# Sight Loss Council logo; It shows a circle formed of 3 circles of small dots. To the right of this are the words Sight Loss Council and under that the words 'A vision for change'.

# Vision Impairment Awareness for Bus Drivers

# Facilitator Notes

This document is to support the facilitator with delivering a Vision Impairment (VI) Awareness session to bus drivers. It accompanies the PowerPoint presentation: VI awareness presentation - July 2024 v3.pptx

The session should take no longer than 1h 30m to deliver.

No prior knowledge is required although it would be advantageous if the facilitator were to be sufficiently trained in the subject area. Thomas Pocklington Trust/Sight Loss Councils may be able to support with both providing trainer training and with supporting with the delivery of some sessions.

At Thomas Pocklington Trust, we strive for continuous improvement. Your feedback is invaluable in helping us enhance our training materials.

At the end of these facilitator notes there is a QR code, we kindly request your support in completing our short survey so we can evaluate the resources.

The following provides a slide by slide break down of the presentation and offers additional notes and comments to support the delivery of the session.

## Slide 1 – Accessible Bus Travel for Blind and Partially Sighted People

Also shows Sight Loss Council and Thomas Pocklington Trust logos.

Quote: “I have to forward plan my journey, sometimes the apps don’t work or the website to check a timetable isn’t accessible. I wait at the bus stop hoping that the bus is going to stop for me. I worry that the driver won’t announce a stop when I’ve arrived at my destination, and I clock watch all day with the same anxieties for my journey home.”

(Iris, East Sussex Sight Loss Council Volunteer).

### Facilitator note:

This is the title slide and should be on display at the beginning of the training session.

The quote is from a volunteer talking about the preparation and anxiety that they go through with using a bus service. If the journey, including driver support, were to be fully accessible, then many of these fears and barriers wouldn’t be an issue.

## Slide 2 - Introduction

Sight Loss Councils, led by blind and partially sighted people with lived experience of sight loss, have produced this presentation.

Sight Loss Councils are funded by Thomas Pocklington Trust.

## Slide 3 – Aims and Objectives

By the end of this session you will:

* Understand the challenges of bus travel for blind and partially sighted people
* Know how to recognise someone who is blind or partially sighted
* Be better equipped to support blind and partially sighted passengers
* Learn about different sight conditions
* Have a better understanding of how to sight guide a blind or partially sighted person.

## Slide 4 – Statistics

Question:

How many people live with vision impairment in the UK?

1. 1 million
2. 2 million
3. 3 million
4. 4 million

Answer:

b). In 2024, it was suggested that just over 2 million people live with a vision impairment (a sight condition not correctable with glasses, contact lenses or surgery).

## Slide 5: Statistics continued

Question:

There were 3.7 billion bus journeys taken in Great Britain in 2023. What percentage of these journeys were concessionary travel (elderly or disabled, and youth concessions)?

1. 18%
2. 25%
3. 31%
4. 39%

Answer:

c). According to the Department for Transport’s (DfT) annual survey of local bus operators, In the year ending March 2023 total concessionary journeys (elderly or disabled, and youth concessions) made up 31.1% (1053 million passenger journeys).

Source: [Bus Statistics - GOV.UK](https://www.gov.uk/government/statistics/annual-bus-statistics-year-ending-march-2023/annual-bus-statistics-year-ending-march-2023)

Graphic of 100 headshots – 31% of the heads are in a pale blue colour, highlighting the number of concessionary journeys.

## Slide 6 – Buses are a Lifeline

Play: video (Linn, East Sussex Sight Loss Council Volunteer).

Video transcript:

“Due to my vision impairment, I can’t really drive or cycle, so I rely heavily on buses to get around quickly. I use the buses to go to work, to go shopping, and for leisure and social activities. There aren’t really any train stations near where I live and taxis are expensive, so buses are really a lifeline.”

### Facilitator note:

This video and life story confirms why it’s so important that bus driver’s are alert to the needs of all their passengers including their blind and partially sighted passengers. Of the disabled community, blind and partially sighted people are more likely to use a bus due to not having the choice of using a car, cycle/scooter or run. Even walking isn’t an option due to the person not knowing the route or their being no safe route to complete their journey.

## Slide 7 – Eye Health

Question:

How many people are estimated to have a vision impairment in 2050?

1. 3 million
2. 4 million
3. 5 million
4. 6 million

Answer:

b). According to RNIB, it is predicted that 4 million people will be living with a vision impairment by 2050. This is due to people living longer and sight loss being more prevalent in older people.

Early diagnosis is essential to prevent avoidable sight loss. Visiting an optician for regular eye tests is vital for your eye health.

## Slide 8 – An Accessible Bus Journey

What makes an accessible bus journey?

Accessible bus travel is really important to blind and partially sighted people. It’s not just the bus that needs to be accessible, the bus driver plays a huge part too. The following video shows people with lived experience talking about why it’s important to them.

Play: Video

Video transcript:

Why the bus is important, narrated by Paralympic Gold Medallist Lora Fachie OBE.

Passengers with vision impairment share why the bus is important to them.

It's freedom. It's to be able to get out and about, I can get to work, I can go shopping, I can go to the theatre. I can meet friends.

To me, it's everything, it's my independence, it’s my freedom, it's my happiness, my enjoyment. Yeah, I get to do all the things I want to do.

Using the bus, I do it all the time, and it's so important to be able to do that on my own independently and feel like I can, yeah, I can do it.

I think it's about being part of the community and I don't want to rely on somebody else to be able to go where I need to go.

Your confidence and your self-esteem is just lifted, I suppose.

I think the bus driver is key. The driver is really important on a bus journey, they can make or break a journey.

When I get on the bus and they tell me what number it is. A bus driver that will announce my stop is just, yeah, the best.

Yeah, and it just makes you feel that you're understood and people appreciate the difficulties that you incur.

If you’re safe, you have a confidence that, you know, you're going to get to the place you, you hope to get to in the end.

See and Stop. See us. Stop the bus. Speak and Support. Speak clearly to us. Ask how you can help.

For more information visit www.sightlosscouncils.org.uk

## Slide 9 – Recognising Blind and Partially Sighted People

## Question:

There are 8 images of people on the screen, how many of them do think have a vision impairment?

Answers:

You cannot always recognise a person who is blind or partially sighted, not everybody chooses to use a mobility aid or other support.

Not all blind and partially sighted people “look blind” so be mindful that it may not always be obvious. The next slide will look at this in more detail.

## Slide 10 – Recognising Blind and Partially Sighted People

Question:

How might you recognise someone who is blind and partially sighted?

Answers:

There are lots of different types of mobility aids used by blind and partially sighted people.

* An obvious one would be a Guide Dog (photo). There are approximately 4000 working guide dogs in the UK. Not everyone that uses a guide dog will have no vision at all. Never engage or touch a guide dog without asking the owner first.
* Another common visible mobility aid is the long white cane (the longest one in the photo). This would be used by people that have no useful mobility vision to navigate safely. The tip would stay connected to the ground and the cane would be swept from side to side helping people to find objects and items ahead.
* Guide cane (the middle one in the photo). This is used by people that may have some useful mobility vision but who just need an aid to support with some navigational tasks. In addition to being a symbol of somebody being blind or partially sighted, it can be used to judge depth of kerbs, distance between kerb and step (when boarding a bus for example), checking if what they’re seeing on the floor in front of them is a shadow or an object, etc.
* Symbol cane (the smallest one in the photo) This is usually held across the body to symbolise that the person has a vision impairment.
* White walking stick. Some people may use a white walking stick to show they have sight loss, alongside or instead of a cane.
* Coloured canes are becoming more popular now too, especially in younger people. It’s therefore important that you look out for a cane and not necessarily a white one (photo).
* Some less obvious indicators might be people wearing a baseball type cap (photo), sun glasses (some will have wrap around glasses, some people may prefer general sunglasses - photo), or using a walking stick.
* Person not making eye contact (may not recognise this until you’re close to them)
* Some people may not use any form of mobility aid or be recognisable as having a vision impairment.

## Slide 11 - Dual Sensory Impairments

People with a dual sensory impairment would use the same mobility aids but these would have additional red markings. This indicates that the person has a sight and hearing impairment.

Photo of a guide dog with a reflective red and white chest flash.

Photo of a red and white striped symbol cane – this one has a crook handle.

## Slide 12 - Dual Sensory Impairments – Additional Support

Someone with dual sensory loss may require a bit more support. This might include:

* Turning off the bus engine whilst they board (reduces background noise)
* Speaking clearly and a little slower, but don't shout
* Keeping your face visible
* Making your lip patterns clear without over-exaggerating
* Using gestures and facial expressions to support what you are saying.

## Slide 13 – Eyesight Conditions

Question:

Can you name any eyesight conditions?

Answer:

There are hundreds of conditions and they all present in different ways. Some common conditions include:

* Macular Degeneration
* Glaucoma
* Cataracts
* Diabetic Retinopathy

But you don’t need to worry about the condition….

Play: audio clip

Audio transcript:

“Vision impairments all look very different. You can’t tell somebody’s condition just by looking at them.

You don’t need to worry about what our condition is or what we can see. The important thing is just to speak to us and ask us how you can support us.”

### Facilitator note:

The key information from this slide is the importance to treat everyone as an individual. People may have the same eye sight condition but may see differently. Some people may be more confident with travelling and require less support than others and some people will depend on some level of support.

## Slide 14 – Clear Vision

Facilitator note:

Prior to playing the videos please say:

The following slides all show the same video of blind and partially sighted people boarding a bus, talking to the driver and taking a seat but have filters applied to simulate different eye conditions.

Please highlight at the start of the short films that they were made by blind and partially sighted people including the narration.

Play: Video

Video transcript:

This video shows what people can see if they don’t have a vision impairment. This includes people that wear glasses or contact lenses to correct their vision.

The following slides all show the same video but have filters applied to simulate different conditions.

## Slide 15 – Central Vision Loss

Play: Video

Video transcript:

Vision impairments that may cause central vision loss include:

* Macular Degeneration
* Stargardt’s Disease

Caused by:

A loss of the central field of vision due to damage or poor growth of the centre of the retina (the macula).

Impact:

Affects the vision you use when you’re looking directly at something, so could make spotting an approaching bus difficult, make it hard to read text such as a timetable and almost impossible to give any form of eye contact.

## Slide 16 - Peripheral Vision Loss (Tunnel Vision)

Play: Video

Video transcript:

Vision impairments that may cause peripheral vision loss include:

* Glaucoma
* Retinitis Pigmentosa

Caused by:

A loss of peripheral vision due to the outer part of the retina being damaged or deteriorating as a result of a medical condition, raised eye pressure or a weakness of the optic nerve.

Impact:

Result of loss of depth perception, colour recognition and night vision. Makes orientation difficult, so affects going out, particularly in unfamiliar places. Due to the sudden change in light levels, navigating and finding a seat on a bus might be more challenging.

## Slide 17 - Misty Vision

Play: Video

Video transcript:

The vision impairment that causes misty vision is Cataracts.

These are caused by a progressive thickening of the lens causing it to become less transparent or clear and therefore clouding the vision.

The impact is that it affects clarity, can distort or cause double vision. Effects are greater in bright sunlight and at night. Makes any detailed work such as reading and writing difficult.

## Slide 18 - Patchy/Blurry Vision

Play: Video

Video transcript:

Vision impairments that may cause patchy or blurry vision include:

* Diabetic Retinopathy
* Retinal Telangiectasia
* Coats Disease

Caused by:

Haemorrhaging of the eye’s blood vessels due to high blood sugar levels, head trauma or abnormal weak blood vessels; resulting in blotchy & changeable vision.

Impact:

Vision can alter on a daily basis as the blotches change or move. May also distort or blur vision. Dependent on the position of the blotches and their severity, can affect reading, writing, and other detailed work.

## Slide 19 – Light Perception Only

Play: Video

Video transcript:

Many vision impairments may deteriorate over time leaving the person with light perception only. Some people may be born with no or little sight, known as congenital blindness.

A deteriorating vision impairment, undeveloped eyes or optic nerves, retinal detachment and trauma are all possible causes.

Requires a mobility aid to navigate safely. Makes orientation difficult in unfamiliar places and surroundings. Makes it difficult to recognise people or objects. Would make recognising the bus, finding a ticket machine and finding an empty seat difficult.

## Slide 20 – Brain Related Vision Impairments

Play: Video

Video transcript:

Some vision impairments are caused by damage to the brain instead of the eyes. The umbrella term for this is Cerebral Visual Impairments (CVIs).

Medical conditions that cause CVIs include:

* Stroke
* Brain injury or tumours
* Infections such as meningitis
* Oxygen deprivation.

Symptoms of CVIs can include the loss of a section of your vision; difficulty in recognising faces, remembering routes, reaching for an object accurately and many others.

Impacts relating to these conditions can affect daily tasks such as reading and writing or getting out and about safely. For example, it may impact scanning a bus pass, locating the bell and getting on or off the bus.

### Facilitator note:

CVIs are the most common cause of vision impairment in children in the UK.

This particular video shows a type of CVI called hemianopia, commonly associated with stroke or traumatic brain injury but can also be present from birth.

## Slide 21 – Language

People are registered as either severely sight impaired (blind) or sight impaired (partially sighted).

Following a Thomas Pocklington Trust consultation, the preferred term identified was blind and partially sighted people.

Other terminology used includes sight loss, sight impaired, vision impaired and visually impaired.

How people choose to describe themselves in relation to their eye condition is individual and the term they use will depend on their personal preference.

## Slide 22 – Communication

Play: Video (Amrit, North London Sight Loss Council Volunteer)

Video transcript:

Hello, my name is Amrit. I’m totally blind, but I’ve never let it stop me from getting on with my life. You’ll be surprised to know that more than not being able to see, the quality of communication that I have with others can make and break my day.

When I come face to face with other people, I want them to see me as a person and to treat me like they would anybody else. And to speak to me directly, even if I am with somebody else.

You can greet me with a smile because I can hear it in your voice. But it is important that you introduce yourself and let me know when you’re moving away. For example, “Hello, I’m the bus driver. Do you need any help? How can I best support you?” or “I’m moving away now”.

Remember that you don’t need to shout or change the tone of your voice. And it’s absolutely fine to use everyday language like ‘can you see’ or ‘watch’.

When giving directions, be specific. Say for instance, “There is a spare seat two rows back from the front, on the left”. Try not to say, “The bus stop is over there”. Say, “The bus stop is directly to your right”.

You can be friendly, say hello and talk to us about the weather. We don’t talk just about blindness. And if you’re still unsure, please ask because we are more than happy to help you to help us. Thank you.

## Slide 23 – Sight Guiding

There may be occasions where you need to guide a blind or partially sighted person, perhaps to support someone with crossing a road or with finding a seat on the bus.

There is a correct technique for guiding a blind or partially sighted person. The following video demonstrates this technique.

Play: Video

Video transcript:

Guiding Blind and Partially Sighted Passengers, narrated by Paralympic Gold Medallist Lora Fachie OBE.

This film has been co-created with Sight Loss Councils featuring blind and partially sighted people being guided onto a bus. It has been designed to encourage best practice for drivers when providing assistance and to support independent travel. Sight Loss Councils are funded by Thomas Pocklington Trust.

If a passenger is waiting at the bus stop with a Guide Dog or a mobility cane then always stop for them and let them know the number of your bus and the direction of travel.

“Hello. This is the 25 going towards the universities. Is it the right bus? Having this vital information can help avoid the passenger missing their connection or boarding the wrong service.”

Not everyone with sight loss has a Guide Dog or mobility cane. If a passenger asks you your bus number, then always provide the information requested. Never presume the person can see the screen.

Ask the passenger if they would like any assistance including being guided.

If the passenger says yes, then introduce yourself and ask how they want to be guided. By asking and then listening to what help the passenger requires you can be confident in providing the right level of assistance.

Relax your arm ready to guide the passenger. They will cup their hand onto your arm just above the elbow. This is called the coffee cup or C Grip. You may need to manoeuvre your arm into their hand if they’re reaching in the wrong direction.

Some people may prefer to place their hand on your shoulder and walk behind you. Passengers with balance or walking difficulties may like to link arms for extra support.

Let the passenger know if there is a step and be clear if it’s a step up or a step down. Sometimes the passenger may want help scanning their bus pass.

When guiding, let them know of any obstacles. This could include any standing poles or shopping bags on the floor.

If the isle is narrow, inform the passenger and move your guiding arm behind your back. This movement and instruction should indicate that they need to walk behind you in single file.

Once at a vacant seat, place your guiding hand onto the headrest or back of the seat so they can follow your arm down, locate the seat and sit down themselves.

It’s a good idea to inform the person if there is anyone else sitting around them. It’s also really helpful to inform them where the closest bell is.

Some passengers may fold their cane to hold onto the rails. Move your guiding hand onto the rail so they can follow your arm down.

If guiding a passenger that has a guide dog, you’ll need to guide them from the opposite side to the dog. You can then follow through the same guiding techniques as before.

Ask the passenger if they want you to guide them off the bus. If they do, then find out what stop they’re alighting and then use exactly the same guiding techniques to support them off the bus safely.

At a floating bus stop, make sure you warn the passenger about the cycle lane and ask if they would like assistance guiding them to the main pavement.

To summarise.

1. If people are waiting at a bus stop, ensure you stop close to the kerb.  
2. Let the passenger know what bus you are and the direction of travel.   
3. Ask if they would like any assistance. This may include guiding them to a seat or scanning their bus pass.

4. Would you like any help with that?  
Oh, no thank you, I'll be alright.  
If the passenger declines assistance, please don’t be offended.

5. Would you like some help till you get on the bus?  
Introduce yourself and ask how they would like to be guided.

6. Never touch or grab the passenger. Relax your arm so they can hold onto you.

7. Be clear and concise and always speak directly to the passenger being guided and not to their companion.

8. Warn of any potential hazards. This may include possible trip hazards like bags on the floor.

9. Let them know where the bell is situated and if there are people sitting next to them.

10. When alighting the bus, ensure you stop away from any street furniture that the passenger might walk into.

Always let them know of any obstacles that may be in their way.

“Thank you, you’re very welcome. Take care.”

“Take care Bye-Bye.”

See and Stop. See us. Stop the bus. Speak and Support. Speak clearly to us. Ask how you can help.

For more information visit www.sightlosscouncils.org.uk

### Facilitator note:

Not all blind or partially sighted people will know about the correct sighted guide technique.

You can ask people how they would like to be supported but it’s not acceptable for people to hold your hand, pinch or lean on you.

Not all blind or partially sighted people need to sit in the priority seats either so you might like to ask them if they have a preference in where they sit. However, if the bus is busy, you might like to inform them of this and suggest that they sit in the priority seats for that journey (you may need to ask another passenger to move if this is the case).

## Slide 24 – See and Stop

Question:

Why is it important to stop the bus if you see someone who is blind or partially sighted waiting at the bus stop?

Answer:

Blind and partially sighted people are unlikely to see a bus approaching which makes it difficult, sometimes impossible, to know when to put their hand out to indicate that they want the bus to stop.

Stopping the bus without someone needing to wave or put their hand out means that blind and partially sighted people are more relaxed when waiting for a bus. When you can’t see or have little vision, it can be very stressful not knowing whether the bus will stop. Just like other people, missing a bus could mean that they’re late for work, an appointment or prevent them from getting on with their day. In some cases, there might not be another bus for an hour or longer, so it could really spoil their day.

## Slide 25 – Speak and Support

Question:

Why is it important to speak clearly and support a blind or partially sighted passenger?

Answer:

Blind and partially sighted people usually rely more heavily on audible cues and descriptions. Buses can be busy and noisy which often makes it harder to hear. Some passengers may also have a hearing impairment so speaking clearly is essential to ensure they understand you.

Taking the bus when you have a vision impairment is much harder and can be frightening, disorientating and stressful. Many blind and partially sighted people feel anxious about travelling and the challenges they could face on a journey. Offering the right support can make a huge difference and allow a blind or partially sighted person to feel safe, confident and travel independently.

## Slide 26 – Helping Blind and Partially Sighted Passengers

Play: Video

Video transcript:

Helping Blind and Partially Sighted Passengers – narrated by Paralympic Gold Medallist Lora Fachie OBE.

This film has been co-created with Sight Loss Councils featuring blind and partially sighted people using bus services in everyday situations. It has been designed to encourage best practice for drivers, promote inclusion, and to ensure passenger equality. Sight Loss Councils are funded by Thomas Pocklington Trust.

This is Alison’s view. Alison has light perception only.

As I can't see the bus coming, I start to feel anxious as to whether it's going to see me and stop for me, because what I don’t want to be is late for work. It really helps when the driver sees me and stops. I don't put out my hand because I can't see the bus coming.

“Good boy, onto the bus.”

“Good morning, this is the 12 to Brighton Station.”

“Oh, brilliant.”

“Where do I scan my pass?”

“Do you want me to take your pass?”

“Oh, that’d be brilliant, thank you.”

“There you go.”

“Brilliant, thank you very much.”

Letting me know the bus number and destination increases my confidence when travelling, as I know I'm on the right bus, and I'm not going to be late for work. And the driver really helped me when they offered to scan my bus pass, as I'm never quite sure where the machine is, as they’re in different places on different buses.

Having a driver offering to give this support makes things so much easier and quicker and less stressful for me. If a passenger is waiting at the bus stop with a guide dog or a mobility cane, then always stop for them and let them know what number you are and the direction of travel. Even if the screen on the bus says “Bus Full” as you are at capacity, you should stop and let the passenger know. This ensures they are fully aware of the situation and they can plan what they need to do.

“Hello.”

“Hello driver. Does this bus have an audio service on it?”

“Yes, this is a talking bus. Is there anything else I can help you with?”

“No, that's very helpful, because I have a sight impairment.”

“You're welcome.”

This is Clinton’s view. Clinton has patchy vision.

Talking buses are just brilliant because they allow me to know exactly where I am and where to get off for my social club without relying on anyone else.

“The next stop is Eaton Place.”

When I'm travelling on a bus without any audio assistance, I will ask the driver to tell me where my stop is, or I'll show my assistance card.

Not everyone will have a guide dog or use a mobility cane. A good starting point is to always ask how you can help. If the vehicle you are driving is not a talking bus, then call out the passenger’s stop if they require it.

“Hello.”

“Hello. Hi, are there any free seats please?”

“Yeah, the two seats to your right are free for you to use, would you like any help with that?”

“Oh, no thank you, I'll be all right.”

“All right.”

This is Linn’s view. Linn has peripheral vision loss.

So having a helpful driver who gives clear and concise instruction really helps so that I know where the seats are, and that they wait to drive off until I sit down so that I don't fall over. I can't see where there's an empty seat, so having a driver tell me where there is one makes such a difference. It is quite embarrassing to sit down on a seat occupied by someone else already!

On this occasion, the passenger has declined any extra assistance. If the passenger does request any further assistance, this may include you guiding them to a seat. This could be as simple as offering them an arm if required. If required, you could also as other passengers to make space for the passenger and offer further assistance in guiding them to their seat.

“Doors are open at the front here, mind the step as you alight.”

“Thank you so much.”

“You're welcome.”

This is Alex’s view. She has central vision loss.

It’s really nice when the bus driver speaks to me and not my companion directly. It really frustrates me when people assume that I don't have the capacity to make decisions for myself. Arriving at a single bus stop is easier for me to navigate and orientate around. I find it really hard when the bus changes where it's going to stop into a different bay because I don't know where I am. So it's really helpful for the driver to support me in order to know where I am.

When pulling into the stop, make sure that you are close to the kerb, and that the door is away from any street furniture that the passenger could walk into. Advise the passenger if there are any obstacles at all. Always be clear and concise when providing assistance.

See and Stop. See us. Stop the bus. Speak and Support. Speak clearly to us. Ask how you can help.

For more information visit www.sightlosscouncils.org.uk

### Facilitator note:

* Guide Dogs

As mentioned previously, avoid interacting with a guide dog. The dog will be working when a person boards a bus so distracting it could cause harm or injury to the owner. You can ask the owner if you can say hello and stroke the dog but only do this if they give you permission.

* Bus stops / stacking buses

It is really important to think about people that may want to board a bus who may not realise or be able to access it if it stops away from the bus stop. There are many situations where you may find yourself pulling up behind another bus at a stop. This is particularly common at stops that serve multiple routes or can be where one bus has caught up with the one in front. Ideally you would wait and then move up to the actual bus stop as it becomes available but we appreciate that, depending on bus operator policy, this may not be possible. If it isn’t, then you need to be super observant and look to see if there is anyone waiting for a bus that may not realise that you’ve stopped away from the actual bus stop. This may mean that you need to get out of the bus and assist them with getting to the bus.

This is particularly important for infrequent services. For example, someone might be waiting for the bus 424 which runs hourly. At the time when the 424 is due, the 100 arrives and stops at the bus stop. No-one on the 424 has rang the bell so the driver just drives on past the bus, not realising that someone was actually stood at the bus stop waiting for that service. This situation is actually more common than you may think and is most frustrating to the passenger as it likely ruins their day.

* Floating bus stops, bus borders and island/hybrid bus stops

Floating bus stops were mentioned in the film. For people unfamiliar with what a floating bus stop is, here is an explanation of each type.

A floating bus stop (also known as a bus stop bypass) is where a cycle lane is cut into the pavement which runs behind a bus stop or bus shelter. The cycle lane runs parallel with the road and turns the bus stop into an ‘island’ that is separate from the rest of the pavement. In order for bus passengers to access the bus stop they would need to cross the live cycle lane.

A Bus Stop Boarder also sees a cycle lane running between the pavement and the place where the bus stops, but the difference is that there is no dedicated bus stop island where pedestrians wait for the bus. Bus passengers attempting to access the bus or alight from it must do so from the cycle lane which becomes a shared use area at this point. Therefore, when getting on or off the bus they are effectively stepping directly from, or onto, a live cycle lane.

A Bus Island is similar to a bus bypass, but in this case the bus shelter is located towards the back of the footway. The cycle lane runs between the pavement and an island which bus passengers use to get on and off the bus. As with a bus stop bypass, the passenger needs to cross the live cycle lane to traverse from the bus shelter to the island in order to board the bus.

In all cases, blind and partially sighted people may require additional support with boarding and alighting the bus.

## Slide 27 – Information

Sources of further information and support including links to TPT and SLCs.

Thomas Pocklington Trust: [www.pocklington.org.uk/](http://www.pocklington.org.uk/)

Sight Loss Councils: [www.sightlosscouncils.org.uk/](http://www.sightlosscouncils.org.uk/)

Sight Loss Councils, funded by Thomas Pocklington Trust, are regional groups led by blind and partially sighted people. Together, they work with organisations to ensure what they do is accessible and inclusive.

Thomas Pocklington Trust is a national sight loss charity. We offer support across our key priority areas: education, employment, health, and inclusive communities. Our work is deeply rooted in the blind and partially sighted community, prioritising their voices and lived experiences, fostering authenticity, and positioning us as leaders of positive change.

## Slide 28 – See and Stop, Speak and Support

Icon of a bus with poster on side saying ‘See and Stop, Speak and Support’.

Disclaimer:

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Thank you for using our resources to deliver vision awareness training for bus drivers. We hope the materials have supported you in helping drivers feel confident when assisting blind and partially sighted passengers.

This training is the result of a collaboration between the Confederation of Passenger Transport, Department for Transport, Driver Vehicle Standards Agency, Thomas Pocklington Trust and our Sight Loss Council volunteers. All our volunteers bring their lived experiences of sight loss to the table. The resources were kindly supported by Brighton and Hove Buses.

At Thomas Pocklington Trust, we strive for continuous improvement. Your feedback is invaluable in helping us enhance our training materials. Please take a few minutes to answer the following questions.

