

Results report

Consultations on services for children, young people and adults, including people with disabilities, including home-to-school transport

- Consultations were open in parallel for 7 weeks: 4th September to 22nd October 2017.
- This report brings together all findings from the consultation on services for children, young people and adults, including people with disabilities, with relevant findings from the consultation on home-to-school transport for all children.
- Results look at **findings as a whole**, though where possible some **indications of differences** in views between different groups have been included.
- Results for each section are shown below:
 - **Short Breaks – page 5**
 - **Childcare and learning support (Access Fund) – page 7**
 - **Social Care Transport, including home-to-school transport – page 10**
 - **Overall services and support – page 18**
- Brief summaries of some open comments questions have been provided, to give a flavour of common themes. A full list of all comments received is available separately.
- A small selection of free format responses (including letters, emails, noted feedback from discussion) were received. These are provided at the end of the open comments.

Who took part?

| Consultation on services for children, young people and adults, including people with disabilities (referred to as AAD consultation) | Consultation on home-to-school transport for all children (Referred to as HST consultation) |
|--|--|
| <ul style="list-style-type: none"> • 267 survey responses: <ul style="list-style-type: none"> ○ 174 online surveys ○ 93 paper surveys | <ul style="list-style-type: none"> • 543 survey responses: <ul style="list-style-type: none"> ○ 515 online surveys ○ 28 paper surveys |

- It is likely that some respondents chose to take part in both consultations, while depending on family circumstances, some would feel that one consultation was more relevant to them and their family than the other.

AAD consultation respondent breakdown:

Are you completing this questionnaire: (Please select all those that apply)

| | |
|-----------|---|
| 175 (84%) | As someone who lives in Kirklees |
| 2 (1%) | As a young person (up to 16 years old) |
| 8 (4%) | As a young person with additional needs or disability (up to 25 years old) |
| 49 (24%) | As an adult with additional needs or disability (over 25 years old) |
| 47 (23%) | As a parent or carer of a child (up to 16 years old) who does not have additional needs or disability |

As a **parent or carer of someone with additional needs or disability** who is aged between:

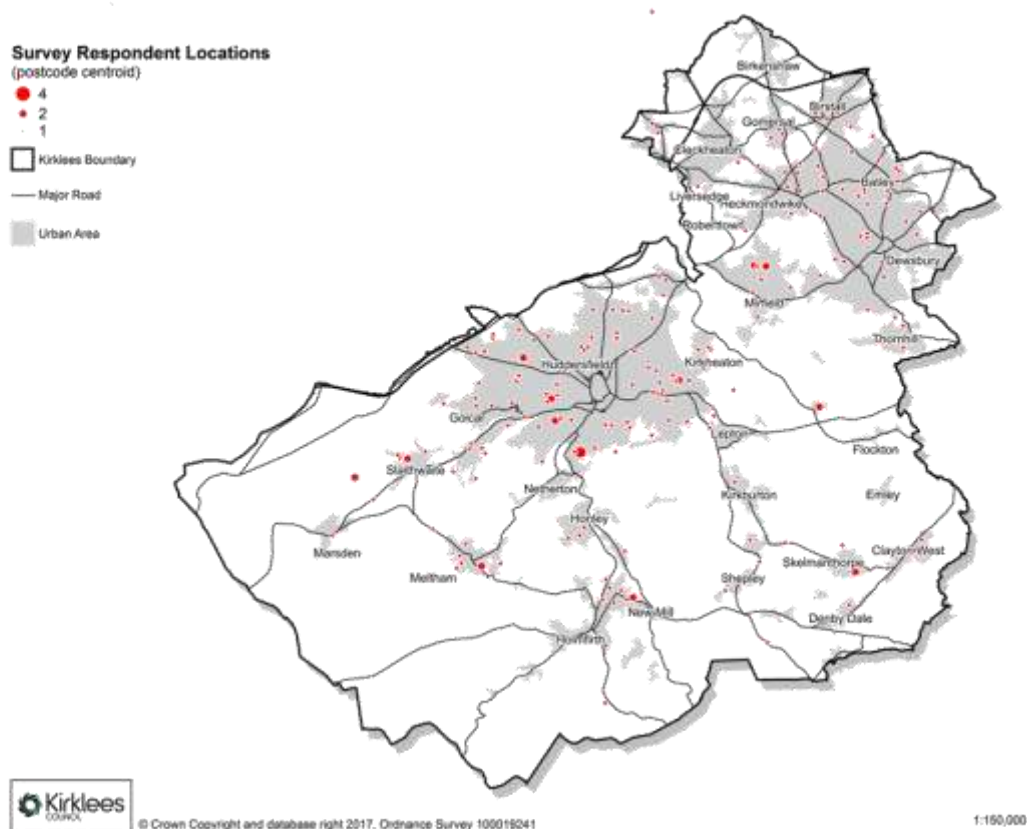
| | |
|----------|--|
| 24 (14%) | 0-4 years old |
| 92 (55%) | 5-16 years old |
| 16 (10%) | 17-25 years old |
| 38 (23%) | 25+ years old |
| 19 (33%) | As an education professional (e.g. teacher / head teacher / school governor) |
| 5 (9%) | As a health professional (e.g. GP or speech and language therapist) |
| 7 (12%) | On behalf of a local community group or organisation (e.g. playgroup or carers' group) |
| 7 (12%) | On behalf of a local business (including childcare providers such as nurseries, playgroups and childminders) |
| 18 (32%) | As a Kirklees Council employee |
| 8 (14%) | In another capacity |

Do you or a member of your family:

| | Yes | No |
|---|-----------|-----------|
| Attend childcare such as a nursery, playgroup or childminder or out-of-school childcare? | 48 (26%) | 137 (74%) |
| Receive extra support in a nursery or other childcare because of special educational needs or a disability? | 37 (21%) | 143 (79%) |
| Receive free transport from home to school? | 58 (31%) | 129 (69%) |
| Use short break services for children or young people with additional needs? | 55 (30%) | 128 (70%) |
| Receive free transport to access services or activities for adults with a disability? | 21 (12%) | 156 (88%) |
| Have a physical condition or disability which limits access to activities? | 110 (56%) | 87 (44%) |

What is your postcode? This will help us see if results vary in different areas.

215 valid postcodes were received from across Kirklees. Of these, 35% were from Huddersfield District Committee, 32% were from Kirklees Rural, 20% were from Batley and Spen and 13% were from Dewsbury and Mirfield. Responses are indicated by a red dot on the map below.



HST consultation respondent breakdown:

Are you completing this questionnaire: (Please select all those that apply)

| | |
|-----------|--|
| 256 (48%) | As someone who lives in Kirklees |
| 11 (2%) | As a young person (up to 16 years old) without special educational needs or disability |
| 12 (2%) | As a young person (up to 16 years old) with special educational needs or disability |
| 265 (49%) | As a parent or carer of a child (up to 16 years old) without special educational needs or disability |
| 131 (24%) | As a parent or carer of a child (up to 16 years old) with special educational needs or disability |
| 17 (3%) | As a parent or carer with a disability who is unable to take your child (up to 16 years old) to school |
| 66 (12%) | As a teacher / head teacher / school governor / other education professional |
| 45 (8%) | As a Kirklees Council employee |
| 15 (3%) | In another capacity |

Do you or a member of your family receive free transport from home to school?

| | |
|-----------|-----|
| 306 (57%) | Yes |
| 231 (43%) | No |

What is your postcode? This will help us see if results vary in different areas.

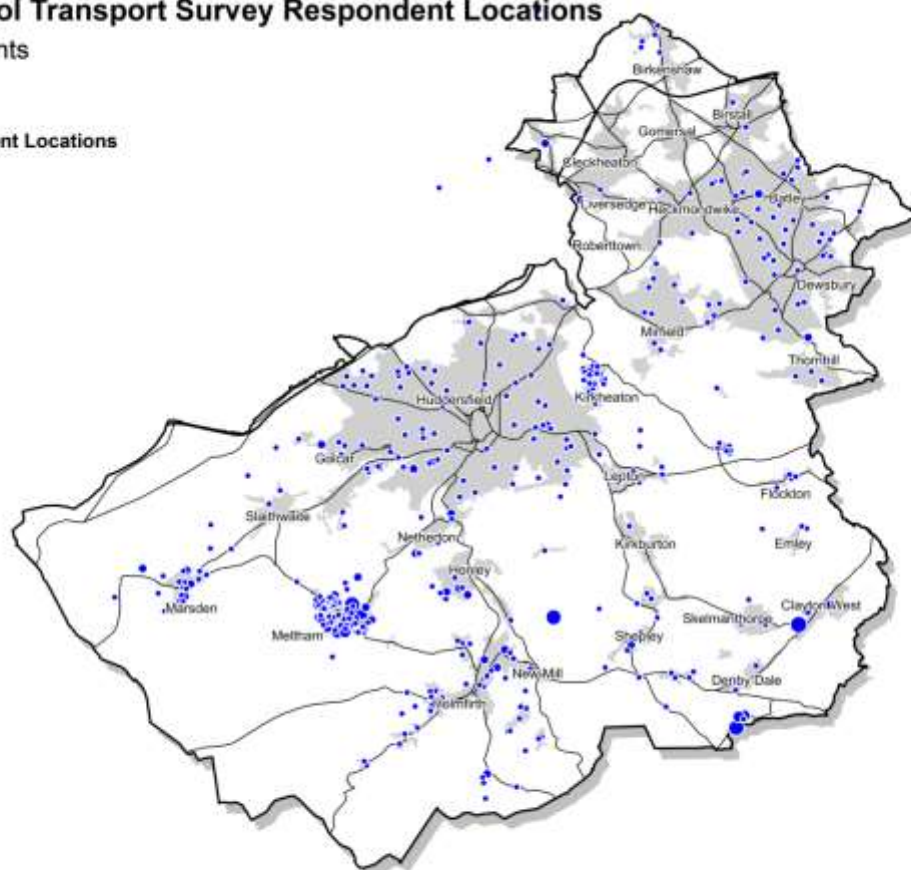
518 valid postcodes were provided, showing responses received from across Kirklees, with Meltham providing a hotspot of responses. Of these postcodes, the majority (60%) were from Kirklees Rural District Committee, 22% were from Huddersfield, 8% from Batley and Spen and 8% from Dewsbury and Mirfield.

Home School Transport Survey Respondent Locations

- All respondents

Survey Respondent Locations

(postcode centroid)



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1:150,000

Research and
Intelligence Team

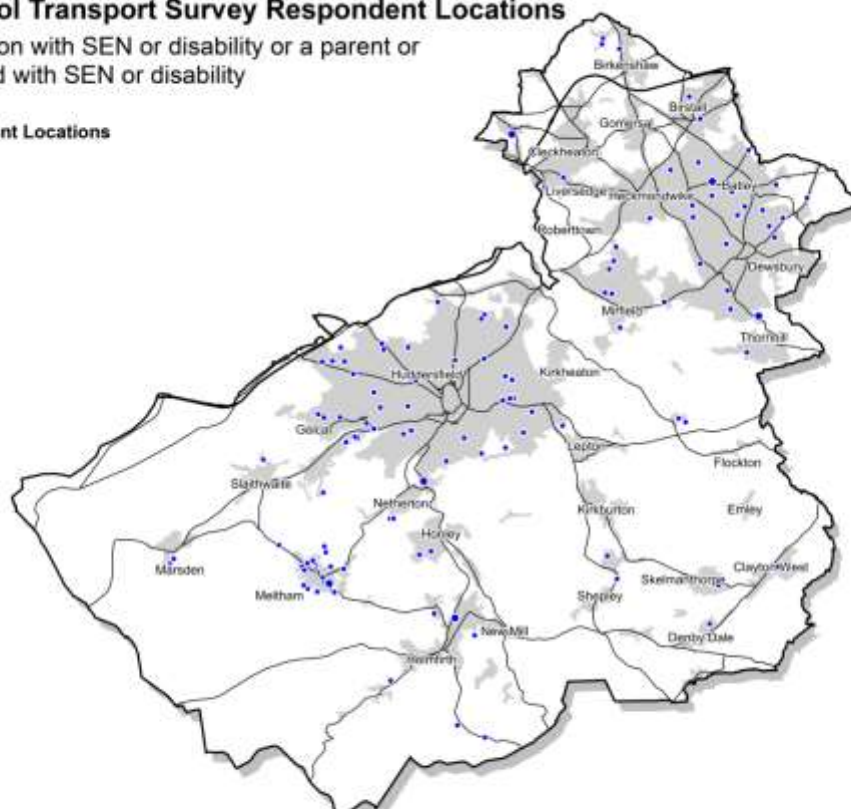
The below map shows solely at those respondents that identified as either a young person (up to 16) with additional needs or disability (12 respondents) or as a parent or carer of a child (up to 16 years old) with additional needs or disability (131 respondents):

Home School Transport Survey Respondent Locations

-A young person with SEN or disability or a parent or carer of a child with SEN or disability

Survey Respondent Locations

(postcode centroid)



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Short Breaks

As part of the AAD consultation, 55 respondents told us they or a member of their family use Short breaks services.

What Short Break support do you or your family currently receive? (Please select all that apply)

| | |
|----------|---|
| 60 (43%) | Day-time care elsewhere (<i>outside of the home</i>) |
| 56 (40%) | Overnight care elsewhere (<i>outside of the home</i>) |
| 50 (36%) | Educational or leisure activities away from home |
| 36 (26%) | Services which assist carers in the evenings and / or at weekends |
| 34 (24%) | Day-time care at home |
| 34 (24%) | Other - 42 responses received – see page 1 of comments. |
| 33 (24%) | Services which assist carers during the school holidays |
| 11 (8%) | Overnight care at home |

How valuable do you find each type of support you receive?

| | N/A (I don't receive this service) | Not valuable | Partially valuable | Valuable | Very valuable | Extremely valuable |
|---|------------------------------------|--------------|--------------------|----------|---------------|--------------------|
| Day-time care at home | 112 (74%) | 0 (0%) | 1 (1%) | 5 (3%) | 2 (1%) | 32 (21%) |
| Day-time care elsewhere | 88 (54%) | 0 (0%) | 0 (0%) | 6 (4%) | 4 (2%) | 66 (40%) |
| Overnight care at home | 121 (87%) | 0 (0%) | 0 (0%) | 2 (1%) | 2 (1%) | 14 (10%) |
| Overnight care elsewhere | 85 (57%) | 1 (1%) | 0 (0%) | 3 (2%) | 8 (5%) | 52 (35%) |
| Educational or leisure activities away from home | 85 (57%) | 0 (0%) | 0 (0%) | 3 (2%) | 11 (7%) | 50 (34%) |
| Services which assist carers in the evenings and / or at weekends | 112 (75%) | 0 (0%) | 0 (0%) | 1 (1%) | 3 (2%) | 34 (23%) |
| Services which assist carers during the school holidays | 113 (76%) | 0 (0%) | 0 (0%) | 2 (1%) | 1 (1%) | 33 (22%) |
| Other - 21 responses – see page 2 of comments. | 53 (74%) | 1 (1%) | 1 (1%) | 1 (1%) | 3 (4%) | 13 (18%) |

- ★ With responses excluded (see below) from those that indicated they don't receive the service, we can see that all services are highly valued by respondents:

How valuable do you find each type of support you receive?

| | Not valuable | Partially valuable | Valuable | Very valuable | Extremely valuable |
|---|--------------|--------------------|----------|---------------|--------------------|
| Day-time care at home | 0 (0%) | 1 (3%) | 5 (13%) | 2 (5%) | 32 (80%) |
| Day-time care elsewhere | 0 (0%) | 0 (0%) | 6 (8%) | 4 (5%) | 66 (87%) |
| Overnight care at home | 0 (0%) | 0 (0%) | 2 (11%) | 2 (11%) | 14 (78%) |
| Overnight care elsewhere | 1 (2%) | 0 (0%) | 3 (5%) | 8 (13%) | 52 (81%) |
| Educational or leisure activities away from home | 0 (0%) | 0 (0%) | 3 (5%) | 11 (17%) | 50 (78%) |
| Services which assist carers in the evenings and / or at weekends | 0 (0%) | 0 (0%) | 1 (3%) | 3 (8%) | 34 (89%) |
| Services which assist carers during the school holidays | 0 (0%) | 0 (0%) | 2 (6%) | 1 (3%) | 33 (92%) |
| Other | 1 (5%) | 1 (5%) | 1 (5%) | 3 (16%) | 13 (68%) |

If you find any of your support only partially valuable or not valuable, please tell us why below:

24 responses received – see page 3 of comments.

Do you think the Short Breaks support on offer to you and your family is missing anything?

77 (58%) Yes

56 (42%) No

- ★ When we look at solely those 55 respondents that told us they or a family member uses short breaks, this rises to 66% of respondents feeling the support is missing something.

If yes, what is it, and why would it be valuable?

75 responses received – see page 4 of comments.

If yes, would you be prepared to make a contribution towards funding it?

72 (68%) Yes

34 (32%) No

- ★ Again looking at those 55 respondents that told us they or a family member uses short breaks – a slightly reduced figure of 56% would be prepared to contribute to funding the service.

Do you have any other comments or suggestions?

66 responses received – see page 8 of comments.

Access to childcare and learning support for:

- 0-4 year olds with special educational needs or disabilities
- School-age children with special educational needs / disabilities who use out-of-school childcare

As part of the AAD consultation:

37 respondents told us a member of their family receives extra support in a nursery or other childcare, because of special educational needs or disability.

48 respondents told us a member of their family attends childcare such as a nursery, playgroup or childminder or out-of-school childcare.

To help us understand what you value the most in a childcare service, please choose the parts which are most important to you from the list below: (Please select up to 3 options)

| | |
|-----------|---|
| 117 (84%) | Support which enables my child who has SEND to develop and thrive |
| 92 (66%) | Convenient location |
| 67 (48%) | Enough childcare to allow me to work |
| 36 (26%) | A wide choice of providers |
| 29 (21%) | Has children who are likely to go to the same school as my child |
| 18 (13%) | Other - 24 responses received – see page 12 of comments |

How important do you think the additional childcare support provided by the Access Fund is?

| | |
|-----------|----------------------|
| 107 (73%) | Extremely important |
| 27 (18%) | Very important |
| 9 (6%) | Quite important |
| 3 (2%) | Not very important |
| 1 (1%) | Not important at all |

- ★ When we look at solely those 37 respondents that told us a member of their family receives extra support in childcare or nursery, 'extremely important' rises to 89%. 100% of these families rated this support as important to them.
- ★ Amongst those that identified as education / healthcare professionals or local businesses (playgroups etc.), 70% thought this service to be extremely important.

The Council could limit the funding that the Access Fund provides so it funds enough support to meet our statutory duty, but does not go beyond it.

What do you think of this option?

| | | |
|----------|----------------------|--|
| 14 (8%) | Very good idea | 26% positive and 52% negative overall on limiting the Access Fund to statutory levels. |
| 29 (18%) | Good idea | |
| 37 (22%) | Neither good nor bad | |
| 32 (19%) | Bad idea | |
| 53 (32%) | Very bad idea | |

- ★ Again looking at those 37 respondents that told us a member of their family receives this support, just 15% think positively about this option, while 60% think it is a bad/very bad idea.

- ★ Interestingly, amongst those that identified as education / healthcare professionals or local businesses (playgroups etc.), 43% felt positive (12 responses), while 43% responded negatively (12 responses).

Please explain the reason for your choice:

118 responses received – see page 13 of comments.

Among those respondents that felt **positively** about the proposed change, reasons included preferring to reduce the service rather than end it; seeing a statutory offer as the right offer given financial constraints; a perceived fairness and greater equality in terms of more families being helped a little rather than some receiving a greater proportion; and a sense that parents should take greater responsibility.

Among those that felt the proposed change to be a **negative**, many varied reasons were received. These included extra pressure on the family unit, a sense that families should be considered individually; concerns over carers having to reduce work/ stop working altogether, and the financial implications on the family. Some were concerned about the impact on the childcare provider. Many voiced worries about their child's personal development if this provision was reduced or lost altogether.

Other options: We would like to hear any suggestions you have which will help us improve outcomes and / or improve the value-for-money that the Access Fund delivers. Please add your suggestions below:

43 responses received – see page 20 of comments.

Suggestions provided here often focused on treating families as individuals and recognising their own circumstances rather than a one size fits all approach; maintaining the existing service or increasing it and promoting it more widely while making savings elsewhere; means testing families to ensure those that could afford to contribute do so; signposting families to national support like childcare vouchers; evaluating current provision; working with local businesses to 'sponsor' children; and lobbying national government for further support.

If you feel these potential changes to the Access Fund will have an impact on you, your family or someone you care for, please tell us what it would be. If you think the impact might be negative, please tell us if you have any suggestions for how we could reduce that impact:

45 responses received – see page 22 of comments.

Respondents commented both on the impact on the child and on the parent, carer and family as a whole. Some felt the child's development would be impacted, others mentioned there being fewer opportunities for social interaction for the child. The most common comment on family impact was that the carer would likely need to give up work to care for the child, as with reduced funding they felt that it would not be possible for their childcare to continue. Many mentioned increased worry, anxiety and concerns for their family wellbeing.

How would you be impacted..

| | No impact | Negative impact | Very negative impact |
|---|-----------|-----------------|----------------------|
| ..If the Access Fund were to cease funding more than 30 hours of additional childcare support per week? | 81 (62%) | 18 (14%) | 31 (24%) |
| ..If the Access Fund were to cease funding additional childcare support for 1 year olds? | 88 (71%) | 10 (8%) | 26 (21%) |
| ..If the Access fund was limited to no more than 15 hours per week for vulnerable 2 year olds? | 81 (65%) | 10 (8%) | 34 (27%) |

- ★ Responses from those 37 respondents that told us a member of their family receives extra support in childcare or nursery indicate a higher level of concern over the impact of possible changes:

| | No impact | Negative / very negative impact |
|---|-----------|---------------------------------|
| ..If the Access Fund were to cease funding more than 30 hours of additional childcare support per week? | 13 (41%) | 19 (60%) |
| ..If the Access Fund were to cease funding additional childcare support for 1 year olds? | 18 (62%) | 11 (38%) |
| ..If the Access fund was limited to no more than 15 hours per week for vulnerable 2 year olds? | 16 (53%) | 14 (47%) |

If you have any further comments or suggestions, please let us know by writing them below:

20 responses received – see page 25 of comments.

Social Care and home-to-school transport for children, young people and adults

As part of the AAD consultation:

21 respondents told us they or a member of their family receive free transport to access services or activities for adults with a disability.

58 respondents told us they or a member of their family receive free transport from home to school.

In the future we are looking to assess individuals and their families on a case-by-case basis, so that the council would not necessarily fund transportation if a family is able to make their own arrangements for the transportation themselves.

What do you think about this idea?

| | |
|----------|----------------------|
| 23 (10%) | Very good idea |
| 57 (25%) | Good idea |
| 40 (17%) | Neither good nor bad |
| 50 (22%) | Bad idea |
| 61 (26%) | Very bad idea |

35% of all respondents felt positive and 48% felt negative about this idea.

- ★ Just two service-user respondents were positive about the idea (where they, or a family member, are a disabled adult receiving free transport). 17 respondents in this group felt negatively about the idea.
- ★ More widely, among all respondents that identified as having additional needs or a disability, care for, or have a family member with additional needs or disability, 31% were positive with 52% feeling negatively about this idea.

Please explain the reason for your choice:

182 responses received – see page 26 of comments.

Those that were positive about the idea gave reasons including it feeling like a fairer approach and a good compromise given the need to reduce costs. Some felt that the parents should take greater responsibility and that this idea would encourage that, while others noted the change to assessment should ensure that those most in need will receive support.

Those against the proposal noted that individual assessments would increase workloads and therefore costs, or may introduce inconsistencies. Some felt that any reduction in the service was a bad thing, while others were concerned about increased stress and pressure on families to provide transport. Some noted that there may be an impact on time spent with other family members, if more time had to be spent on transportation. Many felt they would be unable to provide transport themselves due to not driving, other commitments or the physical and mental challenges involved in transporting disabled family members. Some commented that their child's social interaction and independence may be compromised if they lost social care transport.

If you feel this will have an impact on you, your family or someone you care for, please tell us what this would be:

68 responses received – see page 35 of comments.

Many responses here echoed those of the previous question. Respondents mentioned difficulties in transporting their other children, particularly when children attend different schools; and greater stress on the family and for the disabled family member. Some felt choices would be limited and social interaction may decrease; while others felt they would struggle to ensure their child made it to school at all.

What transport, if any, is used to enable you or a family member to receive social care or short breaks? (Please select all that apply)

| | | |
|----------|---|--|
| 81 (38%) | ↑ | Transport from a service provider (e.g. a minibus) |
| 71 (33%) | | Your own arrangements, including personal vehicles (e.g. your car) |
| 66 (31%) | | N/A |
| 19 (9%) | | Taxis |
| 17 (8%) | | Public transport |
| 12 (6%) | | Walking |
| 9 (4%) | | Other – 17 responses received – see page 38 of comments. |
| 2 (1%) | | Travel training |

How helpful is the transport support that you currently use, or used previously? Please include details of any support which is not helpful, and why:

105 responses received – see page 38 of comments.

As part of the Home-to-school transport consultation:

Please note the following three questions were not included in a version of the paper questionnaire (involving 26 responses), so the total response here is slightly lower than for other questions.

We are proposing to usually provide free home-to-school travel arrangements only where the law says we must.

What do you think of our idea to make this change to our home-to-school transport policy?

| | | |
|-----------|-----------------------------|-----------------------|
| 56 (11%) | Very good idea | 30% in favour overall |
| 96 (19%) | Good idea | |
| 93 (18%) | Neither a good nor bad idea | Overall 52% against |
| 110 (21%) | Bad idea | |
| 159 (31%) | Very bad idea | |

- ★ The level of support for this change varies slightly among different (self-reported) groups. Unsurprisingly, those that don't benefit from the service are more likely to support a return to statutory provision, while education professionals and families that receive standard free home school transport were less positive about this proposed change:

- ★ No member of family receives free home school transport – 34% in favour of making the change
- ★ Parents / carers of a child with SEN or disability – 30% in favour

- ★ Parents / carers of a child without SEN or disability – 28% in favour
- ★ Member of family receives free home school transport – 27% in favour
- ★ Teacher or other education professional – 23% in favour

Differences in views – transport type:

- ★ Family member receives bus or train pass / boarding card or equivalent funding – 22% in favour
- ★ Family member receives taxi, minibus, travel training, or mileage payment – 30% in favour

What would be the impact on you and your family if we were to make this change?

| | | |
|-----------|----------------------|--------|
| 11 (2%) | Very positive impact | |
| 20 (4%) | Positive impact | |
| 265 (52%) | No impact | —————> |
| 100 (20%) | Negative impact | |
| 109 (22%) | Very negative impact | |

This drops to 44% no impact where a family member receives free home school transport

- ★ Again, different groups had slightly differing views on the impact of this change. Most surprisingly, 44% of those where a family member currently receives free home school transport felt there would be no impact on their family:

- ★ No member of family receives free home school transport – 7% positive; 63% no impact; 30% negative
- ★ Teacher or other education professional – 7% positive; 51% no impact; 42% negative
- ★ Parents / carers of a child with SEN or disability – 6% positive; 58% no impact; 36% negative
- ★ Parents / carers of a child without SEN or disability – 5% positive; 51% no impact; 45% negative
- ★ Member of family receives free home school transport – 5% positive; 44% no impact; 51% negative

Differences in views – transport type:

- ★ Family member receives bus or train pass / boarding card or equivalent funding – 5% positive; 43% no impact; 52% negative
- ★ Family member receives taxi, minibus, travel training, or mileage payment - 6% positive; 48% no impact; 45% negative

Please explain the reasons for your choice:

410 responses received – see page 1 of comments.

Many respondents chose to comment here. Common themes relating to impact on the family included:

Cost

A large number of responses to this question related to issues around covering the cost if the service was withdrawn:

'We have no other school closer to use than the one provided, so we would have extra cost on our monthly household budget if we had to pay for transport to and from school.'

In contrast very few respondents indicated they were already paying or that the cost was the parent's responsibility:

'I don't expect the council to get my children to and from school regardless of distance, I choose their schools so it is my responsibility to get them there'

Impact on safety of child

Another recurring theme was the impact on children's safety. A number of responses cited the dangers of rural roads with no footpaths, children walking long distances and safety of children on dark roads in the autumn and winter months:

'My daughter would have to catch a service bus to Denby Dale then would have to walk either up a lonely road or very very lonely footpath to get home and from Autumn time would have to do this in the dark.'

Impact on children/family

A number of responses cited a wide variety of negative impacts on the child attending school or their family. Some suggest there would be an impact on the child's education, attainment and attendance:

'It would limit the catchment area for my son's school and the mix of pupils and the school and his education would be the poorer for this.'

'This will mean poorer attendance, affecting attainment and engagement, thus perpetuate the cycle of low income'

Others suggest there would be an impact on how the child is treated:

'Currently my children have special needs and have transport to and from school. The current system is very poorly managed the new changes will allow transport services to discriminate against disabled children who require this service... Transport staff unable to take children on and off mini bus appropriately. The new changes will create more problems for the children involved.'

Others suggest a detrimental impact on the whole family:

'The school is based in a semi rural/rural area. Some pupils travel a number of miles to get here. The impact of this proposal could be very detrimental to families, particularly when we are their catchment school.'

'Financial, we are not big earners but just over the threshold. It would have a negative impact on the family.'

Impact of parental choice of school

A number of responses cited that home to school transport changes would have an impact on how parents decided which school to send their children:

'Choosing school based on transport implications rather than educational/emotional outcomes for a child is not in their best interest.'

Fairness

Some responses related to a degree of fairness around who qualifies for free home to school transport in relation to proximity to a school.

'Though all the children at Hade Edge catch the bus from the same bus stop, only houses up from the stop have entitlement to free transport, which is unfair.'

Spending public money where needed

A number of responses covered the appropriate use of council funds. Some suggested the changes were justified:

'I think it's fair to follow the rules on this aspect, especially when there are limited funds and they could be better used in other situations.'

Others indicated that reductions shouldn't be made in this area:

'I have 4 children, all starting high school over the next 4 yrs. Having to pay for a bus that is unachievable for my children to walk is unacceptable... this is yet again making cuts in the wrong area.'

Keeps parents in work

Some responses from working parents indicated that the home to school transport service means they can work; without it some suggested they would have to give up their jobs.

'Parents who work, don't have their own transportation or have more than one child, have disabled children and dependants would have to give up working and can't physically get their children to school.'

Changes unclear

A number of responses indicated the proposed changes are unclear.

'This document doesn't explain what your proposal is in enough detail.'

More cars on the road

In addition to the themes above, a number of respondents also highlighted the potential impact of increased congestion:

'Without bus passes my daughters would travel to and from school by car. This will add to local traffic congestion and pollution.'

What transport support provided by Kirklees Council have you or a family member used to travel to/from school?

| | |
|------------------|--|
| 153 (29%) | Boarding card for use on dedicated buses contracted by the Council (certain schools only) |
| 145 (28%) | N/A |
| 140 (27%) | Seat/space in a taxi or minibus |
| 102 (19%) | Bus/train pass for use on public transport |
| 13 (2%) | Other |
| | 41 responses received – see page 25 of comments. |
| 9 (2%) | Mileage payment |
| 9 (2%) | Independent Travel Training |
| 7 (1%) | Funding to make your own travel arrangements at the equivalent cost of a bus/train pass or boarding card |

When the support responses were grouped into two categories, with Mileage, Independent Travel Training and Taxi/Minibus in one group, and Boarding cards, Bus/Train pass and Funding own travel arrangements in another group, there was found to be no link between the type of support and geography (at ward level using the respondents postcode).

How valuable do you find each type of support you receive from the Council?

| | N/A (I don't receive this service) | Not valuable | Partially valuable | Valuable | Very valuable | Extremely valuable |
|--|------------------------------------|----------------|--------------------|----------------|----------------|--------------------|
| A Seat/space in taxi/minibus | 294 (66%) | 2 (0%) | 4 (1%) | 10 (2%) | 13 (3%) | 122 (27%) |
| Bus/train pass for public transport | 275 (67%) | 8 (2%) | 7 (2%) | 12 (3%) | 28 (7%) | 79 (19%) |
| Boarding card for contracted bus | 238 (57%) | 8 (2%) | 3 (1%) | 11 (3%) | 20 (5%) | 140 (33%) |
| Funding to make your own travel arrangements at the equivalent cost of a bus/train pass or boarding card | 340 (91%) | 14 (4%) | 2 (1%) | 4 (1%) | 4 (1%) | 11 (3%) |
| Independent Travel Training | 340 (91%) | 11 (3%) | 5 (1%) | 6 (2%) | 4 (1%) | 7 (2%) |
| Mileage payment | 342 (92%) | 11 (3%) | 7 (2%) | 3 (1%) | 3 (1%) | 6 (2%) |
| Other (please enter below) | 275 (98%) | 3 (1%) | 0 (0%) | 1 (0%) | 1 (0%) | 1 (0%) |

16 responses received – see page 26 of comments.

- ★ With responses excluded (see below) from those that told us they don't use the service, results indicate that bus / train passes, boarding cards for contracted buses, and taxis / minibuses are highly valued by users, while equivalent funding, mileage payments and travel training received much more mixed reviews:

| | Not valuable | Partially valuable | Valuable | Very valuable | Extremely valuable |
|--|-----------------|-----------------------|----------------|------------------|-----------------------|
| A Seat/space in taxi/minibus | 2 (1%) | 4 (3%) | 10 (7%) | 13 (9%) | 122 (81%) |
| Bus/train pass for public transport | 8 (6%) | 7 (5%) | 12 (9%) | 28 (21%) | 79 (59%) |
| Boarding card for contracted bus | 8 (4%) | 3 (2%) | 11 (6%) | 20 (11%) | 140 (77%) |
| Funding to make your own travel arrangements at the equivalent cost of a bus/train pass or boarding card | 14 (40%) | 2 (6%) | 4 (11%) | 4 (11%) | 11 (31%) |
| Independent Travel Training | 11 (33%) | 5 (15%) | 6 (18%) | 4 (12%) | 7 (21%) |
| Mileage payment | 11 (37%) | 7 (23%) | 3 (10%) | 3 (10%) | 6 (20%) |
| Other | 3 (50%) | 0 (0%) | 1 (17%) | 1 (17%) | 1 (17%) |

If you find any of your support from the Council only partially valuable or not valuable, please tell us why below.

63 responses received – see page 27 of comments.

Some responses here criticised the value of the mileage payment; some would have preferred a place on a bus and others indicated it wasn't suitable when working full time. Other respondents indicated that bus passes for public transport weren't always appropriate due to personal circumstances or disability of the child; others indicated that they needed to top-up money to cover the cost of the bus.

Travel training for children was also deemed inappropriate in some circumstances due to the reasons mentioned above, or that the training wasn't valuable as it wasn't tailored. Taxis and minibuses were thought to be too expensive and some responses mentioned confidence issues and bullying occurring on buses. One response indicated that there weren't enough seats on the bus with some children having to stand.

Finally, some responses cited personal reasons why the support wasn't valued and one even stated that *'disabled children who cannot communicate or have poor mental health these services are not suitable.'*

If you find any of your support from the Council as valuable, very valuable or extremely valuable please tell us why below.

254 responses received – see page 30 of comments.

The major themes in response to this question were broadly similar to those from the question 'What would be the impact on you and your family if we were to make this change?'

Safety

This was the most commonly reported reason the support was considered valuable. There were a number of responses similar to this one:

'Great safe reliable service. Means we know our child gets to and from school safely with other children but under care and supervision of an escort.'

Cost

Cost was also a very common theme in the responses to this question, and was frequently mentioned alongside safety of the child. The response below was quite typical of this question:

'If free school bus passes were not available this would put a huge financial strain on my family.'

School attendance

Another very common reason why this council support is considered valuable is because for some parents/carers it's the only way their children can get to school. There were a number of responses on this theme:

'We wouldn't be able to get child to and from school by any other means.'

Parents in work

A number of responses stated that the support they receive helps them stay in work. For example:

'As a working parent we would not be able to take our daughter to school & rely on the school bus to do this.'

Independence

Some respondents whose children use the bus stated that it allowed their children to develop independence, improve self-esteem and some felt that it gets children used to and 'promotes public transport use'.

Families with more than one child

A few responses cited that this service is valuable as they had more than one child, each one at a different school, with the service ensuring they get to school. One respondent stated:

'I have two children who need to be in different schools at the same time. Neither are able to travel independently. I cannot split myself in two.'

Benefits family

A few responses mentioned the affect this service has on family life; some mentioned specific personal circumstances and other responses were broader:

'Affects our family unit in a positive way both emotionally and financially.'

Finally, some other responses made reference to some other benefits such as parental choice and reducing congestion (on rural roads).

Are you (or someone in your family) eligible to receive transport support from the Council?

For example: Getting to / from school by walking, cycling, public transport, or using your personal car/vehicle.

| | |
|-----------|--|
| 25 (5%) | I am eligible (or someone in my family is eligible) to receive transport support from the Council, but I make my own transport arrangements . Please provide details below. 8 responses received – see page 42 of comments. |
| 250 (50%) | I am eligible (or someone in my family is eligible) to receive transport support from the Council, and I already receive or have previously received transport support from the Council. |
| 225 (45%) | I am not eligible (and no-one in my family is eligible) to receive transport support from the Council. |

Your ideas

The Council wants to help people to be as independent as possible. We have less money with which to do this, but we are firmly committed to helping people live better lives.

Please use this space to tell us about any ideas you have which could help us do this achieve our objectives.

245 responses received – see page 42 of comments.

Training for staff or pupils

Some respondents suggested better trained escort drivers or ‘mentors’ would be a good idea. Other responses focused on the positive and negative aspects of travel training for pupils; positive aspects included increased independence, negative aspects focused on pupils vulnerabilities/safety.

Funded transport for children to go to another school (if there is a suitable nearer school)

A few respondents suggested that free bus passes shouldn’t be given to pupils whose parents don’t choose the nearest school, usually in the context of faith schools. Other respondents who chose to send their children to specialist schools, or schools that were more suitable for their children, really valued the current home to school transport service. Other responses noted that *‘transport should be provided if a child has not got into their first choice of local school due to oversubscription’*.

Only provide support to those who really need it / Charges or annual fees

A number of people stressed the importance of only providing support to those who really need it. Some responses specifically stated that *‘Parents should all pay for school transport unless they are entitled to free transport due to low income (evidenced) or disability’*. Some people suggested that the school transport system should be means tested or reviewed on a case-by-case basis and others suggested everyone should pay either an annual fee or a payment for each journey, and some went as far to say that school transport *‘should be free for all or none’*. Of those who suggested a fee should be charged, some indicated everyone should pay the same, usually a small contribution towards a bus pass which should be heavily subsidised, with exemptions for low-income families. In contrast other respondents stated that children’s travel to school should be free for all.

Use of mobility cars

A number of responses suggested that those families who have a mobility vehicle should take their children to school and should not receive free school transport.

Shared/centralised transport

A few respondents suggested car sharing with local families/pupils would be a good idea. Others suggested that taxis or parents could drop off children at a central location and then used shared transport (bus) to take them to school.

Active travel and cycle lanes

A few respondents suggested there should be greater encouragement of active travel and the health benefits. Others made reference to cycle routes and their safety.

Other ideas

Some less frequently occurring ideas covered

- Provide schools with their own buses or earlier school opening times
- More volunteer opportunities
- Walking buses
- More traffic wardens
- Better connected bus services for villages
- Supermarkets offering discount on fuel for transporting disabled children

The overall services and support offered by the Council (asked as part of the AAD consultation)

Overall how would you rate the support that you receive from the Council?

| | | |
|----------|----------------------|--|
| 31 (13%) | Very good | 51% of respondents overall were positive about the support they receive. |
| 88 (38%) | Good | |
| 66 (28%) | Neither good nor bad | |
| 29 (13%) | Bad | |
| 18 (8%) | Very bad | |

- ★ Focusing on those respondents that identified as having additional needs or a disability, care for, or have a family member with additional needs or disability:

| | |
|----------|----------------------|
| 27 (14%) | Very good |
| 77 (40%) | Good |
| 45 (24%) | Neither good nor bad |
| 25 (13%) | Bad |
| 17 (9%) | Very bad |

Do you have any suggestions for how the Council should change the services it offers?

| | |
|--|----------------------------------|
| 64 (41%) | No |
| 91 (59%) | Yes - please tell us more below: |
| 97 responses received – see page 43 of comments. | |

While some respondents gave general comments on various council services, most focused on disability services for children, young people and adults, with many commenting on the current services they and their families access, and how valuable these are to their lives.

Many expressed that rather than make cuts to services, budgets in this area should be increased. Some felt that the most vulnerable are more frequently hit by reductions, and that by reducing services for young people, longer term challenges may need to be met in the future.

It was frequently suggested that the council could do more to promote available services and ensure people know how to access them, as some felt that not enough is known and services can be difficult to access. Some commented on the need for closer working with partners, particularly NHS, and would like to see faster, more proactive support (some felt they struggled to understand what was available and eligibility).

Some respondents commented that families should be assessed more individually, and that accessing and qualifying for services needs to be fair and transparent, with better stability and consistency especially when progressing from children's to adults' services.

Do you have any other comments?

64 responses received – see page 48 of comments.