

**Transport Support Arrangements for Students
aged 16-19 – 2006/07**

**This guidance is for Local Authority (LA)-led
partnerships including further education
institutions and sixth forms when drawing up
home to school/college transport policies**

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This guidance should be read in conjunction with:
“Terms and Conditions: Learner Support Funds for students of age 16-19 and continued learning in Further Education institutions, including school sixth forms.”
This is available on the DfES website at:
www.dfes.gov.uk/financialhelp under “Extra Help When You Need It”.

Transport Arrangements for 2006/07

Introduction

Who is this circular for?

1. This circular has been written for:
 - Local Authorities (LAs);
 - the Learning and Skills Council (LSC);
 - further education institutions (FEIs);
 - schools with sixth forms;
 - higher education institutions (HEIs) offering FE provision;
 - transport authorities; and
 - the Connexions Service.

What is the circular for?

2. This circular provides an update of the requirements that fall to LAs and their partners in relation to the provision of support for home to school/college transport for students of 16 and up to 19, and those completing courses started prior to their 19th birthday. It provides clarification of the duties under Section 509AA-AC of the Education Act 1996 (as inserted by schedule 19 of the Education Act 2002) and the terms and conditions that apply to receipt of Learner Support Funds.

NB. Section 509AB (5) of the Act requires that LAs shall have regard to this guidance.

Section 509AB (6) and (7) specifies those bodies the LA is required to consult in preparing the transport policy statement.

Section 509 AA (5) requires the governing bodies of schools and FEIs to co-operate in preparing the statement.

3. This circular complements the DfES and LSC requirements for receipt of Learner Support Funds paid via LSC to FEIs and LAs in respect of transport, which can be found at www.dfes.gov.uk/financialhelp under "Extra Help When You Need It".

Background

4. The transport legislation in Section 509 of the Education Act 1996 was amended for FE students of 16-19 through the Education Act 2002 schedule 19. The amendments clarify the role and responsibilities of LAs and their partners in

assessing and providing transport services and support for students of 16-19 in FE from January 2003.

5. The legislation was designed to ensure partnership and collaboration between LAs and their local LSCs, FEIs, HEIs, transport authorities, Connexions and other key local organisations in developing, publishing and delivering transport policy statements for students.

6. LAs should lead partnerships that produce transport policy statements and publish these locally. LAs are also required to send these to DfES for publication on its transport website at www.dfes.gov.uk/financialhelp. This will provide timely and accurate information to inform young people about the transport support and services available to them locally.

7. Good practice based on the transport Pathfinder initiatives is available to help partnerships develop their policies. This is on the financial help website above. A catalogue 'Moving Ahead' was published and distributed to the transport partnerships in July 2004.

8. A partnership approach within local authorities is essential to ensure that the work of local partners is coherent, effective and complementary to the strategies established in the authority's Local Transport Plan (LTP).

9. Local authorities are expected to build Accessibility Planning into transport plans, as outlined in the Social Exclusion Unit's 2003 report "Making the Connections". All partners should be involved in Accessibility Planning. They should work with transport planners to consider opportunities to improve accessibility through enhancements to local transport services and financial support. The Department for Transport has issued guidance to local transport authorities on how Accessibility Planning should work, following a series of pilot projects. DfES has also issued guidance to LAs and their partners on their role in Accessibility Planning, a copy of which is annexed to this document for ease of reference (**Annex F**).

10. Local transport authorities will prepare framework accessibility strategies and will involve partners in their development. LAs can help this process by getting in touch with transport colleagues at an early stage to ensure that their local transport policy statements and accessibility strategies are fully integrated and consistent.

The Legislation

11. From 20 January 2003, LAs were given responsibility for consulting with their partners and preparing and publishing agreed local transport policy statements by 31 May each year. These statements should outline the transport services and support available to students. The policy should provide for students who are over compulsory school age but under 19, or who are on a course which they started before they reached 19. **LAs are encouraged to extend provision to part time students wherever possible.** Provision should also be made for students with learning difficulties and disabilities up to at least age 21, although LAs should seriously consider extending this to age 25. The statements should include listings of fares/charges and any concessions, discounts, etc that apply. They should also include contacts for students to obtain further information, tickets or passes, and transport information e.g. National Traveline on 0870 608 2608. If possible, maps should be made available of the key areas of population, learning institutions and

transport services.

12. The legislation makes clear that when deciding what transport support by way of both services and financial support/discounts, etc to offer, LAs must:

- take account of the needs of those who could not otherwise access and complete further education or training. This is fundamental to the work of the partnerships and is critical to retention and the achievement of the national targets set out in the Government's 14-19 Strategy;
- take account of the need to provide students with reasonable opportunities for choice between establishments and not prevent students from travelling across LA boundaries where the courses that they need cannot be provided locally. Students **should be supported as necessary** in relation to their financial circumstances;
- consider the costs of travel against available and appropriate alternatives, e.g. residential provision or purchasing of bicycles or mopeds etc;
- consider the length and nature of the journey, route and flexibility of travel relevant to the course and individual needs;
- specify what transport arrangements can be made available for **students with learning difficulties and/or disabilities**. LAs are referred to the Disability Discrimination Act 1995 for the definition of students with disabilities and the Learning and Skills Act 2000 for the definition of students with learning difficulties. For young people with learning difficulties and/or disabilities who are intending to leave school for further or higher education or training, the Connexions Service is expected to assess their educational and training needs and the provision required to meet those needs. Where necessary, transport needs should be considered as part of that assessment. However, when determining the provision of travel assistance LAs may take account of a Motorability car where this has been provided for the benefit of the student. Taking Motorability cars into consideration has been contentious in certain circumstances if LAs are challenged on this they should contact the Motorability national helpline on Tel: 0845 456 4566 for advice on the terms and conditions of the scheme. Good practice suggests that wherever possible, LAs and their partners should provide support for students who have been identified as disabled and needing transport support until at least the age of 21, and ideally up to 25. Local authority Social Services have powers to provide transport to facilities under Section 29 of the National Assistance Act 1948; and
- take into account parents' religious preferences.

13 LSC may provide financial assistance to help with transport costs (Section 5 of the Learning and Skills Act). In exercising its powers to provide financial resources, the LSC must "have regard to the needs of persons with disabilities and/or learning difficulties" (Section 13 of the Learning and Skills Act). Local LSCs should play an **active** role in the partnerships, for example, by advising FEIs on the use of the Learner Support Fund. They must also be prepared to mediate in any dispute between partners, including those surrounding cross-boundary disputes and the funding of travel for students with disabilities. **It is not acceptable for partners to deny responsibility for students and to pass the 'problem'**

between one another. Requests for help with transport costs may be resolved by each partner agreeing to part fund costs.

14 DfES supports the need for mobility and independent travel training for students where appropriate. Here the initial investment in training has been shown to produce significant savings in the cost of taxis and other special travel arrangements for many students. This also has an important role to play in allowing students to integrate fully into learning and society. The Transport Partnership Fund allocated to each LA partnership can be used to support travel training for students in Years 10 and 11 upwards. Travel training should be undertaken at suitable times and places in order to address the real difficulties of travel, for example, travelling at busy times and in busy places. Blind and partially sighted people may also need mobility training as part of their travel training in order to negotiate the pedestrian environment.

15 DfES assisted in the publishing and dissemination of three resource packs on independent travel produced by Kingston-upon-Hull LA as part of the Pathfinder initiative. Two resource packs are for teachers and are entitled 'Getting There' and 'The Audition'. They can be obtained by calling 0845 602 2260 and quoting the reference "get/there" or "audition/bk" respectively. The third resource pack is for parents of students with disabilities and is entitled 'Get Here'. This can also be obtained by phoning the above number and quoting the reference 'gethere'.

Policy Statements

16. Every LA must have a policy or be part of a group of LAs producing one joint policy e.g. London where guidance is produced for the LA partnerships on what is expected as minimum provision.

17. When drawing up policy statements, LAs and their partners need to take account of the following key issues:

- **Education Maintenance Allowance (EMA)** - it is not acceptable for LAs to state that they rely on EMA to cover transport costs for all students. All partnerships/LAs must have provision that does not erode the incentive effect of the EMA and to consider individual cases of hardship. Please see paras 23 and 24 below
- **Cross Boundary Travel** - arrangements for students who live in one LA area but wish to attend an FE institution in another LA area. It is not acceptable to have a blanket ban on assisting students who wish to travel across boundaries without considering individual circumstances first.
- **Rural areas** – sufficient transport provision must be made for students in rural areas where transport costs are likely to be higher and services sparse.

18. Partners must provide the transport services and support promised in their statement.

19. Section 509AA (5) of the Education Act places a duty on the governing bodies of schools and colleges to co-operate in giving the LA information and assistance to prepare the policy statement.

20. We accept that policy statements are necessarily formal in nature, often involving complex language. They must therefore be accompanied by a simple explanation of what is available to students. We have annexed (at **Annex A**) a template to help partnerships present their services and support in a user friendly way for students and their parents. This pro forma should be returned in Microsoft Word format to ajir.uddin@lsc.gov.uk **by 31 May 2005 at the latest, together with the main policy statement.** Both the summary and the main statement should be forwarded in the first instances, by e mail and they will be posted to the transport website as soon as possible after receipt. The website reference for this is www.dfes.gov.uk/financialhelp. Arrangements must also be made by each LA to publish the statement locally.

21. Where there are no services, or gaps in services for students to travel to courses, policy statements should indicate the support that will be available to help them to travel. For example, purchasing or subsidising mini bus services, Dial a Ride or the provision of bicycles or mopeds, etc. Where appropriate, charges may be made for these. Any spare capacity on services may be utilised by other students or the wider public and may be subject to charges as the LA deems appropriate.

22. Further information on producing effective statements has been produced by Steer Davies Gleave at **Annex B**.

Education Maintenance Allowance & Learner Support Funds

23. The provision of transport services has become even more important since EMAs became available nationally from September 2004. Now partnerships should concentrate more on ensuring that students have access to affordable services providing for group needs, discounts and concessions and creating greater consistency in the provision of transport services and support for those facing costs they cannot reasonably afford, e.g. support for students with learning difficulties and disabilities and costs that act as a financial constraint to their learning.

24. Students are expected to contribute a reasonable proportion of their EMA towards transport costs. This should not normally exceed a third of their EMA. This proportion must not be more for those with learning difficulties or disabilities than for other students. LAs may therefore take into account the amount of EMA a student receives when deciding the level of transport support that will be offered. *It is not, however, reasonable to expect that students should use all of their EMA to cover transport costs, as this would destroy the incentive to young people. Those applying the rules locally will need to take proper account of the young person's individual circumstances and needs in assessing what is reasonable, rather than applying general policies without reference to individuals.* This will ensure that the incentive offered by EMA to students to continue in FE is sustained.

NB: LAs cannot “make” students contribute a proportion of their EMA towards transport costs, but they may take into account the amount of EMA awarded when calculating the level of individual assistance that they will offer.

25. LAs, LSC and FEIs should continue to use FE Learner Support Funds to enhance both transport services and support where there is either a lack of service or where the costs of using them are unreasonable relative to a student's EMA.

These funds may be either by way of block or individual support arrangements.

Methods of Payment

26. Where student support is assessed as necessary to enable individuals to access or complete their courses, this may be made available by way of discounts, subsidies, travel cards, passes or as cash. The Connexions Card Team based at DfES is working with a number of local authorities to make the Connexions Card available as a mechanism for accessing travel concessions and discounts. For further information please e-mail Lesley Nithsdale and Julie Markell (lesley.nithsdale@dfes.gsi.gov.uk & Julie.Markell@dfes.gsi.gov.uk)

Failure to Comply

27. LAs will need to ensure that their policy statements comply with the legislation and, that in preparing the statements, they had regard to this and any future guidance provided by the Secretary of State/or the LSC. LAs should consult their own legal advisors in the first instance, and the National Learner Support Unit at the LSC, who will advise where necessary on how to meet their legal obligations. However, where LAs fail to comply, they may face legal challenges from students or their parents. As a last resort, the Secretary of State may direct where LAs are not meeting these requirements.

Partnership Working

28. Much work has already been done to develop effective partnerships in LA areas. DfES sees collaboration as key to making improvements in transport planning, purchasing and the use of resources. LAs should engage with their sixth forms, FEIs, local authority transport co-ordinating officers (or Passenger Transport Executives/Transport for London) local LSCs and Connexions Service as well as any other organisation as appropriate, in order to take this work forward. If any disputes occur within the partnerships then LAs should engage their local LSCs to mediate on such matters. The partnerships should consider involving young people in the group in order to take into account their views.

29. Some partnerships have found it helpful to draw up a “terms of reference” or “statement of intent” to help clarify the purpose of the group and the role partners will play. It is vital that all partners are engaged in the partnership process and are prepared to work together on all issues including funding. LAs may delegate responsibility for the management of the partnership to another organisation, **but under the Education Act the legal duty remains with the LAs for ensuring transport provision is made.**

Funding

30. In 2006/07, allocations will be paid directly by the LSC to LAs, **to be used by the partnerships and not to pursue the LAs own objectives, or to replace existing sources of funding by any partner e.g. Learner Support Funds (LSF) committed by FEIs, Standard Spending Assessment, Council Tax and other public funding for transport.**

31. This Transport Partnership Funding should be used to help to create a level

playing field of support for students attending different institutions and to assist in providing for students facing particularly high costs, e.g. those with learning difficulties and disabilities and those living in rural areas. The funding may be used to provide individual and/or group services and support. It may be delegated to particular members of the partnership if necessary to deliver the overall policy. These funds are made available to LA-led partnerships on a voluntary basis. Those who wish to take up this offer of funding must sign an undertaking to comply with this guidance that constitutes terms and conditions of grant. A form of undertaking is attached at **Annex E and should be returned to AJ Uddin, Learner Support Fund Co-ordinator, LSC, N8 Moorfoot, Sheffield S1 4PQ by the 28th of April at the latest.**

32. **Annex C** sets out the amount of Transport Partnership Funding that will be paid by LSC to each partnership. A single payment will be made for the entire amount. It has been calculated by taking into account current and potential student numbers in the LA area, the level of deprivation and previous spending on transport as reported on the 2004/05 financial monitoring returns. **NB: Transport Partnership Funding should not be used as a replacement for any other sources of existing funding put in by partners.**

Research and Publicity

33. Partnerships may use a marginal proportion of their Transport Partnership Fund allocation for research purposes, or for activity related to the publicity of transport provision. This should not prevent the majority of funding from being used in support of transport services and support that will directly benefit students. There are advantages, however, in publicising support and using research and consultancy to see that interventions are properly focused and effective.

Administrative Support

34. Partnerships may use up to a maximum of 5% of the Transport Partnership Fund to help with the administration and staffing necessary to administer these funds.

Monitoring

35. LAs must maintain a record of expenditure made by the partnership in delivering their policy statements. They are asked to report on the expenditure by academic year. To assist LAs with this process, a pro forma is attached at **Annex D**. They must return this record to AJ Uddin at the Learning and Skills Council N8, Moorfoot, Sheffield S1 4PQ by **15 Sept 2006**. Expenditure should be included from everyone on the transport partnership. **Failure to provide the above monitoring information on time will result in reduced or Zero allocations in the 2007/08 academic year.**

36. LAs must notify LSC **before the end of the academic year** if they are unlikely to spend their Transport Partnership Fund allocation, or if they would like additional support. If an LA needs extra funding they should contact AJ Uddin (Tel: 0114 207 4554) who will advise on how to apply.

Evaluation

37. DfES commissioned a two year evaluation of the impact of the changes to transport policy for 16-19 year olds in FE which was undertaken by Steer Davies Gleave. The evaluation was completed in November 2004 the final report is accessible via the DfES website at www.dfes.gov.uk/financialhelp

The results of the evaluation should be used to inform future transport policies.

Timetable

38. The following are key dates:

March 2006	DfES issues final version of guidance to partnerships for 2006/2007.
28 April 2006	Annex E returned.
31 May 2006	LA transport policy statements for 2006/07 published
July 2006	LSC makes single payment of Transport Partnership Fund to LAs.
16 Sept 2006	Annex D returned.

Contacts

39. If you require any further information or clarification of any issues in this circular, please do not hesitate to contact AJ Uddin at the National LSC on 0114 2074554 or ajir.uddin@lsc.gov.uk

Transport policy statement for students aged 16-18
in further education and continuing students aged 19
and over

Name of Local Authority:

Department Responsible:

1. Please provide details of all concessionary fares, discounts, subsidies, passes or travel cards available for students aged 16–19 and who provides them. Please provide details of any costs to the student.

2. What times during the day can students use their travel pass or obtain concessionary fares?

3. Please confirm that support will continue to be made available to students who reach 19 whilst continuing on a course.

4. How will students be assessed to see if they are eligible for support? e.g., means testing or must they be on benefits?

5. What help do you provide for students with learning difficulties and/or disabilities including those over 19 or students facing other difficulties in following their courses?

6. Do you provide mobility/independence training for students who face difficulty with transport?

7. When should students start to apply for transport support?

8. What help can students apply for if they need to travel to a course that is beyond your LA area?

9. What help is available for students who attend a further education institution which is beyond daily travelling distance and they need to stay away?

10. Please provide information about all points of contact for students seeking transport support, e.g. LA/college, bus company contact. Please include any websites and e-mail addresses.

Good practice in completing Transport Policy Statement summaries (Annex A)

General comments:

The document needs to reflect ***what is available to students*** within the area, rather than referring to what is provided by the Local Authority (LA). The LA is responding as the lead agency of the partnership, rather than an “authority”. However, the LA remains the agency responsible for completing Annex A.

We suggest that LAs need to ensure that Annex A includes (where appropriate, as not all are available in all areas):

- LA transport provision for students aged 16-19;
- Local authority supported concessionary fare schemes for students aged 16-19 (including area wide schemes such as in the PTE/TfL areas);
- public transport (both bus and train) commercially operated discount schemes for students 16-19;
- schools/colleges own transport provision/support arrangements for 16-19 students.

We would also suggest including information on any of the following transport, which may apply to post-16 students:

- social services transport if provided for education post-19, or for residential placements;
- community transport/voluntary sector transport in the area if that is available for education journeys;
- SLDD/SEN mobility training by colleges/schools/authorities – this should make clear whether this is provided as part of curriculum only, or linked to home to college journeys.

Transport policy statements for students in further education aged 16–18 and continuing students aged 19 and over

Name of LA:

Department Responsible:

1. Please provide details of all concessionary fares, discounts, subsidies, passes or travel cards available for students aged 16–19 and who provides them. Please provide details of any costs to the student.

Should contain details of provision from all partnership members, including:

- LA support for students aged 16-19 – including who is eligible, maximum ages, on what basis is support provided – is it means tested, for which courses is it provided – is it only for progression, is it available for full time or part time students, and the criteria for full time, what is the level of subsidy, level of cost to parents/student;
- local authority concessionary fare scheme – again who is eligible – if limited to full time, the criteria for this, the level of discounts offered (include information on any area-wide concessionary fare scheme – e.g. in the PTE/TfL areas);
- provision by individual colleges/schools – discounted passes offered;
- any concessionary fare or discount schemes operated on a commercial basis by local public transport operators – including both bus and train operators.

2. What times during the day can students use their travel pass or obtain concessionary fares?

For each of the above, this section should provide information on journey or time restrictions, e.g. is the student limited to one journey am and pm, or is the scheme available all day, is it restricted to specific operators or routes.

3. Please confirm that support will continue to be made available to students who reach 19 whilst continuing on a course.

Include details of what transport/support is available for the completion of courses beyond the age of 19 years.

Remember to include any other agencies that provide some education journeys post-19, for example, provision from community transport, social services.

4. How will students be assessed to see if they are eligible for support? e.g., means testing or must they be on benefits?

Include:

LA schemes – is this dependent upon parental receipt of Income Support or linked to receipt of other benefits, if so which?

College schemes – is transport provision or support income dependent – if so, on what basis?

5. What help do you provide for students with learning difficulties and/or disabilities or those facing other difficulties in following their courses?

Include:

- LA transport provision for pupils with special educational needs/students with learning difficulties and/or disabilities (SLDD) in schools post-16, information on eligibility criteria, level of provision, any charges, etc;
- LA transport provision for SLDD and those who have left school, including those in colleges;
- colleges/schools own provision for SLDD.

Other support available:

- local authority support/concessionary fare scheme - is there a scheme for disabled, visually impaired etc, does this differ from the student scheme?
- community transport – are education journeys eligible, what are the criteria for membership to schemes, are there restrictions on the numbers of journeys?
- taxi card scheme/voluntary car schemes etc.

6. Do you provide mobility/independence training for students who face difficulty with transport?

Do any members of the partnership provide independence/mobility travel training?

Schools, colleges, LA, social services etc – what do they provide, to whom, on what basis, is this part of specific courses or available to all SLDD?

Is this related to home to school/college journey? Is it just undertaken during the school/college day?

7. When should students start to apply for transport support?

Include key deadlines for applying for each of the schemes:

LA support – deadlines for applications, time taken for decisions regarding eligibility;

concessionary fares/public transport operators;

schools/colleges own provision – time for decisions on entitlement and application deadlines.

8. What help can students apply for if they need to travel to a course that is beyond your LA area?

Include information on:

LA support if the nearest course is out of area, and where a statement specifies placement at an out of authority school, or provision made out of LA area in other circumstances;

concessionary fare schemes – do these apply to journeys beyond authority boundaries?

schools/colleges own provision – does their transport provision/support include out authority students?

9. What help is available for students who attend a further education institution which is beyond daily travelling distance and they need to stay away?

Include information on:

LA/social services – residential placements, weekly, termly travel arrangements for mainstream and SLDD;

discretionary awards etc made for specific residential courses.

10. Please provide information about all points of contact for students seeking transport support, e.g., LA/college, bus company contact. Please include any websites and e-mail addresses.

When and where will information be provided to students.

Annex C

LEA	Name	06/07 Allocation
201	City of London	4028
202	Camden	34669
203	Greenwich	51850
204	Hackney	48025
205	Hammersmith and Fulham	24254
206	Islington	36652
207	Kensington and Chelsea	33436
208	Lambeth	25997
209	Lewisham	24145
210	Southwark	21195
211	Tower Hamlets	44917
212	Wandsworth	36699
213	Westminster	49946
301	Barking and Dagenham	38032
302	Barnet	85806
303	Bexley	62126
304	Brent	16994
305	Bromley	0
306	Croydon	104683
307	Ealing	51809
308	Enfield	96216
309	Haringey	54618
310	Harrow	59132
311	Havering	14271
312	Hillingdon	70622
313	Hounslow	0
314	Kingston upon Thames	7604
315	Merton	0
316	Newham	68333
317	Redbridge	83031
318	Richmond upon Thames	34977
319	Sutton	50221
320	Waltham Forest	53920
330	Birmingham	242218
331	Coventry	68784
332	Dudley	80387
333	Sandwell	67741
334	Solihull	50744
335	Walsall	12541
336	Wolverhampton	60434
340	Knowsley	48690
341	Liverpool	124123
342	St Helens	23130

343	Sefton	104531
344	Wirral	77762
350	Bolton	66369
351	Bury	64659
352	Manchester	87328
353	Oldham	44964
354	Rochdale	85253
355	Salford	48851
356	Stockport	81663
357	Tameside	51582
358	Trafford	60538
359	Wigan	67491
370	Barnsley	44603
371	Doncaster	65411
372	Rotherham	101566
373	Sheffield	98509
380	Bradford	116402
381	Calderdale	68323
382	Kirklees	132848
383	Leeds	137985
384	Wakefield	71389
390	Gateshead	41490
391	Newcastle upon Tyne	103623
392	North Tyneside	38100
393	South Tyneside	33517
394	Sunderland	62900
420	Isles of Scilly	0
800	Bath and NE Somerset	48656
801	Bristol, City of	118363
802	North Somerset	49548
803	South Gloucestershire	57537
805	Hartlepool	27417
806	Middlesbrough	0
807	Redcar and Cleveland	62709
808	Stockton-on-Tees	76564
810	Kingston Upon Hull, City of	39076
811	East Riding of Yorkshire	209
812	North East Lincolnshire	41117
813	North Lincolnshire	53640
815	North Yorkshire	147001
816	York	35713
820	Bedfordshire	18341
821	Luton	43612
825	Buckinghamshire	104463
826	Milton Keynes	58150
830	Derbyshire	122919
831	Derby	80722

835	Dorset	98235
836	Poole	40990
837	Bournemouth	46472
840	Durham	171788
841	Darlington	36066
845	East Sussex	108651
846	Brighton and Hove	73009
850	Hampshire	259830
851	Portsmouth	60643
852	Southampton	38296
855	Leicestershire	144073
856	Leicester	75000
857	Rutland	16288
860	Staffordshire	158820
861	Stoke-on-Trent	54598
865	Wiltshire	103109
866	Swindon	34118
867	Bracknell Forest	0
868	Windsor and Maidenhead	29744
869	West Berkshire	40069
870	Reading	39568
871	Slough	40014
872	Wokingham	19178
873	Cambridgeshire	125081
874	Peterborough	57665
875	Cheshire	75456
876	Halton	36394
877	Warrington	61457
878	Devon	184975
879	Plymouth	80508
880	Torbay	0
881	Essex	324992
882	Southend-on-Sea	34462
883	Thurrock	44751
884	Herefordshire	47657
885	Worcestershire	105512
886	Kent	376469
887	Medway	70332
888	Lancashire	355146
889	Blackburn with Darwen	76474
890	Blackpool	56282
891	Nottinghamshire	215754
892	Nottingham	58447
893	Shropshire	63891
894	Telford and Wrekin	59107
908	Cornwall	100391
909	Cumbria	149752

916	Gloucestershire	130897
919	Hertfordshire	224468
921	Isle of Wight	47336
925	Lincolnshire	182257
926	Norfolk	187699
928	Northamptonshire	170163
929	Northumberland	7228
931	Oxfordshire	98787
933	Somerset	142541
935	Suffolk	119040
936	Surrey	197870
937	Warwickshire	130621
938	West Sussex	101163

Annex D

Record of expenditure of partnership funding (Academic year – 01/08/05 - 31/07/06)

NAME OF LOCAL AUTHORITY	<input type="text"/>
AMOUNT OF ALLOCATION	£ <input type="text"/>
SPEND ON INDIVIDUAL SEN STUDENTS	% <input type="text"/>
SPEND ON TRANSPORT INFRASTRUCTURE	% <input type="text"/>
SPEND ON TRAVEL TRAINING	% <input type="text"/>
SPEND ON PROJECTS	% <input type="text"/>
AMOUNT OF ALLOCATION SPENT	£ <input type="text"/>
AMOUNT OVER/UNDER SPENT	£ <input type="text"/>

NAME OF OFFICER

SIGNATURE OF OFFICER

DATE

This is to be returned to AJ Uddin, LSC, N8, Moorfoot, Sheffield S1 4PQ by the 15th September 2006. Failure to comply may effect future allocations.

On behalf of the Transport Partnership, I, the undersigned, confirm that we will comply with the guidance in DfES circular LA//2006 that constitutes terms and conditions of receipt of the Transport Partnership Fund allocation.

Name:

Signed:

Position:

Local Authority:

Please return to:

**AJ Uddin, Learner Support Fund Co-ordinator, LSC, N8 Moorfoot, Sheffield
S1 4PQ by Friday 28 April.**

The form must be sent by post displaying an original signature in manuscript form.

Failure to return a signed version of this form will delay the release of the funding.

DfES ref: LEA/0245/2004

Accessibility Planning September 2004

Guidance for those responsible for transport support and services in education

1. Introduction

The Social Exclusion Unit's report on transport and social exclusion, *'Making the Connections'*, sets out an agreed strategy for improving accessibility to jobs and services including education. Improving accessibility to education is important because it helps meet national and local objectives including improving participation and attendance in education.

Ministers of all the key Government Departments, including DfES, have signed up to the strategy and have agreed to issue guidance to their external partners.

This guidance sets out how LAs will be involved, and what the education sector can gain from engaging actively with local transport authorities and the accessibility planning process. It should inform decision making at the LA-led post-16 transport partnerships, and for LA co-ordinated school transport provision.

2. Who should read this guidance?

- LA Chief Executives;
- LA school building and transport planners;
- The Learning and Skills Council (LSC);
- Further education institutions (FEIs);
- Non-LA funded Schools;
- Higher education institutions (HEIs) offering FE provision;
- The Connexions Service;
- Surestart; and
- Local Transport Authorities.

3. When does the guidance take effect?

Immediately

4. Background

In the spring of 2001, the Prime Minister asked the Social Exclusion Unit (SEU) to explore, and make recommendations to overcome the problems experienced by people facing social exclusion in reaching work and key services, including education.

A report entitled 'Making the Connections' was published in February 2003. It examines the link between social exclusion, transport and the location of services. It is particularly focused on access to opportunities that have the most impact on life-chances including learning.

Accessibility is about whether people can get to key services at a reasonable cost, time and ease. Does transport exist between the people and the service? Do people know about the transport available and can they afford it? Solving accessibility problems may be about transport but it could also be about locating and delivering key activities in ways that help people reach them.

5. What is accessibility planning?

The cornerstone of the report is **accessibility planning**. The premise is that policy development and service delivery can be improved to better meet the needs of the local community by being more evidence-led and through improved partnership working.

Local transport authorities are leading on the work on accessibility planning at a local level. It will be a key element of local transport authorities' next Local Transport Plans (LTPs). The Transport Act 2000 requires local transport authorities to prepare and publish LTPs setting out their policies for the promotion of safe, integrated, efficient and economic transport in their area. They are five year transport strategies and the second LTP was in 2005. As part of this second plan, local transport authorities (LTAs), working in partnership with local planning authorities and other agencies, will be asked to carry out accessibility planning.

Accessibility planning aims to ensure that there is a clearer and more systematic approach to identifying and tackling the barriers that people, particularly those from disadvantaged groups and areas, face in accessing jobs and key services, including education. Although LTAs will be leading the process, it is important that there is input from LAs. Improving accessibility is not just about transport interventions. The location of services and the way that they are delivered has as much impact on accessibility as transport provision. Therefore, the emphasis of accessibility planning is on partnership working and ensuring that accessibility is factored into decision making in all sectors to maximise accessibility and its benefits.

The key stages of accessibility planning are listed below and the contribution of educational bodies at each stage will be very valuable to ensure that the process delivers improved accessibility and what will benefit the education sector most.

- An accessibility audit to find out whether people can get to jobs and key services (i.e. further education) in a reasonable time and cost, safely and reliably;
- a resources audit to assess what potential or existing resources are available for

tackling accessibility problems;

- an action plan laying out how authorities and their partners will address the identified problems. A number of these accessibility action plans will underpin the accessibility strategy that local transport authorities will be required to submit as part of their second LTP;
- implementation and monitoring.

At a national level, the Department for Transport (DfT) has overall responsibility for monitoring the progress of the strategy and the long term policy development but will work closely with other Departments including DfES.

Accessibility planning has been developed after an extensive work programme, including 8 pilots, overseen by the DfT and the Central Local Working Group on Accessibility Planning, which includes representatives of central Government Departments, local authorities and their representative bodies.

In addition to DfES, the Department for Transport, Office of the Deputy Prime Minister, Jobcentre Plus, Department of Health and Department for Culture, Media and Sport will also issue guidance this summer for their partners.

This guidance together with details of the DfT's work programme, final reports and good practice will be available soon on the accessibility planning website (www.accessibilityplanning.gov.uk)

6. How does accessibility planning relate to learning?

The Government is committed to an inclusive education system that provides all young people with the opportunity to meet their full potential. The ability to access educational facilities is central to the aim of ensuring that students are able to participate and remain in education and achieve the results they deserve.

Accessibility planning should:

- lead to a greater understanding of students' travel needs;
- deliver real and sustainable outcomes for students;
- facilitate the efficient and effective use of resources; and
- aid progress towards the achievement of national and local objectives and targets for all partners.

But what should those in the education sector do? The most important thing is to get involved. LTAs will be developing their accessibility strategies for their second LTPs from autumn 2004 to spring 2005. They will need help to develop the access to education elements of their strategies. It is likely that LTAs will require data (particularly on school contract services), as well as information about what your priorities are and some of your time.

7. How accessibility planning relates to compulsory age students

Travel costs may cause financial difficulties for pupils from families on low incomes who are not entitled to free transport (i.e. within 3 miles from their nearest suitable school) and where it is not possible to walk or cycle safely.

Increasing numbers of parents exercise their preference and do not send their children to the nearest suitable school. The lack of support for children of parents exercising their preference effectively reduces the choice for those from low-income families. The DfES is seeking to improve the standard of all schools so that parents are willing to send their children to neighbourhood schools.

The DfES is encouraging schools to offer a much wider range of activities outside the standard school day. This includes breakfast clubs, after school sport, clubs and study support. It is also introducing greater flexibility and personalisation into the 14-19 education system, with increasing numbers of young people taking up vocational options and other studies which may include learning for part of the week at locations other than their usual school. As a result, learners, including those with disabilities, will increasingly need appropriate travel provision during the day as well as at either end of the day. Providing improved accessibility, including through improved transport services, would provide greater equality for pupils in this phase.

The examples below show how accessibility initiatives can make a significant contribution to delivery of education objectives:

School minibus scheme – Hampshire

Hampshire's Passenger Transport Group has examined its procurement process and introduced a range of initiatives under the 'Spend to Save' banner. This includes providing 17 schools with their own minibuses for home to school transport and other purposes during, and after, the school day.

The benefits include:

- One of the schools, Sundridge in Cowplain, north of Portsmouth, which caters for boys aged 11-16 with educational and behavioural difficulties, has experienced an **improvement in attendance rates** that are directly related to its participation in the scheme.
- Other participating schools have found fewer problems associated with vehicle graffiti and vandalism, pupils arriving at school "ready to learn" and greater opportunities to tackle truancy, given the greater control over transport and more regular contact with parents.
- Schools also use their minibuses to take pupils home from **after-school activities**, and take them on trips and to other events that would have been too expensive or difficult using other forms of transport.
- The scheme has also brought **financial benefits** to the schools, each typically receiving an extra £8,000 per annum.

Integrating school travel with the local bus network – Sefton, Merseyside

In an outlying area of Merseyside with a rural hinterland, Sefton LA has entered into a joint arrangement with Maghull High School and Merseytravel and contributes funding directly to Merseytravel.

In return, Merseytravel, in consultation with the school, has been able to provide extra bus services to the school and re-pattern those existing bus services to meet pupils' needs. At the same time, a late morning sweeper bus is provided to ensure the safety of those children who might miss the intended service. Following school, sweeper buses are also provided at 16:10pm, 16:45 and 17:00pm to facilitate **extra curricular activities**.

This provision has been achieved without any extra charge to Merseytravel or Sefton LA. The school has conducted an in-house survey and pupils rate the service pattern to be extremely good (90% plus satisfaction ratings).

In Hampshire

In light of rising school transport tender costs, the Passenger Transport Group examined ways to reduce the costs of home to school transport whilst still meeting its statutory duties. A range of initiatives were introduced under the 'Spend to Save' banner including reviewing the current provision services and their utilisation on an area-wide basis, which led to contract savings of £630,000 and an expectation of further savings of around £150,000 in 2003/4.

In total the 'Spend to Save' initiative has led to savings of around £1 million a year with no reduction on the number of pupils carried.

Draft School Transport Bill

A number of innovations are already being made to home to school transport for compulsory age pupils. In addition the Draft School Transport Bill will, if passed, lead to a number of pilots designed to test further improvements. This would include a requirement that they consider the travel needs of all pupils, not just those living above the statutory distances. This should result in additional services for children living below the statutory walking distance, but a distance which is considered too far, or unsafe, to walk or cycle. As a minimum, the Draft Bill will require the continued provision of statutory free transport for those entitled to free school meals. Pilot authorities would, however, be free to submit proposals which contain a more generous qualifying standard, if they see fit. They could use the principles of accessibility planning to identify current gaps in service and extend them, for example to a village which is marginally less than the statutory distance from a school, or pupils attending a denominational school not currently served.

8. How accessibility relates to students aged 16-19

Accessibility is an integral part of 16-19 education transport provision. The Government considers it essential to our nation's competitiveness that we increase participation in learning beyond age 16, and this is a fundamental aim of the reforms being made to the 14-19 phase of learning. The new post-16 transport policy and legislative arrangements include a fundamental criterion that no young person should be prevented from accessing further education in school sixth forms or colleges because of a lack of availability of transport services or their ability to afford them.

LAs have responsibility for consulting with local providers and others and to prepare and publish local transport policy statements for young people of 16-19 by 31 May each year. These statements set out the transport services and support available to students. In addition, LA-led partnerships will receive £40m of additional funding to provide additional services and support in the period 2003/06. This transport funding should ensure that there are adequate services and support for all students irrespective of their location, the costs of fares and their ability to pay. Partnerships may use a proportion of their funding for research and consultancy purposes and the work that flows from this will help with accessibility planning.

DfES provided 70 LAs with Transport Pathfinder Funding to carry out research into student travel patterns, gaps in services and different approaches to provision. A catalogue of good practice from the Pathfinders has been distributed to all LAs but can also be found on the DfES website at www.dfes.gov.uk/financialhelp

Examples of Pathfinder Initiatives that have improved accessibility are set out below:

Lincolnshire is one of the country's most sparsely populated counties. At the beginning of the Pathfinder, Lincolnshire County Council already provided free transport to post-16 learners, and with this as the starting point, the funding was directed at assessing how this free provision could be improved. Students in one area were asked to choose whether they wanted to travel on a basic bus over the most direct route to their destination college (around 40 miles away), or to use a coach with more comfortable seats, seat belts, video and toilets, but taking a longer route. Two existing services/contracts that carried 154 students to college along this corridor were re-negotiated with the existing operators and increased to three vehicles. A bonus was an additional mid-morning and mid-afternoon service to accommodate pupils who did not need to be at college all day. At the end of the trial, 59% preferred the direct vehicle and the mid-morning and mid-afternoon service was extremely popular.

Students attending Lincoln College from a corridor of rural villages were frustrated by the early start they had to make on the existing service. This dropped them off in Lincoln at 8am, with an hour's wait before the start of classes. To address this, an additional service was arranged so that students were collected from 8am onwards, arriving in Lincoln for the start of college.

Barnsley Metropolitan Borough Council Local Education Authority (LEA) commissioned a comprehensive information gathering exercise on transport in partnership with the three other South Yorkshire LAs. The results will be used to inform LAs and South Yorkshire Passenger Transport Executive (SYLTE) decisions on altering existing services. Barnsley students already benefit from a SYLTE scheme where any student aged 16-18 is entitled to a concessionary pass. This pass entitles the user to a flat fare of only 35p for any public transport journey within the South Yorkshire area. Pathfinder funding was used to provide free transport to all Year 12 and 13 students who live more than 3 miles from their place of study and who qualify for maximum Education Maintenance Allowance. For students with learning difficulties and disabilities (SLDD), Pathfinder funding was allocated to provide a special vehicle to serve the main Further Education centre, Barnsley College.

Please Note

The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on LAs and schools in relation to disabled students and prospective students. LAs are now required to prepare accessibility strategies and schools, accessibility plans, for increasing over time the accessibility of schools for disabled pupils (the planning duty). LAs would want to ensure that the improvements they plan in order to make transport accessible to disabled students, dovetail with their accessibility strategy and schools accessibility plans where appropriate.

9. How accessibility planning relates to adult students (19+) in Further Education (FE)

It is likely that students aged 19+ will have more complicated circumstances around which they organise their travel, for example, they may need to combine their journeys to learning with trips to employment, childcare or other 'caring' responsibilities. Accessibility planning offers an excellent opportunity to consider these issues in more detail and try to remove the barriers facing adult students.

Currently adult students in FE, who demonstrate greatest need, may be entitled to support from the college administered Learner Support Funds. There are also a number of individual schemes to combat transport related barriers to learning. For example, childcare might be provided on site to remove the need for multiple trips, also a more structured home working may be permitted. Providers can also make a contribution from the Learner Support funds to their local Transport Partnerships.

Some adult learners are likely to be beneficiaries of the Transport Pathfinders as described above and the DfES would urge colleges to consider the benefits of the 'good practice' established by the LA led 16-19 partnerships.

10. How accessibility planning fits in with:

a) Strategic Area Reviews

Local LSCs are currently undertaking Strategic Area Reviews (StARs) of all LSC funded post-16 learning and skills provision across England in response to *Success for All*, the Government's reform strategy for further education and training.

StARs aim to meet learner, employer and community needs, and to improve the choice and quality of post-16 education and skills provision. Post-16 transport should be a key element of the StARs process.

Local LSCs will ensure that the process is effectively managed, stakeholders are engaged and, that the timetable is met and outputs are achieved. By 31 March 2005, following all review activity, local LSCs will put in place and publish a plan for reform outlining clear actions for meeting needs and improving choice. This plan will be incorporated into the local LSC strategic plan.

The tools and methods that will be utilised in assessing access to educational establishments as part of accessibility planning, offer local LSCs a good opportunity to gain valuable information to inform their StARs.

b) Building Schools for the Future

Building Schools for the Future (BSF) is a new approach to capital investment in school buildings. It is intended to provide all secondary schools with 21st century facilities over 10-15 years from 2005. The building needs of primary schools and secondary schools in areas not receiving early investment from BSF will continue to be met from existing successful capital programmes. As part of this, DfES has prepared Exemplar Designs, which are designed to promote inclusion and accessibility.

When seeking to develop a project under this programme, LAs have to show the following in their strategic business cases:

- i. Background and corporate vision. They should analyse future requirements against demographic changes within catchment areas, and their options and proposals should reflect this. The outcome should mean that, following BSF, pupil places are closer to need.
- ii. Vision for education: The business case should demonstrate how BSF will encourage diversity of provision and access to education. In practice this should mean that pupils will be offered wider provision nearer to where they live.

LAs should also demonstrate in their outline business cases that they have considered accessibility as part of the appraisal criteria, including travel to school e.g. if there is a relocation.

Clearly accessibility analysis will help to ensure that new schools or schools relocating are in the most accessible locations as far as is possible, and take into account the needs of socially excluded children.

More detailed information about BSF, including the Exemplar Designs, is available at: www.teachernet.gov.uk/bsf

c) Schools Sustainable Travel Grant

In September 2003, Charles Clarke and Alistair Darling jointly announced measures to encourage more sustainable travel to school; on foot, by bicycle or bus. These include encouraging every school to draw up and implement a School Travel Plan. In support of this there is additional capital funding to support schools which have authorised travel plans in place on 31 March 2005. The intention is that this additional capital money be spent on items on the school site, which would enable or encourage more sustainable travel to school.

The School Travel Planning process also has a critical role to play in helping to identify and prioritise off-site hard road-safety improvements which would improve the walking or cycling journey between home and school gate, and be funded through the LTP.

d) Education Maintenance Allowance

Education Maintenance Allowances (EMAs) are means tested and provide up to £30 per week to students of 16-19 depending on their family income. This ensures that

young people from all backgrounds can afford to access some transport and learning. However, transport costs do not necessarily correlate with family income. EMAs have been available nationally from September 2004. Students are expected to meet reasonable transport costs from their EMA. It is not, however, reasonable to expect students to use all of their EMA for transport, as this would destroy the incentive for them to continue in further education.

Following national implementation, the LA-led 16-19 transport partnerships should concentrate on ensuring that students have access to affordable services. For example, providing for group needs, discounts and concessions and creating greater consistency in the provision of transport services and support for those facing costs they cannot reasonably afford, e.g. support for students with learning difficulties and disabilities, and costs that act as a financial constraint to their learning.

Accessibility planning will help LA-led transport partnerships identify remaining barriers where significant numbers of young people are still excluded due to a lack of affordable services. Partnerships can then decide where resources are best spent to encourage maximum participation in Further Education.

14. What more can we do?

a) Joint Working

Local partnership working, particularly between LAs and LTAs, is central to improving accessibility. It supports more effective assessment, planning and delivery to maximise benefits.

When planning, local authorities are encouraged to work in co-operation with, and develop active partnerships with, neighbouring authorities and others in health, education, spatial planning, regeneration, crime reduction, social services and local communities. Authorities are encouraged to make use of existing partnerships, such as Local Strategic Partnerships (LSPs), regeneration and 16-19 transport partnerships, wherever possible.

b) Reducing the need to travel

The provision of services in accessible places and at accessible times is as important as the provision of transport services. Also, in some areas, provision of services directly to people, through mobile delivery and other mechanisms, might be more appropriate than the provision of transport to get people to those services.

Authorities and partners should use their knowledge of local accessibility issues and their accessibility assessments to influence the location of new schools and education services, or the relocation of existing services, and planning policies. New developments or relocations that take no account of transport and accessibility considerations can have significant accessibility implications for local communities. Local Education Authorities should further explore scope for co-ordinating the timing of education provision with transport services.

Integrating local buses and school services and timings – Hampshire

Hampshire's Passenger Transport Group plans and procures home to school transport on behalf of the Local Education Authority. This has helped to make better use of resources; for example, some entitled pupils are given passes to use on local buses and trains, rather than dedicated services, which helps to support the local public transport network. Vehicles that are contracted for the school run are used for social services work for the rest of the day. A recent review has shown the potential for further integration, which would improve the level of service offered, could lead to a rise in patronage and would reduce the number of vehicles required on publicly funded routes by up to 20%. Dispersed settlement patterns have contributed to relatively inefficient use of home to school transport services, with these buses having an average occupancy of just 75%. The review found that staggering school start time could lead to annual savings of about £15,000 per contract and that co-ordinating school and bus timetables would allow some entitled to transfer to local buses, generating immediate cost savings.

Adapting school transport provision to provide for after school activities – Devon access to learning pilot

Devon are to trial the operation of a "Sweeper Bus" system to key localities in the afternoon to improve access to after school activities, by re-allocating under-utilised school transport provision due to pupils staying on for after school activities. Subject to this trial a model arrangement will be rolled out for all secondary schools. Devon's Transport Co-ordination Service is to plan and implement the transport changes, with support from the Education Directorate. It is hoped that the initiative will be cost-neutral in many cases, with the potential for savings to be achieved in areas where both schools and the LA co-ordinate their transport provision.

The pilots found it useful to be pragmatic in their approach. Taking forward options with the opportunity for funding and with stakeholders sufficiently committed to implementing them was found to be a successful approach. However, partnerships should ensure that opportunism does not mean that longer-term, possibly more sustainable, options are neglected. Short-term gains may be necessary to demonstrate the benefits of accessibility planning and ensure partners' commitment but longer-term interventions are likely to be more significant in fundamentally improving accessibility.

15. How to measure the success of accessibility planning

Indicators

The DfT Central Local Working Group on Accessibility Planning recommended that, given the variable nature of accessibility problems, priorities and solutions in different areas, there is a need for both appropriately set local indicators and targets, and a set of core indicators that are measured on a consistent basis.

The group recommended the use of six core indicators based on accessibility outcomes for all LTP areas in round two LTPs (to be submitted in mid-2005). These indicators all focus on specific journey purposes, and two of them relate to access to

education. The intention is that these indicators will be measured centrally by DfT based on a common methodology and consistent, centrally available, data sets. LTAs have to draw up this information and use it to target improvements for funding within their LTP, and enable a national picture to be built up.

LAs are significant contractors of transport services and should work with their LTAs to improve accessibility. Performance in improving accessibility will be one factor in the allocation of LTP capital funding. Working with LTAs on accessibility planning, therefore, should provide an opportunity to unlock LTP capital that could be used to improve access to learning.

Detailed guidance on definitions, data sources and calculation methodology will be included in the DfT's guidance to authorities on accessibility planning, to be issued shortly.

However, the two indicators of relevance to education are:

- % of a) pupils of compulsory school age; b) pupils of compulsory school age in receipt of free school meals within 15 and 30 minutes of a primary school and 20 and 40 minutes of a secondary school by public transport, and those who live beyond those distances;
- % of 16-19 year olds within 30 and 60 minutes of a further education establishment by public transport, and those who live beyond that distance.

16. Contacts

If you require any further information or clarification of any issues in this circular, please do not hesitate to contact:

AJ Uddin on 0114 207 4554 for 16-19 transport issues

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