

## SCSSS 2010 Student Postcode Data:

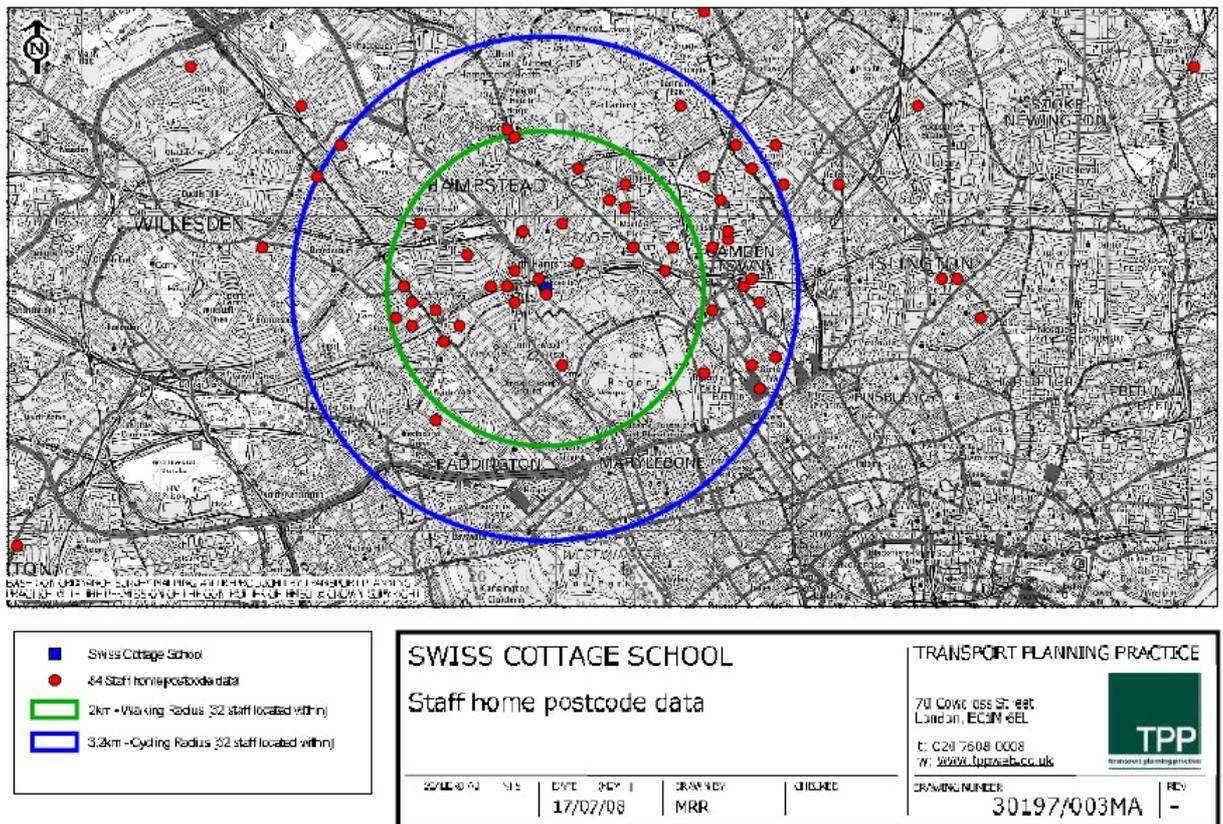


### Robert West Drawing 2961/001/SK033 rev A

The 2010 student postcode plot shows, unlike a conventional school, it has a much wider catchment area. This can be attributed to the specialist nature of the school.

The postcode plot demonstrates that whilst the majority of students come from within the LB Camden there are also students that travel from Haringey, Chelsea and Enfield. One student lives beyond the M25 in-between Potters Bar and Cheshunt.

## SCSSS 2006 Staff Postcode Data:



(diagram taken from TA for proposed redevelopment of SCSSS (as written by TPP Consultants, July 2008)

The above diagram indicates that according to the 2006 staff travel plan data, staff are located throughout LB Camden and beyond into Willesden, Islington and beyond. This is a usual pattern for teaching staff.

The diagram also shows that the majority of staff are within what can be considered a 'reasonable' walk or cycle distance (2km for walking and 3.2km for cycling) to the site indicating that there may be some potential to increase the number of staff walking and cycling to the site.

## **Existing school policies and practice to promote safe, healthy and sustainable transport**

### **What policies and activities are already happening in your school?**

The following are the existing policies at the SCSSS. It is highly likely that these policies will still remain or be enhanced for the new SCSSS.

All policies will be reviewed and updated following the first Travel Plan review (to be undertaken three months after new school opening).

SCSSS is a Healthy School. A number of initiatives ranging from providing fruit in the classrooms to termly “health weeks” are in place to encourage children to make healthy choices both at school and in other areas of their lives. As part of this, students are encouraged to take daily exercise and to walk as much as possible, be it around the playground, or to get from A to B.

It is policy at SCSSS to use public transport, where possible, for all outings. This also ties in with our objective of promoting independence among our students, and exposing them to situations that are relevant to their lives outside of school, and to experiences that they will be able to draw upon when they leave school.

It is part of our mission statement that students will develop the ability to use the skills and strategies that they learn at school in all aspects of their lives. The fostering of independence is therefore an extremely important part of the teaching at SCSSS. This includes being able to travel independently. Older students in the school are given “travel training” to enable them to become independent travellers (i.e. to be able to walk or use public transport safely and on their own.) Considering the consequences of choices and exploring other issues surrounding decision making in all aspects of life is something that is addressed with students throughout the school at the appropriate levels. Travel-related choices can be built into this framework.

SCSSS now operates within the Every Child Matters framework. Many of the key outcomes within this framework could in some form involve transport. Thus, work done with the children on being healthy, staying safe and achieving economic wellbeing could contain a transport element.

A total of 40 cycle parking spaces will be provided at the school. These will be located next to the main entrance. Both staff and student shower facilities will be provided to also make cycling a more attractive option. Students will be actively encouraged to travel independently, including by cycle, however it is appreciated that due to the nature of the students the success of this may be limited.

Limited on site parking at the school discourages staff from driving to work, and this combined with the parking restrictions on the streets surrounding the school serves to discourage visitors to the school from driving there also. SCSSS is advertised as a car free school to new starters.

The STP aims to involve students in the travel planning process and to encourage parents to support the work of the school in this.

For those students for whom independent travel is a possibility, travel training is provided. Once students reach an appropriate age, they are encouraged to apply for free travel on public transport in London. Where appropriate, students are involved in transport related issues.

Cycle training will be provided for all children at the school to an appropriate level. The SCSSS cycle training scheme follows the new national standard. It is hoped that through this all children will learn to ride a bicycle. Sessions will be run on a weekly basis and will provide training on cycle control skills as well as road cycling skills.

The school will also be used as a centre for weekend training sessions and cycle maintenance sessions for both children and adults. This will also be included in the school's Family Days which are held on a regular basis for students at the school and their families.

Travel training is provided for all students for whom independent travel is a feasible option.

## **School travel working group:**

### **Is there currently a working group?**

The working group will be identified before the new school opens.  
The working group will meet within one month of the new school opening.

The involvement of students within the working group is encouraged. The involvement of those students who do, and do not have the ability to travel independently can provide insight as to how travel issues may be overcome.

### **How often does/will the group meet?**

The working group will meet on a monthly basis.

### **School Travel Plan Co-ordinator:**

A STP Coordinator will be appointed and will take responsibility for the STP document. This appointment will be made before the new school opens.

### **School staff:**

The Headteacher of Swiss Cottage SEN School (currently Ms Kay Bedford) will be the school liaison for the STP.

## Identifying baseline information

### Survey Results

#### How students and staff usually travel to school

##### *Students*

Student travel data is available from the 2006 Travel Plan and the 2010 student census.

The figures suggest approximately 67% of students travel to school on the school buses provided by the Borough. 9% of students travelled using single occupancy car and 8% used taxis. 9% used public bus services, 4% walked and 1% cycled.

Whilst it is identified that targets for mode shift for students are difficult to determine, it is identified that there are a number of students that do travel independently and that independent travel is actively encouraged for those students that are able.

For this reason the raising awareness of alternative travel habits for staff is the primary objective of this Travel Plan.

##### *Staff*

The only staff survey data available for the current SEN school is available from the previous STP produced in April 2006.

The table below identifies the 2006 baseline mode share data. It also shows the predicted future number of staff that will be travelling to the site when the new school opens.

<b>Travel Mode</b>	<b>Existing Staff</b>	<b>%</b>	<b>Proposed Staff</b>
Car (Alone)	13	16%	32
Car (carrying a passenger or being a passenger)	8	10%	20
Bus	24	30%	60
London Underground	3	4%	8
Combination of public transport uses	11	13%	26
Walk	11	14%	28
Cycle	9	11%	22
Combination of uses including car	2	2%	4
<b>Total</b>	<b>81</b>	<b>100</b>	<b>200</b>

As can be seen from the table only a small percentage (10%) of staff travel to the site in a single occupancy car. In total 28% of staff use cars in part of their journey to the site.

The majority of staff (30%) use the bus to travel to the site. This is due to the excellent bus links that link the school throughout the borough.

In order to produce a valid and accurate STP a new set of 'hands up' surveys will need to be undertaken before any realistic targets can be produced. 'Hands up' surveys are in the process of being undertaken. Unfortunately at the time of writing this Travel Plan the data was unavailable. The 2010 'hands up' survey data will be analysed and incorporated into the next issue of the Travel Plan.

# **Evidence of consultation and involvement**

## **Student / Staff and Parental Consultation**

The school recognises the importance of consulting with all parties to enable the successful implementation of the Travel Plan.

It also identifies the importance of student consultation. This will be undertaken as a planned programme of teaching and activities for students. This will develop the students understanding of travel issues and allow more constructive feedback and involvement.

It has been identified that the STP working group will be identified before the school opens and will meet within one month of the new school opening. Consultation on the Travel Plan will be arranged within one month after the first meeting of the STP working group. This will include inviting parents and invited interested parties to view the new school and to discuss the Travel Plan.

The following groups may be invited to attend and comment on the Travel Plan:

- Local authority members
- Highways
- School Travel Plan Coordinator (school & council) for SCSSS and UCL
- Traffic Police
- School Governors
- Parents
- Students
- Staff

The results of the consultation will feed into the targets for the targets for the STP to ensure it is kept a fluid document.

## Our travel/transport problems

### *Students*

As previously identified the main reasons for mode choice for students is due to the specific nature of the school and the fact that many students are unable to travel independently. Whilst this is not a specific transport problem it is a reason as to why significant amounts of mode shift may not be achievable for students.

### *Staff*

The 2006 Travel Plan identified reasons why staff choose to drive to school.

Reasons included:

- The distance required to travel;
- The need to transport equipment;
- The reliability of public transport;
- The weather.

## **Objectives:**

- Educate students about independent travel and encourage this where it is feasible and safe to do so.
- To ensure students, staff and parents are aware of all modes of travel available to them. This includes school bus, taxi and independent travel initiatives.
- To encourage staff to use sustainable methods of transport where practical.
- Continue to monitor the travel patterns to and from the school and develop the School Travel Plan accordingly.

## Targets

In many cases the transport alternatives available to SEN students are very limited thus making mode shift very difficult.

The mode share of students could also differ significantly year on year depending on the number of seriously disabled students within each yearly intake.

For this reason it is not possible to set any realistic or achievable targets for students.

This document will provide a basis for building awareness of transport modes, understanding transport choices and enabling students, staff and parents to make the most educated decision of their choice of travel.

Targets for staff will be based on the SMART criteria and relate to achieving objectives.

### SMART

- S – Specific
- M – Measurable
- A – Achievable
- R – Realistic
- T – Time related

The targets set out here are based on the predicted future number of staff, as set out previously, and the predicted future mode shift that may be achievable based on this data.

Travel Mode	Proposed Staff	3 year target	5 year target
Car (Alone)	32	20	5
Car (carrying a passenger or being a passenger)	20	15	10
Bus	60	65	70
London Underground	8	11	15
Combination of public transport uses	26	32	35
Walk	28	30	34
Cycle	22	25	30
Combination of uses including car	4	2	1
<b>Total</b>	<b>200</b>	<b>200</b>	<b>200</b>

## Our Action Plan

Whilst this STP has no set targets for students it does have initiatives in place and areas where improvements could be made. These have been fed into an action plan as set out below.

Steps/actions needed	Who is responsible?	Target date	Projected cost if known and source of funding
Appoint a School Travel Plan Coordinator	Senior School Management	Before school occupation	
Hold meetings with teachers and teaching assistants to introduce new transport initiatives	School Travel Plan Coordinator Senior School Management School Staff	Before school occupation	
Provide information to all visitors and potential new staff on transport alternatives for accessing the site	School Administration	Before school occupation	
Review PSHE&C rolling plan	Departmental Team Leaders	In first working group meeting	
Review School Trip Policy	Senior School management School Travel Plan Coordinator	In first working group meeting	

<b>Develop evaluation sheet to be filled in after every outing. Discuss with teachers</b>	<b>School Travel Plan Coordinator</b>	<b>In first working group meeting</b>	
<b>Conduct 'hands up' travel surveys</b>	<b>School Travel Plan Coordinator</b>	<b>May 2010</b> <b>Yearly thereafter</b>	
<b>Travel to be on taught curriculum (PSHE&amp;C) at least once per term</b>	<b>Teaching Staff</b>	<b>Upon occupation of new building</b>	
<b>Launch travel element of curriculum with students. Emphasis: being safe and staying healthy.</b>	<b>Teaching Staff</b>	<b>Upon occupation of new building</b>	
<b>Put up travel display board for displaying students' travel related work</b>	<b>School Travel Plan Coordinator</b> <b>Teaching Staff</b> <b>Students</b>	<b>Upon occupation of new building</b>	
<b>Compile and distribute travel tool kit for students</b>	<b>School Travel Plan Coordinator</b> <b>Teaching Staff</b>	<b>Upon occupation of new building</b>	
<b>Keep record of trips made by students, as well as reactions to their travel experiences</b>	<b>Teaching Staff</b>	<b>Upon occupation of new building</b>	

<b>Include in planning for trips off site time to focus travel experiences</b>	<b>Teaching Staff</b>	<b>Within 6 months of occupation</b>	
<b>Start cycle training scheme</b>	<b>Senior Management Premises Staff</b>	<b>Within 6 months of occupation</b>	
<b>Expand independent travel training programme to include key Stage 3 (include parents where possible)</b>	<b>Teaching Staff</b>	<b>Upon occupation of new building</b>	
<b>Include parents where possible in travel related initiatives to enable them to further support their children</b>	<b>Teaching Staff</b>	<b>Upon occupation of new building</b>	
<b>Explore further possibilities for building travel and the School Travel Plan into the curriculum, at the appropriate level, throughout the school</b>	<b>School Travel Plan Coordinator All Staff</b>	<b>Upon occupation of new building</b>	
<b>Compile and contribute to School Travel Plan resource file for use by staff with children.</b>	<b>School Travel Plan Coordinator All Staff</b>	<b>Upon occupation of new building</b>	

## **Monitoring & Reviewing Our Plan**

Our next 'hands up' travel surveys will be in:

May 2010 and yearly thereafter.

Our first progress review will be completed:

Within three months of the new school opening.

Our full review of the School Travel Plan will be completed:

One year after the first Full Travel Plan has been agreed with the Travel Plan Coordinator at LB Camden.

The person(s) responsible for ensuring the annual review will be done is:

The School Travel Plan Coordinator

**When reviewing our School Travel Plan we will take into consideration any issues arising from new developments in education and transport since the original STP was completed.**