

My Independence

- ◆ My Travel Training



Equals SLD (Semi-Formal) Curriculum SoW: My Independence

Sub SoW: My Travel Training

Basic Principles

Process and Skills. *My Travel Training* (TT) is a combination of skills based and process based learning; that is, learners will learn the process of travelling from one place to another and back again by doing, and the more opportunities they have of doing, the more secure their learning will be. There are nonetheless, some basic skills that can be prepared in the classroom such as learning how to stop, look, turn left or right, go forward, backward, be aware of what is behind and in front for example. All these can and should be taught in school in order to embed essential concepts that are used when travel training since it may not be enough to practice these only when actually out of school travel training.

TT goes as far as it can go for each individual learner and there is no expectation that every learner will become entirely independent in all of the schemas attached.

The type of TT skills required by any individual learner will depend on (i) their cognitive abilities (ii) their physical and sensory abilities and (iii) their environment. Environmental factors will include the area being travelled within, so that TT for a learner living in central London will be very different from TT for a learner living in rural Somerset.

Starting age. Independent TT is very complicated to master and schools will therefore need to maximise the number of learning opportunities available. There is no logical reason why the processes outlined here cannot be started at KS1 and possibly earlier. It is certainly not unreasonable to assume that TT will be an activity which all learners will need to practice several times during every single week of their whole school career.

Motivation. TT should as much as possible be self-motivational, that is, it will work best when the learner has a reason for *wanting* to go from one place to another in the sense that something which is important to the individual learner is gained or achieved by the process of travelling. This may however be going for a walk with the class, going to a park, going to the local library etc. For some learners, it may be that the journey itself is sufficient motivation especially when using bus, tube or train, but it is always best to have a reason for travelling as well. For many learners it might simply be that it is part of the curriculum and on the timetable therefore it takes

place, when learning basic road crossing skills, there may not be an end reward or any other reason to go out other than to cross and re-cross roads time and time again to get enough practice. Staff may need to work quite hard to make it an activity that learners want to take part in by making it fun and being encouraging and positive. We may also find that many students won't (understandably!) want to go out in the cold, damp, snow, drizzle, but they still need to be practising skills in all conditions as these conditions can affect the environment they are accessing and in 'real life' they will need to venture out in all weathers.

TT must not be restricted simply to those who can walk, or those who can walk for long distances. The independent use of motorised wheelchairs may become a key factor in increasing an individual's TT independence. This may involve schools acting as advocates for learners with the Area Health Authority for the allocation of a motorised wheelchair. Clearly, all learners will need a considerable amount of practise in school before they can venture out into the road and issues of long term mobility potential come to the fore. It may be that a realistic long term prognosis of an individual's mobility potential at 19 years of age needs to be made well before Key Stage 3 and such a decision clearly needs to be multi-disciplinary and directly involve parents/carers. There may well be dilemmas here which are not easy to resolve, and which centre around the choices of (i) Do we continue with a programme that tries to maximise a learner's walking ability and thereby risk giving insufficient time for him to master a motorised wheelchair? or (ii) Do we maximise the time available to the learner to master the use of a motorised wheelchair and thereby risk speeding up the 'disability' process through lack of exercise? It needs to be recognised that 'disabling' may well occur with either scenario.

Non ambulant SLD learners who are unable to use, or who will not have access to, motorised wheelchairs should also experience travel training, being talked through the process and skills as with ambulant learners, and being encouraged to decide when to cross a road, which way to turn etc. It is **REALLY** important that the member of staff supporting the learner does not simply make the decisions for them.

TT must be grounded within the context of the actual journey being learned. Learners may need several tens and possibly several hundreds of opportunities to learn the same journey at the same time of the day using exactly the same route for it to become established and before we can bring in the variations necessary for the generalising of the skill.

The TT guides promoted here are largely developmental, but the skills achieved by the learner may not be gained in a linear fashion. For example, the use of pedestrian crossings and traffic light systems often require the ability to differentiate between green and red which the learner may not have. They also generally have time limits on the green which may be too short to allow sufficient processing time for the person's degree of learning difficulty. Alternative methods may need to be taught and employed.

Risk. As travelling independently is a relatively high risk activity, detailed risk assessments will need to be carried out with the individual needs of learners borne in mind. This is mentioned in the safety section but is particularly important for this scheme so thought it worth adding close to the top of the scheme as well.

The Teaching Activities below assume that the learner does not have a severe visual impairment and the degree of the visual impairment will have to be assessed in relation to the degree of learning difficulty as to the level of independence aimed for.

The ultimate goal is always full independence in travelling from one fixed and known point to another fixed and known point, with all learners maximising their abilities to be as able as they can be.

My Thinking and Problem Solving is a key additional component of high independence TT.

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The Equals *My Independence* Scheme of Work has been edited by Peter Imray, Mandy Hadfield and Karen Aird.

LEARNING INTENTIONS	TEACHING ACTIVITIES Walking And Road Crossing (Travelling as a Pedestrian)	POINTS TO NOTE
Walking independently in school	<p>1. Learners will need a reason to travel around the school and journeys must have a purpose. Standard times will be travelling from bus to class; from class to class; from class to playground; from playground to class; from class to lunch; from lunch to class; from class to bus.</p> <p>2. A timed baseline will need to be recorded for every learner which will involve establishing whether the learner can:</p> <ul style="list-style-type: none"> a. Walk independently for a set distance without pulling away whilst holding an adult's hand (the adult is holding the learner) b. Walk independently for a set distance without pulling away whilst touching an adult's arm or hand (the learner is holding the adult) c. Walk independently for a set distance without running away. <p>3. It is not necessary to go through the process of moving from a to b to c, since some learners will already be at the c stage and other learners will move from a to c without needing b.</p> <p>4. Learners may need to re-start a journey several times in order to get it right if there is LOTS of pulling away. This must always be done in a very low key, non-punitive manner with lots of praise for getting it right and of course, the reward of getting to the motivating object/place/person.</p> <p>5. Learners will need to practice in school as much as possible and teachers will probably need to manufacture reasons for walking around the school. These might include collecting favourite toys/books/objects/foodstuffs or visiting favourite people to say hello/pass on a message, etc.</p>	<p>ALWAYS inform the learner where they're going and why.</p> <p>This will be done verbally and supported with object of reference (OoR) or symbol and/or sign as necessary.</p>

	<p>6. Learners who drop to the floor or refuse to co-operate may not be making the connection between the act of walking and the reward gained; that is, their understanding of cause and effect is too fragile as might well be the case if for example, they had profound learning difficulties. It may be that TT is not an appropriate activity and they should be working in a more informal curriculum model, enabling them to access the community safely and appropriately. Alternatively, they may be being offered insufficient reward (that is, the object/person is not sufficiently motivating to the individual learner) OR we may be expecting them to walk too far. It is very important that we don't make the initial stages too demanding, since success is vital. A very easy learning intention achieved is much better than a more challenging learning intention failed. We can always gradually increase the distance once success has been established.</p>	
<p>Walking independently outside of school</p>	<ol style="list-style-type: none"> 1. It is not necessary to wait until walking independently in school for a set distance without running away is established BEFORE walking outside of school. Indeed it is envisaged that both can be practised at the same time. 2. It is assumed that learners will not move onto 3b and 3c below if they cannot walk independently without running away in school. 3. A timed baseline will need to be recorded for every learner which will involve establishing that the learner can: <ol style="list-style-type: none"> a. Walk independently for a set distance without pulling away whilst holding an adult's hand (the adult is holding the learner) b. Walk independently for a set distance whilst touching an adult's arm or hand (the learner is holding the adult) c. Walk independently for a set distance. 	<p>ALWAYS inform the learner where they are going and why. This will be done verbally and supported with OoR or symbol and/or sign as necessary.</p>

	<p>4. It is not necessary to go through the process of moving from a to b to c, since some learners will already be at the c stage and other learners will move from a to c without needing b.</p> <p>5. The same principles as walking in school need to be set. That is:</p> <ul style="list-style-type: none"> a. establish routines when walking outside of school is required, such as shopping for snacks; shopping for treats; visiting local attractions such as the library, the park, the local playground, the fire station, the police station etc. b. it is very strongly suggested that in every stage of road crossing, the most direct route is not necessarily the best if that does not involve crossing many roads. In the early stages of road crossing especially, learners will need LOTS of crossing practise before they arrive at their destination, which may mean going on quite a circular route, or crossing and re-crossing the same road a number of times. The early stages are all about practice, practice and more practice in each session. c. don't push too hard too fast – a small success is much better than a big failure d. have high expectations and be prepared to start again (several times) if the learner is over-excited or not concentrating, but do this in a low key, non-punitive manner. <p>6. Staff need to practise walking in different weather conditions (especially snow and ice) and recognise that the wearing of rain hoods, using umbrellas, walking on slippery paths etc will inhibit vision and mobility (the ability to walk) and so hinder decision making.</p> <p>This is also a good opportunity to practice wearing reflective clothing and/or bags to improve their visibility to traffic.</p>	
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<p>Stopping at the kerb and looking for traffic</p>	<p>1. Teachers need to establish a route that involves lots of minor roads or keep crossing and re crossing that one road, in order to maximise the opportunities to practice and re-practice.</p> <p>2. The routine will involve</p> <ul style="list-style-type: none"> a. Stopping at the kerb. In the early stages of learning to stop and look, the learner should always stop and prepare to cross where there is as clear a view as possible of the road and approaching traffic, preferably where no cars are parked which might obscure the learner’s clear view of the road both ways. b. Looking right then left then right again before crossing, with the member of staff saying <i>‘look right, look left’</i> and supporting with cues and physical support and/or guidance as necessary. c. Prompting the learner to notice traffic with <i>‘look there’s a car coming towards us, it’s not safe, we’ll wait’</i> or <i>‘look, there’s a bike coming towards us, it’s not safe, we’ll wait’</i> etc.’ At this stage we need to teach the learner to differentiate between moving traffic and a parked car somewhere on the road. 	
<p>Crossing a minor road with support</p>	<p>1. Staff need to have the same expectations for crossing the road as they would if they were walking on the pavement. That is, either holding the learner’s hand (or arm for older learners); or the learner holding the adult’s hand/arm; or the learner walking independently will apply. Staff should not revert back to holding the learner’s hand just because they are crossing a road unless danger occurs, but should continue to walk across with the learner.</p> <p>2. Once the learner has established, with support, that there is no traffic near enough to do harm the supporting member of staff will need to</p> <ul style="list-style-type: none"> a. Prompt the learner with <i>‘Is it safe to cross?’</i> before deciding that it is, then with <i>‘It’s safe let’s cross’</i>. 	<p>It is VITALLY IMPORTANT that learners cross minor roads one by one rather than en masse. The learner will be learning nothing if he is just following somebody else’s decision. This can sometimes mean that staff have to ferry learners across and this can take time. It is always</p>

	<p>b. Prompt the learner to keep looking both ways as he crosses the road.</p> <p>3. Once the learner has been consistently successful at supported crossing, adults need to gradually wait for longer periods of time between the prompt of ‘Is it safe to cross?’ and ‘Let’s cross’ in order to allow time for the learner to make the decision.</p> <p>4. We need to recognise here that this is likely to take <i>several hundred opportunities</i> and we must be ready with an arm on the shoulder if the learner gets it wrong!</p>	<p>preferable for learners to be working individually with a member of staff or with no more than one other learner of a similar ability so that meaningful learning and enough practice can take place.</p>
<p>Crossing different minor roads with support</p>	<p>Generalising the skill of crossing a minor road is key, but the same process needs to be gone through with every different minor road crossed.</p>	
<p>Crossing a minor road where parked cars are blocking a clear view</p>	<p>1. Try and get the learner to problem solve by pointing out the problem with ‘We can’t see the road to see if any cars are coming because of these parked cars. What are we going to do?’</p> <p>2. Be prepared to wait until the learner comes up with a possible solution.</p> <p>3. This could take some time!</p> <p>4. Possible solutions are</p> <p>a. Edge out to look around the cars. If this is the only solution, learners should be taught to go and stand at the front of the car by the light on the outside of the vehicle, and they must always make sure that their body is not sticking out into the road. The front of the car is suggested rather than the rear as a driver in the car may not notice someone standing at the back of the vehicle and begin reversing. The learner will be seen at the front of</p>	

	<p>the car. This is particularly important if having to cross the road where a lot of large vans are parked.</p> <ol style="list-style-type: none"> b. Find a safer crossing point c. Do not cross the road <p>As with all problem solving and thinking, be prepared to accept the last answer which will then of course have consequences which the learners need to resolve.</p> <p>5. If edging out is chosen, or if you (eventually) need to prompt the response, the same principles of crossing apply.</p> <p>6. Learners need to be made aware that crossing near the brow of a hill or near a bend in a road would not be a good place to cross the road and understand why not.</p>	
<p>Crossing a major road using a zebra crossing with support</p>	<ol style="list-style-type: none"> 1. It is not necessary that learners have mastered crossing a minor road before tackling a major road, but the learner must have firmly grasped the basic principles of safety and traffic awareness/danger. 2. Using a zebra crossing is best approached as a solution to a problem. That is, involve the learners in the decision making process leading to using a zebra crossing, and do this every time so that learners get used to asking themselves ‘Where is the safest place to cross a busy road?’ 3. Staff can afford to wait quite a long time when asking learners to make an independent decision to cross a minor road, since the only people waiting are the learner and the group with him. This will not be the case with a busy road, and staff will need to adopt a stronger prompting approach. However, learners must be taught not to cross simply because other people are, but must know themselves that it is safe to cross and not assume others are doing so safely – they may not be! 	

	<p>4. It will help here if staff can develop a set strategy of</p> <ul style="list-style-type: none"> a. reminding learners that they are waiting for traffic to stop b. pointing out that the traffic has stopped c. pointing out that it is now safe to cross d. reminding learners to stop halfway if there is an island and repeat the process <p>5. Staff will need to consider crossing at zebra crossings where there is no traffic on the road, because now, there is no traffic to stop. This is another problem solving activity and you will need to treat it as such. Be aware that learners may well decide to wait until traffic comes along (however long that takes) so that it can stop and this is probably a reasonable option for them to take!</p> <p>6. Staff will need to ensure that they allow sufficient time to enable learners to cross individually rather than en masse, since there is no individual learning going on when everyone crosses together.</p>	
<p>Crossing a major road using a pelican crossing with support</p>	<p>1. The same principles as crossing at a zebra crossing apply here, except of course that there are now time limits in which to safely cross and these can sometimes be quite tight.</p> <p>2. Staff need to be aware that reaction times for learners can cause problems here, as by the time the learner has registered the green man/bleep, the red light may well have come back on.</p> <p>3. Staff also need to be aware that it is quite challenging for many learners to concentrate on the red/green light for any length of time and that some learners may not have a refined enough sense of colour or strong enough powers of concentration.</p> <p>4. It may therefore be appropriate to consider other strategies for some learners who continually struggle with mastering a pelican crossing. For example, asking</p>	

	<p>for help from another crosser who is not a member of staff. A simple <i>'Can you please tell me when it is safe to cross?'</i> should suffice.</p> <p>5. If a learner does not have the linguistic skills, a Big Mac can be carried for this purpose. Learners will have to have a shoulder bag to carry it in, be taught how to switch it on and off as appropriate and practise using it many times in class and other role play situations. Alternatively, a small laminated card with the request <i>'Please tell me when it is safe to cross'</i> printed on it may be less cumbersome (carried in their pocket) and more easily managed.</p>	
<p>Crossing a T junction or a crossroads</p>	<p>In many ways crossing either at a T junction or a crossroads can be the most challenging of all, because learners will have to look three ways or four ways and make multi-assessments about the speed of traffic and direction of travel etc. This might therefore become a <i>My Thinking and Problem Solving</i> exercise for all but the most able learners, where they decide about the safest place to cross. The safest route may not always be the quickest and learners might have to walk away from their destination to find a safe place to cross away from the complexities of three and four way traffic. In any event, this sort of option will need to be practiced many times, especially if this forms part of a regular journey.</p>	
<p>Using a motorised wheelchair</p>	<p>Particular attention will need to be paid to</p> <ol style="list-style-type: none"> a. The camber of pavements b. Uneven pavements c. Very narrow pavements or those that narrow at certain points d. Fixed obstacles on pavements such as lampposts, bins, signage, etc e. Steering in a straight line f. Other pavement users, particularly in busy areas 	<p>It is worth noting that ambulant learners may well have similar difficulties with all of these issues.</p>

<p>Crossing any road using a motorised wheelchair</p>	<p>Generally, the same principles apply but staff will need to work with learners to establish appropriate places to cross on set routes, both in terms of visibility of approaching traffic and location of dropped kerbs (on both sides of the road) to allow easy descent from and ascent to the pavement. Learners with physical disabilities in standard wheelchairs should also be taught in the same way as ambulant learners, but as soon as they have indicated that it is safe to cross the member of staff will obviously then need to push them across, or indicate clearly that it is too dangerous and ask the learner to try again. They should also be as involved as ambulant learners when making decisions about where to cross, which direction to turn etc.</p>	
<p>Landmarking</p>	<ol style="list-style-type: none"> 1. Identifying landmarks (landmarking) is something that should be encouraged from the very earliest stages of TT, even in school when walking from one room to another. A simple commentary of passing key landmarks as the learner passes them can aid the process - <i>'We're passing the sensory room; we're passing the office; and here's the dinner hall'</i>. 2. This should be continued whenever walking a regular route and staff will need to think carefully about how they describe these landmarks using simple key words. 3. All staff involved with TT must use the same descriptors to ensure consistency of language and approach. 4. Videos and photographs showing these landmarks can be produced to aid consolidation of routes when back in school. 	<p>Landmarking is also a key skill in Bus and Train Travel.</p>

<p>Finding one's way after becoming lost</p>	<p>This will be a key learning opportunity for those who may achieve independent travelling and needs to be experienced many times.</p> <ol style="list-style-type: none"> 1. This exercise can be carried out during any familiar journey by asking the learner (or one learner if you are in a small group) to lead the way back to school. He may succeed, in which case another learner is asked to lead the group back to school on the next (same) familiar journey. Sooner or later, it is likely that one of the learners will lead the group in the wrong direction. Another learner may spot the error and correct the group, and staff would be well advised to allow this to happen since this is an essential part of collaborative learning. 2. If the individual or group go in the wrong direction, staff need to wait for as long as possible before pointing out that the group may be lost. We can only solve the problem if we recognise that there's a problem in the first place, so this might mean going for some distance and taking some time about it! It is best to comment on the fact that the group may be lost by pointing out that you haven't seen any landmarks for some time. 3. Learners have to know whether they are lost or not; that is, they have to recognise that there is a problem. Here, earlier work done with land-marking can bear fruit as the learner will be more able to recognise that something is wrong if he is not able to mentally tick off the known landmarks. 4. As with all problem solving activities, the staff member(s) must be clear with learners that they do not have a solution. Encouraging 'trial and error' and recognising that there's nothing wrong with making mistakes are both key components of successful problem solving. 5. Key strategies for dealing with being lost: <ol style="list-style-type: none"> a. At the time of writing, there are not sufficient policemen on the beat to be confident that coming across one will solve the problem, 	
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	<ul style="list-style-type: none"> b. Neither is asking for help from a passer by a satisfactory solution because we have the problem of who to trust. You might say look out for an old lady and ask her, but what constitutes ‘old’ to a person with SLD? c. Asking for help from a member of staff in local shops, cafes, library etc may however be helpful. d. We must therefore ensure that the learner has a fully charged mobile phone and is able (that is, has practised many, many times) to call school. e. Ensure that a tracking app is installed on the phone. f. If the learner finds verbal communication difficult, he will have to be adept at texting using a pre-identified face symbol which will indicate that the learner is lost. g. Staff MUST NOT use their own mobiles unless in cases of extreme emergency, though if the group are clearly going to be very late back to school, a staff member might hang back from the group and make a discrete quick call to warn them. 	
<p>Independent walking</p>	<ol style="list-style-type: none"> 1. When the individual learner has proved him or herself competent within the TT SoW, (a process which may well take several years) learners may be selected for independent travelling. Such a choice must involve parents/carers and the head teacher/senior leadership team. 2. The learner is informed that the accompanying staff member will not direct him in any way for the whole of the journey, and only intervene in case of imminent danger. 3. The staff member will walk alongside the learner and make notes of difficulties to feed back later on. 4. Once you are confident that the learner can handle things on their own, the staff member can hang back a little further. 	

	<p>5. The final stage will be following the learner without him knowing that a staff member is with him.</p> <p>6. This process will probably take some considerable time to complete, and will not be gone through overnight.</p>	
Looking positively at problems	Learners will inevitably face difficulties with unpredictable changes that they encounter on an otherwise familiar route and which will need to be overcome. It is impossible to write a definitive list of such potential difficulties but they might include such things as road works which block off the pavement; changes to zebra and pelican crossings; changes to landmarks; changes to shop names and layouts. However, this is what happens in 'real life' and how to cope with such changes is a vital lesson to learn if the learner is to be able to travel confidently and independently in the future.	
LEARNING INTENTIONS	TEACHING ACTIVITIES TRAVELLING BY BUS/TRAM	POINTS TO NOTE
Flagging the bus to stop	<p>1. Some planning will need to take place here as learners will need to know where the bus stop is as well as the number of the bus. It is not necessary to be numerate however, merely to know the number and to read it like a word/symbol. You don't have to know that 191 precedes 192 to know that 192 is the number of your bus.</p> <p>2. Since it cannot be assumed that learners will be able to tell the difference between a fare stage and a request stop, it is probably best to always assume that learners will need to flag the bus, and this is a good habit to get into early.</p> <p>3. Some learners may need to board a bus at a bus station, where they will be faced with a number of bus stops and buses some of which may look very similar</p>	There may well be a Local Travel Plan for your school's area.

	so they will need to be able to recognise and, if necessary, check that they are on the correct bus.	
Purchasing a ticket	<p>It is generally the case that children, young people and adults with SLD will have free travel through a travel card, but if a ticket needs to be purchased this should be the same process as any purchase in any shop.</p> <p>Learners will need to practice purchasing their ticket for regular journeys in the same way that they would practice buying any good from any shop.</p>	See <i>My Shopping</i>
Using a travel card	<p>Using a travel card will be much the same process as using money, and learners will need to practice individually and personally</p> <ol style="list-style-type: none"> 1. Ensuring that they have their travel card before leaving school 2. Putting their own travel card in a safe place. It is strongly recommended that all learners have a purse or wallet and that the travel card is always put in the same compartment of the purse or wallet by the learner. 3. Putting their own purse or wallet in their own individual shoulder bag or back pack. 4. Taking their own wallet or purse out of their own bag or back pack and extricating the travel card out as soon as arriving at the bus stop. 5. Putting the card in a pocket. 6. Putting their wallet or purse back in their bag or back pack. 7. Taking the card out of their pocket and holding it in their hand until the bus comes 8. Touching the card on the electronic register or showing the card to the driver, whichever is appropriate. 9. Holding the card in one hand while still negotiating the way to a seat. 10. Putting the card back in their purse or wallet and the purse or wallet back in their bag as soon as they have sat down. 	<p>There is no doubt that at some stage one (or more) learners will lose their travel card or their fare money.</p> <p>The same scenario applies in <i>My Shopping</i> and the same principles apply. IT IS IMPERATIVE that staff DO NOT make the problem go away by paying themselves or explaining the situation to the bus driver. Problems have to be faced and worked through.</p> <p>An additional difficulty may be faced if a group of learners are travelling together and cannot be split up for staffing or health and safety reasons. In which case the problem needs to be faced by all and perhaps peer pressure will</p>

		<p>ensure that the problem doesn't occur again!</p>
<p>Boarding the bus</p>	<ol style="list-style-type: none"> 1. Most bus drivers will wait until the learner is seated before moving off, but this cannot be assumed. Learners will therefore need to be shown how to hold onto rails as they walk to their seat. 2. Learners will need to practice going upstairs in a moving bus if that is necessary and of course coming back down again. It should be noted that the landmarks will have a different perspective from the top deck. 3. Because of the possibility of buses starting off before the learner has had the opportunity of finding a seat, it is probably good practice to take the first seat available. 4. Many inner city buses have multi entrance points and all of these need to be practised. 5. Many inner city buses are of different designs, so that some only have boarding at the front and some only at the back. Again, it is vital that learners have lots of opportunities to practise recognising the difference. 7. If working with more than one learner, there is the possibility that the group will get separated; that is, some learners will board the bus whilst others will be left at the bus stop. This might happen if the bus is nearly full and the bus driver does not understand the problem, or if for one reason or another, a staff member is distracted and doesn't realise the bus has driven off with some of the party on board. In this situation, learners need to be coached that they get off the bus at the next stop and wait for the rest of the group to catch up. This scenario will need to be practised a number of times with one staff member boarding with some learners whilst another staff gets left behind with others of the group. 	<p>Asking bus drivers to wait until people with learning difficulties are safely seated does not seem an unreasonable request. Staff may therefore want to make sure that drivers do this!</p> <p>This scenario is much more likely on tubes or trains where the driver might be a long way from the carriage being boarded.</p>

<p>Exiting the bus</p>	<ol style="list-style-type: none"> 1. All journeys need to be regularly used routes from a given starting point to a given destination. In this way landmarking can be used to good effect as long as these are established with the learner. As with walking, landmarking words need to be agreed between all staff and used with all learners in a simple clear and consistent manner. ‘Look, we’ve passed the gasworks, next it’s MacDonald’s. Look we’ve passed MacDonald’s, next it’s the big glass building.’ 2. The last landmark needs to be the one before your exiting stop so that learners are prompted to stand up, ring the bell or press the buzzer and move towards the exit. 3. Each learner should be encouraged to press the button to ring the bell or buzzer individually and you might want to warn the bus driver that this will happen. 4. A number of buses now have automated voices to indicate the next stop. This can act as a support, especially if the learner’s destination is named, but should only be a support and not replace landmarking. 	<p>Staff should avoid counting stops as a means of knowing when to exit. Unless the learner is VERY secure in number, it’s just too difficult and too easy for the learner to be distracted and forget the number they’re on.</p>
<p>Practising what to do if the stop is missed</p>	<ol style="list-style-type: none"> 1. Like getting lost when walking, this is a key problem solving opportunity and needs to be practised a great deal. 2. As learners get more experience with bus travel, staff need to reduce the prompts for landmarking and making the decision on when to exit the bus. 3. If possible, such work should be done 1 to 1 rather than in a group, because making collective decisions takes time and focus and this will probably not be possible on a bus where all learners might not be sitting together. 4. Again, as with all problem solving activities, staff should not prompt if the stop has been missed, but wait for the learner to recognise that there is a problem. 	

	<p>5. If the learner does spot the problem, it would be reasonable to advise getting off the bus at the next stop, crossing the road, finding the right stop and going back. Because the landmarks will no longer be there, the learner will have to ask the driver to point out the stop. Learners will therefore need a printed card saying 'Please tell me when we get to'</p> <p>6. Fortunately, if the learner does not spot the problem, all buses have an eventual end stop, and it may be necessary to go to the end stop before addressing the problem with the learner.</p> <p>7. Learners can then be advised to take the bus back, again using their printed card for the driver saying 'Please tell me when we get to'</p> <p>8. This will need to be practised many, many times before we can expect the learner to remember the routine.</p> <p>9. Full independence on buses will only be achieved when learners can solve the problem of missing their stop without any prompting at all.</p>	<p>It is recognised that this could be much more problematic in more rural areas where the next bus may not be for another hour!</p>
<p>Extending routes</p>	<p>Learners who are able to independently use buses need to be afforded lots of opportunities to practise different routes to different destinations of the individual learner's choice.</p>	
<p>Independent travelling by bus or tram.</p>	<p>Please refer to the principles applied to Independent Walking.</p> <p>Photographs of the start and end points of a journey along with key landmarks can be taken and built into a personal travel book or power-point story for reading in school. This will also help to establish sight reading skills.</p>	

LEARNING INTENTIONS	TEACHING ACTIVITIES TRAVELLING BY TUBE/METRO/UNDERGROUND (All references are to the London Underground/Tube. Other metro systems may vary)	POINTS TO NOTE
Planning the journey	<ol style="list-style-type: none"> 1. Because tube journeys can be extremely complicated, it is essential that much practise is afforded going on A SINGLE JOURNEY BETWEEN TWO FIXED DESTINATIONS AND BACK AGAIN. Generalising the skills learned can only be expected after many tens and possibly many hundreds of opportunities to be familiar with this single journey. 2. It will be necessary to plan the tube journey in the classroom ahead of the journey being taken. 3. This planning will especially relate to the colour of the line being travelled on the tube map and assumes that all learners have good colour recognition. Even if learners are only going on a single line journey, it is good preparation for more complicated journeys later on. 4. Time will also be usefully spent practising reading the two key stations involved in the start and finish of the tube journey. 5. Learners might also engage in role play of some description (work a tube journey into a mini-drama) so that they have to mark off the stations stopped at in the classroom – see landmarking below. 6. On the first or subsequent tube journeys, photographs of the start and end station names can be taken and built into a power-point story book for reading in school. This will help to establish sight reading skills. 	A considerable amount of work can be done in <i>My Creativity</i> through drama games and role play

<p>Finding the correct platform</p>	<ol style="list-style-type: none"> 1. Finding the correct platform can be VERY difficult, especially in a large station which has many different lines crossing through, but practise done in class in identifying the relevant colour of the tube line and sight reading the starting and stopping stations can bear fruit. 2. Learners will also need to be aware of the name of the station they're going to in order to find the correct platform. As there is usually only a choice of two, learners must be encouraged to individually look on both destination boards to match the station name for the correct direction of travel. 3. Learners will need to be guided to find the destination board on the platform and double check that they are going in the right direction. 4. This may mean missing a train that comes in before they've had a chance to check. In which case, miss the train, as getting into the habit of double checking is more important. 	
<p>Using an escalator</p>	<p>Practice, practice and more practice!</p>	
<p>Finding a seat</p>	<ol style="list-style-type: none"> 1. It is more important to find a seat as close to the tube entrance point so that learners are seated before the tube moves off, than it is for the group to sit together. 2. Learners will need to be prompted to take out their mini tube maps and pens to cross off the stations passed. 3. Learners will need to be prompted to notice that the circled station (their stop) is the next station. 	

<p>Standing</p>	<p>Although it would be hoped that most tube journeys undertaken would be in school time and therefore relatively uncrowded, it is important to practise experiencing rush hour conditions, especially for those learners who will be aiming for complete independence.</p>	
<p>Landmarking and checking the correct stop</p>	<ol style="list-style-type: none"> 1. The difficulty of there being no landmarks underground can be overcome by blowing up the relevant section of the tube map and ringing the starting and finishing stations. Ones in between can be marked off with a felt-tip pen as they are gone through. 2. Learners will need to practise putting these in a separate section of their bag/pockets so that they can easily be found at the appropriate time; be reminded to have them to hand whilst waiting for the train to arrive and to put them away on leaving the train. 3. Another map section will need to be made available for the return journey and be placed in a different part of the bag or different pocket so that they know which is which. Needless to say, this MUST remain consistent for every single journey. 4. It is often the case that recorded voice messages are relayed throughout the tube to indicate the next stop. These can be a support, but should not be used as the prime means of checking the alighting stop. 	
<p>Finding the exit</p>	<ol style="list-style-type: none"> 1. 'Exit' and 'Way Out' are really important words for learners to sight read and they should practise recognising and memorising these words in the classroom and around school as much as possible. 2. Those who are uncertain can be furnished with the printed word/s 'Exit' and 'Way Out' to check against the actual word/s. 	<p>Creative Curriculum Drama/Role Play</p>

	<p>3. Learners will need to practise looking for the word/s 'Exit' or 'Way Out'. These are usually situated at or above head height on the walls of the station, but not always.</p> <p>4. Learners will need to practise following arrows to the exit. Again this might be part of a drama/role play exercise at school.</p>	
<p>Practising what to do if the group get separated</p>	<p>If working with more than one learner, there is the possibility that the group will get separated; that is, some learners will board the tube whilst others will be left on the platform. This might happen if the tube is nearly full, or if for one reason or another, a staff member is distracted and doesn't realise the group has been split with one/some on board and one/some still on the platform. In this situation, learners need to be coached that they get off the tube at the next stop, stand on the platform at exactly that place but against the wall and wait for the rest of the group to catch up. This scenario will need to be practised a number of times with one staff member boarding with some learners whilst another staff member gets 'left behind' with others of the group.</p>	
<p>Practising what to do if the stop is missed</p>	<p>See Bus Journeys.</p> <p>The biggest single problem will be finding the right station, since there is no driver to ask. Learners will therefore have to be coached to keep checking the tube map in the carriage for their destination.</p> <p>As with buses, the standard practice once the learner has discovered that the stop has been missed will be to alight the train and find the correct platform going in the opposite direction to take them back to their destination.</p> <p>This will need to be practiced quite a few times!</p>	<p>See Travelling by Bus/Tram</p>

LEARNING INTENTIONS	TEACHING ACTIVITIES TRAVELLING BY TRAIN	POINTS TO NOTE
	<p>Generally, travelling by an overground train is a much simpler version of train travel than tube/metro because the exit is usually clearer and there will be landmarks on the way.</p> <p>There will therefore be variations to be experienced for overground train journeys, but the same principles will apply.</p> <p>There are however, many problem solving opportunities which still will need to be rehearsed if a learner is going to be able to travel independently by train. For example, the learner will need to know:</p> <ul style="list-style-type: none"> • Where to get on and off the train: there is no guarantee that this will always be from/to the same platform, so they will need to check. • How to purchase a ticket and what to do if the station ticket office is closed. • Railcards or travel pass – how to keep these safe and readily accessible; how to show their ticket and/or railcard when requested; what to do if they have forgotten theirs; how to renew their pass / railcard when necessary; what to do if they lose their ticket / railcard • What to do if their train is delayed or cancelled • How to operate ticket barriers and what to do if there is a problem at the barrier. • Recognising landmarks (during daytime and in low light conditions) • Safety: How to step safely on to and off a train – the gap between train and platform edge is often quite large. • Safety: Waiting for the train – standing well back from the edge of the platform 	<p>See Travelling by Tube, Metro, Underground</p>

	<ul style="list-style-type: none"> • Safety: Using a lift, escalator or managing stairs to get to/from their platform • Safety: not running on the platform or trying to board a train when it is about to leave • Finding a seat; asking someone politely to move their bags or if the seat is free; what to do if the train is full and they have to stand up. • Asking someone politely to move if they need to get off • Remembering to take all their belongings with them when they leave the train – checking to make sure they haven’t left anything • Knowing how to open the train door if it does not do so automatically – press the button when it illuminates • Knowing what to do if they miss their stop (they fall asleep for example or it’s dark and they don’t recognise a landmark etc.) 	
<p>Travelling by bicycle</p>	<p>Although this may not be very common, some learners may wish to travel to school on their bike and many may ride a bike when they are out of school so need to be aware of how to do this as safely as possible. Once again, some Local Authorities offer a Department of Transport Bikeability Training Programme which covers road safety and cycle proficiency for groups of learners at different levels from year 6 onwards and this has been very successful in some special schools. The trainers come into school and work with the learners (who bring their own bikes into school for the training days) alongside school staff, culminating in learners being assessed on local roads and signed off as competent at whichever level of proficiency they have reached. There are many road safety elements which can be discussed and reinforced in classroom activities:</p> <p>The need to be clearly visible; wearing reflective, bright coloured clothing; ensuring they have good working lights on their bike</p>	<p>See www.bikeability.org.uk for further information and resources</p>

	<p>Safety –wearing a well-fitting cycle helmet; good jacket, trousers, appropriate footwear.</p> <p>Ensuring their bike is in good working order.</p> <p>Knowing what to do if they have a puncture or fall off their bike.</p> <p>Knowing where to cycle – use of cycle paths if available; not cycling on pavements, etc.</p>	
<p>Safety</p>	<p>As travelling independently is a relatively high risk activity, detailed risk assessments will need to be carried out with the individual needs of learners borne in mind.</p> <p>A walk through of the route to be travelled should be carried out by a member of staff to identify the safety, mobility, sensory etc issues that may be encountered.</p> <p>Staff need to be able to predict where problems may occur in order to ensure the safety of learners. The roads, junctions, crossings; volume and speed of traffic; suitability of pavements and kerbs; busy periods; noise levels; obstacles; entrances and exits such as driveways, business forecourts, parking areas, farm gateways/tracks. Walking near water, railway tracks, bridges, etc.</p> <p>There is always the possibility of encountering other, unpredictable hazards such as dogs, horses, sudden high volume of people or traffic etc. and these factors along with the learners’ ability to manage the situation will also need to be taken into account.</p> <p>Looking at what can be done to increase a learner’s personal safety: how to improve their own visibility by wearing for example bright and/or reflective clothing or bags (if travelling during periods of low light / adverse weather conditions); knowing how and who to ask for help; ability to use a mobile phone, etc. are also essential areas to be covered.</p>	<p>The websites below may be useful in providing road, rail and cycle safety resources for use in classroom based activities:</p> <p>www.think.direct.gov.uk</p> <p>www.brake.org.uk</p> <p>www.fixers.org.uk/road-savvy</p> <p>www.talesoftheroad.direct.gov.uk</p> <p>www.rospa.com/road-safety</p> <p>www.juniorcitizen.org.uk/kids</p> <p>www.bikeability.org.uk</p> <p>www.networkrail.co.uk/safety-education</p> <p>For other information and suggestions it may be helpful to look at your local area’s online travel plan.</p>

<p>Local travel issues</p>	<p>We rarely get to choose where our special school is located and as a result, location of special schools and the travel and traffic issues encountered vary massively. It is therefore necessary to ensure that any travel plan, programme or SoW takes your school’s local travel situation into account.</p> <p>Whilst there are safety factors common to all, some risks and hazards are encountered more frequently in some areas than others. In more rural areas, where public transport may be more limited certain factors need to be highlighted. These include, higher traffic speeds on rural roads, lack of pavements, uneven surfaces for walking, more ‘blind’ bends, hills and dips in roads resulting in reduced visibility. This, combined with a commonly held view that there is less traffic on rural roads and therefore they are safer, can cause additional safety concerns when preparing a learner for independent travel. There may also be a number of ‘hidden’ hazards such as, farm gateways/tracks; farm vehicles; horses/dogs, etc.</p>	<p>See ROSPA Safe Travel on Rural Roads</p>
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