

## **Appendix 3**

### **Travel Assistance Policy for Children and Young People (0-25years) Living in Harrow**

#### **Annexe 3 Consultation Outcomes**

##### **Contents**

3.1 Overview and background

3.2 Table of Responses

3.3 Monitoring Information

##### **3.1 Overview and Background**

Harrow Council conducted a consultation with stakeholders about its proposal to review the Travel Assistance Policy for Children and Young People (0-25years) Living in Harrow between 23rd June and 21st July 2016. A variety of engagement approaches have been used to maximise the opportunities for views to be obtained, including:

- Harrow schools (including chairs of governors) and colleges were provided with the draft Travel Assistance Policy, response form and consultation guidance plus a letter to parents and were asked to use their normal channels of communication to consult with parents.
- A meeting was held with special school headteachers to specifically target families and young people with SEN and or a disability.
- Harrow's Local Offer was updated on the Council's website to include information on the consultation process.
- All out borough special schools educating Harrow pupils were asked to send the information to the families.

- Other stakeholders provided with the information included: SENDIAS, Harrow Parent forum (HP4DC) Harrow parent support group (Walking together), health/children's centres, Hillview Nursery, Chattertots, Family Information service, Mencap, Harrow Association of Disabled People, Harrow Carers, paediatric services.
- Two open parent sessions were held at Civic centre on 4th and 7th July. Parent forum invited parents of children with SEN/disability to a session with officers on 12th July and Shaftesbury High school arranged a parent meeting with officers on 19th July
- Consultation information, including the draft Travel Assistance Policy, was posted on the Harrow Council website in the 'Take Part' facility with the opportunity for electronic response to be made to the consultation.

NB Following feedback from the parent forum group meeting on 12th July, a mid consultation reminder was sent to Harrow's special schools requesting they re distribute the information to parents and carers.

### **Consultation questions**

1. Do you agree with the aims of the policy set out in Section 1 'to promote independence and maintain quality of life'?
2. Should the Council seek to expand access to Independent Travel training?
3. If you do not agree with these aims or you believe there should be additional aims, please confirm what these should be.
4. On a score of 1-5 (5 is highest impact) what impact do you think the new policy will have on you/your child. Can you explain your reasons for your score?
5. Do you agree with the travel options set out in the policy in section 8 (Type of support)? If you do not agree with these options can you explain why/or say what other options you would like to be included.
6. Do you/your children have a Statement of Special Educational Needs or an Education Health and Care Plan?
7. Do you have any further comments and suggestions to make?

There were 31 individual, formal responses plus 1 from Harrow College, these are included in the table below. 13 were received as paper copies by post, via a school or given to an officer during a consultation meeting. 9 were submitted via the Council's 'Take Part' electronic response.

37 parent/carers attended officer presentations organised by Parent Forum and a special school.

1 response was received from the Council's Early Years Team.

Six general comments were received via email from parent groups or individuals.

### 3.2 Table of Responses

Q1 Do you agree with aim of policy	Q2 Should the Council expand ITT	Q3 Comments below	Q4 score 1-5 impact on your child. 5 is highest impact	Q5 Do you agree with travel options	Q6 Does your child have EHCplan/statement
Yes 15 No 11 Not Sure 6	Yes 14 No 7 Not Sure 10 No response 1		1. 4 2. 2 3. 5 4. 1 5. 18 No response 2	Yes 11 No 4 Not sure 13 No response 4	Yes 28 No 2 Not sure 1 N/A to Harrow College

**Consultation comments.**

Comments received have been themed to assist with an overview of the range of matters raised. Officer comment is given for each theme

Parent comment	Officer response/remarks
<p><b>General</b></p> <p>Concern was raised by some parents by email and at meetings that the consultation process was not widely advertised and many parents were not aware of it.</p> <p>I do not agree that a child with SEN will not get transport if they choose to go to a school that is more suitable to their needs rather than the closest</p> <p>Each child/adult is very individual and needs to be considered for a review. All abilities/needs/capabilities should be looked into and discussed with parents</p> <p>Council has limited resources but we should support SEN</p> <p>Disabled people's lives have been significantly affected by cuts in budget. It is already more expensive for the families who have disabled children. Families rights have to be respected more.</p> <p>It took my son a long time (1 year) to get used to travelling on the council buses. He</p>	<p>Officers agreed with parents at the meeting on July 12th to request special schools distribute the consultation information as agreed to parents. This was carried out on July 12th and 3 of the 4 special schools responded immediately and agreed to resend information.</p> <p>This issue is addressed by the SENAR service when placements are made.</p> <p>This is a statutory requirement for the Council</p> <p>An individual assessment will always take</p>

<p>finds travelling with other people hard especially when he's had a bad day at school and is close to melt down. He has only just started to learn some independence of going from his classroom making sure he has all his things and been to the toilet (he has come home with soiled trousers on many occasions before he was stressed and didn't think to go to the toilet before he gets on the school council bus). He isIt took my son a long time (1 year)to get used to travelling on the council buses. He finds travelling with other people hard especially when he's had a bad day at school and is close to melt down. He has only just started to learn some independence of going from his classroom making sure he has all his things and been to the toilet (he has come home with soiled trousers on many occasions before he was stressed and didn't think to go to the toilet before he gets on the school council bus). He is not ready for another change.</p> <p>He goes into year 9 at Shaftesbury high school in September and he has to learn to move from one class to another and have different teachers for different lessons (year 8 he only had one teacher and one classroom to deal with). He will struggle with this change for a long time and now you want him to do independent travel as well!!!</p> <p>All changes should be needs based in close consultation with parents, educators and health care professionals. Economic considerations cannot be the major basis for change just as with the health care of the vulnerable and the requirement for provision on a needs basis, transport for education is necessary and blanket change based on economics will fail the most vulnerable. Please remember these children have physical and learning difficulties paired with complex health and emotional , social difficulties. A wide brush policy will not suffice.</p> <p>when there are two kids attending two different schools there will be a problem to drop</p>	<p>place prior to any decision</p> <p>The policy is specific and the Council is legally required to look at individual needs in collaboration with parent/carer</p>
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<p>&amp; collect both of them</p> <p>For the majority of families with SEN, already receiving 'motorised transport provided by the council', the service is known to them for years as SEN Transport Service. These are the major client group in need of travel assistance. To suddenly change the name of the policy without prior notification is ineffective way to communicate the new terms of the policy. Bearing in mind, Harrow has the 5th most ethnically diverse population in Harrow, many with language difficulties, this is grossly unfair and unsatisfactory way to conduct such an important consultation!!!! Clearly none were consulted in formulating the draft at all!!!</p>	<p>It was unfortunate that the Parent Forum had disbanded and therefore could not be used to work in partnership on the new policy before the consultation period. Officers attended the first meeting of the new forum (12th July).</p>
<p><b>Comments from meeting at Parent Forum 12th July 2016 (17 attendees):</b></p> <p>I agree with the ethos of the policy but using the language 'travel assistance' is not helpful, parents understand 'transport'</p> <p>I am not in favour of an annual application, it should be every 3 years not annual</p> <p>Would like to know more about annual application form. How much time to complete? What evidence?</p> <p>The parent forum and SENDIAS will meet in September to create a better network for the flow of information to parents</p>	<p>Travel Assistance policy is in fact the title of the current policy (2005) and has not changed, however it was acknowledged that most parents, schools and sometimes officers did use the terminology 'Transport policy'. In hindsight this could have been included in the information to parents.</p> <p>The application form will be agreed with the Parent Forum</p> <p>Officers also met with SENDIAS (previously Parent Partnership) in early June to explain the proposal. The consultation has given the forum a focus</p>

	to begin their newly formed partnership
An angry email saying the Council was devious which is why parents weren't told (but the parent did agree with the policy).	Reply sent as above and a calmer response returned
<p><b>Early Years team</b></p> <p>The team response is in agreement of the policy aims and the expansion of Independent Travel Training.</p> <p>They disagreed that under 5s should not be provided with transport to EY settings and consider this not to be equal opportunities, pointing out the SEND code of Practice is 0-25 not 5-25</p> <p>They agreed with the travel options proposed and in general comments made about the need to ensure any child with SEN is not prejudiced due to budget cuts</p>	The statutory responsibility for children under statutory school age is different from those of school age. However, the policy confirms that individual circumstances will be taken into account and there will be exceptional circumstances when it is appropriate to provide provision
<p><b>Parent group at Kingsley school 19.6.16 (20 attendees)</b></p> <p>General interest in why the policy was being renewed and some concern that transport was going to be removed.</p> <p>The parents are clearly well supported by the school's parent liaison worker and were not over anxious about the policy.</p> <p>Those who were not from Shaftesbury (the invite was widened quite late to the other schools) expressed concern about the communication of the consultation in the future</p>	Officers have taken on board the comments regarding access to the consultation and in future will not rely solely on the school's communication processes to reach all parents.
<p><b>Independent Travel Training</b></p> <p>13 parents agreed that independence is a valuable aim but expressed concerns that</p>	Independent Travel Training is a





"Registered Blind", additional aims will not promote independence

Create awareness of safeguarding and to understand not all strangers are friendly

Children with special needs are unique and not all maybe capable of independent travel. Some might never be able to do this

The safety of vulnerable children should be your aim

All parents may want independence but some children may have cognitive or physical disabilities and also mental health and complex health issues making independence impossible

I feel that if parents accept this independence training the council will use this as an excuse to withdraw transport help even if the child is not ready and put these children at risk.

I do not agree, travel should be provided for all special needs. Direct financial payment is adding more hassle for parents who are already struggling

If transport is taken away cannot foresee him/child being able to access local transport or get to school on time. Especially families who have other children who ned to get to school, one child will be late

It is a great relief for parents that Council picks and drops children who are most in need

Substituting so called independence just creates more work for parents in the end who have enough to do caring for children with special needs. Making them have to budget and additional allowance is just unfair and unnecessary

<p>it would be good to have a directory of those who provide 'independent travel training' and the supporting data to indicate how effective this has been for young people in its current format or if this should be reviewed</p> <p>If you take away the transport, it will affect the whole family's life, including whether I can continue to work to support my family.</p> <p>My child has multiple complex needs so we rely on current travel arrangements a lot</p>	
<p><b>Harrow College</b></p> <p>As a college (Harrow) we will have approx. 24 learners from Harrow LA who have escorted transport identified as a requirement within their EHCP's. We would be very happy to work with the LA in identifying potential effective solutions to minimize the number of individual trips made to accommodate individuals timetables in effective offering to look into optimum pick-up, drop-off times, this may in some cases require students to be on site beyond their timetabled hours and we can work together on this in building a travel training solution - giving these young people workshop based travel awareness and planning at these additional times with a view to working towards independent travel where possible.</p>	<p>This will be followed up to explore opportunities</p>

### 3.3 Monitoring Information

When completing their responses to the consultation, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach.

Anonymous information was requested under the following categories: disability, registration, ethnic group, and religion.

### Respondent's child by Disability

	Number	Percentage
Disabled	27	87%
Not Disabled	2	6.5%
Not Stated	2	6.5%

### Respondent by Disability (parent/care has a disability)

	Number	Percentage
Disabled	5	17%
Not Disabled	24	77%
Not stated	2	6%

### Age of Respondent

Age	Number	%
Under 25	0	0%
26-35	3	10%
36-45	12	39%

46-55	13	42%
56 +	2	6%
Not stated	1	3%

<b>Ethnic Group of respondent</b>	<b>Number</b>	<b>% of total response</b>			
<b>Asian or Asian British</b>					
Afghani	1	3%	Bangladeshi	1	3%
Indian	8	27%	Pakistani	1	3%
Sri Lankan	2	6%	Chinese	2	6%
			Any Other Asian background	2	6%
<b>Black, Black British</b>					
African	1	3%	Somali		
<b>Any other Ethnic Group</b>	1	3%			
<b>White or White British</b>					
English	8	27%	Gypsy/Irish Traveller		

Scottish			Any other white background	3	10%
Prefer not to say	1	3%			

### Respondent by Religion

Religion	Number	Percentage
Buddhism	1	3%
Hinduism	6	19%
Judaism		
Christianity (all)	11	35%
Islam	3	10%
Sikh		
Jainism	3	10%
Zoroastrian		
No religion/atheist	3	10%
Other		
Not stated/prefer not to say	4	13%

The child's sex was not requested in the consultation, however there are nationally and locally more boys than girls with special educational needs.

The following chart provides January school census data for the 4 Harrow special schools and provides comparative data of respondents ethnicity.

**The number & percentage of pupils attending Harrow's special schools as at January 2016 by Gender & Ethnicity**

<b>Gender</b>	<b>Number</b>	<b>%</b>
Female	142	34%
Male	279	66%
<b>Grand Total</b>	<b>421</b>	<b>100%</b>

<b>Ethnicity</b>	<b>Number</b>	<b>%</b>
Bangladeshi	7	2%
Indian	79	19%
Asian other	86	20%
Pakistani	19	5%
Black African	46	11%
Black Caribbean	22	5%
Black other	7	2%
Chinese	2	0%
Mixed other	14	3%
Mixed White Asian	11	3%
Mixed White Black African	3	1%
Mixed White Black Caribbean	6	1%
Any other ethnic group	13	3%
Refused	6	1%
White British	68	16%

White Irish	2	0%
White other	30	7%
<b>Grand Total</b>	<b>421</b>	<b>100%</b>

Source: January School Census