



Disability Awareness and Safeguard Training (DAST)

Keeping Passengers Safe

Training Manual for Operators, Drivers, and
Passenger Assistants responsible for
transporting Children, Young People and
Adults with Care and Support Needs in
Oxfordshire

Foreword

The Supported Transport Service at Oxfordshire County Council is pleased to provide this package of Safeguard and Disability Awareness Training throughout our county.

We recognise that all the operators, drivers and passenger assistants who transport children, young people and vulnerable adults in Oxfordshire play a very important role in keeping everyone safe and we want to train and support you in doing this.

To make sure that everyone understands what they need to do to safeguard others, Oxfordshire County Council is offering you support in different ways: via this manual, during face-to-face training, and providing additional assistance with reading during the training session and test if required.

Our message to all the valued transport operators, drivers and passenger assistants throughout Oxfordshire is a simple one – **everyone** needs to keep passengers safe, and safeguarding is everyone's responsibility; we will all be better at doing it if we have increased understanding.

This important and valuable training package will give you an awareness and better understanding of people with disabilities whilst also enabling you to ensure that your passengers always receive the very highest standard of safety.

What is this manual for?

The manual is for all operators, drivers and passenger assistants who transport children, young people and adults with additional care and support needs (formerly known as vulnerable adults) in Oxfordshire. It will give you an awareness and better understanding of people with disabilities and explains what you need to *know* and what you need to *do* to keep all passengers as safe as possible.

Content

This manual will give you additional information on both parts of the training course:

Part 1: Disability Awareness Training

- Definition of a disability
- Working with your passengers
- Passengers with sight loss, a Hearing Impairment & walking difficulties
- Assistance dogs
- Learning disabilities
- Autism
- Epilepsy
- Dementia
- Fire and evacuation

Part 2: Safeguarding Training: Keeping Passengers Safe

- Transporting passengers – OCC Passenger Passports
- Recognising the signs – Abuse & neglect
- Responding to a disclosure
- Reporting concerns
- Recording concerns
- Keep yourself safe
- Safeguarding Scenarios
- Test your understanding

What happens next?

Please read this manual with care; this has been created to support your learning at the face-to-face training you will attend. At the end of the training course, you will do a test. The test is 'multiple choice' style and will include questions relating to Safeguarding and Disability Awareness; this is to check that you have understood what you have read and the important points from the training. During the training session, you will be required to actively participate in group discussions, activities, and practical activities.

The main message of this training manual and course is that
'Safeguarding is everyone's responsibility'.

PART 1

Disability Awareness Training

Learning aims and objectives

At the end of this course, you will be able to:

- Understand the meaning and definition of a disability
- Be aware of the different types of disability
- Be aware of some of the barriers that concern people with a disability
- Be aware of your responsibility when transporting a passenger with a disability
- Be able to assist a person with sight loss or visual impairment
- Be able to assist a person with walking difficulties
- Understand the requirements for assistance dogs
- Be aware of what a learning disability is and methods of communication
- Be aware of what Autism is and the common characteristics associated with Autism
- Understand the Fire and evacuation '5 STEPS'

Practical Training:

- Be able to assist a person using a wheelchair or mobility aid
- Demonstrate how to secure a wheelchair user into vehicle tracking
- Demonstrate how to push a wheelchair user up and down a curb safely

Q) What is your definition of disability?

A) Under the Equality Act 2010, you're disabled if you have a physical or mental impairment that has a substantial and long-term negative affect on your ability to do normal daily activities.

BUT REMEMBER:

- **Not every disability is visible.**
- **Not all disabilities are the same.**

Q. What is life like for disabled people?

A. There are many barriers which concern people with a disability, these include:

- Stairs and access
- Lack of understanding
- Lack of suitable transport
-

It is unlawful to discriminate against someone with a disability

Working with your Passengers

It's important you follow the instructions and advice you are given when transporting children and adults with disabilities or additional care and support needs.

Unless you are advised not to talk to a passenger with a disability or additional care and support need; please ensure you:

- Speak directly to the passenger and not their helper or carer
- Don't presume a person with a disability needs your help, always ask first
- Treat people with respect and do not speak about them as if they are not there
- Listen to your passengers and be patient
- Be aware of personal space and physical contact

Passengers living with Sight Loss and/or Visual Impairment

Do not presume someone who is blind or partially sighted can see nothing and will need your help; always ask them first.

When speaking to someone who is blind or partially sighted, introduce yourself and inform them of your whereabouts including when you are leaving their company.

If a passenger wants your assistance, you can guide them by offering your arm for them to hold just above the elbow; you should keep your arm straight. However, if the passenger has a preferred way of being guided, respect this.

Be aware of floor surfaces/hazards your passengers will be walking on; let passengers know about any upcoming hazards including describing the number of steps up/down or any other obstacles coming up.

Common sight conditions may include:

- Blind – sight loss
- Macular Degeneration – damaged central vision
- Cataracts – vision gets gradually foggy
- Retinitis Pigmentosa – tunnel vision
- Diabetic Retinopathy – shadows

Passengers with a Hearing Impairment

Some people with a hearing impairment may be totally deaf whereas many people with a hearing impairment use a hearing aid or are able to lip read.

When communicating with someone with a hearing impairment, it is helpful if you:

- Speak clearly, slowly and look at the person
- Do not shout or exaggerate your speech
- Do not cover your face/mouth when talking
- If required, use written communication (pen and paper or by text-telephone)

Passengers with Walking Difficulties

- Let people use their walking aids if they have one
- Don't hurry people as they may get flustered, and this could cause an accident or fall
- Be aware of floor surfaces/hazards they will be walking on; let passengers know about any upcoming hazards or obstacles
- If a passenger falls, do NOT try to catch them, protect their head if possible
- If they are hurt, call your office manager or 999, especially if you suspect they have hit their head

Assistance Dogs

Assistance dogs are NOT only for people with sight loss.

Assistance dogs can be for a variety of reasons including:

- Sight loss
- Hearing loss
- Therapy dogs
- Specially trained seizure or stroke awareness dogs

IMPORTANT: You can only refuse to convey an assistance dog if you have a medical exemption certificate.

Passengers with Learning Disabilities

Around 1.5m people in the UK have a learning disability.

A learning disability is defined by the Department of Health and Social Care (DHSC) (2001) as:

“a significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence), with a reduced ability to cope independently (impaired social functioning), which started before adulthood.”

A learning disability affects how someone's brain works (it is not a physical disability), will affect someone for their whole life and cannot be cured.

Everyone with a learning disability is different and the support they need will be individual to them and their needs. Some people with a mild learning disability can talk easily and look after themselves but take a bit longer than usual to learn new skills whereas others with a more severe or profound learning disability may not be able to communicate at all and have support with all aspects of their life.

Q. What are the causes of a learning disability?

A: A learning disability can be cause before birth when the brain is still developing or after birth because of an illness, accident, or seizure.

There are different ways of communicating with passengers who have learning disabilities:

- Communication systems (e.g. Makaton)
- Easy read symbols (e.g. emojis)
- Be patient
- Use plain speech but do not use baby talk
- Be clear: say what you mean and mean what you say to avoid confusion
- Speak with feeling
- Body language is also important when communicating with passengers
- Don't assume the passenger will not understand you because they have a learning disability

A learning disability isn't the same as a learning difficulty or mental illness. A learning disability affects general intellect whereas a learning difficulty or mental illness does not. However, someone with a learning disability may also have a learning difficulty.

A **learning disability** is a (physiological) condition which affects learning and intelligence across all areas of life and affects overall general intelligence.

A **learning difficulty** is a (neurological) condition which affects a specific form of learning but does not affect the overall general intelligence (IQ) of an individual. A person can have more than one learning difficulty.

There are several types of learning difficulties, including:

- Attention deficit hyperactivity disorder (ADHD)
- Dyslexia
- Dyspraxia
- Dyscalculia

Autism

People with autism have different ways of understanding the world. Autism is not an illness or a disease but a developmental disability. It affects how people communicate and interact with the world. If someone is autistic, they will have autism for their whole life.

Because Autism is a spectrum condition, it means that everybody with autism is different, and autism affects people in different ways. Some people with autism find it difficult to understand what we mean when we are talking, and some are confused by rules and boundaries. Whereas some people with autism require less support and live completely independently.

Each person with autism is different with their own preferences, needs, strengths and weaknesses. People with autism can sometimes behave in unexpected ways.

Difficulties autistic people may share and challenges they may face:

- **Social communication:**
 - Difficulty interpreting verbal and non-verbal language
 - Taking people's speech literally
 - Being unable to understand sarcasm

- Some autistic people have limited (or no) speech
- Echolalia – repeating what people say to them
- **Social interaction:**
 - Difficulty recognising and understanding other people's feelings and intentions
 - Difficulties expressing their own emotions
 - Appearing to be insensitive
 - Behaving in ways that are socially inappropriate
 - Difficulties forming friendships
 - Avoiding eye contact
- **Repetitive and restrictive behaviour:**
 - Preference for a familiar routine (e.g., travel the same way to school or wear the same clothes etc.)
 - Repeat movements (e.g., flapping or rocking) because they find it enjoyable or to help calm themselves if they feel stressed and anxious.
- **Over- or under-sensitivity to light, sound, taste, touch, colours, temperatures, or pain.**
- **Highly focused interests or hobbies**
- **Extreme Anxiety**
- **Meltdowns and shutdowns**
 - If an autistic person is completely overwhelmed, they may temporarily lose control of their behaviour in the form of a 'meltdown'. This can be verbal or physical.
 - A shutdown is more passive reaction to being completely overwhelmed and an autistic person may go completely quiet and 'switch off'.

Epilepsy

People with epilepsy can have seizures. If transporting a passenger with Epilepsy on an Oxfordshire County Council (OCC) school or social care contract, it is important that you have read their Passenger Passports or other information supplied so you know what to do if they have a seizure on your transport.

If a passenger has a seizure on your transport:

- Time the seizure and call 999; you need to note how long the seizure lasts and pass this message on to the relevant people.
- If possible, move objects away from the person so they don't injure themselves

Medical Health

You may also transport children or adults with additional care or support needs who have a mental health condition such as anxiety or who have Dementia. You will be advised on the best way to meet the passenger's needs by their family or care professional.

Dementia

Dementia is caused by different diseases that damage the brain. This means there are different types of dementia and people can sometimes have more than one type of dementia. The symptoms of dementia get worse over time and there is currently no cure available.

The type of dementia someone has affects the symptoms they experience. Common symptoms can include:

- Memory Loss
- Confusion
- Needing assistance with daily tasks
- Difficulties with language and understanding
- Changes in behaviour

One suggestion is for you to have an agreed checklist when you are picking up or dropping off someone who is forgetful:

Remember

- bag
- keys
- glasses
- stick
- purse/wallet
- dosette box with tablets
- coat
- hat
- lights off
- hearing aid

Also consider any additional information that you are given by a parent, carer, or establishment. For example, a carer might inform you that a child or adult with additional care or support needs had a very difficult evening and might be quite unsettled.

Seatbelts

Best practice is for the driver and passenger assistant to wear their seatbelts; this sets a good example for their passengers.

You must make sure all your passengers are wearing a seatbelt.

Fire and evacuation '5 STEPS'

- S** - Stop the vehicle safely
- T** - Tell the passengers what is happening
- E** - Evacuate the vehicle- quickest first
- P** - Phone the emergency services
- S** - Supervise all passengers.

PART 2

Safeguarding Training: Keeping Passengers Safe

Learning aim:

To develop an awareness of abuse and neglect and how we safeguard children, young people and adults with additional care and support needs.

Learning objectives:

At the end of this course, you will be able to:

- Understand what safeguarding is
- Understand and be able to describe your role in safeguarding children, young people and adults with additional care and support needs.
- Recognise and respond to concerns about an adult or child who is potentially in need of safeguarding.
- Understand the procedures for making a 'Safeguarding Alert'

Please read these questions and answers to help you understand more about **who we are trying to protect**:

Q. What do we mean by children?

A. A 'child' is defined by law as anyone under the age of 18.

Q. What do we mean by adults and young people with additional 'care and support needs'?

A. Care and support needs are the mixture of practical, financial, and emotional support for people who need extra help to manage their lives and be independent. This includes older people, people with a disability, people with a special educational need, people who may be struggling with their mental health, and those who are experiencing a long-term illness.

Q. Perhaps you are already transporting passengers with care and support needs; how would you know this?

A. They may find it hard to understand, behave in unexpected ways or have difficulty finding their way; all of which can put them at more risk of being treated badly. Other passengers may suffer from dementia, so they can't always remember things.

Q. Who would you report to if you were a concerned about a passenger you transport?

- Speak to your manager
- if your manager is not available, you should contact the Multi Agency Safeguarding Hub (MASH) or ring the Police.

Please see [HERE](#) for contact details

What you need to know about your passengers

Passenger Passports for Children on transport

Oxfordshire County Council produces a 'Passenger Passport' (shown below) containing important information about passengers with special educational needs and disabilities (SEND). This includes:

- a photo of the passenger
- information about pick-up and drop-off points with times
- passenger likes and dislikes
- medical notes / emergency instructions
- details of their home / school contact.

The image shows four panels of a Passenger Passport form:

- Contact details:** Home contact: Jo (mum), Mobile/main contact: 0778945693, Emergency contact: Sarah (Nan), Mobile/main contact: 01865 22222, School contact: Ann (teacher), Contact: 01865 775100, If found please return this passport to: Establishment address.
- Medical Notes:** I have asthma- I have an inhaler to use in the summer. It is in the front of my bag. I have epilepsy- I take medicine at home every morning. If I have an absence (go blank), it's OK, just tell my school or my mum. Instructions/ Action needed for what to do in an emergency e.g. call 999, treatment to administer:
- I like:** Sitting by the window, Talking to the driver and asking their name, Holding my bag. **I don't like:** Being ignored, Sitting at the back of the vehicle, Traffic jams. If I get upset please open the window.
- Personal information:** My name is: I am/ am not a wheelchair user, Establishment: Establishment drop off/ picking up information:

These are provided for children and young people, and for some adults with learning disabilities.

This information will be:

- In a small plastic wallet with paper notes (see the picture above), which is carried by the child when they travel
- Sent by email to the passenger's transport provider. These can be viewed before you go to pick up your passengers so that you are prepared.

The passports give you all the information you need to keep your passengers safe. Please make sure you read them, understand them and act on them. We will show you examples of these when we meet on the training course.

Passenger Passports for Adults with care and support needs

There will be a small minority of adults who also carry passenger passports. In contrast to children, the passport may not be carried in a bag, but it will be accessible to the driver or passenger assistants via the passenger's transport provider. The type of information on the passport will be the same as for children.

Everyone who encounters people at work should understand how to **recognise, respond, report and record** maltreatment or abuse to safeguard passengers.

Recognising the signs

It is your responsibility to notice the signs that a child, young person, or adult may be experiencing abuse and neglect.

Abuse

- An abuser can come from any background.
- Anyone can be abused, both children and adults.
- Over 80% people that are abused are abused by someone they know and trust.

Q. What are the 4 main categories of abuse?

A.

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

There are other types of abuse such as:

- Forced marriage
- Modern Slavery
- Domestic abuse
- Financial abuse
- Discrimination and/or harassment

Q. What do you think are the signs of physical abuse?

A. Cuts and bruises, burns, illness, dramatic change of weight or appearance, hitting, shaking, throwing, poisoning, drowning, suffocating.

Q. What do you think are signs of emotional abuse?

A. Anxiety or worry, sadness, anger, tiredness, the passenger being withdrawn, vacant and dramatic changes in their personality. It is important to recognise any changes in behaviour as this can sometimes indicate all is not well in someone's life. For example, the passenger who you transport regularly has always been very happy and content, but you recognise now that the passenger is withdrawn and sad. Emotional abuse includes actions like telling someone they are worthless, unloved, inadequate, not valued, not worth listening to and deserve to be laughed at. This includes calling people names, prejudice, and bullying.

Q. What do you think are examples of sexual abuse?

A. Encouraging a child or adult with care and support needs to take part in or watch sexual activities. This includes any unwanted physical contact whether inside or outside of clothing.

Neglect

Q. What is neglect?

- A. Failure to meet the needs of a child or adult with care and support needs, such as:
- not providing food, clothing, medical treatment, and shelter
 - not protecting them from harm
 - not responding to their emotional needs

Who are the abusers?

Q. Is it always adult men who are abusers?

- A. No – women can commit abuse (including sexual abuse) and so can other children.

Q. Do abusers always come from deprived backgrounds?

- A. No – Abusers can come from every sort of background. Children and adults with care and support needs who are abused usually already know the person who abuses them.

There are other ways people you transport could suffer abuse:

- **Forced marriage** – where someone is forced to marry against their will. This can happen in secret and can also be planned by parents, family, or religious leaders. (This is illegal).
- **Domestic abuse** – treating a partner badly. This includes humiliation, violence, and intimidation to punish or frighten them.
- **Modern Slavery** – when people are forced to work for very low pay and/or against their will.
- **Radicalisation** – when people are encouraged to adopt radical positions on political and social issues and when people are recruited for terrorism.
- **Female genital mutilation (FGM)** – the practice of removing some or all of a girl's sexual parts. It is illegal in the UK and in many other countries.
- **Child sexual exploitation (CSE)** – a type of sexual abuse in which children are used for sex, money, power or status. Children or young people may be tricked and think they are being loved and that they have agreed to it.
- **Grooming** – when someone pretends to make friends to get someone's trust, so they can eventually exploit them. Children and young people can be groomed online or face to face. Many children and young people don't understand that they have been groomed, or that what is happening to them is abuse.
- **County Lines** – is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs. They use dedicated mobile phone lines or the 'deal line'. County Lines is a serious issue crossing County Council and District lines. It not only involves drugs but also violence, criminal and sexual exploitation, modern slavery, and missing persons.

Responding to a disclosure

There are some 'do's and 'do not's' when a passenger is telling you (disclosing to you) that they are not safe or being abused. This is a crucial time to ensure that the conversation is facilitated correctly. As good observers, there may be a times you notice that someone is not safe or well, so you approach them.

DO:

- Stop and listen
- Write notes of what was said – include the date, time, and location as soon as possible so it can be passed on to your manager
- Be human and try to respond in the way you would if it was somebody that you cared about
- Use the TED approach – Tell me, explain to me, describe to me what happened? This avoids investigative questioning
- If you notice the person is not right, start from a place of care and support – “is everything alright?”
- Keep yourself safe and be respectful of personal boundaries
- Provide your name and company you work for
- Report your concerns immediately to your manager (verbally and follow up with an email)

DO NOT:

- Do not look shocked and do not judge as that may shut down the conversation
- Do not investigate
- Do not share any information with your family, friends, or colleagues
- Do not share any information with the parent or carer of the person at risk
- Do not put yourself at risk
- Do not make promises to keep things a secret – we all have a duty report a safeguarding concern

There are other elements to consider if someone is at risk:

- Frequency of abuse or neglect
 - Duration of abuse or neglect
 - Severity of abuse or neglect
-

Reporting Concerns

Operators, drivers, and passenger assistants need to safeguard passengers just like anyone else who works with adults with care and support needs, young people, and children:

- If you hear or see anything which makes you think someone might be at risk you need to tell your office, manager or one of the contact numbers on below within 1 working day or immediately (if possible).

Always remember, you are part of a team.

We never ignore reports about adults and children with care and support needs – safeguarding officers **always** investigate.

Please remember it is your job to report information, **not to investigate**.

Q. What if the person you are worried about is your colleague?

- A. If you are worried that your colleague may be abusing a child you **must** report this **immediately to your manager**. Your manager will then report to the LADO – Local Authority Designated Person. You will **not** be put at risk as the result of your actions, but your concerns **will** be investigated.

REPORT IT!

REMEMBER: we are all responsible for safeguarding and it is up to everyone to help.

USEFUL NUMBERS

<p>If your manager is not available, report specific concerns about the abuse or neglect of a child, young person or adult with care and support needs, call Social and Health Care (MASH – Multi-agency Safeguarding Hub)</p> <p>If this is out of hours, (not in office time), ring this number and will be diverted to the Emergency Duty Team who works through the night.</p>	<p>0345 050 7666</p>
<p>If there is an urgent risk call or if your manager is not available</p>	<p>999</p>

Recording concerns

Always make a **written or electronic record** of your concerns and this should only be facts and not your opinions. To keep yourself safe, ask your manager if there is anything else you need to be aware of or do.

Always follow your company's safeguarding and health and safety policy and process.

How to keep yourself safe

If a passenger becomes violent or aggressive, remain calm and avoid shouting. Give them space and report to your office and the transport quality monitoring team (if applicable).

It is important that you behave in ways that protect you and your passengers from risk.

You should not:

- take an unplanned detour to take a passenger home
- give a passenger with care and support needs your personal mobile number for any reason
- give or accept gifts
- have a secret contact or befriend passengers on Facebook and other social media
- cross the threshold (doorstep) into someone's house

You should:

- Read the guidelines provided by the council for all drivers and passenger assistants
- be professional
- avoid swearing and aggression
- always wear your ID badge
- sit lone passengers in the back seat (unless their passport says you should not)
- keep contact and communication work related
- keep physical contact to a minimum but need to report any physical contact to your manager
- ensure all passengers are safely handed over at the planned drop-off locations

Report any concerns you have about:

- places for drop offs
- adults paying the fares for young people
- conversations in your vehicle
- the adults meeting the young person
- the vulnerable passenger's behaviour or language
- A decline in a vulnerable person's well-being (e.g., noticeably more forgetful, or tired) or other warning signs

Safeguarding Scenarios:

Lena's story

10-year-old Matilda was a child with autism who had special educational needs. Like many children with autism, she needed a clear routine and any changes in her routine needed to be explained. If she became distressed music would always calm her down.

One day, her usual driver and passenger assistant were not free, and another member of staff was sent.

Test Your Knowledge

Q. What should the replacement driver do?

A. Check details on Matilda's passenger passport and speak to her parent/carers when collecting Matilda for additional information.

Q. There is roadworks on the route and a diversion, what should the driver and passenger assistant do?

A. Explain to Matilda what has happened. Play her favourite music as per her Passenger Passport.

In this case study, if the driver follows the passenger passport instructions, Matilda will travel calmly. If not, Matilda could become distressed, and she could start lashing out. Not only would Matilda not be happy, but neither would her family and they may make a complaint.

Eric's story

A taxi driver was asked to pick up Eric, who had mental health problems, from the health centre in Abingdon and take him to an Oxford hospital. This was late in the evening and the taxi driver was advised not to talk with Eric as it could upset him. The taxi driver wanted to be friendly and chat but followed the advice and took Eric safely to hospital. By doing so he, avoided causing distress to Eric which also made it easier for the hospital staff to help him.

Edna's story

A taxi driver was transporting Edna, an elderly lady, from a care home to a day-care centre and noticed she kept putting a piece of tissue on her eye behind her glasses. He phoned the care home, and they sent a care worker to the centre. Edna was taken to hospital as she needed urgent treatment. Her family were grateful for the taxi drivers prompt action.

Test your Understanding

Please use this the manual to help work out the answers.

What should you do?

An elderly passenger does not look very well when she is picked up. You ask her carer if she is well enough to travel. On the way to the vehicle, she collapses on the path.

Q. What do you do?

A. Ring for her to be taken to hospital.

(This is a true story. The hospital thought the elderly woman was fit to go home so discharged her. Unfortunately, she soon became very ill and was re-admitted to hospital and it was found that she had a blood clot in her leg. Afterwards, the passenger's daughter wrote to thank the taxi company for doing the right thing and acting so quickly.)

What should you do?

Q. You notice that a young person or an adult with care and support needs who often travels with you has bruises on her face and arms, they look unwell but are saying very little.

A. Report your worry to your office, who will pass it on to the Multi- Agency Safeguarding Hub (MASH).

What should you do?

Q. A coach company was informed that one of the children usually taken home by the coach driver was ill so would not be travelling. Should the coach driver change the scheduling time of drop offs?

A. No - the passengers will be collected at their usual scheduled times by parents and carers

In this scenario, the coach driver gained 5 minutes on his/her route and therefore arrived early at the next stopping place, letting a young infant off the bus whose parent/carer had not yet arrived to collect her. The child went home with the parent/carer of another pupil and when the mother arrived to collect her daughter, she found that she was not at the bus stop and panicked. What do you think the consequences of the bus driver's decision could have been? What should he have done?