

Engineering Services



# School Travel Plan Strategy



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# Contents

<b>A</b>	<b>INTRODUCTION – TRAVELLING TO SCHOOL</b>	3
A.1	Aim	3
A.2	Objectives	3
A.3	Local Transport Plan	3
<b>B</b>	<b>BACKGROUND</b>	4
B.1	Improving road safety	4
B.2	Improving children’s health	4
B.3	Improving accessibility	4
<b>C</b>	<b>HOW THE SCHOOL TRAVEL PLAN STRATEGY SITS WITHIN THE LOCAL TRANSPORT PLAN 2</b>	5
C.1	Healthy communities	5
C.2	Demand management measures	5
C.3	Child-focused strategies to improve road safety	5
<b>D</b>	<b>PARTNERSHIPS</b>	6
D.1	School Travel Plan Steering Group	6
D.2	Safe Routes to School Programme	7
D.3	Cycling Promotion	7
D.4	Healthy Schools	7
D.5	Planning Policy	7
D.6	Section 106 Development Group	7
<b>E</b>	<b>DELIVERING THE STRATEGY</b>	8
E.1	Selection of schools for the school travel plan initiative	8
E.2	Delivery of the strategy within the school community	8
E.3	Factors which may impact on the delivery of the strategy	10
E.4	Targets	11
<b>F</b>	<b>MONITORING</b>	13
F.1	Indicator and description	13
F.2	Methodology	13
F.3	Calculation	14
F.4	Reporting	14

## APPENDICES

<b>A</b>	National Policies	15	<b>D</b>	Schools Policies	19
<b>B</b>	Local Authority Policies	16	<b>E</b>	References	20
<b>C</b>	Other Local Policies	18			



# A. Introduction - Travelling To School

In September 2003 the Department for Transport (DfT) and the Department for Education and Skills (DfES) launched *Travelling to School*, an initiative promoting safe and healthy journeys to school which in turn can also help to reduce the use of the car and impact of the 'school run'. It sets the objective that 'all schools should have active travel plans' by 2010(1). It provides the framework for doing this by funding school travel plan advisors (STAs) to promote the initiative, supported by a school travel plan grant to local authority schools for relevant capital expenditure.

## A.1 Aim

The overarching aim of the Isle of Wight Council's School Travel Plan Strategy is to encourage every school to have a travel plan by 2010. The purpose of a school travel plan (STP) is to reduce car use on the school journey.

## A.2 Objectives of the School Travel Plan Strategy

In setting the aim to encourage every school to have a travel plan by 2010, it is intended that the following objectives, supported by the policies outlined in the appendices, are achieved:-

- To increase **road safety**, particularly for children
- To improve **children's health** by increasing walking and cycling
- To reduce **congestion**
- To promote **awareness of road safety issues** around schools to local drivers, including parents/carers, staff, neighbours and the local business community
- To improve the **environment** around schools by reducing car use and thus levels of pollution
- To increase the use of **public transport** by children
- To increase **accessibility** to education opportunities
- To increase children's experience of **independent travel**, aiming towards positive behaviour habits which can be adopted for life

## A.3 Local Transport Plan

This School Travel Plan Strategy forms part of the second Local Transport Plan, which covers the period 2006/7 to 2010/11, and shares the following transport objectives:-

- reducing congestion
- improving accessibility
- improving road safety
- improving air quality

and the wider goal of improving the quality of life locally.

This document is based on the School Travel Plan Strategy 2005 – 2011, the full version of which can be downloaded from [www.iwight.com/transport](http://www.iwight.com/transport) or by contacting the Transport Policy section of Isle of Wight Council Engineering Services on 01983 823777.

## B. Background

### B.1 Improving Road Safety

**Understandable concerns about road safety are, ironically, fuelling the use of cars on the school run. Although many would like to support their child walking or cycling to school, parents/carers often feel that roads are not safe for their child; but by using the car themselves, they may be adding to the problem.**

Children often have poor road safety awareness due to their lack of experience, which may sadly result in injury or even death as pupils start to travel independently (2). Being used to “Mum or Dad’s Taxi”, children are often unaware of the options available to them to travel independently, including walking, cycling, bus or train; methods which are more environmentally sustainable than car use.

### B.2 Improving Children’s Health

**Health and fitness levels are deteriorating amongst young people, with ‘3 in 10 boys and 4 in 10 girls aged 2 – 15 are not meeting recommended levels of physical activity’ (3). The Chief Medical Officer recommends that ‘children and young people should achieve a total of at least 60 minutes moderate-intensity physical activity each day’ (4).**

Whilst accepting that the car is part of our society and will continue to be used, reductions in its use on the school run could help address these concerns by allowing increased opportunities for safe walking and cycling. If alternative travel methods were used just one day a week, traffic would be cut by 20%. Those of us who drive a car can choose to make this difference possible.

### B.3 Improving Accessibility

**The take-up of after-school activities and extended learning at schools depends on those facilities being easily accessible by those at whom the activities are aimed.**

The Department for Transport states that, *‘by working to improve access to schools for those without a car, alternatives to car use should be made more attractive.’*(5) School travel plans can help by improving provision for walking and cycling, addressing fear of crime and safety in and around transport, and improving travel information and awareness.



## C. How the School Travel Plan Strategy sits within the Local Transport Plan 2

The STP strategy sits within the LTP2 as follows:-

### C.1 Healthy Communities

**Most school travel plans focus on promoting walking and cycling to school. With the benefit of their local knowledge the STP Working Group at a school can, for example, identify a public right of way linking a school to a housing development.**

This may require upgrading to a dual walking/cycling use, or maybe maintenance – facts which are fed back to the council through the STA. The route of the path could be publicised through the school's Plan for use by parents, pupils and staff, leading to dissemination to the wider local community. This in turn could lead to an increased uptake of sports and leisure facilities at the school as people become aware of the walking and cycling links to the school, helping to fulfil the requirements of both social inclusion and public health.

The STP grant could, for instance, be used by the school to provide secure cycle storage, thus increasing the likelihood of cycling to the school premises. Educational links could include route planning in Geography, personal safety in Personal, Social and Health Education (PSHE), and help to fulfil the Healthy Schools aim of increasing pupils' health. Road safety training, for instance in pedestrian skills or on-road cycle training, could be provided for the whole family if required. Those without bicycles need not be excluded, by linking through the STA to the Inside Out Trust, which enables cycles to be reconditioned by prisoners and safety checked prior to being made available for use at a very low cost.

Promotion of this work through events such as Car Free days could demonstrate the effect of reducing car use to the whole community. This again will lead to roads around a school being safer and cleaner environments, to the benefit of the whole community.

### C.2 Demand Management Measures

**'Hard' engineering measures, such as the provision of pavements and safe crossing areas through a Safe Routes to School (SRTS) scheme, often form the first step in reducing car use as the local community perceive their environment is safer for walking or cycling. 'Softer' measures, such as pedestrian or cycle training, can be run alongside the hard engineering improvements to ensure the improvements are used.**

STPs can help by, for instance, identifying the need for training, and through the ongoing quarterly and annual review process ensure that any change from car use to walking or cycling does not relapse. Because the STP is devised and 'owned' by the school for the school, and not imposed upon it, behavioural change is more likely to be sustained. This self-monitoring and support of the initiative is therefore highly effective, without onerous costs.

### C.3 Child-Focused Strategies to Improve Road Safety

**By offering an improved walking and cycling infrastructure through SRTS schemes and the work of the Cycling Promotion Officer, and developing pedestrian and cycling training opportunities such as the Kerbcraft and Go Ride schemes, children are given the skills and experience to deal with our road environment. Whilst parental fears of road traffic accidents, and of 'stranger danger', can lead them to transport their children to school by car, ironically**

when children do inevitably begin to travel unaccompanied (on the transition to middle school, for instance), incidents of road traffic accidents increase.

STPs can help to ensure that children are provided with the skills they need to keep themselves safe on the journey to school, as fears and concerns can come to light through pupil questionnaires. Solutions can include the pedestrian and cycling courses referred to above, as well as tackling issues such as bullying under Citizenship in PSHE led by the Healthy Schools Coordinator, or working with the Police Schools Liaison Officer.

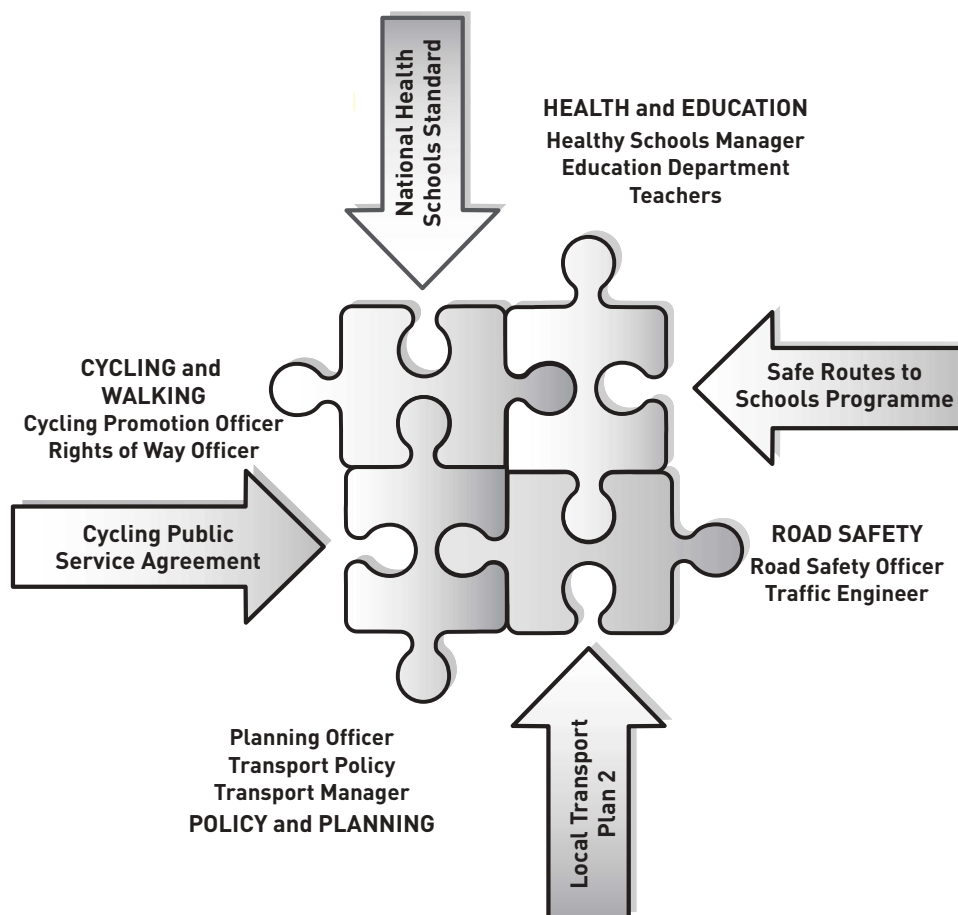
## D. Partnerships

### D.1 School Travel Plan Steering Group

The barriers to reducing car use on the school run, and their solutions, are complex. In order to find these solutions and implement them, partnership working is vital.

To facilitate this the School Travel Plan Advisor has established a School Travel Plan (STP) Steering Group, with representation from Cycling Promotion, the Education directorate, the Healthy Schools initiative, Property Services, Planners, Rights of Way, Road Safety Unit, Teachers, Traffic Engineers, Transport, and Transport Policy. An illustration of this is at Table A:-

**TABLE A:** Membership and some of the policy drivers of the School Travel Plan Steering Group





Links between the School Travel Plan initiative and other policies include, but are not limited to:-

## D.2 Safe Routes to School Programme

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**The Safe Routes to School (SRTS) programme is a government-funded initiative aimed at improving road safety on the school journey, and run locally by the Traffic and the Road Safety sections of the Council.**

From April 2005, the criteria determining the eligibility of a school for a scheme will include whether a school has a school travel plan. By providing improvements to the walking/cycling infrastructure, and seeing their effectiveness improved through the STP and cycling initiatives, a modal shift away from car use is more likely to be achieved.

## D.3 Cycling Promotion

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**The Cycling Promotion Officer and the School Travel Plan Advisor work closely together to increase cycling in schools (see Appendix B).**

By working together on various initiatives, such as improvements to the cycling infrastructure, the cycling public service agreement, and Bike to School Week, cycling to school can be improved and sustained.

## D.4 Healthy Schools

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**Strong links exist between the STP project and the Healthy Schools initiative, promoting as it does health on every level (see Appendices A and D).**

Key shared areas include increasing walking and cycling to school, giving pupils a voice, and encouraging independent travel.

## D.5 Planning Policy

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**Under the government's Planning Policy Guidance on Transport (PPG13), travel plans may be required from schools if a development is *'...likely to have significant transport implications...'* (6). The STA works with the Planning department to develop plans which do not restrict the planning process, but do encourage a reduction in car use whenever possible.**

## D.6 Section 106 Development Group

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**The Countryside Access Manager, with responsibility for pedestrian rights of way, and the Cycling Promotion Officer, with responsibility for cycleways, are part of the council's cross-directorate Section 106 Development Group which looks at the opportunities for improving the walking, cycling and public transport infrastructure around building developments.**

Section 106 payments allow for funding for improvements to the local sustainable transport network, and as a guideline the School Travel Plan Advisor subscribes to the approach that all footpaths and cycleways within 3 miles of schools are upgraded and transferred to dual use, where appropriate.

# E. Delivering the Strategy

## E.1 Selection of Schools for The School Travel Plan Initiative

**The School Travel Plan initiative is aimed at every school on the Isle of Wight: independent, state, voluntary-aided, and special schools.**

Based on good practice from other authorities, advice from the Regional STAs, recommendations from those professionals involved in the process, and the experience gained to date, schools are targeted by the STA using a compound approach to reflect the various requirements and situations of the Island's schools. Elements of this approach include: -

- **Where Safe Routes to School schemes have been proposed**  
ie. for the school to demonstrate commitment to using any proposed improvements
- **Where Safe Routes to School schemes have already been provided to schools**  
ie. to encourage the uptake of the improved facilities
- **Where cycling can be increased at schools**
- **As part of the Healthy Schools initiative**
- **As part of the marketing of sustainable transport initiatives to all schools**  
eg. Bike to School Week, Walk on Wednesdays, Travel Packs, etc.
- **Where Section 106 monies have been identified to improve the cycling/walking infrastructure**
- **As part of a cluster of schools facing travel issues**
- **When requested by schools, governors, or other interested parties**

## E.2 Delivery of The Strategy Within The School Community

**The STP initiative is a voluntary one and cannot be imposed upon a school, unless required as a planning condition (see D.5). The best quality travel plans will come when the whole school community is willingly engaged in the process. The criteria laid down by DfT/DfES for an approved Plan includes that the Headteacher and governors must support the initiative, and within the framework of this quality assurance structure, schools have sufficient latitude to enable the development of a Plan which will reflect the individual school's circumstances.**

The STA's aim is to enable the school to deliver a high quality plan which is owned and prepared by the school, relevant to their travel situation, and will produce real long-term benefits. It is envisaged that the STP will become part of the school's policy and ethos, for instance by being referred to in the induction process to new pupils and parents/carers.

### **Involvement of the school community**

The School Travel Plan Advisor will encourage the school to set up a Working Party, with the Headteacher's approval, consisting of staff, pupil, parent and governor representation and including any other interested party as relevant to the particular school. The STA will work with that group in whatever way they require in order to facilitate the delivery of a Plan which meets the DfT/DfES criteria.

In addition to the principal stakeholders of the Plan identified below, any person or group which is locally affected by or party to travel in the vicinity of the school should be involved in the Working Party, and potentially be a signatory to it. This may include a local business offering car parking facilities for a Park & Stride scheme, for instance.

Principal stakeholders in the STP process within the community include:-

### Pupils

**A vital part of the initiative is in engaging the pupils themselves.** The government are keen to encourage children to have a voice in their transport and one way of doing this is by using the DfT-supported Youngtransnet website. Locally this approach is mirrored by the STA emphasising the importance of consulting with all pupils in a school, by having pupils on the Working Party and, at secondary level, encouraging pupils to run the STP project themselves. Children are often enthusiastic about walking and cycling, and establishing good habits from the start could last a lifetime. They can also be willing to encourage behavioural change in their parents – and have the potential for ensuring these changes are effective.

### Parents/Carers

**Parents/carers have responsibility for children on the journey to and from school up to the school premises, and so must be able to satisfy themselves that the child is safe on that journey.**

Other factors parents/carers may consider for the trip to school include the opportunities for exercise, social interaction, and experience of independent travel and bus and train use. As well as safety, these factors have to be balanced against costs of public transport, possible bullying problems, the environmental impact of using the car, and time spent on the school run. It is important that a school travel plan does not place inappropriate demands upon parents/carers, but that opportunities for even small changes are fully exploited where feasible.

### Staff

**Any successful initiative at a school must have the support and approval of the Headteacher,** but their direct involvement in the STA Working Party is not necessary, depending on the individual school's requirements.

As part of their important role in giving students good role models, staff can lead by example which will give encouragement and meaning to the STP policy. This could include walking and cycling where possible, or more usually carsharing – even once a week would assist. In addition, the STP can provide a real link to the curriculum (particularly the Healthy Schools and Eco-schools projects) which can be exploited by staff.

### Governors

**Governors are key to the success of the STP strategy as the adoption of the plan into the school policy is fundamental to sustaining travel changes.** In practice, governors are also often best placed to lead on the STP project within the school, as evidenced by the first schools to achieve STPs on the Isle of Wight having working parties led by governors.

**From September 2005 the Office for Standards in Education (Ofsted) will be looking for improvements in five areas, all of which have a link to the STP strategy:-**

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

## E.3 Factors Which May Impact on the Delivery of The Strategy

National policy changes, local, and physical factors may impact on the successful delivery of the strategy, and may affect any modal shift; some of these have been identified below.

Although funding cuts have been identified as a potential risk this has been mitigated by the council pursuing alternative funding streams, as defined at Appendix B. Continual monitoring of the strategy will provide opportunities to minimise the risks and review as appropriate.

### E.3.1 National policy changes

- Any changes to definitions of school catchment areas.
- Withdrawal of STP Grant (currently approved until March 2008) by DfT/DfES.
- Travelling to School initiative sets targets to 2010, not 2011 as per LTP2.
- Potential changes to definitions of home to school transport.
- Withdrawal of funding of the STA post (currently funded until September 2006) by the Isle of Wight Council and DfT/DfES.

### E.3.2 Local factors

- Any restructuring of the local education system, including school closures or additions
- Schools are self-regulating and retain discretion over whether they wish to take up the STP initiative or not
- Any significant changes to public transport services, or their providers

### E.3.3 Physical factors

Some of these factors can be diminished or improved in order to reduce their impact, but are likely to have some significance in achieving a modal shift away from car use:-

#### Walking

- Do the pupils and staff live within one mile of the school?
- Are the pupils old enough to walk to school?
- Are the local pavements/footpaths adequate?

#### Cycling

- Do the pupils and staff live within three miles of the school?
- Are the pupils old enough to cycle to school?
- Are the cycleways/dual use paths adequate?
- Have the children received cycle training?
- Does the school policy allow cycling to school?

#### Public Transport

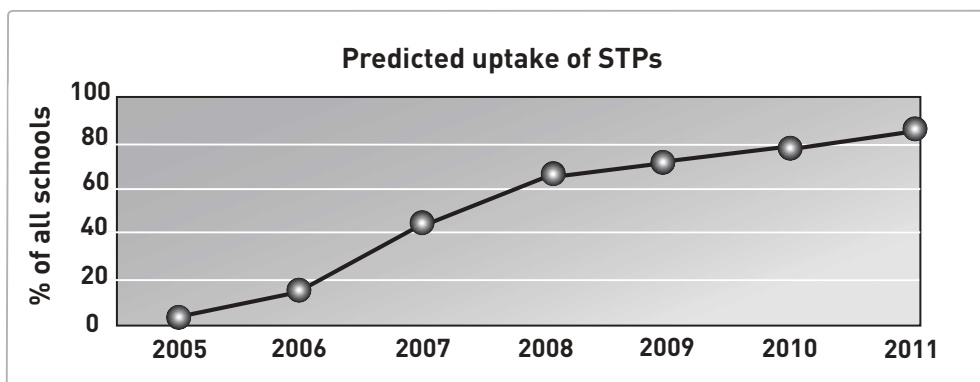
- Is a service available?
- Are the pupils old enough to travel unaccompanied?
- Is the route from the service to the school adequate?

## E.4 Targets

In 2005 baseline data on which to set targets for future modal shift was very limited, the STP initiative being relatively new to the Isle of Wight. A prediction tool is currently being developed in order to give a clearer indication of which schools may be better placed to achieve a modal shift, based on the physical factors identified at E.3.3 above.

However, taking all known factors into account and based on best practice in other authorities, it is predicted that almost all Island schools will have an STP by 2010, as illustrated in Table B:-

**TABLE B: OUTPUTS: Predicted uptake of School Travel Plan Initiative by schools**



**Note:** Percentages are based on 100% equalling 70 schools, ie. the 69 local authority schools plus one independent school

The rationale behind this chart is:-

<b>2005</b>	STP process introduced to Isle of Wight
<b>2006</b>	Process gathers momentum as more schools achieve Plans and delivery experience is gained
<b>2007</b>	Significant uptake due to achievements acquired at other schools
<b>2008</b>	Increase in uptake as possibility of STP grant being withdrawn
<b>2009 to 2011</b>	Plateau as most schools have achieved Plan, leaving those for which modal shift may be most difficult to achieve.

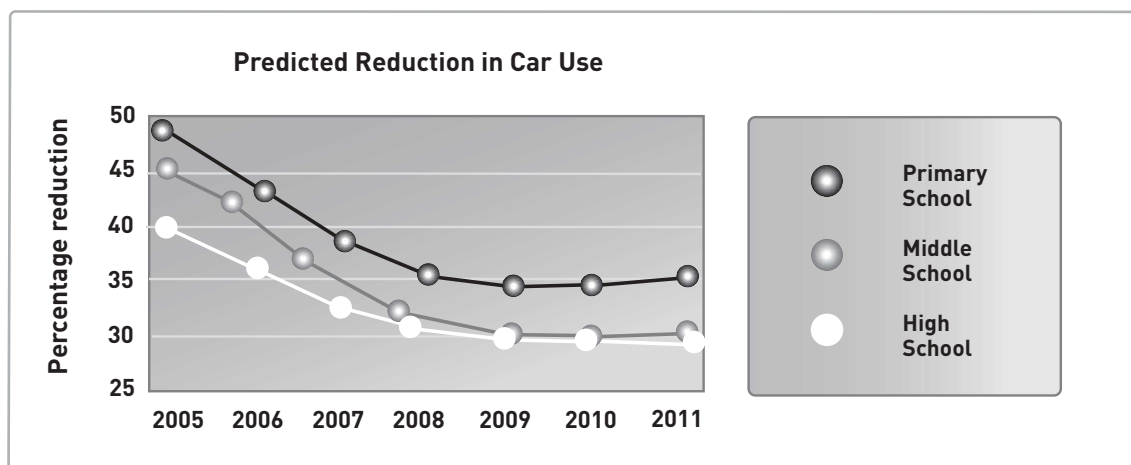
### Target and Trajectory Setting

At the time of compiling the Plan, little information is available on current modal split trends. In light of the lack of information and, after discussions with both the Government Office for the South East (GOSE) and Department for Transport (DfT), the Council have decided it would be more appropriate to set local targets relating to reducing car use without defining reductions in specific travel modes. The Council also recognise that not all modes will be appropriate for every school and thus a global target will assist in these circumstances.

As the plan develops the Council, in consultation with others, may seek to revise this methodology.

Table C illustrates targets for reduction in car use on the school run.

**TABLE C: Outcomes: Target - To Reduce Car Use on the School Run**



The 2005 figures for car use are based on data acquired through the STP process at primary and middle schools, and estimated for high schools. The trajectory of this prediction for reduced car use corresponds with that of Table B (Predicted uptake of STPs). The rationale behind this is that, as schools develop STPs, a corresponding reduction in car use should occur.

Table D below shows the figures on which Tables B and C are based:-

**TABLE D: Figures on which Targets are based**

	2005	2006	2007	2008	2009	2010	2011
<b>Predicted reduction in car use on school journey (percentage)</b>							
Primary	48	43	38	36	35	35	35
Middle	45	42	38	33	31	30	30
High	40	37	34	32	31	30	30
<b>Predicted uptake of STPs (number plans)</b>							
All schools	3	14	50	72	79	86	93

# F. Monitoring

Data collected during 2005/06 describes a baseline for how pupils are travelling to school, with monitoring on an annual basis.

## F.1 Indicator and Description

As defined by the Department for Transport (7) the indicator, referred to as LTP4, is:-

How do pupils usually get to school

Modes of travel offered are:-

- Walk
- Cycle
- Bus
- Train
- Carshare
- Car

The Department for Transport (7) defines the following:-

- The choice of mode refers to the mode used for the longest part, by distance, of the trip.
- 'Bus' includes buses contracted by the LEA, by school, or by parents
- 'Carshare' is defined as 'travel in a car with another child/other children also going to school who does/do not live in the same house'

## F.2 Methodology

During 2005/06 baseline data will be collected using both the Isle of Wight Council's on-line survey available on Eduwight, the school's website, and hands-up surveys conducted at schools through the SRTS and STP projects.

50% of schools will be asked by the School Travel Advisor to provide data:-

### From each type:-

- independent
- state funded

### In the age categories:-

- primary
- middle
- high

**Note:** Due to the three-tier school system in place on the Isle of Wight, it has been agreed with Government Office South East (GOSE) and the Department for Transport (DfT) that these categories shall be used instead of primary and secondary.

### Stratified in terms of:-

- urban
- fringe (town and fringe)
- rural (hamlet and isolated dwelling)

**Note:** classification as defined by Electoral Wards

It should also be noted that there are no schools in the Independent - Fringe, Independent - Rural, Middle - Rural, High - Fringe or High - Rural categories.

From April 2006 the data used will be that obtained through school travel plans, as recommended by the Department of Transport in their LTP2 guidance (7). It is also possible that from 2006 data on how pupils travel to school will be collected from every school through the Pupil Level Annual School Census (PLASC) and held by the Children's Services (Education) Directorate, and this will be used as appropriate.

### F.3 Calculation

Data for LTP2 monitoring is expressed as percentages, separately for the categories identified at F.2 above and as illustrated at Table E below.

### F.4 Reporting

From this 2005/06 baseline, progress is reported in the LTP's Annual Progress Reports. The information is also reported on an annual basis to the Department for Transport and Department for Education and Skills' Travelling to School Project Board, to monitor the School Travel Plan initiative. Data is reported in the following table:-

**TABLE E: Percentage of children travelling to school by mode**

PRIMARY	Minimum no.of sample	Total no.of schools	Walk	Cycle	Bus	Train	Carshare	Car
Independent Urban	1	2						
State Urban	12	25						
State Fringe	6	13						
Rural	4	8						
MIDDLE								
State Urban	6	13						
State Fringe	1	3						
HIGH								
Independent Urban	1	2						
State Urban	2	5						

**Note:** No schools are in the Independent - Fringe, Independent - Rural, Middle - Rural, High - Fringe or High - Rural categories



# Appendix A: National Policies

## Road Safety

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The School Travel Plan initiative links to the national road safety strategy *Tomorrow's Roads: Safer for Everyone* (March 2000) which details the road safety strategy and child casualty reduction targets for 2010 and underpins the Isle of Wight Council's Road Safety Plan.

## Walking and Cycling

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The DfT's *Walking & Cycling: an action plan* (2004) commits the government to increasing walking and cycling by seeing these actions through. This is supported by Cycling England, the national body for planning and co-ordinating the development of cycling. The DfT also promotes walking as a healthy and more preferable option to the motor car for short journeys.

## Health

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The Healthy Blueprint for Schools, *Our Healthier Nation* (1999), sets the National Healthy School Standard (NHSS) which states:-

*"A healthy school is one that is successful in helping pupils to do their best and build on their achievements.*

*It is committed to ongoing improvement and development.*

*It promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health.*

*A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards.*

*It also recognises the need to provide a physical and social environment that is conducive to learning."*

School travel plans are also identified in the Department of Health's *Choosing Activity: a physical activity action plan* published in March 2005 as a link to 'encouraging activity in school' (8).

## Accessibility

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The Office for the Deputy Prime Minister (ODPM)'s report of February 2003, *Making the Connections* (9), promotes social inclusion by helping people from disadvantaged groups or areas access jobs and essential services, including education. The DfT (10) recognises the role of the school travel advisor in accessibility planning by acting as a link between transport and education departments of the local authority and schools, by providing evidence, and by contributing to local developments aimed at improving accessibility.

## Parental Choice

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The law provides for parents to express a preference for the school they wish their child to attend. The Education Act 2002 (11) introduced new legislation for schools in England which aims to promote parental preference.

# Appendix B: Local Authority Policies

## Corporate Plan

The Isle of Wight Council's Corporate Plan, which concludes in 2005, has at its core the aim to 'improve island life'. School travel plans can help achieve three of the six key goals:-

### Improving health, housing and quality of life

- by promoting healthy living

### Improving public transport and the highways infrastructure

- by encouraging transport by sustainable means
- by promoting public transport

### Protecting the Island's natural environment

- by reducing car congestion

## Isle of Wight Council Medium Term Financial Plan

In order to support the implementation of the School Travel Plan strategy, the Isle of Wight Council has identified that 'funding should be extended to ensure current developments can be continued with a view to meeting the 2010 target' (12).

## Cycling Strategy

The Cycling Promotion Officer has the responsibility to develop cycling on the Isle of Wight, including the development of the Island's cycling infrastructure. This includes working directly with any school wishing to promote cycling activities and particularly as part of the local public service agreement to increase cycling.

## Rights of Way Improvement Plan

The Rights of Way Improvement Plan forms part of the LTP2 and includes pedestrian routes from towns with links to public amenities and facilities, including schools.

## Road Safety Plan 2001 - 2006

School travel plans were identified as part of the strategy to improve child safety (13) at primary and middle schools. The draft Road Safety Plan is included in LTP2 for consultation purposes.

## Safe Routes to School Schemes

Safe Routes to School (SRTS) schemes were introduced to improve road safety and reduce child casualties on the journey to and from school. By encouraging more walking and cycling to school, the schemes are also intended to improve children's health, and to reduce local traffic congestion and pollution (14). Under LTP2 the success and experience of the Safe Routes to School team, which includes officers from both the Road Safety Unit and Traffic engineers, will be built upon and developed to deliver effective schemes at schools.

## Island Transport Vision

The Transport Vision for the Island looks to increase the numbers of people choosing to walk, cycle and use public transport. By reducing car use, congestion will be eased, and every school having a travel plan has been identified as one measure which can help achieve these aims. STPs promote the use of walking and cycling routes, especially in urban areas, which also forms part of the Vision.

## Local Education Authority (LEA) Home to School Transport Policy

Current policy states that free home to school transport will be provided to children living the following distances from the school in their priority area to the home:-

- 2 miles for primary schools
- 2 miles for voluntary aided primary schools
- 3 miles for middle (including voluntary aided) and high schools

## Schools Admission Arrangements

Parents are allowed to state a preference for the school they wish their child to attend. This is not limited by geography.

## School Organisation Plan 2003/2004 – 2007/2008 (July 2003)

The Education and Community Development Directorate states that Primary schools should, where possible, be within walking distance of the homes of the majority of pupils within the priority area, with safe routes for journeys on foot and as far as possible related to public transport.

## 2004/05 Transport Policy Statement for Students 16-19

The Education and Community Development Department of the Isle of Wight Council supports full-time learners aged 16-19 by offering subsidised bus/train passes to students living more than 3 miles away from the special school, high school or the college where their course is provided.

## Planning Policies

The Transport section of the Isle of Wight Unitary Development Plan (UDP) 1996-2011 sets the following objectives:-

- To try and reduce the need to travel, especially by car
- To promote alternatives to car use
- To increase the opportunities for cycling and walking

Improvements to the walking, cycling and sustainable transport infrastructure are also supported under the UDP (15), with contributions being sought from developers to a sustainable transport fund for improvements in the locality of the development, known as Section 106 agreements.

Additional planning guidance which supports the school travel plan initiative includes:-

UDP Policy TR6 Cycling and Walking (page 14-5) states:-

*'Planning applications for development, which include the opportunity for cycling and walking as alternatives to the car will be approved.'*

Paragraph 14.24 of the UDP (page 14-5) states:-

*'The Council will where possible support "safe routes to schools projects" ...'*

Planning Policy Guidance Note 13 states:-

*"...travel plans should be submitted alongside planning applications which are likely to have significant transport implications, including those for...new and expanded school facilities which should be accompanied by a travel plan which promotes safe cycling and walking routes, restricts parking and car access at and around schools, and includes on-site changing and cycle storage facilities."*

# Appendix C: Other Local Policies

## Isle of Wight Community Strategy 2002-2012 – Island Futures

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This policy (16) has identified seven main themes of which the following link particularly closely with the STP strategy:-

*'Guaranteeing our Quality of Life and Sustainability'*

an aspiration being *'to promote walking and cycling, while promoting road safety'*

*'Improving Access to Services'*

an aspiration being *'to develop a transport system which is attractive, safe and convenient for all users'*

a key partnership action being *'adopting measures to make walking more convenient and safer'*

*'Promoting Equality'*

an aspiration being *'to develop education and learning chances which promote awareness of healthier living'*

*'A Quality Built Environment'*

a key partnership action being *'improving provision for travel on foot, by cycle and horseback'*

## Island Plan for Health and Well-Being (HIMP)

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This policy aims to reduce the need for travel, especially by car, through the promotion of alternatives to car use, encouragement of improved public transport facilities, and increasing the opportunities for safe walking and cycling.

## Agenda 21 Strategy

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This policy aims for reduced congestion, noise and air pollution on Island roads.

## Isle of Wight Rural Transport Partnership - Rural Transport Action Plan 2003-05

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The Rural Transport Action Plan (17) aims to secure long-term improvements in provision and coordination of transport for Island residents. A key objective includes promoting awareness of new and existing services. The Plan also seeks to promote sustainable transport policies and encourages the use of walking, cycling and public transport where possible.

## Isle of Wight Primary Care Trust

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In order to tackle childhood obesity on the Isle of Wight, the Primary Care Trust have identified the promotion of school travel plans as a means of increasing opportunities for children and their parents to participate in healthy and safe exercise by walking and cycling to school. This links to the Department of Health's *Choosing Health* White Paper, and the Health Committee Report on Obesity.

# Appendix D: Schools Policies

Schools are usually managed by their own Board of Governors, which has responsibility independent of the local authority. Policies set by the governors which may impact on the school travel plan initiative include:-

- Cycling
- Start times
- Uniform

## National Healthy Schools Standard

Every school on the Isle of Wight has signed up to the National Healthy Schools Standard, which defines a healthy school as one which aims :-

- to raise pupil achievement
- to promote social inclusion
- to reduce health inequalities

Every school has a Healthy School Manager supported by the Healthy Schools Lead Officer. 70 % of schools have achieved the status of being a 'Healthy School' with 6 schools being revalidations.



Shalfleet CE Primary School's Drop-off Scheme. Shalfleet was the first primary school on the Isle of Wight to develop a travel plan.

## Appendix E: References

1. Department for Transport & Department for Education and Skills  
*Travelling to School: a good practice guide* – April 2004 – p46
2. Isle of Wight Council  
*Improving Road Safety on the Isle of Wight – Road Safety Plan: 2001 – 2006*  
(Final Draft – March 2003), (unadopted) – p7
3. Department of Health  
*Health Survey for England 2002: The Health of Children and Young People* – 2003
4. Department of Health  
*At least 5 a week: evidence on the impact of physical activity and its relationship to health* – 2004
5. Department for Transport & Department for Education and Skills  
*Travelling to School: a good practice guide* – April 2004 – p51
6. Department for Transport & Department for Education and Skills  
*Travelling to School: a good practice guide* – April 2004 – p48
7. Department for Transport  
*Technical Guidance on Monitoring of the LTP2 Mandatory Indicators* – p15
8. Department of Health  
*Choosing Activity: a physical activity action plan* - March 2005 p 16
9. Office of the Deputy Prime Minister  
*Making the Connections: Final Report on Transport and Social Exclusion*  
– February 2003
10. Department for Transport & Department for Education and Skills  
*Travelling to School: a good practice guide* – April 2004 – p47
11. Department for Education and Skills  
*School Admissions Code of Practice* – February 2003
12. Isle of Wight Council  
*Medium Term Financial Plan* – E1 Green Transport Initiatives pE1 – 2
13. Isle of Wight Council  
*Improving Road Safety on the Isle of Wight – Road Safety Plan: 2001 – 2006*  
(Final Draft – March 2003), unadopted
14. Isle of Wight Council  
*Improving Road Safety on the Isle of Wight – Road Safety Plan: 2001 – 2006*  
(Final Draft – March 2003), unadopted - Safer Routes to School Projects, page 15  
Appendix 2
15. Isle of Wight Council  
*Isle of Wight Unitary Development Plan 1996-2011*
16. Island Futures Partnership  
*Island Futures Summary of the Isle of Wight Community Strategy 2002-2012*  
- pp.2,4,6,8
17. Isle of Wight Rural Transport Partnership  
*Isle of Wight Rural Transport Action Plan 2003 – 2005* - pp 21,22



