



TRAVEL TRAINING HANDBOOK

For Young People with Special Educational Needs (SEN)
2026–27



1. Introduction

Independent travel training empowers young people with SEN to access education, employment, and community life. This handbook outlines the programme structure, procedures, and expectations for delivering safe, effective, and person-centred travel training.

2. Programme Aims

- **Independence** – Create safe, confident and independent travellers.
- **EHCP Progress** – Supports travel-related outcomes.
- **Inclusion** – Increase access to the community to create more opportunities for the young person.
- **Skills Development** – Build upon the young person's problem-solving skills, communication and resilience.
- **Long-Term Impact** – Reduce young person's reliance on specialist support.

3. Principles of Effective Travel Training

- **Person-centred** – Tailored to individual needs, strengths and anxieties.
- **Structured progression** – Support gradually reduced to support independence.
- **Safety-first** – Thorough risk assessment embedded throughout the duration of travel training.
- **Real-world practice** – Travel training in authentic and true to life environments.
- **Consistency** – Use of repetition, routines and predictable steps.
- **Collaboration** – Between parents, SENCOs, transport providers and travel trainers.

4. Roles and Responsibilities

4.1 Travel Trainer

- **Assessment** – Conduct baseline and route assessments.
- **Training** – Deliver structured sessions.
- **Monitoring** – Track progress and RAG Ratings (see section 1.1).
- **Safeguarding** – Follow all safeguarding procedures.
- **Communication** – Maintain contact with parents/carers.

4.2 SENCO / Lead Professional

- **EHCP Alignment** – Ensure travel outcomes are supported.

- **Oversight** – Monitor programme quality.
- **Reviews** – Attend review meetings.

4.3 Parents/Carers

- **Reinforcement** – Support travel training routines at home.
- **Communication** – Report concerns or changes.
- **Collaboration** – Attend review meetings.

4.4 Learner

- **Engagement** – Actively participate in travel training.
- **Safety** – Follow all rules and guidance.
- **Communication** – Share any worries or challenges.

5. Eligibility and Referral

Criteria:

- **SEN Profile** – Learner has identified Special Educational Needs (SEN).
- **EHCP Outcomes** – Travel related goals present.
- **Readiness** – Motivation and safety awareness.
- **Feasibility** – Ensure the route is safe and appropriate.

Referral sources include: SENCO, social worker, parent/carer and transition team.

6. Assessment and Planning

6.1 Baseline Assessment

- **Road Safety** – Crossing skills and awareness.
- **Time Awareness** – Reading clocks and punctuality.
- **Money Handling** – Paying fares and budgeting.
- **Phone Skills** – Calling, texting and location sharing.
- **Stranger Awareness** – Knowing who to ask for help.
- **Anxiety Triggers** – Noise, crowds and unpredictability.
- **Sensory Needs** – Headphones and quiet routes.
- **Independence Level** – Current travel ability.

6.2 Individual Learner Travel Plan (ILTP)

Each learner will have a personalised plan including:

- SMART targets

- Route details
- Support strategies
- RAG ratings
- Risk assessment
- Review schedule

6.3 Route Assessment

Each route is assessed and notes are made on the following route features:

- Lighting
- Traffic flow
- Safe waiting areas
- Crossing points
- Alternative routes
- Busy times

7. Training Phases

Phase	Focus	Activities
Phase 1	Foundation Skills	Road safety, timetables, phone use
Phase 2	Supported Route Training	Walking routes, bus practice, landmarks
Phase 3	Supervised Independence	Trainer shadows at distance
Phase 4	Full Independence	Independent travel with spot checks

8. Safeguarding and Risk Management

8.1 Safeguarding Principles

- **Safety First** – learner safety is priority.
- **Reporting** – Concerns reported immediately.
- **Boundaries** – Maintain professional conduct.
- **Awareness** – Understand vulnerabilities.

8.2 Risk Assessment

Example:

Risk Area	Details	RAG Level
Environmental		RED / AMBER / GREEN
Behavioural		RED / AMBER / GREEN
Medical		RED / AMBER / GREEN
Emergency Procedures		RED / AMBER / GREEN

8.3 Emergency Protocol

Learners are taught to:

- Move to a safe place
- Call parent/trainer
- Ask staff for help
- Use emergency card

Trainers carry:

- Contact numbers
- Medical information
- Incident forms

9. Communication Protocols

9.1 With Parents/Carers

- Weekly updates.
- Termly review meetings.
- Any incidents will be reported immediately.

9.2 With Learners

- **Clear instructions** – Simple and direct language.
- **Visual Supports** – Route cards and symbols.
- **Positive Reinforcement** – Praise and rewards.

9.3 With Transport Providers

- Relevant needs shared.
- Agreed safe boarding routines.
- Contact details for concerns.

10. Monitoring, Evidence and Review

Evidence Type	Used?	Notes
Travel Diary		
Trainer Observations		
RAG Ratings		
Punctuality Logs		
Parent Feedback		

These are reviewed at the start of travel training (initial), at half-term and at the end of travel training (final).

11. RAG Rating Framework

RAG	Meaning	Action Required
RED	High concern; unsafe or inconsistent	Intensive support; no independence
AMBER	Developing; needs prompts	Continue training; targeted practice
GREEN	Competent and safe	Ready for supervised/full independence

RAG applies to skills, route confidence, safety behaviours, problem-solving, communication and reliability.

12. Templates and Forms

- ILTP (with tables + RAG)
- Risk Assessment Template
- Route Assessment Template
- Review Meeting Form
- Final Competency Assessment

13. Appendices

Appendix A: Social Stories

- Waiting safely at the bus stop.
- What to do if I miss my stop.
- Asking for help.

Appendix B: Visual Supports

- Route cards.
- Step-by-step travel sequences.
- Safety symbol cards.

Appendix C: Emergency Contact Card

Field	Details
Name	
Emergency Contacts	
Medical Needs	
Safe Places	

For more information on travel training, contact us: 01709 242585 or info@theroc.co.uk.