

Yavneh College, Borehamwood

Proposed 2 FE Primary School



Travel Plan
For
Yavneh College, Borehamwood

Issue 2 – August 2011




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1.0 Introduction

- 1.1 This Travel Plan has been prepared to support the planning application for a 2 FE primary school at the existing Yavneh College site, Borehamwood. Yavneh College operates as a Jewish secondary school with a capacity for 1,050 pupils. The school currently has a Travel Plan in place which was initially prepared in March 2008 and reviewed in October 2009.
- 1.2 This document has been prepared to encourage staff, visitors, parents and pupils to travel to the proposed primary school by sustainable modes of transport hence reducing the reliance on the private car. It is envisaged that the Travel Plan for the secondary and primary schools will be merged together to form one Travel Plan document for the whole school at a later date.
- 1.3 A number of initiatives are set out within the Travel Plan which is aimed at parents, pupils, staff and visitors. Whilst this Travel Plan is both site specific and comprehensive, it is vital that all parties work closely together to ensure its success to reduce travel to the site by private car and build on the current Travel Plan for the school which has minimised car traffic on Hillside Avenue.
- 1.4 Targets, monitoring techniques and methods of publicising the Travel Plan have also been included which will be developed in consultation with the local highway authority following yearly travel surveys.

2.0 Aims and Objectives

- 2.1 A Travel Plan is a set of measures that can help promote sustainable transport for a development, with the main aim of reducing travel by single occupancy vehicles and to minimise the impact of the school's transport operations on the environment.
- 2.2 Hertfordshire County Council have recently published Hertfordshire's Sustainable Modes of Travel Strategy for Schools and Colleges 2010/2011 (SMoTS). This document was first published in August 2007 following the Education and Inspections Act (2006) and has since then been reviewed and updated on an annual basis.
- 2.3 The SMoTS sets out a vision for Hertfordshire County Council to increase opportunities for children and young people to travel to, from and between schools and colleges by sustainable modes. This is the primary objective for this Travel Plan, however in this case, the objective will extend to all staff employed at the school and visitors to the school.
- 2.4 The aims of this Travel Plan are therefore similar to those included within the SMoTS and are as follows:
- To reduce the use of the private car for journeys to and from school by staff, visitors and pupils;
 - To improve accessibility to the school for staff and pupils, in particular pedestrian access;
 - To improve child road safety;
 - To reduce congestion;
 - To reduce employee stress and improve health for staff, visitors and pupils;
 - To improve the quality of the local environment.

3.0 Development, Parking and Drop Off Proposals

Development Proposals

- 3.1 Details of the site and surrounding transport network are included in section 2 of the Transport Assessment report. The development proposals are for a 2 FE primary school (without a nursery) at the existing Yavneh College site which can accommodate a maximum of 1,050 pupils (including sixth form).
- 3.2 A 2 FE primary school can accommodate 420 pupils. It is proposed that the school would operate a gradual intake of children on a yearly basis (i.e. 60 children attending each year starting with the youngest). It is not proposed to provide a nursery facility, therefore children will begin in Year 1 through to Year 7 at the primary school. It is understood that over time the primary school will be the direct feeder for the secondary school, which currently receives primary school pupils from elsewhere within Hertsmere and further afield.

Access and Parking Proposals

- 3.3 The development proposals also include the introduction of a new vehicular access onto Hillside Avenue, towards the north eastern corner of the site. The school will operate this access as an exit only during periods of drop-off at the start of the day and collection at the end of the day for parents of primary children only. Outside of these time periods the access will remain closed, with any vehicle movements having to access the site via the existing priority junction to the west.
- 3.4 The number of parking spaces provided on site have been calculated in line with HCC maximum parking standards and it is proposed to provide 27 new spaces.

Drop Off Proposals

- 3.5 Currently, all pupils are dropped off by coach or by their parents in the adjacent Tesco car park and then walk through via the public footway linking Hillside Avenue to the Tesco store. This arrangement has been very successful to date with very few children being dropped off on Hillside Avenue. No parents are currently permitted to enter the site.
- 3.6 It is proposed to provide a drop off area for 73 cars on site which will be limited to Key Stage 1 pupils only. The older Key Stage 2 pupils will be dropped off in the Tesco car park. A walking bus will be set up between the Tesco car park and the school for Key Stage 2 pupils.

4.0 Roles and Responsibilities

4.1 A Travel Plan Co-ordinator (TPC) will be nominated and will take a crucial role in taking forward all aspects Travel Plan activities. The TPC is most likely to be employed by the school and undertake TPC roles on a part-time basis as part of a full-time job position.

4.2 A TPC is currently in place for the secondary school and it would be sensible if the same TPC was to oversee the Travel Plan activities for the primary school. Should the tasks become too time consuming for one member of staff a deputy TPC could be nominated to assist the TPC.

4.3 The roles of the TPC will include:

- liaise with parents to gain support and to determine the preferred travel options;
- developing staff and visitor travel awareness;
- promoting the use and availability of alternative travel options;
- promoting the Travel Plan and ensuring that all parents are aware of the purpose and initiatives of the Travel Plan. A Travel Plan newsletter will be prepared and will be sent home to all parents on a frequent basis;
- ensure all staff factor travel awareness into their lesson plans on a regular basis so pupils are fully aware of the importance of sustainable travel;
- liaising closely with Hertfordshire County Council Travel Plan team to ensure the most appropriate initiatives, targets and monitoring techniques are in place; and
- reviewing the plan at regular intervals and monitoring the results against the set targets.

5.0 Publicity

5.1 The TPC will ultimately be responsible for publicising the Travel Plan and will be assisted by the deputy TPC (if required). The Travel Plan will be publicised through the following:

- Information about the Travel Plan and a copy will be available to download from the school website;
- Notice boards within the school will display information about the Travel Plan including walking bus information and designated drop off or pick up locations;
- A Travel Plan newsletter will be sent to all parents through the post with information on walking to school, walking buses and designated drop off areas. This will be reiterated on a regular basis.

6.0 Travel Surveys

Mode of Travel

6.1 The existing Travel Plan for the school has been reviewed which was initially prepared in March 2008. A Travel Survey was undertaken in September 2010 which includes responses from 684 students. The mode share data is as follows:

Mode of Travel	Number	%
Walk	83	12
Car/Van	145	21
Car Share	32	5
Cycle	33	5
Dedicated School Bus	216	32
Public Service Bus	111	16
Bus (Type not known)	40	6
Train	8	1
Taxi	14	2
Other	2	0.3

Mode of Travel Data – September 2010

6.2 It would appear that a significant proportion of the current pupils at Yavneh College travel to and from school by bus. In total, bus journeys account for 54% of pupil's journey to school compared with journeys by car accounting for 21%. Walking accounts for 12% which is relatively low in comparison with other primary schools within Hertfordshire. This is primarily due to the larger catchment area for Yavneh College. Although cycle racks are provided within the school site, a

relatively low percentage of pupils chose to cycle (5%). Cycling representing a low percentage is however typical within many other schools in Hertfordshire.

- 6.3 Cycling is however promoted through the current Travel Plan and lockers, showers, and changing facilities are available in the adjacent sports centre for pupils to use.
- 6.4 The TPC will carry out an initial travel survey after 6 months of operation of the primary school in the first year. The aim of the survey will be to identify the proportion of pupils walking to school, those arriving by car, car sharing or arriving by bus. It is likely that the number of pupils will increase on a year by year basis and it will be essential to monitor the travel patterns to ensure that when operating at capacity the travel demands can be accommodated by measures with the plan.
- 6.5 The initial survey will be undertaken through simple questionnaires issued to each class which the teacher will hand out and help the children fill in. An example questionnaire is included in Appendix A. This can be undertaken during a travel awareness classroom session with the children.
- 6.6 Further surveys will be undertaken on a yearly basis following the entry of each school year until the school has reached full capacity. The results of each survey will be analysed by the TPC which will determine areas of the Travel Plan which may require improvement.

7.0 Travel Initiatives

7.1 This section includes a number of measures to encourage staff, visitors, parents and pupils to travel to the school via sustainable transport modes.

7.2 It would appear that a significant proportion of secondary school children travel to and from school by bus. A percentage of pupils walk, however this is lower than a typical secondary school in Hertfordshire and is primarily due to a wider catchment area, given that the school caters specifically for Jewish children.

Walking

7.3 Walking accounts for only 12% of pupils following the latest survey included within the current Travel Plan. It is unknown as to whether or not the pupils who chose to walk live locally in Borehamwood.

7.4 To encourage pupils to walk to school, the following will be implemented:

- Pupils will be educated about how to be safe when walking to and from school (i.e. look right, look left, look right again) The school will seek to implement a pedestrian skills training scheme in partnership with HCC safe and sustainable journeys team;
- Pupils will be made aware of the available routes for walking and benefits of walking to school (for example, health and lifestyle improvements);
- Safe Routes to School guidelines on 'Walking to School' Information for Parents and Schools should be issued to all parents to raise awareness and provide encouragement (This is included in Appendix B);
- Depending on availability of parents volunteers, a walking bus could be set up specifically for those living in Borehamwood who would be likely to walk to school;

- A walking bus could also be set up between the Tesco car park and the school which will ensure the safety of the Key Stage 2 pupils on the short journey.

Cycling

7.5 Cycling accounts for 5% of existing pupils and secure on site parking for bicycles is available. The current Travel Plan states that a number of parents expressed concern with regards to the safety of their children cycling to school. Should pupils have a keen desire to cycle to school, the TPC will organise Bikeability training which will emphasise key issues such as what to wear and what to look out for on the road.

Car Sharing

7.6 The mode share statistics would indicate that car sharing accounts for 5% of all car journeys made by pupils travelling to and from the existing school. The proposal of a primary school on the same site as the secondary would allow for increased car sharing, as it is more likely that brothers and sisters (and friends) will be attending the same school. Subsequently, there is great potential to encourage car sharing through the Travel Plan process.

7.7 A car sharing database could be developed for parents which would include contact information and home postcodes. The TPC will encourage all parents to car share with pupil's friends to reduce the number of parent drop offs during the peak period.

7.8 Car sharing amongst staff will also be encouraged and the TPC will endeavour to discuss car sharing with staff living within the same postcode area.

Designated drop off/pick up areas

- 7.9 The drop off area will be managed by staff on a daily basis and will include a number of staff members operating on a rota system. The following measures will be adopted to ensure that the drop off area does not become a parking zone by parents and subsequently congestion will be kept to a minimum:
- At least two staff members will be situated at the drop off area during peak periods to transport children from their parent's car to the school entrance (and vice versa at school finish times);
 - Letters will be sent home to parents on a regular basis which emphasise the purpose of the drop off area and that it must not be used for parking up for long periods of time.

Encouraging Public Transport Use

- 7.10 It is evident that certain children will travel a considerable distance to Yavneh College and therefore travel by bus or coach. The TPC will liaise with all parents to check that their child is travelling to school by the most appropriate mode (i.e. not being dropped off by car where there is potential for the child to be picked up by coach).

Breakfast/After School Clubs

- 7.11 It is understood that the school currently operates a breakfast club which allows pupils to arrive before official school start times. This could be more widely adopted for primary school pupils on daily basis which would assist in reducing the concentration of the morning peak period and number of parents dropping children off at the same time.

7.12 The same principle can be considered for after school, where sports/music/art clubs can be held for a proportion of pupils and the school have confirmed that they will investigate the potential of providing such a facility. These concepts have been very successful at a number of other primary schools throughout Hertfordshire.

7.13 The school is aware that an after school club will be particularly beneficial for the younger children who may have to wait until an older sibling has finished school (due to longer school hours) when they can be picked up by their parents. This will therefore assist in reducing congestion on Hillside Avenue during peak pick up times.

Action Plan

7.14 A detailed action plan will be prepared following occupation (within the first 3-6 months) of the new school which will contain a list of actions, who will be responsible for carrying out each action and the likely timescales involved for each activity.

8.0 Targets

8.1 The main targets of the Travel Plan are as follows:

- To increase the percentage of children walking to school;
- To ensure that those who chose to drive their children to school, do so safely and the numbers are limited to ensure they can be accommodated within the designated drop off area;
- To improve road safety education;
- To encourage staff to car share, walk (if possible) or use public transport.

8.2 More detailed targets for the Travel Plan will be developed in consultation with the local highway authority following the first year survey and will then be reviewed on an annual basis as pupil numbers increase.

9.0 Monitoring and Consultation

Monitoring

- 9.1 As specified in section 6, each year a travel survey will be undertaken for children and staff. Surveys will also be undertaken on a yearly basis to determine the Travel Plan initiatives and targets are appropriate and to identify where, if necessary, improvements can be made. Parents will also be contacted to seek their views on the Travel Plan initiatives and its effectiveness, in particular with regards to the operation of the drop off area.
- 9.2 The results will be submitted to the local highway authority following completion of the surveys.
- 9.3 The Travel Plan will be reviewed on a yearly basis, and if necessary amended to ensure that the Travel Plan is successful as possible and is tailored to the needs of the children attending the school, their parents, staff and visitors.

Consultation

- 9.4 The Travel Plan will be developed in consultation with the following people and groups:
- School Governors;
 - Parents and children through annual consultation;
 - Staff through weekly staff meeting;
 - Children – through informal talks and road safety discussions
 - Hertfordshire County Council (School travel plan adviser Val Male) – termly consultation and annual review
 - Community Police – termly meetings

APPENDIX A
Example Travel Survey

Sample Travel Survey Questionnaire – Primary School

1. How did you travel to school today? Please tick the box

Walk

Car

Bus

Taxi

2. If you ticked travel by car, did you travel with other children? Please tick the box.

Yes

No

3. If you ticked yes, how many other children travelled with you? (Brother, sister or friend). Please tick the box.

1

2

3

APPENDIX B
Safe Routes to School Guidelines

Introduction

More than half of children in the UK live close enough to their school to be able to walk.⁽¹⁾ For young children, walking to school with their parents is an excellent opportunity to learn road safety skills and awareness. Children who walk to school with parents and friends build up their pedestrian skills over time so that when they start making journeys alone they are better prepared for coping with traffic. Although it means allowing a little extra time in the mornings, many parents value the daily walk as quality time when they can share experiences with their children.

Once children are ready to make their own way to school, the journey on foot is a chance to gain independence and self-confidence. Children who walk to school are more aware of their neighbourhood, recognise street names and places and are less likely to get lost. Children and young people also enjoy the freedom of being with their friends.

Getting children into the habit of walking is an excellent way to encourage lifelong healthy habits, and to reduce car-dependency. Once children are used to walking to school, they will naturally be happy to make other short journeys on foot, rather than always relying on someone to drive them.

Health benefits of walking

Children need to take part in regular physical activity to stay fit and to develop active lifestyles for their future health. The government recommends that young people should have a minimum of one hour's moderate physical activity each day, to keep healthy and help prevent serious illness in later life.⁽²⁾ Walking to school regularly is officially recognised as a way of achieving this.

For more information see the 'Health Benefits' information sheet.

Teachers find that children who walk to school are more alert when they arrive than those who are driven by car, and more ready to learn.



Department for
Transport

The **Safe Routes to Schools** project is co-ordinated by Sustrans and provides support to local authorities, schools and parents. Sustrans is the UK's leading sustainable transport charity and works on practical projects to encourage people to walk, cycle and use public transport to benefit health and the environment.

National Cycle Network Centre, 2 Cathedral Square, College Green, Bristol, BS1 5DD



Walking to School



Environmental benefits of walking

Many children who live within walking distance of school are nevertheless brought by car. As a result, one in five cars on the road in the morning rush hour are involved in the school run.⁽¹⁾ Fewer cars would mean significantly reduced air pollution, less traffic noise, and fewer accidents, especially near schools.

If more children walked, the roads would be clearer, creating a safer and more pleasant environment for pedestrians, and thereby encouraging more people to walk.

Incidentally, children driven to school are not protected from car fumes as it has been found that car passengers are exposed to pollution levels two or three times higher than those experienced by pedestrians.⁽²⁾

Switching to walking is a cost and hassle-free way of doing your bit for the environment, not requiring any special or expensive equipment, apart from safe streets.

Safety

Most local authorities offer pedestrian training for young children, often together with their parents and usually arranged through the school. Ask your school or local road safety department for more information.

Sustrans is supporting local authorities in providing suitable walking routes for children, such as wider footpaths, safe crossings, better street lighting, and traffic calming to reduce vehicle speeds. Where improvements to routes are needed, it is best for parents to work with the school and local authority to devise a school travel plan. This can highlight any walking related concerns and propose ways to resolve them.

For more information on school travel plans see Developing a School Travel Plan information sheet and visit our website.

Dark winter coats and school uniforms are not easily seen by drivers. Especially in winter months, reflective stickers and badges on bags or clothing are an important safety feature for walkers. They are often available from the local road safety department. Schools sometimes buy them in bulk to save costs and encourage their use.

Incentives to encourage walking

Some schools have developed very creative ways of encouraging pupils to walk to school. A few successful ideas are given here but many more are waiting to be invented!

Greening the Tree

Draw or make a giant tree without any leaves. The leaves of the tree will show travel modes for each of the pupils so assign colours to modes eg, green = walking, yellow = cycling, brown = car. Ask the pupils to draw a leaf on the colour card that represents their normal mode of transport, cut it out and stick it on the tree. Repeat the activity each term and watch the colours change.

Golden Boot

Each day record how members of each class travelled to school. At the end of a given time period e.g. half a term, present the golden boot to the class that have made the greatest number of walking journeys to school.

Land's End to John O'Groats

Each pupil will need to know the distance from his or her home to school. Keep a running total for pupils of how many days they have walked to and from school and convert this to number of miles walked. The winner is the first class or individual to have walked from Land's End to John O'Groats.

Record Cards

Give each pupil a record card, which they can have stamped each time they walk to school. Give small prizes on a regular basis to the pupils with the greatest number of stamps.

Park and stride

Families who live too far away to walk may have to use a car if there is no bus transport but it is still possible to ensure that children benefit from a daily walk by finding an appropriate parking place at a suitable walking distance from the school. Many schools have agreements with a local community hall, sports ground, supermarket or pub that parents can use the car park while they walk their children to school. 'Park and Stride' schemes can also be a way of including children from further afield in a walking bus (see below).

Walking bus

It is natural for small groups of parents and children to walk and talk together as their routes converge. Quite often parents take it in turns to escort each other's children to or from school. At many schools groups of parents have developed this idea into a regular, formal arrangement called a 'walking bus'.

A formal 'walking bus' is a group of children walking to or from school with a minimum of two adult escorts, following a set route, with agreed pick up and drop off points at or near pupils' homes. The walking bus allows parents to share responsibility, and even enables some young children to walk whose parents are unable to accompany them on foot. It also becomes a conspicuous local advertisement for walking. The participants usually wear high visibility tabards, for safety and to publicise the pro-walking message. Because the escorts are responsible for other people's children, and because larger groups of children need more care, a

number of checks and safeguards are undertaken.

Walking buses have been successful and popular with parents and children at many infant and junior schools. If thinking of starting one, first check with your local road safety department or school travel adviser / co-ordinator. They may have local guidance and support materials, and they will be able to advise you on risk assessment, insurance, training and vetting of volunteers.

Setting up a 'bus' route would typically include the following:

- get parents together to explain benefits and generate interest
- find out where people live and plot routes
- start small, perhaps one morning a week, and allow things to progress slowly
- speak to the council Road Safety Officer about risk assessment, insurance, traffic calming, and pedestrian crossings
- seek funding for things like reflective clothing and a trolley - a local business might be prepared to give you sponsorship
- recruit volunteers - the more the better - and organise police checks
- set up a rota and training for volunteers
- agree contracts for pupils' behaviour and parental responsibility eg. being at the 'bus stop' on time
- list emergency contact numbers
- encourage small schemes amongst local families
- start a travel noticeboard in school to share information



- set up a walking bus committee to sustain it
- give pupils recognition in assembly
- seek local publicity with photo opportunities
- remember to thank your volunteers and find ways of acknowledging them publicly - this will help to maintain their involvement and encourage other parents to get involved.

For more information on walking buses visit www.walkingbus.com

Sometimes a number of parents have come together informally, walking together in a larger group with their children, perhaps to draw attention to the need for a new road crossing.

To find out about how one of these informal groups functions, visit www.stanfordcrocodile.org

Promotional events

Schools and local authorities have had tremendous success in encouraging more walking to school by setting up special events or campaigns, usually with incentives for children, and local or even national publicity.

A regular walk to school day, like WOW (Walk on Wednesdays) promoted in assemblies and through parent newsletters is a good way to start.

The national Walk to School Weeks are very well supported and effective. Ask your school travel adviser / co-ordinator what is organised in your area. (Email us for contact details of school travel advisers at your local authority.)

For more information visit www.walktoschool.org.uk

Case studies

Visit the Case Studies section of our website to see examples of ways in which schools have been able to encourage more walking.

References

1. DfT (2004) National Travel Survey 2003, London: DfT
2. Health Education Authority (1998) 'Young and Active?' A policy framework for young people and health-enhancing physical activity.
3. Environmental Transport Association Trust (1997) 'Road user exposure to air pollution: Literature review'.



Further information

Visit the Safe Routes to Schools website www.saferoutestoschools.org.uk for:

- latest news and information on Safe Routes to Schools
- specific information on each of the UK regions
- downloadable resources including other information sheets
- case studies, curriculum materials and newsletters

For Safe Routes to Schools enquiries call 0117 915 0100 or email schools@sustrans.org.uk

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