

# SEND Transport Update

26<sup>th</sup> February 2020

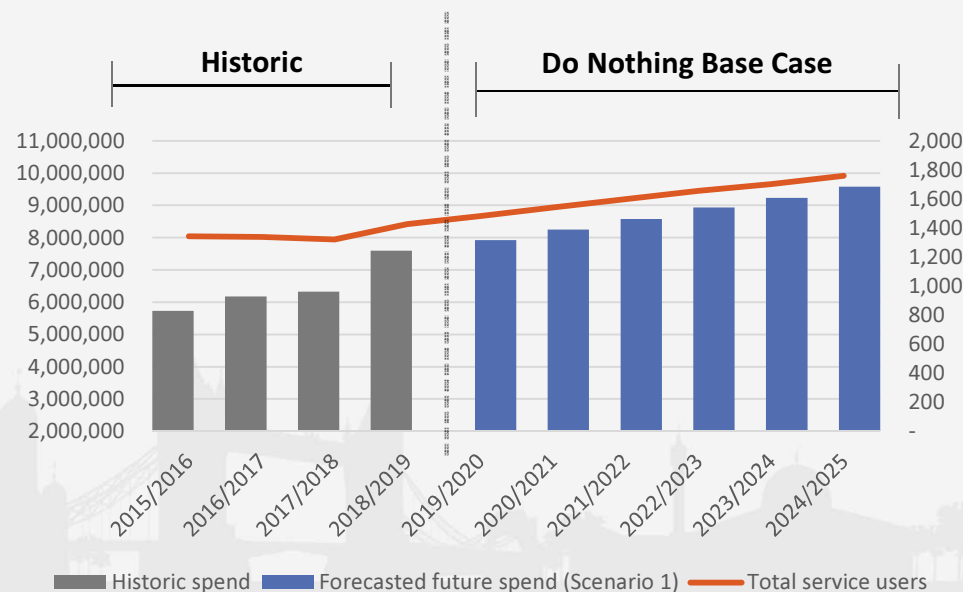
# CASE FOR CHANGE



## Special Education Needs (SEN)

- Greater independence for SEND children and young people who are able
- The council has a duty to provide transport for children 5- 16
- If young people transition to Adult Services the intention is to continue to steadily decrease demand over time, in line with the current trajectory

- The council currently spend £7.9m on SEND and Social Care Transport; £5.6m on children and young people
- This could increase by a further £1.7m if the council take no remedial action
- A challenge to deliver significant savings across the current MTFS period



## Council Commissioned a review Scope of the review

- Outlining options for changes to current delivery models
- Mapping the councils spend across SEN and social care transport
- Inform future decisions around delivery as well as procurement of replacement fleet

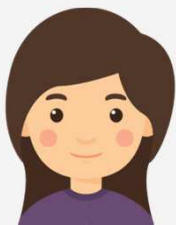


# Draft revision to the council's travel assistance policy



SUBJECT AREA	CURRENT POLICY	REVISED POLICY
<b>Eligible children</b>	Interpretation of eligibility too broad (e.g. all children with a statement of special educational needs (SEN) and/ or disability, or mobility problems).	Updated to reflect latest DfE guidance, focusing those who cannot be reasonably be expected to walk to school because of their mobility problems or because of associated health and safety issues related to their SEND. There will be no change for children with complex needs.
<b>Discretionary power</b>	Does not limit the transport that will be provided to children not eligible for home to school travel assistance.	Under their Discretionary powers, the council may provide support for those aged 4 and under, but the support will be limited to payment of a Personal Travel Budget only.
<b>Assessment</b>	Does not articulate how children will be assessed.	Incorporates suggested questions outlined in the assessment stage of the referral pathway.
<b>The ways home to school travel will be provided</b>	-	The updated travel assistance policy makes no changes to the ways in which the council provides travel assistance.

# CASE STUDY



**Name** Alias  
**Age** 15  
**Gender** Female

**SEN Category** Global Development Delay  
**Referrer** Key SEN teacher  
**Initially referred** 2011  
**Assessment** 2012, 2013, 2014  
**Re-referral** 2015

## Where the referral came

- We received the referral from the Key SEN teacher at the pupil's school. She felt MU would benefit from ITT.

## How the initial contact with parents went

- The parents had been made aware of the referral prior to our home visit and were keen for her to try the training. We talked about how the training would work and what we would be teaching her, including personal safety; road safety; managing money; recognising landmarks and what to do if things go wrong.

## Outcomes/what the service user learnt

- The student received 13 sessions with one of our accredited travel trainers. During these sessions, she learnt to navigate controlled and uncontrolled crossings safely and demonstrated this on several occasions when she was observed by the trainer. The training was going well; however she was easily distracted on the bus and would frequently miss her bus stop. She was not able to concentrate for the entire journey and it was not safe to move the training on, allowing her to complete part of the journey independently. The decision was made to stop the training.
- In line with the children's travel assistance, she was then assessed annually in 2012 and 2013, where it was felt she still hadn't gained the necessary skills to travel independently.
- She then moved over to adults and in line with their Travel Assistance Policy, she was also assessed then. With maturity and as MA had developed further skills it was felt that she should be given the opportunity to try ITT again.
- The training started and she received 34 sessions. She already had the road safety skills she had learnt before and was able to focus more whilst travelling on the bus, and eventually was able to travel independently to and from College.
- She has since started work experience at a Day Centre and continues to travel independently.
- We accept re-referrals and if she needs to learn a new route, we will happily teach her how to travel safely on the new route.

# A focus on independence and travel training



## **Independent travel training focussing on:**

- Increased confidence and independence
- Decreased reliance on specialist transport and parents/carers
- Improved contribution at school
- More opportunities to go out with friends and join clubs
- More opportunities to go to college or find a job

## **How does it work:**

- Learning the journey and foundation travel skills
- Personal safety and problem solving
- Journey practice and learning alternative routes
- Building confidence and becoming independent

# A focus on independence and travel training



## Comments on how ITT supports independence

‘Before travel training, I went to school in a taxi so I couldn’t do clubs after school. Now I’m more independent – I can go out where and when I want to. I feel positive, I concentrate more, and I feel focussed.

‘Now, I go to a drama club on Saturdays and then catch the bus to meet my mum at church. I go with one of my friends to church youth club. I’m learning to play guitar and I sing with the group.

‘In the future I want to live on my own in an apartment and learn to drive. I will have to pay bills. I need to work for money so that I can have a family, and then we can go on holidays to many places that I’ve never been to.

If I hadn’t done travel training, I couldn’t go to the clubs after college, or to any other places. I would be at home.’ Child D parent has also seen the impact, saying: ‘I was worried about the training, I worried he would get hurt. So I kept him close for protection. When the travel training coordinator came to my house and I met the travel trainers I felt very reassured, they kept me up to date with his progress, I was happy with the work.

‘To other parents I would say that I was reassured by the information from the travel training team, and I would recommend it to other people. Rene is so confident, and he can do so many different things. It’s been very good for him.’

# ASSESSMENT AND REFERRAL PATHWAY



A review of the current referral and assessment pathway for SEND transport has also found that it could be improved and better support the revised travel assistance policy by adding additional elements.

These include incorporating specific processes for:

- Tighter eligibility questions
- Focus on independence throughout
- Regular annual reviews
- Quality assurance checks for all successful applications for home to school transport; and,
- Director approval for all discretionary travel arrangements (those not eligible for)

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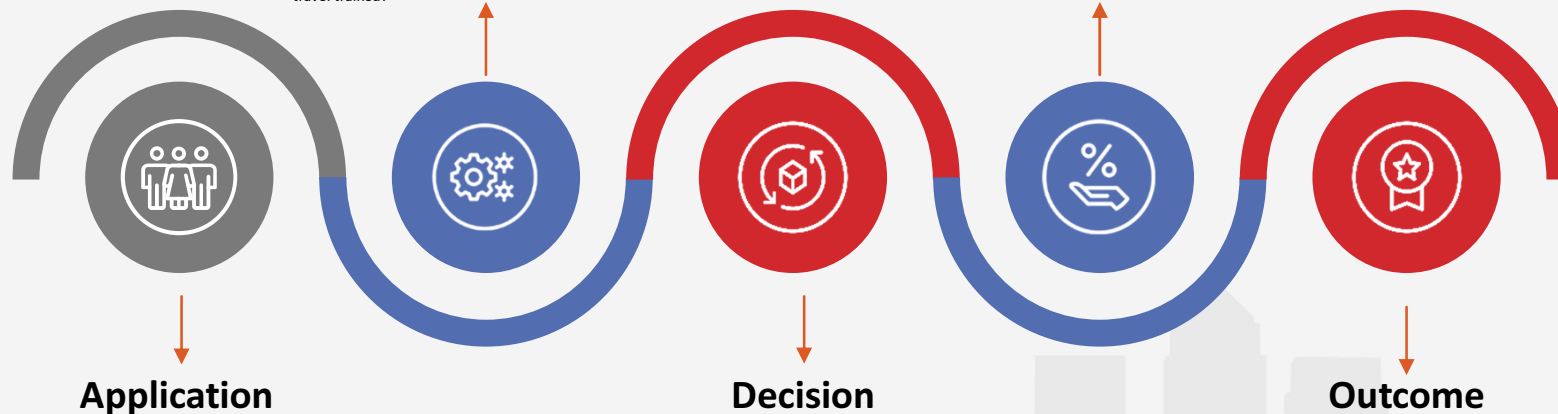
Children’s (ii) – End to End process – Annual assessments will support better demand management and policy adherence

## Assessment

- Would the child have difficulty in walking or using public transport due to their special educational needs or disability?
- Does the child’s special educational need or disability rule out the use of free public transport, or is suitable public transport is not conveniently available?
- Does the child have emotional/behavioural difficulties that severely affect their ability to use free public transport or would the child be vulnerable and at risk of danger to themselves, or the general public, if they use public or other transport?
- Would the child be able to travel independently to school if suitably travel trained?

## Quality assurance

- Decisions are reviewed by transport panel – discussion should scrutinise:
  - Evidence captured in the application and assessment process;
  - The opportunity to utilise independent travel training; and,
  - The suggest form of travel assistance;

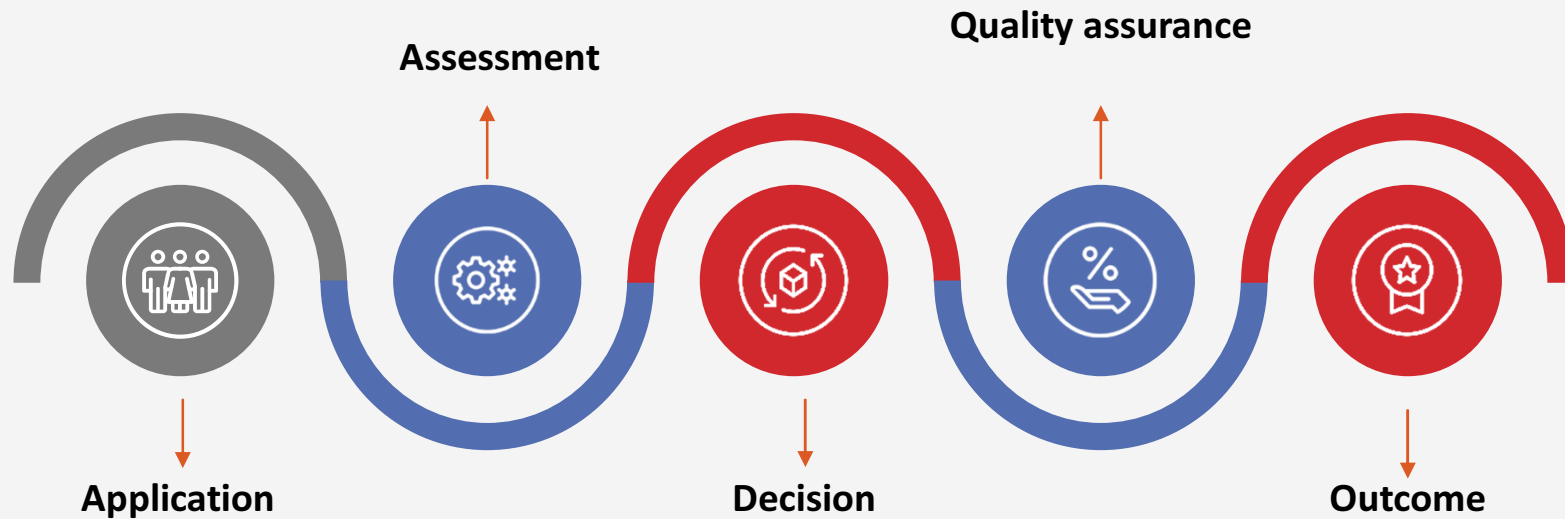


- Is the child eligible?
- statutory walking distances;
  - **special educational needs, disability or mobility problems;**
  - Unsafe walking route; and
  - extended rights

- Council officers check applications in accordance with the eligibility criteria and assessment questions, a recommendation is made regarding whether the council should provide travel assistance and what is the most appropriate from of support.



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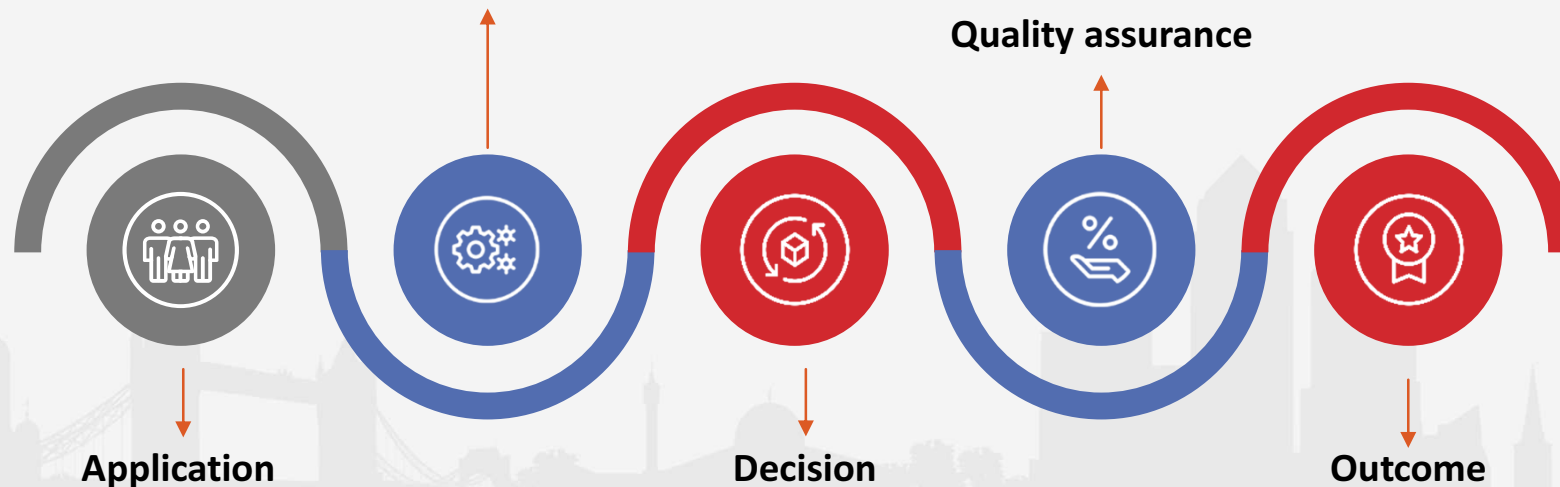
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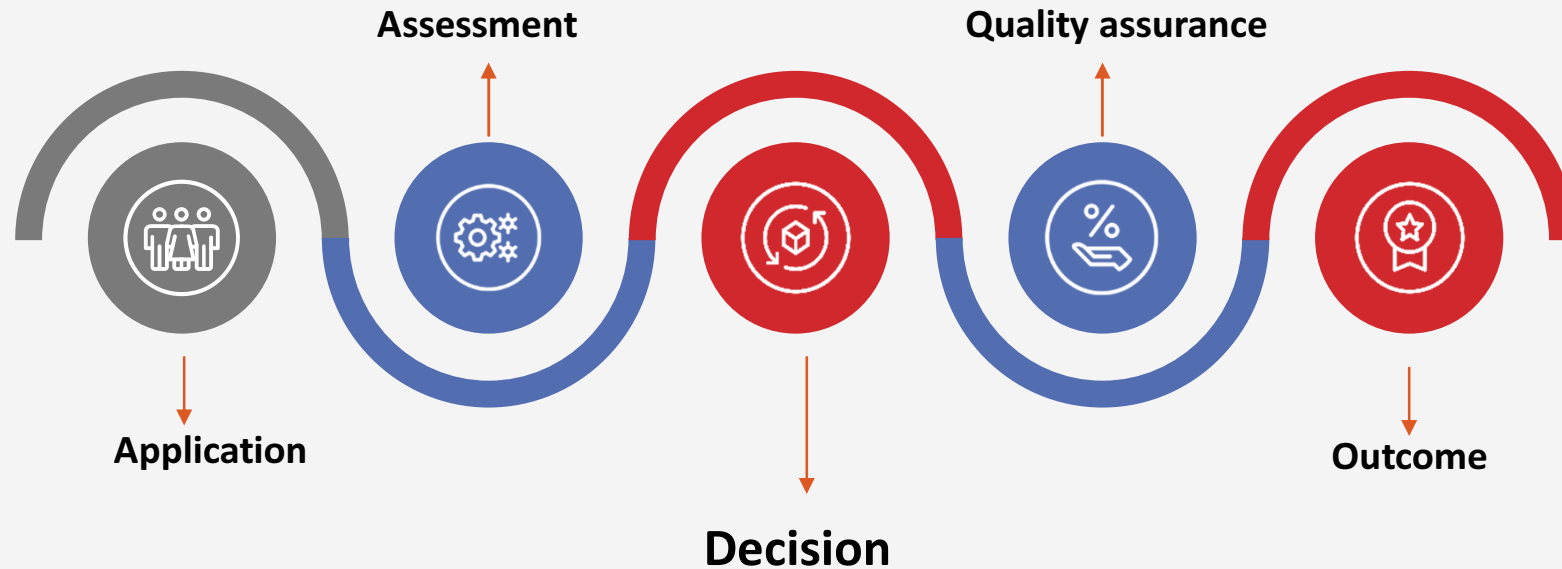


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