Benefits Proposal

Opportunity Name:	Independent Travel Training		
Opportunity Description	Implementing an Independent travel training (ITT) programme to train 11+ children and young people with SEND to travel independently using public transport/ walking.		
Existing MTFS lines relating to opportunity	Assisted Transport Programme: Reduction in unit cost of external transport		
Quantified opportunity over MTFS Financial Value (net of ongoing costs and net of existing MTFS value) *(inflation contingency)*	**£0.54m**	**Confidence level of value**	Medium - confidence to be improved through design and pilot
Further benefit beyond the MTFS	Full run rate achieved within the MTFS		

Evidence behind opportunity, local levers and proposed solutions

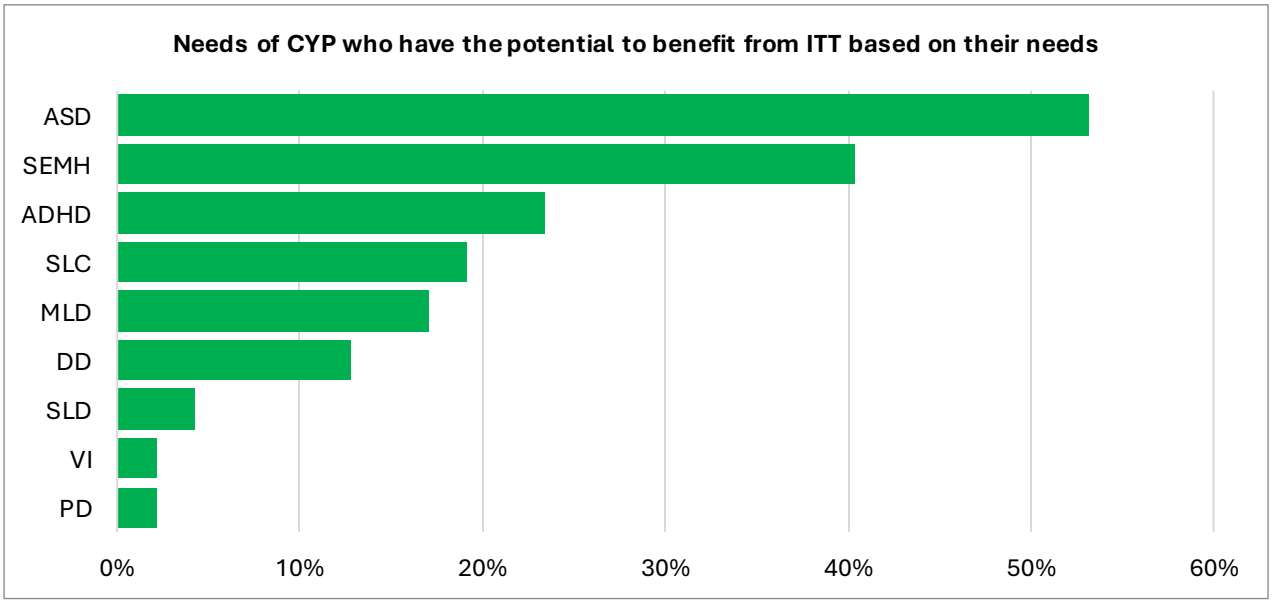
1a. Case Trawl 1 (SEN)

Aim: To understand the needs of CYP from an SEN perspective

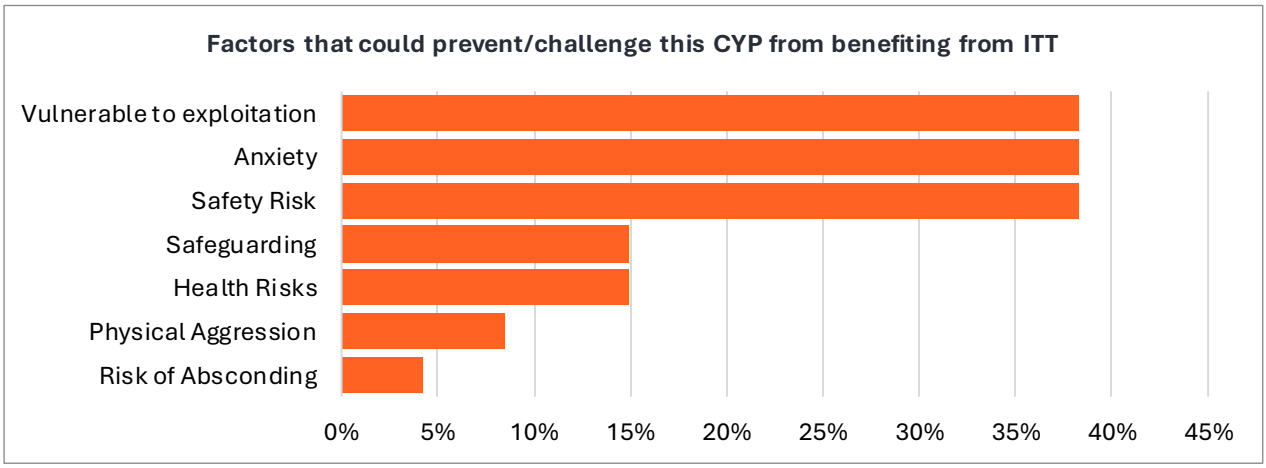
- From the active cohort of 2350 11+ CYP with SEND, we created a sample cohort of 78 CYP and ensured that this sample was representative of the wider cohort based on age, location, eligibility reason, school type, distance from school, and CON type

- We asked SEN colleagues to answer the question: Based on their needs, does this CYP have the potential to benefit from ITT on how to travel more independently?
  - **SEN colleagues determined that 60% of cases have the potential to benefit from ITT based on needs**

- SEN colleagues also identified the needs and the factors which could challenge CYP who were identified as having the potential to benefit from independent travel training.



- **Autism Spectrum Disorder and SEMH needs were the most common needs of CYP identified as suitable for ITT.** When designing our ITT programme, we should consider how the needs of CYP may require additional or specialist support.



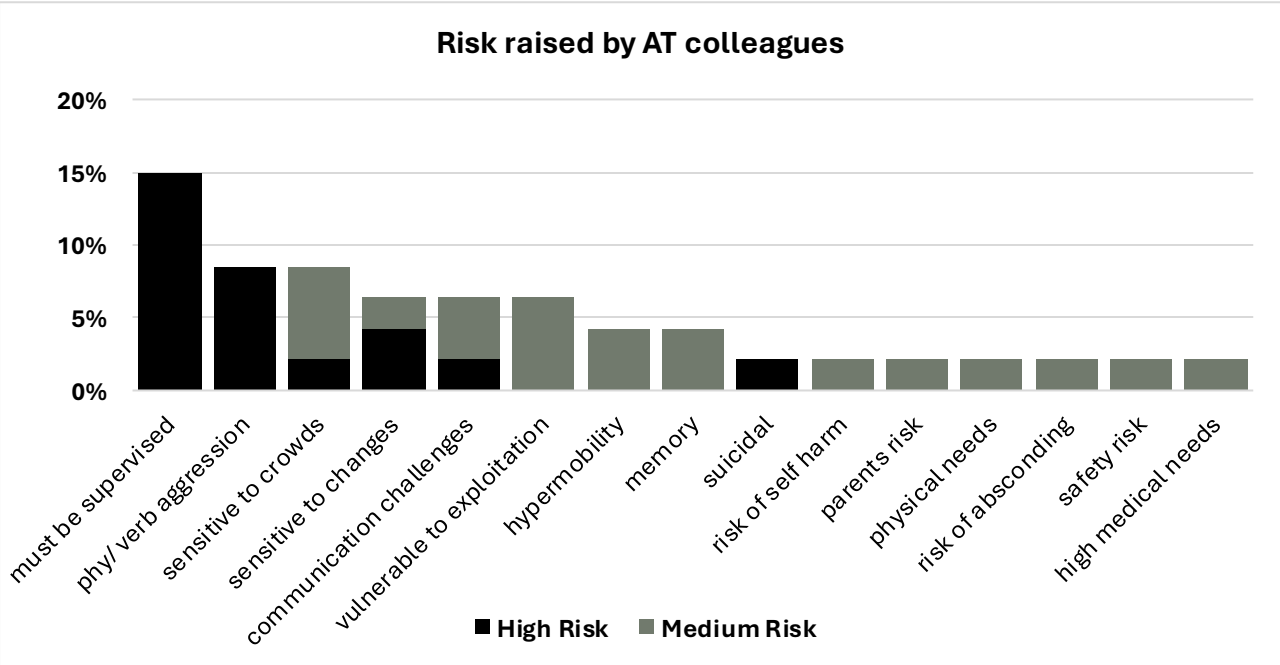
- 38% of CYP had at least one factor which could be challenging including **vulnerability to exploitation**, **anxiety** and/or **safety risks.** As part of the ITT programme, we would need to specialise the training provided to support CYP to travel independently considering these challenges.

1b. Case Trawl 1 (AT)

Aim: To understand transport risks from an AT perspective

- We then asked AT colleagues to review the 60% of CYP who were identified as having potential to benefit based on their needs
- AT colleagues determined that 31% of CYP have risks too high to consider the CYP for ITT
- AT colleagues only had confidence that 29% of CYP could benefit from ITT solely based on their needs

Risks raised by AT colleagues



We therefore conclude that 29% of CYP have the potential to benefit from ITT based on combining SEN and AT perspectives

Scaling Case Trawl 1 findings across the entire cohort

- The sample cohort reviewed as part of case trawls is representative of the entire cohort of SEN CYP on AT based on key characteristics, which allows us to scale case trawl 1's findings across the entire cohort

2. Case Trawl 2

Aim: To understand the suitability of the public transport infrastructure that exists on home to school journeys

- The 29% of cases from our sample identified as having potential to benefit from ITT based on their needs were then reviewed to understand the existing public transport infrastructure on their H2S journeys

- SEN officers used google maps to map out journeys from home to school based on their school start time and answer questions about the number of changes, total walking distance, waiting time and total journey time. Other risks such as missing transport connections, waiting locations and walking routes were also assessed.

- A multi-disciplinary team session took key information from their journeys, and combined AT and SEN perspectives. The MDT included:
  - An Assisted Transport Hub Manager
  - A SEN Case Manager

- This review concluded that of the 29% of CYP with potential based on their needs, 8.9% of CYP can benefit from ITT based on the infrastructure on their journeys

Scaling Case Trawl 2 findings across the entire cohort

- We used a Google API to map out the H2S journeys for all CYP in the SEND 11+ cohort. We asked 5 key questions and developed a framework of criteria to determine the suitability of each journey as either:
  - Not suitable
  - Challenging
  - Suitable

Framework of Criteria for Suitability Assessment

#	Question	Recommendations from statutory guidance and/or LCC policy	Suitable		Challenging		Not Suitable	
			LB	UB	LB	UB	LB	UB
1	**How many changes are on their journey?**	*"wherever possible, a child should **not be expected to make several changes** on public transport"* Where a change is defined as having to switch to a different leg on the journey (including walking legs greater than 0.5 miles) Walk → Bus = 1 change Walk → Bus → Walk = 2 changes Walk → Bus → Bus → Walk = 3 changes	0 changes	2 changes	3 changes	3 changes	Greater than 3 changes	
2	**How far do they have to walk for?**	A child is eligible for free H2S travel to their nearest suitable school if it is **more than 3 miles from their home** For SEND CYP, journeys should be assessed on ▪ Whether the routes are genuinely **safe to walk** Whether they cannot reasonably be expected to walk there because of their special education **needs and/ or disabilities**	0 miles	1 mile	1 mile	3 miles	Greater than 3 miles	
3	**How long could their waiting time be between changes?**	There is no statutory maximum waiting time or LCC policy on this Statutory guidance says LAs must ensure that travel (including any waiting) are **suitable for children's individual needs and vulnerabilities** We should ensure these **waiting locations are safe** for CYP with SEND	0 mins	15 mins	16 mins	30 mins	Greater than 30 mins	
4	**How long will they wait at school if their journey requires them to arrive early or leave late**	Arrival times are fixed to each **school's opening time**. Departure times are fixed to each **school's closing time**.	0 mins	15 mins	16 mins	30 mins	Greater than 30 mins	
5	**How long is their journey?**	*"child's journey to and from school should not exceed **75 minutes each way**"*	0 mins	45 mins	46 mins	75 mins	Greater than 75 mins	

- From our entire cohort of 11+ CYP with SEND, 6% had a home to school journey that was determined as suitable

- Of the sample of cases reviewed in case trawl 2, 8.9% of cases had suitable H2S transport journeys
- This allows us to scale case trawl 2's findings across the entire cohort

3. Combing evidence across case trawls and scaling across the entire cohort

- **Case Trawl 1**: 29% of CYP have potential to benefit from ITT based on their needs

- **Case Trawl 2**: Of this 29%, 8.9% have potential to benefit from ITT based on their needs and their specific H2S journeys

- **Combined**: Therefore, 2.6% of CYP from our sample have potential to benefit from ITT based on their needs and their specific H2S journeys

- **Scaling this across the entire cohort**: Applying this to all 2350 11+ CYP with SEND, we would expect 61 CYP to be fully enabled to benefit from ITT based on their needs and their specific H2S journeys

4. Proposed Further Solutions

The supporting evidence pack details 2 key solutions to delivery ITT in Leicestershire:

- **Core Model for ITT**

  Objective: Create a core delivery model for CYP who are fully enabled to benefit from ITT

  - **Once a week, 1:1 trainer to CYP sessions**
    - As well as weekly 1:1s, we could also consider offering…
    - Group sessions depending on the needs of the CYP and based on the logistics (do they travel via similar routes and attend the same school)
    - More frequent sessions for CYP with higher needs
  - **30 CYP per independent travel trainer**
    - Assuming each trainer can support 2 CYP per day and hence 10 CYP per week
    - It takes on average 12 weeks (1 school term) for a CYP to complete ITT
    - In 1 term, 1 trainer can support 10 CYP to complete ITT
    - In 3 terms, 1 trainer can support 30 CYP to complete ITT
  - **Support 61 CYP to complete ITT over 2 years**

- **Parent and Family Engagement**

  Objective: Engaging with parents, families, schools and other key stakeholders to help them realise the benefits of ITT and maximise the uptake of the programme with it being a voluntary and not a mandatory service

  - **An ITT coordinator to:**
    - Engage key stakeholders and support the ITT trainer
    - Set up a marketing scheme to target schools and parents and increase confidence in the programme
  - **Create an incentive scheme** to encourage parents to uptake ITT
    - financial benefits through free bus passes upon completion of ITT

  - **Policy changes to boost uptake of ITT**

- **Explore commissioning ITT training to private companies or schools**
  - E.g. Leicestershire college offer ITT at £250 per CYP per week over a 12-week period

5. Summary of Cost of Investment

- **£32.5k per year** for a part time ITT Trainer:
  - Support 61 CYP to benefit from ITT over 2 years
  - Continue to support CYP who enter our cohort after the first 2 years (roughly 15 CYP per year based on the current % of CYP aged 11-12)

- **£58.0k per year for the first and second year only** for a full time ITT coordinator:
  - Setup key engagement and a marketing scheme

- **£1k per CYP per year** for a bus pass as part of an incentive scheme

6. Risks Overview

- **ITT is voluntary, not mandatory**
  - This means that although LCC might identify a CYP who is fully enabled to benefit from ITT, convincing their parents to uptake the programme may significantly impact the number of CYP who are able to benefit
  - We have considered this risk by proposing an ITT coordinator whose role will lead engagement with key stakeholders and maximise uptake of the programme

- **Small sample size**
  - The 2.6% of CYP suitable for ITT is based on only 2 cases that were identified as being able to benefit from ITT out of 78 cases in our sample
  - To increase confidence in case trawl 1, we ensured our sample was representative of the wider cohort across its characteristics
  - To increase confidence in case trawl 2, we used Google API analysis to understand the journey infrastructure across the entire cohort

Delivery approach and timelines

Our next phase should include ~3 months of detailed design and testing and impact measurement before wider rollout. This period will develop detailed operating models, confirm investment requirements, test assumptions, and ensure solutions are deliverable at scale.

Below outlines how this applies to each solution area.

a. Core Model for ITT

- **Months 1-3: Design**
  - Review best practice and engage stakeholders
  - Recruitment of ITT trainers and design phase of training, process and resources
  - Pilot at target schools and areas to understand they key issues

- **Months 4-5: Expansion**
  - Iterating the model and beginning a phased expansion across all CYP in the cohort

- **Months 6+: Evaluate and Sustain**

- Once full impact has been seen, continuing to monitor changes and ensuring that LCC stays proactive rather than reactive will be essential to realise the entire potential of this solution

b. Parent and Family Engagement

- **Months 1-3: Design**
  - Create LCC vision
  - Develop marketing resources and uptake schemes
  - Trial marketing resources
- **Months 4-5: Expansion**
  - Lauch marketing campaign and incentive scheme
- **Months 6+: Evaluate and Sustain**
  - Once full impact has been seen, continuing to monitor changes and ensuring that LCC stays proactive rather than reactive will be essential to realise the entire potential of this solution

Benefits profile over the MTFS (net of ongoing investment)

	2.6% of our current cohort of 11+ CYP with SEND completing ITT	
	In-year spend reduction	**Cumulative Benefit**
FY 26/27	-£0.07m	-£0.07m
FY 27/28	£0.17m	**£0.10m**
FY 28/29	£0.35m	**£0.45m**
FY 29/30	£0.09m	**£0.54m**

Note: Final profile will be determined following phase 1d, through consideration of how this initiative fits with the rest of the ATP plan

Benefit profile assumptions

Active number of SEN 11+ CYP in Assisted Transport

- There are 2350 SEN 11+ CYP currently receiving Assisted Transport
- 7.89% growth per year in the number of active SEND 11+ CYP based on the average forecast growth over the next 5 years in the SEN Growth report

Daily unit cost reduction if a CYP completed ITT across different SEN Assisted Transport types

- The average daily unit cost reduction of a CYP in Assisted Transport is £47.17 based on a weighted average of the different transport types:
  - Personal Travel Budget (35.1%) - £16.11
  - Internal Transport (13.8%) - £64.01

- External (single occupancy) (12.8%) - £104.08
- External (multiple occupancy) (38.3%) - £50.65

- Subtracted the daily cost of a bus pass based on a bus pass costing £1000 per CYP per year
- External transport unit costs include a 5.58% reduction due to existing savings in ATP from December 25
- The cost saving by supporting a CYP on internal transport to travel independently is just the average unit cost of an external transport user (who is brought into the internal fleet)

Realising savings over the MTFS

- Benefit from supporting CYP on internal transport or multi occupancy external transport to travel independently won't be seen till July/August as existing transport route will continue to run
- Modelled impact of ITT is only seen at the end of each term once 12 weeks of training have been completed

Expected impact:	
CYP with SEND Impact	More CYP with SEND will be prepared for independence as they transition into adulthood
Staffing impact	Staffing levels will increase to accommodate an ITT trainer and coordinator
Service levels impact	A new capability to deliver ITT for CYP in Leicestershire
Officer Recommendation for next steps	1. Secure resource to scope out pilot 2. Develop up detailed plan for pilot 3. Work with service to programme as part of ATP MTFS programme
Newton Recommendation for next steps	The next step is to prioritise the beginning of a detailed design phase lasting around 3 months. This will allow for: • Solutions to begin being developed into detailed plans and designs • Obtain a higher confidence in the exact cost of investment of solutions • Obtain a higher confidence in expected operational and financial benefit • Review of best practice across ITT programmes in other LAs • Running a pilot to test assumptions and develop training resources • Develop detailed timelines for solution implementation

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