

Suffolk Travel Plan Components – School Travel Plan

Description of the location, size and type of school:

- Include the DfE Unique School Reference Number (935/YYYY)
- What type of school is the travel plan for (i.e. primary, secondary, academy, independent, Voluntary Aided, Further Education College) and why is it being written/updated?
- What is the age ranges of the pupils? What is the total number of pupils that attend the school? This must include the number of SEN pupils with a statement of need; with a transport element to the statement and a general comment about what impact this may have on travel
- What are the opening hours of the school? What hours do the pupils participate in their lessons? What are the times of the pre and after school clubs?
- Include details of the school catchment area
- Include a written description of the locality of the school including a location map and site plan
- Photographs (if applicable)
- Include details of the key walking routes, cycle routes, and public transport services that serve the school. Are there segregated walking and cycling entry points away from vehicles to the school? Also include the times of the first and last buses and trains that serve the school
- How many pupils arrive by public transport and/or school buses? Where will the pupils be dropped off? Are the pupils supervised when they are dropped off and collected?
- Where do parents collect pupils by car? How many staff and visitor car parking spaces are there? Are there any parking restrictions or charges for staff to park their vehicles?
- What sustainable facilities (i.e. secure cycle parking, lockers, showers) are available at the school? Are the staff and pupil facilities separated?
- What is the current involvement of the school in school travel activities and education
- Is the use of the school extended to the community after school hours (i.e. fitness classes, craft workshops)?

Description of the travel problems and issues faced by the school:

- Include a list of the particular travel issues and barriers towards using sustainable transport to and from the school. The Travel Plan measures should be identified to help address some of the listed issues and barriers

Surveys:

- Survey of how all pupils 'usually travel to school' and 'prefer to travel to school'. Report data as numbers, as well as percentages (so that year on year comparisons can be made). Data from the School Census should be used for the baseline on how pupils usually travel to school, where available. If pupil numbers are high and it is not feasible to survey all pupils, a representative sample should then be surveyed
- Include the date of when the survey was undertaken, the number of pupils surveyed and the response rate
- Include pupil and staff home postcode plots (if available)
- In the case of SEN schools it may be impractical to involve pupils in surveys. 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 and setting down pupils
- Use (if available) historical data to show progress to date
- Also include staff travel surveys
- Consider surveying parents and ask for their contributions or ideas for the travel plan

Clearly defined objectives and targets:

- Clear objectives (i.e. statements of intent – what do we want to achieve?) stated within the text and clearly linked back to the issues identified from the surveys and consultation within the travel plan
- Targets should be specific, measurable, achievable, realistic and time-bound. The targets must be developed using the Baseline survey data. There must be information on how the targets are going to be monitored
- Correlating SMART targets associated with each objective (i.e. a specific point which we want to reach by a stated time) that reflect the survey data and issues identified
- Targets should be set over a five year period

Details of Proposed measures:

- Include a yearly action plan stating what will be done to meet the travel plans objectives and correlating targets. This should also be set over a set time period (i.e. five years)
- The measures must be implemented from the moment that the travel plan is approved
- There must be actions linked to specific objectives and targets illustrating how these actions will achieve the associated target. It should be clear how the measures are linked back to objectives, targets and or issues identified through the travel plan consultation

- Include the monitoring activities to the action plan to help ensure that monitoring tasks are not overlooked. If the working group meetings just focus on reviewing action plans that haven't included monitoring tasks, then important monitoring activities could be overlooked. Include some of the risks that would prevent implementation. Also include some information on how these risks will be overcome
- The action plan should not just contain new initiatives or proposals but also any existing or ongoing projects such as cycle training, WOW, bus prefects, etc, and details of how they will be monitored
- Clearly state when the action will be completed, or undertaken. Each action must have a timetable associated with it that states the date that it will be completed by
- Any measure or action that has been identified within the body of the travel plan should be included within the action plan (or a reason given as to why it is not taken forward)
- Include the promotion of annual events such as, Walk to School and Bike to School Week as measures
- Include Bikeability training for pupils as a measure, if appropriate

Clearly defined responsibilities:

- Individuals should be named and duties should be spread around in order to reduce the load on any one individual within the school and ensure the plan will be sustained. It is advisable to identify specific individuals from larger organisations where their help and support is required to achieve actions identified. Include details from any external partners (Road Safety Team, Town and Parish Councils, County Council, Police, etc)

Evidence that all parties have been consulted:

- Say how you have sought to find out the opinions and ideas of all those directly affected by the action plan in the travel plan (i.e. pupils, parents, staff, school governors)
- Who was consulted, how and when? A table format could be included detailing who was consulted, on what they were consulted on, and when and how the consultation took place
- The consultation must involve as a minimum parents/pupils, staff and governors. Evidence of the consultation must be included and must involve more than just mentioning or referring to consultation without including an evidence base. The evidence of the consultation must be included in the appendices of the travel plan
- Include a list of the members of the travel plan working group

Monitoring and review proposals:

- Include the date of when the travel plan monitoring and review will take place on an annual basis
- Include a commitment to update the baseline travel survey information as soon as each annual review has been completed

- Include the contact details of the person responsible for administering the monitoring and review of the travel plan (Travel Plan Coordinator)

Appendices:

- Include the following:
 - Example travel surveys for staff and pupils
 - Full site layout map
 - Travel Plan Consultation evidence

Useful links:

Suffolk County Council School Travel Plan Documentation:

www.suffolkroadsafe.net/children-and-young-people/travel-plans

Bikeability schemes:

<http://bikeability.dft.gov.uk/>

2007 DfES Home to School Travel and Transport Guidance:

<http://www.greensuffolk.org/assets/Travel-Plans/Documents/Travel-Planning/2007-Home-to-School-Travel-and-Transport-Guidance.pdf>