

Independent Travel Training Guide for Community Organisations



Contents

P. 3 What is Travel Training?

P. 4-8 Supporting someone to make change

P. 9 Step 1: The why?

P. 9-15 Step 2: Identifying needs

P. 16-17 Step 3: Doing the journey

P. 18-22 Step 4: Planning for unexpected

P. 23-25 Risk considerations

P. 26-33 Appendix

P. 34-40 Useful information

This Travel Training document is delivered by Devon Communities Together, partners in the Connecting You project, which is managed by Devon County Council. The project runs from June 2022 – July 2023 and is part of the wider Tackling Loneliness with Transport project, a nation-wide pilot scheme developed by the Department for Transport.

What is Travel Training?

Travel Training is the step-by-step process by which a person learns to travel a specific route between two given places, on their own, and in a safe and responsible way. It could be a trip on public transport, including getting to a bus stop or train station, or in some cases getting a taxi where public transport isn't available. It could also be a more challenging trip like travelling to another town using two or more modes of travel.

Many of us will have learned to 'get about' almost without thinking, perhaps going out on the bus at weekends with a group of friends, or travelling with our family. For some, travel may not have been an issue in the past but for a variety of reasons may now be more of a challenge. The term 'Travel Training' is used to refer to a structured programme where travel skills and knowledge are deliberately learned and rehearsed.

Such programmes can take on many different forms. However, there is usually:

- A practical hands-on element involving accompanied journeys where travel skills are taught and practised.
- Some pre-travel learning sessions. An example of this would be talking together about what to do if something unexpected happens, such as the bus breaking down.

We are all unique people with our own particular characteristics and needs. This means that even apparently identical journeys can present significantly different challenges to each of us. Because of these individual differences, a Travel Training program will aim to provide practical help that not only covers a range of general areas of travel skills and knowledge, but is tailored to the particular abilities and needs of the person making that journey.

Supporting someone to make change

Having practical tools, skills and knowledge does not always equal independence. Often there are internal barriers that may be preventing someone from making change.

A large aspect of travel training is supporting someone to make changes and overcome barriers in their life by *empowering* them to be adaptable and be independent.

Some key factors that support long-term change towards independence are:

- Taking a person-centred approach.
- Supporting someone to develop self-efficacy.
- Setting achievable goals.

The below sections expand on these factors in more detail.

Person-centred approach

When supporting someone to making change in their life, the relationship we build with them can be a significant supporting factor in positive outcomes.

Taking a collaborative, co-operative stance and creating a sense of safety can help someone feel more confident in making change. A widely used model of this kind of supportive relationship is the person-centred approach.

Taking a person-centred approach is about seeing the person you are supporting as the **expert of their own life**, ensuring they are at the centre of decisions which impact them.

Being person-centred is a way of thinking as well as doing things. In a person-centred relationship, you should offer compassion and respect to the person you are supporting by trying to see life from their point of view, starting from where they are in that moment, and work in partnership to set goals and make decisions.

Key to being person-centred is working *together* with someone, rather than doing things for them or just giving them information. It is about doing things *with* people rather than *to* them.

Self-efficacy

Self-efficacy can be defined as our *confidence* and *ability* to perform a specific activity. Research shows:

- Increased self-efficacy is associated with improved functional outcomes as well as better quality of life.
- Self-efficacy can predict levels of dependency – decreased self-efficacy predicts higher levels of functional dependency.

Ways we can support someone to develop self-efficacy are:


- Creating experiences and opportunities for success.
- Encouraging a process of self-discovery and reflective learning e.g. **“what went well today?”** and **“what would I differently next time?”**
- Finding the right balance of challenge in an activity. We want a task to be a stretch, but not a stress.
- Supporting someone to problem solve their own solutions e.g. bus has been cancelled – a prompt may be **“where can you find information about live bus times now?”**

Travel Training Goal Setting

Having clear goals provides focus and can help break-down something that might feel overwhelming or too challenging into smaller achievable steps. When undertaking travel training, we are encouraging individuals to **make their own choices** and set goals that are important and **meaningful** to them.

Knowing what an individual's overall long-term goal is helps us understand more about what motivates them, and therefore how best to support and encourage them. Finding out a little bit about their life and what is important to them is helpful, as well as strategies they have used in the past to help them with difficult situations.

Once we have an idea of someone's long-term goal we can, if needed, support them to break the goal down into smaller achievable steps, modifying the complexity/challenge of each step so it is something they can reasonably achieve. Asking questions like ***“what’s one small thing you would like to work on in the next week, that will help you feel like you’re making progress?”*** can support people in setting their own travel goals.

 ***Remember:*** *We want to allow someone to problem solve for themselves, rather than showing them what to do straight away.*

When working with someone to be independent with accessing public transport it can be useful for them to follow a goal setting process such as SMART goal setting, which offers a useful guide to ensure that the goals are achievable.

The SMART acronym stands for:

- **Specific** – Knowing exactly what you want to accomplish.
- **Measurable** – Tracking your progress.
- **Achievable** – Outlining the steps you will take to reach your goal.
- **Relevant** – Ensuring the goal fits in with your current and upcoming needs.
- **Time-Based** – Choosing a target completion date and maybe check-ins along the way.

In the **Traveller's Guide** you will also see there is a section for the person to write their own travel goals, this is something you can do together. Writing these down before each travel training session can help to clarify the aim of the session and can be motivating when progress is achieved.

If the goal was too challenging, it is still an opportunity for learning. Provide feedback on what went well, review the goal and break it down into smaller steps next time.

If a person's long-term goal was **"I want to be able to catch the train on my own so I can get to the library to study"**, an example of some SMART goals might be:

- By XX date I will research on the internet or by phone the train times and cost of a practice journey to the library and back.
- I will undertake a practice train journey to library and back, on Tuesday 10am, with my travel trainer as 'stand-by' support.
- By XX date I will research on the internet or by phone the train times and cost of an outgoing/return journey to the library and back, for a 3-hour study session.
- I will catch the train on my own to the library on Thursday at 10am for a 3-hour study session, and then catch the train back on my own. I will call my travel trainer if any problems along the way.

Step 1: The why?

The first step is identifying what is important to the individual, and what their overall travel goal is. You may have an idea of what the individual's journey goal is, but it can be useful to clarify this with them.

Using open-ended questions will help you to understand what a person's long-term travel goal is (e.g.):

- “What do you want to be able to do?”
- “Why do you want to do this?”
- “What do you want to change?”
- “What are the things stopping you doing this at the moment?”

Step 2: Identifying needs

Each person is unique! Before you can undertake travel training you will need to gather some information from the individual about what their strengths are as well as their barriers.

Identifying travel skills

Depending on the person you are supporting, they may have a good understanding of their existing travel skills. For some, a more structured checklist of skills can be helpful. To help someone identify what they can do already, you can find a ‘General Travel Skills’ checklist in the appendix on page 20-21.

Abilities and barriers

Now you have an idea of a person's general travel skills, below are some categories to help you gain insight into the 'why' of somebody's barriers. This will depend on the groups you are working with i.e. a young student with autism, someone with a learning difficulties, an anxious elderly person with mobility difficulties etc.

For example, if someone finds 'identifying the correct stop to get off the bus' a barrier, this could be for a number of reasons. The below categories can help guide you on which areas need to be considered in supporting them.

There is also space below for you to add your own ideas, relevant to your client group and experience.

Sensory

- Does the person have visual or hearing difficulties?
- What strategies/aids do they use already to support them?
- What accessibility supports are available on transport used?
- Are they currently getting support from a specialist sensory impairment team? If not, could they?
- Do they use Devon Access Wallet Scheme, if not would they benefit from it? The Devon Access Wallet Scheme *is relevant for all of below categories* (see appendix for details).

Cognitive/processing skills



- Does the person have processing, concentration or memory difficulties? If so, what currently supports them?
- Are they vulnerable? Are they aware of social dangers? Can they ask for help? How are they with money?
- Are they orientated to place, can they find their way around the area? How is their time keeping?
- Do they find change challenging? Do they need routine and structure to support them? Do they need a clear plan for the unexpected?
- Could a family member or carer support them to practice in-between sessions if higher intensity practice is needed? Could they join the session if so?
- What normally best supports them to learn new skills, such as using technology?
- Do they currently use any aids or supports (e.g. diary, calendar, reminders/alarms on phone, lists, using a planner, family calls to prompt etc). It is helpful to incorporate and build upon strategies already in place rather than teach a new strategy.

Communication



- Does the person have any specific needs around written, verbal or signed communication? What works best for them? Do they currently use any communication aids that you can incorporate?
- Is English their first language? Do they need any additional support around language?

- Do they prefer information verbally, written, pictorial – or a combination? Do they need large print? Contrasting colours?



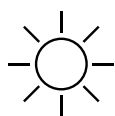
- Does the person have mobility needs? Do they normally use any walking aids? Do they use a self-propel wheelchair? Will they need ramp access on transport? Do they need support with their wheeled walker when getting on/off transport?
- How far can they normally walk? How far will they need to walk for the journey? Are there any hills?
- Do they have a history of falls or reduced balance? How do they manage this? Has a falls risk assessment been completed?
- Do they have reduced stamina or fatigue? Will they need extra time to undertake the journey?
- Will they need to build up physical stamina to do the whole journey independently?
- Do they need extra time to get off the train/bus? Do they need to sit nearer to the door?
- Can they manage steps/stairs?
- Are there seats to sit on?
- Consider advanced planning around relevant medical diagnosis – such as epilepsy.

Emotional/psychological



- What does the person feel their emotional/psychological needs are around travelling? E.g. Does the person lack confidence, have poor motivation, get anxious or overwhelmed?
- What has previously helped them with this? e.g. grounding strategies, breathing techniques, having a written plan with alternative steps for the unexpected.
- Ask them what do they feel they need? e.g. will they initially need more emotional support, providing positive feedback, and helping with confidence?

Environmental



- Consider the specifics of the traveller's local area and how this will impact on their journey.
- Accessibility (e.g. wheelchair, for those with hearing or sight impairment).
- Conditions of pavement etc
- Busyness – is it rush hour? How will they manage with extra traffic and people?
- Considerations around weather, time of day, season.
- What landscape/landmarks are there that can be used as visual prompts to help with orientation and getting off public transport.

This list isn't exhaustive – there may be other abilities and barriers relevant to your client group, you may want to list them here:

Session goal setting

Together, you and the traveller will have identified their overall travel goal, as well as discussing what their needs and barriers are.

Now, it can be helpful to set some short-term session goals in the form of SMART targets (see page 5-7).

The number of short-term session goals, and the level of steps needed will depend on each person's individual needs. A person may only need a one-off travel training session or may need some more ongoing practice to move towards independence. You may support an individual to write a few goals at once, or to develop them as they go, with the view of grading from needing higher level support to gradually less.

You can find space to write these goals in the **Traveller's Guide**.

Step 3: Doing the journey

Now that you have worked through Step 1 and Step 2, it's time to travel! Each journey will be different but here are some key stages to think about:

1. Researching/planning journey

Spending time prior to research and plan the journey is an important part of supporting someone to be independent, especially if they have additional needs. Things to consider when planning include:

- Mode(s) of transport
- Frequency of service, journey times, complexity of route
- Walking distance/time required
- Journey cost, ticket options
- Buying the ticket in advance or at the station/bus (see Useful Information p. 22-27 for travel resources)

2. Preparing to leave

Consider what practical things that are needed for when getting ready to leave for the journey, such as what does the traveller need to take with them? (e.g. appropriate clothing, medication, money, phone, emergency contacts, Devon access pass, snacks)

3. Doing the journey

Refer to previous section (2) for practical considerations when undertaking the journey, these include:

- How travelling to the bus stop/train station
- Buying tickets on the day
- Reading timetables and passenger information displays, hearing travel announcements
- Paying attention to stops
- Identifying recognisable landmarks
- Travelling safely and confidently
- Returning home

4. Reflecting on the journey

Once the journey has completed discuss with the traveller what went well and what were the challenges. You may want to spend some time also planning for the next session if needed, update any goals and complete any travel care plans.

Step 4: Planning for unexpected

Practising things that can go wrong is a good way to help the trainee become prepared for the unexpected. Below are some scenarios and suggestions on how to deal with common issues when travelling. You may want to pick one or two practice together.

What to do if...	Some suggestions...
1. You have an accident	Can you cope on your own? If not, ask for help, use your phone, show your Emergency Contacts Card (see Useful Information p. 21)
2. You feel unwell	How badly? Is there someone you can call? Can you go home?
3. The bus is late	This is not your fault. Phone and let someone at your destination know. Just tell them that you are “going to be late” and then get on the next bus/train. You can explain fully what happened when you get there.
4. You forget something	How important is it? Does it stop you going to your destination e.g. college/work? If yes, return home for it.
5. You don't have enough money	Could you borrow some? If not, you might have to return home. Remember you still need to get home at the end of the day so you may need to borrow enough money for two fares or a day pass (on Stagecoach buses you can buy a 'Day Rider' which

	allows you to make any journeys you need to on a Stagecoach bus on that day).
6. You miss your stop	<p>Ask the bus driver (or someone who travels regularly on this bus) what the best thing to do is – it is important to ask because some buses run very regularly, some only once a day, and bus stops may be close together in some places and far apart in others.</p> <p>Here are some examples of what you might do: stay on the bus until next stop, then walk back (the easiest thing to do if you can) or, if you miss several stops, you might cross over the road and get the bus back to the correct stop. On some buses you may be able to just stay on the bus and come back to where you started (but this could take a long time).</p>
7. You get on the wrong bus	<p>Ask the bus driver (or someone who travels regularly on this bus) what the best thing to do is – it is important to ask because some buses run very regularly, some only once a day, and bus stops may be close together in some places and far apart in others.</p> <p>Here are some examples of what you might do: if confident, get off at the next stop, cross over the road and return to the original bus stop. Show your Bus Card/Emergency Contacts Card to the bus driver.</p>

8. A road is too busy to cross	Ask for help. Use an alternative route, walk to a Pelican/Zebra/Puffin crossing, or traffic island.
9. You lose your way	Ask for help from the bus driver, a person serving in a shop, police officer, or traffic warden. Use your phone. Show your Bus Card/Emergency Contacts Card.
10. You cannot find anyone to ask for help	Use your phone, keep walking towards busy, well-lit areas until you find someone you can ask. Who are appropriate people to ask? Someone in a uniform is your first choice -Traffic Warden, Police, or bus/train staff, including those in the Help Office at main stations. You could also ask someone working in a shop, café or takeaway.
11. You miss your bus/train	When's the next one? Check the timetable at the bus stop/on the train platform, ask someone, use your mobile phone to check the time of the next bus (text 84268 service), use Google, the 'Traveline South West' app (buses and trains) or National Rail Enquiries app (trains only) on your smart phone.
12. You are frightened by something	Can you cope on your own? If not, ask for help from a member of staff or someone in uniform. Use your phone and talk to a family member or friend about it.

<p>13. You are approached by a stranger</p>	<p>If they ask you something, be polite but keep walking. You could say something like “Sorry, I’m not being rude, but I’ve got a bus to catch”. If someone suggests you go somewhere with them, never go off with someone you don’t know. Say something like “I’m meeting some friends here in a few minutes”. If someone asks for money you can say “I’m sorry – I use a Bus/Train Pass so I don’t carry money”. If they ask for a cigarette you can say “I’m sorry – I don’t smoke”. The best advice when approached by a stranger is - don’t get involved in conversation – just keep moving. If they follow you or won’t leave you alone, don’t be afraid to make a lot of noise, tell someone in a uniform, or go into a shop, cafe or takeaway and talk to someone who works there.</p>
<p>14. You cannot make yourself understood</p>	<p>If you think this could be a regular problem for you then carry some written information to show people. For example, your Trainer could make you a card for your wallet explaining your difficulties, and listing your emergency contacts for people to call if they need to speak to someone. Try not to get annoyed or angry.</p>
<p>15. You need to contact</p>	<p>Make sure you have your mobile phone with you, fully charged and with all your emergency numbers programmed in. Mobile phones do get dropped,</p>

someone for help	broken or lost so remember to have a written copy of all your emergency numbers with you as well. If you have any medical conditions/take regular medications, then an SOS Card, bracelet or necklace should be carried or work at all times.
------------------	---

This list isn't exhaustive, can you think of any other scenarios where a problem might occur, and how could you problem-solve? Write them in the box below:

Risk considerations

Risk is part of life and is a subjective and emotive topic. We promote **positive risk taking**, as this is part of living a fulfilling and independent life. We all have different personal reactions to something we think may involve some challenge or possible danger. There is risk in everything we do and as individuals we are happy to accept or avoid these risks.

When considering risk, you will need to follow your organisations local risk management policies to decide the level of risk you and the traveller are willing to take in your work together. However, some general considerations are outlined below.

General Risk Considerations

We assess risks by considering the likelihood of something going wrong against the severity of the consequences. Through any travel training process, we will of course be exposing the trainee to new environments, situations and people. Any new situation can present an element of risk. Sometimes the trainee may not know how to manage these new situations.

Therefore, by clearly identifying and categorising risks before we start training, we can put our own safety measures in place to minimise potential dangers. In doing so we are also teaching the trainee about the risks, and how to manage them, as a planned part of their training. This means we expose trainees to new and novel situations in a very controlled way. By identifying the likely risks beforehand, we can help the trainee learn how to manage real world situations independently.

Guided by your local risk assessment policy and procedure it is recommended you consider risk assessment for both the travel trainers and the travel trainee.

A risk assessment aims to produce a concise document that:

1. Clearly identifies possible risks - considering ***likelihood of risk happening*** against ***consequences (level of harm)***.
2. States simply the controls you will put in place to ***avoid, reduce, or manage***, these risks.

Here are some areas of consideration for potential risks when undertaking travel training. Are there any other areas of travel training related risks you think would be useful to consider?

Potential route risk	Examples	Yes	No	What is the risk?	What can we do to reduce this to an acceptable level?
Time of day/lighting	<i>Travelling in the dark or rush hour</i>				
Type of weather	<i>Snow, ice, low sun gives poor visibility especially if visually impaired</i>				
Complexity of route	<i>Number of changes, waiting for connection</i>				
Amount of walking/wheeling	<i>Length of foot journey, uphill</i>				
Nature/amount of distractions	<i>Shops, bright lights, noise, influence of friends</i>				
Contact with others/personal safety	<i>Busy bus station, feeling intimidated by others</i>				
Amount of traffic	<i>Travelling at peak times</i>				
Road crossings	<i>No pelicans or other safe crossing points</i>				
Obstructions and surfaces eg. Dropped kerbs	<i>Roadworks, repairs to & conditions of pavements</i>				
Landmarks/landscape	<i>Lack of visual prompts or landmarks to remind when to get off the bus</i>				
Length/type of journey	<i>Falling asleep, variety of similar looking buses at same stop</i>				
Frequency/nature of transport	<i>Bus only runs once a day or hourly, often late</i>				

Appendix

General Travel Skills Check List

Comments (before training/end of training)		
I can describe a route		
I have road safety awareness		
I know and/or can find timetables		
I know where to catch bus/train		
I know how to identify and gets on correct bus/train		
I know how to identify stop, prepares, and gets off safely		
I can communicate confidently with driver/train manager (Conductor)		
I can find a seat/safe place to stand		

I can choose adequate clothing for weather—warm/cold/wet		
I can orient to local area		
I can cope with bus/train station (e.g. busyness, correct platform, ticket machine etc)		
I know (can talk about) what to do if	Comments	
I miss the bus or train		
I forget pass/lose your pass		
I feel unwell		
I get off at the wrong stop		
I get unwanted attention		

Thinks to take with me	Comments	
Charged mobile phone with important numbers programmed.		
Wallet/Emergency Contacts Card/Bus Card/any other aids needed		
Keys		
Payment – cards/money. Money for emergencies can be useful		
Water/a snack/medication		

Travel Training Tips

Included below are some practical strategies that may help during travel training. Every person is unique, so there is no prescriptive advice that can be given. Instead, we hope to offer you a starting point that you can add to and develop, guided by the people you will be working with, whilst remembering that everyone has many strengths and resources that support them.

Some of these strategies may not be relevant for all the people you work with, however there may be some that would be useful to explore, or maybe adapt. Some of these tips have a particular focus towards people who may have difficulty with processing information.

We may experience difficulties with processing information for many reasons. Maybe we are overloaded/overwhelmed by the stimulation in our environment. We may have reduced capacity if we feel anxious, low in mood, or are in physical pain. Maybe we have difficulties with memory, concentration, problem solving or learning. Maybe we are neurodivergent.

Whatever the reason, hopefully the tips below offer some ideas to support the people you may work with:

- **Consider allowing extra time to plan.** The researching and preparing phase of travel training may take longer/need more sessions for some, but in the long run it is likely to have better outcomes.
- **For those who may have difficulties with processing information, avoid giving complicated instructions, be as concise as possible.** Try not to overload with too much information or ask questions that need multiple answers. Consider using multiple forms of communication/supports – verbal, written, photos/pictures.
- **Discuss a plan for what to do if overwhelmed or encountering the unexpected.** Have a clear plan outlined with specific steps. Some people find visual steps useful, such as personalised visual flow-chart of travel strategies/steps to take.
- **Before travelling, check in which members of the public would feel safer to approach if needed,** such as train/bus staff, and how to identify them.
- **Consider Devon Access Wallet use which can be personalised and is a useful support.** Most travel operators in Devon will know about this.
(<https://www.traveldevon.info/accessibility/devon-access-wallet/>)

- **It may be helpful to learn and practice one route well so it becomes familiar and the person sticks to this route.** This can be very helpful with anxiety and if learning new information can be overwhelming.
- **Consider practicing anxiety management and grounding techniques** before the journey so the person knows how to apply them when needed – e.g. breathing techniques (e.g. 6-7-8, box breathing, using senses to ground etc).
- **If appropriate, consider mindfulness apps** that use guided mindfulness practices for when travelling.
- **Consider simulated practice(s) of what could go wrong,** but be aware of individuals needs and make sure this is not causing any undue stress. Stay within their capacity window of stretch but not stress.
- **It may be necessary to choose a route/mode of transport based on meeting a person’s sensory, cognitive or emotional needs** rather than efficiency of journey e.g. choosing mode of transport that is less noisy but takes longer, or a taking longer route but with less travel changes.
- **Explore if it possible to travel at quieter/less busy times.** Consider noise reducing buds (e.g. such as Loop or other brands) headphones, or listening to music to distract.
- **Spend extra time exploring and planning for any potential triggers which may happen during a session** – such as sensory overload and planning for unexpected – so that individuals can prepare themselves in advance.
- **Celebrate the small victories and gains achieved.**
- **Try taking a stepped approach, identifying key stages /steps needed such as how they get there, what to expect, what may be expected of**

them. Anxiety can sometimes increase if the individual cannot picture a future event and may catastrophise. Break things down into small achievable chunks.

- **Depending on who you are working with, you may also want to discuss how they can stop the session if they become uncomfortable** and reassure them that this is fully OK, and to come up with a plan for this.
- **Consider use of stims to support with overwhelm** – depending on if this works for them and they feel comfortable using them in public.
- If a person needs more travel practice than your service can offer, **consider working alongside a friend/family member who can practice in between travel training sessions with them.**
- **Consider if the person may benefit from a travel buddy** – e.g. matching with someone else who needs/wants to do the same journey. For instance, if attending a college liaise with learning support services to see if this could be organised through them.
- **Or is there someone at a local support group they attend who could help?** The travel buddies can share tips, advice and support each other on a longer-term basis.
- **If the individual needs a longer-term travel companion, consider accessing local volunteer services** – could a befriender service offer this? The local autism support group etc?

Are there other tips you can think of or already use that are helpful? Write in the box below:

Example Travel Plan

My travel reminders

What can I do well and what do I need to remember when travelling?

- I can use my phone well and look up bus times on googlemaps
- I can call my friends karen or Jenny when I feel panicked. If they dont pick up I can send a whatsapp message. They know to message back.
- "Even if the bus is late. I will be OK"
- I need to remember my earplugs, my access wallet and phone charger pack

Techniques I have when dealing with challenges

- when I am anxious on the bus when it is busy I can put in my earbuds and look out the window, I enjoy the shapes of clouds.
- I can find/focus on things around me which are blue (my favorite colour!)
- I can breath into my belly for the count of 4 and breath out for the count of 6

Useful phone numbers/contact information

karen 07930 493 275
Jenny 07945 411 211
college main desk 01395 242 111
library main desk 01395 236 206

Useful Information

Devon Access Wallet - [Devon Access Wallet - Travel Devon](#)

The **Devon Access Wallet** scheme is an initiative to help make journeys by bus or train easier for anyone with communication difficulties, people with disabilities, deaf people and those whose first language is not English.



The wallet has a number of inserts which can be used to hold information in a pictorial or written format about a trainee's journey (such as details of bus number, pickup times and destination), a Travel Pass, or Emergency Contacts Card. The bright fluorescent orange cover lets transport staff know that people carrying it may need help with their journey.

If you would like one of these wallets, please contact your Travel Trainer.

A brief guide to getting on the bus -

<https://www.traveldevon.info/bus/journey-planning/>

Stagecoach Journey Assistance Cards - [Journey Assistance Cards |](#)

[Get extra help on your Journey | Stagecoach \(stagecoachbus.com\)](#)

Stagecoach Accessibility Info - [Accessible Travel FAQs | Stagecoach \(stagecoachbus.com\)](#)

This includes information on guidelines if using a mobility scooter on Stagecoach buses.

Sensory Packs - <https://www.gwr.com/travel-information/passenger-assist>

GWR have sensory packs you can order to support with travel. The packs include a fidget toy and a stress ball.

Useful Websites

Traveline - <https://www.traveline.info/>

Traveline is a public transport route planner service provided by a partnership between local authorities and transport operators in the UK to provide impartial and comprehensive information about public transport

Travel Devon - <https://www.traveldevon.info/>

Travel Devon provides tools to help you plan a journey by foot, bike, bus, rail or car in Devon.

National Rail Station Viewer -

https://www.nationalrail.co.uk/stations_destinations/default.aspx

National Rail Station Viewer provides maps of every station in the UK. Hover over the map to see photos of platforms, facilities and other parts of the station.

Sense - <https://www.sense.org.uk/>

This website has some useful resources around total communication strategies.

Useful apps

There are many apps that can be used to help plan a journey or use whilst travelling to help navigate to a destination. We recommend that you refer to at least two different sources when travelling or planning a journey to ensure you have the correct, most up-to-date information available.



National Rail Enquires lets you plan, book and keep up to date with all your train travel. **Available for free download on [Android](#), [iOS](#) or [Ipad](#)**



Railcard - **Available for free download on [Android](#), [iOS](#) or [Ipad](#)**



Trainline lets you book all your train and coach journeys, compare travel options from 220 rail and coach companies, get live train times, railcards, mobile tickets / etickets and seat selection.

Available for free download on [Android](#), [iOS](#) or [Ipad](#)



South Western Railway lets you book train tickets and plan your journey door-to-door and check live information on the go.

Available for free download on [Android](#), [iOS](#) or [Ipad](#)



The **Great Western Railway** app allows you to buy train tickets to any destination in Britain; with no booking or card fees. **Available for free download on [Android](#), [iOS](#) or [Ipad](#)**



Google Maps allows you to get real-time GPS navigation, traffic and transit info. Helps you find the best route with automatic rerouting based on live traffic, incidents, and road closure.

Available for free download on [Android](#), [iOS](#) or [Ipad](#)



Stagecoach - Use the app to see bus information on your mobile, plan your journey, check when your bus will arrive, search for the right mobile ticket for you and buy securely on your phone all in one place. **Available for free download:** [Android](#), [iOS or Ipad](#)



Brain In Hand - <https://braininhand.co.uk>

Brain in Hand is a digital self-management support system for people who need help remembering things, making decisions, planning, or managing anxiety. It's not condition-specific, but is often used by people who are autistic or managing anxiety-related mental health challenges. **Available for free download on** [Android](#), [iOS or Ipad](#)



Notion - <https://www.notion.so/mobile>

Notion is a useful free app that goals can be added to and can work well as a support in travel training. **Available for free download on** [Android](#), [iOS or Ipad](#)

Coach operators in Devon

 national express

[National Express](#)



[South West Falcon](#)

 Berrys coaches

[Berrys Coaches](#)

Bus operators in Devon

There are many bus companies that operate in Devon, including many community bus schemes. An up-to-date version can be found on the Travel Devon website: <https://www.traveldevon.info>

If you are having an issue with your journey, that cannot be resolved at the bus station, it may be helpful to contact the bus operator directly.

Fare Car is a service for rural areas where there is no bus service. Fare Car is a shared public transport service, operated by Private Hire cars (taxis). This enables passengers to book and pay separately but share the advertised timetabled journeys. Taxi's usually have to be booked with 24 hours notice and will take passengers to the destinations of local bus routes.

For more info, visit: <https://www.traveldevon.info/accessibility/fare-cars/>

Email: devonbus@devon.gov.uk

Tel: 0345 155 1015

Park and Ride - <https://www.devon.gov.uk/roadsandtransport/parking/park-and-ride/>

Photos

If there are any parts of the route you need help remembering, then taking a photo of that part and keeping it on your phone to look at may help. For example, you might want some help remembering when your stop is coming up, and so could take a photo of a landmark you pass when it is getting near and that you will recognise (such as a bridge, a supermarket, a McDonalds etc...). This can be a prompt or reminder that it is time to get your belongings and ring the bell ready to get off.

You might want to take photos at different points on your route and have them in order on your phone (or print them out, number them, and keep them somewhere you can get to them easily). They can help remind you how far you have to go, or reassure you that you are on the right bus/train. See below for examples.



Bus Cards

Hello driver, I need help with

.....

.....

Thank you.

The stop I need to get off at is:

.....

I will ring the bell when I see/hear:

.....

For more examples of Access Wallet inserts visit: [Journey Assistance Cards](#) | [Get extra help on your Journey](#) | [Stagecoach \(stagecoachbus.com\)](#)

For more tips on how to use your Access Wallet visit: [Devon Access Wallet - Travel Devon](#) and click on [Access Wallet user guide](#)