



Hampshire
County Council



Hampshire
Services



**Phoenix College SEN School
Hamilton Centre
Hamilton Road
Reading
RG1 5SG**

Framework Travel Plan – September 2019

This document is a framework School Travel Plan. It has been prepared to support the submission of a planning application for a new school for students with special educational needs (SEN) which is to be built on the site of the former Hamilton Centre, Hamilton Road, Reading. This document should be read in conjunction with the Transport Statement, also being prepared by HCC Traded Services.



Travel Planning Team

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Section 1

Background

Existing Address:
Phoenix College SEN School
Christchurch Road
Reading

Proposed Address:
Phoenix College SEN School
Hamilton Road
Reading

Phoenix College SEN School is currently located on Christchurch Road in Reading however, in order to expand the provision, it provides, it needs to move from its current site. It is proposed to move the school into the former Hamilton Children's Centre site, which will have the existing buildings refurbished and the site expanded.

The new Phoenix College site is planned to be a new 64 student place SEN college for 11 to 18 year olds exhibiting social communication difficulties, the college will also admit female students when it moves to the new site. The site will be configured so that if required it can be extended again in future to accommodate 96 students. The school is an ESFA Free School project, being delivered by Hampshire County Council on behalf of Reading Borough Council.

The school site is approximately 1.2 miles from the existing Phoenix college site. It is east of Reading town centre and located in a primarily residential area with the University of Reading and Whiteknights Lake to the south.

See site map in appendix 1 and location map in appendix 2.

The School Ethos and Aims

The school ethos is ***OPPORTUNITY, ACCESS & ACHIEVEMENT.***

Phoenix College's mission is to recognise each and everyone of its students as individuals, and to nurture their potential, developing the whole child by challenging and supporting them, intellectually, emotionally, socially and physically.

Phoenix College aims to:

- provide a safe environment in which all students are able to express their problems and learn appropriate strategies for dealing with them;
- meet its statutory obligation of providing a curriculum offer, which reflects that of mainstream education. The delivery will be modified to meet the needs of the individual students. All students have access to external accreditation and exams;
- operate within a caring and therapeutic ethos, thus developing a feeling of self-worth;
- treat students as functioning members of the Phoenix Family and will work in partnership with parents/carers in the education of the student;
- assist students in developing an understanding of society through providing a comprehensive enrichment programme including developing skills for life, employability skills;

- develop emotionally and socially intelligent young people so as to equip each student with the skills required for success with their transition from Phoenix to the world of work or College.

Travel Plan Aims and Objectives

The aim of this school travel plan is to put into place the tools that are necessary to enable the staff of the school along with the parents and children to make informed decisions about their travel to and from school. It is also intended that by putting these tools in place it will minimise any adverse impact on the environment that the school run will cause.

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 in order to support pupils to use RBC-funded transport services for all relevant students to and from school
- Encourage students that have bicycles 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)

By encouraging students to develop independent travel training skills, this enhances the students education and life skills which fits with the school ethos and aims.

Production of the Full Travel Plan

A Travel Plan Co-ordinator is to be assigned to the school to guide the preparation of the Full Travel Plan and HCC's Travel Plan Advisor, Sarah Lees, will be notified of the details of this position. It is anticipated that the Travel Plan Advisor will provide advice and assistance to the school when preparing the Full Travel Plan.

Contact Details: sarah.lees@hants.gov.uk or telephone 01962 845638

Parents, pupils and staff of the new school will be encouraged to assist the School Travel plan Co-ordinator through participation in surveys and all will be invited to join the Travel Plan Steering Committee. They will also be included in the promotion of the Travel Plan and its aims, through participation in the implementation of initiatives and measures.

School Facilities

The proposed school building to be refurbished, which is two-storey, will comprise of seven general classrooms, one ICT suite, a kitchen, a hall, dining hall, social space, three SEN and support spaces, four small group rooms, two quiet rooms, an occupational therapy suite, an art room, a design technology/food technology room, a science laboratory, a life skills room, a library, sports changing facilities, a staff room, a parents room, a meeting room, a medical room and eleven office spaces. See Appendix 1 for outline drawings.



There is an existing car park which is shared with Maiden Erlegh School that has 100 spaces, of which, 19 spaces are allocated for use by Phoenix College. It is proposed to provide additional car parking for staff and visitors which will provide, in total for Phoenix College; 24 standard parking bays plus four further spaces which will be designated as accessible for disabled users, three minibus bays and three for powered two-wheelers. There will also be a drop off area for SEN transport (minibuses and taxis) which can be used for deliveries too. A plan is included in Appendix 1.



Existing shared car park

Four Accessible bays to be retained and shared with Maiden Erlegh

There is an existing vehicular access from Hamilton Road which is proposed to be widened to allow two-way traffic. There is also an existing pedestrian path which is set back from the road which will be improved, and the gate made secure. There is currently a cycle store on site which can hold 10 bicycles.



Entrance into the staff car park



Current Cycle parking on site

Pupils and Staff

When the Phoenix College SEN School moves to its new site it is planned to have capacity for 64 students aged 11 to 18 years with Social, Emotional Mental Health disorders from the Reading area. It will be designed so that the facility can be expanded if required. There will be no specified Published Admission Number (PAN) as the intake will depend on need in the vicinity but, once at capacity, it is planned to have seven classes in total. Currently, the existing school has 43 male students on roll, when the school opens on the new site it will also admit female students. It is anticipated that the school will be open by 1 September 2021 to 64 students.

The current SEN school has 24 members of staff. This includes a Headteacher, Deputy Headteacher and two assistant Headteachers, teaching staff, support staff, three admin staff and five therapeutic staff. If the college should be expanded in future to admit 96 students the staffing numbers would increase by four teaching and support staff, taking the total staff number to 28.

School Day and Extended School Activities.

The school site will be open for staff from 6:30am until 8:00pm, Monday to Friday.

The proposed school day will run from 8.55am until 3.15pm, with staff arriving on site from 7.00am. It is intended that the school will have extended before and after school activities. There will be a breakfast club that runs from 8:15am until 8.45am and an after-school club, youth club/homework revision session from 3.30pm until 4:30pm.

There will be after school clubs that run on a Wednesday until 4pm and on a Friday until 3:30pm.

The school will be available for community use in the evenings from 6pm until 9pm, Monday to Friday term time and will also be available from 9am to 5pm Saturdays and during school holidays. Local football teams currently use the field on a Saturday, and new changing facilities will be provided to support this use.

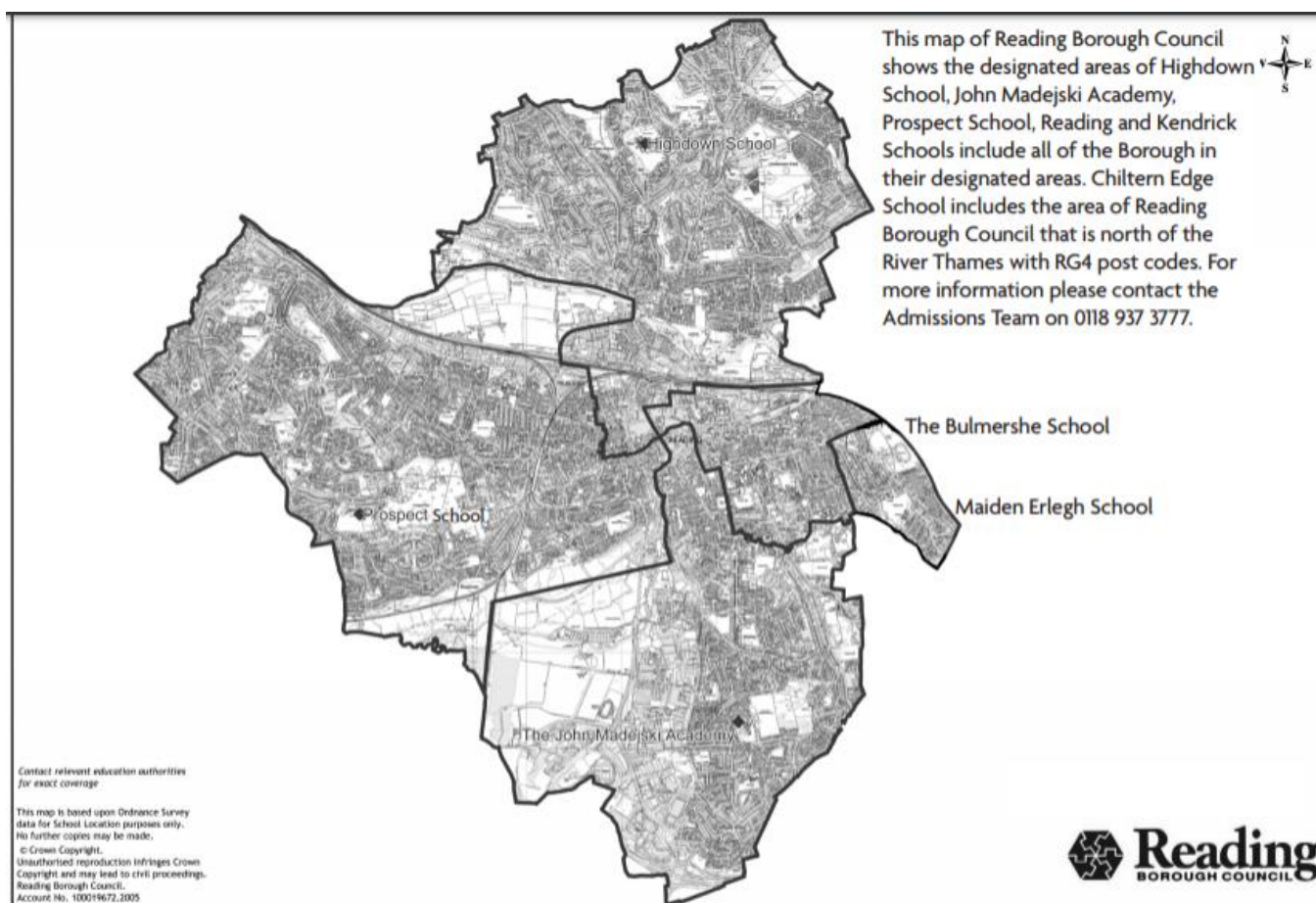
The college currently has two minibuses, one school car and one 9-seater used for sport, activities and educational trips.

Catchment area

There will not be a specific catchment area for Phoenix College SEN 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.

Proposed/Indicative Catchment Area Map

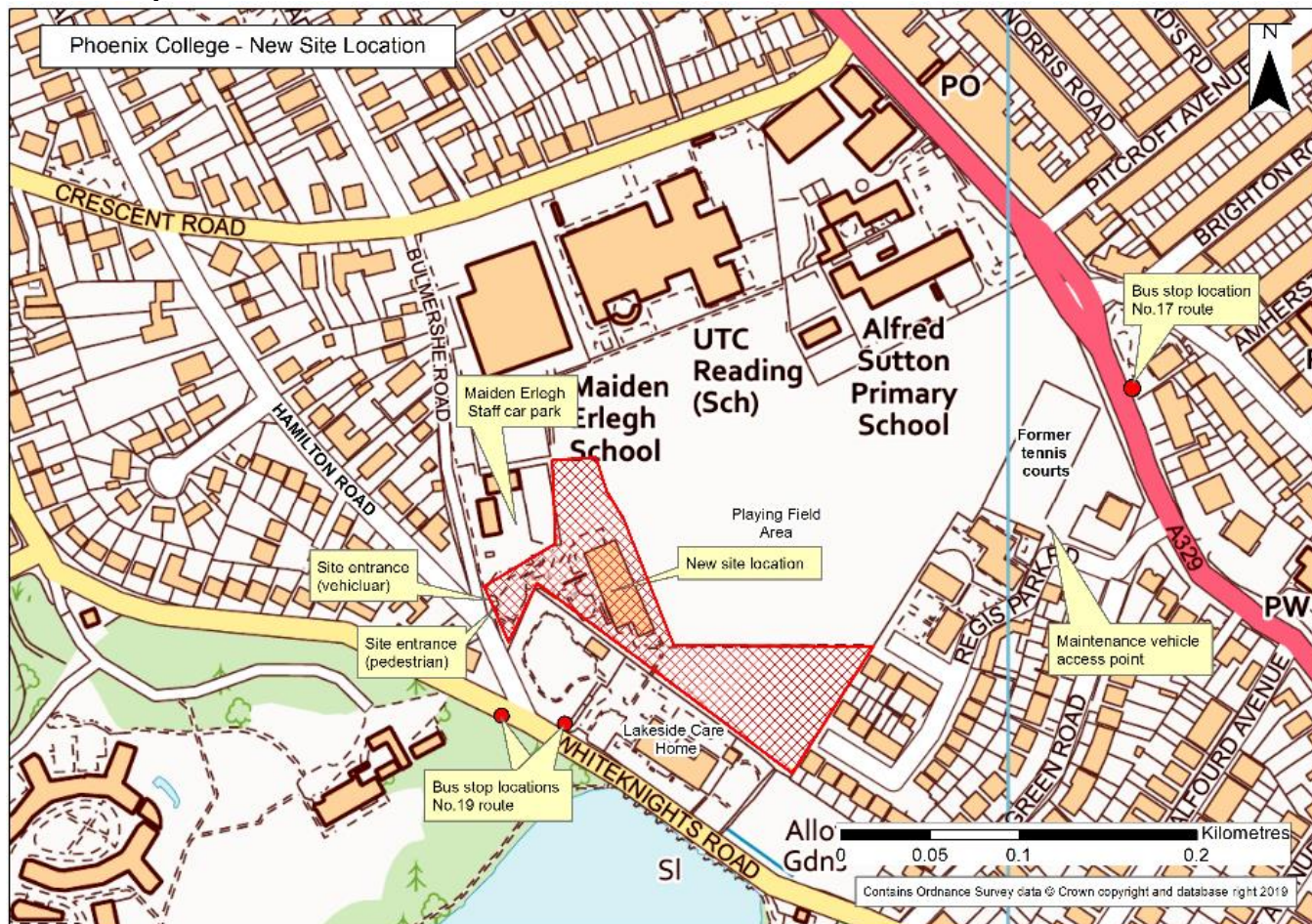
As a SEN School, Phoenix college does not have a specified catchment area, it takes students from across Reading. Below is a map showing the catchment areas of the main stream secondary schools in Reading from which students may come.



Description of the Proposed School locality

It is proposed that Phoenix College is to be relocated on the site of the former Hamilton Centre, on Hamilton Road in the East of Reading. This area is primarily residential with the University to the west and south of the site. The site is accessed from Hamilton Road and shares a car park with the Maiden Erlegh School and will share a large sports field behind the building with Maiden Erlegh Secondary School, University Technical College and Alfred Sutton Primary School. To the south of the site is a residential home for the Elderly.

Location Map



Site Accessibility and Transport Links

Vehicular access to the school will be via Hamilton Road, a residential road in the east of Reading, which links to Whiteknights Road to the south and Crescent Road to the north. Next to the vehicular access is a small private road, Bulmershe Road, which has no access to the site for vehicles. There is a second vehicular access for emergency vehicles only from Regis Park Road.



Hamilton Road Vehicle entrance



Hamilton Road looking north



Hamilton Rd looking towards Whiteknights Bulmershe Private Road

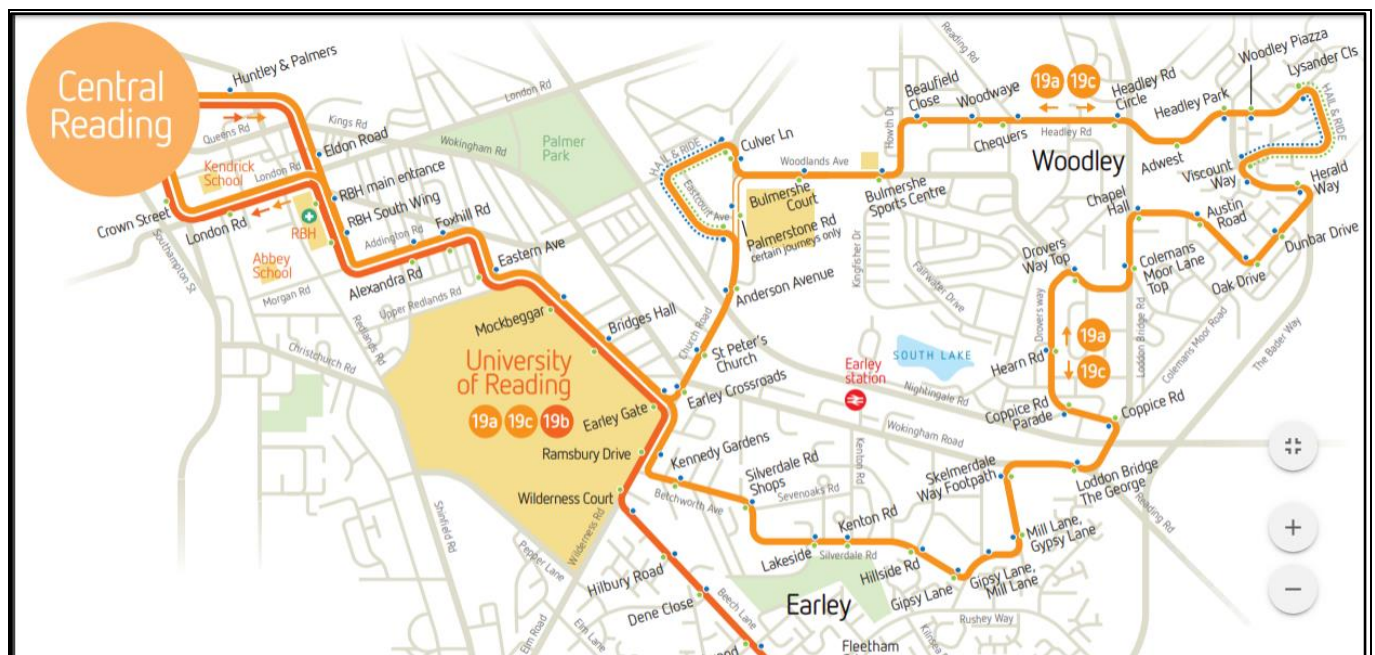
The school car park makes use of existing spaces and includes an additional area for parking and drop off. In total the design indicates that there is space for 24 standard spaces plus four accessible bays and three minibus bays. This parking is for staff and any permitted parent or taxi that needs to use an accessible space. The proposed site plan is in the appendices.

Cycle parking for 10 bikes will be provided for staff and visitors in the car park area. It is anticipated that students will, in the main, arrive by minibus or taxi and will not therefore require cycle or scooter parking. However, the Travel Plan Team would encourage the school to provide scooters and cycles along with appropriate playground markings (roads, pedestrian crossing points etc) for pupils to practice on during play times in school.

Public Transport in Reading

Buses

The nearest bus stop to the site is currently located on Whiteknights Road, close to the southern end of Hamilton Road, less than five minutes walk. The only bus services to these stops is the Reading Orange bus 19a, b and c which run regular services linking the Reading University Whiteknights campus with central Reading providing excellent options for staff and visitors coming to the school. It could also be possible for more able students to use the bus to get to college.



Mondays to Fridays except public holidays

	am	am	am	am		pm	pm	pm	pm	pm
Central Reading St Mary's Butts stop CR	6.11	7.30	8.14	9.26	then every hour until	2.26	3.26		5.38	6.36
Central Reading Station Rd stop SA	6.30	7.40	8.40	9.40		2.40	3.45	4.50	5.50	6.55
RBH Main Entrance	6.36	7.48	8.48	9.46		2.46	3.53	4.58	5.58	7.01
UoR Earley Gate	6.43	7.57	8.57	9.55		2.55	4.02	5.07	6.07	7.08
Silverdale Road Shops	6.45	7.59	8.59	9.57		2.57	4.04	5.09	6.09	7.10
Mill Lane Gipsy Lane	6.49	8.03	9.03	10.01		3.01	4.08	5.13	6.13	7.14
Loddon Bridge The George	6.53	8.10	9.07	10.05		3.05	4.12	5.18	6.18	7.18
Coppice Road Parade	6.54	8.11	9.08	10.06		3.06	4.13	5.19	6.19	7.19
Vauxhall Drive Chapel Hall	6.58	8.15	9.12	10.10		3.10	4.17	5.23	6.23	7.23
Woodley Piazza Hurricane Way	7.04	8.23	9.18	10.16		3.16	4.23	5.29	6.29	7.29
Chequers Beechwood Avenue	7.07	8.26	9.22	10.20		3.20	4.27	5.33	6.33	7.32
Bulmershe Sports Centre	7.10	8.32	9.25	10.24		3.24	4.30	5.37	6.37	7.35
Palmerstone Road	7.11	8.33						5.38	6.38	7.36
Culver Lane			9.26	10.25		3.25	4.31			
UoR Earley Gate	7.16	8.39	9.32	10.31		3.31	4.37	5.44	6.44	7.40
RBH Main Entrance	7.23	8.46	9.39	10.38		3.38	4.44	5.51	6.51	7.47
Central Reading St Mary's Butts stop CR	7.30	8.56	9.47	10.46		3.46	4.56	6.03	7.03	7.54
Central Reading Station Rd stop SA	7.34	9.00	9.51	10.50		3.50	5.00	6.07	7.07	7.58

Mondays to Fridays except public holidays

	am	am	am	am	am	pm	pm	pm	pm	pm	pm	pm	pm
Central Reading St Mary's Butts stop CR		7.10	8.56	10.07	11.06	12.06	1.06	2.06	3.06	4.06	5.23	6.23	7.13
Central Reading Station Rd stop SA	5.55	7.25	9.20	10.20	11.20	12.20	1.20	2.20	3.30	4.30	5.35	6.35	7.30
RBH main entrance	6.01	7.33	9.28	10.26	11.26	12.26	1.26	2.26	3.40	4.38	5.43	6.41	7.36
UoR Earley Gate	6.08	7.42	9.37	10.35	11.35	12.35	1.35	2.35	3.49	4.47	5.52	6.48	7.43
Wilderness Court	6.09	7.43	9.38	10.36	11.36	12.36	1.36	2.36	3.50	4.48	5.53	6.49	7.44
Meldreth Way Doddington Close	6.15	7.49	9.44	10.42	11.42	12.42	1.42	2.42	3.57	4.55	6.00	6.55	7.50
Bradmore Way	6.19	7.53	9.48	10.46	11.46	12.46	1.46	2.46	4.01	4.59	6.04	6.59	7.54
Chalfont Way Asda	6.21	7.55	9.50	10.48	11.48	12.48	1.48	2.48	4.03	5.01	6.06	7.01	7.56

Mondays to Fridays except public holidays

	am	am	am	am	am		pm	pm	pm	pm	pm
Central Reading St Mary's Butts stop CR			8.34	9.47	10.46	then every hour until	2.46	3.46	4.56	6.03	7.03
Central Reading Station Rd stop SA	6.10	7.05	9.00	10.00	11.00		3.00	4.10	5.10	6.15	7.10
RBH Main Entrance	6.16	7.13	9.08	10.06	11.06		3.06	4.18	5.18	6.21	7.16
UoR Earley Gate	6.23	7.22	9.17	10.15	11.15		3.15	4.27	5.27	6.28	7.23
Palmerstone Road	6.24	7.23	9.18							6.29	7.24
Culver Lane				10.17	11.17		3.17	4.30	5.30		
Bulmershe Sports Centre	6.28	7.27	9.22	10.22	11.22		3.22	4.35	5.35	6.32	7.27
Chequers Headley Road	6.31	7.30	9.25	10.25	11.25		3.25	4.38	5.38	6.35	7.30
Woodley Piazza Hurricane Way	6.34	7.33	9.28	10.28	11.28		3.28	4.41	5.41	6.38	7.33
Vauxhall Drive Chapel Hall	6.40	7.39	9.34	10.34	11.34		3.34	4.47	5.47	6.44	7.39
Coppice Road Parade	6.44	7.43	9.38	10.38	11.38		3.38	4.51	5.51	6.48	7.43
Loddon Bridge The George	6.48	7.48	9.43	10.43	11.43		3.43	4.56	5.56	6.52	
Mill Lane Gipsy Lane	6.49	7.49	9.44	10.44	11.44		3.44	4.57	5.57	6.53	
Silverdale Road shops	6.52	7.53	9.48	10.47	11.47		3.47	5.00	6.00	6.56	
UoR Earley Gate	6.56	7.57	9.52	10.51	11.51		3.51	5.04	6.04	6.59	
RBH Main Entrance	7.03	8.04	9.59	10.58	11.58		3.58	5.11	6.11	7.06	
Central Reading St Mary's Butts stop CR	7.10	8.14	10.07	11.06	12.06		4.06	5.23	6.23	7.13	
Central Reading Station Rd stop SA	7.14	8.18	10.11	11.10	12.10		4.10	5.27	6.27	7.17	

In addition, there are bus stops on the Wokingham Road for the Purple number 17 service, which are a nine-minute walk from the proposed college site. The number 17 service runs every 7 to 8 minutes during the day and is used by many students to get to school. The Phoenix College will train students to travel independently using this route as it covers a large area of Reading.

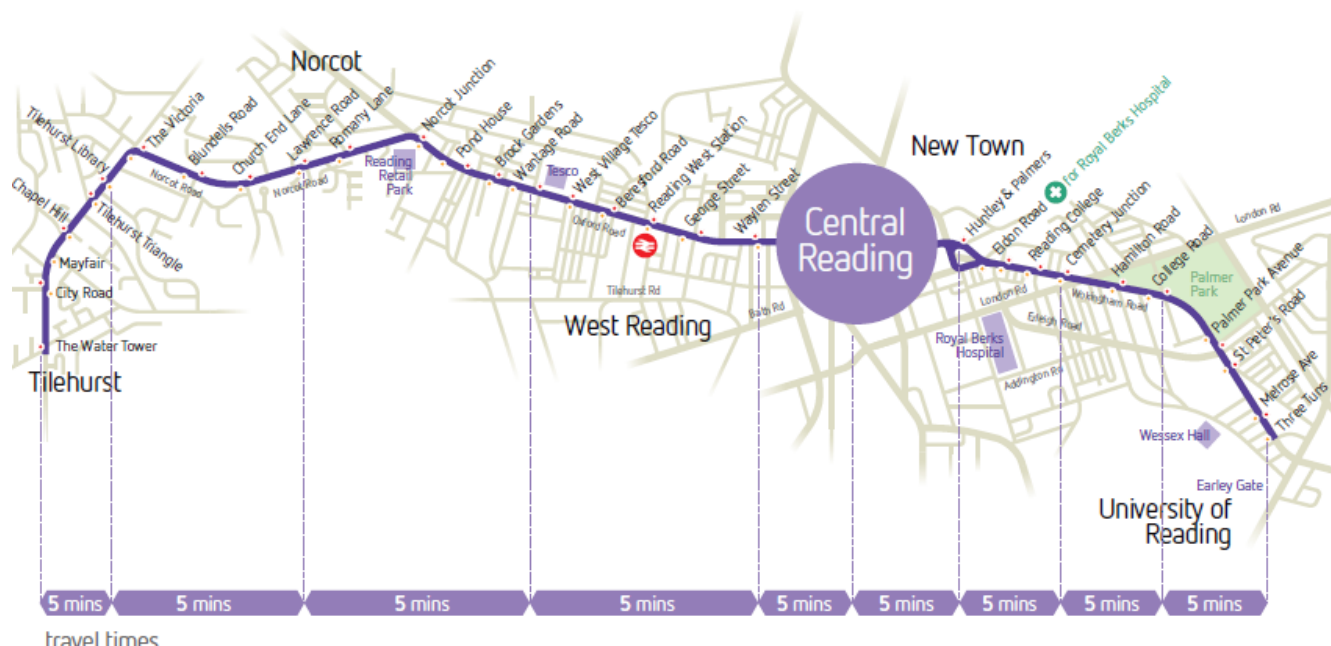
purple 17

bus stops

- towards Tilehurst
- towards Wokingham Road for the University

frequency guide in minutes

	early morning	daytime	evening	overnight
Mon-Fri	10-20	7-8	15	30-60
Sat	20	7-8	15	30-60
Sun	40	10	20	60



Trains

The nearest railway station is Reading station which is approximately 1.8 miles away using the most direct walking route, so a 40-minute walk meaning that travel by rail could be a feasible option for staff.

Reading 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 35 minutes to Oxford, and just under one hour to Paddington and Winchester. A train time table can be seen in Appendix 3.

The train station is a possibility for use by staff and visitors though rail is not likely to be used by pupils due to their SEN requirements.

Walking and Cycling

The Hamilton Centre is set in a residential area of Reading which has good footpaths on the western side of the road, near to the proposed school site entrance that link to many roads which lead to the University, local educational establishments and the town centre. There are no pedestrian crossing facilities within the vicinity of the school site. Currently the

proposed site can be accessed via a pedestrian gate on Hamilton Road, and via a shared playing fields to the rear of the school. The playing fields are shared with Maiden Erlegh School, the UTC Reading and Alfred Sutton Primary School.

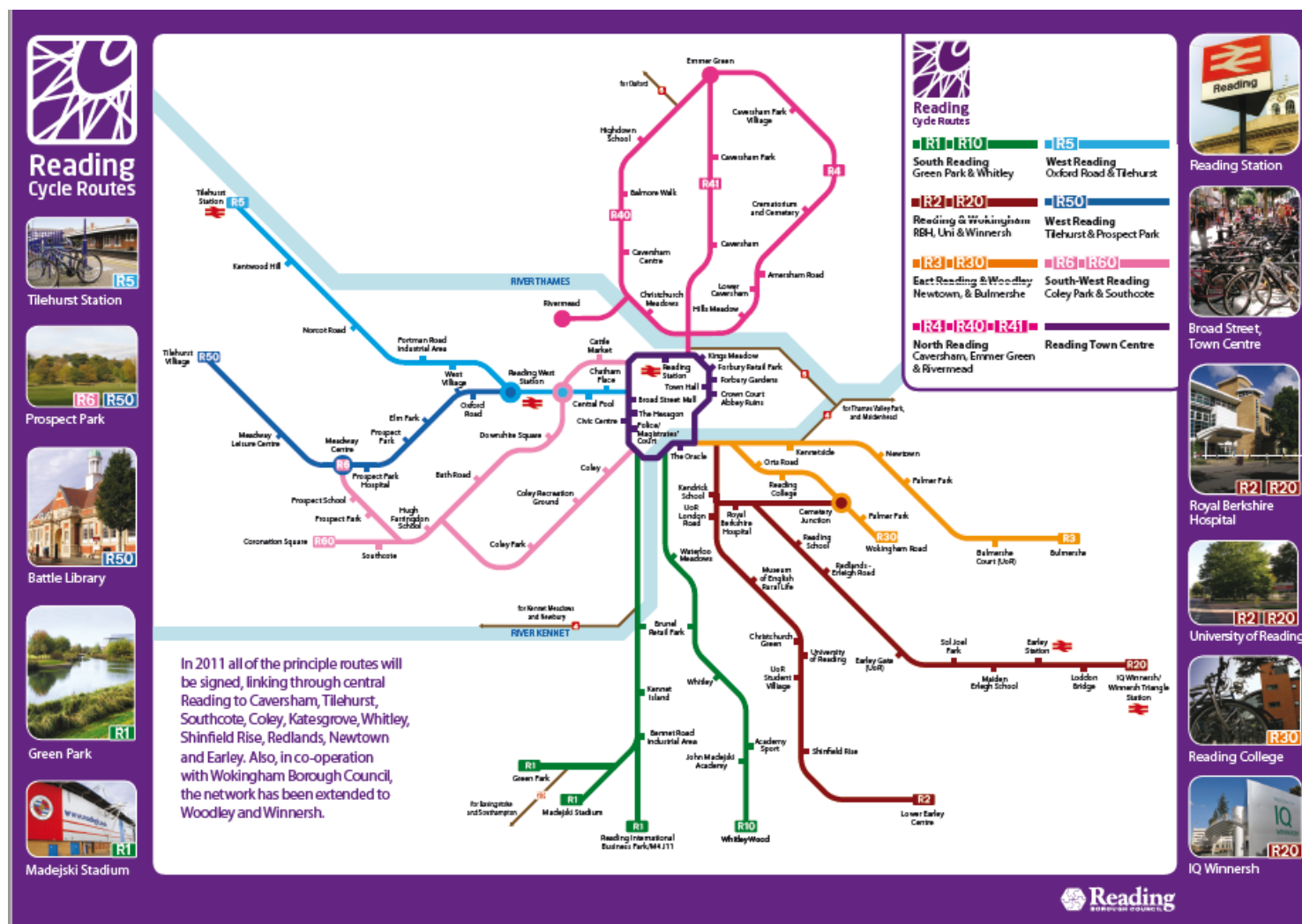


Pedestrian Entrance Gate



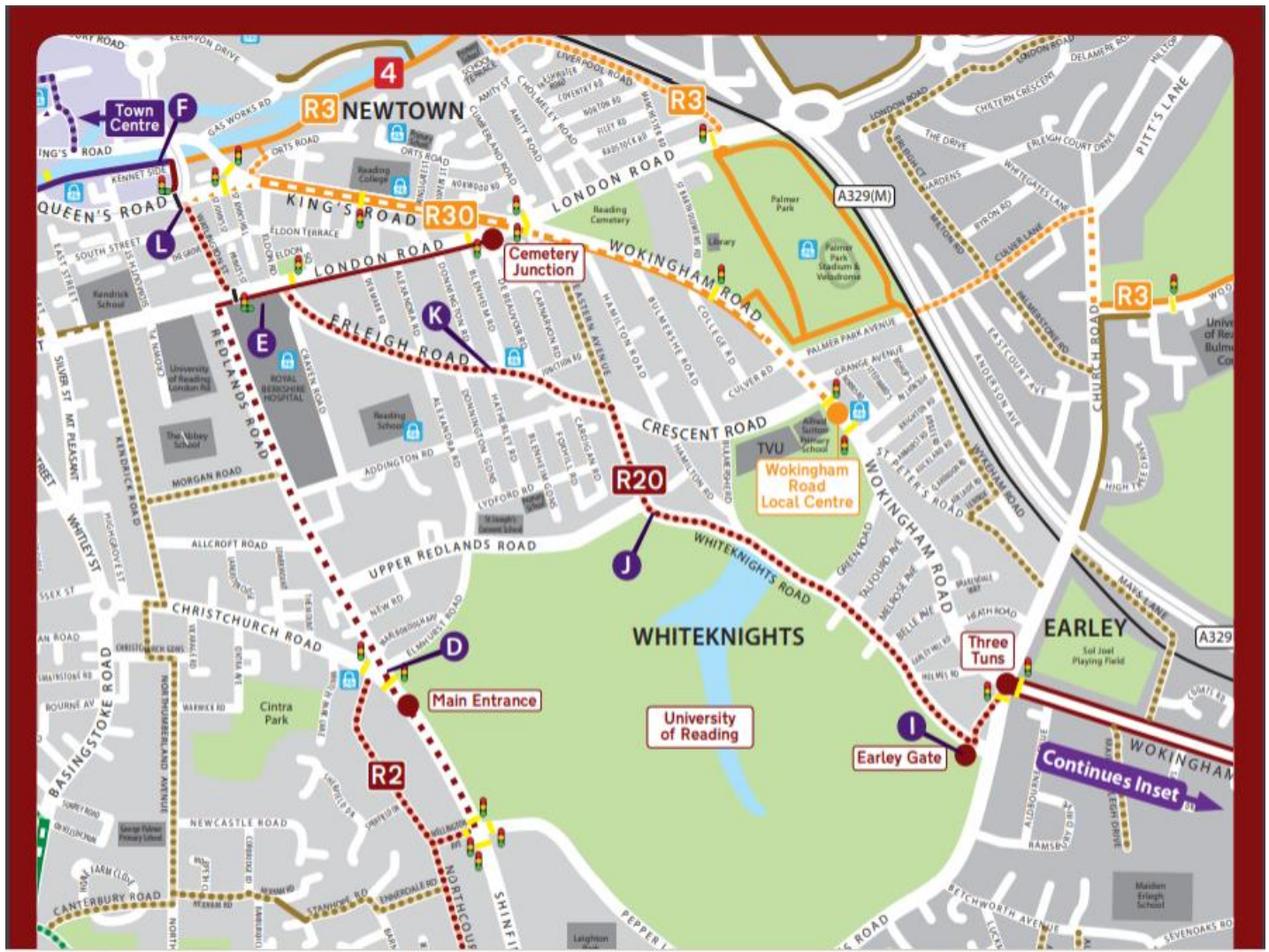
Cycle route signage

Reading has good dedicated cycle routes and the Reading R20, see map overleaf runs near to the site and could be used by staff to travel to the site and potentially some able students.



<http://www.reading-travelinfo.co.uk/media/116790/promotional-6pp-dl.pdf>

R20 Route map



<http://www.reading-travelinfo.co.uk/media/4180/R2-R20-Routes-Map-Feb11.pdf>

Section 2 – Policy

National Planning Policy Framework (NPPF) 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 should 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.”

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 Raise awareness of road safety issues **Sustainable Modes of Travel Strategy**

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 it 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 on to 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 proposed site for the Phoenix SEN College 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:

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

Public consultation on the Principle of the building of the New School

On 12 September 2019, a public consultation event was held to invite local Councillors and residents to express any views on the proposed new SEN school. This event was well attended by school staff, parents, governors, local councillors and local residents. Many were interested in the building and the facilities being provided. The following comments were received in relation to school travel:

I support this project in principle because these children with their social, emotional and mental health needs, and their staff, deserve the best possible facilities for their education, but I am sorry to say that as a local resident I have to object as follows to some of the practicalities of the plans.

- 1 **Parking Capacity** – there is not enough capacity for parking. I have listened to the comments of the planners about the main role of school buses [as against taxis] and was assured that they could drive in and drive out. Having worked as a qualified school bus driver I must say that they are either very small buses or the space is too small. If the school is to grow as planned from 50 to 90 pupils it will either need more or bigger buses, as the planned space only allows for 3 x 17 seaters. The shared main entrance/exit is simply one-way. I see almost no wriggle-room for vehicles going in opposing directions, which results in confrontations in the area already due to the local geography.
- 2 **Transport/buses** – it was shown that the main clusters of referrals come from Whitley to the south and Tilehurst to the west; however, the closest bus stops serve mainly the east [i.e. Woodley and Lower Earley environs]. The problem is illustrated by the question of how the more capable students from Tilehurst, arriving on the 17 bus on Wokingham Road, would walk around the site to the college entrance at the extreme opposite point. The question of how to manage this is unresolved. The point where the all-weather pitch touches Wokingham Road is directly opposite a 17-bus stop from Tilehurst and might be an option for a managed pedestrian gateway, or possibly the corner beneath the doctors' surgery.

The additional college car park is being designed to the correct Reading Borough Council standard and the vehicular entrance is to be widened as part of this project. With regards to walking to the site, all students will be receiving independent travel training which will show them how to access the site and the local bus stops.

School Travel Survey

As the SEN college is moving site and a number of students will have changed, it has been decided not to carry out a parent/student or staff travel survey, until the new site is in operation. When the school opens, The School Travel Plan Steering committee will conduct a Hands Up Survey with the students to gauge the initial modes of travel to the school, it is expected however, that many will still travel by transport provided by Reading Borough Council.

In the 2018/2019 school year, three students come by taxi, three and dropped off and picked up by a parent in a car, six cycle and the rest use public transport or are collected by the college minibus. A postcode plot of the 2018/2109 student body can be seen in Appendix 4, this shows that many students live too far away from the new site to walk to school, as the distance that they live from the new site is as follows:

Under 1 mile	1 to 3 miles	Over 3 miles
0	15	26
0%	36.6%	63.4%

From the current 18 staff based full time on site, four use public transport to get to work, six car share and eight travel by car alone.

Parents of the students and staff members will be provided with a simple survey to complete, to gather general information about travel trends and any issues or barriers they may have if they wish to travel sustainably.

Survey forms will be available for the local residents to ask for their feedback on the impact of the school journey on the local environment at the consultation event. The school will be encouraged to have a “Comments/Suggestions” box in the reception office for anyone to comment on school travel.

Copies of suggested surveys are shown in **Appendix 5**.

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 local residents and businesses. Therefore, as part of the relocation plans, letters were sent to residents inviting them to a consultation event on 12 September 2019, whereby residents could view and listen to the proposals, and share their views and concerns on the building and wider impacts.

A number of officers were available at the event and survey forms were provided for residents to formalise their thoughts on the impact of the school journey on the local environment.

School Travel and Sustainable travel to be embedded in the curriculum

It will be the responsibility of the appointed Headteacher and curriculum leaders to incorporate putting sustainable travel into the curriculum and placing the school travel plan on the agenda for the school council meetings discussing future actions and reviewing these actions with classes. There are curriculum resources that can be downloaded for free from the My Journey Hampshire website:

<https://myjourneyhampshire.com/education/secondary-schools/resources-secondary-schools>.

From September 2019, the school is introducing a Bikeability program for students, along with bike maintenance and bike safety course. In addition, it will be addressing sustainability in assemblies linking to plastic waste, pollution and travel miles.

Further activities that could be considered for development are:

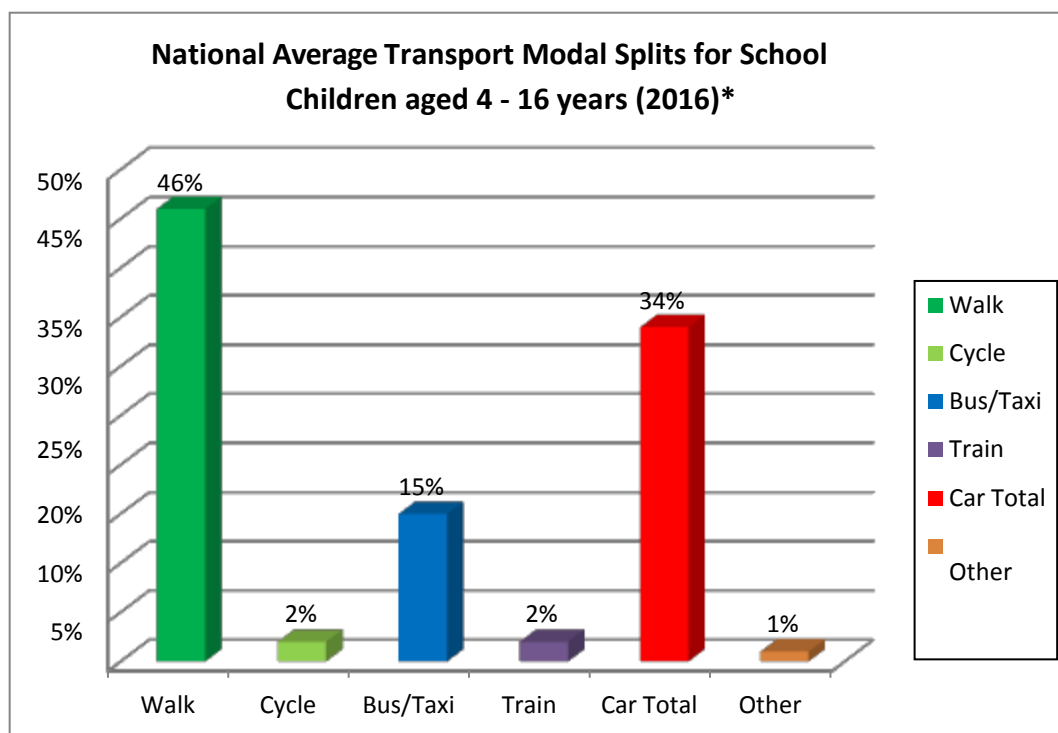
- A Think Safe Event
- Walk to School Week and Walk to School Month
- Investigate Air Pollution around the college site
- Curriculum locality studies such as traffic surveys around the school vicinity
- Arranging visits from the local PCSO
- Independent travel training for secondary students.

Promoting “Walk to School Week” is a key activity which can assist with the aims of the travel plan, and it ties in with the elements of “keeping safe and healthy” which are part of the Government’s Every Child Matters Agenda.

Section 4 - Survey Information

Once the school is open a full school survey of parents, pupils and staff will be carried out.

National Travel Data Statistics



	Walk	Cycle	Bus/Taxi	Train	Car Total	Other
National Average	46%	2%	15%	2%	34%	1%

A National Travel Survey was undertaken in **2016** by the Department for Transport which revealed that the mode share of travel to school has seen little variation since 2003. The most notable change is that for primary school children walking has increased (from 50% to 51%) and the share of car has slightly decreased (from 42% of all trips to 41%). The share of the main transport modes of secondary children (walking, bus and car) has remained broadly stable since 2003 (walking 41 – 39%, bus 22 – 23%, and car 24 - 26%). Private bus travel has decreased by half 8 – 4%. Rail travel for this age group has increased from 1 – 3%. Above, is the average for 4-16 year olds. In addition, nationally the average length of a primary school trip to school increased from 1.2 to 1.5 miles between 1995/97 to 2016 and from 2.9 – 3.2 miles for secondary school children.

<https://www.gov.uk/government/publications/nts-factsheets>

**Data obtained from the National Travel Survey 2016*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/632841/nts0613.ods

The Predicted Modal Splits

The predicted modal splits for staff and students travel to the new Phoenix SEN College have been calculated by HCC Traded Services and details can be found in Chapter 3 of the Transport Statement.

Section 5 - Action Plan

An action plan will be drawn up that details that the School Travel plan aims to support safer, sustainable and healthy journeys to and from school. The proposed school will strongly encourage pupils to walk, cycle or scooter to school and provide the necessary training and facilities to encourage these activities. The action plan will have the following aims and objectives to achieve its goals:

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 in order to support pupils to use RBC-funded transport services for all relevant students to and from school
- Encourage students that have bicycles 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.

A suggested action plan template can be seen in **Appendix 4**.

Section 6 - Evaluation and Monitoring

As the Travel Plan is a living document, it will need reviewing and updating regularly, in accordance with the County 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, once the school is up and running at the new site.

Section 8 - Promotion of STP

The school will write a full travel plan once it is up and running 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

Once the school is in existence the framework travel plan will be updated to become a full school travel plan and a formal approval form will be signed by the Headteacher and the Chair of Governors and external partners where relevant, to ensure that all parties are committed to the actions outlined in the action plan.

Appendices

- 1) School Site Plan and Site Building Phases**
- 2) Phoenix College SEN School Existing and Proposed site Map**
- 3) Train Timetable**
- 4) 2018/2019 Student Postcode Plot**
- 5) Sample Action Plan**
- 6) Sample Survey Forms**

Appendix 1 – Existing School Site Plan



Proposed Site Plan



Hamilton Centre Conversion

Phoenix College

Proposed Car Parking Layout Strategy



Appendix 1 - Aerial views of the site



Phoenix College SEN School Framework Travel Plan



Appendix 3 – Train Times



National Rail Enquiries

Your personal journey from Reading to London Paddington

Valid from Sunday 1 September 2019 to Wednesday 13 November 2019

Monday to Friday always runs

Outward

[illegible]

Monday to Friday always runs

Outward Continued

		1st		2nd		3rd		4th		5th		6th		7th		8th		9th		10th		11th		12th		13th		14th		15th		16th		17th		18th		19th		20th		21st		22nd		23rd		24th		25th		26th		27th		28th		29th		30th		31st		32nd		33rd		34th		35th		36th		37th		38th		39th		40th		41st		42nd		43rd		44th		45th		46th		47th		48th		49th		50th		51st		52nd		53rd		54th		55th		56th		57th		58th		59th		60th		61st		62nd		63rd		64th		65th		66th		67th		68th		69th		70th		71st		72nd		73rd		74th		75th		76th		77th		78th		79th		80th		81st		82nd		83rd		84th		85th		86th		87th		88th		89th		90th		91st		92nd		93rd		94th		95th		96th		97th		98th		99th		100th		101st		102nd		103rd		104th		105th		106th		107th		108th		109th		110th		111st		112nd		113rd		114th		115th		116th		117th		118th		119th		120th		121st		122nd		123rd		124th		125th		126th		127th		128th		129th		130th		131st		132nd		133rd		134th		135th		136th		137th		138th		139th		140th		141st		142nd		143rd		144th		145th		146th		147th		148th		149th		150th		151st		152nd		153rd		154th		155th		156th		157th		158th		159th		160th		161st		162nd		163rd		164th		165th		166th		167th		168th		169th		170th		171st		172nd		173rd		174th		175th		176th		177th		178th		179th		180th		181st		182nd		183rd		184th		185th		186th		187th		188th		189th		190th		191st		192nd		193rd		194th		195th		196th		197th		198th		199th		200th		201st		202nd		203rd		204th		205th		206th		207th		208th		209th		210th		211st		212nd		213rd		214th		215th		216th		217th		218th		219th		220th		221st		222nd		223rd		224th		225th		226th		227th		228th		229th		230th		231st		232nd		233rd		234th		235th		236th		237th		238th		239th		240th		241st		242nd		243rd		244th		245th		246th		247th		248th		249th		250th		251st		252nd		253rd		254th		255th		256th		257th		258th		259th		260th		261st		262nd		263rd		264th		265th		266th		267th		268th		269th		270th		271st		272nd		273rd		274th		275th		276th		277th		278th		279th		280th		281st		282nd		283rd		284th		285th		286th		287th		288th		289th		290th		291st		292nd		293rd		294th		295th		296th		297th		298th		299th		300th		301st		302nd		303rd		304th		305th		306th		307th		308th		309th		310th		311st		312nd		313rd		314th		315th		316th		317th		318th		319th		320th		321st		322nd		323rd		324th		325th		326th		327th		328th		329th		330th		331st		332nd		333rd		334th		335th		336th		337th		338th		339th		340th		341st		342nd		343rd		344th		345th		346th		347th		348th		349th		350th		351st		352nd		353rd		354th		355th		356th		357th		358th		359th		360th		361st		362nd		363rd		364th		365th		366th		367th		368th		369th		370th		371st		372nd		373rd		374th		375th		376th		377th		378th		379th		380th		381st		382nd		383rd		384th		385th		386th		387th		388th		389th		390th		391st		392nd		393rd		394th		395th		396th		397th		398th		399th		400th		401st		402nd		403rd		404th		405th		406th		407th		408th		409th		410th		411st		412nd		413rd		414th		415th		416th		417th		418th		419th		420th		421st		422nd		423rd		424th		425th		426th		427th		428th		429th		430th		431st		432nd		433rd		434th		435th		436th		437th		438th		439th		440th		441st		442nd		443rd		444th		445th		446th		447th		448th		449th		450th		451st		452nd		453rd		454th		455th		456th		457th		458th		459th		460th		461st		462nd		463rd		464th		465th		466th		467th		468th		469th		470th		471st		472nd		473rd		474th		475th		476th		477th		478th		479th		480th		481st		482nd		483rd		484th		485th		486th		487th		488th		489th		490th		491st		492nd		493rd		494th		495th		496th		497th		498th		499th		500th		501st		502nd		503rd		504th		505th		506th		507th		508th		509th		510th		511st		512nd		513rd		514th		515th		516th		517th		518th		519th		520th		521st		522nd		523rd		524th		525th		526th		527th		528th		529th		530th		531st		532nd		533rd		534th		535th		536th		537th		538th		539th		540th		541st		542nd		543rd		544th		545th		546th		547th		548th		549th		550th		551st		552nd		553rd		554th		555th		556th		557th		558th		559th		560th		561st		562nd		563rd		564th		565th		566th		567th		568th		569th		570th		571st		572nd		573rd		574th		575th		576th		577th		578th		579th		580th		581st		582nd		583rd		584th		585th		586th		587th		588th		589th		590th		591st		592nd		593rd		594th		595th		596th		597th		598th		599th		600th		601st		602nd		603rd		604th		605th		606th		607th		608th		609th		610th		611st		612nd		613rd		614th		615th		616th		617th		618th		619th		620th		621st		622nd		623rd		624th		625th		626th		627th		628th		629th		630th		631st		632nd		633rd		634th		635th		636th		637th		638th		639th		640th		641st		642nd		643rd		644th		645th		646th		647th		648th		649th		650th		651st		652nd		653rd		654th		655th		656th		657th		658th		659th		660th		661st		662nd		663rd		664th		665th		666th		667th		668th		669th		670th		671st		672nd		673rd		674th		675th		676th		677th		678th		679th		680th		681st		682nd		683rd		684th		685th		686th		687th		688th		689th		690th		691st		692nd		693rd		694th		695th		696th		697th		698th		699th		700th		701st		702nd		703rd		704th		705th		706th		707th		708th		709th		710th		711st		712nd		713rd		714th		715th		716th		717th		718th		719th		720th		721st		722nd		723rd		724th		725th		726th		727th		728th		729th		730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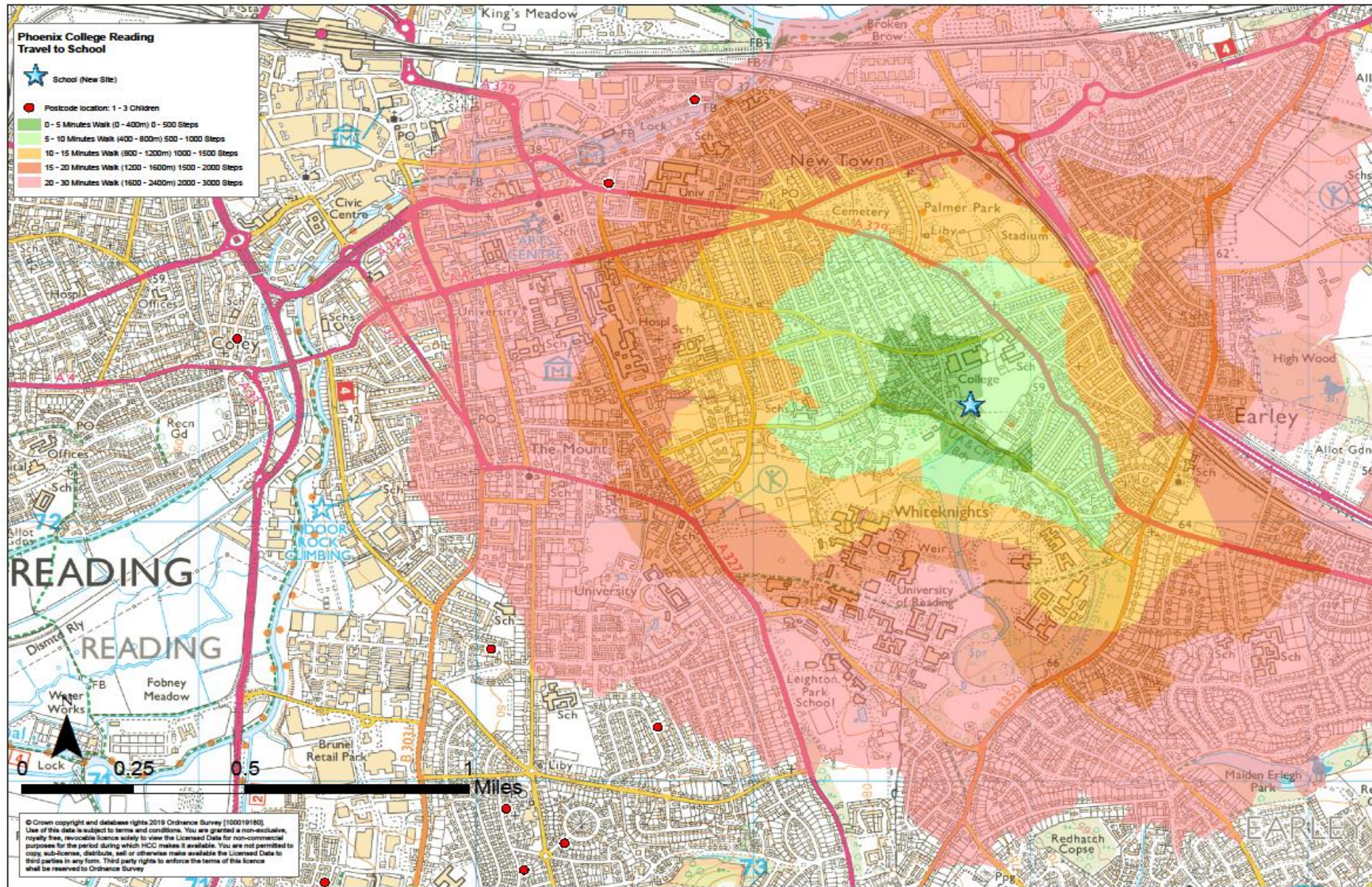
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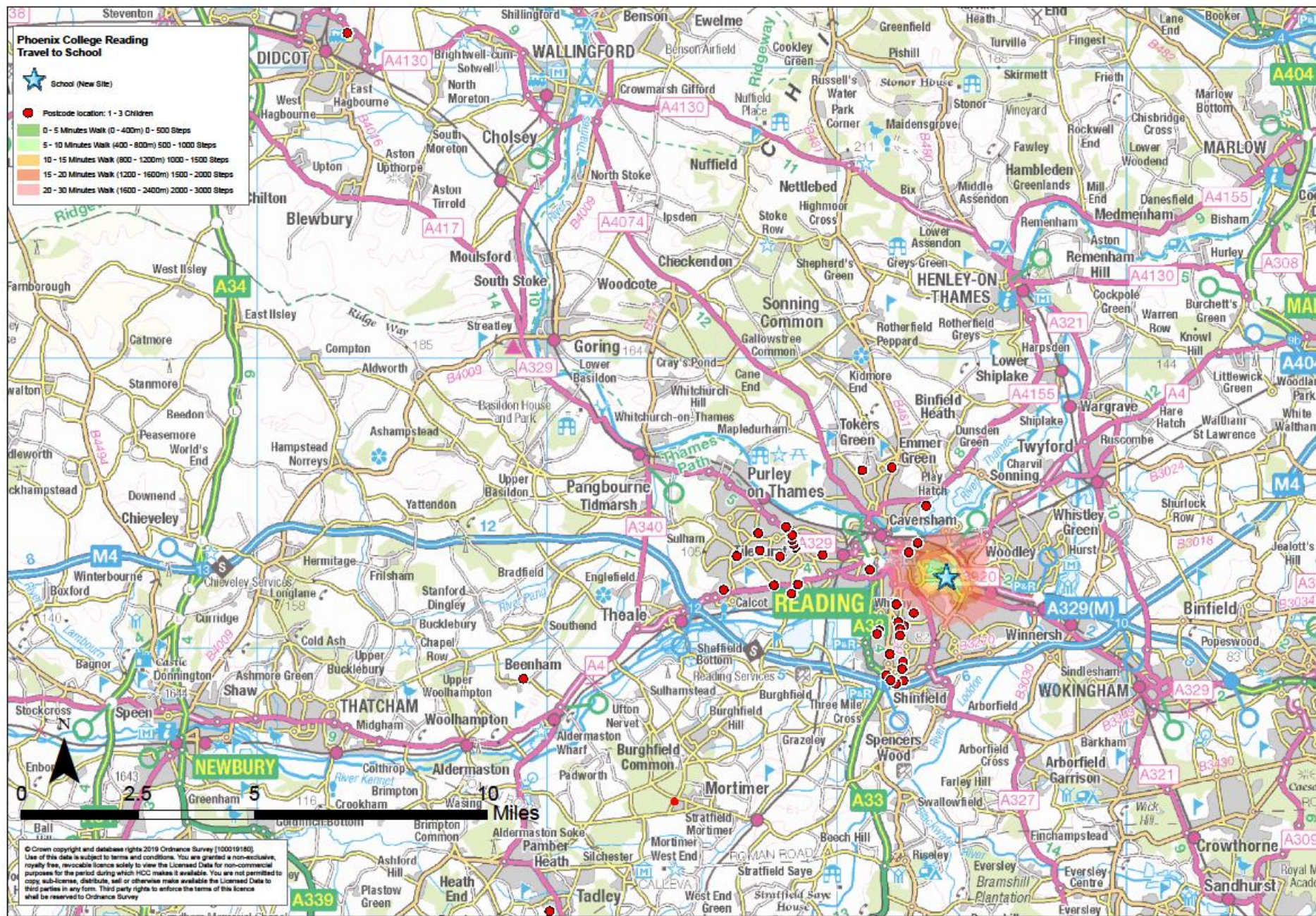
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The information printed here is only valid at date and time of printing. Routes, Availability and Fares are subject to these provisions.

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Appendix 4 – 2018/2019 Student Location Maps





Appendix 5 - Example Action Plan for The Phoenix (SEN) College

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 in order 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 2023 and To increase the number of students who can ride a bike and respond appropriately to road signs to 2% By December 2023	Create secure cycle parking facilities for staff, students and visitors by April 2021	High	Liaise with the Project Management Team for the new build remodelling to install sufficient secure cycle storage by September 2021	School Travel champion / Admin Office	June 2020
			Promote the cycle storage to the school staff and students through staff meetings and assemblies By July 2021 and ongoing	Headteacher & Business Manager	
	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 2020	School Travel Champion	December 2021
			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		

			January 2022		
	Promote the staff Cycle to Work scheme by October 2022	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 2021 and ongoing	Admin Office	December 2022
	Provide details to staff, at staff meetings of staff home locations for considering car share. May 2021 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 2022 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 2019 and annually thereafter	PE and PSHE Curriculum Leaders	December 2023

	To teach cycle skills as part of the PE Curriculum in the summer term of every academic year starting in May 2020 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 2020 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 2021	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	PE Curriculum leader	December 2021
Ensure school taxis and minibuses from Phoenix College are running at maximum capacity by December 2021	Liaise with bus operators and RBC Passenger Transport Team to ensure best organisation of bus routes if spare capacity is available. Oct 2021	High	Discuss with RBC's Home to School Transport Team Nov 2020	Administration Officer	January 2022

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 2022	Continue to provide adapted Bikeability Level 2 and 3 training on the playground as part of the PE curriculum March 2021 and annually thereafter	High	Make contact with RBC's Transport Team to book Bikeability training. May 2021 and annually thereafter	PE Leader	December 2021
	Install more cycle and scooter parking at school as part of the expansion project September 2020	High	Liaise with Architects team to ensure adequate cycle provision is provided January 2020	Headteacher	December 2021
	Hold a "Cycling Day/Event" to promote cycle routes to school, introduce Bike Maintenance and "Cycle Coding" to ensure bike safety June 2021		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 2021	Admin Office	
Make car sharing available to all those who would like to by December 2023	Set up a school car share register for students who do not qualify for a free bus or train pass. December 2022	Low	Contact the RBC education team for a postcode location map. March 2022	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 2022		

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 2019 and each year thereafter.	Incorporate Road Safety training into the curriculum July 2019	High	Contact the Road Safety Team to borrow Road Safety Resources for supporting learning outcomes June 2020	Headteacher	January 2020
			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	

	Work with local enforcement agencies to ensure parents park safely and sensibly October 2021	High	Arrange to meet with the local Police Community Support Officer and RBC's Parking Enforcement Officer to discuss approach to parking issues and concerns where appropriate May 2021 and annually thereafter	Headteacher & School Travel Champion	January 2022
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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 it's objectives and their role in supporting them by September 2022 and onwards to keep all new parents and pupils informed 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	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 2021	School Website Manager	December 2022
	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		

ongoing.			advice on how to participate January 2020		
	Include the School Travel Plan as an aspect of the school Self Evaluation Plan (SEP) (with regards to the relocation to the new site) July 2020		Create and update SEP as appropriate when the school opens on its new site. April 2021 onwards		
	Communicate development of school site and travel matters with local community through newsletter, distribute to residents on neighbouring roads July 2021 and annually thereafter		Discuss with Governing Body options of communicating with residents and other stakeholders developments on the travel plan June 2021	Headteacher & Business Manager	
	Keep residents informed when there are whole school events and parking around the school site may be impacted December 2021		Distribute flyers to residents on key roads to alert them to whole school events. March 2021 and ongoing	School Admin Office	December 2021
To register on Modeshift STARS and create a STARS travel plan to keep travel planning current by July 2021	Arrange training with HCC School Travel Team and or RBC and create STARS school travel plan May 2021	High	Register on https://modeshiftstars.org/ And contact RBC School Travel Team for training and guidance April 2021	School Travel Champion	December 2021
			Work towards, achieve and maintain Bronze STAR level by carrying out annual hands up surveys of staff and pupils May 2021 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 travel sustainably to the school site By September 2021 and annually thereafter	Encourage and enable staff to car share September 2021	Low	Provide maps to staff, at staff meetings of approximate staff home locations October 2021 onwards	Business Manager	December 2022
			Inform staff of the car sharing website www.liftshare.com November 2021 onwards		
			Consider providing Priority Car Park Bays for staff who car share November 2021	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 2021	High	Promote the interest free Season Ticket Loan Scheme for train travel to staff and the Bus to Work (salary sacrifice) scheme By April 2021	School Travel Champion	December 2022

	Create a travel to school webpage that provides visitors with information on how to travel to the school by public transport July 2021		Add a page onto the school website with links to the local cycle map, local bus timetables and routes and promotions May 2021	Website Manager	
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RBC: Reading Borough Council

Appendix 5 – Example Survey Forms

I.Parent and Student

II.Staff

III.Local Residents

I. Parent and Pupil Survey



School Travel Survey – Student & Parent Questionnaire

Reading Borough Council is carrying out a school travel survey in partnership with **Phoenix SEN College**. We are asking parents and pupils to complete this survey about how they travel to and from school. Your answers will help us to review school travel, identify potential measures to reduce traffic outside the school, with an aim to make it easier and safer for pupils, parents and staff to use public transport, walk and cycle.

Please hand this form back to your school once it has been completed.

Q1 What is your home postcode?

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This information will be treated as confidential and used for mapping purposes

Q2 Which year group are you in?

- | | | | |
|---------|-----------------------|---------|-----------------------|
| Year 7 | ☐ | Year 11 | ☐ |
| Year 8 | ☐ | | |
| Year 9 | ☐ | | |
| Year 10 | ☐ | | |

Q3 How do you travel to and from School? And how would you like to?

	Walk 	Car Alone * 	Cycle 	Taxi 	Car Share** 	Bus 	School Bus 	Park and Stride ***  	Other (please state)	*just your
a) I usually travel to school by:	☐	☐	☐	☐	☐	☐		☐	_____	
b) I sometimes (1-2 times a week) travel by:	☐	☐	☐	☐	☐	☐		☐	_____	
c) I usually travel home by:	☐	☐	☐	☐	☐	☐		☐	_____	
d) I would like to travel to and from school by:	☐	☐	☐	☐	☐	☐		☐	_____	

family in the car

** your family and another family travel together

*** Parked and walked 10 mins to school

Q4 If you travel to/from the school by car, what are the main reasons for doing so? (Please choose up to 3)

Parent/Guardian decision	
Live too far away from the school to walk or cycle	
No alternative available	
Time constraints	
Faster journey time compared to other ways to travel	
Dropped off at the school by parent/guardian on their way to work	
Dropping siblings to another school	
Concerns about road safety	
Concerns about personal safety	
Other (please state):	

Q5 If you travel to school by car do you share the journey with anyone else from your school?

Yes ☐ No ☐ How many other people? []

Is this someone from your family ☐ Another family ☐

Would you be interested in sharing your journey with another family? YES/NO (delete as appropriate)

Q6 Is there anything that could be done to encourage you and your child(ren) to walk, cycle or scoot to school?

Q7 What concerns (if any) do you have regarding your route/ journey to the school? (Please be specific about any locations where you think there are particular issues)

Q8 What could be done to improve your route/ journey to the school? (please state location)

Q9 Do you own a bicycle? **Yes** ☐ **No** ☐
If so, do you wear a cycle helmet? **Yes** ☐ **No** ☐

Q10 Have you been involved in an accident on your way to or from school in the last year?
Yes ☐ **No** ☐

If yes please give details if possible

Q11 How far is your journey to school?
Under 1 mile ☐
1 to 3 miles ☐
3 miles and over ☐

Q12 Parents/Guardians/Carers
Do you have any additional comments you would like to make about your child's journey to and from school?
.....
.....
.....
.....

Thank you for your time

Phoenix SEN College

Travel Survey – Staff Questionnaire

We are asking all staff to complete this survey about how they travel to and from the school. Your answers will help us develop our School Travel Plan, which will identify measures to reduce traffic and to make it easier and safer to walk and cycle to school.

Q1 What is your home postcode?

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This information will be treated as confidential and used for mapping purposes only

Q2 How do you usually travel **to** school (for the main part of your journey)?
(Please mark one of the circles below)

Walk ☐	Cycle ☐	Bus ☐	Car Share ☐
Car Alone ☐	Taxi ☐	Rail ☐	Other _____

Q3 How do you usually travel **from** school (for the main part of your journey)?
(Please mark one of the circles below)

Walk ☐	Cycle ☐	Bus ☐	Car Share ☐
Car Alone ☐	Taxi ☐	Rail ☐	Other: _____

Q4 How would you **like** to travel to and from school (for the main part of your journey)?
(Please mark one of the circles below)

Walk ☐	Cycle ☐	Bus ☐	Car Share ☐
Car Alone ☐	Taxi ☐	Rail ☐	Other: _____

Q5 What concerns (if any) do you have regarding your route to school?

Q6 What do you think could be done to improve your route to school?

Q7 Would anything make you consider a different mode of travel?

Q7 If you travel to/from school by car, what are your reasons for doing so?
(Please mark the circles below which apply)

- | | |
|--|-----------------------|
| Live too far away from the school to walk or cycle | ☐ |
| Time constraints | ☐ |
| Dropped off at the school by somebody on the way to somewhere else | ☐ |
| Concerns about road safety | ☐ |
| Concerns about personal safety | ☐ |
| Too much to carry (e.g. books, etc) | ☐ |
| Drop my children off on the way to school | ☐ |
| Other (please state): | |

Q8 If you travel to/from school by car, do you travel with pupils or staff from the school?

Yes ☐ No ☐

Thank you for your time

III. Resident Survey

Dear resident,

Our school is currently looking at the travel trends and travel issues for those who visit our school site, and we would be very interested to hear if you have been affected by the journeys made to and from our school. We have sent out questionnaires to our staff and parents/pupils and, as neighbours to the school, we would appreciate your comments as well.

Please complete the survey below and return to the school. If there are any other comments you would like to make, please feel free to use the reverse of this letter.

Yours faithfully,

.....

Residential survey:

(Please circle Yes/No responses as appropriate)

Which road do you live on? _____

Are you affected by those travelling to the school Yes/No

If yes, please detail below...

Do you have any suggestions for improvements to the current situation?

Thank you very much for your time.