



**Glasgow City Council**

**Education, Skills and Early Years City Policy Committee**

**Report by Executive Director of Education Services**

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**Item 2**

**1st October 2026**

## **HOME TO SCHOOL TRAVEL ASSISTANCE**

### **Purpose of Report:**

To provide an update on progress and outcomes of the transport improvement initiatives further to the last report presented to Committee in 2025.

### **Recommendations:**

Committee is asked to:

- Note the positive outcomes achieved through implementation of the various initiatives
- Note the contribution of the programme towards increasing independence for young people and supporting Glasgow's sustainability objectives and support the continuation and expansion of the Independent Travel Skills Programme.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐

## 1 Background

There is a statutory obligation on local authorities to provide transport for children and young people who are entitled to transport, from their registered home address to school and the return journey.

Home-to-school transport is provided on the grounds of: i) distance entitlement; ii) additional support needs; iii) placement within a school.

- 1.1 Education Services spent £17.7 million on Home to School transport in financial year 2025/2026, of which 16% was mainstream homeschool transport and 84% ASL Home to school transport

- 1.2 In September 2022 in response to the challenges of rising transport costs and insufficient supply of transport, a working group was setup to review our transport policy and procedures to identify any improvements that could be made to reduce our demand and improve the service for users.

In 2023 a paper “Proposals for Home to School travel assistance” was presented to Education Directorate and the recommendations and proposals outlined in the paper were approved.

- 1.3 The Drivers for Change outlined in the paper were

Budgetary pressures

1. Glasgow City Council’s vision for a sustainable transport future in Glasgow by 2030. Education’s use of transport needs to support the Council’s commitment to a successful transition to a net zero, clean and sustainable city.
2. Phase 2 of the City Centre Low Emission Zone due to come into force in June 2023
3. Demand exceeds available supply of transport.
4. Accountability & ownership – there was no approval or review process in place for transport, to ensure that transport decisions are made considering pupil needs and efficient use of Council resources.
5. Difficulty recruiting escorts Any changes which reduce overall transport demand will reduce our requirement for escorts and associated costs.
6. Pupil needs - many of our young people will require lifelong support but developing skills to travel as independently as possible and in a variety of ways should become an integral part of an inclusive curriculum.
7. Life skills and Sustainability – linking with GCC Grand challenge 3 and drive towards Net zero.

#### 1.4.1 In summary the recommendations approved were

- Development and implementation of an independent travel skills pilot programme for pupils in 5 ASL Secondary schools. The programme would be designed and delivered in partnership with Enable Works
- Introduction of a travel assistance application process for ASL transport in Academic Session 23/24.
- Replacing some taxi runs in ASL Secondary schools with contracted buses to develop pupil independence and reduce transport cost

#### 1.5 Since the introduction of the ASL Transport Improvement Programme in 2023:

- Taxi use has reduced by 17.3%.
- Bus provision has increased by 155%.
- 55 young people are now travelling independently to school following participation in the Travel Skills Programme.
- Taxi runs across six ASL schools have reduced by 61%.
- CO<sub>2</sub> emissions associated with taxi transport have reduced by 21%.

The initiatives have supported Glasgow's Net Zero ambitions while improving outcomes for young people.

## 2. **Mainstream Transport Summary**

- 2.1 Home to school transport for mainstream pupils is provide based on qualifying distance, The statutory qualifying walking distance is two miles for children aged under eight, and three miles for children aged eight or over. Our policy is more generous and Glasgow City Council provide transport for children and young people who live 1.2 miles or more from their local catchment or allocated ASN primary school by the shortest suitable walking route and 2.2 miles from their local catchment or allocated ASN secondary school by the shortest suitable walking route.
- 2.2 Transport for mainstream pupils who qualify is provided by bus operators contracted on Glasgow City Councils via SPT as the Council's agent.
- 2.3 The 2026/27 projected spend for mainstream contracted buses is £3.026M, with transport for G  lic Medium Education accounting for 30% of this spend. There is a contribution to these costs from a GME grant of £260k. The G  lic transport is all contained within the primary estate and is subject to higher costs temporarily due to Bunsgoil Ghaidhlig a Chaltainn children co-located at North Kelvinside in the North West of the city.
- 2.4 Education services also previously provided qualifying secondary pupils with bus passes for local bus services, however since the introduction of the NEC

bus passes in 2022 this is no longer necessary delivering an ongoing saving of £400K per annum.

- 2.5 The table below provides a summary of annual mainstream transport spend from financial year 2022/2023 to 2025/2026. which has increased by 15.5% over the period.

| SECTOR       | 2022/23              | 2023/24              | 2024/25              | 2025/26              |
|--------------|----------------------|----------------------|----------------------|----------------------|
| Primary      | £1,122,437.16        | £1,271,917.73        | £1,471,221.94        | £1,373,270.46        |
| Secondary    | £1,383,930.60        | £1,267,815.76        | £1,366,264.36        | £1,523,594.93        |
| <b>TOTAL</b> | <b>£2,506,367.76</b> | <b>£2,539,733.49</b> | <b>£2,837,486.30</b> | <b>£2,896,865.39</b> |

### 3 ASL Transport initiatives progress and outcomes

This section provides detail of the progress and outcomes for each of proposals which were approved by Education Directorate.

#### 3.1 ASL Travel Assistance Application Process

- 3.1.1 Prior to the introduction of the new process any pupil attending an ASL establishment was automatically granted home to school transport irrespective of distance and /or ASL need.

- 3.1.2 A change was introduced in April 2023 which required parent/carers of ASL pupils transitioning to P1 or S1 in August to apply for home to school transport either on qualifying distance or ASL need. Within mainstream pupils with additional support needs would apply for transport via the standard mainstream application process.

- 3.1.3 Following this pilot and feedback from parents and schools, in addition to the process continuing for annual transitions, a formal review process was also rolled out for P4 and S3, with schools required to complete transport applications with parents at the pupil's annual review.

- 3.1.4 Appendix 1 provides a full breakdown of results by stage since implementation, the table below provides a summary of all applications received annually since the process was introduced.

| YEAR         | ASL PLACEMENT | TRANSPORT NOT REQUIRED | TNR%        | TOTAL APPLICATIONS | ELIGIBLE ON NEED DISTANCE | INELIGIBLE | % INELIGIBLE |
|--------------|---------------|------------------------|-------------|--------------------|---------------------------|------------|--------------|
| 23/24        | 286           | 33                     | 11.5%       | 253                | 223                       | 30         | 11.9%        |
| 24/25        | 597           | 46                     | 7.7%        | 551                | 529                       | 23         | 4.2%         |
| 25/26        | 645           | 50                     | 7.8%        | 595                | 562                       | 17         | 2.9%         |
| 26/27        | 672           | 52                     | 7.7%        | 620                | 576                       | 26         | 4.2%         |
| <b>TOTAL</b> | <b>2200</b>   | <b>181</b>             | <b>8.2%</b> | <b>2019</b>        | <b>1890</b>               | <b>96</b>  | <b>5.1%</b>  |

### 3.1.5 The salient points from the results over the last 4 years

- The proportion of pupils requiring transport has increased, with Transport Not Required (TNR) reducing from 11.5% to 7.7% overall.
- Eligibility rates remain consistently high, with approximately 94% of applications assessed as eligible across all years, suggesting effective referral and assessment processes.
- Mid-phase applications are now driving growth, particularly at S3, where applications increased by 32% between 2025/26 and 2026/27.
- N5 to P1 applications fell sharply in 2026/27 after several years of growth, while P7 to S1 applications remained relatively stable.
- Transition placements remain relatively stable overall with P7 to S1 remains the largest transition cohort
- 18% of S3 pupils did not require transport in 25/26, this increase in the proportion of pupils not requiring transport could be an impact of the Independent Travel skills programme

3.1.6 Feedback indicates that the process has supported school leaders to engage in more focused, evidence-informed discussions with parents and carers, reinforcing the importance of travel skills as a key aspect of learners' development and preparation for life beyond school. As a result, more children and young people are being supported to build confidence, resilience and independence through appropriate travel arrangements.

3.1.7 Through the established travel assistance review process for P1, P3/4, P7 and S3 learners, there has been a sustained and measurable shift in transport arrangements, with taxi use decreasing by 17.3% since 2022–2023 and contracted bus use increasing by 155%. This reflects a strategic focus on promoting greater independence and sustainability in how learners travel to school.

3.1.8 Overall, the travel assistance application process has ensured transport is allocated based on assessed need rather than automatic entitlement, supporting more effective use of resources while maintaining high levels of eligibility for those requiring assistance.

## 3.2 Independent Travel Skills Pilot

3.2.1 During the 2023/24 school year, Education Services worked in partnership with Enable Scotland to develop a Travel Skills Training Programme aimed at supporting pupils with Additional Support Needs (ASN) to develop independent travel skills, confidence and wider life skills.

3.2.2. The Travel Skills Programme recognises that there is no "one-size-fits-all" approach to travel training. Every young person's needs, abilities and goals

are different, and the programme is tailored to support each individual participant in a way that works best for them.

- 3.2.3 Working with individuals who may face barriers to using public transport, the programme provides tailored support, practical training and real-world travel experience. Participants learn how to plan journeys, use public transport safely and navigate unfamiliar environments with confidence.
- 3.2.4 The 16-week comprehensive training course - originally piloted in five secondary schools across the city: Abercorn, Cardinal Winning, Parkhill, St Oswald's and Hollybrook Academy - is designed to help young people develop the confidence, skills and independence needed to travel safely and successfully.
- 3.2.5 Delivered by a dedicated Enable support worker working closely with pupils and school staff, the programme ensures a consistent and supportive approach across all participating schools.
- 3.2.6 Training is usually delivered in small groups of between five and seven pupils, allowing for individualised support, relationship-building and paced learning. This helps our young people to build confidence gradually, develop practical skills and make meaningful progress towards greater independence.
- 3.2.7 While initially focused on travel between home and school, the skills developed through the programme extend well beyond the school day. Pupils build wider life skills, confidence and independence, enabling them to travel more independently within their community, access clubs and social activities, meet friends at weekends and take part in activities outside of school.
- 3.2.8 Each school has developed effective parent engagement sessions in place to explain the objectives of the programme and the benefits to their child.
- 3.2.9 The programme has been running since May 2024, as at at end July 2026 seventy young people completed the programme and 55 of these young people are now independently travelling to school. This equates to 79% of participants progressing to independent travel, demonstrating the effectiveness of the programme in developing sustainable travel behaviours.
- 3.2.10 In relation to progress in learning, while we require more specific data on the impact, the schools report that some young people are using the programmed to support a recognised qualification including the SQA bronze, silver, and gold transition awards and SQA N2 Units Working with Others and Retail with Customer Service
- 3.2.11 Overall the feedback indicates that the programme of support has the built in flexibility and responsiveness needed to ensure our learners can thrive and grow in their independence.

- 3.2.12 In June 2026 the benefits and contribution of the programme was formally recognised when Glasgow City Council's submission won the Excellence in Transport Accessibility category in the Scottish Transport Awards.
- 3.2.13 Unfortunately the progress of the programme in Academic Session 25/26 stalled due to the long-term absence of the Enable Co-ordinator. A replacement coordinator was recruited by Enable and the programme recommenced in May.
- 3.2.14 The priority of the travel co-ordinator since May had been to build upon existing relationships with partner schools, re engage young people who experienced a pause in delivery and resume active delivery of training sessions. The focus has been on ensuring that as many young people as possible receive the support they need while strengthening the foundations for successful programme delivery in the Academic year 26/27. 25 young people have been selected to take part in the first cohort of 26/27.
- 3.2.15 The Travel Skills Programme has delivered significant positive outcomes for our young people, not only in developing a wide range of transferable skills but also in opening doors to future opportunities. The initiative has helped increase independence, improve access to education, employment and social opportunities, and reduce isolation for many participants. The benefits of the initiative extend far beyond the individual, with families highlighting the life-changing impact it has had. By empowering people to travel independently, the programme is delivering lasting social benefits while creating a more inclusive transport network.
- 3.2.16 Due to the continued success of the programme it is proposed to fund an additional support worker to facilitate the extension of the programme to 5 of our Secondary ASL units.

### **3.3 Replacement of taxis with dedicated buses in ASL Secondary Schools**

- 3.3.1 Most of the bus provision for ASL transport is provided by NRS, however a pilot was introduced in 2023 with Abercorn Secondary to transfer some of their taxi runs to dedicated buses.
- 3.3.2 Education Support Services worked with Abercorn Secondary to identify pupils for whom it would be suitable to be transported by dedicated bus. The target group was S3 upwards with the shift from taxi to a dedicated bus. The bus would pick up pupils at designated stops rather than their home, being the first step in their independent travel journey.
- 3.3.3 The impact of the introduction of dedicated buses on taxi usage for Abercorn was positive with Taxi usage in 23/24 reduced by 23% and overall taxi spend reduced by 10.5%, and an improvement in service levels through less transport delays

- 3.3.4 There was also a corresponding positive impact on emissions with the average taxi journey distance reducing by 43% and a 19% reduction in CO2
- 3.3.5 As a result of the successful pilot Education Support Services identified other suitable ASL schools where there was potential to replace taxi runs with dedicated contract buses and deliver benefits
- 3.3.6 From August 2026 we have 15 bus contracts in place across 5 ASL Secondary schools transporting 155 pupils as detailed below

| SCHOOL                            | Bus runs  | Annual Cost        | No Of Pupils | Ave Pupil Cost   |
|-----------------------------------|-----------|--------------------|--------------|------------------|
| <b>Abercorn Secondary</b>         | 3         | £165,286.67        | 39           | £4,238.12        |
| <b>Cardinal Winning Secondary</b> | 2         | £132,807.67        | 23           | £5,774.25        |
| <b>Hazelwood</b>                  | 3         | £181,260.00        | 15           | £12,084.00       |
| <b>Hollybrook Academy</b>         | 4         | £146,496.08        | 49           | £2,989.72        |
| <b>Parkhill Secondary</b>         | 3         | £122,104.05        | 29           | £4,210.48        |
| <b>TOTAL</b>                      | <b>15</b> | <b>£747,954.47</b> | <b>155</b>   | <b>£4,825.51</b> |

- 3.3.7 The switch from taxis to contracted buses has reduced taxi usage and associated costs significantly across all schools. The average annual cost of transport by dedicated bus is approximately 31% lower than the equivalent taxi provision, the average pupil cost per annum. for contracted buses is £4825.51 against an average pupil cost of £7043 for taxis.
- 3.3.8 The table below provides a comparison of taxi runs in place at each of the schools in 2023 against those in place in August 2026 and demonstrates the significant decrease in taxi runs for each of the schools.

| SCHOOL                  | Unique Runs |            | % decrease   |
|-------------------------|-------------|------------|--------------|
|                         | 2023        | 2026       |              |
| Hollybrook School       | 61          | 16         | 73.8%        |
| Abercorn Secondary      | 58          | 25         | 56.9%        |
| Hazelwood School        | 51          | 24         | 52.9%        |
| Parkhill School         | 51          | 12         | 76.5%        |
| Cardinal Winning School | 44          | 20         | 54.5%        |
| St Oswalds              | 32          | 18         | 43.8%        |
| <b>TOTAL</b>            | <b>297</b>  | <b>115</b> | <b>61.3%</b> |

- 3.3.9 In addition to cost savings other benefits experienced are

- Improved service levels with pupils experiencing less transport delays and disruption to their Education

- A more efficient transport operation for the school including less congestion and a reduction in staff time for transport arrangements.
- Reduction in CO2 emissions
- The daily walk to the bus stop has increased young people's independence and confidence and is the first phase of independent travel for the young people
- Improved allocation of resources required to transport pupils e.g. a 16-seater bus requires 1 escort but 16 pupils using 5 taxis would require 5 escorts

3.3.10 This shift is leading to improved efficiency and consistency in transport across the estate, resulting in calmer, more timely transitions at the start and end of the school day. Consequently, learners are arriving more settled and ready to learn, supporting improved engagement, increased participation, and more positive learning experiences

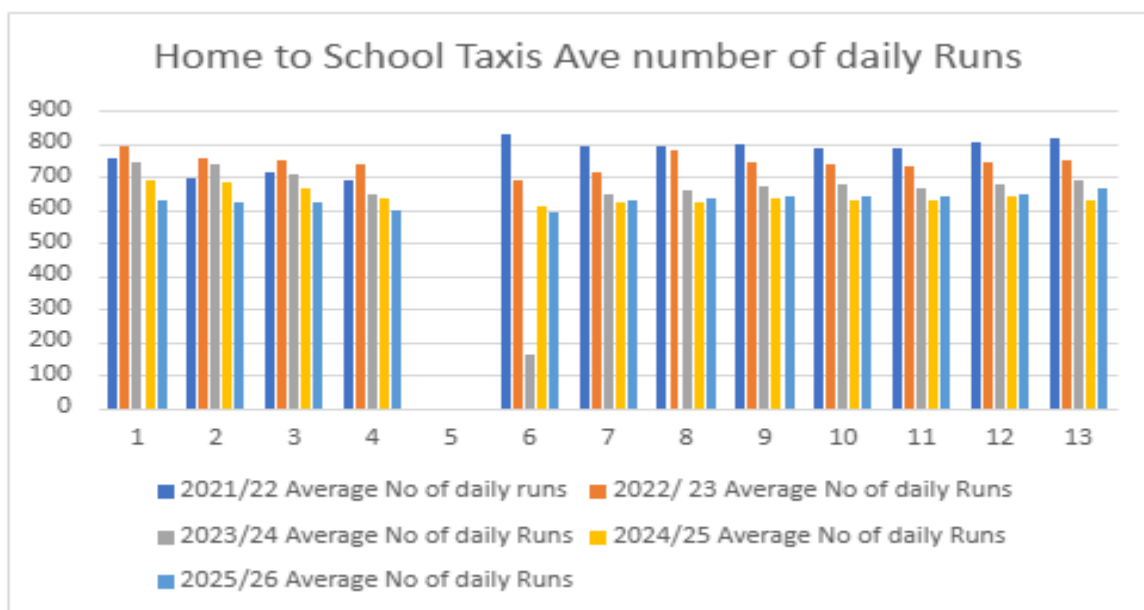
## 4. Impact

### 4.1 Taxi Demand Impact

To identify whether the above initiatives are making a positive impact on overall taxi demand, an analysis of taxi and pupil volumes was undertaken

#### 4.1.1 Comparison by Financial Periods

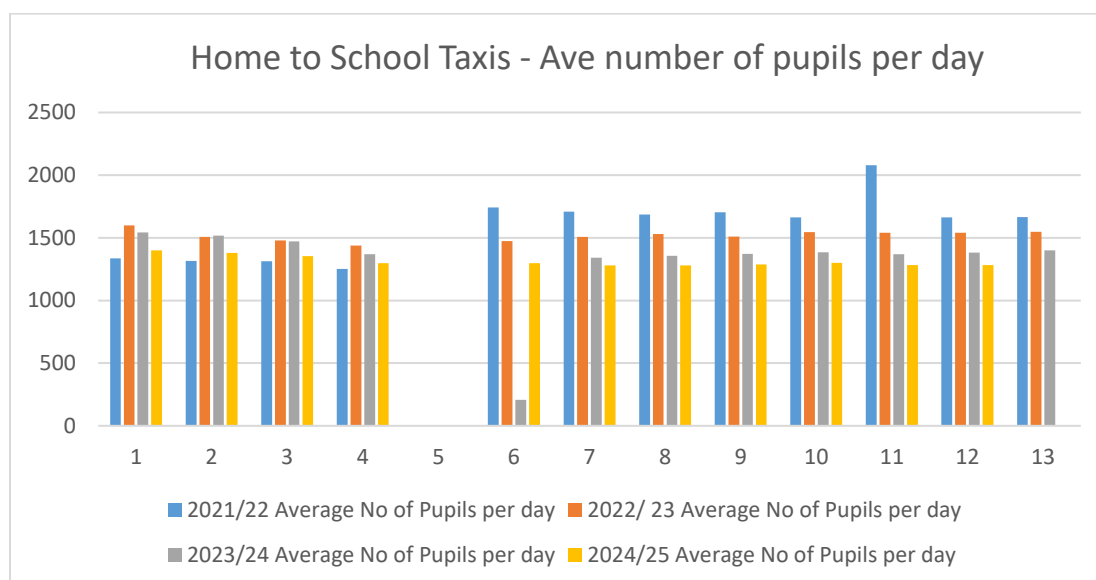
The graph below compares the average number of Home to School taxi runs over financial periods 1 to 13 for financial year from 21/22 to 25/26.



Note: 2023/2024 Period 6 impacted by school closure as a result of industrial action

The graph illustrates that there has been a clear and sustained decline in the average number of daily runs across most periods between 2021/22 and 2025/26.

- 4.1.2 While there were some short-term increases in 2022/23, the overall trend is downward, suggesting a significant reduction in daily run requirements over the five-year period.
- 4.1.3 From 2022/23 onwards there has been a consistent reduction in average daily runs, with decreases of approximately 15-25% across most periods. The largest reductions occurred between 2022/23 and 2024/25.
- 4.1.4 2025/26 continues the downward trend, although the rate of decline appears to be slowing. More recent years show a relatively stable operating level of around 620-650 daily runs, suggesting the service may have reached a new baseline demand level unless further interventions can be made
- 4.1.5 The graph below shows the average number of pupils transported per day across 13 periods from 2021/22 to 2025/26. The dominant trend is a steady reduction in pupil numbers since a peak in 2022/23, with the service appearing to stabilise at a lower level in 2024/25 and 2025/26.



Note: 2023/2024 Period 6 impacted by school closure as a result of industrial action

- 4.1.6 Transported pupil numbers peaked in 2022/23 and have declined steadily since. Current pupil volumes are approximately 15-20% below recent peak levels.
- 4.1.7 The most significant reductions are seen in the later periods of the year, particularly Period 11.

4.1.8 Demand has become much more stable across the school year, with less fluctuation between periods. 2024/25 and 2025/26 suggest volumes are levelling off at around 1,250-1,300 pupils per day.

#### 4.1.9 Comparison by Academic Year

The table below compares booking data between Academic Years 22/23 and 25/26 with Glasgow Taxis who account for the majority of taxi usage for Home to School runs.

Although total cost had increased by 35% and average cost by 55%, there has been a 15% drop in bookings, and a corresponding 21% reduction in emissions.

| Academic Session | Total Cost | Total Bookings | Ave Booking Cost | CO2  |
|------------------|------------|----------------|------------------|------|
| 2022/2023        | £5,702,652 | 186,137        | £31              | 500M |
| 2023/2024        | £5,928,747 | 174,365        | £34              | 400M |
| 2024/2025        | £7,170,663 | 169,712        | £42              | 411M |
| 2025/2026        | £7,736,371 | 162,103        | £48              | 395M |
|                  |            |                |                  |      |

#### 4.2 Overall Budget Impact

Transport costs continue to rise across all forms of transport, the table below compares ASL transport costs between financial year 22/23 and 25/26 with overall costs increasing by 29% over the 4 year period.

| TRANSPORT        | 22/23              | 23/24              | 24/25              | 25/26              | Increase          | % Increase   |
|------------------|--------------------|--------------------|--------------------|--------------------|-------------------|--------------|
| ASL Taxis        | £6,495,383         | £6,746,447         | £8,015,246         | £8,810,699         | £2,315,316        | 35.6%        |
| ASL Contract Bus | £123,346           | £284,326           | £535,004           | £668,329           | £544,983          | 441.8%       |
| NRS/EV           | £4,889,158         | £5,075,246         | £5,292,895         | £5,370,165         | £481,007          | 9.8%         |
| <b>TOTAL</b>     | <b>£11,507,887</b> | <b>£12,106,019</b> | <b>£13,843,145</b> | <b>£14,849,193</b> | <b>£3,341,306</b> | <b>29.0%</b> |

4.2.1 During this period the taxi costs and contract buses increased by the largest percentage. It should be noted that the increase in contract bus costs is mainly attributable to an increase in demand for this transport type due to the switch from taxis to buses in 5 ASL schools.

4.2.2 Taxi contract rates have continued to rise since 22/23, the table below provides details of annual contract price increases. The cumulative effect of these increases is a 46% increase in contract rates since July 2022.

| Contract year    | Increase |
|------------------|----------|
| 7/22 to 7/23     | 5%       |
| 7/23 to 1/9/24   | 11%      |
| 2.9/24 to 1/9/25 | 19%      |
| 2/9/25 to 1/9/26 | 2.07%    |

4.2.3 The table below compares the average pupil cost of transport between financial year 22/23 and 25/26 and shows an increase across all transport types and a 40% increase overall.

|                         | Ave pupil numbers |             |             |             |               | Ave pupil cost |               |               |               |               |
|-------------------------|-------------------|-------------|-------------|-------------|---------------|----------------|---------------|---------------|---------------|---------------|
|                         | 22/23             | 23/24       | 24/25       | 25/26       | % change      | 22/23          | 23/24         | 24/25         | 25/26         | % increase    |
| <b>TRANSPORT</b>        |                   |             |             |             |               |                |               |               |               |               |
| <b>ASL Taxis</b>        | 1512              | 1309        | 1311        | 1251        | <b>-17.3%</b> | £4,296         | £5,154        | £6,407        | £7,043        | <b>63.9%</b>  |
| <b>ASL Contract Bus</b> | 64                | 119         | 150         | 163         | <b>154.7%</b> | £1,927         | £2,389        | £3,567        | £4,100        | <b>112.7%</b> |
| <b>NRS/EV</b>           | 853               | 839         | 819         | 820         | <b>-3.9%</b>  | £5,732         | £6,049        | £6,455        | £6,549        | <b>14.3%</b>  |
| <b>TOTAL</b>            | <b>2429</b>       | <b>2267</b> | <b>2280</b> | <b>2234</b> | <b>-8.0%</b>  | <b>£4,738</b>  | <b>£5,340</b> | <b>£6,072</b> | <b>£6,647</b> | <b>40.3%</b>  |

4.2.4 Average taxi cost increased by 64% despite average pupil numbers decreasing by 17%.

4.2.5 Whilst average pupil cost for ASL contract bus has increased it remains the lowest average pupil cost and demonstrates that using contract buses as an alternative to taxis for some pupils, can make a significant impact both on cost and pupil's life skills.

4.2.6 A contributing factor to the rise in NRS bus costs is the abnormal maintenance costs associated with an ageing fleet. Education and NRS have proposed a rolling plan to replace the fleet over the next 5 years which should deliver estimated annual cost savings of as maintenance costs reduce.

4.2.7 Although transport expenditure has continued to increase, largely due to external market pressures and contract inflation, the reduction in demand achieved through these initiatives has mitigated what would otherwise have been substantially higher cost increases.

## 5. Future Priorities

Based on the outcomes achieved to date our future priorities are to

- 5.1 Expand Independent Travel Skills Programme to additional schools.
- 5.2 Continue transition and review-based home to school transport assessments.
- 5.3 Further increase use of dedicated busses as an alternative to taxis where appropriate.
- 5.4 Work in partnership with NRS to support the rolling programme of Home to School Transport Fleet replacement to deliver an improved service for transport users and reduce costs
- 5.5 Support and contribute to the project to replace the Transport Management System and deliver benefits for journey planning by NRS
- 5.6 Continue monitoring environmental and financial benefits

## 6. Policy and Resource Implications

### Resource Implications:

*Financial:* All revenue costs will be met within Education Services revenue budget.

*Legal:* N/A

*Personnel:* N/A

*Procurement:* N/A

**Council Strategic Plan:** Grand Challenge 1, Mission 2 Meet the learning and care needs of children and their families through school.

Grand Challenge 3, Mission 2 Become a net zero carbon city by 2030.

Grand Challenge 4, Mission 3 Enable staff to deliver a sustainable and innovative Council structure that delivers value for money.

### Equality and Socio-Economic Impacts:

*Does the proposal support the Council's* Outcome 10, Glasgow City Council (Education Services) has improved the engagement,

|                                                   |                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Equality Outcomes 2025-29? Please specify.</i> | participation and inclusion of all children and young people in order to support the attainment, achievement and wellbeing of all, including those experiencing socio-economic disadvantage, English Additional Language learners, those who identify as black and minority ethnic, LGBT and ASN |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                            |                  |
|----------------------------------------------------------------------------|------------------|
| <i>What are the potential equality impacts as a result of this report?</i> | Positive impact. |
|----------------------------------------------------------------------------|------------------|

|                                                                                               |                                                                                |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <i>Please highlight if the policy/proposal will help address socio-economic disadvantage.</i> | It will improve the life skills of young people with additional support needs. |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|

**Climate Impacts:**

|                                                                            |                                           |
|----------------------------------------------------------------------------|-------------------------------------------|
| <i>Does the proposal support any Climate Plan actions? Please specify:</i> | To become a net zero carbon city by 2030. |
|----------------------------------------------------------------------------|-------------------------------------------|

|                                                                             |                                         |
|-----------------------------------------------------------------------------|-----------------------------------------|
| <i>What are the potential climate impacts as a result of this proposal?</i> | Reduction in CO <sup>2</sup> emissions. |
|-----------------------------------------------------------------------------|-----------------------------------------|

|                                                                          |      |
|--------------------------------------------------------------------------|------|
| <i>Will the proposal contribute to Glasgow's net zero carbon target?</i> | Yes. |
|--------------------------------------------------------------------------|------|

**Privacy and Data Protection Impacts:**

|                                                                                   |     |
|-----------------------------------------------------------------------------------|-----|
| Are there any potential data protection impacts as a result of this report<br>Y/N | N/A |
|-----------------------------------------------------------------------------------|-----|

|                                                                                             |     |
|---------------------------------------------------------------------------------------------|-----|
| If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out | N/A |
|---------------------------------------------------------------------------------------------|-----|

## **7 Conclusion and Recommendations**

7.1 Glasgow City Council are committed to delivering sustainable transport and becoming a net zero carbon city by 2030, to support these commitments Education services require to align their home to school transport strategy to these commitments.

7.2 ASL Home to school transport continues to face challenges with the supply of transport to meet the demands of service users and increasing transport costs continue to create budgetary pressures. However, demand management initiatives have offset substantial inflationary pressures.

7.3 We will continue to work in partnership with our transport providers and schools to try and allocate the resources available in the most efficient way possible whilst ensuring pupil needs are met. Education Services also need to continue to implement practices which reflect our transport policy and support our young people with the appropriate transport to meet their age, stage and needs as they progress and develop.

7.4 This report has highlighted has demonstrated that the strategies put in place since 2023 have made a positive impact and contribute directly to independence, inclusion and Net Zero objectives.

7.5 It is recommended that Committee,

- Note the positive outcomes achieved through implementation of the ASL Home to School Travel Assistance Programme.
- Note the contribution of the programme towards increasing independence for young people and supporting Glasgow's sustainability objectives.
- Note the reduction in taxi demand and associated environmental benefits.
- Support the continuation and expansion of the Independent Travel Skills Programme.
- Note the future benefits to be delivered through replacement of the NRS Home to School Bus fleet
- Note the ongoing development of dedicated bus provision as an alternative to taxis where appropriate.