

Transport Assistance Program for Students with Disability Procedure

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Version 1 – 2/11/2021

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1. Purpose

This procedure sets out a consistent approach to managing the Department of Education's (DoE) Transport Assistance Program for Students with Disability. This procedure should be read in conjunction with the [Student Transport Management Policy](#), and is to ensure services are provided in an equitable, efficient and cost-effective manner across the State.

2. Overview

This procedure provides clear advice to students, parents/carers and schools on eligibility criteria and rights and responsibilities. Parents/carers and schools are encouraged to actively pursue travel training programs for students with disability so that they can achieve independent mobility where possible.

The Transport Assistance Program is intended to assist eligible students to attend a Government school.

3. Eligibility

Transport to and from all schools remains a parental responsibility, and the Transport Assistance Program seeks to assist parents, rather than remove their individual responsibility for school transport arrangements.

To be eligible, students will have a severe identifiable disability and generally have a National Disability Insurance Scheme (NDIS) plan; and their families are not able to transport them to/from school. Eligibility is determined by an assessment process outlined in this Procedure, where the student's level of travel independence is assessed.

Students who meet the eligibility criteria may access contracted services to and from school, subject to available seating and dependent on pick up location. It is also subject to appropriate student specific risk / safety management, assessment and recommendations to ensure safety of all during travel.

When applying for transport assistance, parent/carer capacity to convey or arrange conveyance of their children should be fully explored in the first instance. Genuine reasons why this is not possible must be identified on the application for transport assistance (genuine reasons include no access to wheelchair accessible vehicle or any vehicle at all, or parent/carer does not hold a licence. It does not include work commitments of parents/carer).

The provision of transport assistance cannot be approved automatically, and occurs via application.

4. Roles and Responsibilities

4.1 Corporate and Business Services – Facility Services (Transport Procurement Support)

- Coordinate procurement processes between Disability Services, Learning Services and the Department of State Growth.
- Liaise with the Transport Committee to ensure expertise is provided to the procurement panel.

4.2 Manager, Disability Services

- Convene the [Transport Committee](#).
- Revise the Transport Assistance Program procedure in consultation with the Transport Committee.
- Ensure funding for student taxi transport and bus assistants is allocated from central funding.
- Ensure that only approved Year 13 students receive transport assistance to and from a Secondary school site. These students must also first make application for a Year 13 of schooling.
- Ensure that the Transport Committee is guided to review all applications with the view that:
 - Transport is home to school to home at beginning and end of normal school day only.
 - Individual transport is not provided to facilitate reduced hours of attendance or to alternate programs.

- Students being transported to two schools must be formally dual enrolled.
- Transport assistance may be provided for eligible students to a recognised respite centre if that service is available within the existing transport schedule and budget allocations, and if it is a regular, scheduled arrangement. Ad hoc changes to transport arrangements are not possible.
- Taxi transport provision is reviewed annually; not provided for transport to and from respite, school excursions or therapy programs.

4.3 Learning Services, Student Support

- Address and resolve parent issues as per the [Enquiries and Complaints Management Policy](#) and [Making a Complaint factsheet](#).

4.4 Principals/Nominated Person Within the School

- Provide day to day oversight and management of school transport arrangements, including resolution of parent concerns.
- Assess the student's transport requirements and eligibility for transport assistance in accordance with the Procedure for all new students, students receiving taxi provisions, and for students who have changed circumstances or eligibility.
- Maintain contact with families to ensure student's transport requirements are met in accordance with the Transport Assistance Procedure.
- Advise parents/carers of the outcome of the application for assistance.
- Liaise with the Administration Officer regarding applications and the availability and provision of appropriate transport.
- Write letters of support to the Department of State Growth for families requesting [Conveyance Allowance](#) as required.
- School coordinates transport equipment needs with the family and treating therapist (occupational therapist or physiotherapist). Any transport assistance provided is guided by the treating therapist's prescription for the most suitable seating and safety equipment based on their assessment of the student's individual characteristics and postural support requirements. If this changes over time, updated prescription is required.
- School coordinates with the family to ensure students' personal NDIS plan includes any prescribed transport related safety equipment e.g. personalised harnesses, supported seating and appropriate wheelchairs.
- School liaises with the bus operator to ensure any required equipment is safely installed.
- Training in the use of public and private transport may need to be provided in collaboration with the family.

4.5 Transport Committee

- The Transport Committee consists of the Manager, Disability Services; Inclusion and Access Coordinators; Administration Officer; and representatives from the Support Schools.
- The Transport Committee meets annually to assess student eligibility for all new students, students who receive taxi transport provisions, and for students who have changed circumstances/eligibility and on a needs basis for exceptional circumstances.
- The Transport Committee also reviews applications received during the school year.

4.6 Inclusion and Access Coordinators

- Provide high level advice to the Transport Committee, where required.

4.7 Administration Officer (Transport Students with Disability)

- Provide administrative support and advice to administer the transport assistance program for students with disability in collaboration with school staff.
- Assist with the flow and management of information through the provision of guidance and instruction on practices, systems and processes.
- Assist with maintaining records and information, developing and distributing quality communications, together with liaison with departmental personnel and schools.
- Liaise with the Department of State Growth and other transport providers as necessary.
- Assist schools in the implementation of the procedure.
- Coordinate the State-wide Transport Committee and processes
- Confirm the school placement of a student prior to the assessment for transport and assistance.
- Ensure that relevant staff are familiar with the assessment of student transport requirements within the procedure.
- Liaise with the relevant DoE staff to provide the most cost-effective transport arrangements for students requiring transport assistance (i.e. bus transport versus taxi support).
- Liaise with the Department of State Growth, regarding any changes to student transport, routes, etc and other stakeholders as required.
- Order student equipment that is not provided under the student's personal NDIS plans and monitor purchases over time.

4.8 Parents/Carers

- The responsibility for conveying students with disability to and from school lies with the parent/carers, as is the case for all students attending school.
- Parent/carers need to include any equipment required for travel in NDIS plans prior to travel commencing.
- Parents/carers should understand that where special transport assistance is approved it is generally to a single nominated residence and is conditional upon their:
 - being present at pick up and set down times unless they have made other agreed arrangements;
 - notifying the transport provider or bus attendant, in advance of pick-up, when a student will not require transport;
 - conveying their child between the residence and the transport vehicle at the pick-up and set down times;
 - giving notice to the principal or nominated staff member of variations likely to occur in their child's school attendance pattern e.g. extended illness;
 - cooperating in the review of continuing eligibility for student access;
 - supporting in-transit behaviour requirements and their implementation if necessary; and
 - active pursuit of a travel training program for the student where appropriate, both to and from school.

Transport Assistance may be withdrawn if these parental/carer responsibilities are not met.

5. Process

5.1 Preparing the Application

The process for application involves the following:

1. School staff together with family determine the parents/carers capacity to meet their responsibility in relation to transporting their child to and from school.
2. School staff together with parent/carer confirm attendance at the nearest appropriate school/educational facility.

3. School staff determine, in collaboration with the parents/carers that the student's level of transport independence is one of the three highest levels 4, 5 or 6 ('travel assisted', 'dependent' or 'most dependent') as per Appendix 1.
4. School staff determine, in collaboration with the parent/carers and treating therapists whether supported seating will be required during travel. If so, the family must consult with their NDIS planner regarding this prior to travel commencing; and treating therapist must complete the Therapist Assessment and Recommendations form (Appendix 4).
5. School staff develop and implement a specific travel training program as part of the student's Learning Plan, in collaboration with the parents/carer and schools, as appropriate. This should be stored in the Student Support System (SSS).
6. Complete Application for Transport Assistance form (Appendix 3) and submit to disabilityprograms@education.tas.gov.au via email with Therapist Assessment and Recommendations form (Appendix 4) if required.

5.2 Assessment of the Application

The Administration Officer for the Transport Assistance Program for Students with Disability receives and processes all applications. The Administration Officer works with the school initiating the application, and the Transport Committee to establish eligibility for each application.

During the assessment process, liaison with the Department of State Growth may be necessary, especially if information is needed about local public transport services, conveyance allowance or the availability of particular types of contract transport (e.g. bus, or bus with wheelchair lift). The Administration Officer or Corporate and Business Services staff will follow up with the Department of State Growth in such cases.

The Transport Committee determines if bus or taxi transport is possible and recommended to provide the most cost effective transport solutions for students within the available budget.

The application request is recorded as approved or not approved by the Committee, the AO drafts a letter with outcome advice including review dates as required and sends this to the school. School staff are responsible for sending the letter to the family.

If the student requires equipment to ensure safety during travel; either:

- The family request and subsequently provide, via the student's personal NDIS plan.

OR

- In the event that equipment is required urgently to ensure safe travel to school and NDIS is unable to review the student's plan in the timeframe required, DoE Disability Services will consider purchasing equipment required via request to the Transport Committee as a loan until the student's personal NDIS plan is reviewed and equipment provided.
- If the Administration Officer coordinates purchase of equipment, school staff remain responsible to coordinate the implementation with family/therapist.
- School is required to liaise with the bus operator if the equipment requires anchor points in the vehicle.

If a student has been approved for transport and their circumstances change, an interim review is required where there is a:

- o change of home address;
- o change of school arrangements;
- o change in the student's capacity to travel independently; or
- o change in parents/carers capacity to provide or arrange transport.

In these instances, school staff must initiate a new Application form and send to disabilityprograms@education.tas.gov.au to review transport provision and update the Department of State Growth and operators as required.

5.3 Forms of Assistance

The following types of transport assistance may be provided subject to this procedure and the availability of the appropriate type of transport:

- public bus transport assistance;
- conveyance allowance for use of a private motor vehicle;
- contracted bus transport;
- taxi travel (maxi taxi); or
- a combination of the above.

Contract bus or taxi services will only be considered when parents/carers demonstrate that they are unable to transport their student to and from school and arrangements cannot be made for the student to travel on public transport or other forms of community travel. The service will be subject to regular review and the available budget.

5.4 Transport Arrangements

Transport assistance is provided on a strictly 'home to school', 'school to home' basis at the beginning and end of the normal school day.

No variation to the approved transport can take place without the prior, written approval of the Transport Committee, or its nominee, and may only be applied for in the following circumstances:

- Respite: transport assistance may be provided for eligible students to a recognised respite centre if that service is available within the existing transport schedule and budget allocations; and if it is a regular, scheduled arrangement. Ad hoc changes to transport arrangements are not possible.
- Dual enrolment: subject to these guidelines and procedures, transport assistance may be provided in the case of formal dual enrolment, within normal contracted routes if seats are available.

Transport is not available for travel to therapy or excursions.

The purpose of this program is to provide transport assistance for eligible students with disability. Transport for a sibling/s will not be provided.

5.5 Travel Training

Independent mobility is a significant factor in assisting students to gain access to the environment and develop a positive self-image. Many education programs for students with disability are underpinned by the need for community access and mobility.

Travel training is a priority curriculum activity for many students and at an appropriate age students who do not currently possess the skills to travel alone but have the potential to develop the skills required, should have this need addressed through the Learning Plan process. Inclusion and Access Coordinators can be contacted for program advice.

Parents/carers are encouraged to be actively involved in travel training from home to school. Parents/carers are also encouraged to consolidate and extend their children's knowledge and skills in community access, mobility and road safety outside school hours.

Travel training should incorporate methods of travel which will be available to the student after he/she leaves school. Such transportation may include:

- Walking
- Wheelchairs (manual or electric)
- Bicycles

- Buses
- Taxis
- Specialised community transport

There is a clear need for close consultation and collaboration between the school and parents/carers, particularly when travel training is initially proposed and when special transport services are phased out as travel training progresses.

Specific strategies for the phased reduction and eventual cessation of special transport services are required. Independent travel should only be undertaken once the student has reliably demonstrated the essential travel and road safety skills and protective behaviours.

5.6 Process for concerns, complaints and grievance procedure

- School concerns should be addressed with transport providers in the first instance. Transport providers may request advice from the Department of State Growth (if required).
- Parent concerns that the school can't resolve locally (i.e. directly with the transport operator) to be directed to regional Learning Services office as per the [Making a Complaint factsheet](#). The Department of State Growth may be able to provide additional support if required.
- Transport provider concerns that can't be resolved directly with the school can be directed to the Administration Officer or the Department of State Growth.
- Concerns relating to Bus Attendants are to be managed via school as their direct line manager with support from Learning Services and HR as required.

For concerns relating to the Transport Assistance Program for Students with Disability Committee process:

- A review of the Transport Committee's decisions regarding eligibility for assistance can be requested if there is a grievance or disagreement expressed regarding eligibility, or if new information is made available to the committee. Requests for review should be emailed to disabilityprograms@education.tas.gov.au
- If further review is required, the [Making a Complaint factsheet](#) provides a guide for next steps.

6. Legislation

- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*
- *Education Act 2016*
- *National Disability Insurance Scheme (Act 2013)*
- *Work Health and Safety Act 2012*

7. Related Policy

- [Student Transport Management Policy](#)
- [Student Transport Management Procedure](#)

8. Supporting information

- Refer to attached appendices 1, 2, 3 and 4

Authorised by: Lynne McDougall, Director Inclusion and Diversity Services

Contact: Disability Services, disabilityprograms@education.tas.gov.au

Last Significant Review: 1 November 2021

Review Due: 1 November 2025

This Document Replaced: Transport Assistance Program for Students with Disability Guidelines and Procedures

Appendix One: Levels of Transport Independence

Level of Independence	Supervision Required	Type of Transport
1. Adult style travel: the student negotiates all public transport services including changes of buses without difficulty.	Nil	General public transport (e.g. bus), school transport services requiring unescorted independent travel to and from a pick up point.
2. Independent student travel: student is able to wait by the side of the road, recognise their bus and know where to get off. The student is independently able to access the bus, including using the stairs and general seating. The student is also capable of standing while bus is in motion.	Nil	General public transport for familiar route. School transport service over contracted route. (Unescorted independent travel to and from a pick up point.)
3. Semi-independent: the student requires support to wait by the side of the road and/or recognise the correct bus to catch. However, once supported to get on the bus the student can travel unaccompanied ** The bus driver may have to stop at the appropriate destination. The student may need to be met by an adult at the bus stop.	a) supervision from home and school to pick up point b) supervision from set down point to school or home may be required	General public transport for familiar route. School transport service over contracted route.
4. Travel assisted: the student is not able to travel in public alone. Supervision is required at all stages of the journey. This supervision may be by a bus attendant or responsible other.	a) Supervision from home to pick up point b) on transport service c) from vehicle to school	i) General public transport only where suitable supervision is available ii) Contracted service providing supervision iii) mini bus or taxi
3. Dependent: the student may have a medical condition (e.g. severe epilepsy), moderate physical and/or intellectual disability, significant behaviour support needs They may require specialised seating or equipment and/or the close proximity to a supervising adult	a) supervision from home to school as / when necessary b) Assistance with mobility	
5. Most dependent: the student has a significant disability and requires specialised vehicles to transport them (e.g. wheel chair accessible van)	a) Supervision during travel AND b) assistance with mobility	

**Where a student needs to become familiar with a school bus service in order to develop this semi-independence, the Department of State Growth will receive applications for a parent or carer to travel on the bus with the student for a short period of time (usually not more than two weeks). Approval of adult travel on a dedicated school bus is subject to available space and may include a requirement for the adult passengers to hold WWVP registration. Any adult who travels on the service will need to make their own arrangements for return travel home after the morning service, or to access the school in preparation for the afternoon service as the school bus may depot near the school during the day.

Appendix Two: Transport Assistance Program for Students with Disability Information for Families

The Transport Assistance Program for Students with Disability helps eligible students to attend a Government school with transport from home to school.

Transport to and from all schools remains a parent/carer's responsibility. The Transport Assistance Program helps parents/carers with transport to and from school where they are unable to do so. This is at the start and end of the normal school day.

To use the transport program, students have significant disability and usually have extensive level of educational adjustment at school.

The transport program can usually only transport a student to and from a single home address.

To apply:

Talk to your school about why you need help with transport for your child.

With your school, decide on the level of help your child needs with transport. Use *'Appendix One: Levels of Transport Independence'*.

With your school, fill in the form – *Appendix Three: 'Application for Transport Assistance Program for Students with Disability'*. Write on the form your reasons for needing help to get your child to and from school (for example, you don't have a wheelchair accessible car yet)

If your child uses special equipment on the bus to be safe, you need your therapist to fill in the *Appendix Four: 'Therapist Assessment and Recommendations'* form. This needs to be done before your child travels. It will help us know what your child needs to be safe, and help you get the right equipment from your child's NDIS plan.

Your school will send the form to the Transport Committee, who look at all applications. This needs to go to disabilityprograms@education.tas.gov.au. Usually you apply at the end of one year ready for the next year.

You will get a letter back letting you know what will happen, and if your child can start to use a service to/from school. This is usually a bus when seats are available.

If you use the transport, you need to:

- Be on time to help your child use the transport.
- You need to take them to and from the pick up point to get them on and off .
- Let the provider know when your child will not be using transport – it is helpful to let them know the day before or before 7am. Check with the provider the best way to contact them.
- Let the school know if your reasons for needing help with transport change, or if you move house.
- Work with your school and provider to help with any plans that your child needs to travel safely.
- Keep helping your child learn to travel safely.

You must do these things to use the Transport Assistance Program.

For further information:

Please contact the Principal of your school first, and then Manager, Disability Services:
disabilityprograms@education.tas.gov.au

Appendix Three

Transport Assistance Program for Students with Disability Application Form

Please contact the person who assists with the transport program at your child's school if you have any queries.

(Please send completed form to disabilityprograms@decyp.tas.gov.au)

Section 1: Eligibility Checklist

1. What is the reason that you are unable to transport your child to school?

- ☐ No access to vehicle
- ☐ No access to wheelchair accessible vehicle
- ☐ No driver's licence
- ☐ Other (please provide details below)

Please note that: DECYP considers that transport to and from all schools is a parental responsibility, the Transport Assistance Program seeks to assist parents, rather than remove their individual responsibility for school transport arrangements. Work commitments of parents/carers are not a consideration in this process.

2. Does your child have a diagnosed disability? ☐ Yes ☐ No

3. Does your child have a current NDIS plan? ☐ Yes ☐ No

Students who meet the eligibility criteria may access contracted services to and from school, subject to available seating and dependent on pick up locations. It is also subject to appropriate student specific risk / safety management, assessment and recommendations to ensure safety of all during travel.

NOTE: This may include any external or internal documentation relevant to travel.

4. Does the student have a Risk Management Plan at school? ☐ Yes ☐ No

5. Does the student have a behaviour support plan at school and/or home? ☐ Yes ☐ No

6. Is there a travel plan in place for learning more independent travel skills? ☐ Yes ☐ No

Section 2: Student Information	
Student Name	
Date of Birth	
School	
Grade	
EdID	
Days at school	
School Hours (start/finish times)	
Address	
Approx. distance from School (km)	
Parent/Guardian Name:	
Parent/Guardian Contact No:	
Alternate Contact Name: <i>(this is required in case of emergency)</i>	
Alternate Contact Number:	

Section 3: Transport Requirements

Level of Transport Independence

Please select below your child's level of transport independence:

(Refer Appendix One, page 10 of Transport Assistance Program for Students with Disability Procedure)

1

2

3

4

5

6

Does your child require any specialist equipment for travel?

(e.g. wheelchair, harness, EZ-ON Vest, buckle guard)

☐ Yes

☐ No

Please note that a prescription and report (Appendix 4) from an occupational therapist (or other qualified allied health practitioner such as physiotherapist, MACA training preferred) **must** be provided if the student requires specialist equipment or a new prescription/update if anything changes throughout the year.

Does your child require a car seat or booster seat for travel?

☐ Yes

☐ No

Please note that parents/carers are responsible for providing this equipment.

If you answered yes above, please give details of the specialist equipment required.

(e.g. travels in wheelchair / can transfer to seat / EZ-ON Vest required)

Students travelling in wheelchairs must have all of the following requirements for their wheelchair: a headrest, a lap or lap sash belt restraint and 4-point restraint system for the wheelchair.

Section 4: Transport Arrangements

Current transport arrangements from home to school.

Current transport arrangements from school to home.

Please select the day/s you are requesting transport assistance:

Day	AM	PM	Additional Information (e.g. every second week)
Monday	<input type="checkbox"/>	<input type="checkbox"/>	
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	
Friday	<input type="checkbox"/>	<input type="checkbox"/>	

If your child has a dual enrolment, please detail which school this is, which days they attend and how transport will occur to/from the school.

Signatures

Parent/carer making this application

Name		Signature		Contact Number	
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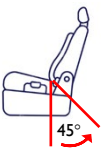
School staff assisting with this application

Name		Signature		Contact Number	
------	--	-----------	--	----------------	--

Date	
------	--

Appendix Four

Therapist Assessment and Recommendations

Therapist to complete the following regarding transportation of a student with disability.			
Student Name	School	Date of Report	Review Date
Seating and/or Equipment Requirements			
List of equipment prescribed for safe travel:			
Seating, inclusive of postural supports			
Statement - Answering 'No' requires a clarifying comment	Yes	No	Clarifying Comment
The seating system has been approved for use in vehicles, inclusive of Heavy Vehicles. ¹			
The eye level of the student is below the top of the seating system.			
The angle of the lap component of the seat belt is approximately 45° from the vertical and fits low across the hips.			
			
Student weight is within that recommended for the seated system and/or restraint.			
The seating system is unmodified, or includes approved modifications (note in comments).			

¹ A heavy vehicle is defined as a vehicle that has a gross vehicle mass (GVM) or aggregate trailer mass (ATM) of more than 4.5 tonnes.

The seating system requires an anchor point for a top tether strap. ²				
The prescribed seating system has been considered for use on buses ensuring that the profile of the seat allows bus attendants to access the seat for student positioning and move past the seat to access any students sitting in an adjacent seat. ³				
Seating, inclusive of behavioural supports, statements				
Statement – Answering ‘No’ requires a clarifying comment		Yes	No	Clarifying Comment
The student requires a physical behavioural support for travel e.g., buckle guard, vest etc. ⁴				
Documentation for behavioural supports has been sought and approved.	NA			
The student requires a behavioural plan for travel, inclusive of any sensory processing requirements. ⁵				
The student has a preferred seated position within the vehicle. If yes, please describe preferred position.				
Relevant documentation has been attached to this document and a review date set. ⁶				

² This option is not always available in the contracted vehicles – Please include an alternative booster seat option if this is a viable alternative for the student.

³ Please note that car/booster seats with a large depth profile/base footprint may not be suitable for contracted vehicles due to the access requirements between seats, and student and staff health and safety requirements.

⁴ Buckle covers and other devices to stop a student from exiting a restraint are not recommended as a first preference. Behavioural solutions are preferred. Add-on chest clips designed to prevent the student from removing their arms from the harness, other than those supplied with the restraint or certified under AS/NZS 8005, are not recommended. Behavioural solutions are preferred.

⁵ Behavioural plans and other relevant documentation must be attached to this document for application to progress. Please ensure that any behavioural suggestions do not include options for handheld devices that have the potential to become projectiles during travel.

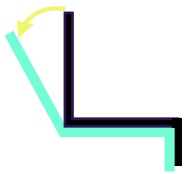
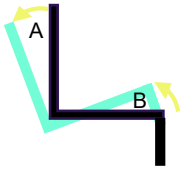
⁶ Applications will not progress without a set review date and reviews not completed by the date set will result in a suspension of student access to the transport service.

Wheelchair Related Requirements (complete if student uses a wheelchair for mobility part-time or full-time)					
When travelling in a motor vehicle, it is considered safest for students utilising a wheelchair for mobility to transfer out of their wheelchair to a vehicle seat and to use the vehicle seatbelt system or child safety seat that complies with Tasmanian legislation ⁷ .					
The student can transfer out of their wheelchair to a vehicle seat.				<input type="checkbox"/> Yes <input type="checkbox"/> No	
The wheelchair is required to be transported to and from school.				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Wheelchair suitability					
Model		Type	<input type="checkbox"/> MWC <input type="checkbox"/> MWC (power assist) <input type="checkbox"/> PWC		
Weight of wheelchair ⁸		Weight of occupant		Weight of occupied wheelchair ⁹	
kg		kg		kg	
Statement – Answering ‘No’ requires a clarifying comment			Yes	No	Clarifying Comment
The occupants body weight falls within the wheelchair’s Safe Working Load (SWL).					
The wheelchair has passed crash testing to the AS/NZ 3696.19 standard.					
The recommended tie down points are clearly marked on the wheelchair frame.					
Wheelchair frame and accessories					
Statement – Answering ‘No’ requires a clarifying comment			Yes	No	Clarifying Comment
The wheelchair is in serviceable condition, is undamaged, and suitable for transportation.					
The wheelchair has been involved in a past motor vehicle accident – If Yes see below.					
The wheelchair has been checked for frame integrity.		NA			
The wheelchair tyres are inflated to the recommended values.					
The wheelchair brakes have been recently serviced and are engaging to prevent movement.					

⁷ Due to the number of students accessing transport services, at times it is not possible for students to transfer out of their wheelchair, therefore all wheelchairs must meet the wheelchair suitability standards below for access to transport services.

⁸ Weight of wheelchair is inclusive of all components travelling on or attached to the wheelchair during travel.

⁹ Weight of the occupied wheelchair is inclusive of all components travelling on or attached to the wheelchair and/or occupant that are essential for life and body support systems during travel.

Any wheelchair cushions are secured to the wheelchair.			
Wheelchair accessories non-essential for life can be removed from wheelchair for travel.			
Occupant safety considerations			
Statement – Answering ‘No’ requires a clarifying comment	Yes	No	Clarifying Comment
The student has head control and can maintain this for the duration of the travel.			
A head rest is fitted on the wheelchair and is compliant with the relevant standard for travel.			
The student can hold their head against the wheelchair headrest for the duration of the travel.			
The backrest is at or above the student's shoulder height.			
The body support system has been crash tested to ISO 16840-3:2022.			
The body support system has been manufactured by a TGA registered agency.			
The body support system is secured to the wheelchair frame as per the manufacturer.			
<p>In the travel position the backrest is within 30° of the vertical as per diagrams below.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Diagram A. Back angle of chair reclined $\leq 30^\circ$ to vertical.</p> </div> <div style="text-align: center;">  <p>Diagram B. Combined back recline A and seat tilt angles B of chair $\leq 30^\circ$ to vertical ($A+B \leq 30^\circ$).</p> </div> </div>			
The wheelchair can be lowered for transport. If this is available, it is safer for transport.			
Wheelchair modifications meet manufacturer recommendations for wheelchair securement and occupant restraint.			

Therapist Name		Occupation	
Signature		Date	
Mobile		Email	
Address			

Date of next Review ⁶	
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Transport Assistance Program Roles and Responsibilities on Specialist School Bus Services – Bus Driver and Bus Attendants

All specialist school bus services are allocated a Bus Attendant to support students during travel. This document provides details about the roles of the Bus Driver and the Bus Attendant.

This document needs to be read in conjunction with the [Transport Assistance Program for Students with Disability Procedure](#).

Bus Drivers

- Bus Drivers' primary role is to drive the bus safely following all applicable laws.
- Bus Drivers are responsible for operating wheelchair hoists/ramps on vehicles, where installed. Wheelchair hoists/ramps require special training to operate and may vary between vehicles.
- Bus Drivers may provide reasonable assistance to students getting on/off vehicles, where requested by school staff or Bus Attendants.
- Bus Drivers may provide reasonable assistance with regular seatbelts for travel but are not responsible for operating specialist equipment that may be used by passengers. Specialist equipment may include behavioural and postural supports, vests, and specialised seats.
- Bus Drivers and Bus Attendants have a shared responsibility with respect to wheelchair tie-downs. Bus Attendants should secure wheelchairs and their occupants. Bus Drivers should perform a check to ensure wheelchairs have been appropriately secured prior to departure. This shared responsibility also applies to wheelchairs that may be transported empty on the bus.
- If any equipment is removed if the bus is used for other purposes, Operators and Bus Drivers are responsible for re-installing equipment before services commence (e.g., booster seats).
- Bus Drivers will work with Bus Attendants to safely store students' school bags and any other belongings.
- Bus Drivers will work with Operators to ensure messages about service delays or interruptions are delivered to both schools and parents/carers in a timely manner.
- In the event of an emergency, the Bus Driver is responsible for enacting the Operator's emergency response plan. In an emergency the Bus Driver will provide directions to the Bus Attendant where assistance is required.

- Bus Drivers are **not** responsible for administering first aid.
- Bus Drivers are **not** responsible for designing bus routes or changing stop locations. Requests to vary routes or stops should be directed to the Transport Assistance Program Administration Officer.

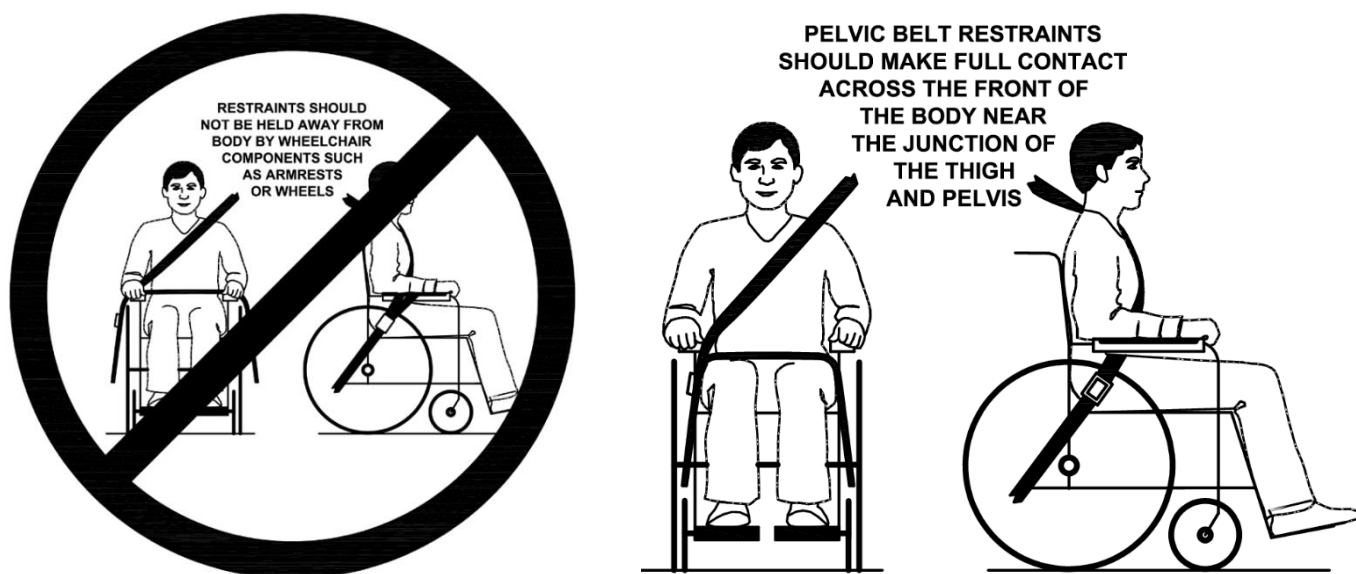
Bus Attendants

- The primary duties of Bus Attendants, as specified in the Bus Attendant Statement of Duties, are to:
 - Supervise and support the regulation of students with disability during transit, effectively supporting challenging behaviours and ensuring safety/compliance with regulations (e.g. seat belts).
 - Work collaboratively with the bus driver, to ensure the safety and wellbeing of all students with disability on the bus, this includes ensuring the proper use of specialised transport equipment.
 - Independently monitor students' presentation and where necessary administer first aid, escalating concerns to the Bus Driver and contacting emergency services when appropriate.
 - Support and assist students with disability to get on/off the vehicle safely, ensuring they are received by an appropriate guardian where necessary.
 - Inform the Principal and/or nominated school staff member in the event of behaviours and/or incidents which have or may involve risk to students, and where appropriate document these.
 - In alignment with other DECYP policies and procedures, convey messages relevant to the transportation of students with disability via the school's agreed communication system between parents, carers, guardians and school staff, this may include the medication required in First Aid and/or medical action plans for students, as well as any other requirements which ensure the safety and well-being of students.
 - In accordance with the *Work Health and Safety Act 2012* the incumbent will actively participate in and contribute to the maintenance of safe working conditions and practices, including the development and implementation of improvement initiatives, safeguarding practices and all mandatory training requirements.
- Bus Attendants and Bus Drivers have a shared responsibility with respect to wheelchair tie-downs. Bus Attendants should secure wheelchairs and their occupants. Bus Drivers should perform a check to ensure wheelchairs have been appropriately secured prior to departure. This shared responsibility also applies to wheelchairs that may be transported empty on the bus.

- Bus Attendants are responsible for ensuring wheelchairs and their occupants are safely secured.
- Bus Attendants will work with Bus Drivers to safely store students' school bags and any other belongings.
- Bus Attendants are responsible for supporting students with getting on and off the bus and to and from their seats. Parents/carers are responsible for assisting students to and from the bus.
- Bus Attendants are responsible for helping students with specialised equipment such as specialised seats, vests and behavioural and postural supports. In some cases, this responsibility may be shared with parents/carers and school staff.
- Bus Attendants are responsible for communicating messages about student needs and behaviour on the bus to school staff for follow-up with families.
- Bus Attendants are **not** responsible for operating wheelchair hoists/ramps on vehicles where installed. Bus Drivers may ask Bus Attendants to provide support to students while they are using a wheelchair hoist/ramp.
- Bus Attendants are expected to exercise judgment in day-to-day situations, work as a team with the Bus Driver and follow Bus Drivers' instructions in the event of an emergency.
- Bus Attendants are to remain in close proximity to the vehicle while students get on and off the bus. School processes are in place to support this arrangement.
- Bus Attendants will receive advice and directions from the school's Principal or another nominated person regarding training, day-to-day responsibilities, medical action plans for students or other information relating to student bus travel.
- Bus Attendants are responsible for notifying their nominated person within the school about any issues or concerns regarding bus travel.
 - If the concern relates to the vehicle or the bus service, the Bus Attendant may raise the concern with the driver in the first instance.
 - If the concern relates to a student, notify your nominated person within the school.
 - Bus Attendants should keep a written record of the concern.

Concerns that cannot be resolved directly by the school or Operator may be escalated to the Transport Assistance Program Administration Officer.

When students are travelling in wheelchairs, these images may be helpful:



(Council of Standards Australia, 2015)

Other Roles and Responsibilities	
Department of State Growth (State Growth) - Passenger Transport Branch	<ul style="list-style-type: none"> State Growth is responsible for: <ul style="list-style-type: none"> Managing bus contracts. Designing bus routes and setting pick-up and drop-off times. Liaising with bus Operators regarding any service changes. Receiving and assessing student travel change requests from the Transport Assistance Program for Students with Disability Committee. Managing buckle guard exemptions for students on services. Responding to concerns about services that are escalate to State Growth.
Department for Education, Children and Young People (DECYP) – Student Transport Coordinator	<ul style="list-style-type: none"> The DECYP Student Transport Coordinator is responsible for: <ul style="list-style-type: none"> Liaising with State Growth in relation to bus contracts. Recording transport related matters in DECYP’s Student Transport Register. Ensure the Transport Assistance Program Committee are notified of service changes. Liaising with Learning Service, schools, and Principals so they can notify Bus Attendants of any service changes.

Bus Operators	<ul style="list-style-type: none"> • Bus Operators are responsible for: <ul style="list-style-type: none"> ○ Managing and responding to operational concerns raised by parents/carers and schools. ○ If any equipment is removed so that the bus may be used for other purposes, Operators and Bus Drivers are responsible for re-installing it before services commence (e.g., booster seats). ○ Ensuring emergency response plans and emergency management procedures are current and have been communicated to Bus Drivers. ○ Developing bus-specific wheelchair hoist/ramp operating procedures, ensuring procedures are followed and Bus Drivers are appropriately trained. ○ Training Bus Drivers to check that wheelchairs are secured before they depart. ○ Ensuring vehicles and equipment that comes with vehicles complies with all relevant laws and standards. ○ Advising schools and parents/carers of any delays or service disruptions. ○ Receiving messages about student absences from parents/carers and relaying these messages to Bus Drivers. ○ Ensuring that Bus Drivers are provided with proper support, training, debriefings, and directions to enable them to effectively perform their duties. ○ Bus Operators are not responsible for managing student travel change requests.
Parents/Carers	<ul style="list-style-type: none"> • Parents/carers are responsible for: <ul style="list-style-type: none"> ○ Attending pick up and drop-off times unless they have made other arrangements. If no parent/carer is present or contactable when the bus arrives to drop off a student, Operators may contact the Strong Family Safe Kids Advice and Referral Line or Tasmania Police. ○ Notifying the Operator when a student will not require transport prior to pick-up. ○ Giving notice to the Operator and school of variations likely to occur in their child's school attendance pattern (e.g., extended illness, holiday). ○ Assisting their child to and from the vehicle. ○ Assisting, where required, in reviews of student eligibility for the program, including reviews of any specialised equipment required for safe travel. ○ Supporting in-transit behaviour requirements and their implementation as necessary.

	<ul style="list-style-type: none"> ○ Pursuing a travel training program for their child, where appropriate. • If a student has personal specialised equipment required for transport (such as a harness that can be worn prior to boarding the bus) parents/carers are responsible for fitting this equipment before the bus arrives at pick up. • Parents/carers must ensure equipment fits the student correctly and regular safety reviews are undertaken by the student's treating therapist.
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For further information,

- Bus Attendants should contact their line manager, or: the DECYP Transport Assistance Program Committee via disabilityprograms@decyp.tas.gov.au
- Bus Operators should contact the Passenger Transport Branch at State Growth via ptscontracts@stategrowth.tas.gov.au