

## **Appendix 4 - ITT Case Studies 2022/2023**

**The initials of the students have been changed and the school they attend have been removed in order to comply with GDPR.**

Case Study 1: Student L  
Case Study 2: Student M  
Case Study 3: Student N  
Case Study 4: Student R  
Case Study 5: Student S

### **Case Study 1**

#### Student L

L is a 16-year-old student attending a specialist academy providing support for young people who have had difficulty accessing their mainstream school due to conditions such as Anxiety, Depression, Obsessive Compulsive Disorder (OCD), attachment disorders, Psychosis and other Social, Emotional and Mental Health needs. L is diagnosed with ADHD, anxiety and suffers from epilepsy and Tourette's Syndrome. L was referred to ITT Training by his school's Inclusion Team with a view to L building confidence in his own ability to become an active and independent member of their community, building the foundation to travel independently. Given L's imminent transition to a post-16 setting both his school and mother felt it crucial for him to have all the tools necessary, including being able to travel independently, to ensure his continued participation in education.

#### The Programme

Prior to contacting L or his mother, the Trainer looked at whether the home to school route on public transport was feasible (i.e., could be done with minimum bus changes and in a reasonable time). After assessing the routes feasibility, the Trainer carried out a route risk assessment. At this stage, mum was contacted, and a home assessment was scheduled so that the Trainer could undertake a more detailed skills assessment as well as answer any questions about the programme. L completed a skills self-assessment and noted that he felt he had the skills to travel on a bus and had indeed done so in the past. But he lacked the confidence to handle all situations and was uncomfortable with handling his symptoms in public. L's mother also raised concerns about L's anxiety which in turn compromised his confidence in managing his conditions. The school's assessment was similar to L's mother but added that L could become independent but needed additional skills to set clear guidelines for himself on how to manage social situations.

#### School Statement

L is such a great young person to work alongside and support but as with a vast majority of our pupils we viewed that he would require considerable support in accessing teaching and learning so that he can continue to make progress in all areas of his learning. Part of this support is a good transition to a post 16 setting. L's main barrier to travelling independently is linked to his anxiety and confidence in managing his conditions. He is very routine based and needs clear guidelines to manage social situations so support with travel training was very much welcomed and deemed

a crucial step towards boosting L's confidence, and in his preparation for adulthood skills. He and his Travel Trainer worked well together, and the Trainer communicated regularly with the school as to L's progress, which was wonderful to hear. He is now becoming a familiar face with more and more young people wanting to experience a supported travel training programme after seeing firsthand a success story.

## **Case Study 2**

### Student M

M is a 16-year-old student attending a specialist academy in Birmingham, providing support for young people who have had difficulty accessing their mainstream school due to conditions such as Anxiety, Depression, Obsessive Compulsive Disorder (OCD), attachment disorders, Psychosis and other Social, Emotional and Mental Health needs. M has been diagnosed with ASC, Dyspraxia, Hypermobility, mild microcephaly, and sensory processing difficulties. He also suffers from severe anxiety.

M was referred to ITT by his school's inclusion Team. M's parents were really keen for him to undertake travel training to help facilitate his growing need for independence. His anxiety around being in a crowd and the fear of the unknown was preventing him from accessing social opportunities. Both school and parents were also concerned about his level of vulnerability and his limited capacity to assess risk whilst carrying out independent activities. M is a kind and friendly person and so there were mild concerns around him being able to manage a situation if approached by a stranger.

### The Programme

Prior to contacting M or his parents, the Trainer looked at whether the home to school route on public transport was feasible (i.e., could be done with minimum bus changes and in a reasonable time). After assessing the route feasibility, the Trainer carried out a route risk assessment. At this stage, the parents were contacted, and a home assessment was scheduled to undertake a more detailed skills assessment as well as answer any questions about the programme. Within the home visit M was very anxious and struggled to talk to the Trainer, whispering his responses and questions to his mother to ask. A completed a skills self-assessment and noted that he would like to learn to travel independently, how to use the bus by himself and what to do in situations that can incur when travelling. While he indicated has walked to the shops on his own, he doesn't go out independently with friends.

His mother felt that whilst M is aware of social dangers, he is vulnerable and would talk to strangers who may not have good intentions. His severe anxiety could cause M to panic under pressure and he may subsequently find it difficult to cope in an emergency. However, M was determined and motivated to do the travel training.

During the training, it was clear that M was keen to travel independently. He was always prepared and ready to train when the Trainer arrived. He coped well and was happy when he accomplished travelling with the trainer shadowing him.

### The Trainers Comments:

M's biggest hurdles when it came to travel training was being on the bus alone, and what to do if he was to miss a stop. His anxiety around what to do in certain situations was overcome by myself and M going through scenarios of what could happen on the bus and how this could be resolved, and M had all the right resolutions for the scenarios but just needed reassurance that his way of resolving the situations were correct.

M's anxiety around being on the bus alone became quite intense as I started to ease off and meet him at various spots on the journey. A coped with this by communicating that he was quite anxious, which allowed us to give him enough time to reassure him of the journey and that everything will be fine.

M's confidence grew throughout the sessions, and this became very visible as he started to take charge in the sessions and would say what we would do in the next session to move his training along and work towards his independence. He began to text about his sessions instead of mom, with any questions and queries that he had.

M persevered with the training which often took him out of his comfort zone, and tried the different stages of the training even if he wasn't completely comfortable with it, which gave him a sense of accomplishment and more drive to continue training.

M has been talking about his travel training in school and to all his peers.

M's mom has informed me that he has been going out more to the shops which he has never done before and he has also used the bus a few times to go to his aunties independently, which is on the route that he has learnt to school. Mom stated that in the last session where he was doing the journey to school independently and where I was meeting him outside the school, he was ready to go and showed no signs of anxiety. M expressed that he was happy he did it and it wasn't as bad as he thought.

### The Schools Comments:

As M moves into adulthood, he will require a little extra support in being able to self-advocate and to be able to independently apply taught strategies to assess risks and manage his own personal safety within the local community. There had been a referral for an EHCP assessment which was declined and so it became clear that M would be facing a mainstream post-16 provision. With that in mind we began to work conscientiously to support skills that would facilitate better independence and travel training was deemed a crucial element. Without transport assistance, which M would no longer be eligible for, he would be relying on his parents juggling work and childcare, to transport him to and from a place of study. The lack of independent travel skills was a real stumbling block to M exploring future academic / career opportunities.

M has been travel-training for some time now and despite allowing his initial anxieties to hinder matters, he soon progressed to the point where he was seeking out staff members at school to feed back to on how well he thought he had done. When speaking to M about his travel training experience he has been thrilled at being heavily supported in the first instance. His enthusiasm hasn't waned, and his confidence has improved as he will tell his peers and school staff about whatever progress he is making. We no longer believe independent travel to be a barrier to him

accessing a post-16 provision. He may well be signed off soon, but what is good is that if his confidence takes a hit or if he needs a little more support, he can still contact the travel training team, particularly if he needs that extra help in the first few weeks of starting college.

### **Case Study 3**

#### Student N

N is an 18-year-old student attending a specialist school for students with neurodiversity and learning challenges. N has been diagnosed with Autism and suffers from anxiety and panic attacks.

N was referred to ITT by his school's transport coordinator, who recognized N's desire to be able to travel independently. The barrier to travelling independently was identified as his difficulty with communicating and his confidence.

#### The Programme

Prior to contacting N or his parents, the trainer looked at whether the home to school route on public transport was feasible (could be done with minimum bus changes and in a reasonable time). After assessing the route feasibility, the trainer carried out a route risk assessment. At this stage, the parents were contacted, and a home assessment was scheduled to undertake a more detailed skills assessment as well as answer any questions about the programme. N completed a skills self-assessment and noted that he would like to learn to travel independently. While he felt comfortable with route planning, keeping safe and road safety, he was not comfortable with asking for help from strangers, knowing who to ask for help if required and what to do if something went wrong.

#### Mother's comments/concerns

His mother knew he had the potential to be independent and felt reassured by my shadowing N on the full routes to and from school. Overall, my training reassured her that N was fully capable of being independent while using public transport.

She did feel that the training could have been longer and covered a wider range of skills and scenarios surrounding independence. However, this would be more for the enablement team, and N's referral has been passed onto them for this.

During the training, it was clear that N was comfortable with using the bus. It didn't take long for N to become comfortable with using the bus and within a few sessions he was keen to be signed off as independent! We did work on skills such as taking alternate routes, what happens when he misses a bus stop, how to ask for help from shops and how to decide what is a safe spot.

#### Trainers Comments

During N's first week of training, he already seems quite used to buses and how to use them, both him and his mother did state that he has experience with the bus route we took so he is familiar with most of it. N was already eager to be signed off on training, and after our evening session he said he was sure he already knew the route and that he wants to be shadowed next week. Since N was eager to start travelling independently to and from school straight after our first training session, I provided him with a timetable that shows what times and route he needs to be taking

dependent on the weekday (Monday being on the only day where he does not need to get to school for 9:00). He found this very useful as he transitioned from coming off transport and travelling on public buses every day to and from school.

During my initial assessment N was clearly confident and eager to travel independently. His mum confirmed that N has travelled specific bus routes with her and is very comfortable travelling these routes. When it came to training it was clear that this was all correct, as N knew the routes very well and was confident in navigating the buses and implementing road safety. Though I did talk to him about certain aspects of road safety, such as paying attention to driveways and car park entrances, he quickly took what I said on board and clearly implemented it during our next training session.

After shadowing N on two different routes, he proved to do very well with both morning and evening routes. After noting some things down from the morning route, I did talk to him about some road safety which he could improve on, and he immediately implemented these. When he first travelled on his own, I contacted him and his mum about how he did, and they happily reported that he did very well on his own. N was soon thereafter signed off Travel Training.

After his successful training sessions, I am confident that N is capable and has the motivation to travel to more places and do more with his independence. Though he expressed no interest in being trained on using trains, I am sure he would like to have some support in using buses to get to other places besides school and home. He would benefit from being referred to the Enablement Team for additional training that covers more daily skills such as shopping.

## Impact

### School benefits

- He now travels to work experience within the school.
- He can be more active and independent in pursuing his career goals through the school.

### Home life benefits and benefits to parents

- N can now go out whenever he needs to, to buy things or see friends
- His mother now feels confident in N's ability to be safely independent.
- He can now contribute more to the house, such as with shopping.

## The Schools Comments:

### Head of School for Sixth Form

N has surprised both himself and the school staff as to how quickly he has taken to independent travel. The familiarity of travelling the bus route with family has helped his progress along with his own self-belief and the ongoing support of the trainer, who has reassured both N and his Mum throughout the whole process. Travelling independently has reduced financial pressure on the family with Mum no longer having to pay costs towards school transport. It has also opened opportunities for N to be able to access work experience opportunities. N is keen to transition from the school to college at the end of this academic year. Being able to travel independently opens up options for accessing a range of local colleges. N may benefit from some support to travel from home to college once his placement has been confirmed. Thank you to the trainer for the amazing work you do and thank you to BCC for this wonderful opportunity. It really does make a difference to the lives of young people and their families.

## **Case Study 4**

### **Student R**

#### ITT Trainer, BCC and Programme

The ITT trainer assigned to the specialist school arranged to meet R and his mother at their home for a skills assessment and a discussion on how the programme works. R had never walked anywhere alone, nor had he used public transport independently. The council provided R with a minibus for his home-to-school journey each day.

The school and mother raised concerns that R was very trusting and friendly with strangers, which could make him vulnerable and/or put him into difficult situations when travelling alone. R wanted to travel independently but was not confident.

A risk assessment of the actual route, considering R's challenges, was carried out and was reviewed with R and his mother before starting the training. Over a period of 2 ½ months, R and his trainer had sessions in real time to travel to school and to travel home. The trainer worked with R, discussing what could go wrong, personal safety, and what to do in various events (such as bus overcrowding, bus not turning up, missing the bus, or getting off at the wrong stop, etc.). After 12 training sessions, R felt confident to travel independently. The trainer started shadowing R and allowing him to walk independently, but watching R, assessing his skills, and taking note of any concerns for further training. A second trainer shadowed R for a second opinion. After 15 total sessions, R and his mother were happy for R to be signed off the programme as an independent traveler. There was a very important incident that occurred with R, which impacted his focus and decision making: On one of his sessions where he was due to meet his trainer near the end of his route, in his words...

"I was sneezing on the bus and people were looking at me, so got off to get some tissue" This made R very late, missing a school trip where he was due to be part of a team and he was very frustrated with himself because of this. His communication with mum and myself wasn't ideal on that day, causing worry. The trainer reassured R that this was an ideal time for it to happen as he had support. After that session, R's sessions were impeccable with communication and his decision making.

#### The Schools Comments:

Head of Sixth Form

R was really excited at the independent travel training opportunity. Initial talks were held with parents to introduce the pilot program and gather parents' thoughts and feedback about the initiative.

Positive feedback was received despite a little anxiety about the unknown territory that their children would be undertaking. This was all in the knowledge of the new direction of promoting of our school curriculum and preparing for adulthood agenda. At our school, part of our goal is to ensure that our young people are confident and as independent as they can be, to access the community to ensure wellbeing opportunities (socializing with friend, going to events and meeting new people) and next steps to further education and potential employment (going to college and potential workplaces in the future).

R embraced this opportunity demonstrating his willingness to be an independent member of the community whilst building his esteem and communication skills. There were many conversations based around his thoughts and feelings about his journey to being independent and this allowed him to become more aware of the opportunities that accessing public transport could lead to.

Throughout this process, R has learned some valuable life lessons about communication, time management and what to do in certain situations. The combination of applying school learning and development of essential life skills have prepared R for his next steps into adulthood and he can now be more aspirational with his acquired skills.

R has been very pleased with his achievements and keen to share his positive outcomes with other peers. The school and I are very proud of R and his successful completion of his travel training.

The school is pleased to be working with Birmingham City council and wish to continue supporting the development of the programme.

## **Case Study 5**

### Student S

The parents were contacted, and a home assessment was scheduled to undertake a detailed skills assessment as well as answer any questions about the programme. S lacked basic safety awareness skills. She didn't walk on her own and while familiar with crossing roads and navigating junctions, she didn't know how to plan a journey and wasn't comfortable with asking for assistance or directions. Prior to contacting S or her parents, the trainer assessed the home to school route on public transport for feasibility (could be done with minimum bus changes and in a reasonable time) and then carried out a route risk assessment.

### The Trainers Comments:

S lives in a well-served neighborhood for buses. She had been on buses with her mother before but not on her own. She was apprehensive about the dark and being around crowds. When we started training, she was delighted to be able to do be in control by pressing the crossing lights, hailing the bus, and paying for her own ticket. Within a short period of time, S was enjoying being on the bus without her mother, was becoming confident but still had trouble with large crowds and noise. As training progressed, S started becoming more confident in her own abilities. She became confident using the journey application, and comfortable with her journey. After a break in training for the holidays, S remembered the whole route and although did miss a changeover – she was not deterred, simply go off and walked to the bus stop to catch the next bus. As she became more independent, her confidence grew. Her friends commented to us that she seemed happier in the mornings.

### The Schools Comments:

Head of School for Sixth Form

Prior to the opportunity to be part of BCC Pathway to Independence Travel Training Programme S may have lacked the self-belief that one day she could travel independently, using public

transport. S has since grown in confidence, independence and has learnt how to problem solve to overcome challenges, such as losing her bus pass and leaving her bag on the bus. This has all been made possible with the ongoing support of her travel trainer. S felt incredibly proud of her achievement as she made the journey from home to school, independently.