

Travel training

Good-practice guidance

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- staff and trainees at Aberdeenshire Independent Travel Project;
- staff and trainees at Elizabeth FitzRoy Support, Sale;
- staff and trainees at Metro, West Yorkshire; and
- staff and students at the Derby Independent Travel scheme.

Foreword

We at GMPTE (Greater Manchester Passenger Transport Executive) are committed to making transport as widely available and as accessible as possible throughout Greater Manchester. Our aim, by working with others and within the resources available, is:

‘to provide the people of Greater Manchester with the best possible public transport network: integrated, accessible and safe, high quality and which provides an attractive alternative to the private car.’

Travel training is a major part of making public transport, and independent travel, available to more people. It is a ‘win-win’ initiative, benefiting many different organisations and individuals. It will benefit:

- the companies who provide public transport, as more people are able to use public transport;
- parents and carers, who no longer have to go on all journeys with those they provide care for, and so gain greater freedom for themselves;
- colleges and schools because, by giving students greater transport flexibility, they may be able to timetable sessions after school knowing students can use public transport to travel home safely;
- local-authority education and social services departments, because of the reduced need for, and cost of, door-to-door transport to and from schools or social services premises;
- health authorities and primary care trusts, as travel training reduces the need for home visits by doctors or other staff, and improves quality of life because it allows people to get out and about more; and most importantly
- individuals because they gain the confidence that comes with mastering important new skills, they become more independent and have better access to education, jobs, social and health services and, as is shown in this document, they benefit in so many other ways.

In 2004 we paid consultants Halcrow to review the travel training that is being carried out throughout this country and overseas, to identify best practice and develop practical guidance that could benefit existing and potential travel training schemes in Greater Manchester and elsewhere.

The review looked at travel training schemes and programmes provided by schools, colleges, voluntary organisations, local authorities and passenger transport executives across the UK. Some schemes were in their early stages, others had been going for several years. From each scheme, Halcrow identified the main factors for success and the lessons learned.

This guidance is aimed at everyone who is interested in travel training, whether:

- setting up a scheme from scratch;
- wanting to develop and improve an existing scheme; or
- wanting to find out about other schemes currently available.

It provides 'step by step' guidance to what a travel training programme should include, and provides examples of what has been carried out successfully elsewhere.

As every travel training programme differs according to the needs of its clients, we have designed this guidance to provide advice that a variety of schemes with different client types can draw on. We also provide suggestions on where to go for extra help or advice. Different agencies are starting up travel training schemes in many areas, often from scratch. Rather than 'reinventing the wheel', this guide provides an opportunity to learn from what has worked well elsewhere in the UK, and overseas.

We hope you will find this guidance useful. We would very much appreciate feedback. Please tell us what you found most useful, what worked for you, and any other issues you would have liked this guidance to cover. We plan to update this guidance and we will use your comments to improve the next version of this guidance.

If you have any questions or comments about this guide, please contact Marcia Bromley in GMPTE's Community Resources Department on 0161 242 6246 or e-mail marcia.bromley@gmpte.gov.uk, or Donna Cooper in GMPTE's Planning Research Department on 0161 242 6298 or e-mail donna.cooper@gmpte.gov.uk.

You can download this guidance from our website at www.gmpte.com.

The research

Halcrow carried out a national review of travel training in the UK and overseas for us during 2004 to identify good practice. The work included:

- a review of travel training schemes and related research;
- identifying schemes throughout the UK by using the review of schemes and by contacting local authorities, relevant voluntary organisations and other agencies;
- an e-mail survey of the schemes identified throughout the UK and overseas;
- 40 detailed phone interviews with schemes that represented the full range, including those for children, young people and adults, and from areas throughout the UK from London to Aberdeen (the interviews explored the reasons the schemes were set up and their aims, their funding sources, the training they provided, the problems they had faced, and the successes they had achieved); and
- six in-depth case studies exploring, in detail, the travel training carried out by each of the schemes.

Halcrow have also drawn experience from other schemes they were aware of.

Case studies

Elizabeth FitzRoy Support

Elizabeth FitzRoy Support is a national charity that offers residential and day-service support for adults with learning disabilities. Elizabeth FitzRoy in Sale, an urban area of Greater Manchester, have a contract with Trafford MBC Social Services to provide travel training as part of day-service support.

Marland Fold School, Oldham

Marland Fold is a secondary school in Oldham, Greater Manchester, with about 125 pupils with learning disabilities and emotional or behavioural difficulties. The school has a travel trainer on secondment from a support role in another school. The school will move in 2005 and the travel training scheme is planning on training students to cope with new journeys.

Aberdeenshire Independent Travel Project

The project is based about 20 miles west of Aberdeen city. This long-standing scheme provides travel training for adults with learning disabilities and covers a largely rural area. The scheme is funded by the Community Fund.

Metro Buddying scheme

Metro's Buddying scheme uses trained 'buddies' and is available to anyone over the age of 18, but is focused on elderly people, disabled people and people with long-term illnesses. The scheme was set up in 2002 following a successful bid to the Department for Transport's Urban Bus Challenge, and covers Leeds.

Ravenscliffe High School

Ravenscliffe is a secondary special school in Halifax. It is Calderdale's only secondary special school and draws pupils from both rural and urban areas. There are about 120 pupils at the school, aged 11 to 19, with a range of learning and physical disabilities. Their travel training scheme has been running for several years, and trainers are school staff. It has been funded from a combination of sources.

Derby Independent Travel Scheme

This scheme was set up in January 2003 in response to the Department for Education and Skills Pathfinder partnership funding initiative, and provides one-to-one training for students age 16 and over in schools throughout Derby with a range of needs.

Section 1

Introduction

1a What is travel training?

'Until I travelled with a buddy, I hadn't been into the town centre for three years!'

A trainee in Leeds

Travel training helps those who need extra help or support to make journeys safely on their own using public transport. The term 'travel training' can include a very wide range of support and help by:

- providing short-term help to familiarise people with how public transport works in their area and giving them the confidence to use it; or
- providing longer term, regular, intensive one-to-one training to learn the most important skills.

Many of us take for granted access to transport and the ability to travel. However, access to transport and the ability to use it safely and independently involves for many people some kind of support. Travel training can provide this support and can help people to take part fully in all that society has to offer, to make journeys so they can use services and join in activities that would otherwise not be available.

1b Who is travel training for?

Travel training is for people of all ages who need extra help to learn to use public transport.

In the UK, most travel training schemes are currently focused on people with learning disabilities including children, young people and adults. However, travel training can benefit people with a range of needs and abilities.

Travel training may be useful for:

- those who are not familiar with using public transport;
- those having to make new journeys; and
- people who have difficulties getting around due to a recent disability or illness.

It may also be useful to those for whom English is not a first language and who need help in understanding transport systems and information.

Travel training may benefit children who have never travelled alone on public transport. Indeed there will be children who need to travel on public transport when they start secondary school who have no experience at all of using it because they have always travelled in the family car previously.

You can use or adapt the principles of travel training given in this guide to suit people with a wide range of abilities. However, blind or partially sighted people need other skills in navigation and orientation which we do not cover in this guide. These skills are provided by specialists.

1c The need for travel training

The Organisation for Economic Co-operation and Development estimate that, in this country, more than 10% of the population has a problem getting around because of a disability. According to the Warnoch Report, 20% of children have special needs at some time during their school careers and all of us may need help or support in making journeys at some time in our lives.

The Spring 2004 Labour Force survey showed that a fifth of the total population of working age are disabled. Disability rates increase with age – 10% of adults aged 16 to 24 are disabled while over 33% of people from aged 50 to retirement age are disabled. Only 50% of disabled people are in work compared with 80% of people without disabilities. Employment rates vary greatly according to the type of disability a person has. People with mental-health problems have the lowest employment rates of all people with disabilities.

Lack of transport is often a major factor contributing to relatively high unemployment rates among disabled people. If people cannot use public transport or are not aware about what public transport is available, they are often unable to get to work or consider job opportunities.

According to the 2001 Census, almost half of households in Greater Manchester do not have a car, and even if there is a household car, this will often not be available to everyone during the day. For people who do not have access to a car, being able to use public transport is vital.

On the positive side, public transport in the UK is becoming increasingly accessible. Buses, trains, trams and taxis with easier access, including access for wheelchair users, are becoming a more common sight in our towns and cities. This brings travel opportunities to people for whom public transport has not been a practical option. The accessibility of stations, stops and public transport information is also improving. In the next 10 years, as the Disability Discrimination Act begins to take full effect, public transport will become increasingly easy to use.

However, years of inaccessible transport has left us with a problem. Many people do not have the knowledge they need to plan their journeys. They may be unfamiliar with how to find the information they need, or not know how to buy tickets, pay fares or use passes and permits. And there are practicalities to consider, such as where to sit for safety or what other arrangements they can use if things go wrong.

Society in general is becoming more open, and attitudes and expectations are gradually changing. Levels of mobility for most people are rising, and people's expectations are higher in terms of how accessible services are. For example, the Special Educational Needs and Disability Act 2001 now presumes that a child with special needs will be educated alongside children without those needs and the Special Educational Needs and Disability Tribunal is enforcing this legislation. Similarly, the Disability Rights Commission is actively making sure that the Disability Discrimination Act 1995 is enforced and that employers and service providers do not discriminate against disabled people.

Everyone should be able to take part fully in all that society has to offer and to access:

- health care (GPs, outpatient clinics, hospitals and so on);
- education (schools, colleges and evening courses);
- leisure opportunities (swimming baths, parks and cinemas);
- food shopping; and
- being able to visit friends and relatives.

Access to employment and further-education courses can mean access to better job opportunities. Access to health and social facilities reduces the need for home visits and improves the quality of life. An accessible public-transport system gives people a way to access these services and facilities.

However, having accessible buses, trams, trains and taxis is not enough. To make journeys, people also need to know what transport is available, and how to plan journeys, and have the skills to travel safely and with confidence, including being able to respond to and cope with unexpected circumstances. Travel training can help with all this, providing the 'missing link' between wanting to make a journey and the transport being available.

Why travel training?

- We need to – there is a clear need for travel training, in all age groups and areas.
- We are able to – increasingly, public transport and buildings and services are becoming more accessible.
- We should be – as increasingly the law says that there must be equal access.
- We can't afford not to!

1d Travel plans and travel training

More and more people are recognising the role that travel training can play. Many organisations are now interested in learning more about travel training and are considering how they can develop programmes to suit their clients.

Any organisation involved in developing a travel plan, whether for a school, hospital or other site, should start to consider the part that travel training can play in encouraging or helping more people to travel by public transport.

Schools and colleges, along with local authorities, need to develop travel plans to encourage environmentally friendly travel to and from school. Travel training should be an important part of a travel plan, supporting independent travel whether walking or using public transport. You can find more information about school travel plans and workplace travel plans on the Department for Transport's website at www.dft.gov.uk.

Section 2

Getting started

2a Why is the scheme needed?

Setting up a travel training scheme is not difficult but it does need some planning, preparation and thought.

Before setting up a travel training scheme, you must be clear as to why the scheme is needed, who it's for, and what is its purpose. For example, will the training focus on specific journeys or promote general travel, and will it be open to particular groups or available to everyone at an organisation? You must agree the aims of the scheme if you are to identify potential sources of funding and suitable trainers. Be clear on what the scheme is trying to achieve and why it is needed.

Consultation with local organisations and residents or with your clients may show you the need for a scheme and what kind of training and support would be of greatest help. For example, consulting local disabled people in Leeds who were part of a Transport Access Group identified that they couldn't achieve their potential because of transport issues, some of which could be overcome by travel training.

2b Who will benefit from the scheme?

When setting up a travel training scheme, be clear about who the scheme will be available to and what the aims of the training are. For example, is the emphasis to be on helping people travel independently to and from a regular place such as a day centre or a school along one specific route, or to encourage general travel? Should training be focused on those thought to be most able to successfully complete a travel training course, or those on particular routes?

The availability of trainers, willingness of carers and parents and co-operation of the transport companies is likely to influence the scale of the scheme at first.

Many of the current travel training schemes have been set up as a result of eligibility conditions set by their funders. Many schemes in England have been funded in the short term from the Department for Education and Skills' Post 16 transport partnership scheme. This targeted those aged 16 to 19 years, although in some cases it was widened to 14 to 19 years. However, there are some schemes that have been 'needs-led', such as at Ravenscliffe High School, where pupils were identified as likely to benefit from travel training, and the scheme was developed to meet these needs.

If your potential funder limits who can take part in the scheme, explore whether you can make adaptations to better meet your needs. For example, in the post-16 partnership areas many schemes worked with Department for Education and Skills and their local education authorities so they could extend training to pupils in years 10 and 11, allowing them to continue training into sixth-form college.

Overall, our review showed that there is a wide range of travel training schemes around the country – illustrating the scale of what is provided.

Summary of travel training schemes surveyed

Getting There Hull

This scheme has been set up for 2 years and operates in urban and rural areas

Target groups: Children and young people with SEN 14 to 16 and 16 to 19

Aims: Reduce costs

Delivered by: Local Authority

Referrals: Self and school or college

Approach (One-to-one, Group or Buddying): Group

Number of Trainers: Teachers

Training: Money skills, stranger danger, personal safety, other

Funding: Pathfinder

Costs: Bus passes

Leeds Buddying Scheme

This scheme has been set up for 2 years and operates in urban areas.

Target groups: Young people, disabled adults, elderly and ethnic minorities.

Aims: To increase full potential

Delivered by: Local Authority

Referrals: Self, social services, GPs and Primary Care Trusts

Approach (One-to-one, Group or Buddying): One-to-one and buddying

Number of Trainers: 5

Training: Road safety, appropriate behaviour, other

Funding: Department of Transport

Costs: Users contribute.

Somerset Bus Buddy

This scheme has been set up for 1 year and operates in urban and rural areas.

Target groups: Children and young people with SEN 14 to 16 and 16 to 19, young people, Disabled Adults and Elderly

Aims: Reduce costs and prepare for life

Delivered by: Local Authority and colleges

Referrals: Local Authority and social services

Approach (One-to-one, Group or Buddying): One-to-one, group and buddying

Number of Trainers: 3

Training: Money skills, appropriate behaviour, other

Funding: Pathfinder and Department of Transport

Costs: Users contribute.

Elizabeth FitzRoy Support

This scheme has been set up for 8 years and operates in urban areas.

Target groups: Disabled Adults

Aims: Increase independence

Delivered by: Voluntary Sector

Referrals: Social Services

Approach (One-to-one, Group or Buddying): One-to-one

Number of Trainers: 10

Training: N/A

Funding: Social Services

Costs: Bus passes.

Derby City Council

This scheme has been set up for 1 year and operates in urban areas.

Target groups: Young People

Aims: Encourage education after 16

Delivered by: Local Authority

Referrals: School or college

Approach (One-to-one, Group or Buddying): One-to-one and Group

Number of Trainers: 1

Training: Money skills, personal safety and road safety

Funding: Pathfinder

Costs: Bus passes.

Bradford College

This scheme has been set up for 2 years and operates in urban areas.

Target groups: Young People

Aims: Increase independence and to increase full potential

Delivered by: Local Authority

Referrals: Self, social services and school or college

Approach (One-to-one, Group or Buddying): One-to-one and Group

Number of Trainers: 2.5

Training: N/A

Funding: European Social Fund

Costs: N/A.

Kerbcraft

Target groups: N/A

Aims: N/A

Delivered by: N/A

Referrals: N/A

Approach (One-to-one, Group or Buddying): N/A

Number of Trainers: N/A

Training: N/A

Funding: N/A

Costs: N/A

Salford Social Services

This scheme has been set up for 2 years and operates in urban areas.

Target groups: Young People and disabled adults

Aims: Increase independence

Delivered by: Local Authority

Referrals: Self, social services and voluntary groups

Approach (One-to-one, Group or Buddying): One-to-one

Number of Trainers: 2

Training: Other

Funding: Social services

Costs: N/A.

Loreto College

This scheme has been set up for 2 years and operates in urban areas.

Target groups: Young people with SEN 16 to 19 and young People

Aims: Increase independence

Delivered by: Colleges

Referrals: Compulsory

Approach (One-to-one, Group or Buddying): One-to-one and group

Number of Trainers: 5

Training: N/A

Funding: Dept for Education and Skills

Costs: Bus passes

Herefordshire Independent Travel Training

This scheme has been set up for 1 year and operates in rural areas.

Target groups: Children and young people with SEN 14 to 16 and 16 to 19

Aims: Increase independence and reduce costs

Delivered by: Local Authority, voluntary sector and schools

Referrals: School or college

Approach (One-to-one, Group or Buddying): One-to-one and group

Number of Trainers: 1

Training: Money Skills, other

Funding: Pathfinder

Costs: N/A

Ravenscliffe School

This scheme has been set up for 4 years and operates in urban and rural areas.

Target groups: Young people with SEN 16 to 19 and young people

Aims: Increase independence, to increase potential and prepare for life

Delivered by: Schools

Referrals: School or college

Approach (One-to-one, Group or Buddying): One-to-one and group

Number of Trainers: 4

Training: Money skills, stranger danger, personal safety, road safety, appropriate behaviour, other

Funding: Dept for Education and Skills, Department for Transport, school's own funds

Costs: N/A

Hartlepool

This scheme has been set up for 1 year and operates in urban areas.

Target groups: Young people with SEN 16 to 19

Aims: Increase independence, to increase full potential and prepare for life

Delivered by: Local Authority

Referrals: School or college

Approach (One-to-one, Group or Buddying): Group

Number of Trainers: 1

Training: Money skills, stranger danger, personal safety, road safety, appropriate behaviour, other

Funding: Pathfinder

Costs: N/A

Tresham Institute

This scheme has been set up for 10 years and operates in rural areas.

Target groups: Young people with SEN 16 to 19

Aims: Increase independence, to increase full potential and prepare for life

Delivered by: Colleges

Referrals: School or college

Approach (One-to-one, Group or Buddying): Buddying

Number of Trainers: 6

Training: Money skills, stranger danger, personal safety, road safety, appropriate behaviour, other

Funding: Pathfinder

Costs: N/A

Aberdeenshire Independent Travel Project

This scheme has been set up for 3 years and operates in rural areas.

Target groups: Young people and disabled adults

Aims: Increase independence and to increase potential.

Delivered by: Local Authority

Referrals: Self, Local Authority, social services and GPs.

Approach (One-to-one, Group or Buddying): One-to-one

Number of Trainers: 5

Training: Money skills, stranger danger, personal safety, road safety, appropriate behaviour, other

Funding: Community fund

Costs: Bus passes

Royal Edinburgh Blind School

This scheme has been set up for 18 years and operates in urban areas.

Target groups: Blind students

Aims: Increase independence and prepare for life

Delivered by: Schools

Referrals: Compulsory

Approach (One-to-one, Group or Buddying): One-to-one

Number of Trainers: 3

Training: Money skills, stranger danger, personal safety, road safety, appropriate behaviour, other

Funding: School's own funds

Costs: Bus passes

Marshfields School

This scheme has been set up for 12 years and operates in urban and rural areas.

Target groups: Children and young people with SEN 14 to 16 and 16 to 19

Aims: Increase independence and prepare for life

Delivered by: Schools

Referrals: Compulsory

Approach (One-to-one, Group or Buddying): Group

Number of Trainers:

Training: Stranger danger, personal safety, road safety

Funding: School's own funds

Costs: Bus passes

Autistic Society for Greater Manchester Area ASGMA

This scheme has been set up for 2 years and operates in urban areas.

Target groups: Young people

Aims: Increase independence and to increase full potential

Delivered by: Voluntary sector

Referrals: Voluntary groups

Approach (One-to-one, Group or Buddying): One-to-one

Number of Trainers: 2

Training: Money skills, other

Funding: Local Authority or PTE, Trust

Costs: Bus passes

SCORE - Herefordshire

This scheme has been set up for 3 years and operates in rural areas.

Target groups: Disabled adults

Aims: Increase independence and to increase full potential

Delivered by: Voluntary sector

Referrals: Voluntary groups

Approach (One-to-one, Group or Buddying): One-to-one

Number of Trainers: 4

Training: Money skills, other

Funding: Trust and social services

Costs: Users contribute and bus passes

Clarendon School, Hampton

This scheme has been set up for 1 year and operates in urban and rural areas.

Target groups: Children and young people with SEN 14 to 16 and 16 to 19

Aims: Increase independence and encourage education after 16

Delivered by: Schools

Referrals: Compulsory

Approach (One-to-one, Group or Buddying): One-to-one

Number of Trainers: 2

Training: Money skills, stranger danger, personal safety, road safety

Funding: N/A

Costs: N/A

Hope School, Wigan

This scheme has been set up for 1 year and operates in urban areas.

Target groups: Young people with SEN 16 to 19

Aims: Increase independence, and prepare for life

Delivered by: Local Authority and schools

Referrals: School or college

Approach (One-to-one, Group or Buddying): One-to-one and group

Number of Trainers: 1

Training: Money skills, stranger danger, personal safety, road safety, appropriate behaviour,

Funding: Post-16 fund

Costs: N/A

Haringey Council

Target groups: N/A

Aims: N/A

Delivered by: N/A

Referrals: N/A

Approach (One-to-one, Group or Buddying): N/A

Number of Trainers: N/A

Training: N/A

Funding: N/A

Costs: N/A

Oldham – Marland Fold School

This scheme has been set up for 1 year and operates in urban areas.

Target groups: Children and young people with SEN 14 to 16 and 16 to 19

Aims: Increase independence and reduce costs

Delivered by: Local Authority and schools

Referrals: School or college

Approach (One-to-one, Group or Buddying): One-to-one

Number of Trainers: 1

Training: Money skills, stranger danger, appropriate behaviour, other

Funding: Dept for Education and Skills

Costs: Bus passes

2c Involving others

Getting parents and carers involved from the start is essential to developing a successful travel training scheme. Many of the travel training schemes have found that parents or guardians are at first reluctant to allow their young children or teenagers to take part, as are parents or carers of older disabled people.

You should include parents, guardians and carers in discussions about the scheme at an early stage so they can discuss areas of concern.

You can also overcome reluctance by getting people actively involved in the scheme. Being part of the risk-assessment process and making sure information is passed on about the trainees' progress and what will happen as they move from stage to stage will help to increase the confidence of parents, guardians and carers.

As well as involving parents, guardians and carers, there are many organisations that it will be useful to involve when setting up a travel training scheme.

- Social workers, key workers and other family members will be able to provide support and information. There is likely to be concern over the possible loss of benefits (for example, Disability Living Allowance or free or subsidised transport), but working with relevant agencies and the family can overcome these fears.
- Travel plan co-ordinators at local authorities have been appointed to promote environmentally friendly travel, and to encourage walking and cycling. They will be able to help a school or other organisation develop a travel plan, identify possible sources of funding and provide a wide range of advice.

At Elizabeth FitzRoy Support they keep in contact with trainees' families at all stages of the training. They feel this is crucial in gaining the trust and confidence of the families involved. It also reassures the trainees that they will not suddenly be travelling on their own, without the knowledge of the parent or carer.

- Local-authority transport staff should be involved. If an individual qualifies for free transport provided or arranged by the local education authority or social services, parents or carers may be reluctant to allow their children to have travel training for fear that services will be withdrawn, but this needn't be the case. The travel training scheme needs to work with the local authority to make sure that transport arrangements work alongside the travel training scheme and vice versa. If a child has transport shown in their statement of special educational needs, this must continue to be provided.
- Local-authority highways departments and road-safety departments are responsible for reducing casualties, and many are actively involved in promoting safer routes to school to improve pedestrian and cycle safety. If risk assessments highlight possible problems, such as the need for dropped kerbs or changes to the roads themselves or lighting, it would be worthwhile contacting your local highways officer. Road-safety officers will be able to provide information on pedestrian training skills, as well as help on assessing the risk for each route.
- Public transport officers at the local authority, or passenger transport executive in metropolitan city areas, can provide timetable and other information on local transport services in your area. In Greater Manchester, we at GMPTE provide information on public transport.
- Police community safety officers can provide advice on:
 - personal safety and security;
 - using public transport safely; and
 - walking and cycling in safety.

You should also let them know about your travel training scheme so that they know your staff will be following children – in case they get reported!

Oldham Local Education Authority provides free door-to-door transport for students travelling to Marland Fold School until they have successfully completed their travel training. One important way of making sure parental support is provided for the scheme is the willingness and flexibility of Oldham Local Education Authority to provide home-to-school transport again by taxi or minibus if the school feels that this is needed at any stage.

- Bus station staff can provide advice and support at bus stations. In Greater Manchester, call into the Travelshop for information about public transport and ticketing, or contact a member of the bus station supervisory staff to talk about how to make the most of the bus station.
- Mobility officers can be a source of specialist advice on independence and mobility training. They work in a number of organisations, from local authorities to 'training into employment' agencies.
- You should involve local public transport operators in your travel training scheme as their co-operation is important, and they can reassure carers and parents. They can let frontline staff know about the travel training initiative and bus drivers can be particularly helpful as they can sometimes provide valuable feedback on the travel training programme or about particular incidents that may need to be followed up. Tell your local operator if your scheme is using any forms of identification such as emergency cards or prompt cards.
- The Community Transport Association can provide advice on training and legal issues.

In Aberdeenshire, the independent travel project has been supported by Stagecoach Bluebird, who have given all buddies a free bus pass, and used bus forums in the area to promote the travel project with drivers.

Leeds' buddying scheme has found it valuable to build a relationship with the bus company. Drivers' lack of awareness of disability issues resulted in social services providing training to all drivers. The bus company also produced a leaflet promoting their accessible services. The bus company also gives buddies travel passes.

2d Funding the scheme

The costs of travel training can be high, particularly if the staff who provide the training are on a salary. Costs to consider when setting up the scheme include:

- staff costs, in terms of salary, overheads and training for the trainer;
- staff costs, in terms of extra administrative time, or supply staff cover if existing staff are being used to provide training; and
- travel costs such as bus or train fares for trainers and trainees, or petrol if staff are following trainees in the car, meeting them at the end of their journey or making home visits to meet parents or carers.

But there are possible savings on other transport costs, for example, if a trainee can travel on their own they may no longer need a taxi or place on a contracted vehicle. This kind of transport is often expensive, usually £1500 or more a year in the case of school transport.

However, in the short term it is likely that you will need to provide travel training as well as existing transport and so you will not achieve any cost savings quickly. Do not assume that the scheme will pay for itself from what you save on transport costs. Indeed there may be extra costs.

In the long term, the wider social benefits of helping people to travel independently and the effect this has on their confidence and life opportunities is beyond measure.

We found the range of funding used to set up the existing travel training schemes around the country was wide ranging and included:

In Aberdeenshire, of the first 101 people referred to the Travel Project, 82 received training, 68 were assessed as able to travel on their own and of those, 31 no longer need transport provided by local-authority social services.
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- post-16 transport Pathfinder funding from the Department for Education and Skills, which was used in Kingston upon Hull, at Tresham College in Kettering, Northamptonshire, and at Catcote School in Hartlepool;
- Urban Challenge funding for some schemes including the Leeds' buddy scheme within the West Yorkshire Passenger Transport Executive area;
- the Community Fund which the Aberdeenshire Independent Travel Project used;
- a school's own funds;
- funding from social services, local authorities and passenger transport executives; and
- Rural Bus Challenge funding from the Government.

Many of the existing schemes are funded using short-term, one-off grants rather than ongoing revenue. This is starting to change in some areas as travel training becomes a clearer part of travel planning and the benefits of it are more widely recognised. Without guaranteed continued funding, several schemes reported that it was difficult to recruit and keep staff, or to provide continuity of training for any period of time.

Your scheme needs to be clear on whether your services will be free or whether you will charge the trainee or an organisation on behalf of its clients. For schools, if the travel training is provided during the school day, or instead of free home-to-school transport, it may be difficult to make charges. However, for adult trainees this may be an option.

In Greater Manchester, our public-transport access grants provide short-term funding for voluntary organisations who want to develop new travel training projects to make it easier for disabled people to use public transport. For example, the Autistic Society Greater Manchester Area set up a travel training scheme for people with Asperger's Syndrome, with our support.

The Aberdeenshire Independent Travel Project provides 12 hours of accompanied travel training sessions free of charge. All further training is then provided at an hourly rate of £11.60.

2e Insurance

When setting up a scheme, it is important to make sure you have appropriate insurance. The Department for Education and Skills produces a useful guide for insurance available for schools, which sets out the different types of insurance and what is needed. You can get a copy from www.teachernet.gov.uk.

You will need employers' liability insurance which covers your legal liability for injuries to employees that might arise during their employment. You will need to make sure that your employers' liability insurance covers the training including activities 'off site'.

Employers also need to make sure that their insurance arrangements cover claims that may arise from the actions of staff acting within their employment, for example, claims from parents, operators or members of the public. Public liability insurance covers your legal responsibility for accidents that arise from activities on the school's, day centre's or other organisation's premises and usually away from them, for example, on trips they have organised. However, if you run a travel training scheme, you should check with your insurers that you have enough public liability insurance.

2f Employing trainers

Good trainers are central to your scheme. You will need to decide how many trainers you need, bearing in mind that most of the training needed will be on a one-to-one basis. There may be scope for staff to be seconded from existing posts, as is the case at Marland Fold School where the travel trainer is on a secondment from a special school. Or, your existing staff may be the trainers, as is the case at Ravenscliffe School where support staff provide the training and their classroom role is covered by replacement staff paid for by the scheme or by newly appointed volunteers or paid staff.

It is best to be flexible about the age, background and training of trainers as so far there are no formal qualifications for 'travel trainers' and there is much variety between schemes and clients. Good communication skills, common sense and enthusiasm are probably the most important attributes of good trainers. The next chapter covers trainers' skills in greater detail.

When setting up your scheme, be clear on who will be responsible for managing trainers. You need to make sure that you keep your records up to date, and give whoever manages the trainers a clear structure within which to work.

Getting started checklist

- Are you clear on the scheme's aims?
- Have you decided who will receive training and why?
- Is funding in place?
- Is insurance appropriate?
- Have you consulted the local authority, police, operators and other relevant agencies?
- Have you identified suitable trainers?

Section 3

Trainers

3a What makes a good trainer

Travel trainers must be able to:

- understand how different disabilities affect a person's ability to travel on their own;
- understand how different environments affect a person's ability to travel independently and safely, for example, it may be that a short route involving a steep hill is not practical for one trainee but better than a longer route involving busy crossings for another;
- develop strategies to teach travel skills, and other skills, that tackle the specific needs of individuals; and
- have a lot of patience as well!

In the travel training schemes in the UK at present, there is a wide range of trainers in terms of their age, experience and background. However, the one common theme is their enthusiasm for travel training.

For example, travel trainers may have worked in road-safety departments at local authorities, be ex-police officers, or they may be or have been classroom staff, whether as teachers or teaching assistants. Often, trainers have a background of working with disabled people.

"...it is very motivating to realise how many people have benefited from the service"

Trainer at Aberdeenshire ITP

"...it has such potential to change people's lives by increasing their independence"

Trainer at Elizabeth FitzRoy Support

In Leeds, West Yorkshire PTE's buddying scheme doesn't discriminate against the age of the buddy or trainer – their eldest buddy is 65. This has helped the service to draw on recruits to provide training from a wider range of backgrounds and bring other skills to the project.

3b The main skills

Deciding on a job description for any trainer will depend on the type of the travel training scheme and the needs of trainees. However, whatever their background, trainers need a range of skills and experience. This is likely to include:

- reading, writing and number skills, as trainers need to provide written assessments of trainees' progress, and understand and plan journeys;
- experience of working with disabled people, but enthusiasm, a willingness to learn and understanding to do this work may be more important;
- an understanding of the needs of young people, people with disabilities and older people;
- an ability to communicate appropriately and sensitively;
- an ability to take appropriate action in an emergency, not panic and be able to take a common-sense approach, whether the emergency is to do with first aid, dealing with medical issues, or problems with the transport service;
- an ability to plan and manage their workload effectively, as travel training often involves reacting to situations at the time and being flexible in terms of the level of support and time needed;
- an ability to work on their own and as a member of a team – clearly much travel training will be carried out on a one-to-one basis but the trainer will be part of your team and needs to work with other members of it;
- an ability to respect confidentiality, as travel training involves access to personal records, medical information and often family information, which will need to be treated appropriately and in line with your policies and procedures;

- being willing to have a Criminal Records Bureau check, as travel training involves considerable one-to-one contact with vulnerable adults and children; and
- an ability to represent your organisation when contacting parents, the public and other agencies.

There are other issues to consider when appointing trainers.

- Do they need a full clean driving licence and access to a car? If shadowing or home visiting is needed, they may need a car.
- The person must be willing to take other specialised training as appropriate for the project, such as first-aid training.
- The person should be able to work flexibly including outside normal office or school hours if training on evening or weekend journeys is needed. The training must take place at the actual time the journey is to take place.

3c Recruiting trainers

Travel training schemes must carry out certain checks on staff, particularly as this role involves making sure trainees are safe, and because trainers have access to vulnerable people on a one-to-one basis, and the trainer is in a position of trust.

The Criminal Records Bureau is the Home Office agency responsible for checking the criminal records of employees and volunteers. In the case of positions which involve working with children, the service gives you a 'one-stop shop' service to access information held by the Department of Health and the Department for Education and Skills as well as by the police.

The Criminal Records Bureau currently provides two types of disclosure, known as 'enhanced' and 'standard'. If you want to use the disclosure service, you can ask your successful job applicants to apply for one of these types of disclosure. Using the disclosure service allows you to make safer recruitment decisions by identifying candidates who may not be suitable for certain work.

Choosing the appropriate type of disclosure will depend on the nature of the position. Some positions naturally involve more in-depth and confidential information about the person applying than other positions. Your organisation should have a named individual who is responsible for responding to information from the Criminal Records Bureau.

Travel training schemes are likely to involve enhanced disclosure checks as the role will involve regular one-to-one contact with vulnerable people. For more information, call the Criminal Records Bureau information line on 0870 90 90 811 or visit their website at www.crb.gov.uk.

However, having a criminal record should not automatically prevent someone from being considered as a travel trainer. Some of the factors that you will need to take into account are listed below.

- Was the offence sexual or violent?
- Did the offence involve a breach of trust, or a road-traffic or safety offence that may affect their ability to train?
- When did the offence happen? Was it recently or many years ago with no further offending?
- Was it a one-off incident or is there a record of repeated offending?

As well as the Criminal Records Bureau checks during the recruitment process, you should do the following.

- Check that application forms for trainers or other staff provide correct information about the person applying, such as the correct name, address, date of birth, National Insurance number, education or employment record and so on.
- Take up references, preferably in writing rather than by phone to make sure that the reference provided is from a legitimate source.
- Interview candidates to make sure they have the right skills, and consider including potential trainees on an interview panel.
- Include a period of on-site training within the school or organisation before the trainer begins working in a one-to-one situation, if trainees may be more vulnerable. It is good practice to include a probationary period of employment, so that you and the trainer can both see whether they are suited to the role.

All these measures can give you extra reassurance and an opportunity to make sure that trainers are suitable for working with the individuals taking part in that programme.

Remember also that it is likely to take several weeks for a Criminal Records Bureau check to come through, so allow enough time for checks to be carried out, certainly before allowing a trainer to take trainees out alone. You should record all checks carried out and the outcome of these.

3d Training for trainers

At the moment, there is no nationally accredited scheme for training for travel trainers. Around the UK, the standards and quantity of training carried out by trainers varies very widely.

However, there is a range of training courses available that may be useful.

- The Passenger Assistance Training Scheme, available through the Community Transport Association, www.communitytransport.com.
- First-aid training.
- Communication techniques.
- Report-writing and record-keeping.
- IT skills.
- Disability-awareness training and training related to understanding the needs of people with specific disabilities.

All trainers need to be clear on the aims of their scheme and be aware of how it fits with your overall aims and long-term plans. Trainers will also need to be aware of your day-to-day policies, for example, in terms of:

- health and safety;
- equal opportunities;
- bullying;
- data protection; and
- emergency evacuation procedures for transport operators of services they are using.

Trainers need to know who is entitled to travel concessions and other sorts of mobility benefits and how to apply for them. Nationally, all people over 60 and some disabled people are entitled to concessionary travel on local public transport services. However, schemes vary widely from area to area. You can get information on local travel concession schemes from your local authority or passenger transport executive, or in London from Transport for London. You will find information about travel concessions available in Greater Manchester in appendix B.

Trainers may also benefit from an intensive period in the classroom working with students before training. This will allow the trainer to get to know their students and assess their abilities.

In the Aberdeenshire Independent Travel Project all buddies have received training through the partnership programme that has included training in disability awareness, in the needs of people with autism and epilepsy, first-aid training and anti-discrimination training. One member of staff has also had Tand 2 training. (You will find more information about this training in chapter 7.)

Trainers may benefit from training to highlight the main issues for trainees who have specific needs. They can do this by working with occupational therapists, school medical staff and social services staff who will be able to provide other valuable information for trainers. For example, a person who has autism may need a different risk assessment and different coping techniques in dealing with unexpected events than a child who has physical disabilities.

As in all employment, trainers should have the opportunity of regular personal reviews of their progress, and to make sure that they keep their skills and knowledge up to date.

<p>The Leeds buddying scheme's trainers are given very thorough training. The month-long training covers all aspects of disability care, a first-aid qualification, handling and lifting, duty of care, training in assessing risks and specialist training in the specific needs and disabilities of trainees.</p>

Trainers' checklist

- Have you enough suitable trainers for the scheme?
- Have you interviewed them?
- Have you taken up references?
- Have they got Criminal Records Bureau disclosure?
- Have they received suitable training, bearing in mind the nature of their trainees?
- Will they have a period of assessment?
- Do employment records show their training skills and qualifications?
- Are there procedures in place to make sure you keep these records up to date?

Section 4

Training

4a Assessing who would benefit from travel training

Whether a person puts themselves forward for travel training or is recommended by school staff, a GP, social services or other agency, the trainers need to make sure that the individual will benefit from the training and are not going to be at risk.

A crucial factor is the motivation of the trainee. Training for younger people is often provided to allow them to travel to and from school or college. And, being able to use the same form of transport as people the same age can be a great incentive. For the older trainee, allowing them to choose a journey taking them to a place they are keen to visit boosts their motivation.

All pupils with a statement of special educational needs have a review each year, and a transition review at age 14 or just over to plan what they would do when they leave school. These reviews involve the parents, students and other professionals and offer an excellent opportunity to identify who would benefit from travel training, or to assess progress with travel training, and also include a link with the individual education plan where targets can be included for each pupil.

For other students or adults, a personal assessment gives the trainer an opportunity to collect information about how they function and behave through observation and personal interviews. By assessing the individual's ability to carry out various tasks, the trainer develops a profile of the individual's abilities, needs, experiences and motivations.

At Ravenscliffe High School, the local education authority and the school, parents and pupils include a review of travel training as part of their yearly review of the special education needs statement and in setting targets for the coming year. Travel training is now part of the whole school ethos, with 76% actively involved in the scheme in some way.

In Aberdeen they use an assessment questionnaire that provides a clear way of assessing the individual's ability and knowledge of appropriate behaviour. The results of this questionnaire help the trainer to tailor the training package to each person's needs.

An initial assessment may show that the individual has little or no idea of what 'being alone' means, having been used to being accompanied at all times. As a result, they may have difficulty understanding the idea of independent travel. This assessment can also provide a useful opportunity to discuss 'what if' scenarios and how to deal with unexpected events and emergencies.

The assessment should also consider what they are capable of, for example, are they physically able to make the journey, can they stand and balance enough for a journey?

There are examples of assessment forms in appendix A.

At Marland Fold School and at Ravenscliffe High School, the travel trainers work with students in the classroom so they can assess, at first hand, students' abilities and behaviours, their strengths and weaknesses. One-to-one discussion with students also helps them to discuss their own experiences, expectation and fears about travel training.

4b Home assessment and permissions

Discussions with parents and carers are essential. If someone is worried about travel training it may be the result of their family's or carers' concerns about them travelling on their own. The travel trainer should explain fully the process and aims of the programme to the individual and parents or carers. You must also get written permission before travel training can begin. There is an example of a form to give permission in appendix A.

Parents and carers should be aware of the aims of the programme, and where possible be encouraged to reinforce good practice, for example, encouraging the person to correctly use pedestrian crossings rather than crossing on red. Including parents and carers in training events, giving regular feedback and providing open days can make sure that they understand and can help to reinforce the training programme.

At Ravenscliffe High School an open day each year gives parents the chance to learn more about the travel training programme and see pupils use a bus.

It is important that those involved agree that the person will be allowed to travel on their own if they successfully complete the programme.

4c Assessing the route

You need to plan, review and document the routes that you are going to use so you cover the all the skills the trainee will need for that journey.

- You should carry out a risk assessment of each route that is being used for training. This should highlight specific dangers and how to tackle them, for example, safe crossing points across busy roads. Crossing large car parks on foot, such as those found at supermarkets or leisure centres, can be particularly dangerous as safe pedestrian routes are not always clearly marked, traffic may come from all angles, and any marked crossings do not have the status they do on the highway where pedestrians have priority.
- It is important that the route assessment is carried out at the times of day that the person is expected to travel alone along that route. For example, if the trainee will be using the route at 10am and 3pm, assess the route then rather than in the middle of the day when traffic conditions may be very different. Also bear in mind that daylight hours will change with the seasons.
- You should assess the route regularly, and always if conditions are known to have changed, for example, if a public transport route is changed, a bus stop is moved or a new pedestrian crossing is introduced.

The assessment needs to take account of the trainee's abilities. For example, if the trainee uses a wheelchair, can they reach buttons at controlled crossings or open any doors or gates there may be along the route? A student who cannot climb a hill to a specific bus stop may need to make a detour to avoid this, or use a different stop. Consider whether the route can be completed in a suitable time given the trainee's abilities.

You need to work with transport companies so everyone is aware of the training programme and how it will work, and what arrangements are in place to help deal with emergencies. For example, the trainee may carry a contact card containing the details of someone to contact in an emergency. The risk assessment should also take account of the vehicles used. For example, if a low-floor vehicle is usually used on a route, a wheelchair user may need to know what to do if the bus operator replaces it with another vehicle that is not wheelchair accessible, and be aware of any specific evacuation or emergency procedures. If there are a number of different types of vehicle serving the route, the trainee needs to understand this.

4d Initial skills

There is a range of skills associated with independent travel that are clearly valuable and that are often taken for granted. Not all the skills mentioned below will be essential for all journeys, but we have given them as a checklist. Training programmes may need to include some or all of the skills listed.

- Appropriate behaviour, including when waiting at bus stops or on train stations and while on the bus or train.
- Communication skills, if the person needs to speak to transport staff.
- Road-safety skills, including walking safely away from the kerb, using different types of pedestrian crossings, and judging speeds.
- Skills in handling money, knowing how to use passes and permits, and being able to ask the driver for the correct ticket.
- Telling the time and understanding the 24-hour clock, understanding how much time has passed, to know when it is time to get off the bus or when it is late.
- Reading timetables and knowing how to plan a route.
- Locking the door, handling keys (particularly for adults).
- Planning the most convenient route. For individuals with specific physical disabilities this may mean paying particular attention to certain aspects of the environment. For wheelchair users, checks should be made on whether highways, facilities, buildings and transport services are wheelchair accessible. If a trainee needs toilet facilities, are these available?
- Stranger-danger, including when not to give out personal information.

- Handling emergencies, knowing how and who to ask for help arising from a range of situations including buses running late, bullying, illness and so on.
- Using the phone (mobiles and public phone boxes) and knowing how to do so safely.
- Preparing for the weather, including knowing how to dress appropriately for the weather conditions, carrying an umbrella and knowing how to use it. Some weather conditions may change route conditions significantly, in particular snow may cover up some landmarks.

You can use a classroom or one-to-one discussion at the beginning to assess an individual's abilities, and to explore their views, anxieties about and motivations for travel training. This can also be used to explore 'what if' scenarios and how to respond to specific incidents that may concern the trainee. However, while classroom work is important, most of a travel training programme will probably need to be 'hands on'.

4e Accompanied travel

The main part of travel training will be accompanied travel on the actual route that is to be used, providing detailed step-by-step instruction. This will involve working with the trainees one at a time or, in some limited circumstances, in small groups. Be aware that even with small groups, stronger individuals tend to emerge and all members of the group will not get used to making decisions, for example, about when it is safe to cross or whether it is the right bus to get on. Remember that some people may never have been out alone before, and have no experience of making decisions. The steps will include some or all of the following.

- Preparing for the journey, making sure there is enough time, wearing suitable clothes and shoes, having the correct fare or pass or permit.
- Leaving home safely, including locking the door and remembering the key.
- Walking to the bus stop or other transport stop or station, including crossing roads.
- Waiting safely at the stop or station and queuing properly.
- Identifying the correct bus, train or tram, and knowing how to signal to the bus driver to stop.
- Getting on the bus, train or tram correctly.
- Having the right money ready and asking for the fare, or showing a pass or permit.
- Finding a seat, or knowing where to stand if all seats are taken.
- Sitting in a safe position and behaving appropriately.
- Recognising when to get off.
- Alerting the bus driver by using the bell.

- Getting off safely.
- Walking from the bus, train or tram safely.
- Dealing with problems such as transport running late, trainees staying on the bus too long and missing the stop or station, losing money, or being bullied.

This stage will involve teaching the trainee to make decisions at each stage without being prompted. They will need to deal with the consequences of those decisions and maintain appropriate standards of safety and behaviour. This will sometimes involve allowing the individual to make mistakes. But, we all learn from mistakes!

You should make a written assessment of each journey, identifying where further work is needed, or where behaviour is safe and appropriate. We have included a typical assessment form in the appendices. The main point is that safety is very important.

4f Repetition

For all of us, repetition is essential to learning. An important part of travel training and confidence building is repeatedly making journeys.

Many travel training programmes assume that a person will need an average number of accompanied journeys to achieve independence. However, it will depend on circumstances and a range of factors such as:

- the abilities and commitment of the individual;
- the confidence of the parent or carer;
- the ease and length of the journey, for example, if it involves changing buses, more practice may be needed; and
- the reliability of the transport service.

At Marland Fold School many pupils were already familiar with buses and so only needed a couple of accompanied trips each before they were able to make the journey to and from school alone. However, this travel training focuses on regular journeys for pupils who are often familiar with bus travel. With younger children or those trainees with more complicated needs, the level of training and number of repeated trips needed may be considerably longer.

4g Shadowed journeys

When a trainee is comfortable when travelling safely along a chosen route, making their own decision but in the company of a trainer, most travel training programmes then allow the person to make the same journey alone, but closely shadowed by the trainer.

Before any move from accompanied travel to shadowed journeys, the trainer must be satisfied that the trainee is competent and can do it. You must discuss and agree the move with the trainee and their parents or carers. Any progress must be well documented, as this helps build confidence for everyone involved and gives you evidence of what the trainee has achieved.

Shadowed journeys may involve several stages including walking at a distance behind (where you will be checking pedestrian and road-safety skills), following in a car and meeting the trainee from the bus or train at the end of the journey or at the destination point.

The move from shadowed travel to making journeys alone is critical, and it is essential that everyone involved is confident that the trainee has the skills to travel safely and is able to cope with any circumstances that are likely to arise. You must keep records of the trainee's progress, highlighting the work that has been done and the skills achieved.

4h Journeys alone

The final stage of the training is when the trainee makes the journey on their own. Again, the move to this stage must be agreed and recorded.

At first you should shadow the trainee in a way so they are not aware, for example, by using another trainer or preferably someone who they do not know. Some schemes in the USA use plain-clothes police to carry out this role, or it may be another member of the school staff so they can assess the student when they are travelling on their own. The trainer can monitor whether the skills learned are being used, and step in if the trainee is in any danger.

Many schemes allow trainees to make parts of the journey alone at first. For example, you may go with the trainee to the bus stop, but then they get on the bus and travel on their own, and you must meet them from the bus.

Once a person has begun to travel independently along one travel route, it may be appropriate to introduce new routes. In many cases though, learning one route does not teach general travel skills and adding more routes will involve extra training. The programme may be shorter as the trainee will be familiar with important skills, but this could be offset if more advanced road-safety skills are needed for a busier route.

4i Reviewing progress

Review progress constantly, and accept that there may be circumstances where travelling alone is not going to be an option for someone, or may take much longer than you thought. For example, if the trainee is reported as behaving inappropriately, you may need to repeat some stages of the training.

For a pupil with a statement of special educational needs, the review each year provides a formal opportunity to discuss and review travel training progress and to link general aims with individual targets in the individual education plan. Similarly, planning care may provide an opportunity to review progress for adults.

Throughout the training, parents or carers need to be involved.

You must record every stage of a trainee's progress

4j Follow-up

In all schemes there should be an opportunity for individuals and parents or carers to ask for extra support or identify if features of routes or an individual's needs or circumstances change. In fact, you should encourage them to do this. You should record all requests or comments and any follow-up work.

Every now and then you should watch an individual who has completed a travel training programme to check that they are still practising safe travel skills, or to identify whether they need any more support. And again, you should record this stage. We have found little evidence so far about how long after a training programme has finished an individual continues to travel independently. This type of information will be vital when you assess the costs and benefits of a scheme over the long term.

Feedback from transport operators and drivers and others may be helpful in making sure trainees still have the right skills, that their skills are kept up to date and they are given extra help when they need it.

Training checklist

- Have you assessed each trainee to identify their specific skills and abilities to make sure they are suitable to receive training.
- Have you got agreement from the trainee and appropriate permission and support from parents or carers.
- Have you completed a route assessment, identifying landmarks and specific dangers and action to take?
- Have you identified where extra practice and training is needed during each stage of the training?
- Have you got documents on all the steps you have taken and each training session?
- Have you reassessed the risks when needs and circumstances have changed?
- Have you discussed the trainee moving to the next stage, or reducing the level of support, and got permission for this?
- Have you carried out reviews and risk assessments to review progress?
- Has there been a formal sign-off by everyone involved, including the trainee, and have you awarded the successful trainee a certificate or record of achievement?
- If training was not an option for a trainee, have you made sure transport has been provided?
- Have you drawn up a monitoring schedule to check the long-term progress and the effect the training has had on the lifestyle of the trainee following the sign-off of the training programme?

Section 5

Emergencies

5a How to cope with emergencies

Planning and preparation can avoid many potential problems, but there should be procedures in place for common events. You need to structure the training to give trainees the skills and confidence so they can deal with problems and any unexpected events.

Before starting a training programme, make sure that you have prepared for emergencies.

- You should have the contact details of anyone relevant at the times training will usually take place, and at other times in case of unexpected delays or incidents. You should know who to contact in an emergency, and how.
- The trainee, parents and carers should have contact details for trainers.
- Make sure records for trainees include up-to-date emergency contact details and any relevant medical or other information that may be needed.
- All staff should be aware of the procedures to follow in an emergency, including not leaving the trainee unsupervised, and reporting and recording all incidents.
- If there is an incident, trainers and others should be aware they must not talk to the media at the time! This should be left to experts in this field.

Examples of barriers and solutions common to travel training schemes.

Problem or emergency

Possible solution

Transport is late

Trainees should be aware this will happen from time to time, so that it does not cause panic. You should have strategies in place to deal with this. You could tell the trainee to:

- wait for the next bus or train;
- phone for help;
- go to a safer place to wait for the next one;
- ask a member of staff; or
- do something else depending on the circumstances.

Strategies could also involve working with operators and providing feedback to them if there are often problems of specific services running late.

If the bus service is supported by the local authority or passenger transport executive, let them know so that they can take action and make sure that the service operates on time.

Problem or emergency

Bullying

Possible solution

On the vehicle, the training may involve giving advice on appropriate places to sit such as sitting on the lower deck, in a seat near the driver, or in a carriage with lots of other people. The on-route training should include safe places to wait, and appropriate behaviour to avoid bullying or in response to bullying. The training can show how to get help and who from, for example, from people in uniforms such as the police or traffic wardens, or bus, train, tram or station staff.

You should encourage the trainee to report any bullying so that it can be dealt with effectively by the school or organisation.

Make sure that everyone is aware of your anti-bullying policies and actions.

Work with all local schools and transport operators to make sure they support anti-bullying policies and are aware of the travel training programme.

Problem or emergency**Possible solution**

Forgetting the route or missing a stop

Give trainees prompt cards which can include photographs of important landmarks along the route. Give trainees a card including personal details so the driver or others can provide help if needed. Some schools include on these cards the route to be taken.

Illness

Provide essential medical details on a personal card. Give trainees advice on getting help, for example, when to phone 999, or to get help. Provide training on using public phones and mobile phones and make sure essential numbers are programmed into mobile phones.

Personal safety

Make sure you have appropriately assessed routes. Do they have enough lighting, pavements which are wide enough and dropped kerbs if needed? Give trainees advice on who to contact, for example, the police or the driver. Make sure trainees understand when not to give out personal details.

In Derby, to avoid problems the trainer uses photographs of the landmarks on the bus route in prompt cards to help students recognise where they are on the journey. A local college has also made a video of the training initiative. All students also have a key ring, with contact numbers, the bus stop, and service number in case the student panics.

5b Reporting problems

Although many problems and incidents can be planned for and prevented, there may be situations where a trainee is ill, has an accident or is involved in an incident. These must be reported as soon as possible, giving as much information as you can.

- Full details of the incident, including the nature of it, the time and place it happened and the date.
- Names of any casualties with details of their injuries.
- Names of any others involved in case parents or carers need to be reassured.
- Action taken, and by whom.

You should have reporting procedures in place that you must follow. These are likely to involve contacting your insurers or filling in an accident or incident report form.

Your trainers should be aware of and familiar with these procedures before starting any training.

5c Media

If there is an incident involving a travel trainer or trainee, nobody should speak to the media at the scene. Similarly, do not give any names to the media, as this is likely to distress parents or carers. Local authorities and most large voluntary organisations have specific people who deal with media enquiries and you should report details of the incident to them, so they can respond to media enquiries centrally.

Section 6

Success

6a Valuing success

Many of the schools who carry out travel training mark the achievement of becoming an 'independent traveller' with an acknowledgement at a school assembly, or a similar event. You can also include achievements in the pupil's or student's record of achievement.

Other organisations carrying out travel training might also like to mark success. Finishing a travel training programme and starting independent travel can, for some people, represent a remarkable achievement and a tremendous milestone in a person's life.

Ravenscliffe High School has started including positive achievements in the form of video clips, interviews, travel diaries and photographs of successful travel training as part of the pupil's individual record of achievement. This means the parent and the college can see what that person has achieved.

6b Publicising the scheme

You should also publicise your successes. Learning about your successes and what it has meant to trainees and you can promote funding opportunities, support for the scheme and encourage parents, carers and those involved. It can also encourage others to develop travel training schemes.

Open days and other events, or linking to national events such as TravelWise events, National Walk to School week or National Car-Free day provide other opportunities for publicising the scheme.

Aberdeenshire Independent Travel Project has taken an active role in promoting and publicising their success and work. Newspaper articles have raised the profile of the scheme, which allowed them to secure extra funding.

As a result, there have been more referrals to the scheme.

6c Evaluating the scheme – the benefits and the costs

Many of the sources of funding used by the existing travel training schemes have involved evaluation and monitoring to assess value for money and how effective these schemes are against the original aims. For example, if a scheme's bid for funding claims that its target was to achieve 10 young people travelling independently to and from college by September 2005, this will be the measure against which success will be judged.

However, no matter what funders need, you must assess how successful your scheme has been, and what the benefits and costs have been. Because many of the benefits will be difficult to measure, it will be hard to put a 'value' on all of them. But, you should consider them all to give a better picture of the difference travel training is making. Reviewing the scheme and being able to evaluate what is working and what is not working is essential if you are to find continued funding and also to develop and improve.

When reviewing your scheme, consider the following points.

- Costs, including staff costs, administrative costs, typical running costs (heating, lighting, postage, promotion, recruitment) and travel costs. Typical costs for these schemes are £35,000 and more each year.
- Have there been any cost savings, such as reduced door-to-door transport costs?
- What is the number of trainees and their progress. How many have achieved independent travel? How many no longer need door-to-door travel?
- Over time you will also be able to assess how long after the end of the training the person continues to travel independently, and how this affects their life. Have there been opportunities that would not have been available otherwise?

- How many extra journeys have been created, where to, by whom and when? What do the individuals and their parents and carers feel about the travel training? Get feedback from questionnaires, surveys and interviews.
- Consult anyone else who has played a part in the travel training programme to ask for their views – drivers, operators, station staff, the police, road-safety officers and so on. Have there been any unexpected benefits or disadvantages?

The main benefits reported by the existing travel training schemes are the benefits for the trainees themselves. There is no easy way to measure these and indeed the effect is ongoing. In particular, the ability to travel alone increases independence, develops confidence and social skills and, importantly, raises expectations generally. In some cases, it has helped people to have access to further education and employment as well as broadening other opportunities.

A range of other benefits has been reported by travel training schemes.

- Bradford College mentioned improved public relations and publicity for the college and positive references to travel training were included in inspection reports such as those of Ofsted.
- Elizabeth FitzRoy Support in Trafford, Marland Fold School in Oldham, Salford Social Services and Loreto College in Manchester noted reduced costs of social services or education transport.
- Derby City Council and Marland Fold School found that the training encouraged parents to use public transport as well as the trainees.

<u>Typical costs of travel training scheme for a school</u>	
Two project workers full time (term-time only) plus costs	£30,000
Travel costs	£1,000
Training costs	£1,000
Resources	
£500	
Other overheads	£3,000
Total each year	£35,000

- For Loreto College, Manchester, the training improved access to colleges by helping students be more flexible with journeys and attend courses outside core hours. Often LEA transport is provided only at the beginning and end of a typical school day. As a result, independent travel may provide access to evening classes or allow students to travel home during the day during free periods or study leave.
- Loreto College found that the training helps people to have a wider circle of friends and a better social life because it makes possible travel at times to suit them.
- Bradford College and Loreto College said the training helped them to arrange events in the evening without having to rely on parents to chauffeur students.
- Somerset Bus Buddy scheme and Loreto College said the training encouraged more people to use local public transport and taxis at other times, such as weekends and in the evenings.
- Marland Fold School said the training improved pupils' self-confidence.
- Washington County, Utah, USA said the training improved behaviour on buses.

What is more difficult to measure are the longer term effects and benefits of travel training. In general terms, by encouraging people to stay active we know that domiciliary service costs are reduced. For example, if people continue to be able to shop for themselves, there is less need for home-help support to provide shopping, or reduced health-care costs. Encouraging people to stay active also reduces the likelihood of falls or injuries and reduces personal health-care costs.

Jodie:	"I think it's better than going on the minibus. It is more grown-up."
Paul:	"It's good. I really enjoy it."
Scott:	"It is good walking down to the bus stop."
Jane:	"I think it is ok. It is a lot better than going on the school bus."
Robert:	"It is better going on the big bus and walking by myself because it's more grown-up."
Adam:	"I like going on independent travel it's great."
<i>Students at Ravenscliffe High School</i>	

6d Improving the scheme

Travel training schemes will need to develop over time as trainees' skills develop or the transport provided changes. You should review your scheme regularly to make sure that the training is appropriate to meet the needs of individuals.

You should also have ways for parents, carers, trainees and others to report grievances or complaints. This will make sure that you tackle these promptly.

You can use regular feedback from parents or carers, trainees, bus operators, trainers and others to improve the scheme, as well as providing valuable information on outcomes, for example, whether independent travel continues after the student has completed the programme. One of the main difficulties reported by several travel training schemes is making sure that the support provided is consistent as individuals move from school to college and then into adulthood and work. Working with other organisations and developing links to make sure the skills that have been learnt are not lost is essential.

Feedback may highlight areas where you can improve the scheme such as:

- opportunities for working more closely with bus companies or other organisations;
- improving the information and involvement of carers or parents;
- updating and expanding the training for trainers to make sure that they are up to date on new requirements, changes in law and good practice; and
- sharing experiences and good practice with other schemes.

Building success checklist

- Do you value the success of both trainees and trainers?
- Do you publicise your successes?
- Do you ask for feedback and evaluate the scheme regularly?
- Do you use that feedback and evaluation to improve the scheme?

Section 7

Useful resources and contacts

7a Resources

Transport Revealed Using Multimedia for Public Education and Training (TRUMPET)

TRUMPET is an Engineering and Physical Sciences Research Council Public Awareness of Science Award. It has been developed by University College London, working alongside schools in Southend, to create suitable ways of encouraging understanding about accessible transport in children with learning difficulties. The research team worked on this project with the then Department for Education and Employment's Eastern Region Special Education Needs Co-ordination Project (Special Education Needs), which resulted in a game called 'Going Places', a travel training board game.

The idea of the board game came about as a result of working with students and their teachers in a special school. It is aimed at young people with learning disabilities in the transition stage (15 to 19 years).

'Getting there' Kingston upon Hull

Hull's 'Getting there' project promotes independent travel for young people with special educational needs. After receiving DfES pathfinder funding, the scheme has developed a 'Getting There' pack. This pack is essentially a teacher's aid for those involved in independent-travel training.

Phone: 01482 613162

T and TWO (Today's and Tomorrow's Work Opportunities)

These are training resources, services and enterprise initiatives developed by New Horizons Partnership. T and TWO give organisations a training package for those involved in independent-travel programmes.

Phone: 02871 883114

www.dingding.org.uk

We have funded the education website (www.dingding.org.uk) which has been put together with the help of teachers and LEA advisors. We launched the website to help children learn about public transport and the important role it plays within the community. Children can have fun creating their own bus, choosing a bus driver and learning about bus routes, all helping to build confidence when using public transport. The website is aimed at children studying between key stages 1 and 3 and contains lesson plans, games and back-up material that teachers will find particularly suitable when teaching citizenship and fun to use in other subjects such as geography, science and English.

We are currently developing a travel training module for the [dingding.org.uk](http://www.dingding.org.uk) website to use later in the year. It will help support intensive and personally tailored one-to-one travel training programmes for disabled people of all ages. We will put lesson plans on-line to support the travel training module in schools and colleges, and there will be travel trainer notes to support new initiatives and groups who want to develop a training scheme.

To find out more about the DingDing project, please contact Emma Whittaker in our Community Resources Department on 0161 242 6711 or e-mail emma.whittaker@gmpte.gov.uk.

Appendix A

Appendix A contains sample forms that you might find useful in a travel training programme.

- Progress forms
 - Walk journeys
 - Bus journeys
 - Train journeys
- Risk-assessment form
- Route-assessment form
- Form for permission

Appendix B

Appendix B gives brief advice on:

- finding out more about travelling on public transport in Greater Manchester which might be useful to travel training programmes;
- discounted ticketing and concessionary passes and permits;
- voluntary-sector grants and our social needs transport integration project; and
- contact details for community transport providers in Greater Manchester.

7b Contacts

Contact details for organisations involved in case studies mentioned in this guide

- Metro Buddying Scheme
Alice Sheldon
Clifford Brooke Centre
79 Roundhay Road
Leeds
LS7 4AA
Phone: 0113 249 6386
- Oldham Marland Fold
Carmal Brothie
Marland Fold School
Mayfield Road
Oldham
Phone: 0161 911 3175
- Aberdeenshire Independent Travel Project
Victoria Hartley
Inverurie Railway Station
Inverurie
Aberdeenshire
AB51 4TN
Phone: 01467 625959
E-mail: victoria.hartley@partnershiphousing.org.uk
- Elizabeth FitzRoy Support (Sale, Trafford, Greater Manchester)
Anna Walsh
Phone: 0161 962 3003
- Ravenscliffe High School
Martin Moorman
Deputy Head Teacher
Ravenscliffe High School
Skircoat Green
Halifax
Calderdale
Phone: 01422 358621

- Derby Independent Travel Scheme
Anne Butt
Special Education Needs Support Service
Derby City Council
Kingsmead Centre
Bridge Street
Derby
DE1 3LB
Phone: 01332 716000
E-mail: anne.butt@derby.gov.uk

Community Transport Association (CTA)

The CTA provides information and advice on a range of issues including escort and driver training and legal issues including recruiting and training staff. They also provide regular training events and conferences on a range of related subjects. They can give you contact details of community transport operators in your area.

www.communitytransport.com

Phone: 0161 366 6685

You can find a list of community transport operators in Greater Manchester in appendix B.

Criminal Records Bureau

This is an executive agency of the Home Office, set up to help organisations make safer recruitment decisions. By providing wider access to information on criminal records, the Criminal Records Bureau helps employers in the public, private and voluntary sectors identify candidates who may not be suitable for certain work, especially that involving contact with children or other vulnerable members of society.

Phone: 0870 90 90 811

Website: www.crb.gov.uk

Department for Education and Skills (DfES)

The Department for Education and Skills is the government department responsible for education. Its website (www.dfes.gov.uk) provides a range of information on current policy. The DfES also provides a lot of useful information for teachers, parents and carers on issues such as statements and inclusion. Go to www.teachernet.gov.uk/wholeschool/sen/

They also provide an insurance guide for schools, available to download from www.teachernet.gov.uk.

Greater Manchester Police

Website: www.gmp.police.uk

Phone: 0161 872 5050

Disability Rights Commission (DRC)

DRC is an independent organisation set up in April 2000 by an act of parliament to stop discrimination and promote equal opportunities for disabled people.

Website: www.drc-gb.org

Disabled Persons' Transport Advisory Committee (DPTAC)

DPTAC is a statutory organisation set up to advise the Government on access for disabled people to transport. They also advise on the accessibility of buildings and public transport infrastructure (stops, highways and facilities).

Website: www.dptac.gov.uk

Appendix A

Sample forms

Progress forms

- Walk journey
- Bus journey
- Train or tram journey

Individual initial risk-assessment form

Route-assessment form

Form for permission

Walk journey progress form

Trainee's name			
Date and time of journey			
Journey made			
Your name			
Task	Yes	No-needs further work	Comment
Walks alongside the road correctly-uses the pavement safely and behaves appropriately			
No crossing facility			
Finds a safe place to cross			
Checks before crossing			
Crosses quickly without running			
Continues checking whilst crossing			
Uses refuge or island correctly (if available)			
Zebra crossing			
Stops at the kerbside			
Waits for traffic to stop in both directions			
Crosses quickly without running			
Continues checking whilst crossing			
Puffin, pelican and so on			
Stops at the kerbside			
Presses the button			
Waits for the green-man signal			
When green-man appears, checks traffic has stopped			
Crosses quickly without running			
Continues checking while crossing			

Bus journey progress form

Trainee's name			
Date and time of journey			
Journey made			
Your name			
Task	Yes	No-needs further work	Comment
Can find the correct bus stop			
Identifies the right direction of travel			
Can identify the right bus			
Can signal they want the bus to stop			
Gets on the bus safely			
Can ask the driver if it is the right bus			
Can use their pass or ask for ticket correctly			
Finds a suitable seat			
Behaves appropriately on the bus			
Knows how to stay seated or stand appropriately on the bus			
Can recognise where they need to get off the bus			
Knows how to let the driver know they want to get off the bus			
Press the bell correctly			
Waits for the bus to stop before getting off			
Gets off the bus safely and sensibly			
Waits for the bus to leave before crossing the road			

Train or tram journey progress form

Trainee's name			
Date and time of journey			
Journey made			
Your name			
Task	Yes	No-needs further work	Comment
Can ask the ticket office for a ticket to check time of train			
Can find correct platform			
Can use the station lift, escalators or stairs safely			
Can wait on the platform, standing well back from the line			
Can identify the correct train			
Can open the train doors and get on safely			
Can ask the conductor, guard or staff if it is the correct train or for help if needed			
Can ask the conductor for a ticket if needed or show pass			
Can stay seated and behave appropriately on the train			
Can recognise the station and where to get off			
Can use the train door safely to get off			
Can get off the train safely-aware of any gap between the platform and the train			
Can use the ticket barrier or show their ticket to leave the station			

Individual initial risk-assessment form

Trainee's name			
Date			
Skills	Yes	No	Comment
Able to recognise numbers			
Able to understand instructions and directions			
Able to adapt to change and solve problems			
Awareness and understanding of consequences			
Aware of dangers and personal safety			
Awareness of time			
Able to remember			
Has road awareness			
Has communication skills			
Able to interact with people			
Able to queue			
Has coping strategies			
Able to identify appropriate people for help			
Physical abilities			
Sight			
Mobility			
Hearing			
General health			
Identified risks			
Action and training needed to reduce risks			

Form for permission

Dear parent or carer

<Your son or daughter or name> has been referred to our travel trainer.
Travel training involves taking the trainee out on public transport and practising journeys to and from <college, school, shops or other destination>.

If you agree to this, please sign and return the slip below to <school/include contact>. Please could you also provide any information that may be relevant to the training.

If you would like to discuss the travel training, please contact.....
on.....

Your sincerely

.....

Travel training

.....I agree togoing out of school or college or other to practise using public transport as part of their travel training.

.....I agree tocarrying a photograph ID card while travel training, in case of emergencies.

Please give details of any medical or other relevant information

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

Your full name.....

Your address.....

.....

Your daytime contact phone numbers.....

Your evening contact phone numbers.....

Your signature

Date.....

Appendix B

Travel in Greater Manchester

Travel in Greater Manchester

Information

All our information is available in other formats, such as in Braille, on audio cassette or CD, in large print, and in other languages if you ask.

Concessionary travel and tickets in Greater Manchester

To keep travel costs down, it is worth knowing about the various travel concessions and discounted tickets that are available. A summary is given below, but to find out more:

- pick up free timetables, leaflets and maps from post offices, libraries and other local information outlets;
- phone Traveline 0870 608 2 608 (7am to 8pm Monday to Friday, 8am to 8pm Saturday and Sunday and bank holidays)
Textphone users should ring 0870 241 2216;
- call in to a GMPTE Travelshop at a main bus station in Greater Manchester;
- visit our website at www.gmpete.com and use our online journey planner;
or
- use one of our electronic information kiosks.

Concessionary travel for senior citizens and disabled people

This information will change in April 2006.

People who qualify for concessionary travel receive either a free travel pass or a concessionary travel permit, or travel vouchers which provide cheaper taxi travel.

The pass provides free travel on buses, trains, Metrolink, Ring and Ride and Localink in Greater Manchester at all times. The permit provides cheaper travel.

The following people may have a **free pass**:

- people who are registered blind;
- people who are deaf and without speech or with speech that is difficult to understand;
- people with learning disabilities;
- people without the use of both arms;
- ex-servicemen and ex-servicewomen who have serious walking difficulties as a result of losing a leg; and
- people who have been or would be refused a driving licence for medical reasons if they have serious mental-health problems.

The following people may have a concessionary **permit**:

- men and women aged 60 and over;
- people with serious walking difficulties;
- people who are registered as partially sighted;
- people who are profoundly or severely deaf; and
- people who have been or would be refused a driving licence for medical reasons.

Travel vouchers

Travel vouchers provide a discount on the cost of taxis or trips on bus services that are accessible to disabled people, such as Ring and Ride.

Travel vouchers are available to people who cannot use ordinary buses and:

- cannot walk 400 metres or more;
- cannot climb steps of 30 cm (height) or more; or
- are registered blind.

We need proof of eligibility to join the scheme. Users pay one-third of the face value of the vouchers. We set a limit on the number of travel vouchers which are available in one year.

Passes and permits for disabled people and travel vouchers are available to disabled children, young people and adults.

Children under 16, and young people aged 16 to 19 who are in full-time education, are also able to get cheaper travel on public transport.

For more information about travel concessions and travel vouchers, contact our Passes and Permits Department on 0161 242 6116 (or 0161 242 6386 for textphone users).

Ticketing

There are various tickets which provide cheaper travel for people who don't have a pass or permit.

There are tickets for buses only, trains only and the Metrolink only. There are also tickets for people who want to combine types of transport. There are day tickets and season tickets, including weekly, monthly and yearly tickets.

Some bus tickets can only be used on one company's services, but System One tickets can be used on nearly all buses in Greater Manchester.

To find out more about tickets visit our website at www.gmpte.com or phone Traveline on 0870 608 2 608 (or 0870 341 2216 for textphone users).

Grants for voluntary-sector organisations

We provide grants to voluntary organisations who want to develop projects designed to improve public transport for disabled people. Your project could be designed to improve the accessibility of public transport for disabled people in general or be for the benefit of certain disabled people. You can use it to fund travel training projects. Grants can be from a few hundred to several thousand pounds. The project must be for new work rather than your regular activity.

To find out more about our voluntary-sector grants or discuss an idea for a project, please contact Marcia Bromley in our Community Resources Department on 0161 242 6246 or e-mail marcia.bromley@gmpte.gov.uk.

Our Social Needs Integration Project

We recognise that public transport plays an important part in helping people to gain access to health services, food shopping, schools and colleges, employment centres and leisure and cultural services. However, there are times when the current public transport network does not meet all of the needs of local people.

We are working with all transport providers, both private and public, to create opportunities to set up a service that will meet the needs and demands of education and social-service departments, health-service providers and, of course, the social needs of communities in Greater Manchester. Using resources efficiently will provide a more efficient and effective service for users. The opportunity for pooling resources is huge.

Travel training will help to bridge gaps, and reduce people's dependence on specialist services, and it would be helpful to start considering the usefulness of travel training when assessing eligibility for door-to-door services.

To find out more about our integration project, please contact Terry Crewe in our Bus Services Department on 0161 242 6094, or e-mail terry.crewe@gmpte.gov.uk.

As part of the integration project, we are helping to strengthen the community transport sector.

Community transport organisations provide safe, accessible and affordable transport solutions to their community and can provide community-based solutions to the transport needs of local authorities and their clients. They are:

- independent of private or public organisations;
- non-profit-making;
- local community organisations; and
- community-owned and managed.

There are community transport organisations in nearly every part of the UK. Of those that operate in Greater Manchester, some operate throughout Greater Manchester and some are based in districts.

Community transport organisations in Greater Manchester

Addswood and Bridgehall SRB

Hygarth House
103 Wellington Road South
Stockport
SK1 3TT
John Kenny and Steve Varey
Phone: 0161 474 4593
E-mail:
john.kenny@stockport.gov.uk

AT2000 (Oldham)

C/o Oldham Disability Alliance
Disability Resource Centre
Honeywell Lane
Oldham
OL8 2JP
Beth Whiting
Phone: 0161 628 8825
E-mail: oda@zen.co.uk

Bolton CT and Furniture Services

Unit 3, Kay Works
Moor Lane
Bolton
BL1 4TH
Diane Sandiford
Phone: 01204 364777
bcttransport@aol.com

Community Minibus Agency

Kay Street Centre
Kay Street, Openshaw
Manchester
M11 2DX
Carl Schoolden
Phone: 0161 223 1234
E-mail: Manchester@communitytransport.org

Easy go Travel

Newby Industrial Estate
Hazel Grove
Stockport
SK7 5DA
Christine Walker
0161 482 7240
E-mail: easygo@btconnect.com

Stockport CT

6 Abbey Grove
Offerton, Stockport
SK1 4HD
Stephen Wyatt
Phone: 0161 482 7242

Halliwell CT

C/o Central Baptist Church
Snowdon Street
Bolton
BL1 2PU
Martin McLoughlin
Phone: 01204 522550

Milkstone CT

89a Milkstone Road
Rochdale
OL11 1NT
Mr Akhtar
Phone: 01706 750860

Point2Point CT (Hattersley)

Unit 3 Hattersley Industrial Estate
Stockport Road
Hattersley, Hyde
SK14 3QT
Doreen Hirst
Phone: 0161 367 8014
E-mail: P2pct@btconnect.com

Heywood New Heart CT

Independence House
Adelaide Street
Heywood
OL10 4HF
Phone: 01706-364688
E-mail:
bill.milligan@hnhct.co.uk

Manchester & District Transport for Sick Children

Romiley Health Centre
Chichester Road
Romiley
Stockport
SK6 4QR
Christine Stevens
Phone: 0161 406 6074
E-mail: transportorganisers@madtran.fsnet.co.uk

Partington Area Community Transport

Community Centre
Central Road
Partington
M31 1SE
Paul Heaton
Phone: 0161 777 8899
E-mail: info@pactco-op.fsbusiness.co.uk

Salford CT

1 Hope Street
(off Oldfield Road)
Salford
M5 4WN
Joanne Sugden
Phone: 0161 736 8852
E-mail: josugden@communitytransport.org

Wigan and District CT

Hope Enterprise Centre

Scot Lane

Wigan

WN5 0PN

David Jones

Phone: 01942 768811

Website: wiganct@tinyworld.co.uk

Wythenshawe Mobile

130 Sale Road

Manchester

M23 0BX

John Perry

Phone: 0161 945 5422

E-mail: jp@wmobile.org.uk