and hold back – it is not your role to put people straight. Take notes if you have to and report any significant issues at a later time. Carry your Travel Trainer card with you at all times.*

	 <p>I am employed by Carshalton College as a travel trainer.</p> <p>I work with young adults with learning difficulties. Teaching them to travel independently</p> <p>If you would like to check with the College you can ring our safeguarding officer Janet Sherbourne on 0208 544 4444 ext 4425</p> <p>Signature:</p>
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## Notes

