

BARNSELY PARTNERSHIP FOR LEARNING

BUILDING SCHOOLS FOR THE FUTURE

**PARKING PROVISION – GREENACRE SPECIAL
SCHOOL**

OCTOBER 2009

TURLEYASSOCIATES

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1. Introduction

- 1.1 This report has been prepared in support of an application for Reserved Matters approval for the redevelopment of the Special School at Greenacre.
- 1.2 The report examines the specific circumstances that surround the Special School and the evidence presented in the draft Travel Plan for the scheme. The report then draws out the justification for the level of parking provided, and how this relates to relevant planning policy, supplementary guidance documents and standards for parking provision.

2. Policy Context

- 2.1 As a starting point for any consideration, Section 38 (6) of the 2004 Planning and Compulsory Act states:

"If regard is to be had to the development plan for the purpose of any determination to be made under the planning Acts the determination must be made in accordance with the plan unless material considerations indicate otherwise."

- 2.2 This establishes that planning decisions should be made in accordance with the adopted development plan, unless there are specific circumstances that indicate otherwise. This is known as the plan led system. In this respect the relevant planning policy documents are as follows:

- Planning Policy Guidance 13 (PPG13);
- Regional Spatial Strategy Policy T2 and Table 13.5 (RSS);
- Saved UDP Policy T22 and associated SPD 32 which establishes parking standards.

- 2.3 These are summarised below.

PPG13

- 2.4 Paragraph 38 of PPG13 states that:

"Higher and further education establishments, schools and hospitals are major generators of travel and should be located so as to maximise their accessibility by public transport, walking and cycling. Similarly, proposals to develop, expand or redevelop existing sites should improve access by public transport, walking and cycling Where related accommodation is to be provided, it should have ready access to the site by non-car modes"

- 2.5 With regard to Travel Plans PPG13 at paragraphs 87-89 goes on to state:

"The Government wants to help raise awareness of the impacts of travel decisions and promote the widespread use of travel plans amongst businesses, schools, hospitals and other organisations. Local authorities are expected to consider setting local targets for the

adoption of travel plans by local businesses and other organisations and to set an example by adopting their own plans.

The Government considers that travel plans should be submitted alongside planning applications which are likely to have significant transport implications, including those for....

2. smaller developments comprising jobs, shopping, leisure and services which would generate significant amounts of travel in, or near to, air quality management areas, and in other locations where there are local initiatives or targets set out in the development plan or local transport plan for the reduction of road traffic, or the promotion of public transport, walking and cycling. This particularly applies to offices, industry, health and education uses;

3. new and expanded school facilities which should be accompanied by a school travel plan which promotes safe cycle and walking routes, restricts parking and car access at and around schools, and includes on-site changing and cycle storage facilities;"

- 2.6 Paragraph 5 of PPG13 Transport recognises that the car will continue to have an important part to play and for some journeys, particularly in rural areas, it will remain the only real option for travel. This is a highly relevant consideration when accounting for the locations of the SEN s under consideration.

RSS

- 2.7 Policy T2 of RSS (published May 2008) provides policy direction on the setting of maximum parking standards across the Region. Associated with this is Table 13.5 of that document which sets the following maximum standards for education facilities:

"1 space per 2 staff + 1 space per 15 students"

UDP Policy T22 and SPD 32

- 2.8 Policy T22 of the saved UDP (adopted 2000) states that:

"New development shall be provided with no more car parking, servicing and manoeuvring space than is necessary in order to ensure there is no significant adverse impact upon :

A) Highway safety

B) The local environment including the amenity of local residents and adjoining land uses

C) The vitality and viability of Barnsley town centre and other shopping and commercial centres.

Planning applications which propose parking servicing and/or manoeuvring space in excess of or less than that which is necessary will be refused permission.

For car parking associated with employment premises, shopping areas, leisure and recreational facilities, places open to the general public and public car parks, provision should be made for disabled car parking which should amount to at least 4% of the total car parking provision to be provided.

Where the required car parking cannot be provided on site or where the council deem it appropriate, suitable parking provision off site or contributions to enhance or provide alternative means of transport may be acceptable. In these circumstances the council will seek to enter into an agreement under s106 of the act with the developer to ensure that a financial contribution is secured towards the provision of public car parking and/or to enhance or provide alternative means of travel."

2.9 Policy T22 of the saved UDP is supplemented by SPD32 which provides further guidance on this issue. Table 1 of that document states that for Schools, the maximum parking provision standards of 1 space per 3 teaching staff and 1 space per 3 non teaching staff for Schools but those standards are now superseded by the RSS.

2.10 It has been agreed with Senior Council Planning Officers that the RSS standards are the relevant ones to be applied in assessing the proposals combined with the criteria of Policy T22 of the saved UDP.

3. Parking Standards, Teaching and the Drivers behind the School.

Basis for Consideration

- 3.1 As a starting point for the consideration of parking provision it is appropriate to examine the specific drivers behind the level of provision sought, and the relevant evidence that justifies a move away from the up to date adopted standards set out in RSS Policy T2 whilst meeting the still relevant policy tests of Policy T22 of the saved UDP. The Table presented at Appendix 2 of this document sets out the calculation.
- 3.2 By way of background, the BSF programme has the following key aims:
- Creating leading edge learning environments that will attract and retain talented teaching professionals with a view to enhancing the qualitative provision of education within the Borough ; and
 - For the School to provide a wide range of education opportunities within state of the art 21st Century facilities.
- 3.3 With this in mind there are key circumstances that relate to school provision all of which influence the level of car parking provision that is required for Greenacre. In short the combination of the wider community role of the school; the specific circumstances that surround special schools and the results of the draft travel plan surveys form the evidence for the approach taken and all provide significant material considerations (as referred to in Section 38 (6) of the 2004 Planning and Compulsory Act) as to why the RSS standards should not be applied rigidly in the case of the Greenacre and why the amount of parking proposed is both reasonable and directly related to the specific circumstances of Greenacre.
- 3.4 We elaborate on these below.

Students

- 3.5 In terms of calculating provision made for post 16 student parking, RSS applies a standard of 1 per 15 post 16 year old student element on the main special school role. In this regard the following levels of attendance are projected:
- 22 post-16 students (6th Form or equivalent – assumed to be 10% of the total school population).

- 3.6 This equates to 2 spaces for students. This is in recognition that the measures proposed in the draft travel plan are primarily aimed at trying to convert students to alternative modes of transport. Accordingly student parking is kept very low as a deterrent. .

Staff

Employee Location and Ability for Car Sharing

- 3.7 As a starting point, in terms of establishing the level of staff parking provision required at Greenacre, the locations of staff places of residence are a key factor. The draft Travel Plan presented at Appendix 1 identifies that 64% i.e. 120, of current employees reside in excess of 5km from the school site. This is beyond what could reasonably be walked or cycled. PPG13 and SPD32 both recognise cycling and walking initiatives have the potential to substitute short car journeys (those under 5km) and therefore for journeys beyond this distance they become less relevant. In addition the catchment area (being a facility that serves the whole Borough) includes large tracts of rural areas and PPG13 recognises that in such areas the car will remain the primary and only viable mode of transport and encouraging alternative modes of transport in such area will be less achievable. Paragraphs 40 to 42 of PPG13 explain this in more detail. The location of development will be the primary means of influencing modal choice in such areas.
- 3.8 The Table below demonstrates that 142% of current staff parking for the present school is required to meet the need of staff residing over 5km away, a situation of severe under-provision.

	Greenacre
CURRENT STAFF PARKING	84
TOTAL STAFF	187
%STAFF OVER 5KM FROM SITE	64
NO OF STAFF RESIDING OVER 5KM	120

% USE OF EXISTING PARKING	142
PARKING WANTED	190
% OF PROPOSED PARKING NEEDED FOR 5KM+ STAFF	63

- 3.9 Given the evident distances that teachers live from their place of work the surveys undertaken for the preparation of the draft Travel Plan reveal that the propensity for car sharing for Greenacre is limited. This is likely to be due to the physical distances involved and relatively dispersed nature of places of residence, often in rural locations.
- 3.10 In preparing the draft Travel Plan, members of staff were consulted upon future possible modes of transport, including the potential for car sharing. The results of this question are awaited at the time of writing and for the purposes of this assessment a potential car share figure of 15% has been assumed, based on figures returned for comparable schools in the Phase 1 of BSF. This figure would produce 28 staff members being interested in car-share which translates into a reduction of 14 spaces, assuming 2 members of staff per car.
- 3.11 In addition, it should also be noted that it is unlikely that teaching professionals will choose to reside within the catchments of the schools within which they work. This is primarily for the reasons of maintaining a work/life balance.

Access to Public Transport

- 3.12 In addition to the choice of residence as presented above, accessibility to public transport is another key consideration. For Greenacre, the draft Travel Plan states that 64% of staff reside over 5km away, including locations as far as Northallerton, Selby, Leeds and Derbyshire. In addition it is not possible to know how many of the staff has home locations outside of direct public transport routes to work.
- 3.13 The nature of teaching in the UK is such that notwithstanding potential public transport availability, there is often a requirement to move substantial amounts of resources, work, marking etc between the teachers' home and place of work. This is the nature of teaching practice. The result of this is that often it is simply not practical to effectively transport what are substantial amounts of marking and other resources by public transport, cycle or on foot.

Before/After Hours and Home Working

- 3.14 During term time, the working practice of teachers is that out of hours working both before pupils arrive and after they have left for the day is a common practice. In this respect (and notwithstanding a potential lack of access to public transport, issues associated with transporting significant amount of resources and the physical distance to travel from home to place of work), the likely times when teaching professionals will be required to travel, fall outside of peak public transport times, irrespective of whether there is adequate and direct provision in the first place. This is reflected in the evidence presented in the draft Travel Plan at Appendix 1 of this document.
- 3.15 In addition to this the issue of personal safety is also a factor to consider when arriving in the early morning or leaving late at night where ready access to secure parking is a factor. In this respect, should teachers be required to park off site then issues surrounding personal safety are likely to arise. This is particular issue for the large number of female staff, especially when arriving or leaving in the dark during winter.

Resultant Modal Choice of Transport for Teaching Staff

- 3.16 For the reasons and specific circumstances surrounding the needs and requirements of teaching professionals the resultant modal choice for the majority of teaching professionals will be the car.
- 3.17 From the surveys undertaken for the draft Travel Plan we can see that for other modes of transport as a whole only 29% of staff would on average consider walking, cycling or public transport, this would equate to a potential saving of 54 car parking spaces if it were possible to turn all of these potential alternative mode users into actual users.
- 3.18 It is simply not realistic to assert that a lack of parking provision will effect a modal shift for teaching professionals. The reality is more complex as teachers, given their specific circumstances will continue to need to travel to work by car. As this is the case the potential impact upon surrounding highway safety and residential amenity should be taken into account.
- 3.19 Therefore we consider that the level of car parking proposed is justified for staff and by providing for their needs it is not going to undermine the draft Travel Plan objectives. This is because it is recognised that at these distances staff will not shift to cycling or walking, the potential to car share is very limited especially given the varying timetables for staff and public transport is not a realistic option. The

draft Travel Plan objectives are primarily aimed at students and their modal choice of getting to school.

- 3.20 For teaching professionals however, travelling by private car is the only realistic modal choice available in most cases. As this is the case, we consider that parking provision should reflect this pragmatic reality.
- 3.21 The proposed parking level for Greenacre is 67 spaces over the level justified under the policy requirements as set out in the table at Appendix 2. These additional 67 spaces are fully justified by the evidence gathered in the survey for the draft Travel Plan for staff needs alone, in which it is shown that 120 staff members live beyond reasonable walking distance from the school, even before other forms of provision/demand are accounted for.
- 3.22 The survey evidence demonstrates that at a maximum 28 staff would car share and 54 would use alternate modes of transport. We consider this to be a highly optimistic scenario. Assuming a car share of 2 people the reduction in spaces for the car shares could be 14. Additionally 54 spaces could be deleted for staff shifts to alternative transport modes (see paragraph 3.17). Therefore overall a maximum reduction from 100% parking at the proposed school of 187 spaces for staff by 68 spaces (14 + 54) could be made i.e. 119 staff parking spaces being required. This would result in 4 spaces under the RSS requirement for staff but is fully justified by recent staff surveys. Overall (taking all other requirements into account) the proposed plans provide only 21 spaces over standard, without yet taking account of spaces for students, visitors and the other visiting professional attending the school during the normal school day.

Provision for health care professionals

- 3.23 The nature of Greenacre as a special school means that there will be pupils attending with a range of specific health care needs for which specific staff will be required to be in attendance. On a daily basis, there are in the region of 20 health care professionals who work on site to meet the health care needs and to support pupils.
- 3.24 Associated with the required presence of healthcare staff will also be the need to transport specialist equipment to and from the facility. This equipment is needed to attend to the special medical needs of pupils. As this is the case for the needed healthcare staff the car will be the primary mode of transport and an allowance is made for this.

Community Uses and Implications for Parking Provision.

- 3.25 A principal aim of the school is to place it at the heart of the communities within which it is located. However given the specific circumstances surrounding the school and the specialist nature of the facilities proposed, dual uses of the facility are likely to be developed in tandem with other facilities that exist in the vicinity of the site.
- 3.26 Nonetheless we consider that the assessment of parking provision for the identified user groups should be viewed within the context of the overall package of measures that form a component part of the travel plan for Greenacre, and should not be viewed in isolation from it. The level of parking provided should account for this. No specific additional parking for community uses is proposed. The accommodation of dual uses that may come forward on the site will rely on the use of parking which is justified for teaching needs as part of the overall requirement calculation set out at Appendix 2 for which the following has been taken into account.
- 3.27 To summarise, the above section establishes a parking demand as follows:
- | | |
|--------------------------------------|-------------|
| • Staff | 119 spaces; |
| • Post 16 students | 2 spaces; |
| • Well-being staff | 10 spaces; |
| • PRU staff | 3 spaces; |
| • PCT staff | 10 spaces; |
| • Disabled parking | 10 spaces; |
| • Visitors (parents, commercial, etc | 15 spaces; |
| • Total | 169 spaces. |
- 3.28 These figures assume maximum potential modal shift being achieved through travel plan measures, which given the dispersed pattern of population distribution within the school's rural catchment, is highly optimistic and unlikely to be delivered in the short term. A total of 196 spaces are proposed on site, a difference 27 spaces over the above figure, to take account of local circumstances and to provide a practical level of provision which is capable of keeping the school running efficiently without causing nuisance to neighbouring residents or problems of safety on the local highway network.

Highways Implications

- 3.29 For the reasons set out above it is highly likely that teaching professionals employed at the school along with associated health care professionals will continue to travel to work by car as a functional necessity. In this respect, simply restricting parking provision at each facility is unlikely to result in a modal shift to other forms of transport primarily for the above reasons. In particular parents should be encouraged to use and become involved in the Centre. Any lack of parking will either exclude them from using the school or they will try to get as close as possible thus parking on surrounding streets and creating nuisance and disturbance
- 3.30 Therefore not providing for the specific needs of the groups identified is likely to generate a situation directly in conflict with Policy T22. The most likely outcome is that parking will be decanted off-site to surrounding residential areas. In this respect it is likely that this will result in associated amenity and highway safety problems. In this respect Policy T22 of the saved UDP states that:

"NEW DEVELOPMENT SHALL BE PROVIDED WITH NO MORE CAR PARKING, SERVICING AND MANOEUVRING SPACE THAN IS NECESSARY IN ORDER TO ENSURE THERE IS NO SIGNIFICANT ADVERSE IMPACT UPON :

A) HIGHWAY SAFETY

B) THE LOCAL ENVIRONMENT INCLUDING THE AMENITY OF LOCAL RESIDENTS AND ADJOINING LAND USES" [Emphasis Added]

- 3.31 It is very clear that the circumstances surrounding provision will necessitate travel by car as a primary mode of transport for teaching professionals and more vulnerable and less able groups. Therefore, should insufficient parking be provided, it is unlikely that this will result in a substantial modal shift to other forms of transport. As a consequence, off site parking is therefore likely to result. This in itself will potentially lead to adverse impacts upon surrounding highway safety and in particular the amenity of local residents. This would be contrary to the provisions of Policy T22 of the saved UDP.

4. Travel Plan

4.1 A draft Travel Plan has been produced for Greenacre. This is attached at Appendix 1 of this document. The travel plan meets the requirements of PPG13. Key measures include:

- The promotion of safe walking and cycling routes;
- Management of car parking and access for users other than in the identified need groups; and
- Provision of facilities such as cycle storage and on site changing facilities.

5. Conclusions

- 5.1 We have reviewed the planning policy context behind the setting of maximum parking standards as set out in the saved UDP and superseded by RSS.
- 5.2 The accompanying draft Travel Plan and review of working practices of teachers clearly demonstrates that the primary transport mode for them will be the private car. This is largely driven by necessity as opposed to choice. This is due to:
- Physical distance to travel for a substantial proportion of teachers;
 - The lack of opportunity to car share;
 - Inadequacy of public transport provision; and
 - The need to work both before and after hours.
- 5.3 Therefore primarily to avoid potential problems with highways safety and residential amenity, a parking provision of 196 spaces for Greenacre is fully justified.
- 5.4 A key driver behind the BSF programme is to enhance educational achievement and in part this is achieved by creating leading edge teaching facilities and attracting and retaining the most capable and talented teaching professionals.
- 5.5 In addition to this a key aim of programme is to place them at the heart of the communities which they serve. Providing for an appropriate level of car parking is essential within which to fulfil this role.
- 5.6 In terms of planning considerations Policy T22 states that in this respect the key consideration is whether there is an appropriate level of parking to meet the provisions of policy T22 of the Saved UDP. In this respect it is the consideration of whether there is sufficient parking provided to avoid potential adverse impact upon the surrounding highway network, and/or local residential amenity.
- 5.7 Therefore on the basis of what is set out in this statement the material considerations set out that in order to avoid potential problems with highway safety and residential amenity, a parking provision of 196 spaces for Greenacre is justified in line with the provision of RSS Policy T2 and Policy T22 of the saved UDP.

Appendix 1 – Draft Travel Plan for Greenacre

GREENACRE SCHOOL

DCSF ~ 370/7009

Travel Plan

October 2008

Written by Vince Boulter (for BMBC) with input from Andrew Whittaker from Greenacre School

Introduction

This travel plan has been compiled to satisfy planning conditions placed upon the new Greenacre School located on the existing school site; Keresforth Hill Road Barnsley S70 6RG.

The conditions state:-

'Prior to the occupation of the building a draft travel plan shall be submitted to and approved in writing by the Local Planning Authority. The plan shall indicate measures that will be put in place to encourage travel by modes other than the private car, allow for regular reporting and monitoring to be undertaken. Subsequently, within six months of the site becoming operational, a detailed travel plan shall be submitted to and approved by the Local Planning Authority and thereafter the approved plan shall be fully implemented'

What is a travel plan?

A travel plan is a package of measures that promote sustainable modes of transport with an emphasis on reducing the number of single occupancy car journeys. Travel plans will vary dependant upon the circumstances of your organisation but will ultimately provide and promote transport choices for, pupil, staff, visitors, and business use.

A travel plan is a *process* which will evolve over time and reflect the changing circumstances of both your organisation and the area in which you are located.

National Policy

The Government has established the need to reduce car dependency and increase travel choices through key guidance in the Transport White Paper, Road Traffic Reduction Act and Planning Policy Guidance 13 (Transport). Of these, Planning Policy Guidance 13 (PPG 13) provides the strongest imperative for travel plans and any arising planning obligation. It recommends travel plans for places of work, education, shopping, leisure and health facilities.

PPG 13-Transport

Paragraph 89

'The Government considers that travel plans should be submitted alongside planning applications which are likely to have significant transport implications, including those for:-

- all major developments comprising jobs, shopping, leisure and services
- smaller developments comprising jobs, shopping, leisure and services which would generate significant amounts of travel in, or near to, air quality management areas, and in other locations where there are local initiatives or targets set out in the development plan or local transport plan for the reduction of road traffic, or the promotion of public transport, walking and cycling. This particularly applies to offices, industry, health and education uses
- new and expanded school facilities which should be accompanied by a school travel plan which promotes safe cycle and walking routes, restricted parking and car access at and around schools, and includes on site changing and cycle storage facilities; and
- where a travel plan would help address a particular local traffic problem associated with a planning application, which might otherwise have to be refused on local traffic grounds.

However, an unacceptable development should never be permitted because of the existence of a travel plan.'

Local Policy

SPD 32 –UDP Travel Plans and Transport Assessments

The provision of a travel plan will be supplied as supporting documentation for planning applications exceeding the following thresholds

- offices (within class B1) with gross floor area of 2,500sqm
- industry (within class B2) with gross floor area of 5,000sqm
- Industry (within class B8) with gross floor area of 10,000sqm
- Retail (within class A1) with gross floor area of 1,000sqm
- Leisure (within class D2) with gross floor area of 1,000sqm
- Higher and further education facilities with a gross floor area of 2,500sqm

Background Information

Building Schools for the Future (BSF) is a national initiative which aims to provide children with educational facilities fit for the 21st century. It is designed to bring about transformational changes in the physical school environment and to support new ways of teaching and learning. (All secondary schools in Barnsley are to be rebuilt under the BSF programme).

Subject to planning permission construction is expected to start in November 2009 and finish in April 2011.

This new school, for the purpose of this document is to be known as Greenacre School.

Aims and objectives

- Limit the impact that a development will have on a local highway network;
- Emphasise the infrastructure needed to enable sustainable transport modes to be established;
- Mitigate the damage caused to the environment by reducing the need to travel as a single occupant of a car;
- Benefit health by encouraging travel modes such as walking and cycling;
- Improve the quality of journey for those who walk/cycle to school;
- Promote sustainable modes of transport.

Location

Greenacre School is located one mile to the south west of Barnsley town centre and forms part of Barnsley urban area. As the school has children of special needs, the catchment area is vast.

Pupils travelling daily to school from all parts of the borough, as well as a small percentage from the neighbouring boroughs of Wakefield and Sheffield.

There is a local neighbouring school Kingstone High School, whose transport "issues" may impact on those of Greenacre. The Kingstone School has 1456 pupils on roll of which almost 100 come by car (January 2008). Parents from The Kingstone School park along Keresford Hill Road, across the entrance at Greenacre waiting for their children after school. This restricts access to the Greenacre School site and could potentially prevent emergency service vehicles getting on site.

Greenacre School provides education for up to 185 pupils aged 2-19 years and employs 180+ staff. Greenacre is a non-residential day school for children and young people with profound

and multiple learning difficulties. In addition, some pupils may have sensory impairment, physical disabilities or be on the autistic spectrum.

All pupils at Greenacre have a Statement of Special Educational Needs. Their specific needs identified in their Statements are met through Individual Education Plans (IEPs), plans that include physical needs plans, personal care plans, medical care plans and behaviour modification plans as appropriate. The school recognises that all pupils are entitled to follow and benefit from the National Curriculum. Staff plan appropriate curriculum opportunities that provide exciting and stimulating learning experiences at the appropriate level for all pupils.

There is a school house on Victoria Road that is used as a life skills training base for older students. The school also has access to a specially resourced house on Myrtle Street. This facility is completely accessible to all wheelchair users and provides a further invaluable life-skills teaching base.

Pupils travel between home and school on transport organised by the LA. Students are accompanied on the vehicles by escorts who are employed by the Authority and are responsible for the supervision of the pupils on these journeys. The majority of pupils are brought into school and returned home in mini buses or taxis.

Opening times are from 09:00 to 15:30 for pupils. The school accommodates pupils from the ages of 2 until 19. There is a College for pupils aged 16 -19. The school operates several after school clubs which run from 15:30 until 17:00.

Recent Government legislation extends the rights for parental choice, and gives parents the right to apply to enrol their child at any school. In addition, the recent Education Bill will enable parents who meet the pre specified criteria the option of free transport for pupils travelling over 3 miles up to a limit of 6 miles to the school of their choice. This indicates that pupils could potentially travel from any location to the proposed school.

There is currently only one vehicle entrances into the school and separate pedestrian entrance off Keresforth Hill Road. There is a pedestrian entrance at the rear leading to a public footpath and the Kingstone High School, this entrance does not have access for emergency vehicles.

The current speed limit outside Keresforth Hill Road main entrance is 40mph. It is recommended that this is reduced to 20mph directly outside the school. For part of the length of Kerseford Hill Road the speed limit is 30mph at the controlled traffic lights at the road junction. At present there is an adequate footway to the separate pedestrian entrance. Also at present there is an internal footway separated from the vehicular entrance/exit.

There are traffic lights at the junction of Keresforth Hill Road and Broadway. There is also a pedestrian controlled traffic light crossing outside the Kingstone High School on Broadway.

There are bus stops directly outside the school on Keresforth Hill Road.

There is a public bridleway directly opposite the school that cyclists could use. There is also a Barnsley proposed cycle route along Raley Street towards Kingstone.

There are a number of public footpaths / alleyways near the school for pedestrian use.

On the proposed site plan

On the proposed plans that have been submitted for draft planning permission there are 197 car parking spaces for staff, visitors including 10% allowance for post occupied by 2 No' staff. 8 No' disabled parking spaces.

There is a "proposed parent and bus drop off". It is recommend not including the parent drop off as this is not sustainable, also it encouraged private vehicles entering the school site.

There was no cycle storage marked on the proposed plans. As part of the new site the school would like to see a cycle track incorporated into the design that our pupils could use during break times and as a curriculum resource.

There is only ONE entrance / exit marked for vehicles, pedestrians and cyclists. The school would like to see different entrances for each of these modes. There is adequate space for these to be accommodated (possible without pedestrians and cyclists, passing through the car park if the entrance was in the south-west corner).

Current car parking facilities

Greenacre School has 84 bay marked car parking spaces within the school grounds. This includes staff and visitors and 5 disabled parking bays. The disabled parking is located next to the access road on the left and front of the school entrance. Car parking provision has been provided for parent drop off, which is located just outside the school entrance off Keresforth Hill Road. This was provided to avoid confusion and lighten traffic around the school entrance however, there still remains major pedestrian and vehicular conflict outside the school gates with visitors, staff and parents of Kingstone School pupils using the parent drop off as car parking. In addition, cars park around the grass circle opposite the bus bays and on any available space within the school grounds. This causes problems for the buses manoeuvring in and out of the bus bays and is a safety hazard for pupils. It also potentially restricts emergency vehicles accessing the various entrances into the school buildings.

Bus provision

The majority (over 95%) of pupils travel to and from school by school bus.

In the school grounds there are no marked bus bays. Buses enter the school grounds via Keresforth Hill Road through the visitor and staff car park and drop off pupils at three points across the school site.

It should be considered, that the visitor/delivery and bus entrance could be located on Keresforth Hill Road whilst the pedestrian/visitor entrance should be accessed using a separate entrance.

There are bus stops outside the school (Park Road / Keresforth Hall Road, The Bush Inn Park Road, St. Edward Church) for bus service numbers 20, 21, 43 & 34, operated by Stagecoach. Services 20 & 21 have extra services on school days.

Landscaping Considerations

As part of the new build the school community would like distinct and significant outside teaching spaces for our pupils. In addition, we would like sensory gardens, horticulture areas and nature walks. We have attached to this report a landscape design for a part of the school site that we would like to see as part of this development.

The school community would also like sustainable energy projects as part of the new site including a wind turbine, solar panels and water storage/purification systems.

The school community is looking forward to discussing these and many other ideas/projects with the architects and landscape designers.

See Appendix, showing a photocopy of the proposed design.

Existing Information

Survey results

Pupils

Pupils and staff were surveyed in February 2006 to identify how they currently travel to school/work.

154 questionnaires were circulated to parents/carers, of which 53 responded (34%).

Staff

Staff were surveyed in February 2006 to identify how they currently travel to work.

125 questionnaires were circulated to staff, of which 39 responded (31%).

71% of staff travel to school by car, 8% on foot and 21% by Public Transport.

SCHOOL TRANSPORT SURVEY RESULTS

From the School Travel Plan February 2006.

Parents/Carer Survey

Survey Question	Number of respondents	Number agreed	Number disagreed	Further comments
1. Are you satisfied with the Home/School Transport Service?	52 (1 not applicable)	43 (83%)	9 (17%)	"It is very good". "Please ensure that someone in the transport office is available to answer the phone from 8am". "When the bus is broken down, no alternative is provided". "I would like the bus to be on time. It doesn't pick --- up until 8.45am, so he is not going to get to school for 9am!" "The bus is very old". "I wonder sometimes at the suitability of some of the drivers to work with Special Needs Children".
2. Please outline any ongoing traffic/transport issues you experience when travelling to the school.	2	Not applicable	Not applicable	"Busy motorway traffic – M1". "I transport my daughter myself. There is rarely anywhere to park. It is quite chaotic at times".
3. Are you satisfied with the school's provision for vehicles on site?	50 (3 didn't tick either box)	35 (70%)	15 (30%)	"More designated visitor parking". "When we attend school for reviews, there does not seem to be a lot of car parking". "More parking spaces, usually have to park on grass". "There are not enough car parking spaces at the school, this is the only Special School covering all of Barnsley". "The car park is always full of cars". "Often difficult to find a parking space".
4. Do you have any further comments regarding school transport?	53	17 (32%)	36 (68%)	"Always on time. Gary and Julie very friendly, always make ----- feel welcome and safe".

Staff Survey

Survey Question	Number of respondents	Number agreed	Number disagreed	Further comments
1. Please outline any ongoing traffic/transport issues you experience when travelling to and from school?	22 (17 staff made no comment)	Not applicable	Not applicable	"Build up of traffic on the bypass at Stairfoot roundabout". "Volume of traffic on M1". "Traffic lights on Broadway. Difficulties turning right at Keresforth Hill lights, there ought to be a filter". "Difficulty parking when arriving at school". "Slow moving traffic up Keresforth Hill that starts about 8.30am". "Busy coming up race common road with school traffic". "Slight traffic build-up at Birdwell".
2. Are you satisfied with the school's provision for vehicles on site?	38 (1 not applicable – walks)	14 (37%)	24 (63%)	"I know we have been given additional parking, but we really need more at the Post 16 entrance". "Not enough parking spaces". "More parking please". "Take some of the school field for extra parking". "Car park needs more lighting". "Remove pot holes from school entrance". "More car parking spaces and what about a Bike Shed". "Stop others opening their doors too quickly"

Notes

125 questionnaires were circulated to staff, of which 39 responded (31%).

154 questionnaires were circulated to parents/carers, of which 53 responded (34%).

71% of staff travel to school by car, 8% on foot and 21% by Public Transport.

Further targets that will be added to the plan going forward will include the encouragement of a staff car sharing scheme and closer liaison with the local bus company to encourage improved transport links between Barnsley Town Centre and the School Site.

Travel/Transport issues faced by the school

(Information from School Travel Plan Feb 2006)

- The school has a wide catchment area for children with special educational needs (covering the whole of Barnsley, with a small percentage of pupils travelling from Wakefield and Sheffield). This together with the needs of the children (physical and learning difficulties) means that all pupils require transport to school.
- The majority (over 95%) of pupils travel to and from school by school bus.
- A number of pupils travel on transport that is adapted to carry wheelchairs or specially adapted buggies. This adds to the time for loading and unloading vehicles, in particular at the start and end of the day. Owing to the number of buses that need to access the site (at this critical time) these timing issues often result in some congestion.
- In order to keep access clear onto the school site in case emergency vehicles are required, a voluntary one way system has been implemented and is enforced by staff members who act as car park supervisors at the start and conclusion of the school day.
- Owing to the volume of vehicles on site (during the start and end of the school day) a group of buses load/unload pupils on the playground. For safety reasons this requires a high level of supervision by those staff tasked with managing car park activity during these critical times. In addition, the use of the playground in this way causes additional wear and tear to the surface.
- The journey to school is an important part of the school day for our pupils and sets the scene for their learning during the rest of the day. We aim to work closely with the bus/taxi drivers and escorts who are employed via Education Barnsley contracts, which results in the school having no line management responsibility over this group. This can lead to difficulties in the management of children on the buses, journey times and safety issues during loading/unloading times.
- Educational visits are an important part of our pupil's curriculum and on-going learning. The school has three specially adapted minibuses which are used on a daily basis for educational visits.
- The findings of the recent school transport survey include staff and parents raising concern about the lack of parking on the school site. This leads to double parking and significant congestion issues during the school day.
- Those travelling to the school have also raised specific concerns about the traffic lighting system close to the school site. This can extend the journey times as there is no dedicated filter system onto Keresforth Hill Road. This also adds an element of risk to journeys, as vehicles have to cross a two lane carriageway to access Keresforth Hill Road.
- After School Clubs run two nights per week (though the school would like this to be more frequent) during term time. These pupils are collected by parents/carers at 4.45pm as there is no school transport available for them at this time. All pupils concerned are collected by car.
- Two further findings of the survey were poor lighting in the car park and insufficient signage guiding vehicles and visitors on foot around the school site.
- One further finding from the survey circulated to all staff related to parents/carers of the neighbouring school (Kingstone) parking across the school entrance when collecting their children at the end of the school day. The concern centred around the potential difficulty that emergency vehicles may experience trying to enter or exit the site.

Transport Provision

Cycling

Cycling to/from school is not an option for our pupils, as they have special needs.

Pedestrians

PPG 13 states that walking is a viable option for those travelling up to 2km. The Local Education Authority can only provide home to school transport to secondary pupils who live more than 3 miles from their catchment school. However, The Education Bill introduced in April 2007 states that pupils who are eligible for free school meals can extend their rights and gain free school transport for pupils whose parents/carers opt to send their child to a secondary school of up to 6 miles.

(Litterbins could be provided at strategic points on the routes into school).

Walking

Walking to/from school is not an option for our pupils, as they have special needs.

Public transport

There are bus stops outside the school (Park Road / Keresforth Hall Road, The Bush Inn Park Road, St. Edward Church) for bus service numbers 20, 21, 43 & 34

Operated by Stagecoach.

Services 20 & 21 have extra services on school days

Please see appendices for bus time tables

Dedicated School Buses

There are up to 30 adapted mini-buses/taxis that transport our pupils to and from school.

Car Parking

Supplementary Planning Document 32 offers guidance to developers, architects, agents and landowners considering submitting planning applications.

Barnsley MBC Unitary Development Plan (UDP) Policy T22 states 'new development shall be provided with no more car parking , servicing and manoeuvring space than is necessary in order to ensure there is no significant adverse impact upon:-

1. Highway safety
2. The local environment including the amenity of local residents and adjoining land uses
3. The vitality and viability of Barnsley town centre and other shopping and commercial centres'

Therefore, on this basis the maximum number of spaces allowed in schools is:-

1 space per every 3 teaching staff

1 space per 3 non teaching staff

(Unless justification in line with T22 is provided)

All members of staff at Greenacre School were asked to provide their home postcode to ascertain how far they had to travel to work. 64% of staff live over 5km radius of the school some staff living as far a field as North Allerton, Selby, Leeds and Derbyshire, where it would not be appropriate to use sustainable modes of transport with few car share partners.

It should be noted that in addition to the 180 staff that come on site each day there are also approximately 20 PCT professionals who work on site to support our pupils.

It should also be noted that many of our pupils travel from the far side of Barnsley, border of Rotherham, Wakefield and Sheffield so when parents/carers do visit to attend medical appointments with their children or meetings linked to their education they would need car parking on site.

The school would also strongly make the point that owing to the specialist equipment that teachers use to educate our pupils and because of the equipment used by PCT staff (physiotherapists, GPs etc) additional car parking over and above that encouraged by legislation should be included on the new site.

Parking for people with disabilities

Disabled parking facilities have to be provided in all new developments and should be in addition to the maximum vehicle parking standards as stated above. The total number of disabled bays provided should be based on 4% of the total number of car parking spaces allocated.

Disabled parking spaces should be as close to the entrance of the building as possible, in a well lit area and no more than 50m from the desired destination.

Powered two wheel vehicles

It will be necessary to provide facilities for motorcycles, mopeds and scooters. The facilities should secure anchor points, located near the entrance be convenient to use and have surveillance. Provision should be 1 space per 20 car parking spaces with the absolute minimum of 1 space.

Travel Plan Coordinator

It is important that a travel plan coordinator is appointed to implement and monitor the travel plan. The travel plan coordinator must be given adequate time and resources to successfully deliver the plan.

How to develop and implement a travel plan successfully

- Obtain support and commitment of senior management
- Coordinate the travel plan
- Set up steering group/working group
- Seek staff/union/ external organisation consultation (BMBC officer)
- Complete a full site assessment
- Organise staff/student/visitor survey and analysis
- Compile an organisational travel audit
- Identify objectives, targets indicators
- Identify measures
- Implement measures
- Prepare an initial marketing plan
- Undertake awareness raising initiatives
- Develop monitoring programme
- Monitor and review travel plan in accordance with BMBC monitoring schedule
- Prepare a business plan
- Identify funding resources
- Consider taxation/insurance/health and safety implications

The travel plan coordinator must act as the first point of contact for all staffing requiring transport information, and should be able to provide specific advice to staff on transport issues.

Monitoring Scheme

Monitoring initiatives and modal shift is crucial to the success of the travel plan. Greenacre Schools travel plan will be monitored as set out in Barnsley MBC Monitoring Schedule.

Monitoring schedules

Barnsley MBC monitoring schedule has to be adopted by all organisations which have had a travel plan conditioned as part of the planning process. Greenacre School will be required to provide evidence of what initiatives Greenacre has implemented plus data of annual travel patterns of visitors, pupils and staff. This will take place after the 1st, 3rd and 5th year of implementation of the travel plan. In the 2nd and 4th year after implementation, Greenacre School will provide evidence of a snapshot survey.

In addition an in-depth evaluation of the travel plan will take place in the 5th year after implementation in conjunction with Barnsley MBC Travel Plan Coordinator.

Portfolio of Evidence

In the following monitoring schedule a portfolio of evidence will be prepared. The portfolio of evidence will be submitted annually to the local authority for approval within one month of the annual or snapshot survey date, and should include the following:

1. Evidence of data collection and feedback

- Any resulting increase in awareness, or examples of change to other travel modes/reducing travel. (individual testimonies/anecdotes)
- Travel survey results and supporting evidence such as sample questionnaires and a spreadsheet detailing the results including comparison to previous data where applicable.
- A summary of travel related comments/issues.
- Snap shot results and comparison to previous snapshots where applicable.

2. Evidence of promotion

- Details of events, literature and how sustainable travel has been and will be promoted using branded materials – travel to work events, transport information pack, intranet etc.

3. Evidence of implementation

- Include details of measures implemented/abandoned/proposed – photos, plans etc.
- Any other relevant information.

4. Future Actions

- Action Plan relevant to research compiled detailing planned events, key dates, initiatives and measures to be implemented, whose responsibility that will be and contact details.

Measures

Success of a travel plan will depend on the measures implemented. Only measures and projects which are relevant and appropriate to an organisation will be effective and achieve objectives and targets.

Measures which are relevant to a site will become evident once quantitative and qualitative data is analysed.

However the following measures /facilities should be provided to encourage sustainable modes of transport.

Measure	Comments
Cycle provision	Covered secure cycle storage for a minimum of 10% of the number of pupils and staff Cycle lockers (lockable within school) should be provided, for storage of helmets, clothing, school books etc., CCTV should be positioned over the cycle storage area. Sheds should be only accessible to pupils/staff who will be cycling to school and a security system needs to be developed (either key pad or pass/swipe card provision) Visitor cycle storage should be provided in addition to pupil storage which is accessible throughout the day Segregated cycle path in school grounds leading to cycle storage with dismount area, away from vehicular entrance and pedestrian walkways. Shower facilities for cyclists and outdoor clothes/helmet storage (adults)
Travel Plan Coordinator	A travel plan coordinator must be appointed to deliver initiatives and monitor the travel plan. Recourses must also be made available to finance initiatives
Pedestrian Footways	All pedestrian footpaths must be segregated from cycle paths and roads.
Car Park	Priority /designated car parking spaces should be provided/signposted for car sharing scheme. Car parks should be sited well away from the main building and not create conflict between cyclists and pedestrians. Exception must be given to disabled car parking spaces. Car parking management system needs to be implemented with barrier and swipe card access.
Bus provision	Bus shelters should be provided with designated queue lanes and timetable information.
Display area	Notice boards must be provided in the ALC to display information regarding sustainable transport

When the school is occupied various initiatives can be implemented

Initiative	Comments
School Improvement Plan	The travel plan must be monitored as part of the School Improvement Plan
School Prospectus	State in the school prospectus that the school promotes sustainable travel
Newsletters	Regular newsletters to parents, staff, and visitors promoting and informing of travel plan initiatives should be distributed
Website	Include the School Travel Plan on the school website
Student Council	To empower the student council in implementing and informing the travel plan
Cycling	Set up a BUG (Bicycle user group) Take part in National Bike Week and other cycling initiatives. Offer bike maintenance courses and cycle training.
Notice boards	Display Travel Plan Coordinators details; School Council transport representative details. Leaflets on student and staff bus and rail discount passes. Up to date transport leaflets Details of a buddy group Cycle and walking map Issues on buses such as smoking bullying
Car share	Promote and encourage enrolment on BMBC car share database
SYLTE Travel Education and Training	Schools should sign up to the Travel Education and Training scheme operated by the SYLTE
Transport Group	A transport group will be set up to monitor and implement the travel plan. This group will consist of people interested in the travel plan and should include a member of:- the community BUG group SLG Student Council Governors Parent
Car parking management scheme	Car parking provision should be managed with staff being allocated car parking spaces based on necessity rather than status or first come first served basis.

Travel Plan Strategy

The strategy should include activities for marketing and raising awareness of the travel plan and the dissemination of travel information.

Promotion and provision of information measures might include for example:

- Website/Intranet
- Travel information leaflet
- Individualised marketing
- A package of measures identified to encourage greater sustainable travel and to reduce car based travel
- Provision of appropriate changing facilities

Car park

Summarise how parking will be managed – this can assist in encouraging travel by alternatives. If appropriate, reference can be made to the TA. It is a DDA requirement that the development must provide at least one disabled parking bay.

Consider how the enforcement of disabled bays will be managed. If a bay cannot be provided on site i.e. a car free development, an on street parking bay should be sited as close as possible to the site.

Car Clubs/car share also offer significant opportunities for reducing car use.

Monitoring and review

Identify the programme for monitoring of the travel plan. This should explain what and how frequently surveys will be undertaken, by whom and how they will be reported.

Action Plan

A comprehensive action plan of measures to be implemented with a full travel survey must be submitted to BMBC Travel Plan Coordinator within 6 months of occupation. The action plan will provide details of all the measures to be implemented, giving details of dates and persons responsible for implementing and monitoring the measures.

Travel Plan Surveys

A travel survey will be undertaken within 6 months of occupation, this will incorporate all staff, pupils and visitors to the site. Results of the survey will be submitted to the travel plan coordinator at Barnsley MBC, to form part of the validation process. Future surveys will coincide with the school census to avoid duplication with pupils.

Targets

Targets must be set and included within the travel plan after 6 months of occupation. All targets must be SMART targets and reflect aims and objectives.

Workplace Travel Plan Survey

Q1 - What is your full home postcode? _____

Q2 – How far in miles do you travel to work? _____ miles

Q3 - How long does it normally take you to do this journey? _____ hrs _____ mins

Q4 - Do you work early or late shifts? ☐ Early ☐ Late

(Early shift – starting at 6am or before; Late shift – starting at 6pm or after)

Q5 - How do you usually travel from home to work?

	To work	From work
Car	☐	☐
Carshare	☐	☐
Public Transport (Bus, train)	☐	☐
Cycle	☐	☐
Walk	☐	☐
Park and Ride	☐	☐
Taxi	☐	☐
Motorcycle	☐	☐
Other	☐	☐

Q6 - How do you usually travel if your first choice is not available?

	To work	From work
Car	☐	☐
Carshare	☐	☐
Public Transport (Bus, train)	☐	☐
Cycle	☐	☐
Walk	☐	☐
Park and Ride	☐	☐
Taxi	☐	☐
Motorcycle	☐	☐
Other	☐	☐

Q7 How do you think will you travel to the new school

	To work	From work
Car	☐	☐
Carshare	☐	☐
Public Transport (Bus, Train)	☐	☐
Cycle	☐	☐
Walk	☐	☐
Park and Ride	☐	☐
Taxi	☐	☐
Motorcycle	☐	☐
Other	☐	☐
Don't Know	☐	☐

Q8 – Would you consider car sharing to work?

Yes	No	Already carshare
☐	☐	☐

Q9 -Would you consider cycling or walking to work?

	Yes	No	Already do so
Cycle	☐	☐	☐
Walk	☐	☐	☐

Q10- Would you consider using public transport to travel to work

Yes	No	Already use public transport
☐	☐	☐

If you have answered **NO** to questions 8, 9 or 10 can you please state the reasons why in the section below

Thank you for taking part in this survey.

Appendices

Location of school

Plan of landscaping

Proposed site plan

Bus timetables

Appendix 2 – Car Parking Calculation for SEN.

RSS Assessment	Proposed Parking Spaces, Greenacre School
Total Staff (teachers and all support staff)	187
Baseline staff provision @ 1 space per 2 staff	94
PCT staff @ 1 space per 2 staff	10
Post 16 pupils @ 1 space per 15 students	2
2 wheeled powered vehicles @ 1 space per 20 car parking spaces	5
Visiting staff for PRU and Well-being service	13
Total spaces required by RSS Standards	123
Spaces proposed by scheme	196
Difference for justification	73

Student places: 219

Over 16 students: 22

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