

# Travel Together Safely

## Road Safety Skills Guide

A guide for adults supporting young people with complex additional support needs to learn road safety skills.



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# Getting started with road safety learning

As an adult supporting a young person with complex additional support needs (ASN), you are their travel companion and can support and guide them.

The support you give will vary depending on the young person. It may be providing them with an experience of road safety aspects through exploration and describing their surroundings, providing 1:1 support, or giving them more independence at certain times throughout their learning journey.

Each young person's profile will be different, and you know them best. Working together with all adults involved in their lives will support a collaborative approach to learning effective road safety skills to aid their long-term health, wellbeing, and safety.

This guide will take you through important elements of road safety, which you can then use to help the young person understand how to stay safe while walking and travelling in the community. Visual aids are included to support learning.

Throughout the guide, you will be referred to as the 'travel companion' and the young person with complex ASN is referred to as the 'learner'.

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# Section 1:

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Stop, Look,  
Listen, Think



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Here are some useful visual aids for 'Stop, Look, Listen, Think'. You can use them to help the learner understand what each part of the sequence means.

The idea behind 'Stop, Look, Listen, Think' is for the learner to:

- **Stop** at the point when a decision must be taken.
- **Look** in all directions and make sure their clothing does not restrict their vision.
- **Listen** for traffic noise.
- **Think** about where they are and what their surroundings are.

Depending on the learner's profile, you (as their travel companion) may be doing this for them and explaining the process.

At the end of this guide, you will find a 'Stop, Look, Listen, Think' visual resource. You can print it out and use it to support communication between you and the learner.

### **Key considerations**

For a learner with complex ASN, the only way to effectively learn road safety skills is to practise.

Road Safety Scotland understands the difficulties associated with this. For example, some parents/carers are concerned it will encourage the learner to independently cross the road, despite having little or no risk awareness. Others may struggle to prevent the learner from running away, or find it difficult to get them to listen to instructions. Some may feel professionals are better equipped to teach these skills.

From the perspective of education professionals, challenges may include maintaining safe staff-to-child ratios or finding suitable roads in the community where road safety skills can be practised.

'Stop, Look, Listen, Think' is not something that comes naturally to young people with complex ASN. All too often, there are 'near misses' where the learner is distracted, lacks impulse control, and has slower processing speeds, so they run out in front of vehicles without looking. For example, the learner may be looking for their favourite colour car or brand, a nearby shop selling something they like, the patterns of the road markings, the reflection of themselves in a nearby window, or become distracted by the sensation of the clothing they are wearing.

However, learners showing independence, competence, and understanding of road safety should be encouraged and supported to develop their skills further at every opportunity. Regularly repeating these skills helps to establish them in the long-term memory, supporting the learner into adulthood.

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# Further detail on each step of 'Stop, Look, Listen, Think'

## Stop

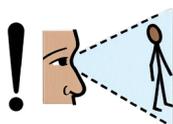
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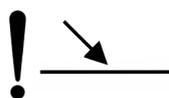
Explain to the learner that 'stop' means physically stopping at a roadside, on pavements and walkways, in car parks, by driveways, or at any point along your walking route.



It's safest to cross the road where there is a clear, open space on the other side that allows you to step directly onto the pavement.



It's also important for drivers to see you clearly.



It's important to cross the road in a straight line, and not diagonally.

If there's a crossing nearby, then you should use this. Crossings may include pelican and zebra crossings, pedestrian islands, bridges, and subways. There may also be safe crossing points controlled by a school patrol person, police officer, or traffic warden.



Always avoid crossing the road between parked cars, on blind bends, and close to the brow of a hill where drivers can't see you and you can't see them.



Stop before you reach the edge of the pavement so you don't get too close to the traffic. This allows you to assess the road conditions and environment before safely crossing.



'Wait' is another concept that can be difficult to learn. Often, young people with complex ASN find waiting for things challenging, and the waiting itself can lead to dysregulation, which can result in them unsafely crossing the road.



The learner may see something distracting and feel motivated to walk into the traffic to get it. So it's important to help them control impulsive responses.

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# Teaching the learner how to wait

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Giving the learner as many opportunities as possible to practise waiting for something, with daily repetition in many different contexts, should help them transfer these skills to waiting for a short period of time when learning about road safety.

Choose an item or activity you know the learner is highly motivated by, such as blowing bubbles. Introduce the bubbles, together with a visual and vocabulary about waiting, then blow the bubbles. To begin with, the length of time they wait may only be a few seconds, but this can be increased to several minutes, or longer, as the learner becomes more familiar with waiting for something to happen. Commenting on them waiting, and praising them, will encourage them to seek more of the motivating item.



Knowing how to 'stop' and 'wait' could one day save the learner's life. So, it's invaluable to persevere with 'stop' and 'wait' activities to support their development.



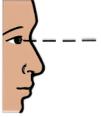
Learners with some independence and understanding of road safety can also be taught: 'Danger, Stop, Get help'. This concept involves looking at dangerous scenarios, thinking about who can help, and knowing how to get that help.

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## Look

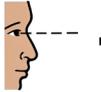
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Many learners can turn their heads left and right, but they may struggle to understand that they need to look for oncoming cars and judge whether it's safe to cross, all without getting distracted.



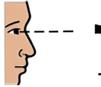
Traffic can appear from any direction and at any speed. Encourage the learner to look all around, in every direction, whilst listening for vehicles.



In the UK, when standing on the pavement looking towards the road, vehicles approach from the right. So, we always look to the right first to check for approaching vehicles.



After looking to the right, we look left. Then we look right again to double check the road is clear and safe to cross.



While crossing the road, it's important to continue looking right and left, just in case there's traffic you didn't see when looking the first time or something appears suddenly, such as a cyclist or emergency vehicle.



It's also important to look for cyclists and motorbikes that may appear between lanes of traffic.

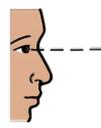
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## Listen

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Explain to the learner that you can usually hear diesel and petrol vehicles before you see them.



But remember, there are also electric vehicles on the road, which are very quiet, so you may not hear them. That's why it's important to look for vehicles as well as listen for them.



Learners with deafness or vision loss are often accompanied by a supporting adult or an assistance dog, or both, to help them look and listen when crossing the road.

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## Think

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The idea behind 'Think' is to help the learner to consider their environment and what's nearby to them. Encourage them to think about the following:

- Is there traffic coming towards you? If so, wait until it has passed, and then look again.
- How quickly are the vehicles moving? Even if they seem far away, they may reach you very quickly. Do you have enough time to cross safely?
- Is there a safe place nearby to cross the road, such as a zebra crossing?

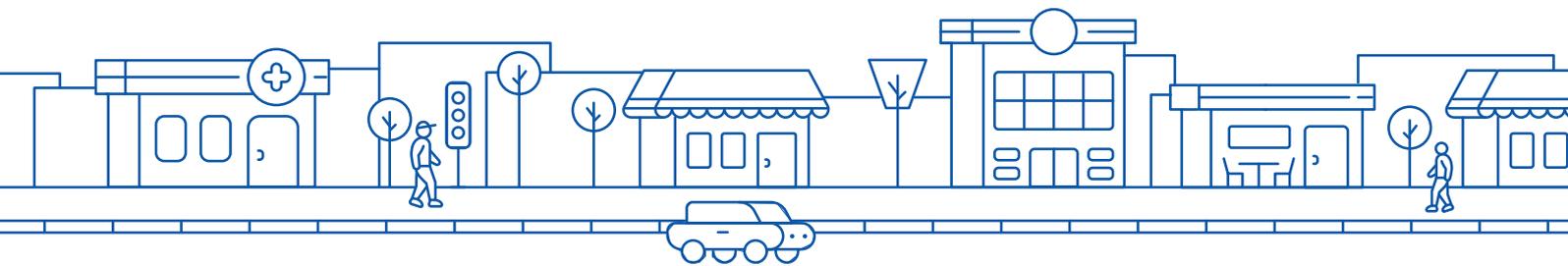
If the learner has been waiting for a while due to busy roads, they may become dysregulated and require additional time to cross. Bear in mind drivers may not be aware the learner has complex ASN.

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# Section 2:

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# Leaving the house



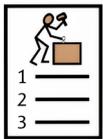


As the travel companion, you will be teaching the learner to travel sensibly with all necessary equipment safely packed.

Below are some ideas on what to take, and how to prepare, when going outside on a journey. Depending on the learner, they may be able to collect and pack the items themselves.

## 1. Break down instructions into clear, bite-sized chunks of information

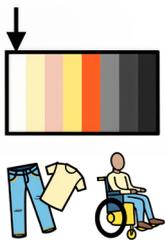
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For example, 'Please put the mobile phone into the bag', or 'Please put your fidget toy in your coat pocket'. You could also use visual checklists to encourage ownership, help the learner to take responsibility, and to include them in the decision-making process. There's a checklist tool available in the resources section to help with this.

## 2. Wear something light or bright

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If the learner uses a wheelchair or an adaptive chair, consider reflective strips on the trim or wheels, or on their clothing. This is especially important at night or in the evening when it's dark. Explain to the learner it's crucial to be seen clearly by road users, and wearing the right clothing can make you more visible. What you wear can also affect your ability to see and hear what's happening around you.

## 3. Leave a message before setting off

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Include the time you're expected to arrive at the destination and the time you plan to get back home.

## 4. Take money if necessary

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Explain that, if there's an unexpected delay, incident, vehicle breakdown, or you forget an essential item, the money can help you to solve the problem.

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## 5. Take a mobile

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Usually this will be the responsibility of the travel companion. Talk about how taking a mobile phone means being able to call someone if there's a change of plan or a medical emergency. If the learner can confidently use a mobile phone and has their own, help them to check they've got numbers for immediate friends, family members, and support workers saved in their contacts.

## 6. Travel companions should put any loose items into their bag or their pocket

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This helps avoid distractions throughout the journey. Keeping your hands free also makes it easier to support the learner by holding their hand, pushing their wheelchair, or using any visual resources. It can be useful to wear a lanyard around your neck with visuals attached.

## 7. Only pack essential items for the learner

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This may include feeding equipment, prepared meals/snacks, drinks, hygiene products, medication, and regulation items.

## 8. Encourage the learner to remove, or part-remove, their earphones or noise-cancelling headphones if it's safe to do so

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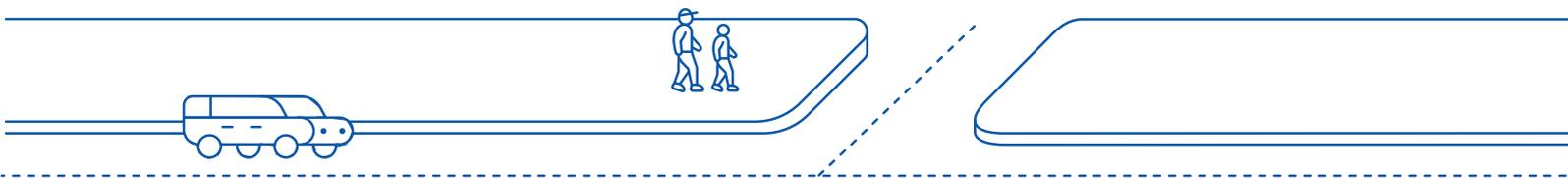
This helps them hear traffic, especially quieter vehicles. However, if the environment is noisy, this could cause distress or be unsafe, and for some learners, keeping headphones on will always be necessary for their wellbeing.

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# Section 3:

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## Using the pavement





Explain to the learner the 'pavement' is a raised, hard-surfaced path for people to walk on, located next to the road.

Depending on the learner, you can support them to do the following:

## Identify the road, the pavement, and the kerb

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These are separate areas of the highway that will help the learner understand the pavement is a pedestrian area to walk on, the kerb is the boundary between the pavement and the road, is for vehicles to travel on.

### Identify pavements don't always look the same

Sometimes the pavement isn't raised and may form part of a road or car park. For example, if there are road works, you may be signposted to a safe, fenced-off area of the road to walk along. Some pavements have bumps on them, so you can feel with your feet where the crossing is.

## Identify the safest place to walk is on the inside of the pavement

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This means the side of the pavement furthest away from the road and nearest to buildings, driveways, and hedgerows. Walking along the inside of the pavement protects you from any debris flicked up from passing vehicles and vehicles that mount the kerb. Keeping to the inside also means if you trip you're less likely to fall into the road, and helps you avoid being blown into the road on windy days.

## Identify who can use the pavements safely

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Pavements are used by people of all ages to reach their destination safely. This includes people walking, people in wheelchairs, people using walkers, people using adaptive bikes, people walking with dogs, and sometimes cyclists.

## Identify who can use the road

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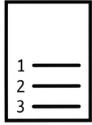


Explain to the learner all different sizes of vehicles use the road to travel to their destination and they must obey The Highway Code. Vehicles include cars, vans, trucks, Heavy Goods Vehicles (HGVs), buses, and emergency vehicles, such as police, ambulance, and fire engines. Supporting the learner to identify these vehicles when out and about will help them to understand the function of certain vehicles on a road, such as buses transporting many people, or an emergency vehicle travelling fast with sirens sounding loudly. It's important to teach the learner pedestrians may also use the road in certain situations, such as when they are safely crossing it.

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# Walking

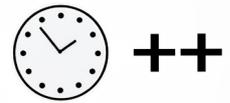


Tell the learner it's best to plan your journey before you leave.



Make sure you know where you're going and choose the safest route, which may not be the quickest route. Help the learner to understand it's important to focus on safety, rather than getting to your destination quicker.

Allow plenty of time for your journey. Often, you may need to allow for additional time to support the learner with regulation, behaviours that may be unsafe, and any sensory difficulties along the way.



Many young people with complex ASN can find changes to familiar routes distressing. Using different routes, rather than the same one every time, can help them feel more comfortable if you need to change route at short notice.



If there's a pavement or a footpath, use it to walk along.



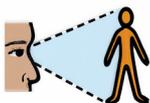
Depending on the learner, encourage them to hold an adult's hand, walk beside an adult, or link arms with an adult.



Ask the learner not to run away or run ahead at any time during the journey. This is to ensure their safety and protect them in unexpected situations. Some families use harnesses for extra safety.



The learner should walk on the inside of the pavement and you should walk closest to the road. This helps protect them from passing cars, people, or animals, and creates a barrier between them and potential hazards. It also gives you more time to react if they become dysregulated or try to run into the road.



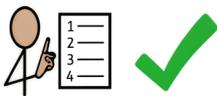
Encourage the learner to look ahead, rather than looking at the ground. This will help to support their balance, avoid slips and trips, and become familiar with their surroundings.



Travel companions should try to prevent learners from sitting or dropping to the ground during journeys. While this may be a coping mechanism for some, sitting at a low level puts them at risk of not being seen by drivers or other pavement users, which could lead to accidents.



Explain to the learner while others may not always follow the rules when walking or crossing roads, it is essential they do. This helps keep them safe and reduces the risk of accidents. Some people may cross without looking, or from unsafe places, but that is their choice and it can put themselves and others in danger.

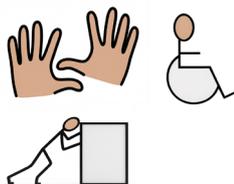


The learner must follow all rules and instructions, every time, to keep themselves safe.

## Walking with wheelchairs, walkers, and adaptive bikes



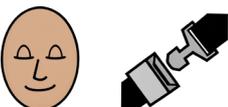
A wheelchair user should be positioned on the inside of the pavement, furthest from the road. This is usually the smoothest part of the pavement without any inclines, lowered kerbs, or tactile areas used to support people with a visual impairment.



As travel companion, aim to always have both your hands on the wheelchair/adaptive bike handles. When stationary, don't forget to put the brakes on. Always ensure seat belts and straps are securely fitted around the learner. Bike helmets should be worn when using adaptive bikes.



Independent self-propelling/electric wheelchair users should be asked not to wheel ahead of others and to stay away from the kerb and road. Travel companions should walk beside them, nearest to the road, to create a barrier against potential hazards, while also supporting them to steer in a straight line, creating independence.



At all points of the journey encourage the learner to remain calm and seated in their wheelchair, or on their bike, with their seatbelts on.



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## Reluctant walkers

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Some young people with complex ASN are reluctant walkers or struggle to follow instructions. The following can be useful for supporting them.



Try not to introduce any new communication devices or strategies, as this could become overwhelming and confusing. Stick to what the learner usually uses.



Be consistent with instructions. Use language and communication techniques the learner understands and is familiar with.



Sometimes it can help to limit verbal instructions and use only symbols and photos, especially if the learner has become dysregulated. This allows the learner processing time to respond to what you're asking.



Try to find something that motivates them to walk, such as a small toy, keyring, a lanyard of symbols, or even singing songs.



Even if it's already a slow journey, try to pause and allow the learner time to process instructions.

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With regular practice, their walking should improve, and you'll be able to walk further distances. The more you practise walking together, the more confident the learner, and you, will become.

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## Obstructions on the pavement



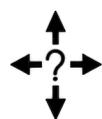
Sometimes there are parked vehicles or wheelie bins on the pavement, which can get in the way of pedestrians.



As travel companion, you will need to guide the learner around the vehicle or bins, keeping on the pavement where possible.



If the learner is using a wheelchair, adaptive bike, or mobility aid, you may need to help them find a safe place to dismount from the pavement, using a lowered kerb area.



Sometimes this means fully crossing the road and walking on the opposite pavement before crossing the road again back to the original pavement used. It's best to use the safest route, rather than the quickest one.



Any obstruction will restrict your view of the pavement and road. Always explain to the learner why you're adjusting the route, so they understand the reason for leaving the pavement.

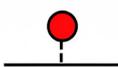


## Navigating driveways



A driveway is a private road providing access to a house or garage, usually leading off from a public road.

It may be very difficult for the learner to recognise where driveways are and to understand vehicles may need to drive on the pavement to access the driveway. Remember driveways and entrances can be concealed by hedges and fences, so visibility can be difficult for pedestrians and for drivers.



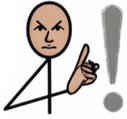
To help the learner recognise a driveway, explain there's often a lowered kerb or short ramp that allows the vehicle to drive from the road onto the pavement.



Look up the driveway to see if there's a vehicle there. Look for a driver in the driving seat and listen for any engine noise. But remember, electric cars may not have a loud engine noise.



Look for white reversing lights on the rear of the car, or head lights switched on at the front of the car, and explain this indicates the car may be preparing to move.



It's important for the learner to know that drivers can either go forwards or reverse backwards into, or out of, a driveway. That's why they need to understand what to look for on the front and the back of vehicles, which is covered in section 4 of this guide.



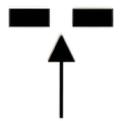
Stop to allow the vehicle to pass if it's safe to do so. Be mindful that some drivers may wave at you to cross the driveway entrance. Always look around, including behind you, to check for obstacles before crossing. If it's not safe, just calmly remain standing and let the vehicle pass.

## What to do when there's no pavement or footpath

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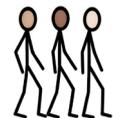
Tell the learner if there's no pavement or footpath, you should walk on the right-hand side of the road. This way, you can see the vehicles travelling towards you, and drivers will be able to see you more clearly too.



When drivers can clearly see pedestrians, they should slow down and give you more space.



It's also recommended pedestrians stop walking and stand as close as possible to the side of the road – next to a hedge, fence, or wall – to allow vehicles to pass safely.



It's advised to avoid walking along a bend in the road, at night, or, there's a lot of traffic. But if you have to, you should walk in a single line, walking one person behind the other.



If needed, hold hands with the learner to keep them safe. Depending on their age and needs, you could use a buggy or walking reins.



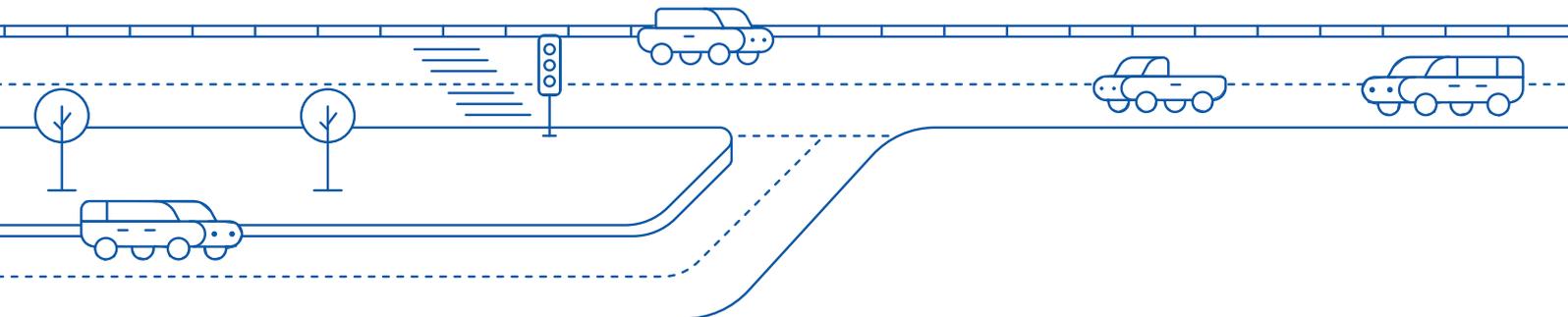
If you're walking with younger children, depending on the needs and understanding of the young person with complex ASN, you can give them a sense of responsibility by encouraging them to hold hands with another child.

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# Section 4:

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# Traffic



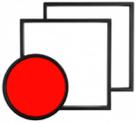


Traffic is the movement of people and goods from one location to another along roads – including cars, motorbikes, vans, lorries, HGVs, buses, coaches, and emergency vehicles.



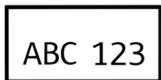
Teaching the learner basic parts of vehicles and how traffic works helps them build awareness of their surroundings and develop essential road safety skills.

## Identifying the front and back of a vehicle



### Front of a vehicle

Knowing what the front of a vehicle looks like helps the learner identify if the vehicle is travelling towards them.

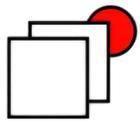


On the front of a vehicle there will be a white registration plate with numbers and letters.



Many cars have white front lights and side lights that automatically turn on when the vehicle starts. This increases a car's visibility and helps to prevent accidents happening.

The side mirrors will be black or coloured the same colour as the car. You can't see the reflective part of the side mirrors when you're looking at the front of the car.



### Back of a vehicle

Understanding what the back of a vehicle looks like helps the learner to identify when a vehicle is traveling away from them, or towards them if it's reversing.



On the back of a vehicle there will be a yellow registration plate with numbers and letters.



Vehicles have red rear lights, which usually automatically switch on when the vehicle starts. When vehicles brake to slow or stop, additional red brake lights come on to increase the car's visibility and help prevent accidents from happening.



When a vehicle is reversing, an additional white reversing light will appear. Some vehicles make a beeping sound to indicate they're reversing and moving back.

If you stand slightly to one side or further back behind the car, you will be able to see the reflective part of the side mirrors on both the driver's and passenger's doors.

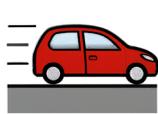


You probably won't be able to see the driver or the passenger's faces from the back of the car. However, you may see the driver's face when they turn around to check for obstacles before moving off.

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## Identifying if a vehicle is moving, stopped, or parked

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If a vehicle is moving, it will either drive towards you or away from you. Vehicles move in one lane of traffic but can indicate and turn into other roads. If a vehicle has stopped, it will not move. Sometimes it can be difficult to know whether a vehicle has parked or just stopped temporarily.



A vehicle may stop at traffic lights and wait for the green light before moving again. It could also stop at a pedestrian crossing to let people cross the road. Sometimes, a vehicle may stop by the side of the road for a short time to pick someone up. The engine may still be running when this happens.



Many new cars have engines that save energy by switching off when the car has stopped with the brakes on. This can make it hard to tell if the car is parked or just waiting. The engine will start again once the driver puts the car back into gear or presses the accelerator. This idea can be tricky for some learners to understand. So, it's important to talk about each situation as you see it happening.



When a car is parking by reversing into a space, you'll see white reversing lights on the back of the car. You may also hear a beeping sound, which means the car is moving backwards. The driver can't see clearly behind them, so it's safer to take a few steps back and give the car space. Remember, if you can see the car's mirrors, the driver should be able to see you too. If you're walking on the pavement, you can keep walking if it's safe to do so. But if a car is reversing, travelling towards you, stay calm and be ready to stop and wait until the car has finished parking.

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## Key vocabulary

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Use these words to help the learner identify what their senses may detect, key parts of vehicles and how vehicles travel, stop, or change direction on the road.



**Fast** - Vehicles move very quickly, in any direction. You may hear a loud engine for a short amount of time. As a fast vehicle passes, you may feel the wind it creates. It may go by so quickly you don't have time to see it. Vehicles travelling fast can cause accidents. Emergency vehicles are the only vehicles allowed to travel above the speed limit.

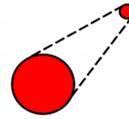


**Slow** - Vehicles moving slowly may sound quiet and take longer to approach junctions and pedestrianised areas. A slow vehicle takes longer to pass you, so you may be able to see it more easily. You'll need to wait a bit longer before it's safe to cross the road. Slower vehicles include scooters, buses, tractors, and HGVs. Some slow vehicles have an orange and red triangle on the back, such as road maintenance vehicles.

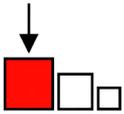
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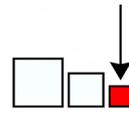
**Near** - When a vehicle is 'near,' it means it's just a short distance away from you. It may be stationary, parked, or moving.



**Far away** - When a vehicle is 'far away,' it means it's still a long way down the road. You may not see or hear it until it gets much closer to you.



**Large** - Large vehicles include minibuses, buses, coaches, vans, lorries, HGVs, tractors, and emergency vehicles that travel on the road. Large vehicles generally have speed restrictions and have to travel slower than other vehicles.



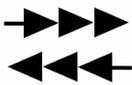
**Small** - Small vehicles include cars, motorbikes, scooters, and pedal cycles.



**Loud** - Loud vehicles can make a lot of noise when reversing, changing gears, and using sirens and lights in an emergency to get through traffic quickly. Motorbikes, emergency vehicles, and larger vehicles can be loud. Some vehicles become louder the older they get, because parts of the car need maintenance. Diesel engines are also louder than the engines of petrol and electric cars.



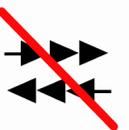
**Quiet** - Quiet vehicles include newer hybrid and electric cars. You may not hear them until they are very close to you, which makes it even more important to 'Stop, Look, Listen, Think' before deciding to cross a road.



**Busy** - Busy traffic is when there are too many vehicles on the road, making it difficult to travel. Busy areas of traffic can be noisy, and there's a greater risk of pedestrians getting hit by cars.

Here are other words used when the road is busy:

- **Congested** - This is when the traffic is so busy that the vehicles have to go slowly or even stop.
- **Rush hour** - This is when traffic is at its worst, usually in the morning and evening.
- **Traffic jam** - When there are so many vehicles on the road that they can't move.



**Quieter traffic** - Quieter traffic refers to areas where there's less traffic and not as much noise. This includes lanes, parks, and some urban roads. It should be safer for pedestrians because there are less vehicles.



**Motorbikes** - Motorbikes, or motorcycles, are vehicles with two wheels and an engine. They can be loud, especially when they travel fast. Motorbikes have to follow The Highway Code, but some may swerve in and out of lanes, overtaking other vehicles. Motorbikes, as with other vehicles, can be dangerous and put others at risk if not driven safely.

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The police and hospitals also have motorbikes as emergency vehicles.

## Emergency sirens

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Emergency vehicles make loud noises using a siren. Sirens let other road users and pedestrians know the emergency vehicle needs to pass quickly to reach its destination.



When you see or hear an emergency vehicle, it's safest to stay on the pavement. Keep walking if it's safe, or stop and stand still. Don't cross the road because you won't know if the emergency vehicle is about to turn into the road you want to cross. Wait until it's passed before crossing.

Emergency vehicles use bright lights to help drivers see the vehicle from a distance and take appropriate action, such as pulling over to create a clear path for them to pass. The lights can be flashing blue, red, or amber.



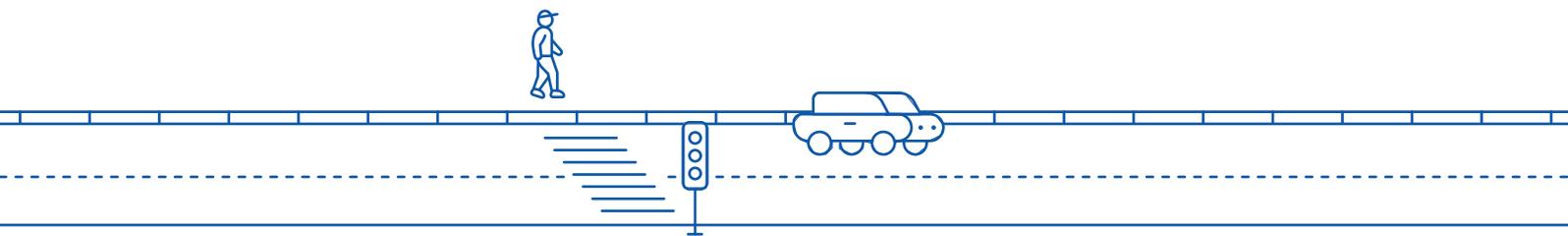
**Other types** - Other types of vehicles can also be a risk, especially in places like housing estates, building sites, or areas where new roads or buildings are being constructed. These areas often have large vehicles that may drive on or near pavements. These drivers can't always see pedestrians clearly, especially when reversing. Always be extra careful in these areas, and if you can, choose a different route to avoid the risk.

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# Section 5:

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## Types of crossing

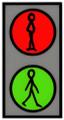


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Teaching the learner the correct sequence of steps is essential to them using crossings safely. Understanding the different kinds of crossings will help you to support the learner in recognising and using them correctly.

## Pelican crossings

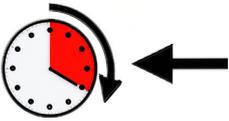
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These have a box with a red and green man, which will be on the opposite side of the road to you.



If there's a control button, push it to turn on and activate the traffic signals.



Wait and be patient while the traffic slows down to stop.



When a steady green man shows and the traffic has stopped, you can cross the road. Stay between the white stud marks for your safety. Do not run across the road. Remember to keep looking and listening whilst crossing the road.



Some crossings have an island in the middle of the road. You should treat each half of the crossing as a separate crossing. Press the control button when you get to the middle island and wait again for the green man.

## Puffin crossings

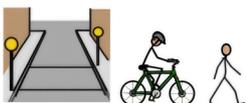
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Puffin crossings are slightly different to pelican crossings because the red and green man are above the control box on your side of the road, and the green man doesn't flash.

## Toucan crossings

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A toucan crossing is a wide crossing for both pedestrians and people riding bicycles. Since 'two can' cross the road together, the name 'toucan' was chosen. Pedestrian and cycle symbols are displayed on the controls. A related crossing type is the Pegasus crossing for horse riders.

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## Zebra crossings

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A zebra crossing has white stripes painted on the road with flashing amber beacons on black and white striped poles.



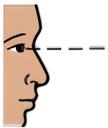
Vehicles should give way to pedestrians at a zebra crossing. If there's a zebra crossing, use it. However, make sure the learner understands that drivers need time to slow down and stop. It's important to wait until all vehicles in both directions have stopped. Remember, not all road users follow the rules.



Stand facing the road and wait on the pavement. Give drivers plenty of time to see you and slow down, especially in wet weather when the road gets slippery.



Emphasize to the learner that it's not safe to cross if vehicles are still travelling towards you. When the traffic has completely stopped in both directions, walk across the black and white stripes.



While you're crossing, keep listening and looking in both directions just in case a driver or rider hasn't seen you and attempts to overtake a vehicle that has stopped.

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## Pedestrian island in the middle of a zebra crossing

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Pedestrian islands, or refuge islands, are used when the road is very wide and busy with traffic. Use 'Stop, Look, Listen, Think' to cross to the island in the middle of the road.

Stop on the pavement at the island and use 'Stop, Look, Listen, Think' again to cross the second half of the road. Remember to look all around and listen. Bear in mind the flow of traffic may be different in each half of the road.

Treat each half of the road as a separate crossing. Don't assume vehicles will stop. Remember, not all road users follow the rules. Check vehicles have stopped before crossing. Walk across the road to the pavement at the other side of the road from where you started crossing.

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## Crossing a quiet street or road

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On quiet streets and roads, it's still really important to choose a safe place to cross. Look all around for traffic and listen carefully.

Stand still and wait on the pavement. Use 'Stop, Look, Listen, Think' to decide whether it's safe to cross. When it's safe, step off the pavement and walk straight across the road to the pavement on the other side.

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## Crossing between parked cars

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At times you will need to cross in between parked vehicles.

It's important to assess several things before crossing. First, choose a place where there's a space between two vehicles. Make sure there's a gap between any vehicles parked on the road opposite, so you can walk straight to the pavement on the other side of the road when it's safe to do so.



Before standing on the road between parked vehicles, check the vehicles aren't about to move off by looking for a driver in the seat and listening for engine noise. Do the same for parked vehicles on the other side of the road.

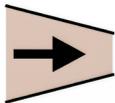


Remember, a parked vehicle may reverse to leave its space, so before moving, first check all vehicles are stationary and there's no driver inside. Once you've confirmed this, step off the pavement and walk very slowly between the parked vehicles until you reach their outer edge. But do not walk past them onto the open road where traffic is moving. Standing at the outer edge of the parked vehicles keeps you shielded from passing traffic and makes you more visible to drivers. From this position, you can safely look for oncoming traffic using 'Stop, Look, Listen, Think'.

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## Crossing on cycle lanes

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On some cycle lanes, there's a solid line down the middle separating the pedestrians and cyclists. You should always keep to the pedestrian side. But sometimes there isn't a line, meaning pedestrians and cyclists share the same space, so be sure to take extra care. Always 'Stop, Look, Listen, Think' before crossing cycle lanes.

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## Using other crossing places

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### Footbridges

If there's a pedestrian footbridge, you can use it to safely cross to the other side.

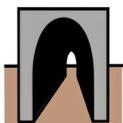
Examples of footbridges:

- A footbridge that connects a park and ride to a train station platform.
- A footbridge that provides access from one side of a motorway to the other.
- A footbridge that connects a stadium to a platform.

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## Subway (also known as an underpass)

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A subway is a road or path that passes beneath a busy road or railway. Subways allow people to cross from one side to the other and keep them safe, away from the traffic.

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## Crossing at a junction

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If you have to cross the road at a junction, look and listen for traffic turning into the road, and remember to look behind you just in case there's a vehicle approaching the junction from behind.

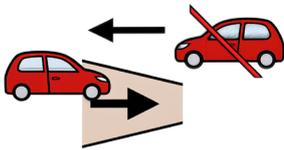


In the new Highway Code, rules have changed slightly to give pedestrians right of way at a junction. This means vehicles turning in or out of a junction should stop to let you cross the road. However, this rule is new and drivers won't always follow it. So, you need to carefully look at the road to check it's safe before stepping off the pavement and crossing.

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## Crossing on one-way streets

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A one-way street is a road where vehicles are only allowed to move in one direction, indicated by road signs and markings.

The following key points will help the learner to understand one-way streets.



**Traffic flow** - Vehicles must only travel in the direction indicated by the signs.



**No entry signs** - These signs are used to prevent vehicles from entering the road from the wrong direction. However, sometimes vehicles accidentally enter a one-way street, perhaps because they're not familiar with the local roads, or they're a new or foreign driver.



**Road markings** - Arrows painted on the road surface tell you which direction the traffic is supposed to go in.



Make sure you know which direction the traffic is travelling in. Stand on the pavement and carefully check the road and your surroundings. If there's more than one lane of traffic, only cross when it's safe to walk all the way across without stopping.

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## School/police patrol crossings

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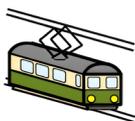
When school patrols or police officers are controlling the traffic, wait on the pavement until they signal to you it's safe to cross the road. They are responsible and in charge of making sure the road is safe to cross. However, it's recommended travel companions check the road again before crossing with the learner. You're responsible for getting the learner safely across the road, while the school patrol or police officer is responsible for controlling the traffic. Always cross the road in front of them so they can see you and ensure you're safe.

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## Crossing tramways

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A tramway is a public transport system that uses trams, or a network of tram tracks. Trams are electric vehicles that run on metal tracks in the road. Trams move very quietly and can't steer out of the way to avoid you because of the metal tracks they're fixed to.



Be extra careful where tramways run along the road. These may run through pedestrian areas. It's safest to cross at the designated crossings.

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## Crossing bus lanes

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A bus lane is a part of a road that's reserved for buses, meaning only buses (and sometimes other vehicles like bicycles or taxis) are allowed to use it. Bus lanes help to minimise traffic congestion.



Buses may go faster than other vehicles and sometimes they go in the opposite direction to the rest of the traffic. Take extra care when crossing bus lanes because cyclists, motorbikes, and taxis may also use them.

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## Railway level crossings

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A railway level crossing is a point where a railway line intersects a road or footpath at the same level, meaning there's no bridge or tunnel you can use to cross.



Road users must stop and wait for trains to pass before walking over the tracks. The railway level crossing is usually marked by signs, lights, audible alarms, gates, and barriers (full or half barriers) that close when a train is approaching to keep pedestrians safe. You mustn't go past the lights when the red lights are flashing, there's an alarm sounding, or the barriers are being lowered. Always stop behind the line.



If a train passes but the barriers remain lowered, the alarm keeps sounding, and the red lights remain flashing, this means another train is going to pass. Do not cross until the lights go out.



If, for any reason, there are no lights showing, no alarm or barriers for safety, a travel companion should use 'Stop, Look, Listen, Think' to make sure it's safe to cross.

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## Crossing near corners or brows of hills

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The brow of a hill is the top part of a hill or slope. Other words to describe the brow of a hill are 'top', 'blind summit', 'blind spot', 'peak', or 'hilltop'.



A blind spot on a hill is a part of the road where the slope prevents drivers or pedestrians from seeing oncoming traffic. Because of the incline, vehicles may be hidden from view and can appear suddenly, making it dangerous to cross. It's important to understand this risk, as vehicles might be much closer than they seem, creating a serious safety hazard.

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