

'Good to Go' Travel Training Policy



Aim

To promote a bespoke personalised programme which develops important transferable skills that our learners can use throughout their life as effective members of the community.

Objectives

- To promote independence and life skills.
- To develop an understanding of how to keep themselves and others safe and apply this understanding in practical situations.
- To provide opportunities for learners to use a range of transport.

Practice

At The Aspire Federation we have two accredited Level 2 Travel Trainers.

The curriculum at The Aspire Federation provides information and guidance on personal development and safety. Topics covered include lifestyle, dangers facing young people, road safety, personal safety and bullying. Learners participate in theme weeks and days which enhance learning further such as visiting speakers, professional external agency input and drama company input to highlight issues such as the dangers of drink driving and road safety.

Identification of Learners

Learners are identified through The Aspire Federation's Pathways to Success programmes and parent/carer request at Annual Reviews. Travel Training is open to all learners and is highly personalised with a focus on travelling from home to school/college and vice versa. Permission from parents/carers is required prior to any learner accessing independent travel training.

Programmes include;

- Road Safety and Stranger Danger
- Community Activity access
- Social Engagement opportunities – Friends & Family
- Access to curriculum opportunities i.e. Fix It, Work Experience
- Transition

Step 1

Letter to parents indicating a travel programme is available.

All parents are required to sign an agreement at the start of the academic year indicating permission for travel training. The Travel Trainer will contact and discuss any returns indicating a negative response. (Permission Letter - Appendix 1)

Step 2

Identification of learners

Travel Trainers and Assistant Headteacher meet and identify learners informed through; Pathways to Success programmes, the Annual Review process, learner, parent / carer requests and Pupil Premium numbers.

Step 3

Programmes planned. Timetable of weekly programmes monitored by Assistant Headteacher.

Appendix 2 – Travel plan.

Step 4 (Appendix 5)

Progress is monitored and evaluated by the Travel Trainers and Assistant Headteacher. Aspire understands that changes in learner circumstances may lead to programmes being revisited where necessary.

(All programmes and evaluations are logged on school documents).

Step 5

Monitoring is on-going as part of the programme. End of programme evaluation completed. Monitoring continues for all students on Travel Training roll.

Evaluation completed by Travel Trainers, learners and parents/carers.

(Appendix 3 & Appendix 4)

Partners

The Aspire Federation works in partnership with TFGM Stagecoach, South Lancs. Travel, Arriva, Wigan Bus Services and Northern Rail and the Local Authority.

This policy should be read in conjunction with the following policies –

Child Protection

Health & Safety

Teaching & Learning

Respect (Anti-bullying)

Appendix 1

Ref: AHT/AH/JM

DATE

Dear Parent/Carer,

I am the Independent Travel Co-ordinator at The Aspire Federation. It is my role to encourage learners to travel as independently as possible and widen their opportunities.

I need your permission to start a travel training programme during the school day with your son/daughter. We use buses and trains and complete lots of practice crossing streets and talking about personal safety and road safety. Learners are always directly supervised. This is a carefully planned programme which is delivered in small steps and parents will be informed of progress at each stage. No learner will move onto the next stage without discussion with parents/carers.

Please can you sign the permission slip below. If you have any problems or queries don't hesitate to contact me.

Yours sincerely

Independent Travel Trainer

I give permission for (name) _____ to take part in travel training which involves using public transport, buses and trains, as well as walking and crossing streets in the Wigan Borough and the local area.

Signed: _____ (Parent/Carer) Date: _____

Appendix 2

Independent Travel Plan

Name:

Date

Where are you now?

I use public transport for school or college

On my own

With help

I don't do it

I use public transport at home

On my own

With help

I don't do it

How often do you use public transport to travel in the community?
Who do you travel with?

I walk to and from school/college

On my own

With help

I don't do it

I walk around the community at home

On my own

With help

I don't do it

How often do you walk around the community? Who do you walk with?

What would you like to learn to do?

What are your next steps?

Learner's signature _____

Staff/Tutor's signature _____ Date _____

Appendix 3

Travel Training Student Evaluation

Name:

Date

What have you achieved?

What Travel Training have you completed?

Training	Tick all that apply
Independent travel (school/college/home)	
Stranger Danger	
Road Safety	
Travel to external providers	
Safe Places	
Building confidence travelling in the community	

I travel to and from school/college on public transport

On my own	
With help	
I don't do it	

I walk to and from school/college

On my own	
With help	
I don't do it	

I walk around the community in my own time

On my own	
With help	
I don't do it	

Do you have any worries/concerns?

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If you needed help, who would you ask?

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What is your next target? Why?

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How has travel training helped you?

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Learner's signature _____

Staff/Tutor's signature _____ Date _____

Appendix 4

Travel Training Parent/Carer Evaluation	
Name:	Date

What has your son/daughter achieved?

My son/daughter now uses public transport for school/college	
Independently	
Accompanied	
Does not use it	

My son/daughter now uses public transport at home	
Independently	
Accompanied	
Does not use it	

How often does your son/daughter use public transport to travel in the community? Who do they travel with?

My son/daughter walks to and from school/college	
On my own	
With help	
I don't do it	

My son/daughter walks around the community on my own	
On my own	
With help	
I don't do it	

How often does your son/daughter walk around the community? Who do they walk with?

What difference has travel training made for your son/daughters like?

What difference has travel training made for your families like?

Parent / Carer signature _____ Date _____

Date approved:	28.11.2019
Review Date:	November 2022
Signed Executive Headteacher:	C Taylor