



**ASH LEA**

*Working together to be  
the best that we can be*

# **Ash Lea School**

## **Travel Training Policy**

## TRAVEL TRAINING POLICY

The purpose of Travel training is:

- To develop confidence, independence and safety to allow students to be as independent as individually possible.
- To enable students to reach their full potential and be able to live an independent life and function in the wider community.

Travel training allows students of varying ability the capacity to develop independent activities such as taking the register to/from the school office within a controlled environment to catching a bus independently to a work placement. Travel training is invaluable in developing self-esteem and confidence.

Within the Travel training programme, there are a variety of skills which are developed as well as road safety, such as:

- self preservation
- stranger danger
- self esteem
- confidence
- resilience
- social skills
- mathematical & literacy skills, eg timetables, money, conversations etc
- map reading - geographical skills
- physical - walking

Which compliment all aspects of the curriculum.

Titan Travel training is made up of three stages: Red, Amber and Green (Appendix 1):

- **Red**  
This stage comprises of various indoor and outdoor activities which requires students to be able to recognise, name and locate specific people and areas within their education establishment. It requires them to be able to say their own name, the name of the establishment, their age, their home address and telephone number. Offsite accompanied activities include specific pedestrian skills, use of the Green Cross Code, regular visits to set areas near the establishment and the use of a phone.
- **Amber**  
This stage comprises of various indoor and outdoor activities which requires students to work more independently. These skills include the use of communication in the place of education and in the local community, shopping skills and more advanced pedestrian skills.
- **Green**

This stage comprises of various indoor and outdoor activities which requires students to be able to confidently communicate in the education establishment, answer the phone, show a visitor around and greet visitors correctly during formal occasions. Offsite, the student is expected to be able to use pedestrian and public transport skills confidently, which they have been successfully coached to do.

When all the tests have been successfully completed, the student will be a fully independent mobile citizen, capable of using public transport.

### **Procedures for School**

As a school, we aim to develop the scheme throughout the departments. All teachers are trained in the programme and working group which is made up of teaching assistants. There is a Travel training lead (Heather Keating) who liaises with the Local Authority.

Groups of students are identified from Annual Reviews and class teams and a decision will be made with the Travel training lead and working group at what stage that young person will take part. Close liaison takes place with parents/carers about the scheme in order for them to support at home. For eligibility to work with a Travel trainer see Appendix 2.

All students have support to apply for a bus pass if appropriate to encourage use of public transport within class work and when on dedicated travel training time.

Titan travel training takes place within the timetable through other subjects organised by the class team. However, more specified time for named individuals is built into the timetable and planned accordingly.

General day to day training around the local area is classed as a category 'A' trip although all other trips are thoroughly risk assessed and are subject to approval from the Head and put onto 'Evolve'. Staffing ratios are dependent on ability, behaviour and the medical needs of the students as individuals and forms part of the vital assessment.

Students in remote contact when out and about carry mobile phones so they can get in touch with staff if necessary. They are made aware of Titan 'safe havens' which are shops/places with staff aware of the scheme which can help at any time if needed. Some students carry a Pegasus card.

### **Links to Other Areas**

Within school Titan travel training has links to English, maths, geography, PSHE and work experience.

In maths developing skills of number, money, time keeping, reading timetables and spatial awareness.

In English connections are made with reading, promoting conversation and form filling activities. Map reading and orientation are also promoted widely.

There is a close link with work experience and Travel training. Where appropriate, as students develop their independence it is important to support them to plan their journey to work and/or college if applicable.

Travel training is a vital part of Ash Lea School's curriculum to develop not only safety, but to develop independence and confidence to enable our students, when they leave, to be fully equipped for the next stage in their lives.

Travel training is vital in preparation for adulthood throughout the post-16 curriculum.

### **Procedures for Travel Training in relation to COVID-19**

While there is still the risk of COVID-19 students doing travel training around the local area (Cotgrave). They will not be going into community places e.g. shops, cafés etc. They will also not be catching the public bus. Work will be done about wearing a face mask and things we need to do to keep ourselves safe and reduce the spread of COVID-19 as part of their travel training. Students will be practicing road safety around Cotgrave, communication skills (using a phone), orienteering around Cotgrave, reading a map, giving directions, recognising local landmarks and walking set routes independently.

The Independent Travel Training (ITT) team will be available to help and will still work with the students. This will be working with one hub/class per day. They will be given the school risk assessment to read so they are aware of the procedures we have in place. They will meet hubs/classes outside the school building (at the gates or in the bus shelter). They will still be able to provide training for staff and assess students to pass different levels of the training.

This policy will be reviewed regularly to keep up to date with the government guidelines.

December 2019

Review date: September 2020



## Appendix 1

Name \_\_\_\_\_ Date Started \_\_\_\_\_

<b>Record of activities for Red Book – Ash Lea School</b>									
<b>Name</b>									
<b>Date Started</b>									
<b>Within the establishment can recognise and name:</b>					<b>Off-site accompanied by adult pedestrian skills student can:</b>				
Class teacher					Walk unaided with others				
Teaching assistants					Obey instructions, stop, pointing, come here etc,				
All students in group					Able to recite and use the G/x code to cross the road.				
<b><i>Knows and Remembers:</i></b>					Be aware of parked cars hazards				
Class room					Use a Pelican Crossing correctly.				
Members of staff in regular contact					Use a Zebra Crossing correctly.				
Other class rooms					Use a half –way island correctly.				
Other teachers					Find a safe place to cross.				
Ancillary staff					Indent when crossing roads at junctions.				
Other students					Follow left and right directions.				
<b>Can locate:</b>					Has knowledge of roads signs.				
Reception					<b>Accompanied by an adult can:</b>				
Head teachers office					Travel to a café safely.				
Soft play					Travel to sporting facility & church using crossings and indenting.				
Hall					Travel to local shops and library.				
Medical room					Do survey of amenities on way to sporting facility & church.				
Common room					Answers questions about amenities at the shops.				
Kitchen					Answer questions about specific shops.				
Sensory room					Demonstrate an awareness of different shops and use them.				
Play ground					<b>Use of telephone accompanied by an adult:</b>				
Toilets					Can find a land line phone in an office or room.				
<b>Can say and remember:</b>					Can dial a number on a land line phone.				
Own Name					Can dial a number on a mobile phone.				
Name of school					Can relay own name, location and converse clearly on a phone.				
Own age					Has made a phone call.				
Home address					Complete Red Book test route to café and library.				
Own telephone Number									

Date Completed \_\_\_\_\_

## Appendix 1

Name \_\_\_\_\_

Date Started \_\_\_\_\_

<b>Record of activities for Amber Book – Ash Lea School</b>			
<b>Communication in the school</b>			
Locate the school Kitchen.			
Locate the Reception.			
Locate the heads teacher’s office.			
Follow direction within the school.			
Take items to the office.			
Deliver written message.			
Repeat simple message immediately.			
Repeat simple message after a delay.			
Deliver a simple verbal message.			
Make a plan of the classroom.			
Simple local mapping skills.			
<b>Communication in the Community</b>			
Understand what to do if lost.			
Know who to contact and how in an emergency.			
Locate a specific shop.			
Price a range of items.			
Ask for help in a shop.			
Use one shop to buy a specific item.			
Use a specific shop to buy a list of items.			
Give appropriate coins for an item.			
Estimate change- if appropriate.			
<b>Pedestrian Skills- Adult/buddy accompanied the student can and does:</b>			
Know the green Cross Code.			
Know the practical use and limitations of a Zebra Crossing			
Know the practical use and limitations of a Pelican Crossing.			
Know the practical use and limitations of a Crossing Island.			
Know the practical use and limitations of a Sub way.			
Know the practical use and limitations of a Foot bridge.			
Can travel to the local library.			
Can travel to shops in local area.			
Can follow directions using left and right.			
Can follow direction involving cross roads and T junctions.			
Can use a simple street plan to plan a local route.			
Can travel to the nearest small or large supermarket.			
Can travel to the nearest shopping centre.			
Can travel to and use the safe haven in the bus station.			

Date Completed \_\_\_\_\_

## Appendix 1

Name \_\_\_\_\_ Date Started \_\_\_\_\_

<b>Record of activities for Green Book – Ash Lea School</b>			
<b>Communication in the school</b>			
Able to answer the telephone in school.			
Show a visitor around school.			
Greet visitors correctly during formal occasions.			
<b>Pedestrian and public transport skills.</b>			
Accompanied journey from the school to the bus station.			
Unaccompanied journey meeting staff at the bus station.			
Accompanied journey meeting staff/escort at the chosen meeting place.			
Unaccompanied journey meeting staff/escort at the chosen meeting place.			
Accompanied journey to the nearest large shopping centre.			
Unaccompanied journey to the nearest large shopping centre, bus stops and meeting escort at designated place.			
Unaccompanied journey from school –town- school.			
Able to find the job centre.			
Able to find the local specific shop and bring back an item.			
Able to return a specific timetable from bus station.			
Has worked out bus route home-school-home.			
Can use facilities in local library.			
Able to recognise landmarks in town.			
Can find way from Ash Lea School to The Shepherds.			
Can find local library.			
Can find the Town hall.			
Able to find nearest bus station.			
Able to find train station and collect a time table.			
Able to use a simple street map to plan a route.			
Students can make a journey from home to from school.			
Student can make a journey from school to home.			
Student can make journey from home to FE college.			
<b>Green Book Test Route into city/Town and back from bus station or a designated point.</b>			

Date Completed \_\_\_\_\_



## **Travel Training Sessions with the Travel Training Coordinator**

Safeguarding and the health and safety of the student and staff involved will always be the prime factor when carrying out a training session. The following points will be taken into consideration when students are nominated for a place on the scheme with the Travel Training Coordinator:

- Any health issues the student may have must be manageable by the trainer when out in the community.
- The student's behaviour must be appropriately managed by staff when out in the community.
- The student must be able to manage their own personal care when out in the community.
- The student must show a desire to travel independently.
- The class team must believe it is a realistic and achievable aim.
- Parents/carers must be prepared to work/support the scheme. Also they must understand that on successful completion of the 'Green' award, the student may have their home/school transport removed.
- For students to get the maximum benefit from the scheme, students/parents/carers will need to apply for a bus pass (school may be able to help with this process).

All class teams have members who have received travel training input and are able to deliver some of the elements during the school day.