

2019

Car Controls & Adaptations

For the ADI, working in the Mobility/ Disability Sector.



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DVSA ADI

CAR CONTROLS & ADAPTATION

Foreword

There can be nothing more rewarding than a mother of a young paraplegic man, throwing her arms around you and thanking you, for enabling him to pass the driving test, telling you have changed his life, that you've put one in the eye of many, who said he would never be able to control a car. Teaching people with specific needs is the most rewarding area of driver training, especially as I had similar thing said about my own abilities, I have specific learning difficulties, they run in my family, many teachers told me I was stupid lazy or both.

Being thanked by a daughter whose mother had almost died in a road traffic collision which claimed the life of her father, the family being told "your mother will never walk again" never mind being able to drive, the journey to the driving test was very interesting, a flurry of snow drifting across the road bringing back the memory of that night she drove with her husband which resulted in his death and almost her own, giving her the time to calm down and talk through her feelings, (maybe I was coaching before the word had even been broached in the ADI field) a very rewarding experience after her test I was told by the mother and daughter they had prayed over the yellow pages before they chose an instructor, being "Shropshire bred, strong in the arm thick in the head", I make no claim of being recommended by a higher forces.

Some clients stick in your mind more than others, those who have experienced death while driving which is a very dangerous but rewarding minefield of emotions I've taken on a few another which stands out in my memory, a motorcyclist who had killed someone, while riding a person stepped out from a row of stationary vehicles, the death and the riders personnel injuries keeping them away from driving for 18 years. There is no quick fix, no adaptation, just giving your client a much time and understanding as they need.

What you do need in the specific needs sector is untold patience and an interest in the field, insight and understanding of specific educational needs, cognitive and physical conditions, understanding of adaptations both to the vehicle and your instructional techniques and practices and in my case the very important use of the spell checker. most importantly when to encourage potential but not to give false hope, know when to look for help and advice of the mobility assessment centres, remember passing a client to someone who specialises or has different area of expertise is a client based approach, I have encouraged my own clients, on occasion to try a session with another ADI and those client always phones to say thanks and tell me they will always remember and recommend me.

CAR CONTROLS & ADAPTATION

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About the Author;

Haydn is a Specialist Driving Consultant, DVSA ADI; and has been in business for over 27 years, and has an excellent reputation with Driving Instructors, Examiners and Mobility Assessors, having studied the needs of those clients with SEN'D, (Specific Educational Needs & Disabilities,).



Haydn is experience in working with Drivers with Specific Needs. And works closely with local Mobility Assessment Centres in the rehabilitation of those with illness or disability who wish to learn or return to driving.

Haydn offers training and advice to ADI's on Driving Adaptations and Adapted Driving Techniques and is the Chairman of the Association of Disability Driving Instructors and the Founder of "ADI's for & with Disability group" on Facebook.

Haydn is member of the Spinal Injuries Association, Motor Schools Association and has Advanced Driving Qualifications from the IAM and RoSPA and former Chairman of Shropshire and Powys RoSPA Advanced Drivers and Riders Association.

Haydn has his own specific needs, having a Spinal Injury, Hearing Impairment and Dyslexia, which gives empathy with those with Specific Needs.

CAR CONTROLS & ADAPTATION

An ADI's guide to Adaptations, which could be fitted to a tuition vehicle, for those with Specific Physical needs.

This booklet is intended to be informative, not a comprehensive thesis of all that's available, but what might be reasonably fitted, to your tuition vehicle.

There are many complex solutions which clients could have fitted to their own vehicle but would be impractical and prohibitively expensive to fit to a tuition vehicle.

I only mention prices in general and it is recommended you discuss individual adaptations, with a qualified specialist adaptation fitter, for their compatibility to your vehicle, and for specific quotations, it's imperative you only entrust this specialist work to someone who is qualified, ask other ADI's for recommendations, develop a good working relationship if converting vehicles locally they could refer work your way.

All prices are approximate & plus VAT.

As ADI's we generally teach pupils/clients in Manual vehicles and expect them to drive using two hands and two feet, which is fine for 90% of the potential drivers wishing to learn, but there is a growing sector who do not wish or are not physically able to drive a manual vehicle, for some the choice is simply Automatic. But for those with a physical condition you might need to adapt the vehicle controls, how far you take the adaptations is for you to decide and in any business a commercial decision, it must be cost effective.

" You can teach in this sector without going automatic or fitting adaptation, this could be teaching in a clients own vehicle, this must be risk assessed if teaching without dual controls, Motability will usually fit dual controls for those learning using Motability vehicles or there is the option of short-term hire of an adapted vehicle." If you are teaching in a clients own vehicle, make sure you check out the insurance situation, every time, be safe make sure your be covered.

CAR CONTROLS & ADAPTATION

First, we will look at the **Primary controls** which include;

1. Steering.
2. Changing gear.
3. Controlling speed.
4. Parking brake.
5. Auxiliary controls.

And look at;

- Additional Equipment & Services.
- Impaired Hearing.
- Tuition in Clients own Vehicles.
- Training & Professional Development.

Appendix;

1. Simple In-Car Assessment.
2. Motability Young Drivers Scholarship.
3. Motability Funded Familiarisation Tuition.
4. Test Advice for those with additional needs
5. Licence Codes
6. Confidentiality Advice

Appendix 1,4 & 5 Courtesy of John Rogers ADDI

Research sources;

Association of Disability Driving Instructors. www.disabilitydrivinginstructors.com.

All Shropshire Mobility, www.allshropshiremobility.co.uk.

Brig-Ayd Controls, www.brig-aydcontrols.co.uk.

Cowal Mobility, www.cowalmobility.co.uk.

DS&P Mobility Electronics, www.dsp-mobilityelectronics.com

DrivAbility, www.derbydrivability.com.

Elap Mobility, www.elap.co.uk.

Driving Mobility Centres, www.mobility-centres.org.uk

Driving for the Disabled Jersey, www.drivingforthe-disabled.org.je.

Lodgesons Ltd, www.lodgesons.co.uk.

Queen Elisabeth Foundation for the Disabled, www.qef.org.uk.

Regional Disability Assessment Centre Birmingham, www.rdac.co.uk.

Rica Ability, www.rica.org.uk.

Spinal Injuries Association, www.spinal.co.uk.

Wales Mobility Driver Assessment Service, www.wmdas.co.uk,

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Steering;

The 1st adaptation that most driving instructors consider, should be a steering aid (sometimes referred to as steering spinners/ balls.) steering aids come in many shapes sizes and price range. There are cheap options under £20 but these generally are only fit for light use, and unsuitable for professional use. A very good quick release steering ball is available from Brig-Ayd (many companies make similar well-made products.) at around £50/60 these can be fitted in less than 5 minutes with a socket or spanner 19mm, single sleeve type nut fix base to steering wheel.



Just after becoming an ADI, I purchased an Alfred Bekker Steering Ball, it has paid for itself many times over, I eventually replaced it with a quick release system from Lodgesons these cost around £120 a professional set up would be two quick release base's this would cost around £160.

The Steering aid can help with upper limb impairment e.g. missing limbs, Weakness in one arm, Amputation, Stroke, "for a client with Cerebral Palsy, I used a standard steering ball in a manual vehicle, and they passed their test with only 2 minors".

The width of the steering wheel may be a problem, which could possibly be solved with a simple steering wheel cover or glove, increasing the diameter of the rim of the steering wheel.

The other solution some might consider for the tuition vehicle is lightened power steering this can only be carried out by specialist adaption companies and may include a switch to engage/disengage the system; this is an expensive adaptation which will cost £800 and upwards, so you would need a considerable supply of clients for it to be cost-effective. Some vehicles are being offered with City Steering or Variable power steering which might offer a simpler solution.

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Changing gear;

There are way of driving a manual car with adaptations, electronic clutch actuators, they range in price from £1400/2300, not really a cost effective option, the easiest and most popular way is by choosing a vehicle with Automatic transmission, with a standard auto you can cover a number of physical problems; left leg amputation, spinal injury affecting the Left leg/foot and in combination with a steering spinner Stroke or cerebral palsy affecting the left side (left sided hemiplegia)

I wouldn't presume to recommend any vehicle but remember you don't need to go out and buy a new car, I started with a second-hand VW Golf, which cost me just over £2000, and I kept it 3 years. An ex Motability vehicle might be an option, Although I wouldn't prompt you to a specific vehicle, if you are thinking of adapting a vehicle, then speak to an adaption specialist, as some vehicles are more expensive to convert due to complexity of some vehicles wiring e.g. Multiplex or CANbus.



Also, when choosing a vehicle for working in the disability sector thing to consider, does the vehicle roll back, does it creep, how high is the driver's seat, is it adjustable, how easy is it to get in/out, how high are the door sill's, can you secure a wheelchair in the boot.

So, you now have the vehicle and a steering spinner/s, and you wish to get further into the disability/mobility sector !!

As I have said before, you can teach in clients own vehicle, so why should you invest in adapting your own vehicle, well not every client can afford to commit to a Motability contract, or they might not qualify for Motability, and are unable to self-fund until they know, they have potential to pass a driving test, we provide a tuition vehicle, for many reasons, including comfort, ease of use, and convenience of not having to move your teaching aids, from one vehicle to another, every lesson.

Mobility adapted ADI tuition vehicles are generally categorised into 3 levels;

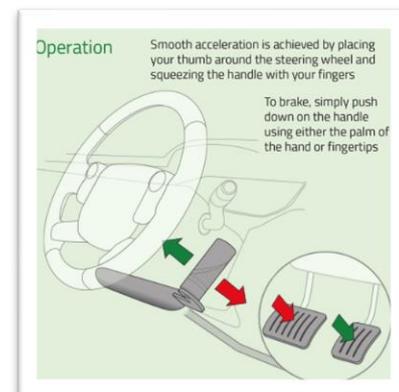
1. Push Pull Hand Controls, pin Indicator & Steering Ball/aid.
2. As above, & LFA Left Foot Accelerator, usually twin flip.
3. As above, with Wireless Secondary Controls.

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Controlling speed;

Hand Controls (Push Pull);

The next level of adaptation to consider should be the Combined Accelerator/Brake, usually referred to as Push Pull Controls, these range from £500/800, depending on your vehicle. I would recommend that you consider having an indicator switch fitted as a minimum, this could add £50/100 depending on the type of wiring on your vehicle but would make it easier to signal while driving. With the new show me questions on the move other auxiliary controls should be considered wash/wipers horn, lights high/low, there is a Mini Keypad available for Hand Controls.



The Push Pull lever is usually fitted on the right of the steering column (can also be fitted on left or floor mounted) and works as you Push the lever forward to Brake and Pull to Accelerate, usually connected by rods (sometimes cables.) to the foot pedals, in most cases doesn't interfere with the normal operation, by those who drive in a conventional manner. The combined gas/brake is useful for clients with lower limb impairments but able to use both upper limbs, e.g. paraplegia, amputation, spinal injury.

There is now a version with a half mechanical under- ring available from DS&P Mobility giving clients the ability to operate either left or right handed, giving you further options, and possibly attracting different clients. There are other electronic accelerator trigger, radial and gas rings, these are usually more expensive and may limit your client base.

The steering spinner and choice of vehicle with automatic gears, need no specialist help but the fitting of hand control should be left to the professional and this contact with an adaptation specialist, could help you in developing your business, as you the give him the opportunity of a demonstration vehicle, which, his customers could use to try out the adapted controls on the road and also for familiarisation training (possibly Motability funded, I will explain this latter), remember this should be a two way street recommending his services to your clients could pay dividends.

My personal choice was made only after extensive research, I find my controls ergonomic and very unobtrusive giving good leg room. It's important to have these fitted by someone you trust, mine were fitted by a local company most manufacturers also supply and fit at their own workshop or through approved fitters' network.

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Before moving on to the Left Foot Accelerator, there is also the option, for drivers needing more room for their right leg/foot to have a hinged accelerator pedal when using hand controls, this is becoming quite a popular adaptation in conjunction with Push Pull hand controls.



Left Foot Accelerator;



Left Foot Accelerator, if you fit a L/F/A I would recommend that it is from the same manufacturer as your Combined Accelerator Brake, I have a Twinflip it fits onto the pedal box you either have the right/left pedal down, this adaptation cost around £400, the other solution is a floor mounted organ style pedal with a guard protecting the right pedal these can easily be removed, they cost about the same. The L/F/A would be useful with clients who are unable to use the right lower limb to control the vehicle if the client had e.g. suffered stroke or had right-sided hemiplegia or amputation.

The Twin Flip-Up left foot accelerator concept was developed over 25 years ago, and it remains the best solution for drivers who cannot operate the standard accelerator pedal or hand controls, in an automatic vehicle.

The operation is simplicity itself. Pull down the pedal required, and the other pedal flips up automatically.

I would always advise you check if there are any incentives available some adaptation companies are willing to offer adaptations at cost, or free if they are trying to bring something new to the market. There is currently a special deal available through Disability Driving Instructors, for Push Pull & LFA for £500 + vat, contact John Rogers DDI.

Pedal Extensions;

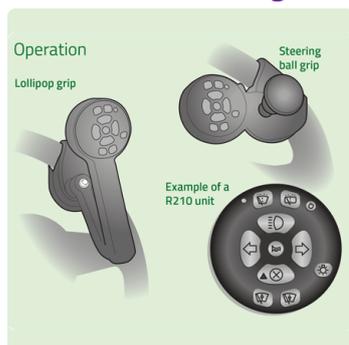
Pedal extensions for clients of short stature, there are several makes of pedal extensions from individual bolt on Pedals Pal's to Menox stamp pedal set with raised floor support. You can get simple pedal extensions starting at about £80/100 per pedal, but not always compatible if other adaptations are fitted. For clients of normal height but with small feet, a raised floor section could be used.

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Parking Brake;

The parking brake can also be converted with the use of adaptations, I don't refer to it as the handbrake because this can cause confusion, with the hand controls. A simple parking brake Easy-off can be fitted for around £100/200 or a more complex electronic parking brake either original equipment on your vehicle or fitted as aftermarket accessory these come from various companies costing in the region of £800/£1000.

Auxiliary Controls;



The next adaptation for consideration would, be a Wireless Secondary Control system, which deals with the auxiliary controls, many driver using hand controls and steering aids find it difficult to operate, lights, washer, wipers and horn switches, they could find themselves in a situation of needing to operate these switches while driving at speed. All these switches can be repositioned there are several different solutions on the market, either fitted to the

steering spinner or hand controls alternately a tone (beeper) system, again these range in price £1200/2000, they aren't cheap, but you can use these in combination with your other adaptation to expand your services and client base. This can be a popular adaptation with head injuries i.e. stroke, trauma, surgery which could leave one side of the body paralysed. If you don't want to go to the expense of the full secondary control system you could fit, indicators, horn and main/dip switches to the push pull lever although this could depend on the type of wiring fitted to your vehicle.

There is a new requirement for test which needs the driver to be able to operate certain controls on the move, one of these being switching on the lights, I would advise considering having this option fitted to your secondary controls system if its available option.

There are many companies offering secondary control systems, Lodgesons, Autochair, Elap, Alfred Bekker, although the market leader Lodgesons, offer well designed solution, they also offer an instructor kit with infrared remote key pad, two quick release basses, ball and lollipop grips in a fitted case to hold it all and offer a discount on your 1st purchase, and add you to their website list of ADI giving specialist tuition.

" For clients who do not wish to use secondary controls, there are techniques to safely operate auxiliary switches, you will need to master these if you want to teach and demonstrate them with confidence. You will also need to consider the requirements of the current driving test and safe driving for life"

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Additional Equipment & Services

This would be the usual extent of fitting adaptations for most instructors, other items should only be added as and when needed.

Additional steering aids for specific needs. Indicator extensions to change the indicators from left to right or vice-versa. There are many small items you might need along the way, additional internal/external mirrors for clients with shoulder or neck problems; swivel/wedge cushions, back supports, seatbelt extensions and additional straps/belt for clients with core stability issues, spinal problems, waterproof seat covers. These should only be acquired as and when needed.

Impaired Hearing;

Although impaired hearing or deafness is not considered a disability in relation to controlling the vehicle it can present you with the problem of communication. For those clients who use hearing aids you could consider a hearing loop digital listener with neck loops usually two box's a receiver and an amplifier transmitting your voice via the system either directly to an earphone or via the loop to their hearing aid. For clients who are profoundly deaf or don't use Aids other methods can help specialist literature and training in British Sign Language (BSL) to help clients, unless you have regular practice BSL is difficult to remain fluent, and there are other ways to communicate e.g. notes, lip reading hand signals. The IMTD, Institute of Master Tutors of Driving, produced an excellent booklet, "Teaching the deaf to drive" is a free download on the IMTD website go here <http://www.imtd.org.uk/> and look under Articles.

The QEF reproduce this as part their three-day course on this subject of teaching those with disability.

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Tuition in Clients Own Vehicle;

Clients needing more complex solutions would normally have tuition in their own vehicle, adaptations could range from electronic accelerator either a ring behind or in front of the steering wheel or trigger/lever, fitted to the push pull hand controls, floor steering wheel, tiller steering, driving from wheelchair with joystick or mini steer I have taken many clients out in their own vehicle's, you need to fully understand how the client will use the adaptations and agree how you will take control in an emergency situation. (Motability usually fit an instructor brake when teaching learners or carrying out familiarisation in their vehicles, which is easily removed afterwards).

Some of the high-tech solutions can look a bit complex but remember you can talk to the adaptation supply companies, I have always found them most helpful. You will need extra time on the early lessons but with understanding and care, you should feel able to help and motivate your clients. If you have contact with the client before the vehicle is delivered, arrange a two-hour lesson for the vehicle handover, ask questions from the representative delivering/handing over the vehicle, take loads of photos and make plenty of notes, about the controls to remind you.

Risk Assessment;

Make sure the vehicle is correctly insured for tuition and if appropriate for driving test, there is the possibility you may need to drive the vehicle, so make sure you are covered by their insurance, always ask for conformation in writing.

Tuition in clients own vehicles, without access to a reliably method of bringing the vehicle, to a stop in an emergency, would in my opinion be unsafe. Access to the EGB if fitted within reach of the driving instructor or a dual brake should be considered a minimum requirement. Taking control of the steering may not be an option if it's power via a joy stick/ mini steer, you will not be able to overcome the electronic system, or the steering might have been removed.



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Professional Development & Training;

Most importantly Continued Professional Development and Training, go on specialist training courses. Make yourself known to your nearest Forum of Mobility Assessment Centre see if they offer any training, ask to sit in on an assessment, to give you an understanding of the process, develop a relationship, they are more likely to refer clients to ADI's, who show commitment & understanding.

Derby DrivAbility, through the National Centre of Rehabilitation Education; run an excellent modular course, usually run over several dates, CPD Certificate.

The Queen Elizabeth Foundation for the Disabled run a 3 day intensive course in teaching those with disability to drive and offer additional 1 day specialist courses for those who have attended the 3 day course e.g. Hi-Tech controls, deaf and autistic clients, CPD Certificate.

The Association of Disability Driving Instructors is currently developing courses.

The Driving Instructors Association run, 1 day courses on teaching those with diverse needs, and Neurodiversity, CPD Certificate, in association with John Rogers of Disability Driving Instructors.

Julia Malkin MBE DVSA ADI also runs "Revolutions" & "Reflections" courses for teaching those with Special Educational Needs Particularly Autistic Spectrum Disorder.

University of Chester run a Specialist course for those working in the Mobility Assessment Service, "Driving Assessment and Outdoor Mobility" which could in the future be made available to ADI's committed to working in the disability sector, Diploma course.

Other source of information;

Motability One Big Day the perfect way to find out all you need to know about Motability and have your questions answered www.motability.co.uk
Naidex National at Birmingham NEC for independent living aids, mobility products and occupational therapist seminars. www.naidex.co.uk

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Visit your local Motability dealerships (most vehicle are adapted locally, remember that relationship with your specialist fitter) remind the car dealerships, that clients ordering vehicles from Motability and using adaptations for the first time can ask Motability operations to fund between six and ten hours familiarisation training, you win, they win, Motability win because clients are less likely to be involved in an adaptation related RTC. (Leave them a supply of leaflets about your services.)

Remember you will also need to prepare yourself for some of the fact of disabled living, Cancellations related to a clients medical condition, clients' carers asking you to carry trauma packs (in case a central line comes out), Oxygen bottles. Urine/colostomy bags can be shocking when seen for the first time and the faint odour, when connections are not fully tight, and how do you broach the subject of incontinence, after all at the end of the lesson you won't want to sit on the seat if a mishap occurs, this can be sorted with a simple waterproof cover, asking the question is less embarrassing than dealing with a mishap.

You will need to allow extra time for client getting in/out of the vehicle, what you will do if the vehicle suffers breakdown or accident, do you need to carry wheelchair or other means of transferring client to another vehicle.

Client centred coaching is the current trend, (I personally think specialist ADI have been client centred well before it became popular.) and you will need to centre your tuition on the clients abilities and needs, what can they do, don't focus on what they can't do, remember encouragement, but don't give false hope, were someone's ability doesn't measure up. Never be afraid to ask for a second opinion, be careful to only discuss, the specific needs of your client with others, with express consent. Mobility Centres will give you help & support; they are usually looking for ADI's who are interested and willing to give tuition in this challenging sector.

Haydn P Jenkins

DVSA ADI, NCORE, QEF, ADDI, MSA,

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APPENDIX 1; A Simple In-Car Assessment;

Always remember...

Fit the vehicle to the client, NOT the client to the vehicle

...so, use the following as a guide!

This will obviously involve getting interactive with your client. So:

- Use Q&A.
- **Never do anything without a clients consent !**
- Build a rapport.
- Don't assume, demonstrate the weakness.
- Allow the client to "find" their own solution.

Static Steering Strength

Aim - To find out the strength of your client's arm(s) and determine if there is fatigue.

1. Allow the client to hold the steering at 10 to 2 position.
(use steering aid if required)
2. Hold the wheel low on the left.
3. The client then turns wheel left while you resist.
4. Keep this going for 5/10 seconds and the wheel should stay still. If the force remains constant.
5. Repeat turning right.

Dynamic Steering Ability

Aim - To determine if the client can move the steering wheel in a co-ordinated, smooth, consistent and timely manner, without undue discomfort.

There are two methods.

- Figure of eights at low speed in a car park.
- Place front wheels on a set of turn plates.

Regardless of the method used, ensure that the steering is turned from lock to lock left to right several times.

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Brake Force

Aim - To determine the client can apply sufficient force to the braking system. (Either using foot pedals or hand controls.)

Use low speed Controlled (Emergency) stops, don't forget even if it is obvious that they need to use their hands, show the feet don't work!

Test fatigue in experienced drivers by doing several stops.

Fine Control of the Accelerator

Aim - To determine if the client has sufficient fine control of the accelerator. (Whether using foot or hand controls.)

Using the rev-counter get the client to set the gas to a figure you give then ask them to change the setting up or down.

Again test feet and hands to let the client see what is best, if appropriate.

Reaction Test

Aim - To determine if the client can accurately, consistently and quickly apply the brake.

Ask the client to set the gas to a given figure then brake when told to **STOP**.

Ensure they are not looking at the brake; they must use the brake pedal accurately and quickly.

Choice Test

Aim - To ascertain if the client has a possible inattention deficit. This is very difficult to accurately predict; if any doubt refer to the appropriate professional body.

Looking for a pattern in your clients driving of close shaves with parked vehicles, mis-counting exits on roundabouts, not seeing junctions, unexpectedly slowing in narrow situations and "twitchy" steering.

If in any doubt about your client and their ability to drive in a safe and consistent manner, refer them to the nearest driving mobility assessment centre.

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Appendix 2;

Motability; learner Drivers Scholarship

Qualifying requirements

Must be:

- In receipt of DLA disability living allowance high rate mobility component, or PIP personal independent payment enhanced rate mobility component.
- Aged 16-plus.

Full funding for 40 hours driving tuition could be available for:

- Existing Motability customers.
- Non Motability customers who are either in full time education
- and in receipt of qualifying benefits.

Motability could fund 40 hrs tuition. The ADI is paid by Motability.

Motability do not pay DVSA, theory, practical test fees or any post test tuition, which is the responsibility of the client.

BSM have the contract for undertaking tuition for Motability.

- If BSM does not cover the area for tuition Motability may consider referring the tuition to an independent ADI.
- If BSM do not have a suitable tuition car or do not have the required adaptations available again Motability may consider referring the tuition elsewhere (possibly to a mobility centre who have access to more specialised adaptations).
- BSM would normally be required to undertake a 2 hour assessment lesson to ascertain the suitability of their vehicle/adaptations before any decision to outsource tuition to an independent ADI is made.

BSM or the Independent ADI would normally undertake a 2 hour assessment lesson and unless there are serious problems Motability would then authorise further 12 hours tuition. The final 26 hours tuition would only be authorised when the theory test has been passed.

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Appendix 3;

Motability Funded Familiarisation Tuition

Motability could be prepared to fund familiarisation tuition if the car has been ordered through the Motability scheme with adaptation provided under the Motability Managed Adaptive Program (MMAP) and the adapted controls are being used for the first time. (They would not normally fund this tuition until the car is on order.)

- Contact Motability on 0845 456 4566
- Ensure that you are talking to Motability Operations and take the name of the person you are talking to.
- If they try to put you through to Motability Grants say very clearly that the adaptations are provided by Motability Operation.
- Quota your Customer Reference Number (CRN)
- Ask for funding for 6 hours familiarisation tuition under (MMAP).
- State that the adaptations have been funded by MMAP and are being used for the first time; tuition is needed to ensure that you can use them safely.
- Ask for written confirmation of their agreement to fund the tuition and detail how to claim back the cost of the tuition.

" The standard procedure is to pay the driving instructor in the normal way and obtain a receipt this will be refunded by Motability, you must have Motability's agreement before 1st lesson."

On a few occasions, where a client is having difficulties, Motability have funded further hours. A written report would generally be required from the ADI.

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Appendix 4; Advice from Disability Driving Instructors for ADI's **Special needs accommodations for the new driving test (from 4th Dec 2017)**

The key message from DVSA is that the current provisions for those with special requirements will not change following implementation of the revised practical test. Whilst examiners will continue to make provision for those with special requirements, the content of the test must remain the same for all candidates.

Changes to the “show me” questions

It should be noted that changes for the new driving test include asking the “show me” questions on the move; the object of this exercise is to ensure control of the vehicle is maintained whilst operating secondary/ancillary controls, it will require one or more of the following controls to be operated whilst driving the vehicle:

- Front and rear wash/wipe.
- Headlamp on/off switch.
- Front and rear demisters.
- Horn.
- Switches to open/close the side windows.

Drivers with a physical disability, especially those using adapted controls, may not be able to safely operate all of the above controls on the move. DVSA have stated that drivers with special requirements must have suitable adaptation to overcome their disability in order to safely operate these controls on the move but have agreed that operating controls for the demisters and windows switches would be dependent on whether the disability allows safe use of them whilst driving; DVSA have also stated that they will only ask a “show me” question that they think the candidate can demonstrate safely whilst on the move.

Suitable adaptation for the headlamp on/off switch so that it can be operated on the move should be available if possible, but if this is not available DDI would advise that the dipped headlights should be switched on before the start of the drive if this is considered necessary.

In these instances, the candidate will be asked an alternative “show me” question which must be demonstrated on the move. ADI's are advised to discuss this at the test centre well in advance of the test. If the light switch cannot be safely operated on the move and no adaptation is available explain that the candidate will prepare the car by switching the dipped headlights on before the start of the drive if this is considered necessary; this “adaptation” would mean that the light switch would not need to be operated on the move as the dipped headlights would be already on.

The difficulty operating the secondary/ancillary controls may result from upper limb disability especially if the candidate has use in only one hand and is using a remote secondary control keypad attached to a steering spinner; these devices do not normally operate heating/demist controls or electric windows and would only very rarely have the lights on/off function on the keypad. Those with lower limb disability using hand controls may also have difficulty operating switches to the left of the steering wheel (which may include the lights on/off switch) as they would be steering with just their left hand. Other conditions that result in reduced dexterity

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(e.g. dyspraxia or neuropathy) may also lead to compromised ability to operate some of the switches needed to complete the “show me” questions.

Changes to the “bay park” exercise

The change to the reversing manoeuvres in the new test sees the introduction of an additional bay parking exercise – driving into the bay forwards and reversing out; this manoeuvre creates safety implications for some drivers with restricted neck rotation especially if other vehicles are parked alongside.

DVSA have stated that no accommodation will be permitted for this manoeuvre and that disabled candidates will be expected to demonstrate effective all-round observation (using additional mirrors/cameras if necessary) to ensure that the manoeuvre is executed safely.

DVSA have stated that only quiet areas of car parks will be used for the bay park exercise where a choice of bays will be available so that the candidate does not have to park in a bay with another vehicle alongside – this will allow a clearer view to the left and right when reversing out and is especially important for those with restricted neck movements.

Changes to the “independent driving” part of the test

DVSA have stated that most candidates will now be asked to follow directions from a sat nav. One candidate in five will not be using the sat nav and will be asked to follow directions on road signs and markings instead. The independent driving section of the test increases to 20 minutes and the option of giving multiple instructions in advance will no longer be tested.

It is possible that candidates with specific learning difficulties (or those with hearing difficulties) may struggle with one or other option; this should be discussed by the ADI at the test centre well in advance of the start of the test. The examiner would then discuss this with the candidate and use the most appropriate option (see DVSA DT1 – page 97).

DVSA have also stated that the background colour for the sat-nav screen can be changed on request to make the directions easier to read; the volume can also be adjusted or muted. This would also need to be discussed in advance of the start of the test.

Additional considerations for test candidates with hearing difficulties

Because of the changes for the new driving test, there is the potential for communication difficulties when more detailed instructions are needed on the move. It is vital that the signs needed to request the show me questions on the move are confirmed in advance and if the independent driving section is following road signs it is vital that any changes in destination can be communicated effectively without causing distraction.

Hearing difficulties and deafness must be notified when booking the test and the ADI is advised to discuss the signing requirements in advance by contacting the test centre.

Notification of Special Needs when booking the test

As before any “special needs” must be declared when making the practical test booking and our advice is to also notify the driving test centre in advance of the test to provide details of any special needs requirements.

Special needs declaration must be made if:

- The driver is deaf or has severe hearing difficulties.
- The driver has learning difficulties or special educational needs.

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- The driver is in any way restricted in their movements.
- The driver has any physical disability.
- The driver has any missing limbs.
- The driver's medical condition prevents conventional operation of standard controls of a manual car & adaptation is required (including medical need for automatic transmission).

The decision as to whether extra time allocation is required will be made by DVSA during the booking process. The extra time does not mean that the test is any longer but it allows extra time for the examiner to discuss the special needs requirements at the start of the test, it allows time for a break if necessary during the course of the drive and it allows extra time for the examiner to complete any additional paperwork that may be required after the test.

Practical driving tests can be booked on line at: <https://www.gov.uk/book-driving-test> If you need to discuss special needs requirements book by phone and discuss this with the booking centre: DVSA Driving test booking centre – 0300 200 1122.

ADI's are advised to accompany the candidate on the test whenever possible or, at the very least, to listen to the debrief (both with the candidate's permission).

John Rogers ADDI – 29.11.2017

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Appendix 5; Licence codes'

And their meanings are as follows:

Code	
01	eyesight correction, for example glasses or contact lenses
02	hearing/communication aid
10	modified transmission (includes the need for automatic selection of gear ratio for medical reason)
15	modified clutch (if left foot cannot operate a standard clutch pedal)
20	modified braking systems (if right foot cannot operate standard brake pedal)
25	modified accelerator systems (if right foot cannot operate standard accelerator pedal)
30	combined braking and accelerator systems (licences issued before 28 November 2016) – This code has now been replaced with 31, 32 and/or 33
31	pedal adaptations (extension pedals) and pedal safeguards (detachable/hinged pedal or pedal guards)
32	combined service brake and accelerator systems (only if combined system is needed because of upper limb restriction)
33	combined service brake, accelerator and steering systems (e.g. 4-way joystick)
35	modified control layouts (e.g. remote secondary control systems)
40	modified steering (if upper limb restriction results in steering spinner being needed or additional power steering being needed NB this code is not required if steering ball is only used because hand controls are being used & no upper limb restriction is present)
42	modified rear-view mirror(s) devices (includes cameras)
43	modified driving seats (to adjust seat height, increase support, add arm rest or modify seatbelt system)
44	modifications to motorbikes
44 (1)	single operated brake
44 (2)	adapted front wheel brake
44 (3)	adapted rear wheel brake
44 (4)	adapted accelerator
44 (5)	(adjusted) manual transmission and manual clutch
44 (6)	(adjusted) rear-view mirror(s)
44 (7)	(adjusted) commands (direction indicators, braking light, etc)
44 (8)	seat height allowing the driver, in sitting position, to have two feet on the surface at the same time and balance the motorcycle during stopping and standing
44 (11)	adapted foot rest
44 (12)	adapted hand grip
45	motorbikes only with sidecar
46	tricycles only (for licences issued before 29 June 2014)
70	exchange of licence
71	duplicate of licence
78	restricted to vehicles with automatic transmission (should only be used if test was taken in a vehicle with automatic transmission)
79	restricted to vehicles in conformity with the specifications stated in brackets on your licence
79 (2)	restricted to category AM vehicles of the 3-wheel or light quadricycle type
79 (3)	restricted to tricycles
96	allowed to drive a vehicle and trailer where the trailer weighs at least 750kg, and the combined weight of the vehicle and trailer is between 3,500kg and 4,250kg
97	not allowed to drive category C1 vehicles which are required to have a tachograph fitted
101	not for hire or reward (that is, not to make a profit)
102	drawbar trailers only

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103	subject to certificate of competence
105	vehicle not more than 5.5 metres long
106	restricted to vehicles with automatic transmissions
107	not more than 8,250 kilograms
108	subject to minimum age requirements
110	limited to transporting persons with restricted mobility
111	limited to 16 passenger seats
113	limited to 16 passenger seats except for automatics
114	with any special controls required for safe driving (usually only used for provisional licences when adaptation is considered necessary but method of control has not yet been decided on)
115	organ donor
118	start date is for earliest entitlement
119	weight limit for vehicle does not apply
121	restricted to conditions specified in the Secretary of State's notice (used for Provisional Disability Assessment Licences – PDAL)
122	valid on successful completion: Basic Moped Training Course 125 - tricycles only (for licences issued before 29 June 2014)

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Appendix 6; confidentiality advice.

Confidentiality Specialist ADI's working with clients Specific Needs (Specific Educational, Emotional, Physical Disability, Deaf)

Haydn Jenkins DVSA ADI 2017©

About this guidance

This guidance should be read alongside the standards of conduct, ethics and performance which all DVSA Approved Driving Instructor must apply to their services. This document gives guidance on standards 3.5, 3.7 and 3.8 of the standards of conduct, ethics and performance, which say:

- You must respect and protect people's dignity and privacy. Take all reasonable steps to prevent accidental disclosure or unauthorised access to confidential information. Never disclose confidential information without consent unless required to do so by the law or in exceptional circumstances.
- You must use information you obtain in the course of your professional service only for the purposes you were given it, or where the law says you can.
- You must make sure you provide the appropriate levels of privacy for client consultations.

The status of this guidance

This document gives guidance to ADI's on how to meet the standards on confidentiality. The guidance is not intended to cover every issue and it does not give detailed legal advice. However, it reflects the current law in Great Britain.

You should use your professional judgement in applying this guidance in your own business. You must make sure that you keep up to date and comply with the law, for example: the Data Protection Act 1998, the Human Rights Act 1998, and the common law duty of confidentiality, that apply to your particular area of work.

You must make sure that all staff members you are responsible for are aware of this guidance and appropriately trained in all areas that are relevant to their duties.

If you are not sure about what you should do in a specific situation, you should always ask for advice from your professional indemnity insurance provider, your professional body or get independent legal advice.

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Duty of confidentiality

1.1 You have a professional and legal duty to keep confidential the information you obtain during the course of your professional practice. Maintaining confidentiality is a vital part of the relationship between a professional driving instructor and a client. Clients may be reluctant to ask for advice or give you the information you need to provide proper tuition/instruction if they believe that you may not keep the information confidential. Your duty of confidentiality applies to everyone whatever their age (See our guidance on consent).

1.2 The duty of confidentiality applies to all information you obtain during the course of your business, professional services.

1.3 Confidential information includes:

- electronic and hard copy data
- personal details
- information about a person's medication (prescribed and non-prescribed)
- information about a person's Medical Condition, Disability or Special Educational Needs
- other information about a person's medical history, treatment or care that could identify them, and
- information that clients or the public share with you that is not strictly medical in nature.

1.4 Confidential information does not include:

- anonymous information – information from which individuals cannot reasonably be identified
- coded information – information from which individuals cannot reasonably be identified, but which enables information about different clients to be distinguished
- information that is already legitimately in the public domain.

2 Protecting information

2.1 It is essential that you take steps to protect the confidential information you are given in the course of your professional service. You must:

- take all reasonable steps to protect the confidentiality of information you receive, store, send or destroy
- store hard copy and electronic documents, records, reports and other sources of confidential information securely. Do not leave confidential information where it may be seen or accessed by clients, the public or anyone else who should not have access to it
- take steps to prevent accidental disclosure of confidential information
- not discuss information that can identify clients where the discussions can be overheard by others not involved in their tuition/training
- not disclose information on any websites, internet chat forums or social media that could identify a client
- make sure that everyone who works in your company knows about their responsibility to maintain confidentiality
- raise concerns with the person with responsibility for data control where you work, or with any other appropriate authority, if you find that the security of personal information on the premises where you work is not appropriate
- continue to protect a person's confidentiality after they have died, subject to disclosures required by law or when it is in the public interest (see below).

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3 Disclosing confidential information

3.1 Decisions about disclosing confidential information can be complex. In most situations you do not have to disclose information immediately. However, there will be limited situations where to delay is not practical, for example if this may cause risk to another person. You should take the necessary steps to satisfy yourself that any disclosure sought is appropriate and meets the legal requirements covering confidentiality.

3.2 Maintaining confidentiality is an important duty, but there are circumstances when it may be appropriate to disclose confidential client information.

These are:

- when you have the client's consent, or
- when the law says you must, or
- when it is in the public interest to do so

3.3 In the course of your professional services you may receive requests for confidential client information from a variety of people (for example a client's relative, partner or carer) or organisations (for example the police or DVLA). You should make decisions about disclosing information on a case-by-case basis and fully consider all relevant factors.

3.4 If a client with capacity refuses to give consent for information to be shared with other professional ADI's involved in providing tuition/assessment, it may mean that the tuition/assessment they provided is limited. You must respect their decision but inform the client of the potential implications on their tuition assessment.

3.5 You must respect the wishes of a client with capacity who does not consent to information about him or her being shared with others, unless the law says you must disclose the information, or it is in the public interest to make such a disclosure.

3.6 If you decide to disclose confidential client information you should:

- code the information, or make it anonymous, if you do not need to identify the client
- get the client's consent to share their information. But you do not need to do this if:
 - disclosure is required by law
 - the disclosure can be justified in the public interest,
 - to do so is impracticable, would put you or others at risk of serious harm, or would prejudice the purpose of the disclosure
- disclose only the information needed for the particular purpose
- make sure that, if you disclose confidential information, the people receiving the information know that it is confidential and is to be treated as such
- make appropriate records to show:
 - who the request came from
 - whether you obtained the clients consent, or your reasons for not doing so
 - whether consent was given or refused, and
 - what you disclosed
- be prepared to justify your decisions and any actions you take
- release the information promptly once you are satisfied what information should be disclosed and have taken all necessary steps to protect confidentiality.

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3a Disclosing information with consent

3.7 You should get the client's consent to share their information unless that would undermine the purpose of disclosure (see Section 3b).

3.8 Make sure the client understands:

- what information will be disclosed
- why information will be disclosed
- who it will be disclosed to
- the likely consequences of disclosing and of not disclosing the information.

3.9 When the reason for sharing confidential client information is for a purpose that the client would not reasonably expect, you must get their explicit consent before disclosure.

3.10 If you are not sure whether you have the client's consent to share their information, you should contact them and obtain their consent.

3b Disclosing information without consent

3.11 You should make every effort to get consent to disclose confidential information. However, if that would undermine the purpose of disclosure (for example when there is risk to others) or is not practicable, you should use the guidance in this section.

3.12 Before you disclose information without the consent of the client, you should:

- be satisfied that the law requires you to disclose the information or that disclosure can be justified as being in the public interest
- ask for clarification from the person making the request if you are unsure about the basis for the request for confidential information
- ask for the request in writing.

3.13 If necessary get advice from a relevant body, for example your indemnity insurance provider, professional body, mobility assessment centre, DVLA or an independent legal advisor.

Disclosures required by law

3.14 There are circumstances when the law may require you to disclose information that you hold. These circumstances include when a person or body is using their powers under the law to ask for the information, for example:

- the police or another enforcement, prosecuting or regulatory authority
- a coroner or procurator fiscal, judge, or relevant court which orders that the information should be disclosed.

3.15 These individuals and organisations do not have an automatic right to access all confidential client information. You must be satisfied they have a legitimate reason for requesting the information.

3.16 If necessary get advice from a relevant body, for example your indemnity insurance provider, professional body or an independent legal advisor.

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Disclosures made in the public interest

3.17 These decisions are complex and must take account of both the client and public interest in maintaining or breaching confidentiality.

3.18 You may disclose confidential information when you consider it to be in the public interest to do so, for example if the information is required to prevent:

- a serious crime
- serious harm to a client or third party, or
- serious risk to the public.

3.19 You must carefully balance the competing interests of maintaining the confidentiality of the information and the public interest benefit in disclosing the information.

3.20 You must consider the possible harm that may be caused by not disclosing the information against the potential consequences of disclosing the information. This includes considering how disclosing the information may affect the tuition of the client and the trust that they have in driving professionals.

3.21 If necessary get advice from a relevant body, for example your indemnity insurance provider, professional body or independent legal advisor.

Haydn Jenkins ADDI

12/03/2017

This guidance sheet has been provided by the Association of Disability Driving Instructors.