

Guidance Notes for Completing your School Travel Plan

Cover Page

Add the name of your school, your DCSF number and the date you completed your School Travel Plan. You could add a photo of your school underneath, or run a competition amongst pupils to design the front cover. Let us know if you require prizes for the competition.

Section 1: School Details

Description of school: Include the following details:

- Type of school
- Age range and number of pupils. You must include the number of SEN pupils with a Statement of Need
- Opening times/pre-school and after-school clubs and activities/extended schools
- Existing policies regarding school travel
- Regular off-site journeys during the school day
- Other initiatives like Eco Schools and Healthy Schools

Description of school's location: Make this as detailed as possible, so that the reader can gain a good impression of where your school is located. Please include a labelled site plan and map of your catchment area.

Existing facilities: Include details like the number of entrances; whether there are separate entrances for cyclists and pedestrians; the number of parking spaces for staff and visitors; whether you have a school crossing patrol; whether you have bike storage; whether you run cycle training; whether cycling is allowed; whether you have lockers for storing cycle helmets, etc. Photos of your school site would be a good idea in this section.

Section 2: Travel Issues

Give details of the travel issues or problems at your school. These can be in text or bullet form. It should be clear how these problems have been identified and when. It would also be useful to identify future developments which may increase traffic levels or travel patterns.

Section 3: Working Group

Give the names and roles of all those in your working group and a brief outline of tasks undertaken during the project.

Section 4: Survey Results

How all pupils travel to school: Data from the School Census should be used for the baseline on how all pupils travel to school, where available. If pupil numbers are high and it is not feasible to survey all pupils, a representative sample should be surveyed. As school travel patterns may be influenced by age, socio-economic group and SEN, these factors should be taken into account when selecting the sample. One option would be to survey a minimum of one class in each year, provided the allocation of pupils to different classes is not related to factors such as socio-

economic group. Alternatively, a random sample could be done based on the number of pupils on the school roll.

How all pupils would like (realistically) to travel to school: It is essential that you complete this part of the table. Please make sure that children give realistic options for travelling.

Analysis of data collection: What did you learn from the data collection about how pupils travel to school (the most/least-used mode of transport, possible reasons for this)? How does this data compare with how pupils would like to travel? The transport needs of pupils with SEN must be outlined and there must be a description of the number, type and size of vehicles entering the school site together with arrangements for picking up/setting down pupils.

Pupils could help to analyse this data and make graphs which you could include in the travel plan.

Analysis of mapping exercise: What did you learn from the mapping exercise about where children live, how they travel and where danger spots are? Are there any obvious concentrations of families and how do these relate to travel modes? Have you gained any ideas about measures you might adopt as part of your travel plan, e.g. walking buses or car sharing?

Engage the pupils in analysing the mapping exercise and thinking about possible options for change.

Consultation with pupils, parents, staff and governors: This section should demonstrate that the School Travel Plan is the result of joint efforts by all interested parties and, as a minimum, consultation **must** include parents, pupils, staff and governors. A table format could be included to outline who, when, how groups were consulted. Evidence of the consultation **must** be included, either as an appendix or in the main body of the plan: e.g. detailed findings from questionnaires with pupils, parents and staff, school council/PTA/staff/governor meeting agendas and minutes, newsletters, displays to elicit parents' views or concerns, etc.

Once again, pupils could help with the analysis and recording of questionnaires in text and graph form.

Consultation with other parties: Who did you consult when compiling your travel plan (apart from pupils, parents, staff and governors), and **how** did you consult them? (Examples might include the local authority, police, local residents, the parish/town council.) Attach as appendices, or include in the main body of the plan, evidence of consultation, e.g. minutes of meetings with road safety officer or school travel plan adviser, letters to local residents, parish council minutes, articles in local magazine, etc.

Note: If you have not consulted with other parties when drawing up your School Travel Plan you must include something in Section 7 about how you are going to make relevant bodies aware of your completed plan.

Section 5: Aims of Travel Plan

Your aims should be broad – e.g. to increase the number walking to school, reduce the number of cars travelling to school, encourage more pupils to cycle to school, raise awareness about the health benefits of walking and cycling, raise awareness about the environment - rather than actual measures like setting up a walking bus, which can be part of your action plan. The aims should be clearly linked back to the issues identified from the surveys and consultation within the School Travel

Plan.

Section 6: Targets and Action Plan

Target: What are you trying to achieve? e.g. increase the number cycling by 10%, cut back on individual cars arriving at the school gates by 10%, increase the number of children walking by 15%, improve provision for Road Safety Education. Your targets must be SMART – i.e. specific, measurable, achievable, realistic and timed. You are advised to have one short-term target (a year hence) and a longer term target over about three years – e.g. In Year 1 reduce use of the car for the school journey by 5%; by end of Year 3 reduce use of the car for the school journey by 20%. (Where a target for mode share exceeds levels indicated in the preference survey, then the target could be considered unachievable and unrealistic and therefore not SMART. If the target is set above preference level a clear case needs to be made as to why.)

Success criteria: How will you know when you have achieved your target? For example, walking bus in place and 10% of children regularly using it.

Target date: When do you hope to achieve your target? Please give a month/term and year (see above for short and longer-term targets).

Actions: What specific measures will you take to achieve this target? For example, set up a walking bus, set up cycle training at school. Any measure or action that has been identified within the body of the School Travel Plan should be included within the action plan (or a reason given as to why it is not taken forward).

Person responsible: Who will be responsible for these actions? What is their role within the school? Please make sure that you complete this section, ensuring that one person is not responsible for all actions. Spreading the load around the school will help to sustain the plan. It is advisable to identify specific individuals from larger organisations where their help and support are required to achieve actions identified.

Completion date: Make sure that you give a month/term and year for completing the action.

Target for staff travel in secondary schools: Secondary schools should set a target and devise an action plan for reducing car use amongst staff, since staff vehicles account for a high percentage of traffic to school.

Section 7: Curriculum Work and Awareness Raising

Curriculum work and awareness raising you already do: Give details of curriculum work and awareness raising that are already taking place at the school. This should cover road safety education, and the health and environmental issues around travel choices.

Curriculum work you plan to do: Give details of curriculum work and awareness raising that you intend to do to help embed the travel plan ethos at your school – e.g. in Geography, Science, ICT, Literacy, Numeracy, PSHE, etc.

How will you inform and involve the staff?/How will you inform and involve parents? Give details of how you will try to raise awareness of the health, safety and environmental benefits of walking and cycling amongst staff and parents.

Please refer to the Road Safety Guidelines for Parents:

www.devon.gov.uk/school_travel_plans). Follow the link for Road Safety Guidelines.

Section 8: Monitoring and Reviewing

- To meet national criteria, the first bullet point on the template must be included.
- Please give a date (month and year) when your School Travel Plan will be included in the School Improvement Plan and an annual date when the SIP will be reviewed.
- Give a date (month and year) for reviewing and updating your travel plan. Say who will be responsible for doing this.
- Give a date (month and year) and person responsible for reviewing the annual travel census data as a first step in the School Travel Plan review process.

Section 9: Signatures

Where the School Council or a class have played a large part in developing the School Travel Plan, please include their signatures.

You are also encouraged to include the signatures of any other parties who have contributed significantly to the development of the School Travel Plan or who will have a role to play in its delivery.

Section 10: STP1 Form

Any engineering improvements you are requesting as part of your School Travel Plan must be included on this form, but please discuss this section with your School Travel Plan Adviser before completing. Include a map showing where these improvements are required.

Appendix for Schools Applying for Planning Permission

3. How these changes will affect access to the school, pupil safety and school travel

Points to consider:

- Whether school roll will remain unchanged – what is the current situation?
- Whether new facilities will lead to wider/increased use or changed access – what level of extra use and what type of change?
- Whether expansion will have an impact on highways or movements on site
- Whether amalgamation will result in increased roll

4. How we plan to manage these changes so that pupil safety and sustainable transport are encouraged as much as possible

Points to consider:

- Is there any alternative with fewer implications?
- If not, your school travel plan should consider:

1. Highway improvements funded by the developer and agreed by the Highways Department
2. Improved access for walkers, cyclists and users of public transport
3. Additional provision and promotion of public/home to school transport
4. Restriction of on-site parking facilities
5. Promotion and encouragement of walking, cycling and car sharing
6. Improved facilities for walking and cycling

It is expected that, as a minimum requirement, each development should:

- be designed and equipped to encourage minimal use of the car as a means of travel to school
- provide infrastructure that will help to promote safe, healthy and sustainable travel to school through walking, cycling and the use of public transport
- remove barriers to the use of sustainable travel as a means of getting to school, for example through the provision of lockers for pupils to store books, equipment and bags
- ensure provision of secure, sufficient and covered cycle storage for a minimum of 10% of the school population, including staff
- provide for safe entry and egress to the school site for school transport vehicles with safe setting down and picking up areas for pupils using those vehicles
- provide separate and sufficient vehicular and pedestrian access