**APPENDIX 1 – SPECIFICATION**

**Service Outcomes**

The service outcomes are for the successful delivery of an independent Travel Training Service for travel to school or college for a minimum of 10 students annually, with special educational needs (in receipt of Education, Health, and Care Plans (EHCPs)), enabling the use of public transport, releasing the need for use of LA taxi services for travel to school or college, in support of moving to their next post-16 on their Pathways to Adulthood and a more independent life.

The needs of the young person may vary, but these are usually Autistic Spectrum Disorder with associated high anxiety, moderate learning difficulties and and/or those with physical disabilities, who are assessed by the provider as being safe for travel training.

The skills learnt will be transferable and support the move to greater independence in a holistic sense for the young person. For example, learning road awareness skills, planning routes, handling money, handling unexpected circumstances (such as bus being late), communication, dealing with bullying, appropriate behaviour, staying safe, being able to visit friends and family, and accessing leisure activities/college/ employment independently.

The service will operate via close working relationships with schools (detailed below) and parent-carers, as well as the Local Authority.

**The Service**

The service will take place within B&NES Schools, in the locality of public transport routes and at the student’s home as and when required. The service will run predominantly during term time Mondays to Fridays, however in holidays if required.

There will be ‘peaks and troughs’ of provision activity, for example July to December will be a peak time for training activities for students to access college, also for EHCP Annual Review (AR) attendance. Quieter times are from January to June. There may be summer holiday provision in the first instance to support student transitions at quiet times to get them used to travelling to college, then more support when college starts.

Please refer to the link below for detail on the Bath and North East Somerset for School term time and holidays dates. These are included to provide an indication, however exact dates may vary by school.

<https://publicholidays.co.uk/school-holidays/england/bath-and-north-east-somerset/>

An example of how the service operates (exceeding targets) would be:

*Numbers successfully travel trained (include carry-over from previous period’s ARs):*

*April to June - 1*

*July to September – 13*

*October to December – 1*

*January to March – 4*

*Annual Reviews attended:*

*April to June and July to September – 0*

*October to December – 13*

*January to March - 2*

Training schedules will work differently for individual students on a case-by-case basis and advised by the transitions processes of schools/Local Authority. There may be ‘troughs’ when no travel training is completed at certain times of the year, dependent on this cycle. The service should be flexible to accommodate these requirements. There must be sufficient numbers of staff in place to deliver the service to standards of the contract, throughout the contract.

The provider will ensure that Service Users are engaged in the monitoring and evaluation of the service and are actively involved in the design, delivery and management of the service.

The service shall be inclusive, and the Provider shall comply with the 2010 Equalities Act in delivering the service.

**Referral Process and Annual Review Attendance**

The provider will attend 25 Annual Reviews(Year 9 to Year 11 students) per annum to introduce the idea of travel training and identify students suitable for travel training selection to be delivered throughout the contract. Annual reviews take place predominantly during the Autumn Term but can be held throughout the year.

They will take place for the majority of the time at BANES Special Schools, Fosseway School and Threeways School, but occasionally via a mainstream school referral such as from Hayesfield School or Ralph Allen School. The Annual Review will usually last for one hour but this can be variable. Travel training sessions will be approximately 45 minutes to one hour, again also variable, and sessions can include liaison with family and young people in the home.

Please see the link below for address details of the aforementioned schools:

<https://beta.bathnes.gov.uk/find-school>

Referrals come via BANES Special (and occasionally some mainstream) schools via the EHCP Annual Review process. Schools initially identify the young people usually at KS4 transitions to further education and invite the service to the Annual Review meetings. These Annual Reviews are the point that the trainer will meet the young person and parents and will do an initial assessment of whether the young person is suitable for the service, at this point they would start to work with anxious parents/young person and provide reassurance.

If the service is happy to accept the referral (subject to Needs Assessment) and parents and young people agree for training to proceed, the Provider would complete a full Needs Assessment, which may take place at the home, then the training can commence. The service can then advise parents to apply for a travel training pass from the Local Authority Transport Team.

The Needs Assessment must entail a thorough risk assessment to help establish an individual’s needs and associated risks. These would include a variety of factors including journey to be trained, mobility, past experience and existing skills, health concerns and any safeguarding issues. The latter needs to be in line with statutory Department for Education guidance, please see below for a link to this guidance:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> .

**Provision Methods**

1. The provider will deliver staged provision strategies, that are flexible and allow for movement between stages depending on progress, tailored to the needs of the young person. i.e. 3 weeks; 6 weeks etc
2. Bus passes required for the training will be provided by the Local Authority Transport Team on receipt of a parental application. This application can be made as soon as the young person is assessed by the service via a thorough Risk Assessment as meeting the criteria for travel training (ie referred to the service via an assessment arising from an EHCP Annual Review), and meeting Transport Team distance criteria. The Local Authority does not cover travel expenses for the travel training staff, these should be provided within the contract price
3. The Provider shall use a variety of tools and strategies to support student skills development and confidence – such as travel training packs for students including details of how the travel training service works/tailored travel wallets with relevant information about their journey, such as bus numbers and times, emergency numbers and speaking cards
4. The majority of the Annual Reviews and Travel Training cycle take place at the start of the academic year and summer holidays, but this can depend on the needs of the young person and will be in agreement with the service provider

The provider will deliver: Assessment, preparation, and travel training of a minimum of 10 individual students per annum. These will be staggered throughout the year.

**Qualities of the travel training staff**

Staff must have calm confidence and an open, reassuring manner to inspire trust in the young person and help them become calm and confident in turn.

Staff must be able to work effectively and flexibly, and effectively build relationships with schools, young people and families. Staff must work closely with schools for the referral process and attendance of Annual Reviews/assessment process.

The provider must have a close liaison with notified staff from Special Educational Needs and Transport Teams in operating the service as necessary, generally on a monthly basis for example to discuss eligibility for bus passes, notify Local Authority on those successfully travel trained, and discuss timelines for training. Staff must have regular supervision and monthly team meetings as a minimum.

The qualifications, skills and knowledge base of staff proposed to deliver the service are centred around working with young people with special educational needs with the potential to access travel training. The provider should have a commitment to inclusive policies and practice and be able to devise and implement effective strategies/develop good practice in resolving problems encountered by for young people at risk of under-achieving. Staff must have the opportunity to access training to improve their performance, skills and knowledge base and add to their continual professional development.

Training staff must be adaptable and have strong written and communication skills, with emphasis on past experience, knowledge, and attitude e.g.: volunteering or previous job roles and where possible personal experience of disability.

GCSE English or Maths (or equivalent) are desirable qualifications.

Level 2 Open awards in Travel Training / LD Training and Autism Training, would be desirable qualifications alongside the essential credentials which are strong written and communication skills.

**Publicity**

All publicity materials detailing the service offer (e.g. contact details and activity provided by the service) need to be notified to the local authority, using the People and Communities Communications (P&C Comms) Team as a point of contact. Please email P\_C\_Comms@bathnes.gov.uk

The provider is responsible for including and updating relevant information on Live Well B&NES website (http://livewell.bathnes.gov.uk), previously Bathnes 1 Big Database, Rainbow Resource and Wellbeing Options.

This website provides information to residents of B&NES about services for children and young people, SEND information and information to adults needing care and support to live independently.

All publicity materials are to include acknowledgement of B&NES funding.

**Performance Monitoring:**

Monitoring Data to be provided

* A quarterly quantity monitoring form evidencing progression towards the achievement of the service outcomes and breakdown of expenditure
* A quarterly quality monitoring form detailing successes, challenges, operational issues, improvements, staff training and service user feedback
* A quarterly update report detailing individual student progress in the context of Annual Reviews and training completed

Templates to be provided by Education Commissioning Team.

The following should be retained for inspection by the Contract Manager on request:

* DBS Single Central Record for all staff working within the service
* The Safeguarding Self-Audit (To be completed annually, as a minimum)
* Copies of any evaluation forms completed by relevant stakeholders evidencing achievement of the outcomes listed in the table above
* Evidence that demonstrates that the service is being delivered in line with the quality standards detailed within the specification.

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| **MONITORING SCHEDULE Monitoring forms due back to Kate Potter by:**  | **Quarter 1** **(Oct - Dec)**  | **Quarter 2** **(Jan - Mar)**  | **Quarter 3** **(Apr - Jun)**  | **Quarter 4** **(Jul – Sept)**  |
| **2024/ 2025**  | 14th October 2024  | 14th January 2025  | 14th April 2025  | 14th July 2025  |
| **2025/ 2026**  | 14th October 2025  | 14th January 2026  | 14th April 2026  | 14th July 2026  |
| **2026/ 2027**  | 14th October 2026  | 13th January 2027  | 14th April 2027  | 12th July 2027  |