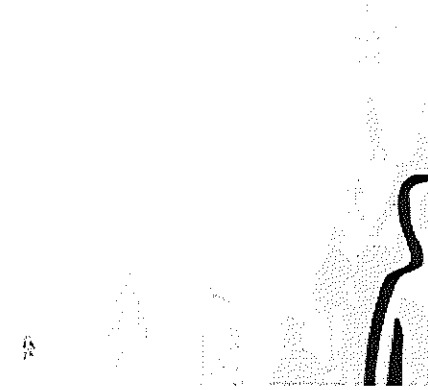




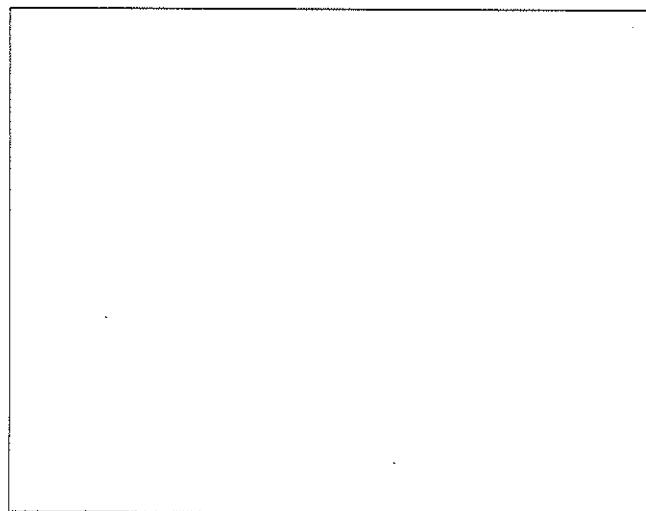
Home to School Special Educational Needs and/or Disability Transport Demand Management Review



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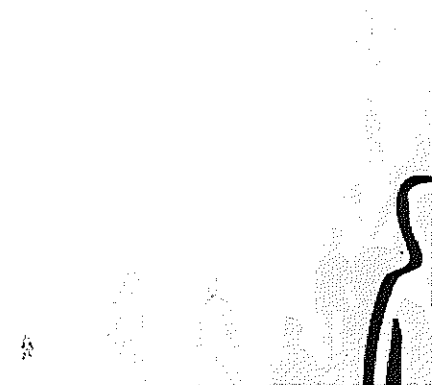
Contents

- ➔ Project overview
- ➔ Executive summary
- ➔ Key findings
- ➔ The local picture
- ➔ Recommendations for reducing demand
- ➔ Recommendations for managing supply
- ➔ Customer, stakeholder and staff insight
- ➔ Pilot work





Project Overview





Project overview



iMPOWER was asked to carry out a review of SEND Transport with Wirral Metropolitan Council using their demand management expertise. The review ran from September to December 2013 and was to support the Council in identifying new ways to meet a budget reduction of £560k by 2020, which is part of an existing target of £2m, as well as assisting in taking forward existing plans.

We note that the Wirral has done extensive work in recent years to make the SEND transport service more efficient, and earlier this year it passed new policies that allow further scope for savings from September 2014 onwards. In addition the service has outline plans for a number of further savings measures. This study and report seeks to build on that work and to bring forward new ideas, as well as provide practical and tailored tools and plans to enable this work to be implemented.

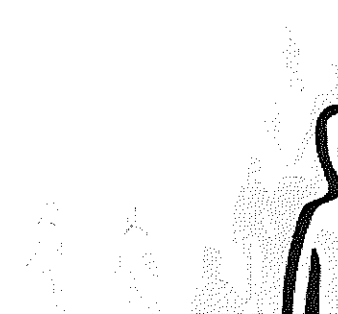
The following Council objectives are supported by this work:

- ➔ To find the right approach or solution for each child in a holistic manner whilst ensuring that safeguarding continues to be the highest priority;
- ➔ To encourage children and young people to be as independent as possible, defining independence in an individual, personalised way, specific to each child. The core principles aim to encourage and support parents to be ambitious in developing independence.

The report captures key findings, the outputs of our financial modelling, service user insight, benchmarking, activity undertaken in each of the areas of development, and plans and processes for implementation.



Executive summary





Executive summary



IMPOWER research found that:

- ➔ You have a **low average cost** of transport per SEND pupil, despite this **overall transport costs are not low due to the high numbers transported**
- ➔ This high demand is driven by a **statementing rate that is 20% above your neighbours**
- ➔ You have already identified some **alternative approaches**, and this study provides some more ideas to achieve further savings. You already planned to provide independent travel training and we believe that it may also be possible to use personal transport budgets to **reduce demand and cost**
- ➔ Whilst parents/carers are very satisfied a **huge 45% would consider alternative approaches to transport**
- ➔ To make a real **step change** the council should take a bolder approach to reducing the number of statemented children, using the Single Education Health and Care Plan as an opportunity
- ➔ 98% of parents want their child to be **supported to become independent**, the objective of 'promoting independence' is shared by the Council and its Members

In short you have done good work to address core efficiency and with the introduction of new policy changes you will make plans to offer independent travel training (ITT) which will improve outcomes for children and their parents/carers.

The area we have looked at i.e. reducing the number of pupils transported by the service, **will not on its own close your £560k funding gap** – to close this the underlying demand driver of high statementing rates would need to be addressed. However these two approaches combined could provide **savings beyond those targeted**.





Executive summary continued

This report focuses on recommendations for reducing the demand on transport from those stated. An overview is provided of the wider challenges regarding SEN levels and supply to meet this demand are outlined, but the scope of the work has not been to directly address them.

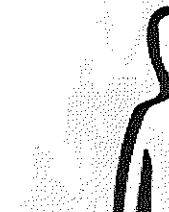
It is recommended that the service initially focuses on piloting and rolling out the following options:

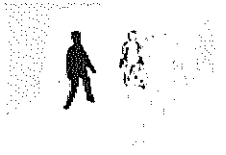
- ➔ Independent travel training;
- ➔ Personal transport budgets; and
- ➔ Structured contact

In order to achieve this the recommendations are:

- ➔ Secure two dedicated SEND travel trainers
- ➔ Secure project management resource to progress wider tasks
- ➔ Develop a plan to address the underlying high statementing rate
- ➔ Progress and monitor independent travel training pilot
- ➔ Progress plan relate to person transport budgets, addressing legal issue

Work will need to go beyond the ITU, such as statementing and disabilities services.





Key findings

- ➔ Significant work had already been undertaken by the Integrated Transport Unit to reduce per child service costs:
 - ⇒ Number of single person journeys are low
 - ⇒ Out of borough provision reduced
 - ⇒ Competitive contracting
- ➔ Comparably low average unit costs
- ➔ Higher than average SEND statements – this suggests there may be a higher percentage of children with more moderate needs compared to other Councils, therefore ITT may have higher uptake potential
- ➔ Policies have been agreed and outline plans, such as for ITT are in place that will enable further savings from September 2014
- ➔ No annual review of each child's transport needs; in line with current policy, however all discretionary travel is reviewed annually and review take place when triggered by re-routing
- ➔ No fully coordinated approach to ITT, but some in place and planned further roll out with the new policy
- ➔ Parents/carers want the Council to support their child to gain skills for independence
- ➔ Survey and focus groups highlighted that there is already some support from parents/carers to pursue alternative options
- ➔ Schools are willing to support the Council if they are supplied with the right information and are engaged with



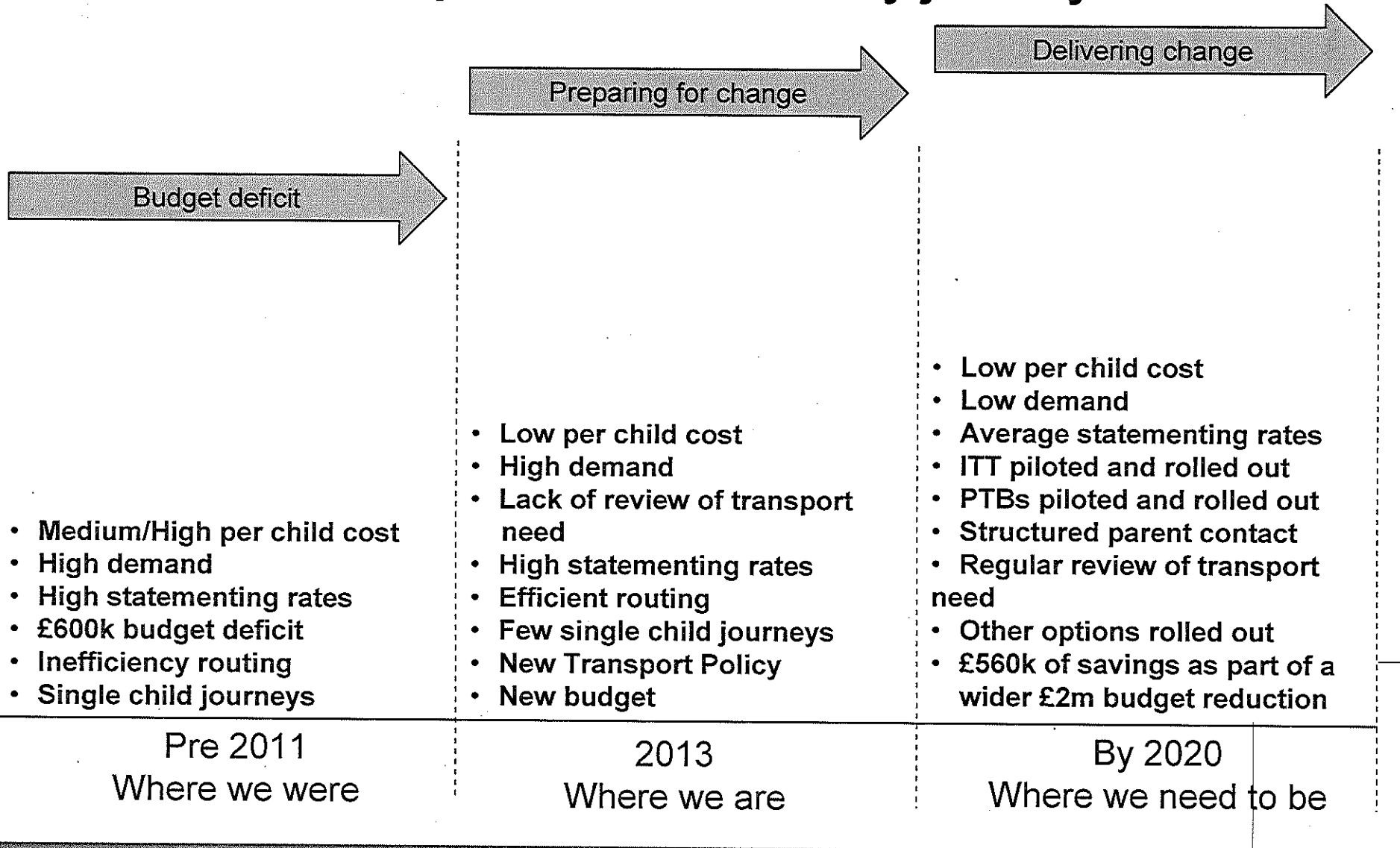


The Local Picture





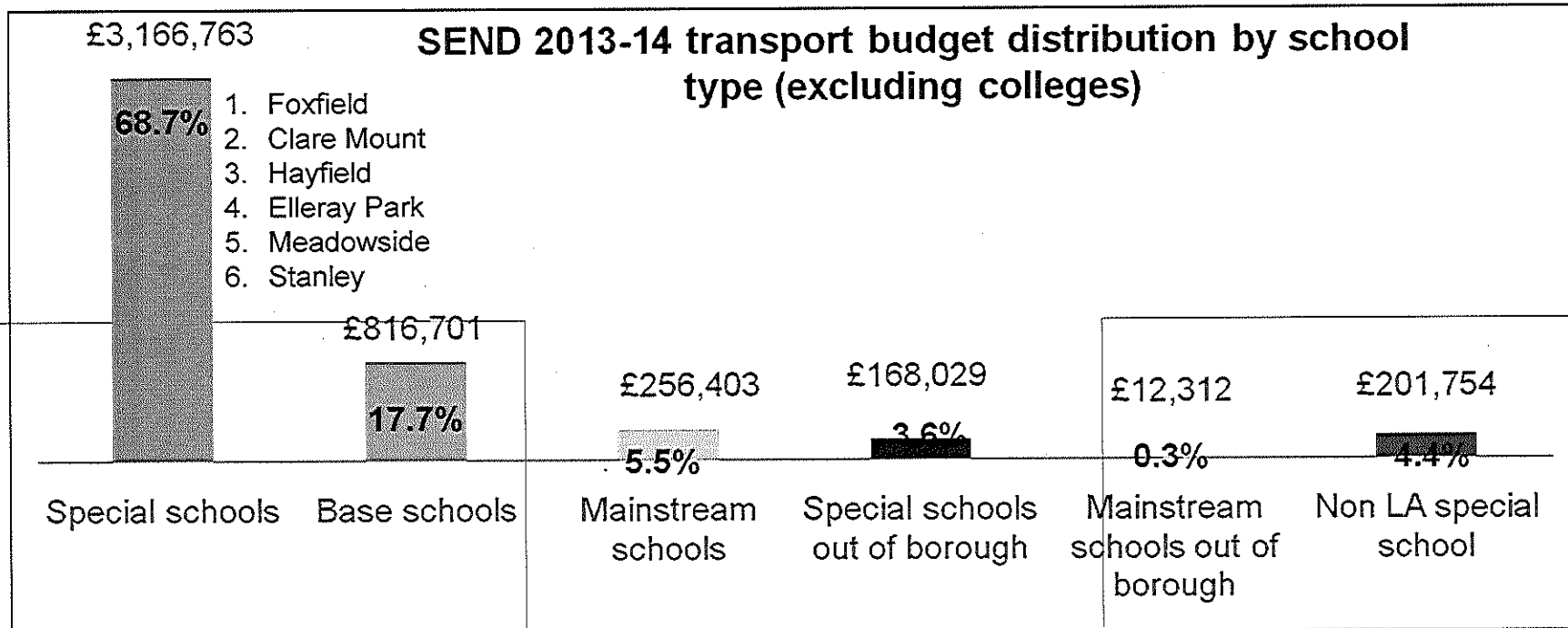
SEND Transport service delivery journey



The service has achieved considerable rationalisation to date, and now needs to implement its plans for substantial further work to meet the agreed savings target

Due to the high number of specialist schools and consequently specialist schools capacity on the Wirral, the majority of the budget is spent on transporting CYP to these schools

- ➔ In order to maximise effort, families of pupils attending specialist schools and base schools should be targeted
- ➔ Six specialist schools (listed in the chart below) account for 51% of the transport budget. Particular focus is therefore needed on these schools
- ➔ If more SEND pupils - particularly with moderate learning difficulties - were educated at their local mainstream school, it is likely that their average distance to travel would decrease and the number of feasible alternative travel options would increase. This would also have a positive impact on budget





Significant savings will be made by enforcing the new 2014-15 Home to school transport policy for children and young people age 5-16



➔ If you strictly apply the following section of your transport policy (and the relevant statute) to the current cohort there would be a considerable impact on budget.

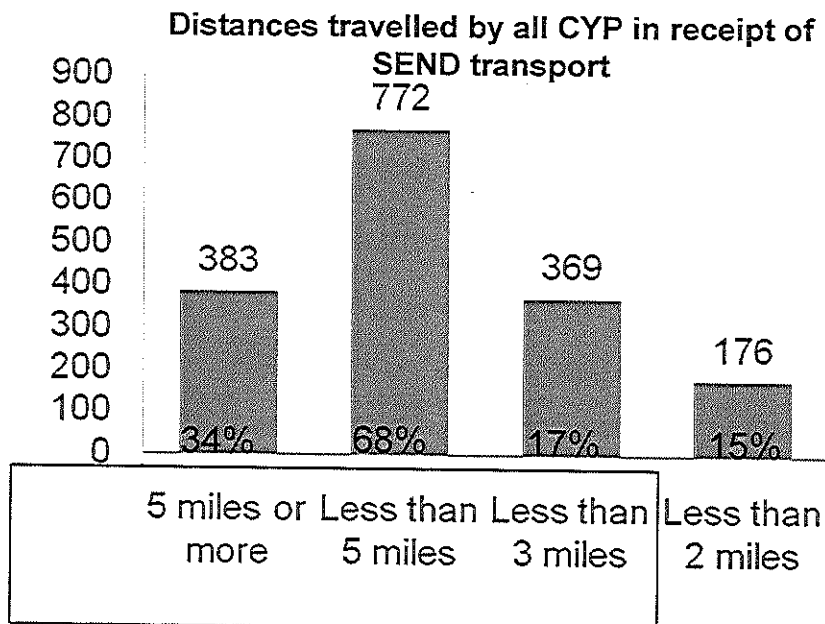
"Wirral residents between age 5 and 16 and go to their nearest suitable school and live at least:

- 2 miles from the school if they're under 8 – 46 pupils
- 3 miles from the school if they're 8 or older" – 303 pupils

➔ If 30% of these 349 pupils for whom transport may not be "really needed" were no longer transported **£272k** could be saved per annum. If it was agreed that 50% of these should be provided with a bus pass as part of the 'step down' arrangement, **£222k** could be saved.

➔ Due to the reasonable distances, some of the remaining 70% may wish to take up a personal transport budget or explore one of the other alternative options.

➔ It should be noted that those who attend mainstream provision travel the least far. The greatest distance is travelled by pupils attending primary special schools.



School type	Average number of miles
Special school primary	4.6
Base school primary	3.8
Mainstream primary	2.5
Special school secondary	4.4
Base school secondary	3.4
Mainstream secondary	3.2
Out of borough	15.8



Although the Wirral has a low cost per pupil using transport the total cost is not low due to the high number of pupils in receipt of transport

Average spend per SEND pupil is low...

➔ 1143 SEND children and young people (CYP) transported

- ⇒ 1127 transported to schools
- ⇒ 16 transported to colleges

➔ £4,700,000 SEND Transport budget 2013-14

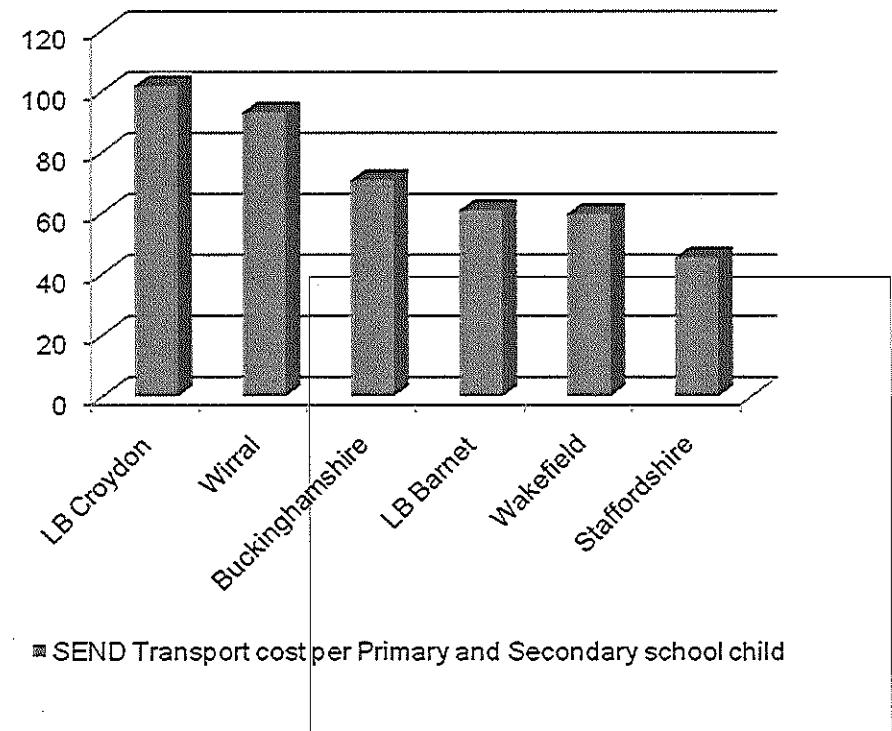
- ⇒ £4,112 annual unit cost
 - ⇒ £2,739 contract costs
 - ⇒ £1,373 non contract cost

➔ This is the second lowest unit cost of 12 local authorities iMPower has worked with

*All figures accurate at 12/09/13

...but averaged across all pupils it is high due to the large number of statements and current transport policy

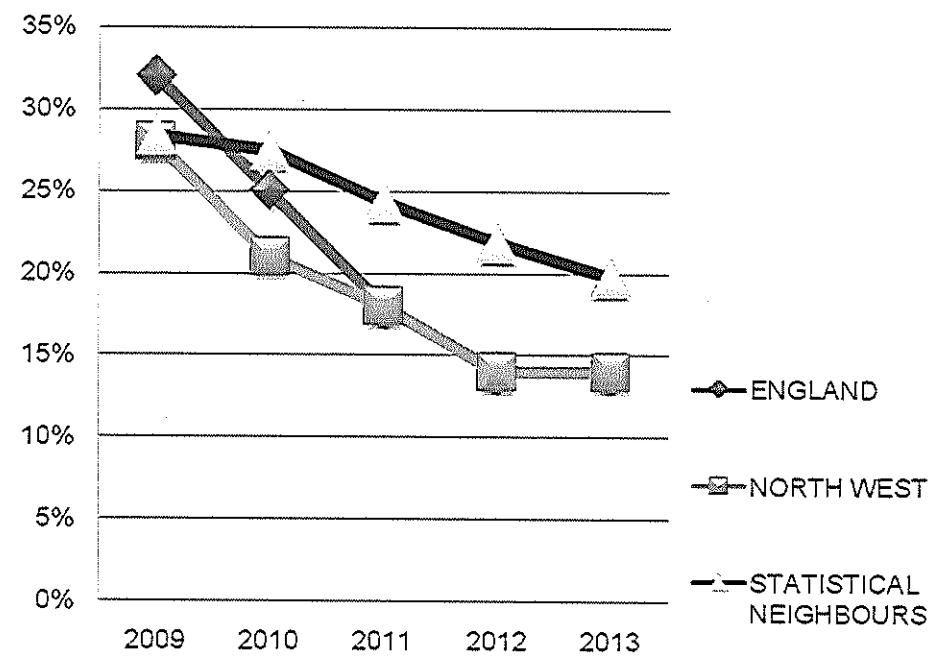
SEND Transport cost per Primary and Secondary school child





If levels of SEN are reduced in line with statistical neighbours your savings gap of £560k for SEND transport would be met, with further significant non-transport SEND savings probable

Percentage difference between all school pupils with statements of SEN living in Wirral and England/North West/statistical neighbours 2009-2013



Region	Percentage difference in receipt of transport*	Budgetary impact**
England	10% lower	£423k
North West	10% lower	£423k
Statistical neighbours	13% lower	£560k

* Note: approximately 2/3 of stated children in the Wirral are in receipt of transport. This assumption has been used for other regions of the country.

** Based on Wirral SEND Transport budget 2013/14

By reducing numbers in receipt of a statement and bringing it in line with the rest of the country 1/5th of the SEND transport budget could be saved



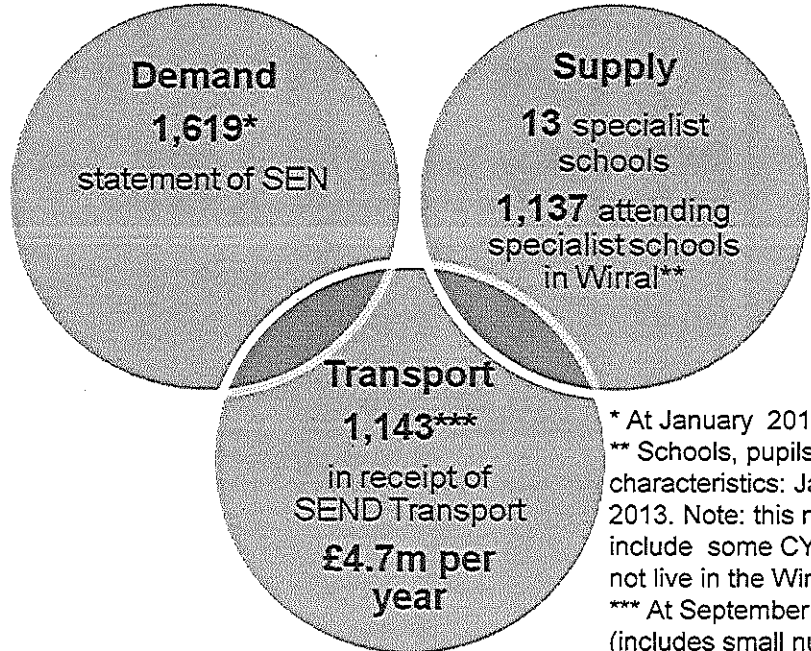
How are demand and supply affecting **WIRRAL** SEND transport?

Considerable work has been carried out to affect the supply side, which has led to Wirral having one of the lowest average unit costs of LAs iMPower have worked with on similar reviews. This means that in order to meet the target savings, the demand has to be addressed.

The broader challenge is to address the source of the demand. The Wirral has a **20% higher rate of SEN** than statistical neighbours and 14% higher than England and North West. **21 per 1,000 Wirral school pupils attend a specialist school**, which is 70%, 77% and 65% higher than statistical neighbours, England and North West respectively. **10% of all Wirral schools are specialist schools**, compared with 4%, 4%, 5% for statistical neighbours, England and North West respectively.

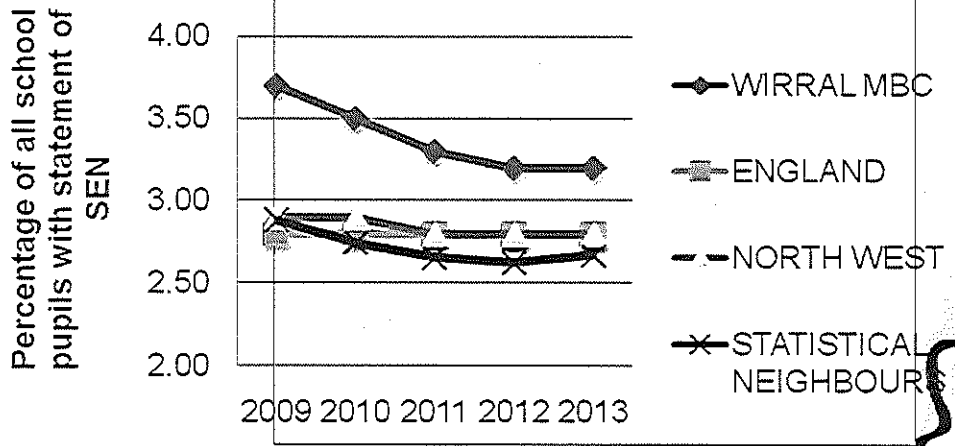
These figures suggest that unlike other areas of the country, Wirral's mainstream schools are not educating pupils with SEN to the same extent. The comparatively high supply of specialist provision means that some pupils are not attending their nearest school. If they were and with parental support they may be able to travel to without the need for specialist transport.

Demand has a direct impact on the SEND transport budget. This demand is also impacting on SEN services more generally.



* At January 2013
 ** Schools, pupils and their characteristics: January 2013. Note: this may include some CYP who do not live in the Wirral
 *** At September 2013 (includes small number of discretionary pupils)

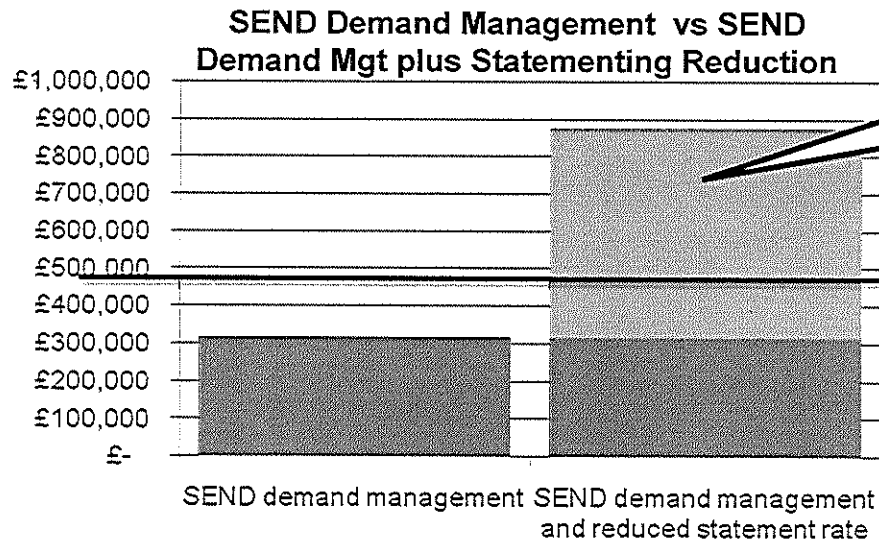
Percentage of all school pupils with statement of SEN: 2009-2013



Making changes to SEND transport alone will not address demand

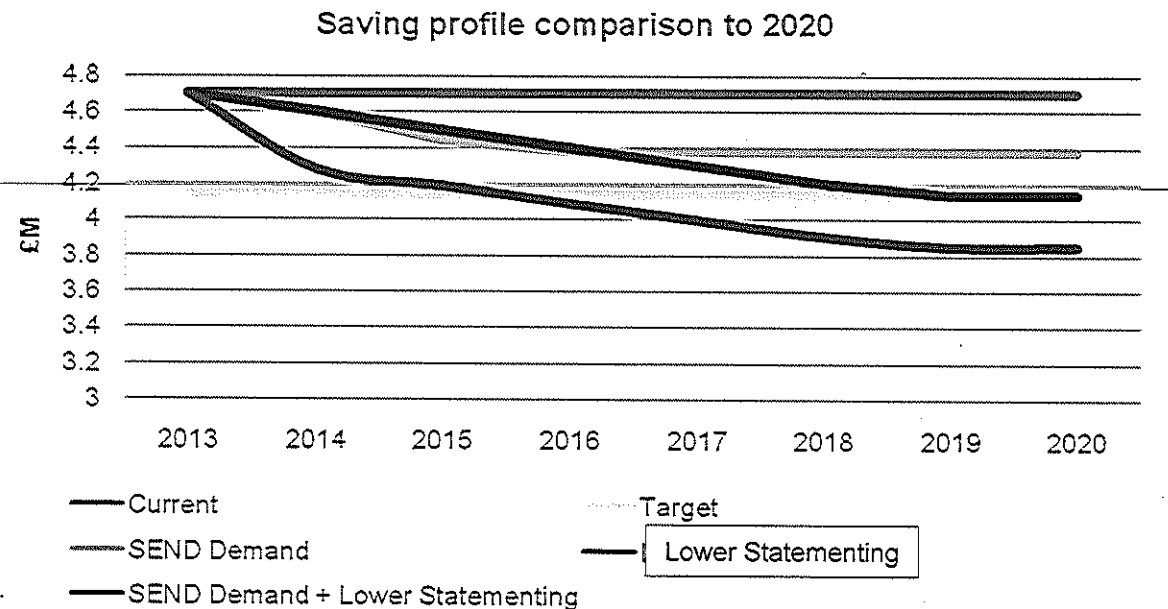


If you implement both demand management and reduce your SEN numbers in line with statistical neighbours your financial target can be exceeded



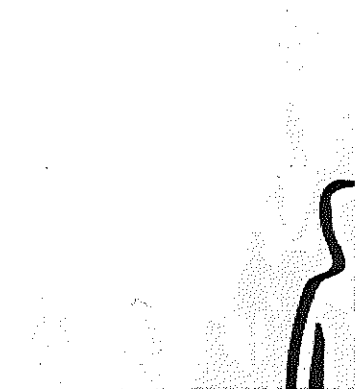
...SEND demand reduction approaches will only achieve part of the savings you require, however combined with lower statementing rates more savings than targeted would be possible.

However, the impact on lower statementing rates would require time to filter through the system in terms of reduced transport costs...





Recommendations for reducing demand





Recommendations and options appraisal



In order to address the high demand on SEND transport iMPower recommend a number of options, several of which the ITU had already identified. Some will have a direct impact on budget, others act as enablers. Key recommendations:

← **Independent travel training (ITT)**

← Investigate the practicality of implementing **personal transport budgets (PTB)**

← **Investigate Structured contact**, as this will be integral for the success of these pilots and wider roll out. Structured contact is an enabler and can not be viewed as separate to any of these options. The survey results highlight a need to re-model Council relationship with parents in order to maximise parental engagement and contribution.

Option	Benefits*		
	Financial	Child's independence	Parental/carer flexibility
Independent travel training	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
Personal transport budget	✓ ✓	✓ ✓	✓ ✓ ✓
Escort-led transport	✓ ✓	✓ ✓	✓ ✓ ✓
Sharing home to school travel responsibilities with parents from same school/another school	✓ ✓ ✓	✓ ✓	✓ ✓ ✓
Transport pick ups from hubs	✓ ✓	✓ ✓	✓
Structured contact	Enabling opportunity		
Single health education and care (EHC) plan	Enabling opportunity		

* All benefits are rated on a one to three scale: one being lowest and three highest.



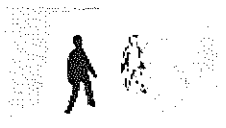
Financial Benefit

- ➔ Both ITT and PTB (assuming these are only given to existing service users) can produce significant financial benefits, as these avoid the full cost of providing transport directly, which currently averages £4,113 per child, per year.
- ➔ With conservative assumptions about costs and realisable savings then for each existing transport service user who converts the following net savings may be achieved:

	ITT	PTB
Year 1	64% saving against average	58% saving against average
5 year cumulative	£9.4k	£7.2k

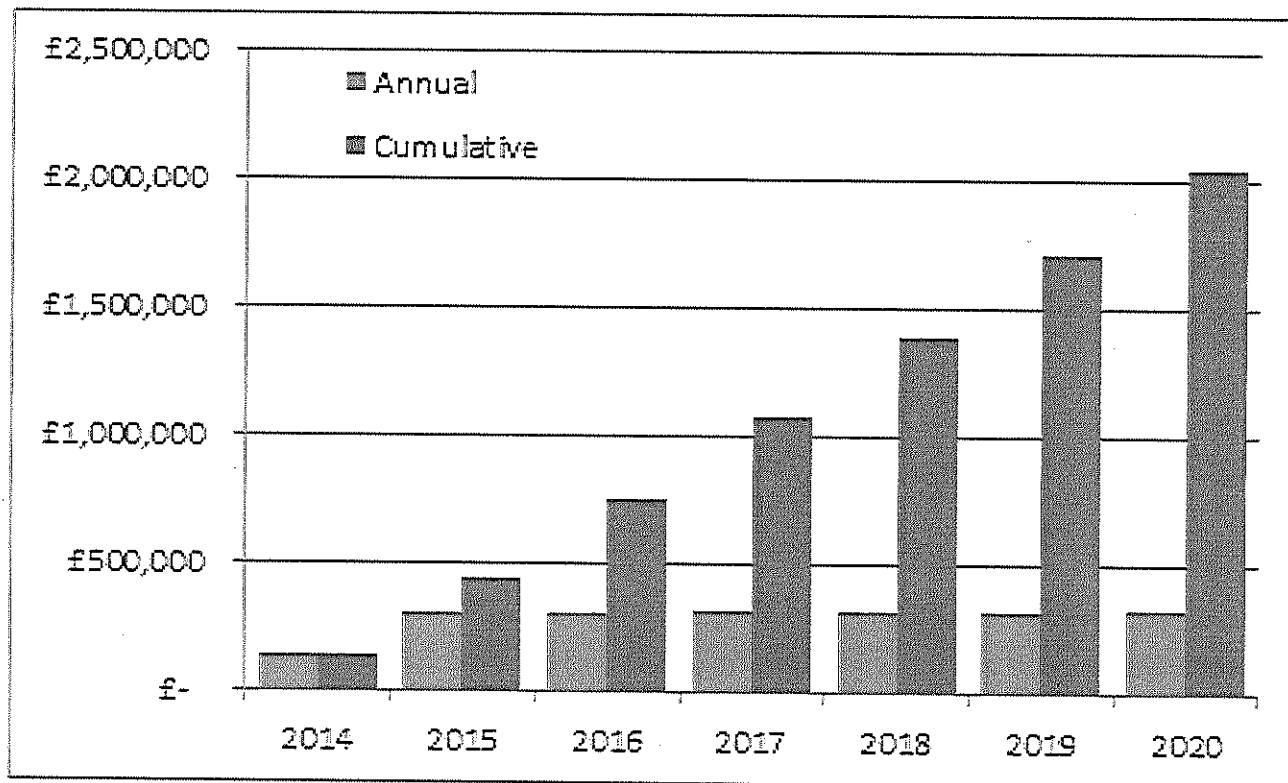
- ➔ Those figures for a single child do not appear very significant but when expressed as a realistic percentage of the 1,127 children who use the service they become more compelling...





Financial Benefit continued

If we assume 6% of pupils successfully move to independent travel and 10% move to personal budgets then this could achieve the following savings:



Savings average around £320k a year, with a cumulative total by 2020 of over £2m.





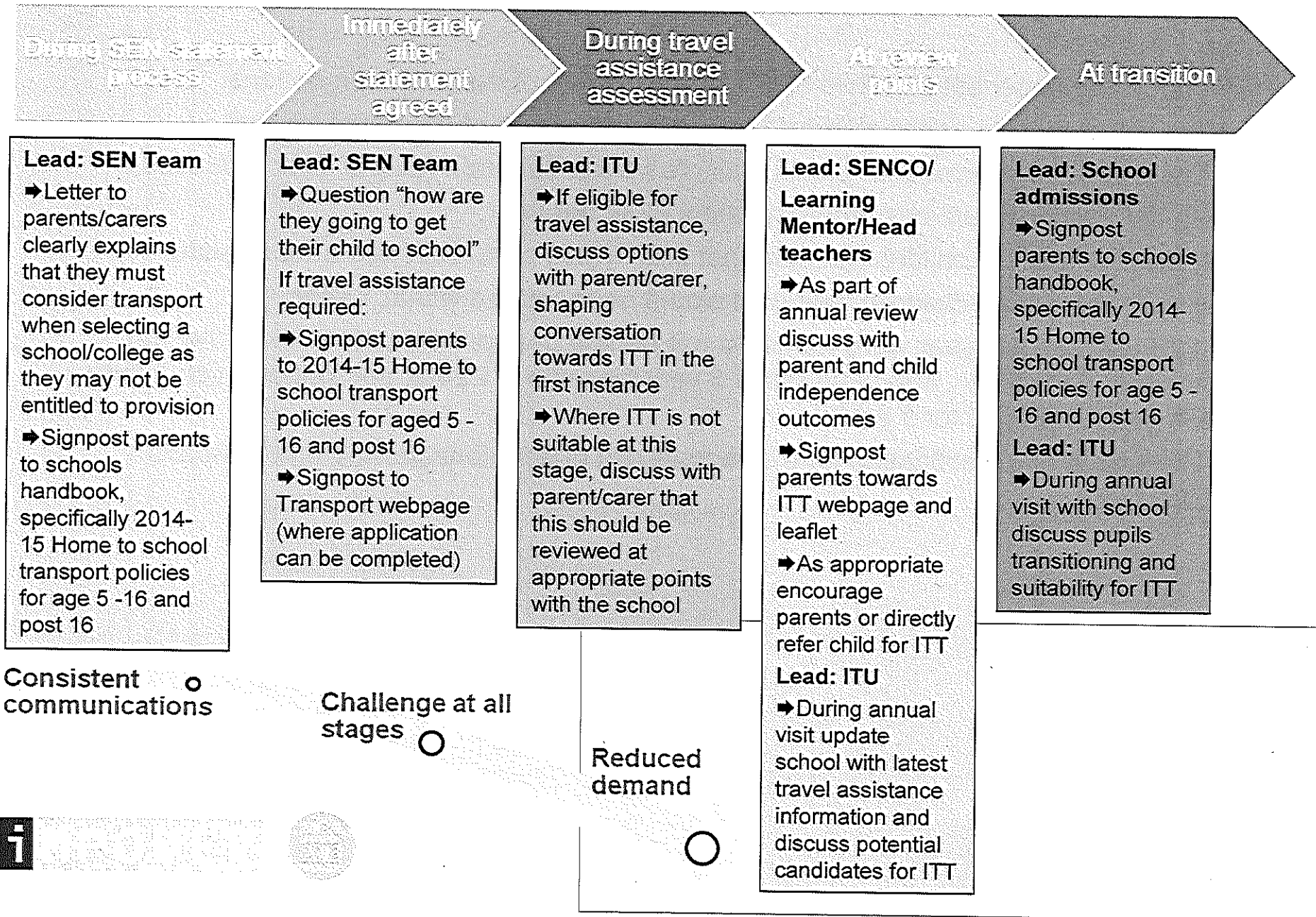
Financial Benefit continued

- ←The financial benefit per child of ITT is the highest of the two main options.
- ←The principle cost associated with this is the provision of the travel training.
- ←There is a finite number of pupils a single trainer can train (28 per year modelled).
- ←An ITT trainer would cost approximately £23k per year.
- ←If they trained 2.4 children (in total, not each year) cost recouped after 5 years.
- ←If they trained 8.7 children their cost would be recouped within 1 year.
- ←If 28 children per year were trained a net benefit of approximately £50k in the first 18months per trainer, with cumulative 5 year benefits of £240k per trainer, even if they were only employed for 1 year.
- ←There is strong justification for the recruitment of additional permanent Schools SEND ITT.



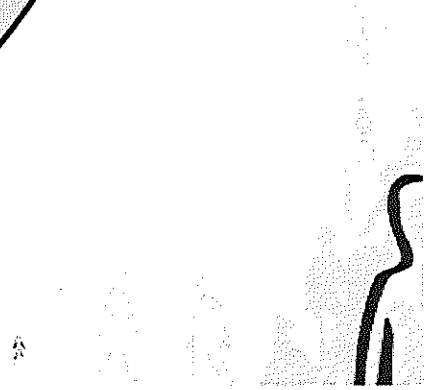
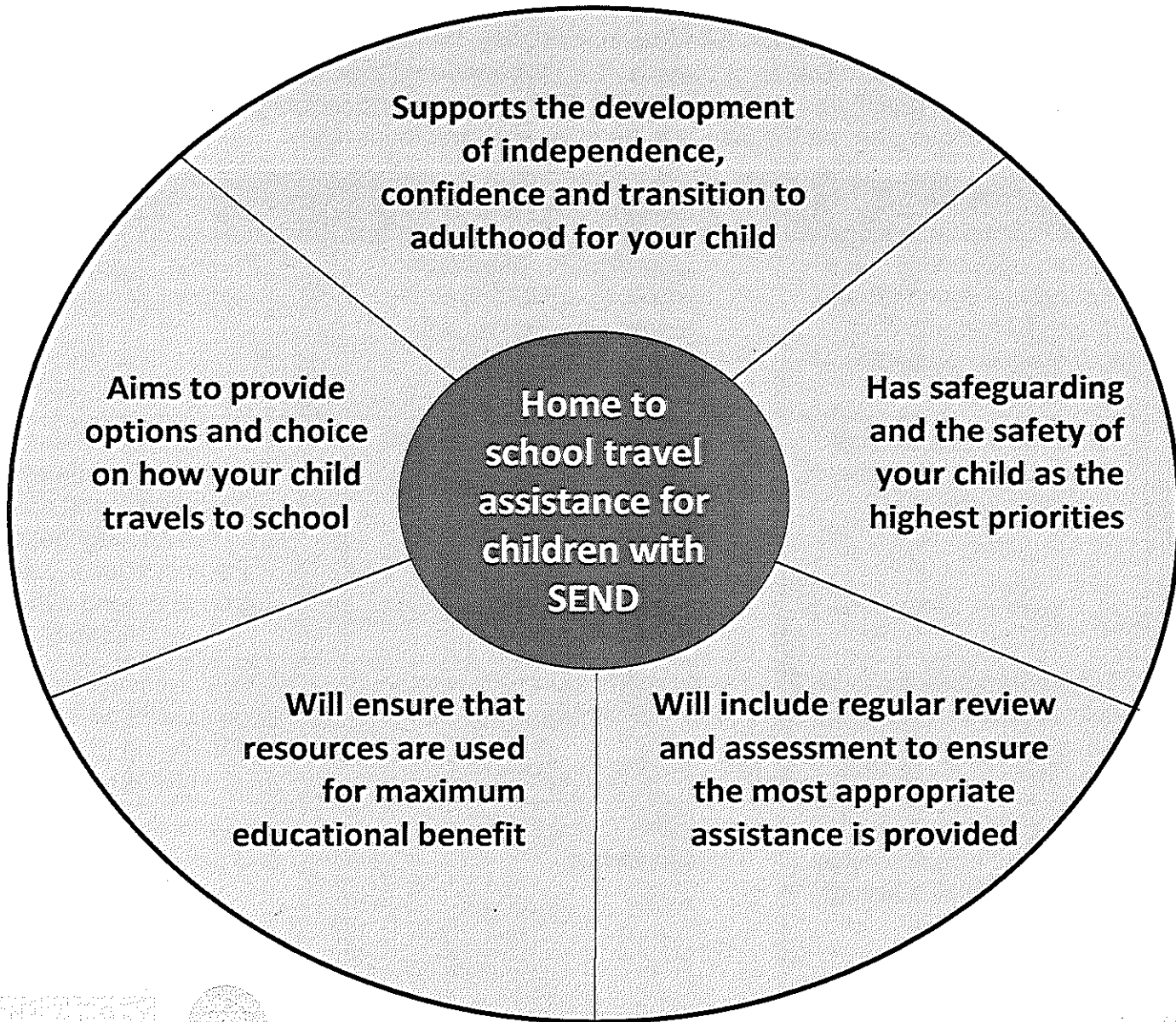


Opportunities for structured contact





Key principles - SEND travel assistance





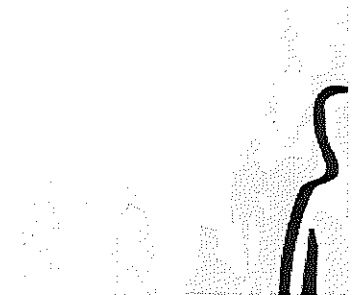
Further opportunities

Although we are not recommending that you pilot the following immediately, they should still be considered for future roll out. In particular working with schools to facilitate link up of parents. It is also important that the ITU works closely with the SEN Team regarding the Single education health and care plan (EHC). There is a good opportunity to change how travel assistance is considered as part of this plan, as the plan is to be more outcome focussed.

Opportunity	Opportunity Description	Qualitative Benefit	Implementation Challenges
Escort-led transport	Where pupils are physically capable they walk/use public transport to get to school accompanied by an escort	<ul style="list-style-type: none"> • Improved inclusivity, as enables pupil to travel on public transport or self-transport to school • Increased independence 	<ul style="list-style-type: none"> • Parental concerns through focus groups around safeguarding
Sharing home to school travel responsibilities with parents from same school/another school	Parents set up informal private travel arrangements with each other	<ul style="list-style-type: none"> • Supports improved parental and child relationships 	<ul style="list-style-type: none"> • Currently no mechanism for informing parents who lives in their local area and attends child's school/neighbouring school • Parents concerns through focus groups around safety, insurance, reliability etc.
Transport pick ups from hubs	Transport continues to be delivered but from pick up and drop off hubs	<ul style="list-style-type: none"> • Supports journey towards semi-independence 	<ul style="list-style-type: none"> • Parental concerns through focus groups around safeguarding and suitability of hub sites (i.e. ability to shield from the weather)
Single education health and care (EHC) plan	As single plans are developed independence is considered as part of outcomes	<ul style="list-style-type: none"> • Supports journey towards independence 	<ul style="list-style-type: none"> • Will need buy in from schools, health and partners to consider travel as part of outcomes planning • New system from Sep 14 for new plans. Three year transition period for those currently stated

Note: More detail on each of these opportunities can be found in appendix A.

Recommendations for managing supply



A small graphic in the top left corner showing the silhouettes of two people walking.

Recommendations related to transport contract tendering

Mileage vs day rates/routes as a basis for tenders

- ➔ As a general rule routes are better as this encourages efficiency
- ➔ Mileage may however be a better basis for contract variations

Contract variations

- ➔ As you suggest we agree that mixture of long term and short terms contracts may allow flexibility is carefully implemented
- ➔ Include the cost of changes/variations to the contracts in the competitive tendering process to get the best deals, plus predictability
- ➔ About 80% of costs are variable for transport providers therefore a variation of volume (upwards) should only lead to 80% of the proportional increase in cost terms at most
- ➔ Contract variation will be of increasing importance as demand reduction techniques should reduce the number of transported pupils and the Authority needs to be able to realise the financial benefits of this decrease
- ➔ Contract length and break points should be considered within the tendering and could be tailored to certain schools

Bundling of contracts

- ➔ The DfT suggest bundling contracts (e.g. with non SEN transport if possible) to obtain the best rates

Reverse e-auction

- ➔ A reverse e-auction for the contracts may drive the most effective competition. This is also recommended by the DfT
- ➔ A good specification of requirements is key to the success of this approach.

Market pre-engagement

- ➔ Some market discussions before any formal procurement process starts may allow advantageous tailoring of the approach



Customer, stakeholder and staff insight

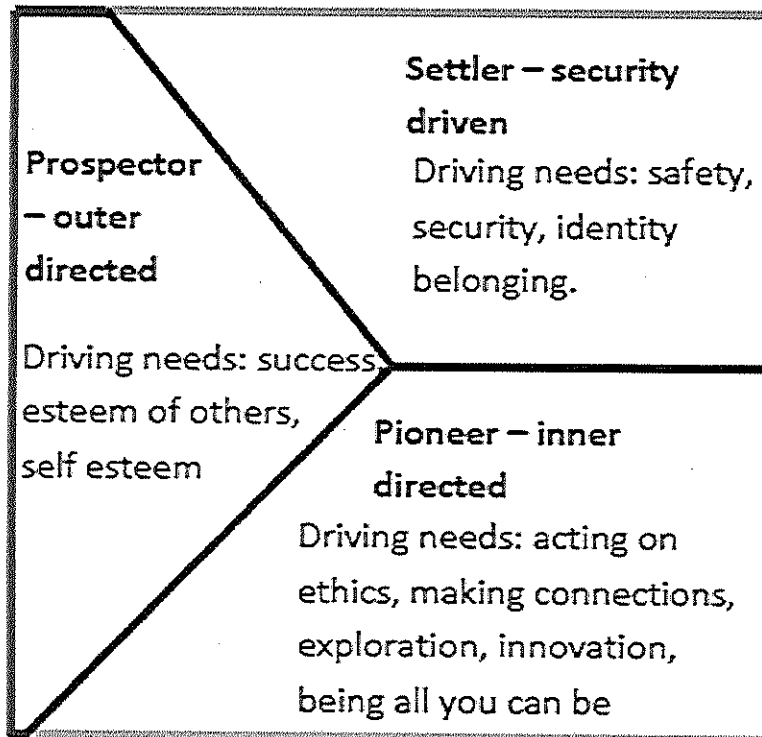




Values Modes methodology



Understanding what drives customers behaviour will impact your ability to change behaviour. This project therefore used “value modes” methodology to gain a greater understanding of what types of parents and carers access SEND Transport services.



What are value modes?

- ➔ Value modes explain emotions, attitudes and motivations that inform demand
- ➔ Values are beliefs that are tied inextricably to emotion – not objective, cold ideas – and, as such they operate largely subconsciously.
- ➔ They are a motivational construct – referring to desirable goals people strive to attain. They can change over time. They serve as standards and criteria for choices of all kinds.

How does it work?

- ➔ By answering 10-15 simple multiple choice questions online, the model calculates your value mode
- ➔ At the simplest level, there are 3 value modes: settler, prospector and pioneer (the model also sub-divides these into 12 categories)

Where does the model come from?

- ➔ The model is run by a specialist values data firm and is based on over 50 years of international research and over 37 years of British research
- ➔ The value modes are an articulation of the Maslovian hierarchy of needs
- ➔ Data inputs include a 2008 British Values survey asked over 1000 questions of 8500 representative respondents



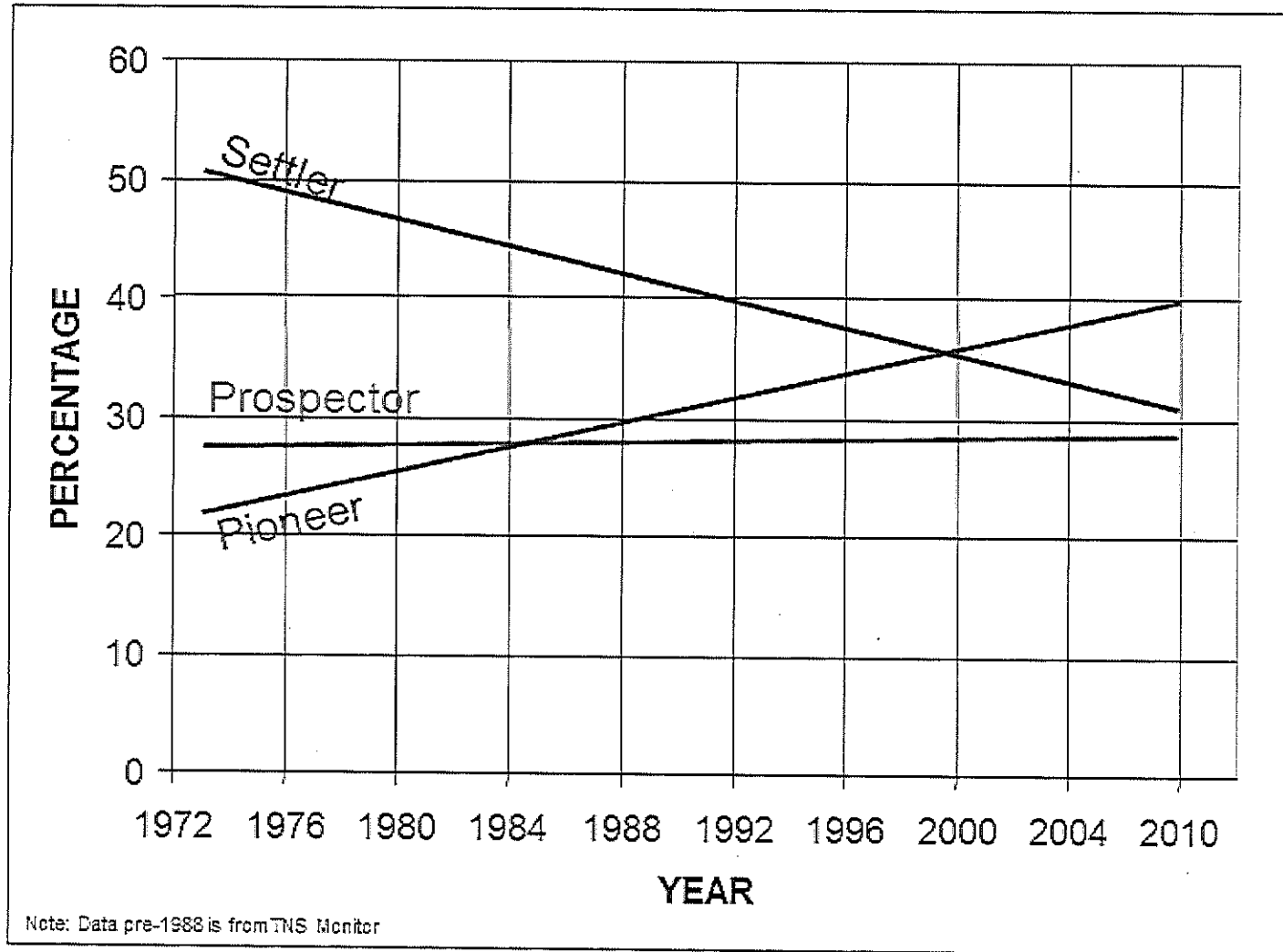


Value Modes: Summary of 3 main groups

Settlers	Prospectors	Pioneers
<p>Characteristics</p> <ul style="list-style-type: none"> → Traditional. → Like 'top-down' messages. → Like rules and clear boundaries. → Naturally conservative and risk averse. → Driven by unmet need for safety, identity, belonging. → Wary of change – nostalgic. → Low sense of ability to effect change. <p>Behaviour</p> <ul style="list-style-type: none"> → 'Follow the crowd'. → Least empathy of the three groups. → More likely to get family (often extended family) to help out with some tasks. → Can be inflamed by threats. → Pessimistic about future. 	<p>Characteristics</p> <ul style="list-style-type: none"> → Guided by external influences (e.g. people, money, status, power). → Status oriented – do things because they are cool/ fashionable/ clever. → Draw esteem from others. → Most optimistic of the groups. <p>Behaviour</p> <ul style="list-style-type: none"> → Generate ideas balancing costs and benefits. → Smarter dressed. → "Don't want to look stupid". → "All about me- how does it affect me?" → "Keeping up with the Jones" 	<p>Characteristics</p> <ul style="list-style-type: none"> → Guided by their own sense of 'right' & 'wrong'. This is deeply emotional & informs decisions. → Strong 'Self-efficacy'. → Less worried about others' perceptions of them. → More creative and empathetic. → Like detail. <p>Behaviour</p> <ul style="list-style-type: none"> → "First to volunteer, first to complain". → 'If the rules don't let me do it, change the rules'. → Issues that concern them are local/ within control. → Come up with ideas/ solutions. → Avoid conflict.



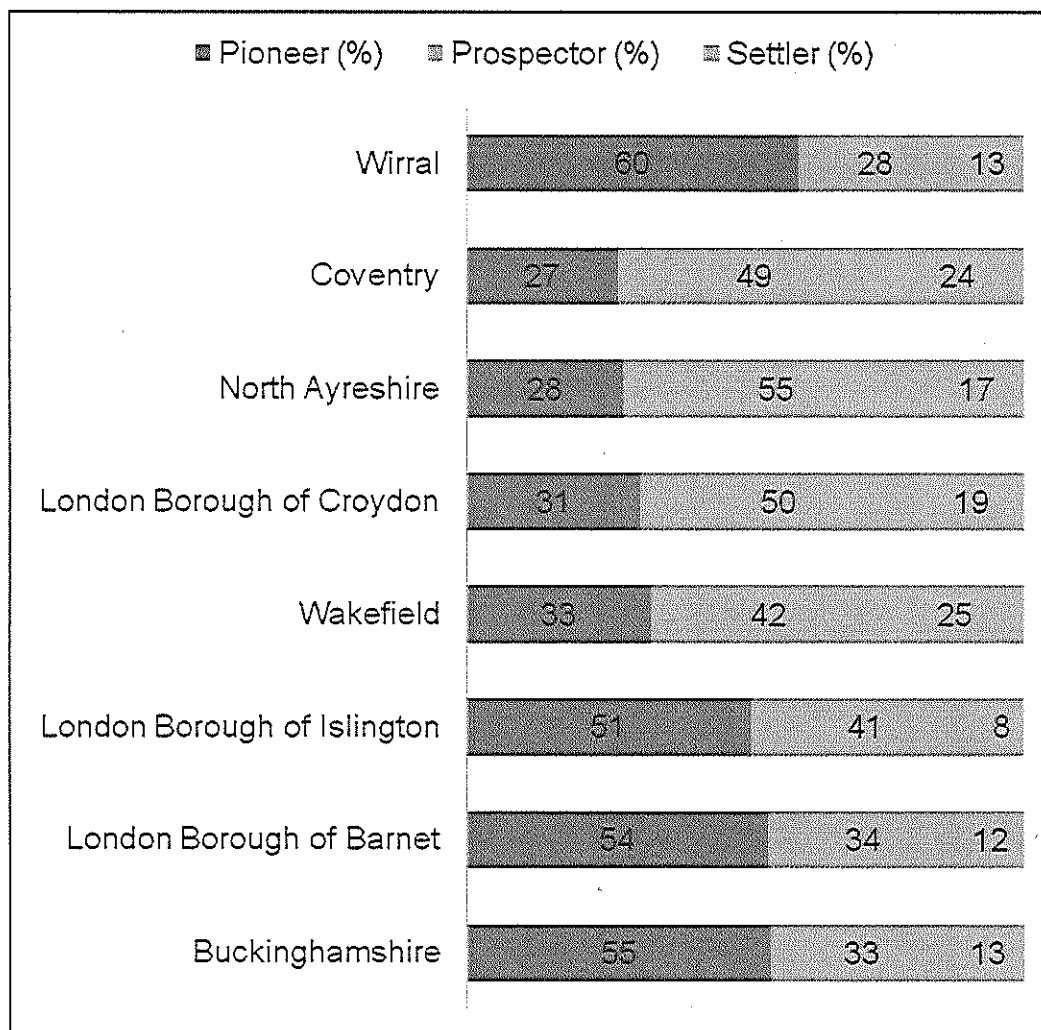
Over the past 40 years in the UK there has  **WIRRAL** been a significant shift



CULTURAL DYNAMICS
STRATEGY & MARKETING



Wirral value modes comparison



➔ Over 200 respondents were pioneers, this is the highest level iMPOWER has come across in this type of project

➔ This presents an excellent cohort to implement changes with and would affect approximately 1/5 of total SEND transport spend



Parental engagement summary



Engagement with parents was in two stages – a telephone survey (which consisted of over 5,000 attempted calls), and focus groups. The purpose of survey was to gain some high level service feedback and also to identify the value mode of the parent (Settler, Prospector, Pioneer – see appendix D for more detail). The focus groups were used to obtain more detailed feedback on the service and test a long-list of efficiency opportunity ideas.

- ➔ 352 telephone surveys were completed, which was a 31% return rate
- ➔ 14 parents participated in three focus groups and one submitted comments

This extensive engagement with parents produced a significant level of insight and challenge to the transport service and Council:

- ➔ The survey identified that **the majority of respondents were Pioneers** – this indicates a widespread interest in alternatives, if presented appropriately
- ➔ **Overall service satisfaction with the transport service was high**, although there was a consistent theme that more could be done to train drivers and escorts on specific needs and first aid
- ➔ **A significant minority are interested in exploring alternative travel assistance options** however, they need more information and reassurance around safety before they will commit to change
- ➔ The focus groups highlighted a **mistrust of the wider Council** (but not ITU specifically), a relationship which needs to be managed





SEND transport parent survey findings overview

Key points	Comment	
Very high service satisfaction	<ul style="list-style-type: none"> ➔ 93% very satisfied or satisfied with transport services ➔ 96%-100% parents have a positive attitude towards their child's school and Integrated Transport Unit 	
But don't always feel supported to help child become independent	<ul style="list-style-type: none"> ➔ 98% parents felt that is important that their child is supported to become independent as an adult ➔ 91% felt that the school is providing enough support ➔ 53% felt that the Council is providing enough support 	
Initial reluctance to consider alternatives can be overcome	<ul style="list-style-type: none"> ➔ 16% interested in alternative ways for their child to travel Once presented with more detailed options this figure rose to: <ul style="list-style-type: none"> ➔ 31% interested in personal transport budgets ➔ 23% interested in Independent Travel Training ➔ 22% interested in sharing home to school travel responsibilities with other families from the same school 	
Parents listen to the schools	<ul style="list-style-type: none"> ➔ 41% School ➔ 25% Own research ➔ 16% Health professionals 	<ul style="list-style-type: none"> ➔ 8% Social care ➔ 4% SEN Team ➔ 3% Other parents

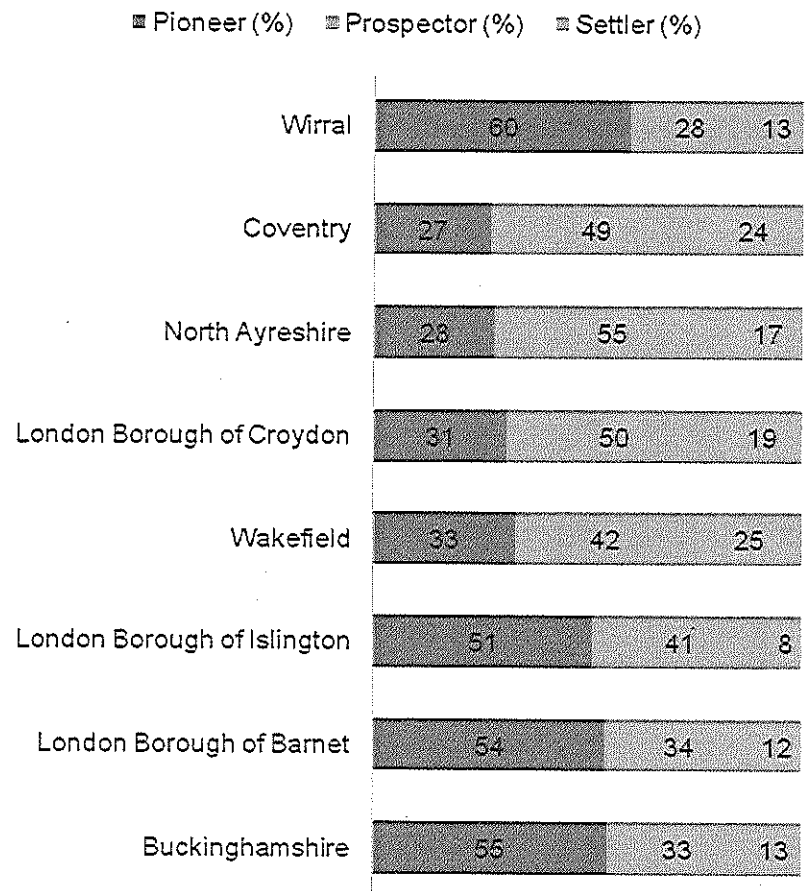
352 surveys completed - 31% return rate



There is an opportunity to change your relationship with parents



Value modes comparison



- ➔ Although parents are very satisfied with transport services, their aspirations for their child to gain skills to be independent as an adult are not being met by the Council
- ➔ There is willingness for alternative travel assistance methods to be explored however, appropriate structured contact needs to be put in place for this to be successful
- ➔ Involvement of schools is essential
- ➔ Over 200 respondents were pioneers. This presents an excellent cohort to implement changes with and would affect approximately 1/5 of total SEND transport spend

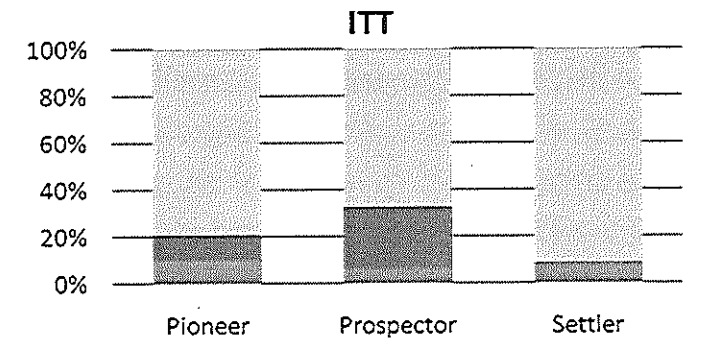
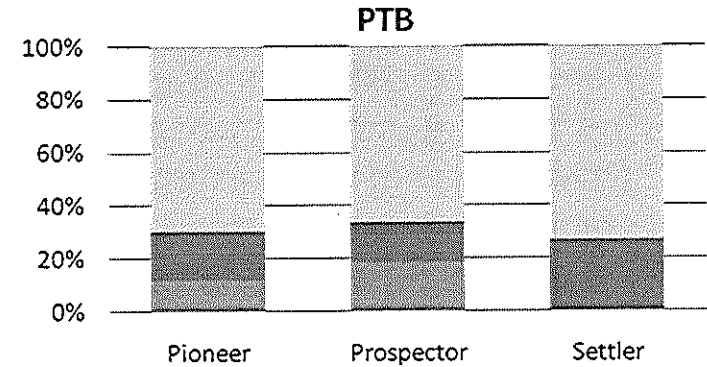




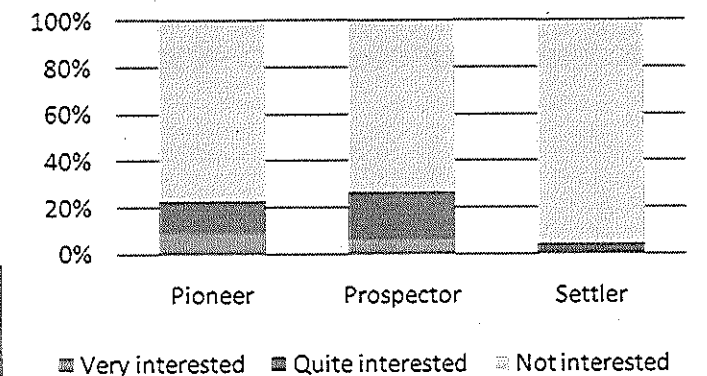
Parents expressed positive interest in alternative travel options



- ➔ All three value modes groups expressed good levels of interest in PTB, ranging from 27% to 34%. Unsurprisingly the prospector group expressed the most interest. One pioneer stated 'PTB would work for me. I could pay who takes my other child to school' (focus group - pioneer)
- ➔ Prospectors also expressed the highest level of interest in ITT at 33% and 27% expressed an interest in sharing home to school travel responsibilities with other families from the same school. One parent stated 'I would love to know who lives near me and doing that run [to school]. I often wondered whether there is anyone near me' (focus group - pioneer)
- ➔ As predicted settlers expression of interest was consistently the lowest. One settler highlights their dilemma: 'Although I've said interested in sharing transport with other families I would be very worried about it because it is a huge responsibility to be responsible for other people's children who are disabled in some way particularly special needs children - what if they ran out into the road or something like that. But then you could say the same thing about the people who pick them up now so it's not a straight forward black and white answer to these things. (survey - settler)



Sharing home to school travel responsibilities with other families from the same school



With the right information and support families will take up the alternative options

Contact and satisfaction

- ➔ Parents indicated that they are satisfied with the home to school transport service as it: provides them with respite; contributes to the child's routine; ensures school attendance remains high; enables them to transport other children, provides the child with social interaction; and is safe
- ➔ Although parents generally expressed satisfaction with the services provided by escorts and drivers, they raised concerns as to whether escorts and drivers are sufficiently trained in specific needs - such as autism - as well as qualified in first aid
- ➔ The focus groups further emphasised the influence schools have on parents and the importance of having them on board in order to make successful changes

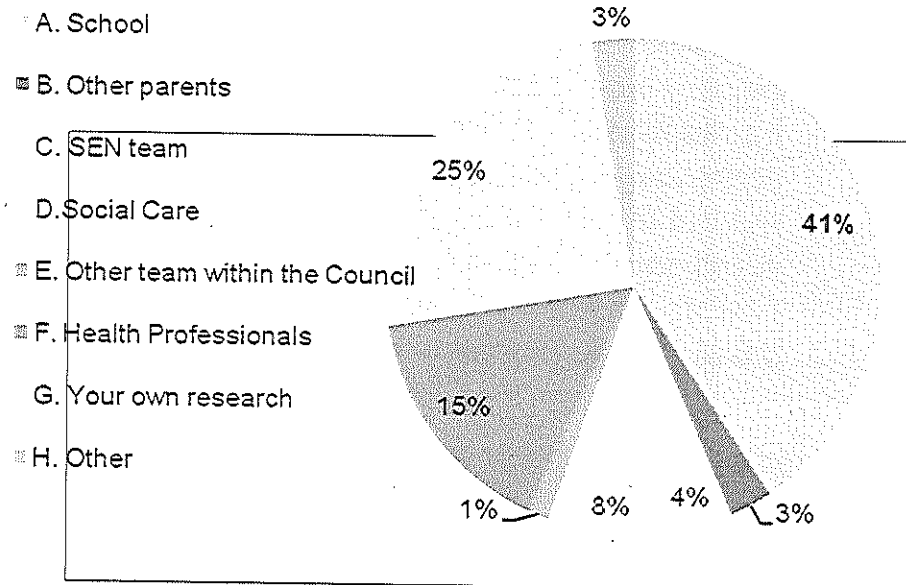
Continuity of both people and transport is so important (survey - pioneer)

Transport is an invaluable service and cheap (focus group - pioneer)

I do not think for a second that the majority of those parents with children who have either a physical or medical need deem it [transport] as a right. Rather it is a much appreciated service. (comments – prospector)

It [bus] is good for him because he enjoys interacting with the other children and gives him some independence. (survey - settler)

Who parents listen to when making decisions about their child's special needs





Travel mode and independence

Key points	Comments
Most children are transported to and from school by a mini-bus with an escort	<ul style="list-style-type: none"> ➔ 82% travel by mini-bus or coach with an escort ➔ 13% travel by taxi with an escort ➔ 5% by taxi <p>* All of the above is provided by the council</p>
For more the half it takes 30 minute or more to travel to school	<p>Time taken to travel to school:</p> <ul style="list-style-type: none"> ➔ 29% 0-15 minutes ➔ 18% 15-30 minutes ➔ 36% 30-45 minutes ➔ 13% 45-60 minutes ➔ 4% 60 minutes plus
Although parents would like their child to be supported to become independent as an adult, few are currently travelling independently	<ul style="list-style-type: none"> ➔ 2% travel independently outside of school by bus/walk/taxi ➔ This seems unusually low
Majority of parents have a vehicle which is suitable for their child	<ul style="list-style-type: none"> ➔ 85% own a suitable vehicle for their child's needs

➔ **At the Pioneer focus group parents indicated that they are happy for their child's journey to be relatively long as 'transport is a big social part of the day. Really important part of their routine' (focus group - pioneer)**

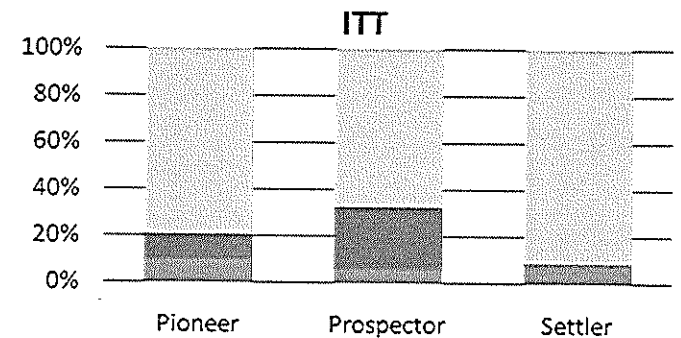
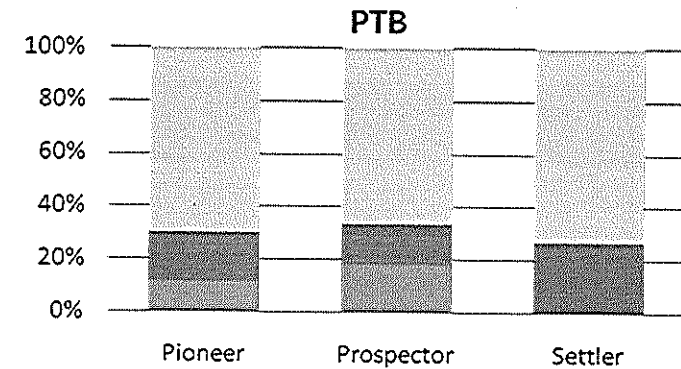
➔ **'Naturally want your child to be independent but it is not always possible' (focus group - pioneer)**



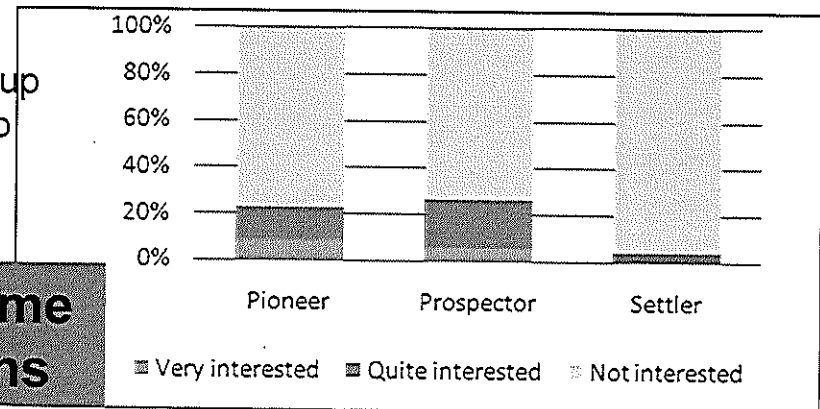


Parents expressed positive interest in **WIRRAL** alternative travel options

- ➔ All three value modes groups expressed good levels of interest in PTB, ranging from 27% to 34%. Unsurprisingly the prospector group expressed the most interest. One pioneer stated 'PTB would work for me. I could pay who takes my other child to school' (focus group - pioneer)
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Sharing home to school travel responsibilities with other families from the same school



With the right information and support some families will take up the alternative options

Pilots and implementation plans

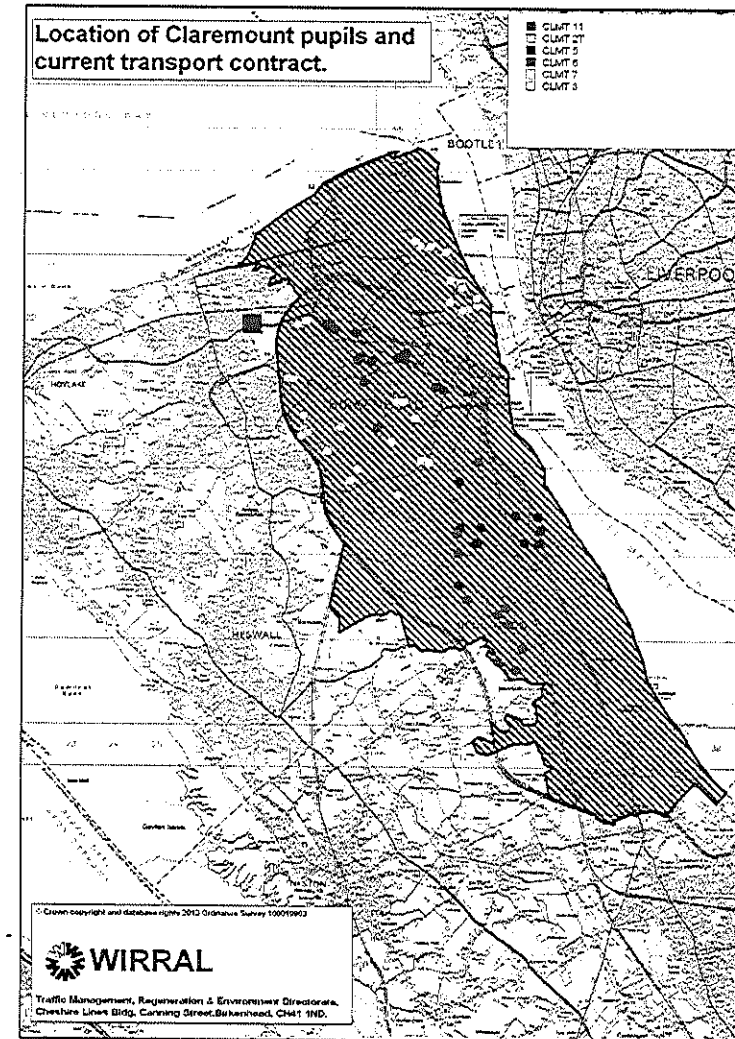


ITT pilot - Clare Mount Sports College



Prior to the engagement of iMPower planning was underway to roll out ITT with the introduction of the new home to school transport policies in September 2014. A pilot in Claremount school is now underway.

- ➔ Clare Mount has students with moderate learning difficulties, who are likely to be suitable for ITT
- ➔ There is enthusiasm from the Head teacher to increase pupil independence levels
- ➔ 72% of its pupils live within East Wirral (the geographical boundary for the pilot from existing funding)
- ➔ Students involved will live within East Wirral and be aged 14 or over within 2013-14 academic year
- ➔ Where these criteria have been met where possible specific contracted routes will be targeted.
- ➔ Clare Mount staff have identified pupils appropriate for training.
- ➔ Discussions have been held with parents at school open evening and one to one sessions.
- ➔ The pilot has commenced and is being monitored.
- ➔ Challenge includes parental and student acceptance for pilot involvement
- ➔ Two new SEND ITT posts are in the process of being advertised to build on the pilot work.



The map highlights six routes where on average 67% of those travelling meet the criteria