



The Avenue School
Conwy Close
Tilehurst
Reading
RG30 4BZ

DFE number: 870/7001

Travel Plan January 2022

This document is a School Travel Plan. It has been prepared to support the expansion of the Avenue School for pupils with special educational needs (SEN). This document should be read in conjunction with the Transport Statement, also being prepared by HCC Traded Services.



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	2	January 2022
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Section 1 – Background

The Avenue School
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The Avenue Special Needs Academy is a day special school for boys and girls from the age of 2 – 19 with complex Special Educational Needs.

Pupils at The Avenue School vary greatly in their needs, personalities, and academic abilities. All have at least a Severe Learning Difficulty and some will have Profound and Multiple Learning Difficulties (PMLD), Autistic Spectrum Disorder (ASD), speech and language needs, physical needs, and a combination of the above.

The school currently has 178 pupils on roll, however, due to a need for more places it is proposed to expand the school to enable it to take 235 pupils. This expansion is planned in two phases with phase 1 being an extra 30 places for students in the post 16 unit from September 2021. The further additional 30 places are to be created by the refurbishment of office spaces in the former Reading Borough Council Offices on the upper floors.

The expansion of the school is required to provide a suitable educational establishment and to meet the current and projected shortfall of school places for the rise in pupil numbers needing an SEN provision in Reading.

Travel Plan Aims and Objectives

The overall aim of this school travel plan is to ensure that pupils, students, parents, and staff who are currently at the school, and will attend in the future, are able to make informed decisions about their travel to and from school. Through the travel plan it is hoped the school community will be able to continue to choose more sustainable modes of travel and therefore minimise the impact of the proposed school expansion on the local environment.

Aims:

- To encourage use of more sustainable modes of travel to car use, to reduce car alone journeys to and from school to keep the impact of travel to school on the local community at a minimum
- To increase awareness of the importance of safe travel to school
- To raise travel awareness amongst the whole school community and integrate sustainable travel within the curriculum and ethos
- To promote and enable sustainable travel for staff and visitors

Objectives:

- To encourage and enable safe and sustainable journeys to and from school
- To ensure that Road Safety education is provided to all to ensure safer journeys to and from school and teach some of the skills of safe independent travel to those that are able to
- To encourage the school to work with RBC's Home to School Transport Team to support pupils to use RBC-funded transport services for all relevant students to and from school

- Encourage students that have bicycles and appropriate ability to consider cycling to school and back
- To encourage, where appropriate car sharing between parents of the school where no RBC transport is available.
- To promote the travel plan and sustainable travel options to students and parents
- To promote and enable alternatives to the car and reduce car use (for staff and visitors)

School's Vision

To enhance each pupil's quality of life through the delivery of a relevant, individualised and meaningful curriculum. The curriculum pathways, delivered through an attitude of P.A.C.E. (Hughes, 1997), will support the development of communication, personal and social skills, physical skills, and cognitive skills.

As part of each individual's education, they will be taught about the environment and also life skills such as independent travel training, where appropriate which fits into the aims and objectives of the travel plan.

Current and Proposed School

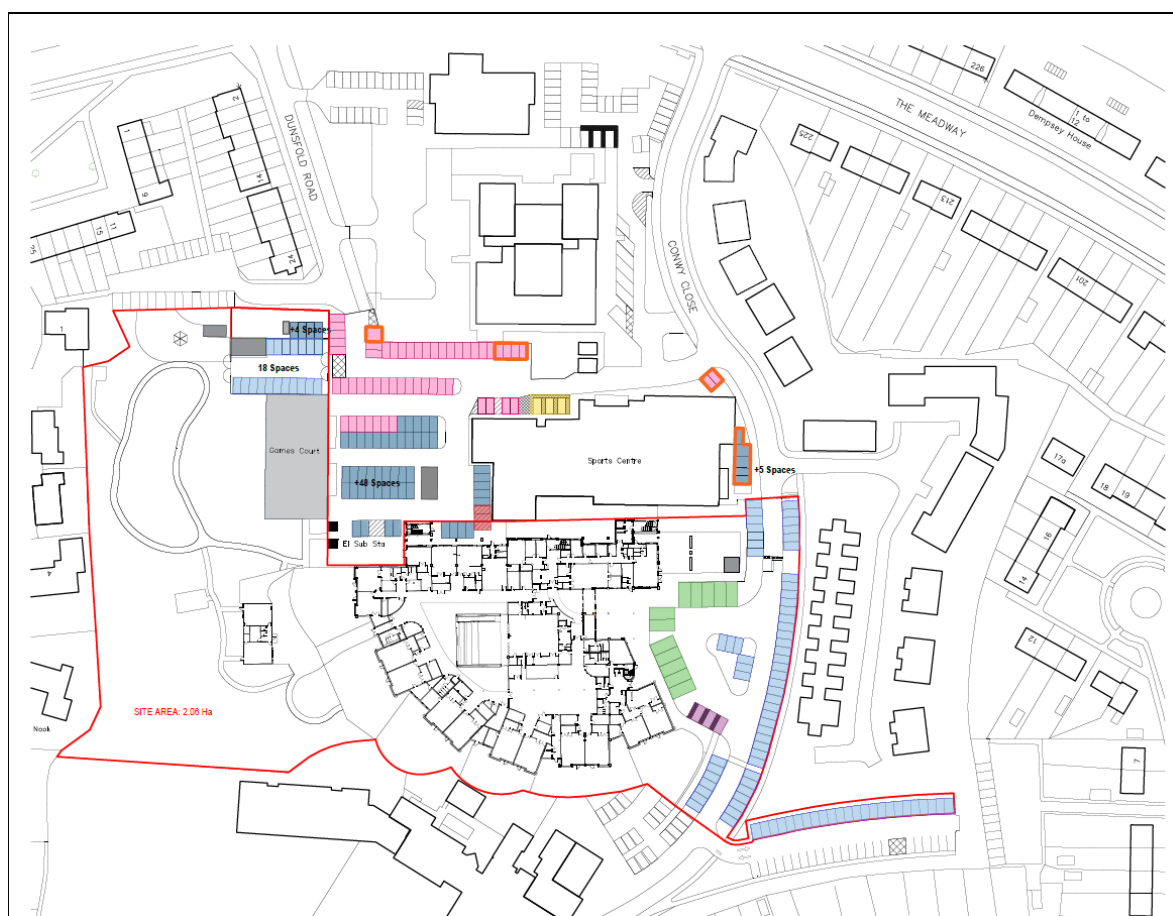
Facilities

The existing school comprises of classrooms, specialist practical classrooms, a hall, kitchen, office spaces, a staff room, learning resource centre and reception office. Some of the school rooms are already based on the ground floor of the old Reading Borough Council Office, Avenue Centre through earlier expansions. As a result of this expansion the school will now be taking over the remaining first and second floor office plates. The outside space consists of a games court and a large sensory garden.

The existing and proposed site plans can be seen in Appendix 1 of this document.

Staff Car Park

The school currently has a staff car park which has 99 standard spaces 3 accessible parking spaces and 12 spaces for minibuses. Once the school is expanded it will gain a further 53 spaces via a lease agreement from the leisure centre. The plan below shows where the existing school parking bays are in pale blue. The 57 darker blue parking bays, indicate the 4 space required for the school expansion plus the 53 leased spaces for use within the school day between the hours of 8am and 4pm. The spaces shown in pink are leisure centre spaces. Outside of the school day, the leisure centre spaces are fully available for leisure centre use



Staff Car Parking



Main car park



Side car park shared with Church End Primary Parking at the rear of school next to the leisure centre car park

The minibus bays and accessible parking



Cycle and Scooter Storage



Visitor Cycle parking



Secure cycle parking for staff and students

There are 20 secure cycle parking spaces for staff and pupils in the school of which 10 spaces are covered and a further 10 spaces for visitor cycle parking.

Pupils and Staff

Pupils

The school currently has a Published Admission number of 175 pupils. As of May 2021, there are 175 pupils on roll aged 2 to 19 years. It is planned to increase the admission number to 235 pupils. A map showing the pupil locations can be seen in Appendix 2.

SEND children and Children with an Educational Healthcare Plan (EHCP)

All the children on roll have an ECHP. Most of the pupils are transported to school by a school bus or are in taxis paid for by Reading Borough Council.

Staff

There are 195 staff members currently, consisting of the Executive Head Teacher, the Head of School, teaching staff, support staff, health care professionals and office staff.

Once the school grows to its full potential, the table below details the predicted staffing numbers:

Staff	Existing School (175 PAN)	Proposed School (235 PAN)
Full-time teachers (1.0 FTE)	22	28
Full-time LSA's (1.0 FTE)	110.2	176.2
Non-teaching staff	37	42
Part-time visiting staff (0.5 FTE)	6	6
TOTAL (FTE)	175.2	252.2

School Day and Extended School Day

The school is open to all pupils from 8:50am and closes at 3:15pm.

The school site is open each day to staff from 6am until 9pm and the school office is open from 8:30am until 4pm.

The school takes lettings for The Square, for celebrations, these events generally occur after school in the evenings (up to 9pm) and at the weekends between the hours of 7:30am and 6pm.

School Initiatives/Curriculum Activities

Independent Travel Training and Road Safety Awareness

Many of the classes go out for local walks to learn road safety and independent travel skills. In addition, the older students are taught how to catch the bus.



Goldcrest

This term, some pupils from Goldcrest have been making regular trips to the local newsagents as part of their life skills learning. They are beginning to walk independently and are developing road awareness with growing confidence. At the shops, pupils are able to choose one item to purchase and are encouraged to exchange the money with the shop's staff. We would like to thank the staff at Meadway News for being so welcoming to our students, and always so happy to see us walking in!



Travel Training

On the Buses



One of our students, from Magpie's class, has been learning to travel independently from his home in Tilehurst to school on a daily basis since February half term. He has been able to catch the number 33 bus from the bus stop outside his house and get off at Churchend Lane bus stop. He uses his bus pass to pay for his journey.

He has had the full support of his family assisting in his journeys.

Air Pollution Studies

As part of their environmental studies some of the classes look at the causes of air pollution such as traffic and they created a display of their work.

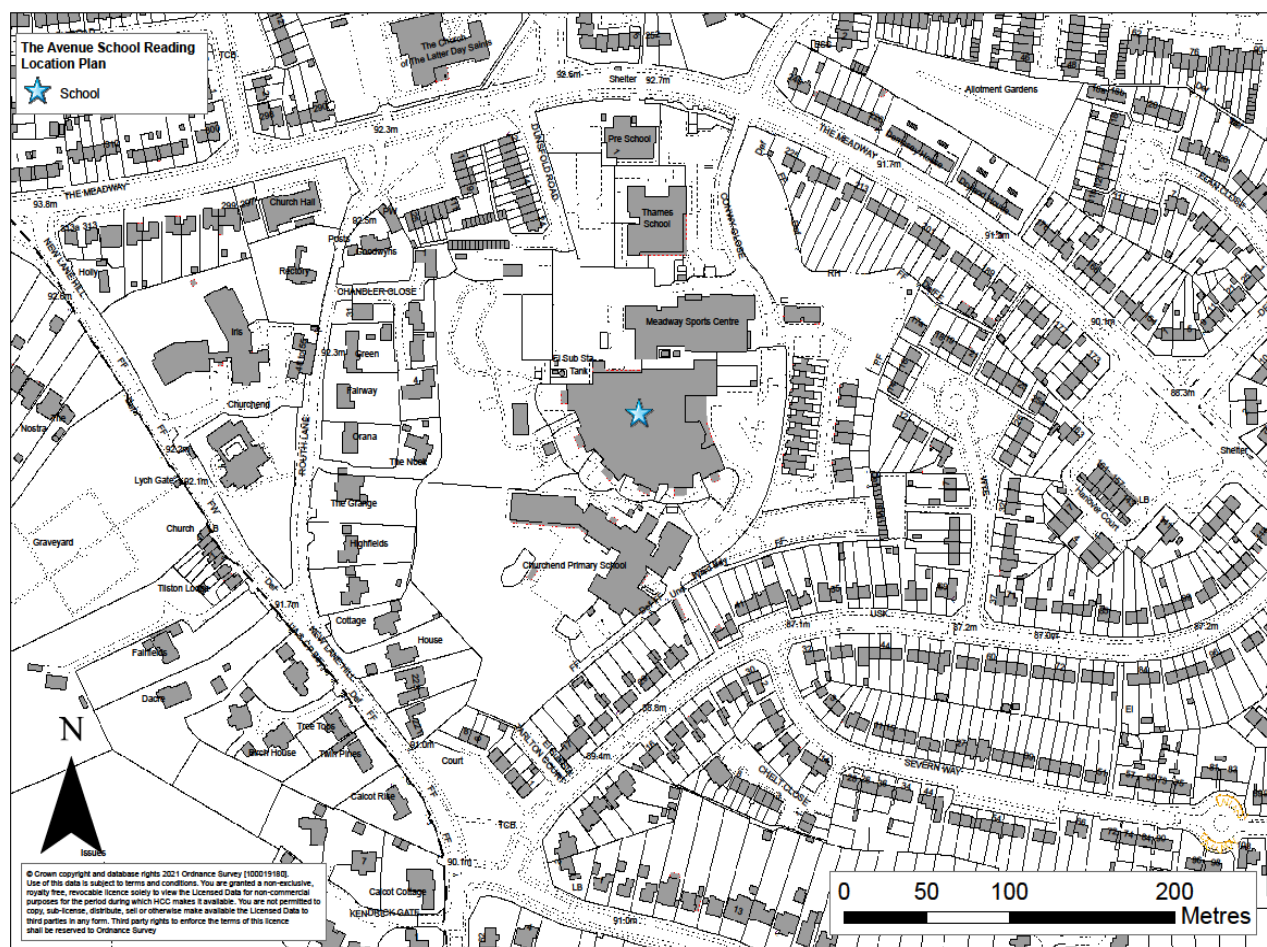
Kestrel Class



Kestrels have been very busy this term. Firstly they have been looking at pollution in the news. They created a display on the cause of air pollution and from the they watched then recalled facts CBBC news item



School Location Map



Description of the School Locality

The Avenue Special School is located in Conwy Close, off the Meadway in Tilehurst, Reading. The school is situated in a cul-de-sac with Church End Academy Primary School, The Thames Valley School, and the Meadway Sports Centre. The school site is surrounded by residential housing. There is a pre-school located next to the Thames Valley School which is accessed off Dunsfold Close.

Catchment area

There will not be a specific catchment area for The Avenue School due to the nature of the pupils coming to the school. However, the intention is for the pupils, as much as possible, to come from Reading.

Site Accessibility and Transport Links

Access to the school site is shared with access to the Leisure centre and Church End Academy school via a local road called Conwy Close. Access via Conwy Close is for both pedestrians and vehicles. Currently, this is the only access into the school site.



The Meadway is a key arterial route from west Reading into the town centre.

Walking and Cycling routes

The key walking routes to the school are along Conwy Close from the Meadway, there are good footpaths on both sides of the road, along Dunsfold Road into the leisure centre car park and adjacent to the Church End Primary School from Usk Road. There are three pedestrian entrance gates into the school and an additional one through the leisure centre car park.



The Meadway



Conwy Close

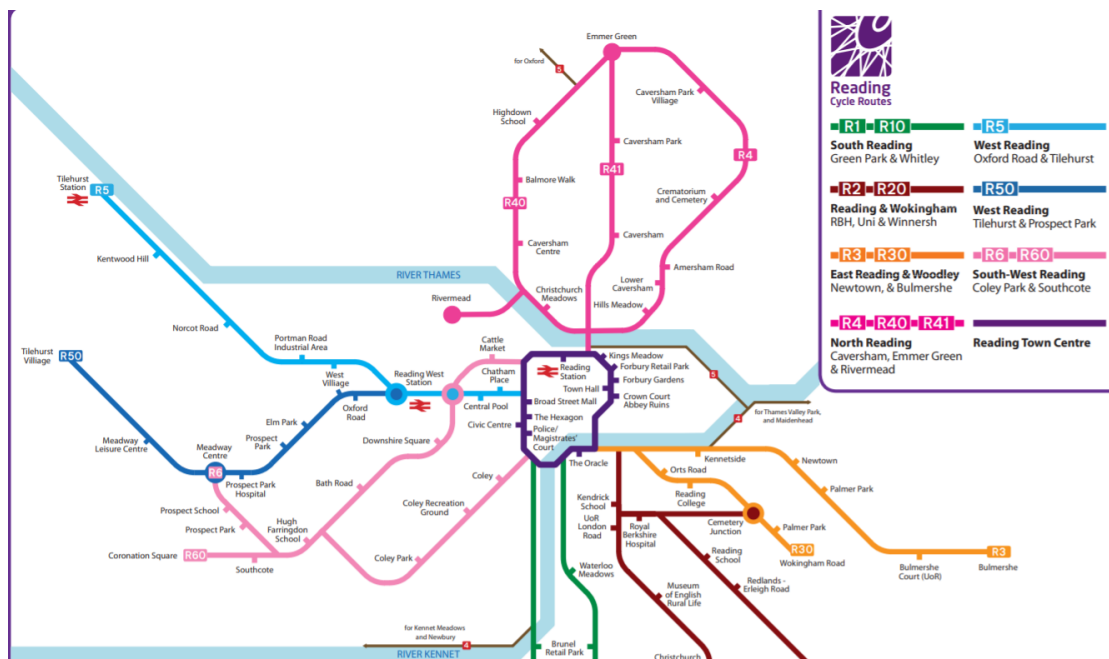


Pedestrian entrance to Dunsfold Road. Footpath to Usk Road

Usk Road

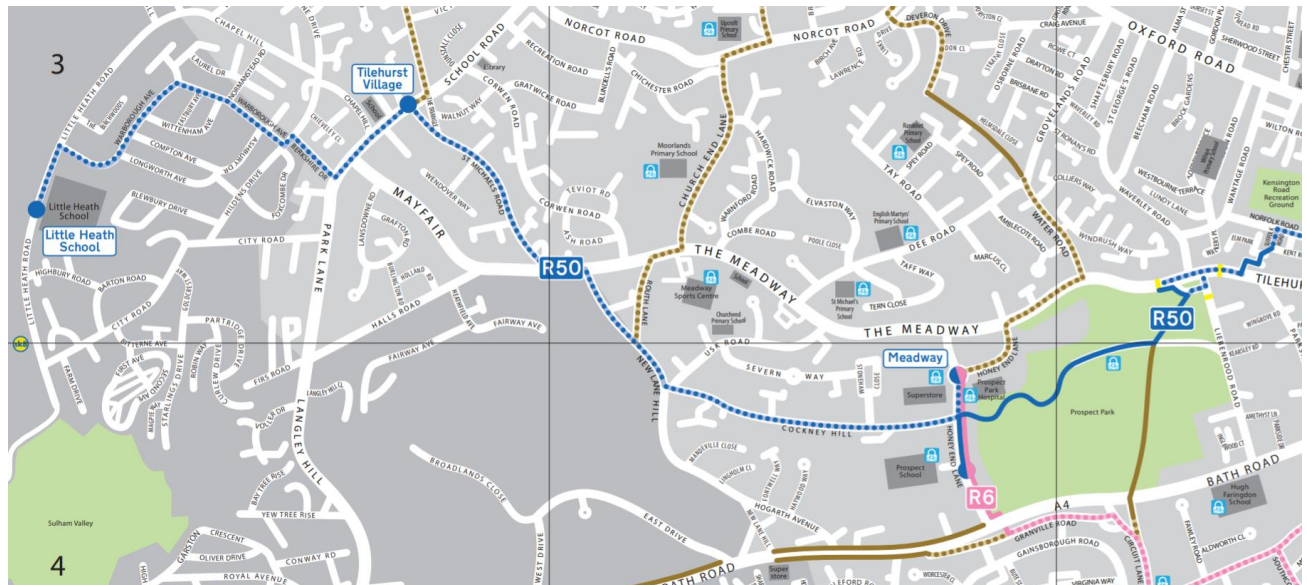
There are no dedicated cycle routes leading to The Avenue School, however the Reading route 50 passes along New Hill Lane at the junction of Usk Road.

Reading Cycle Map



<http://www.reading-travelinfo.co.uk/cycling/reading-cycle-network.aspx>

Route 50.



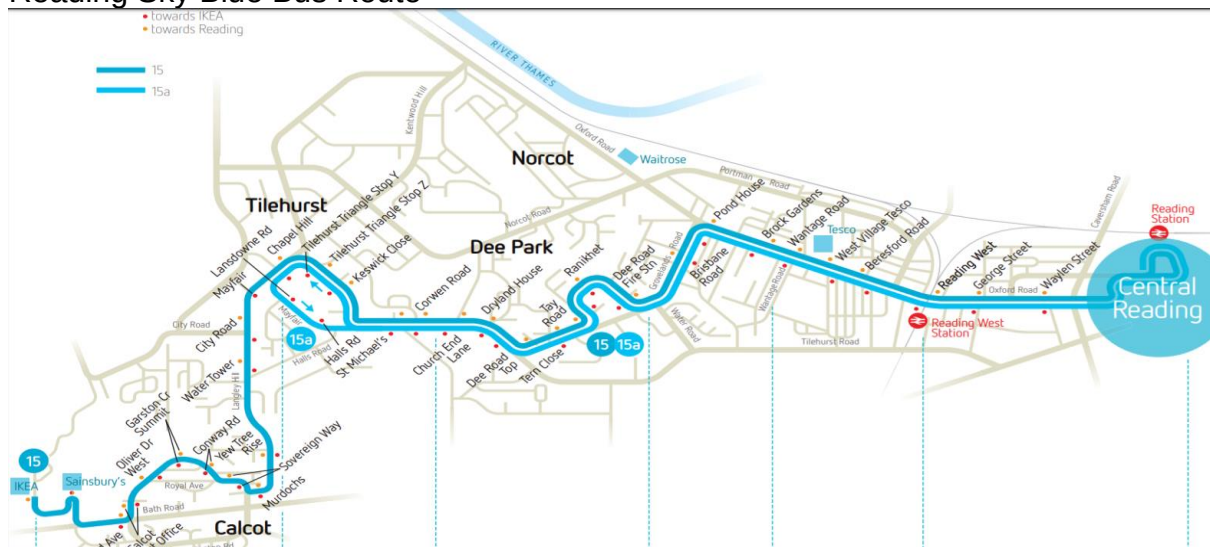
http://www.reading-travelinfo.co.uk/media/116787/reading_cycle_routes_network_map_inside_mar_16_web.pdf

Public Transport in Reading

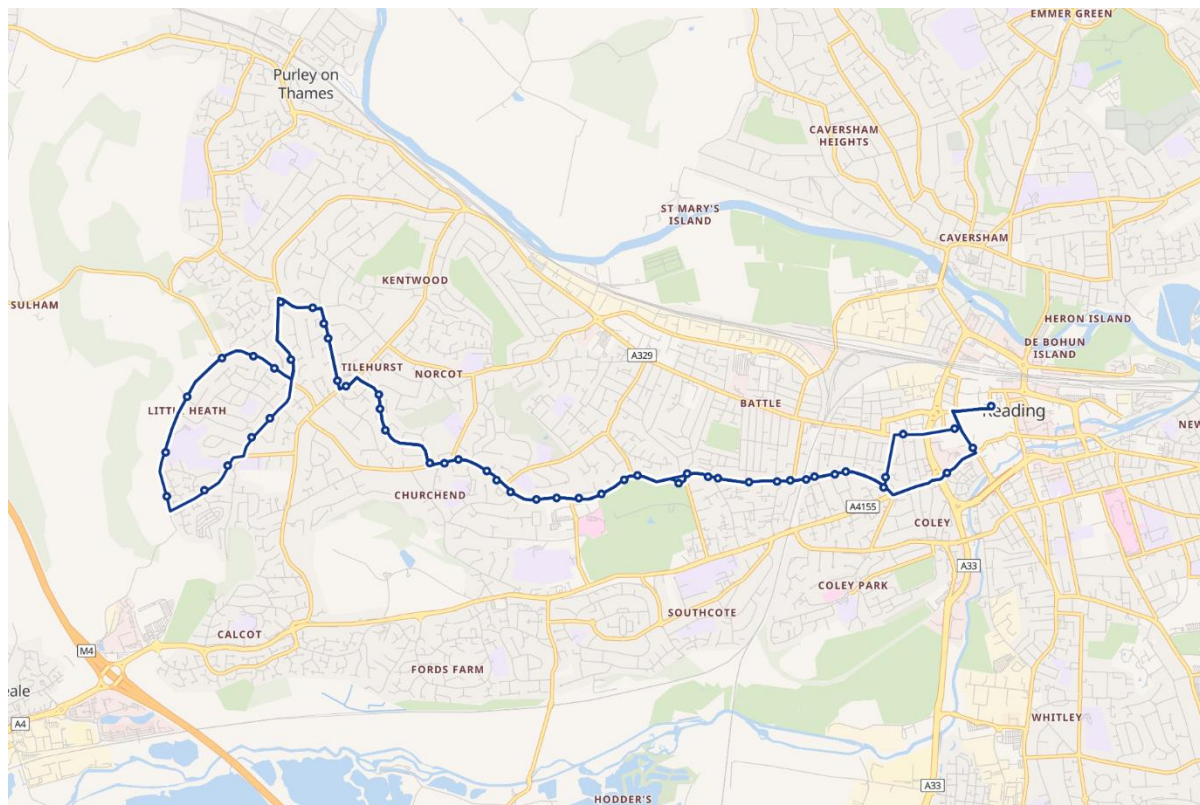
Buses

The nearest bus stops to the school site are located on the Meadway, near to Church End Lane and Dryland House. These stops are served by the Sky Blue Reading bus and these services run every 15 to 20 minutes. The bus timetable is in the appendices.

Reading Sky Blue Bus Route



The bus stops are also served by the Reading 33 Royal Blue Service and



The bus times can be seen in the appendix 4.

Rail

The nearest railway station is Tilehurst station which is approximately 1.6 miles away using the most direct walking route, so a 35-minute walk or 12-minute cycle, meaning that travel by rail could be a feasible option for staff.

Tilehurst station is served by stopping services run by Great Western Railway between Reading and Oxford (or in a few cases onward to Banbury). Most of these services start or continue as semi-fast services between Reading and London Paddington, and run twice per hour throughout most of the day, but only hourly on Sundays. Typical journey times are about five minutes to Reading, 35 minutes to Oxford, and just under one hour to Paddington. A train timetable can be seen in Appendix 5.

Why is a Travel Plan Required?

It is good practice for schools to review their travel plans regularly both in terms of monitoring success, and to review whether any travel related issues have been resolved or not. It is recognised that behavioural change requires sustained effort and support as bad habits can easily slip back into routines, e.g., with bad weather. In addition, with schools, there will always be an annual new intake of children with parents who are often new to the school and therefore need to be informed as to the ethos of the school and its community.

For The Avenue Special School, a travel plan is required as it does not currently have a recent or active travel plan. The travel plan provides a long-term plan to assist mitigating

against the travel impact of the expected increase in pupil numbers when the school expands to its full capacity. The travel plan will be reviewed periodically by the Governing Body.

School Travel Plan Working Group

Headteacher	Symon Cooke
School Travel Champion	Tracey Green
Business Manager	Tracey Green

The working group has been supported by the Hampshire County Council's Travel Planning Team. The designated officer is Sarah Lees.

Dates and Working Group Meetings

Due to the COVID pandemic all correspondence between the school and the designated travel plan officer have been conducted online. Several emails have been exchanged providing information.

Section 2 – Policy

Whilst there has not been a requirement to submit a planning application to support the expansion of this school, a Section 73, change of original Condition, has, the national policy is as follows:

National Policy – National Planning Policy Framework (NPPF) Published February 2019.

Ministry of Housing, Communities and Local Government.

The revised National Planning Policy Framework (NPPF) 2019 sets out the Government's planning policies for England and how these are expected to be applied. It provides a framework within which locally prepared plans for housing and other development can be produced.

“Achieving sustainable development means that the planning system has three overarching objectives, which are interdependent and need to be pursued in mutually supportive ways (so that opportunities can be taken to secure net gains across each of the different objectives):

- a) An **economic** objective.
- b) A **social** objective and
- c) An **environmental** objective,

These objectives should be delivered through the preparation and implementation of plans and the application of the policies in this Framework; they are not criteria against which every decision can or should be judged. Planning policies and decisions should play an active role in guiding development towards sustainable solutions, but in doing so should take local circumstances into account, to reflect the character, needs and opportunities of each area”.

In Chapter 8 “Promoting Healthy and Safe Communities”

Paragraph 91 states: *“Planning policies and decisions should aim to achieve healthy, inclusive and safe places which:*

- a) promote social interaction, including opportunities for meetings between people who might not otherwise come into contact with each other – for example through mixed-use developments, strong neighbourhood centres, street layouts that allow for easy pedestrian and cycle connections within and between neighbourhoods, and active street frontages;*
- b) are safe and accessible, so that crime and disorder, and the fear of crime, do not undermine the quality of life or community cohesion – for example through the use of clear and legible pedestrian routes, and high quality public space, which encourage the active and continual use of public areas; and*
- c) enable and support healthy lifestyles, especially where this would address identified local health and well-being needs – for example through the provision of safe and accessible green infrastructure, sports facilities, local shops, access to healthier food, allotments and layouts that encourage walking and cycling.”*

Chapter 9 NPPF 2018 is about “Promoting Sustainable Transport”

Paragraph 102 states:

Transport issues should be considered from the earliest stages of plan-making and development proposals, so that:

- a) the potential impacts of development on transport networks can be addressed;*
- b) opportunities from existing or proposed transport infrastructure, and changing transport technology and usage, are realised – for example in relation to the scale, location or density of development that can be accommodated;*
- c) opportunities to promote walking, cycling and public transport use are identified and pursued;*
- d) the environmental impacts of traffic and transport infrastructure can be identified, assessed and taken into account – including appropriate opportunities for avoiding and mitigating any adverse effects, and for net environmental gains; and*
- e) patterns of movement, streets, parking and other transport considerations are integral to the design of schemes, and contribute to making high quality places.”*

In paragraph 103 it further states. *“The planning system should actively manage patterns of growth in support of these objectives. Significant development should be focused on locations which are or can be made sustainable, through limiting the need to travel and offering a genuine choice of transport modes. This can help to reduce congestion and emissions, and improve air quality and public health. However, opportunities to maximise sustainable transport solutions will vary between urban and rural areas, and this should be taken into account in both plan-making and decision-making.”*

Paragraph 109 details: *“Development should only be prevented or refused on highways grounds if there would be an unacceptable impact on highway safety, or the residual cumulative impacts on the road network would be severe.”*

Paragraph 110 clarifies: *“Within this context, applications for development should:*

- a) give priority first to pedestrian and cycle movements, both within the scheme and with neighbouring areas; and second – so far as possible – to facilitating access to high quality public transport, with layouts that maximise the catchment area for bus or other public transport services, and appropriate facilities that encourage public transport use;*
- b) address the needs of people with disabilities and reduced mobility in relation to all modes of transport;*
- c) create places that are safe, secure and attractive – which minimise the scope for conflicts between pedestrians, cyclists and vehicles, avoid unnecessary street clutter, and respond to local character and design standards;*
- d) allow for the efficient delivery of goods, and access by service and emergency vehicles; and*
- e) be designed to enable charging of plug-in and other ultra-low emission vehicles in safe, accessible and convenient locations.”*

Paragraph 111 states: *“All developments that will generate significant amounts of movement should be required to provide a travel plan, and the application should be supported by a transport statement or transport assessment so that the likely impacts of the proposal can be assessed.”*

In Chapter 15: “Conserving and enhancing the natural environment”

Paragraph 181 states: “Planning policies and decisions should sustain and contribute towards compliance with relevant limit values or national objectives for pollutants, taking into account the presence of Air Quality Management Areas and Clean Air Zones, and the cumulative impacts from individual sites in local areas. Opportunities to improve air quality or mitigate impacts should be identified, such as through traffic and travel management, and green infrastructure provision and enhancement. So far as possible these opportunities should be considered at the plan-making stage, to ensure a strategic approach and limit the need for issues to be reconsidered when determining individual applications. Planning decisions should ensure that any new development in Air Quality Management Areas and Clean Air Zones is consistent with the local air quality action plan”.

Link to National Planning Policy Framework

<https://www.gov.uk/government/publications/national-planning-policy-framework--2#history>

Childhood Obesity – The Government’s Plan for Action

A third of children aged 2 to 15 are overweight or obese and younger generations are becoming obese at earlier ages and staying obese for longer. Reducing obesity levels saves lives as obesity doubles the risk of dying prematurely. The economic costs are great too – it was estimated that the NHS in England spent £5.1 billion on overweight and obesity-related ill-health in 2014/15.

Obesity is a complex problem, contributed to by behaviour, environment, genetics and culture. However, at its root obesity is caused by an energy imbalance: taking in more energy through food than is used through activity.

The Government aims to significantly reduce England’s rate of childhood obesity within the next ten years through the following initiatives:

- **Introduction of a soft drinks levy across the UK.** In England the revenue from the levy will be invested in programmes to reduce obesity and encourage physical activity and balanced diets for school children. Primary PE and Sport Premium will be doubled and £10 million invested in healthy breakfast clubs.
- **Taking out 20% of sugar in products.** A structured sugar reduction programme will be launched to remove sugar from the products children eat most. All sectors of the food and drinks industry will be challenged to reduce overall sugar across a range of products that contribute to children’s sugar intakes by at least 20% by 2020, including 5% in year one.
- **Supporting innovation to help businesses to make their products healthier.** The recently formed Agri-Food Technology Council will continue to provide leadership in areas such as health and nutrition and consumer acceptability with the Food Innovation Network bringing together food businesses, researchers, and innovation support to enable greater take up of world-leading research and development.
- **Making healthy options available in the public sector.** The Government will be working with local authorities and the Local Government Association to encourage them

to implement the Government Buying Standards for Food and Catering Services (GBSF) across all public sector settings from leisure centres to hospitals.

- **Continuing to provide support with the cost of healthy food for those who need it most.** The Government is re-committing to the Healthy Start scheme providing vouchers to families on low income, which can be exchanged for fresh or frozen fruit or vegetables and milk.
- **Helping all children to enjoy an hour of physical activity everyday.** The aim is to encourage every primary school child to get at least 60 minutes of moderate to vigorous physical activity a day. Half of this will be provided in school with the remaining supported by parents and carers outside of school time. A way of achieving this would be for parents and carers to support the school travel plan actions and targets encouraging children to walk, cycle or scoot to and from school.
- **Improving the co-ordination of quality sport and physical activity programmes for schools.** Investment in cycling and walking to school will continue with the commitment to producing a Cycling and Walking Investment Strategy. This will include a £300m investment supporting cycling and walking, a clear target increasing the number of children walking to school and continued support for Bikeability cycle training for children.
- **Creating a new healthy rating scheme for primary schools.** From September 2017 this will be introduced to encourage schools contributions to preventing obesity by helping children to eat better and move more. This scheme will be taken in to account during Ofsted inspections and there will be an annual competition to celebrate schools with the most innovative and impactful projects. Ofsted will conduct a review on obesity, healthy eating and physical activity in schools and provide examples of good practice and recommendations on what more schools can do in this area.
- **Making school food healthier.** The Secretary of State for Education will lead a campaign to encourage all schools to commit to the School Food Standards (January 2015).
- **Clearer Food Labelling.** Work will continue to encourage those working in the industry to implement the voluntary front of pack traffic light labelling scheme and it is likely that this will be extended to show clearer labelling to the consumer about sugar content in packaged food and drink.
- **Supporting early years' settings.** The Children's Food Trust will be producing and launching in early 2017, guidelines for early years' settings to help them meet current Government dietary recommendations and guidelines for physical activity in the early years.
- **Harnessing the best new technology.** Work will be done to capitalise on the power of technology to support healthier choices, looking towards providing simple information on how much sugar, fat and salt the weekly shop contains.
- **Enabling health professionals to support families.** Encouraging them to continue their good work talking to parents about their family's diet and referring people to weight management services, clubs and websites for further advice.
These actions should significantly reduce England's rate of childhood obesity within the next ten years. The actions and targets set out within the school travel plan for increasing walking and cycling/scooter rates to and from school will certainly contribute towards this reduction in the obesity rate.

See following link for full action plan:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/546588/Childhood_obesity_2016__2__acc.pdf

Local Policy

Reading Borough Council Local Transport Plan 3: Strategy 2011 – 2026

The local transport plan (LTP) sets out the Borough council's transport strategy for the period 2011 to 2026. The LTP Strategy Plan provides the context for Reading in terms of the economy, environment and quality of life.

“Our long-term vision for transport in Reading is outlined within the context of the Sustainable Community Strategy and its three strands of People, Place, and Prosperity. At the heart of our vision is the aim of better ‘Connecting Reading’ and a transport system that enables people to move around –

easily, safely, sustainably and in comfort.”

The plan then sets out the following objectives for School Travel in Chapter 6:

Enabling Policies

6.2 Our enabling policies to improve inclusion for people in Reading are as follows:

- To implement multi-targeted schemes, particularly those that will make pedestrian and cycling connections safer and more attractive to local destinations, to achieve best value for money;
- To support investment in safer and more affordable transport in areas of greater deprivation;
- To take a preventative approach of scheme safety auditing, inspection and user education to reduce road casualties.
- To support the Air Quality Management Plan in improving air quality; and
- To support alternative or community-based public transport where commercial public transport is inaccessible or unaffordable.

School Travel

6.11 *“School travel objectives, policies, challenges, opportunities, actions and targets are detailed in the **Sustainable Modes of Travel Strategy 2010** (SMoTS), which is a statutory document under the **Education and Inspections Act 2006**. This document includes policies to assist all schools with developing, implementing and monitoring school travel plans and increasing the use of sustainable transport options for travel to school. It also identifies the responsibility for providing road safety education and national standard cycle training and defines the process for developing measures to create safe routes to schools.”*

Encourage schools to update school travel plans promoting sustainable travel to school

Increase the number of pupils walking, cycling and using public transport to travel to school

Reduce the number of car journeys made to school, particularly among those living within 2 miles of the school

Promote and encourage participation in Bikeability

Support increased accessibility to local services/facilities including education

6.12 “School travel policies and actions are monitored, and proposals assessed for their likely impact in increasing the number of children walking, cycling or taking public transport and in reducing the number of car journeys to schools. Policies and proposals aim to ensure that options are available for all children to access education and also promote travel to improve children’s physical activity levels through increased walking and cycling”

It then goes on to state in section **6.14**

“Objectives, policies and actions under the theme of travel information are included in a number of documents. The provision of a bus information strategy is a statutory requirement under the **Transport Act 2000**, and details of corresponding policies to improve the provision, quality and accessibility of information available to public transport users are contained in that document and also within our separate **Public Transport Strategy (2011)**. Policies on promoting cycling through branding, high quality route maps, directional signing and journey time information are included within our **Cycling Strategy (2008)**. Under the **Parking Standards and Design SPD (2009)**, developers are expected to include travel plans as part of their submission for major developments.”

Under section **6.21** the LTP covers Air Quality Management and states

“The Environment Act 1995 introduced a statutory duty for Local Authorities to review and assess the air quality in their districts, and where problems exist, to formulate an action plan to improve the situation. Air quality is assessed against UK Air Quality Objectives (AQO), which are target levels of each pollutant based on their effect on human health. Reading Borough Council’s air quality monitoring and modelling identified a number of areas close to busy roads where the national objective levels for nitrogen dioxide were unlikely to be met, and because of these exceedances we have declared a large area of the Borough as an Air Quality Management Area (AQMA).”

Clean air is essential for our health, quality of life and the environment. Air pollution is not only harmful to human health but may also have harmful effects on plants and animals as well corroding materials and buildings. **Air Quality Action Plan**

6.22 *"To support the AQMA we have also produced an **Air Quality Action Plan (AQAP) (2009)** identifying measures which can be introduced in order to try and reduce the levels of nitrogen dioxide across the borough, with a particular focus within the AQMA. The AQAP is aligned with the LTP, recognising that transport is the main contributor to air quality exceedances in Reading. Details of objectives, policies and actions to achieve these objectives are contained within the AQAP".*

The LTP also sets out its Road Safety policy:

Road Safety

6.23 *The **Road Traffic Act 1988** places a statutory duty on local highway authorities to produce a Road Safety Strategy. This duty was fulfilled by a single document for 2001-2010 that is replaced by the **Road Safety Strategy 2011**.*

6.24 *Road safety issues are addressed through a combination of measures based on engineering, enforcement and education. Our past approach has focused on local accident clusters with the aim to reduce the number of deaths and serious injuries on our roads in line with Government targets. This has been combined with enforcement work in partnership with the Thames Valley Police and road safety education work based on community partnerships and an understanding of local issues, particularly where there is evidence that people living in poorer communities are more likely to become casualties in road traffic accidents*

6.25 *This approach has resulted in a 56% reduction in fatalities and serious injuries as well as a gradual reduction in slight injuries. Partnership working, enforcement and education will still be an important element of road safety, but new guidance and analysis of current trends indicate a revised approach to reducing accidents. Therefore, the Road Safety Strategy 2011 focuses more on actions to improve safety for vulnerable road users (e.g. pedestrians, motorcyclists) and address accident causation factors (e.g. speed, road user behaviour) rather than accident cluster sites, which are becoming rarer.*

6.26 *Details of policies, objectives and actions are contained within the Road Safety Strategy.*

The Plan then goes on to cover its Walking and Rights of Way Strategy:

6.46 *"Walking is not only a travel choice in its own right but also forms part of most journeys taken by other means of travel, as people must, for example, get to and from a car park, bus stop or train station. Walking permeates most other transport policy areas and is at the top of the hierarchy of road users to consider. It is also relevant to other priority corporate themes, such as health, security and community development. Health benefits from regular active travel such as walking have significant ensuing benefits to the economy."*

6.47 *"Our objectives for walking are:*

- To make conditions safer, more convenient and more attractive for pedestrians;
- To increase the number of people walking to local shops, schools, interchange locations and other destinations; and
- To break down real and perceived barriers to pedestrian movement.”

6.48 “We aim to achieve this through our policies for walking which are:

- To improve the condition of footways, pedestrian crossing locations and public space to make these facilities safer and more attractive through specific and multi-targeted schemes as appropriate;
- To give priority to addressing the needs of pedestrians in Neighbourhood Enhancement studies;
- To implement road safety measures that reduce conflicts with other road users;
- To support the planning process to protect and wherever possible increase the space available for pedestrians, in particular in retail areas;
- To enhance the security of the public realm through lighting, design or other measures;
- To encourage walking to school; and
- To promote walking as a healthy, low-cost and environmentally friendly mode of travel.”

The LTP then goes onto discuss Cycling stating:

6.50 “Cycling objectives, policies, challenges, opportunities, actions and targets are detailed in our **Cycling Strategy (2008)**. This Strategy provides a framework for expanding cycling facilities and promoting cycling as a travel option with the aim of increasing cycling in Reading. It is due to be updated in 2013 and the Action Plan will be aligned with the Implementation Plans that accompany this document.

6.51 The Strategy identifies the basis for a Reading cycle network linking the town centre with other destinations, such as employment sites, local centres, transport interchanges and schools. The implementation of the network is the main focus of the action plan for facility enhancement and promotion, with guidelines set out on branding, mapping and signing, as well as on infrastructure provision, improvements and design standards.

6.52 Policies and proposals for cycle training and monitoring are also set out in the document.”

Reading Borough Council Parking Standards

The Reading Borough Council parking standards are based upon the area in which a school or businesses are and for the purposes of this exercise Reading is divided into four zones. The Avenue School falls into Reading Zone 3, the secondary core area with a variety of land uses, within a 400m walk of high frequency bus services. The parking standards that therefore apply to this school are based on a maximum for car parking and a minimum provision for cycle parking:

Primary School Car Parking	1 space per FTE* staff 1 drop off space per 10 pupils
Secondary School Car Parking	1 space per FTE* staff
Accessible Car Parking	4 spaces or 5% of total capacity, whichever is greater
Motorcycle/Moped Parking	2% of the maximum total car parking provision
Staff and Student Cycle Parking	10% of building users (FTE staff and students) up to 500

*Full Time Equivalent

Summary

This travel plan has thus been prepared in line with national and local policy in that it aims to reduce reliance on the private car, and it encourages the use of sustainable travel choices. In addition, it supports local policies by seeking to enable safe journeys to and from school.

Section 3 – Consultation

As travel issues affect the whole school community, especially when they are linked with new development, it is important to ensure that all affected groups are consulted with. This helps both with finding out what the issues are, and also offering communities the opportunity to share their ideas as to possible solutions. Therefore, a number of groups, including staff, governors and local residents have been consulted.

Group consulted	On what?	How?	When?	Evidence included within the travel plan
Staff	Travel Behaviour	Travel Survey Questionnaire		Copy questionnaire in Appendix 6, results in Section 4.
Governors	Travel survey results	Governors Meeting/email		

School Travel Survey

The Avenue School conducted a school travel survey which involved surveying staff as to how they travel to and from school, to establish any barriers to sustainable travel. The school sent out the surveys in electronic format in June 2021.

As this is a school for pupils with Special needs, the school holds data on how the majority of pupils travel and they provided this information.

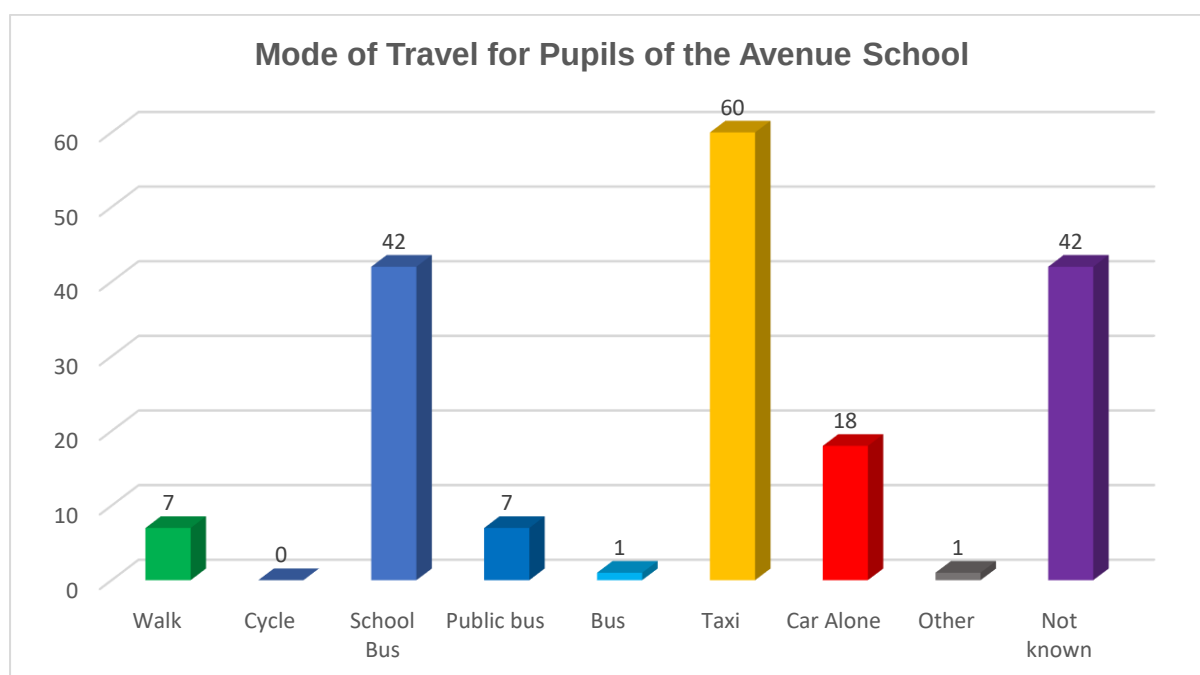
Key Partners

It is important to engage with the whole school community as the impact of travel to and from school is often felt by residents and businesses. Therefore, as part of the refurbishment plans, the school should keep its neighbours informed of the plans.

Section 4 - Survey Information

As the school is an educational setting for children with special needs, many of the pupils are transported to the school on transport provided by Reading Borough Council. Therefore, the school collected the data on modes of travel for this travel plan. There are 178 pupils on roll and the school did not know modes of travel for 42 pupils, the remaining pupils are as follows:

	Walk	Cycle	School Bus	Public bus	Bus	Taxi	Car Alone	Other
Number	7	0	42	7	1	60	18	1
Percentage	5.1%	0.0%	30.9%	5.1%	0.7%	44.1%	13.2%	0.7%



As the chart demonstrates the majority of the pupils travel in school transport or taxis provided by Reading Borough Council, so they are travelling sustainably as possible.

Results of the Staff Travel Surveys for The Avenue School

The Results of the Staff Travel Survey for the Avenue School

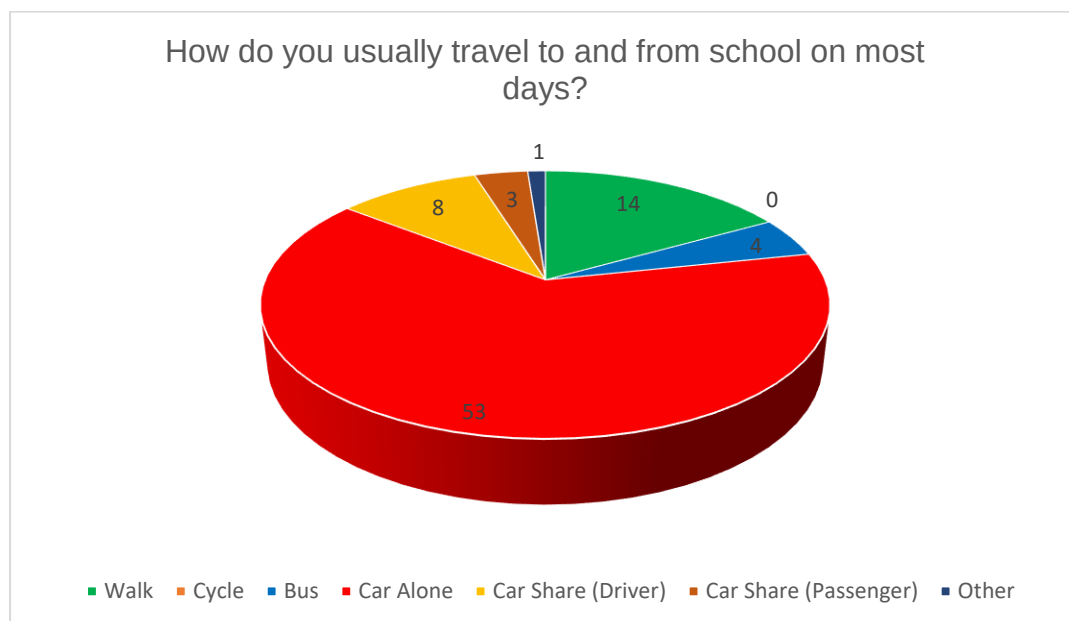
In June 2021, all 195 staff were asked to complete an online travel survey, to capture information about how they travel to school and why they travel that way. 83 members of staff responded to the survey giving a response rate of 42.5%. The results were as follows:

How far is your journey to school?



The responses to this question indicate that there is a good opportunity for sustainable travel as many staff live close to the school site.

How do you travel to school on most days? Please details the mode with the greater distance.

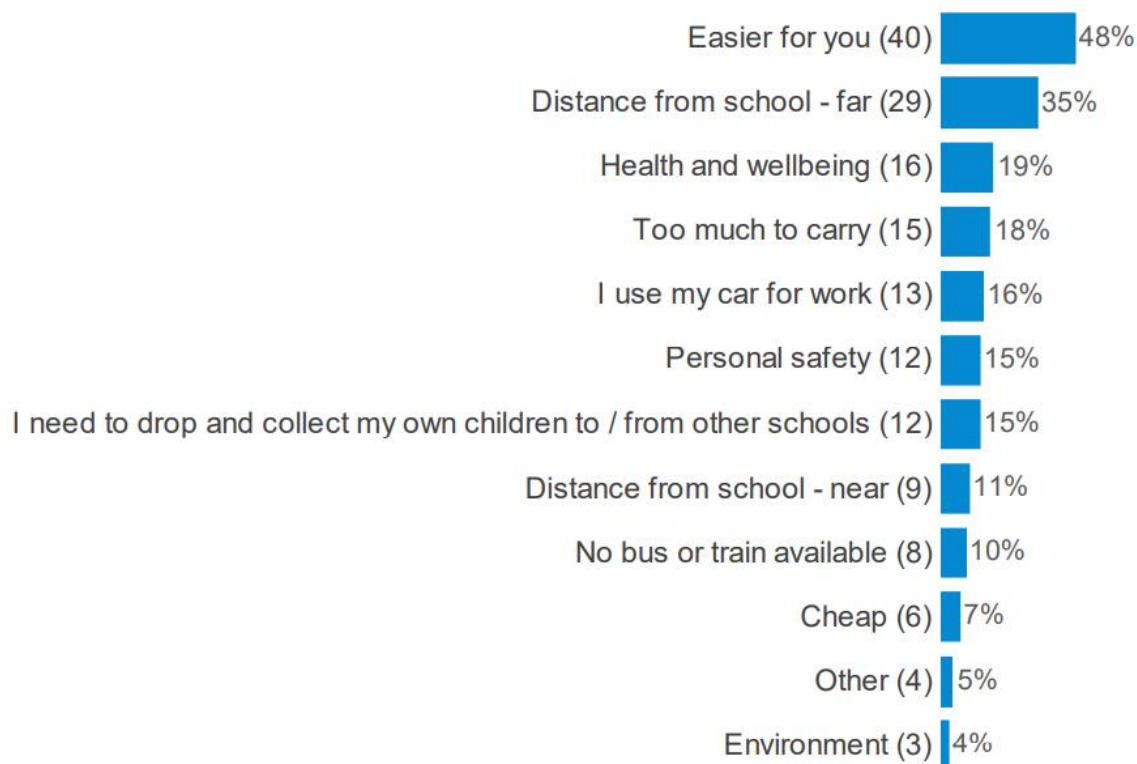


	Walk	Cycle	Bus	Car Alone	Car Share (Driver)	Car Share (Passenger)	Other	Total
Number	14	0	4	53	8	3	1	83
Percentage	16.9%	0.0%	4.8%	63.9%	9.6%	3.6%	1.2%	100.0%

The person who answered “other” comes on a motorcycle.

It is pleasing that a quarter of staff are travelling sustainably.

Why do you travel that way? Please tick all that apply.



Those that responded “other “replied:

I can't drive
I quite often have other places to go straight after work, which are closer from work than they are from home
I start work very early in the morning, and i travel around for work
I drop my daughter to her place of work before coming to work

So, the biggest influences are the ease of the journey, the distance travelled, health and wellbeing, dropping their own children on the way to work, and needing to use their car for work.

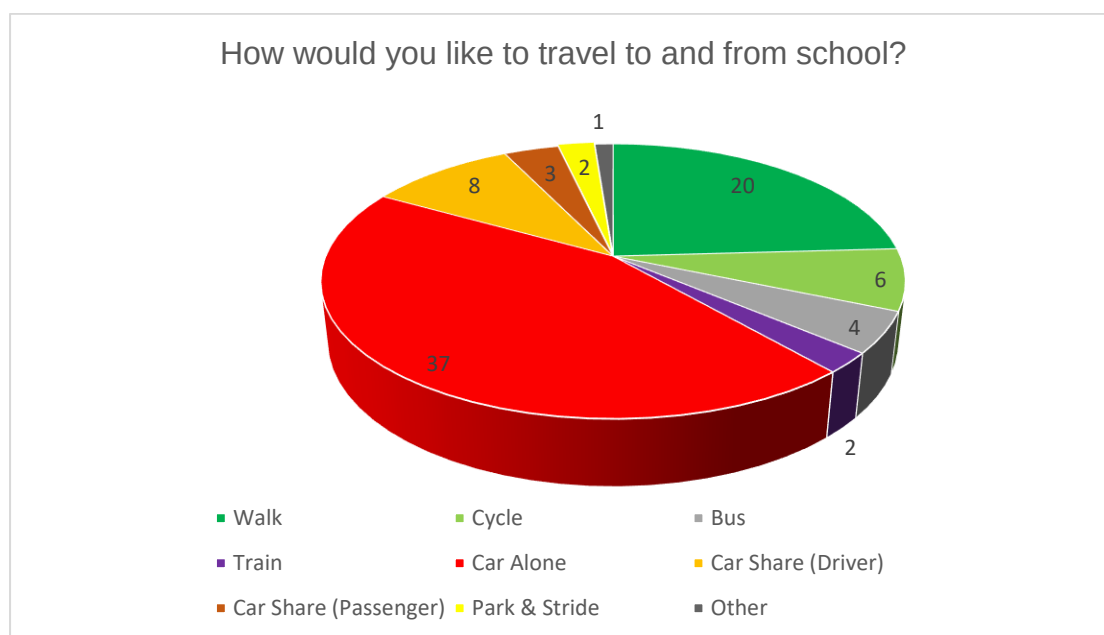
If you travel to and from school by car, do you travel with pupils or staff from the school?



If yes, please give details.

Who	Number of same responses
Partner	1
Other staff/colleagues	5
Own son/daughter	2

How would you like to travel to and from school?



	Walk	Cycle	Bus	Train	Car Alone	Car Share (Driver)	Car Share (Passenger)	Park & Stride	Other	Total
Number	20	6	4	2	37	8	3	2	1	83
Percentage	24.1%	7.2%	4.8%	2.4%	44.6%	9.6%	3.6%	2.4%	1.2%	100.0%

The one who responded “other” said that they would use a motorcycle when the weather is dry.

It is good to see that there is an appetite to move away from coming by car alone and the school should encourage this where possible.

What concerns (if any) do you have regarding your route to school?

Concerns	Number of similar response
Lack of safe cycle routes	3
No concerns	8
There is currently a lot of traffic due to a lot of road works being carried out at the same time around Reading.	2
My bus being late or being inconsistent.	2
Roadworks with temporary traffic lights popping up. Can often be difficult to divert to a different route.	3
There are frequently roadworks on the route, particularly on Castle Hill and the Tilehurst Road.	

Bikes and E-Scoters on the pavement	
Traffic fumes	
We usually come on the motorway and there can be traffic jams	
Traffic - Very busy	7
Lack of crossings	
It is 9 miles and a very busy quick road, so to cycle would be too dangerous	
Parking when I get to school	
Takes too long.	
Pot holes - too many!	3
I don't like having to drive, but i live half an hour away.	
Cars do not stop at the zebra crossings	
Lots of drug addicts around early in the morning	
Lack of parking at school (for increasing staff numbers)	2
Only one road into school, that also is access to another SEN school, a sports centre and a housing estate, very congested at home times, sometimes can be queuing for 15 mins to leave premises.	
Nowhere safe to park car within reasonable walking distance	
None providing I can park at the Avenue School	
The poor condition the roads are in, this isn't great for the car.	
Quite a long distance	
My journey to and from work includes other drop offs and pick-ups. The volume of traffic, especially exiting Conwy Close, causes delays.	
It's a long distance for me and season tickets are very expensive. Train times are every hour from my local station which would mean I would have to leave very early to arrive to school on time	
Lack of clear road markings.	

Many reported that they had no concerns, however, traffic is a problem reported by many staff especially caused by roadworks and traffic lights.

What do you think could be done to improve your journey to school?

Improvements	Number of Similar response
Cycle paths	
Fewer road works. Spaces for buses to pull into at bus stops on Oxford Road.	
Nothing/Its good nothing to change	11
Less traffic lights/temporary traffic lights	2

If cyclists actually used the cycle lanes where available	
Much better road management over the last 40 years	
Less cars on the road, less fumes, clearer cycle paths, better for the environment	
Gritting pavements when icy. Cutting back overgrown hedges/foliage encroaching on pavement.	
Traffic lights at the end of the road to the school.	
More crossings Road dangerous to cross	
Cycle lane and a bus that goes from my village to the area of Reading I work in. As at the moment I would need to get two buses.	
Provide adequate/more parking (multi-storey car park would be good)	2
Traffic lights at the junction of New Lane Hill onto The Meadway.	
fix potholes	3
Give more information / more visible information about upcoming roadworks.	
Car share - but nobody currently lives near me. I have car shared in the past when someone did.	
Less traffic on the road	
School pick-up service	
Park and stride option	
Open up Dunsfold Road to have access to sports centre car park and schools	
Updates on bus routes and more accessible bus stops	
More direct bus routes rather than always going through town.	
More regular buses (instead of once an hour); more time in the day to practice driving.	
Unsure	
A new traffic system is needed where Conwy close joins the Meadway, especially at the end of the school day. There are 3 places of education in Conwy Close as well as a housing estate. The stationary traffic, trying to exit Conwy close is not only time consuming, it also has a negative impact on the environment.	
Better deal in season tickets for rail fares, consistent bus routes	
Once we have a smooth road and clear markings it will be much easier.	

Would anything make you consider a different mode of travel?

Response	Number of similar response
No/Not really	17
I have to drop my children off at nursery and to grandparents so isn't enough time to drop car off at home then walk	
Passing a driving test; finding someone at work who drives that I can ride with	
no. Bus and train journeys take more time and are more expensive.	
The amount of roadworks around that are very frustrating	
Less time working, I have 3 jobs to get around to.	
Less cars on the road and clearer cycle paths could make me feel happier to cycle into work	
Free transport	
Weather conditions	
electric bicycle	
No, its too far, and buses have been cut back from where I live. it would a take well over an hour to get a bus in as there are no direct buses to the school.	
Once my Children are self-sufficient and no longer need my assistance I will likely change to walking.	
I would go by train if the services were more reliable, and the bus connections to home/school better.	
If my health and mobility improved I would walk/cycle/catch a bus to the bus stop (approx.. 1 mile), catch another bus (approx.. 9 miles), then walk approx.. a mile to school.	
More money/cost of public transport	2
Minibus pick up/ Staff pick up and drop off service	2
Nothing as I need to go directly from work to pick my children up so I need to drive to work regardless.	
No as walking or driving suits my personal situation.	
Cheap driving schools	
No, using my car gives me the independence to get home quick if I get a call from my son's school if he's poorly.	
better bus routes	
I live too far to consider other methods unfortunately	2
Cheaper rail fares, and better transport to/from the train station to make it quicker.	2
Walk	
Due to needing to make other drop offs and pick-ups, within a certain time limit, I cannot use another mode of transport.	
Consistent bus routes	

Yes, walk in summer	
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As you might expect many staff are not prepared to change the mode of travel due to personal requirements such as ease of travel, distance travelled, dropping their own children on the way and the prohibitive costs of public transport.

Do you have any additional comments you wish to make about your journey to and from school?

Additional comments
It's long but worth it.
It would be lovely if road repairs, cable laying, roads being made wider, roads being made narrower, bus lay-bys being used to keep traffic flowing instead of stopping it. Common sense
Proper crossings to keep the public safe
Transport into a town like Reading is tricky when you live in a rural location
If I do have to use my car to collect my children from anywhere then it is a nightmare to get out of the car park at the end of the day, traffic from Meadway sports centre, TVS school, parents collecting, readi buses, staff and also residents trying to use the same small road to get out onto the main road.
buses are normally on time
Travel is dependent on parking availability, personal routine and time keeping.
No unfortunately I need to drive to work, and I need sufficient car park spaces to be available at the Avenue school when it expands.
I walk on occasion, but car is most convenient as usually have somewhere to travel to after work.
I will stop using my car when the children finish secondary school
Dropping my child to breakfast club which starts at 7:45am in Wokingham. I just manage to reach my work on time by 8:25am
Transport waiting to enter TVS means that traffic needs to pass on the right lane. The crossroad at Conwy close/The Meadway makes turning into and out of Conwy close a nightmare causing stand still traffic.

The comments above reflect the views in earlier answers.

Anticipated modal split

The Transport Statement that accompanies the travel plan considers the anticipated mode share following the increase in intake, and what the likely impact will be on the local network. Within this document in chapter 3, the predicted mode split is likely to be similar to that of the 2020 mode split for the school. Based on this and other surveys, the trip generation can then be predicted/forecasted, and this is summarised and is broken down in to parking numbers for the different directions of travel to the school.

Governors

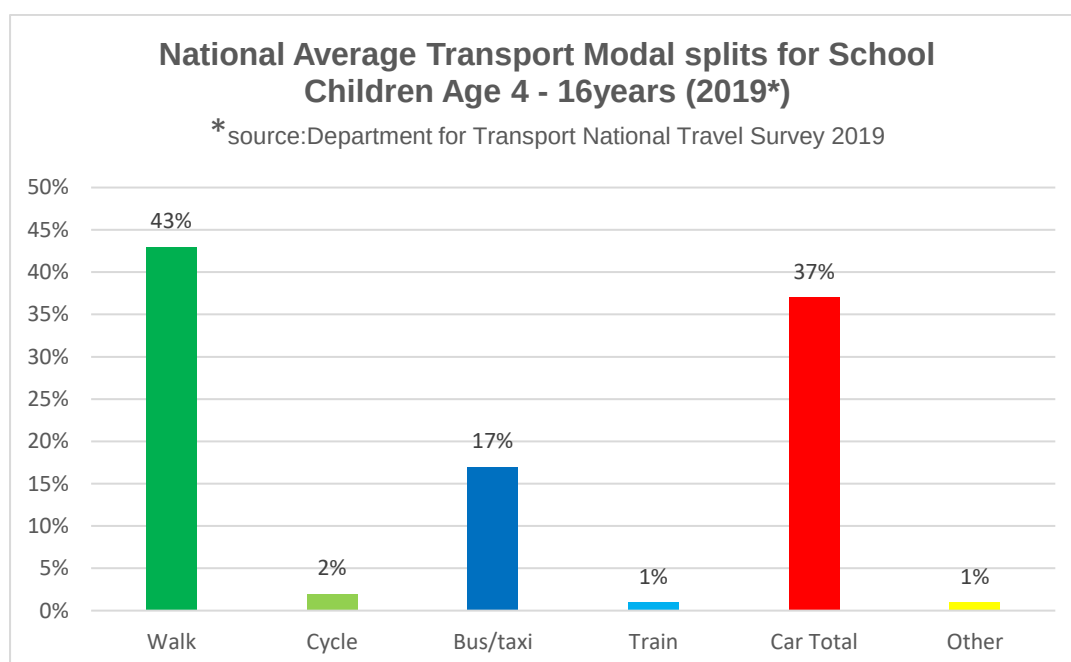
Due to limitations in timing, the quickest and most effective way to engage with the Full Governing Body was to email a summary of the survey results and issues raised to-date, and outline the main measures proposed, along with the overall aims and objectives of the travel plan for the school.

National Travel Trends

A National Travel Survey was undertaken in **2019** by the Department for Transport which revealed the following trends in mode share of travel to school: The most notable change is that for **primary school children**, walking has decreased (from 53% in 2003 to 46% in 2019) and the proportion of car travel has increased (from 40% in 2003 to 47% in 2019). In addition, nationally the average length of a trip to primary school increased from 1.2 miles in 1995/97 to 1.8 miles in 2019.

The share of the main transport modes for **secondary children** (walking, bus and car) has remained broadly stable since 2003 (walking 42 – 39%, bus 21 – 23%, and car 24 – 26%). Private bus travel has decreased from 8 – 6%. Rail travel for this age group has increased from 1 – 2%. In addition, nationally the average trip length for secondary school children increased 2.9 miles in 1995/97 to 3.5 miles in 2019.

Below, is a graph depicting the national average modal share for primary and secondary school children (4 - 16year olds).



	Walk	Cycle	Bus/taxi	Train	Car Total	Other
National	43%	2%	17%	1%	37%	1%

This graph demonstrates that The Avenue School with a walking rate of 5.1% has below average numbers of pupils walking compared to the national average, which can be expected given the needs of the pupils, and with car alone use at 12.2%, its car use is also below the national average. The use of the school buses and taxis are 75% so above average, therefore, the school should aim to maintain this position or where possible encourage more walking.

Section 5 – Action Plan

To ensure that a robust action plan is put in place this document reviews the aims and objectives of the original travel plan, to see if targets were met and if any targets need to be carried forward to this plan.

Aims:

- To encourage use of more sustainable modes of travel to car use, to reduce car alone journeys to and from school to keep the impact of travel to school on the local community at a minimum
- To increase awareness of the importance of safe travel to school
- To raise travel awareness amongst the whole school community and integrate sustainable travel within the curriculum and ethos
- To promote and enable sustainable travel for staff and visitors

Objectives:

- To encourage and enable safe and sustainable journeys to and from school
- To ensure that Road Safety education is provided to all to ensure safer journeys to and from school and teach some of the skills of safe independent travel to those that are able to
- To encourage the school to work with RBC's Home to School Transport Team to support pupils to use RBC-funded transport services for all relevant students to and from school
- Encourage students that have bicycles and appropriate ability to consider cycling to school and back
- To encourage, where appropriate car sharing between parents of the school where no RBC transport is available.
- To promote the travel plan and sustainable travel options to students and parents
- To promote and enable alternatives to the car and reduce car use (for staff and visitors)

Measures and Targets

Measurable targets will be set, so the progress of the travel plan can be monitored. Targets will be "SMART" – specific, measurable, achievable realistic and time-related, and they will be set for staff and pupils alike. A series of measures will be used to achieve the targets and these are demonstrated in the enclosed action plan. More measures can be added in the future years depending on the outcome of the initial targets and the monitoring of them.

Action Plan for The Avenue School

Aim: To encourage use of more sustainable modes of travel to car use, to reduce car alone journeys to and from school, and to keep the impact of travel to school on the local community at a minimum

Objective: To encourage and enable safe and sustainable journeys to and from school

Objective: To ensure that Road Safety Education is provided to all to ensure safer journeys to and from school and teach some of the skills of safe independent travel, to those that are able to

Objective : To encourage the school to work with RBC's Home to School Transport Team to support pupils to use RBC funded shared transport services for all relevant pupils to and from school

SMART Target	Measure / Initiative and Completion Date	Priority of Measure (High, Med or Low)	Task / Action and Completion Date	Responsibility (Specify role)	Review Date Task/Action
To ensure that the number of staff members travelling by car alone is kept to a minimum and encourage cycling by September 2024 and To increase the number of students who can ride a bike and respond appropriately to road signs to 2% By December 2023	Promote the secure cycle parking facilities for staff, students and visitors by April 2022	High	Promote the cycle storage to the school staff and students through staff meetings and assemblies By July 2022 and ongoing	School Travel champion / Admin Office	June 2022
	Offer cycle training to staff who lack confidence on cycling on local roads and promote the local cycle network December 2021	High	Contact a local cycle training provider or Sustrans to see if there are any schemes in the local area. January 2023 Promote the Reading Cycle Map which details routes in and out of the city via staff noticeboards and school website http://www.reading-travelinfo.co.uk/cycling/routes.aspx	School Travel Champion	December 2023

			January 2023		
	Promote the staff Cycle to Work scheme by October 2023	Medium	Provide staff with details of the Cycle to work schemes that RBC offer by sending the links to the scheme and promote via staff communications. October 2023 and ongoing	Admin Office	December 2023
	Provide details to staff, at staff meetings of staff home locations for considering car share. May 2022 and annually thereafter	High	Inform staff of the RBC Car sharing scheme: November 2021 onwards	Admin Officer	March 2022
			Consider providing Priority Car Park Bays for staff who car share if needed November 2021		
	Provide Road Safety and Independent Travel Training including Bikeability to all able pupils through PSHE by September 2023 and annually thereafter	Medium	Book Bikeability training for pupils and continue to provide independent travel training and road safety through the curriculum transport@reading.gov.uk September 2021 and annually	PE and PSHE Curriculum Leaders	December 2023

			thereafter		
	To teach cycle skills as part of the PE Curriculum in the summer term of every academic year starting in May 2022 and annually thereafter		To teach 10 road signs to all children in 2 assemblies in the summer term. Classes to follow this up in at least 2 PE sessions during the summer term, on bikes in the playground May 2022 and annually thereafter		
	Encourage students aged between 11 and 16 to practice cycle skills at one of the after school cycle sessions run by RBC By June 2023	Low	Promote the after-school cycling sessions and the Cycling for all sessions: http://www.reading-travelinfo.co.uk/cycling/cycling-initiatives/after-school-cycling.aspx http://www.reading-travelinfo.co.uk/cycling/cycling-initiatives/everybody-active.aspx April 2023	PE Curriculum leader	December 2023

Ensure school taxis and minibuses from The Avenue School are running at maximum capacity by December 2022	Liaise with bus operators and RBC Passenger Transport Team to ensure best organisation of bus routes if spare capacity is available. Oct 2022	High	Discuss with RBC's Home to School Transport Team Nov 2021	Administration Officer	January 2023
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Aim : To increase awareness of the importance of safe travel to school

Objective 1) : Encourage and enable able students who have bicycles to consider cycling to school and back

Objective 2) : Where appropriate, encourage car sharing between parents of the school

SMART Target	Measure / Initiative and Completion Date	Priority of Measure (High, Med or Low)	Task / Action and Completion Date	Responsibility (Specify role)	Review Date Task/Action
To enable students to safely cycle to school should they wish to do so by October 2023	Continue to provide adapted Bikeability Level 2 and 3 training on the playground as part of the PE curriculum March 2022 and annually thereafter	High	Make contact with RBC's Transport Team to book Bikeability training. May 2022 and annually thereafter	PE Leader	December 2023
	Hold a "Cycling Day/Event" to promote cycle routes to school, introduce Bike Maintenance and "Cycle Coding" to ensure bike safety June 2023		Contact RBC for a cycling routes map. Contact a local bicycle store for advice re bike maintenance, and the local Police re cycle coding/wrapping June 2023	Admin Office	

Make car sharing available to all those who would like to by December 2024	Set up a school car share register for students/pupils who do not qualify for a free bus pass. December 2023	Low	Contact the RBC education team for a postcode location map. March 2023	School Travel Champion	December 2022
			Create a car share register on the school website. Make parents aware in newsletters. Consider promoting http://www.schoolruncarshare.co.uk/		
			June 2022 Set up a coffee morning for parents who are interested in car sharing, with a view to setting up a car share club December 2023		

Objective: To ensure that Road Safety education is provided to all to ensure safer journeys to and from school

SMART Target	Measure / Initiative and Completion Date	Priority of Measure (High, Med or Low)	Task / Action and Completion Date	Responsibility (Specify role)	Review Date Task/Action
Ensure that 100% of students are taught Road Safety by December 2022 and each year thereafter.	Incorporate Road Safety training into the curriculum July 2022	High	Contact the Road Safety Team to borrow Road Safety Resources for supporting learning outcomes June 2022	Headteacher	January 2023

			Download free Road Safety curriculum materials from the Think Road Safety website: https://www.think.gov.uk/education-resources/explore-education-resources/?age%5B%5D=13-to-16	Curriculum Leaders	
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Aim : To raise travel awareness amongst the whole school community and integrate sustainable school travel within the curriculum and school ethos

Objective: Promote the travel plan and sustainable travel options to students and parents and to communicate in a proactive manner with residents

SMART Target	Measure / Initiative and Completion Date	Priority of Measure (High, Med or Low)	Task / Action and Completion Date	Responsibility (Specify role)	Review Date Task/Action
Ensure that 100% of pupils and parents are aware of the School Travel Plan and its objectives and their role in supporting them by September 2022 and onwards to keep all new parents and pupils informed	Promote the travel plan to the whole school community by December 2021	Medium	Once the travel plan is approved include details of the plan on the school website on the travel to school page, add in a summary to the school brochure. September 2022	School Website Manager	December 2022

and involved on a annual basis Ensure that the local residents are kept informed on the school development and when school events are on and may impact the local highway. June 2022 and ongoing.	Include in the curriculum work on sustainable travel linking in with the Healthy Schools September 2021		Discuss with teachers the ways in which sustainable travel can be included in the curriculum making use of pupil postcode maps April 2021	Headteacher and Leadership Team	
			Consider involvement in Air Quality Education, contact SCC School Travel Planner for advice on how to participate January 2020		
	Include the School Travel Plan as an aspect of the school Self Evaluation Plan (SEP) July 2022		Create and update SEP as appropriate when the school opens on its new site. April 2022 onwards		
	Communicate development of school site and travel matters with local community through newsletter, distribute to residents on neighbouring roads July 2022 and annually thereafter		Discuss with Governing Body options of communicating with residents and other stakeholders developments on the travel plan June 2022	Headteacher & Business Manager	
	Keep residents informed when there are whole school events and parking around the school site may be impacted December 2021 and ongoing thereafter		Distribute flyers to residents on key roads to alert them to whole school events. March 2021 and ongoing	School Admin Office	December 2022

To register on Modeshift STARS and create a STARS travel plan to keep travel planning current by July 2022	Arrange training with HCC School Travel Team and or RBC and create STARS school travel plan May 2022	High	Register on https://modeshiftstars.org/ And contact RBC School Travel Team for training and guidance April 2022	School Travel Champion	December 2022
			Work towards, achieve and maintain Bronze STAR level by carrying out annual hands up surveys of staff and pupils May 2022 and annually thereafter		

Aim: To promote and enable sustainable travel for staff and visitors

Objective: To promote and enable alternatives to the car and reduce car use (for staff and visitors)

SMART Target	Measure / Initiative and Completion Date	Priority of Measure (High, Med or Low)	Task / Action and Completion Date	Responsibility (Specify role)	Review Date Task/Action
Encourage staff to consider sustainable travel options with a view to keeping the number of staff members travelling by car alone reduced to a minimum level. And To encourage visitors to	Encourage and enable staff to car share September 2023	Low	Provide maps to staff, at staff meetings of approximate staff home locations October 2022 onwards	Business Manager	December 2023
			Inform staff of the car sharing website www.liftshare.com November 2021 onwards		

travel sustainably to the school site By September 2023 and annually thereafter			Consider providing Priority Car Park Bays for staff who car share November 2022	School Travel Champion	
	Have information available for staff and visitors of public transport, walking and cycling routes, as well as discounts on public transport. July 2022	High	Promote the interest free Season Ticket Loan Scheme for train travel to staff and the Bus to Work (salary sacrifice) scheme By April 2022	School Travel Champion	December 2023
	Create a travel to school webpage that provides visitors with information on how to travel to the school by public transport July 2022		Add a page onto the school website with links to the local cycle map, local bus timetables and routes and promotions May 2022	Website Manager	

RBC: Reading Borough Council

Section 6 - Evaluation and Monitoring

As the Travel Plan is a living document, it will need reviewing and updating regularly, in accordance with the Borough Council's school travel planning policy to ensure the Headteacher's and the Local Governing Body's commitment to the Travel Plan.

The school will be asked to carry out a full travel survey and a full review of the whole document every two years to find out if anything has changed or requires action. The date of the full travel survey will be determined in the first term by the Headteacher and then the first full review will be carried out two years after the date of the first full survey by Headteacher and the School Travel Plan Committee.

There will be an interim review of the travel plan one year after the first full survey to monitor progress and achievements, and also to take into account any changes in education or transport provision that will alter the travel needs of our staff and pupils. This will be undertaken by the Headteacher and the School Travel Plan Committee

Section 7 - Long Term Sustainability

The school travel plan will be incorporated into the School Self Evaluation Plan.

Section 8 - Promotion of STP

The school will review its travel plan once it has been expanded and it will be encouraged to put a copy of the travel plan on the website. Information about the travel plan and travelling to school will be incorporated into the school prospectus and a travel to school page added to the website.

Section 9 – Formal Approval of the Plan



School Travel Plan Approval Form

The principles detailed in the School Travel Plan for The Avenue School are endorsed by the Head Teacher and governors.

We understand that a travel plan needs to be evaluated and monitored on an annual basis to ensure that it continues to reflect the current situation at the school. Any reviews must be shared with the Borough Council's Development Planning Team and must be in line with the Borough Council's review criteria.

We are also aware that although we have outlined measures in our action plan, Reading Borough Council is not obliged or committed to funding all or any of these.

Signed:

Date:

Headteacher, The Avenue School

Signed:

Date:

Chair of Governors, The Avenue School

The Appendices

Appendix 1	School Site plans – existing and Proposed
Appendix 2	Pupil Postcode plot by Mode of Travel
Appendix 3	Staff Postcode plot by Mode of Travel
Appendix 4	Bus Times
Appendix 5	Train Times
Appendix 6	Example Staff Travel Survey