

*Individual Growth, Individual People'*

Head Teacher: Mr Matt Joyce



# Travel Training Policy

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## 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 public 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. The majority of staff are trained in the programme. There is a Travel training lead (Paul Housley) who liaises alongside the Deputy Head and with the Local Authority.

Groups of students are identified from Annual Reviews and class teams, a referral form is completed (Appendix 2) and a decision made with the Travel training lead at what stage that young person will take part and agreed with the SLT lead. 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 3.

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.

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 by Paul Housley the Travel Training lead. Paul has dedicated time (4.5 days/week) to implement this.

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 Deputy 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 Travel Training '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 travel training has links to English, maths, geography, PSHE, work experience and life skills. 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 Newark Orchard 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 curriculum and in particular from Year 9 onwards.



Record of activities for Red Book – Newark Orchard School							
Name							
Date Started							
Within the establishment can recognise and name:				Off-site accompanied by adult pedestrian skills-student can:			
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>Knows and Remembers:</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 teacher's office				Travel to a café safely.			
Library				Travel to sporting facility & church using crossings and indenting.			
Hall				Travel to local shops.			
Medical room				Do survey of amenities on way to sporting facility & church.			
Dining 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 public library.			
Own telephone Number							

## APPENDIX 1

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

## APPENDIX 1

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

Date \_\_\_\_\_

<b>Communication in the school</b>			
Locate the school Kitchen.			
Locate the Reception.			
Locate the heads teacher's office.			
Follow direction within the school.			
Return the register.			
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 and join the locally 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 – Newark Orchard 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 Argos store and bring back a catalogue.			
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 school to Newark College			
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\_\_\_\_\_

## APPENDIX 2

### REFERRAL QUESTIONNAIRE

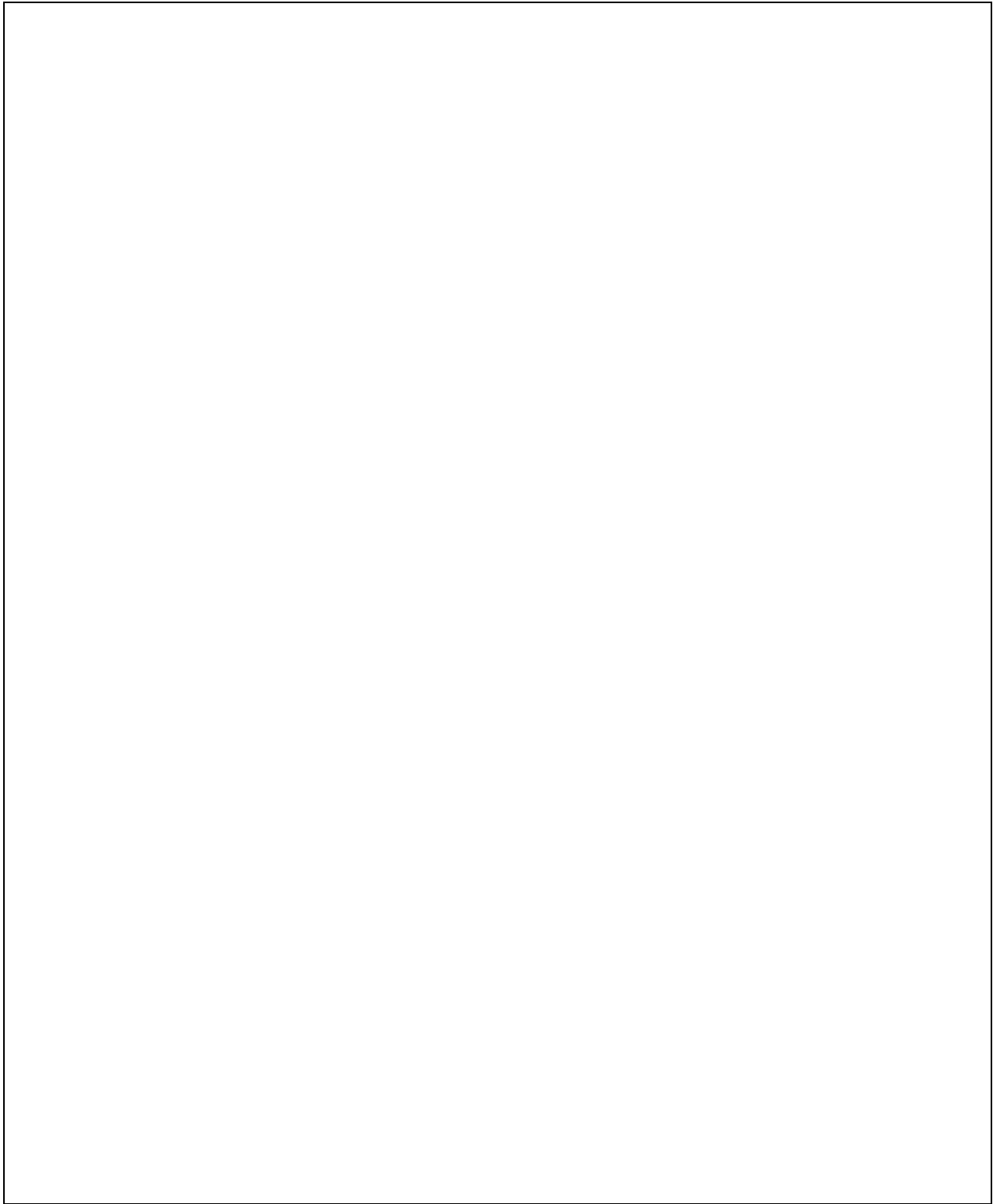
Student's Name			
Date of Birth		Age	

Home Address		Parent/carer details (if different)
Post Code		
Telephone No		
Mobile No		
Name of person making referral		
Telephone No		
Email		
Centre/School/ Organisation		
Telephone No		
Email		
Please give any relevant medical information that may affect the student.		
Please indicate the journey that the student wants to learn, including day and time.		
Please comment on the student's motivation to take part in travel training.		

What is the current level of the referred student's travel and road safety skills?			
	YES	NO	COMMENTS
Has this person had any previous level of travel training?			
Can this student: Recognise the dangers of crossing the road?			

Use a pelican/pedestrian crossing?			
Cross the streets safely, without using a recognised crossing?			
Learn to remember routes and directions?			
Travel on foot unescorted?			
Travel by bus with support?			
Read a bus number?			
<b>Is this student able to:</b> Request help from an appropriate source?			
Maintain their personal safety?			
Deal appropriately with strangers?			
<b>Does this student:</b> Have any physical problems that may restrict their ability to travel?			
Have any allergies or phobias?			
Have any behavioural problems that may restrict their ability to travel independently?			
On completion of the programme, have parents, carers and participants been made aware that they should be able to travel independently to local and more widespread landmarks, work, day centres, work experience, school/college and back home?  This helps people to travel independently without the need for Council-funded transport.			

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



**APPENDIX 3**

**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.
- **A referral questionnaire must be submitted to the class teacher.**
- 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).

There are a limited number of training sessions with the Travel Training Coordinator and therefore priorities will be made.

**Priority 1** is given to students who are in walking distance of the school (three miles) and are on home/school transport.

Pupil premium students/LAC students who this intervention is appropriate for.

**Priority 2** is given to students who are on home/school transport and live near a public bus route which will enable them to travel independently once they achieve their 'Green' award.

**Priority 3** individual students where it is felt that they would benefit from more tailored travel training away from the class sessions. However, this will involve discussions with the Travel training lead and SLT.

Students who stop making progress will have their training suspended and will be re-evaluated at a later date to ascertain whether re-joining the scheme will be of benefit to them.

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

