

BARNSELY PARTNERSHIP FOR LEARNING

BUILDING SCHOOLS FOR THE FUTURE

**PARKING PROVISION – SPRINGWELL SPECIAL
SCHOOL**

SEPTEMBER 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 erection of a new Special School known as the Springwell Centre.
- 1.2 The report examines the specific circumstances that surround the Special School and the evidence presented in the draft Travel Plan for each scheme. The report then draws out the justification for the level of parking proposed, 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 Special Schools.

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:
- For the School to provide a wide range of education opportunities within state of the art 21st Century facilities.
 - 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
- 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 Springwell. 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 Springwell and why the amount of parking proposed is both reasonable and directly related to the specific circumstances of the facility.
- 3.4 More detail on these is provided below.

Students

- 3.5 In terms of making parking provision made for post 16 student parking, there will be no post 16 provision at the School. Given the specialist nature of the facility, there is little scope for adult learners to use the facility and therefore no provision is made for them.

Staff

Employee Location and Potential for Car Sharing

- 3.6 As a starting point for establishing the level of staff parking provision required at Springwell, the locations of staff places of residence are a key factor. The draft Travel Plan presented at Appendix 1 identifies that 70% i.e. 32, 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 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.
- 3.7 The Table below demonstrates that 88% of current staff parking for the present school is required to meet the needs of staff residing over 5km away, a situation of severe under-provision.

| | Springwell |
|-------------------------------|-----------------|
| CURRENT STAFF PARKING | 36 ¹ |
| TOTAL STAFF | 45 |
| %STAFF OVER 5KM FROM SITE | 70 |
| NO OF STAFF RESIDING OVER 5KM | 32 |

¹ Combined provision at Springwell and John Street.

| | |
|---|----|
| % USE OF EXISTING PARKING | 88 |
| PARKING WANTED | 41 |
| % OF PROPOSED PARKING NEEDED FOR 5KM+ STAFF | 78 |

- 3.8 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 Springwell is limited. This is likely to be due to the physical distances involved and the relatively dispersed locations of places of residence, often in rural locations, it is further exacerbated by the role of the School as a dispersed PRU. This means that many staff are peripatetic and will require a car to undertake their duties.
- 3.9 In preparing the draft Travel Plan, staff were consulted on future possible modes of transport. Only 5% of staff (2) would consider car sharing. Even with 100% take up of this potential car share pool (which is highly optimistic), assuming 2 persons per car, this would save 1 car parking space.
- 3.10 In addition, it should also be noted that due to the nature of the school, 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. Teaching professionals will often choose to reduce the probability of encountering students outside of normal working hours by living away from the areas where they teach.

Access to Public Transport

- 3.11 In addition to the choice of residence as presented above, accessibility to public transport is another key consideration. For Springwell, the draft Travel Plan states that 70% of staff reside over 5km away, including locations as far as Halifax, Doncaster and Selby. In addition it is not possible to know how many of the staff have home locations outside of direct public transport routes to work.
- 3.12 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. 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

- 3.13 During term time, out of hours working by teachers 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.
- 3.14 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 female staff, especially when arriving or leaving in the dark during winter.

Resultant Modal Choice of Transport for Teaching Staff

- 3.15 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.
- 3.16 From the surveys undertaken for the draft Travel Plan we can see that for other modes of transport as a whole only 5% of staff would on average consider walking, cycling or public transport, this would equate to a potential saving of 2 car parking spaces if it were possible to turn all of these potential alternative mode users into actual users.
- 3.17 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.
- 3.18 Therefore we consider that the level of car parking proposed is justified for staff and providing for their needs 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.

- 3.19 For teaching professionals however, travelling by private car is the only realistic modal choice available in most cases. As this is the case, parking provision should reflect this pragmatic reality.
- 3.20 The proposed parking level for Springwell is 4 spaces over the level justified under the policy requirements as set out in the table at Appendix 2. These additional spaces are fully justified by the evidence gathered in the survey for the draft Travel Plan for staff needs alone.
- 3.21 The survey evidence demonstrates that at a maximum 2 staff would car share and 2 would move to 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 50%. Therefore if 2 people car share parking could be reduced by 1 space. Additionally 2 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 spaces for staff by 3 spaces (2 + 1) could be made i.e. 38 parking spaces being required. This would result in 1 space over the RSS requirement for staff but is fully justified by recent staff surveys and overall (taking all other requirements into account) the proposed plans provide only 4 spaces over standard.

Borough Services and BSS.

- 3.22 Springwell Community Special School is different to a regular ALC. The School and Governing Body, as well as being responsible for the School, are also responsible for Borough Services and Behaviour Support Service (BSS). These are responsible for:
- The Pupil Referral Unit,
 - Targeted Youth Support,
 - Inclusion, Education other than at School, (EOTAS),
 - Elective Home Education,
 - Teenage Mothers,
 - Life Chances; and

- School Counsellors.

- 3.23 Therefore, as well as having visitors to the School, there are a large number of visitors for BSS who will require numerous parking spaces.
- 3.24 It should be noted that at present, Key Stage 4 pupils, (mainly Borough Services), are situated at John Street in the Town Centre of Barnsley. When the new School at Springwell is built Key Stage 4 and all staff will all be located at Springwell.
- 3.25 As it is a Special School and a Pupil Referral Unit the catchment area is the whole of the Barnsley Borough, along with some out of Borough placements.
- 3.26 The circumstances surrounding Springwell are therefore quite different to the ALC model. Consideration of car parking provision should therefore be set within this context.
- 3.27 To summarise, the above section establishes a parking demand that only 1 space over and above those provided by strict application of the standards. These figures assume maximum potential modal shift being achieved through travel plan measures, which given the dispersed pattern of staff distribution is highly optimistic and unlikely to be delivered in the short term. The specialist nature of the facility and requirement to use the car to function effectively also justifies the level of provision sought. A total of 41 spaces are proposed on site, a difference of 4 spaces over RSS standards, 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

- 3.28 For the reasons set out above it is highly likely that teaching professionals employed at the school will continue to travel to work by car as a functional necessity. In this respect, simply restricting parking provision at the school is unlikely to result in a modal shift to other forms of transport primarily for the above reasons. Any lack of parking will either exclude them from using the SEN or they will try to get as close as possible thus parking on surrounding streets and creating nuisance and disturbance
- 3.29 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]

- 3.30 It is very clear that the circumstances surrounding the school 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 Springwell. 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 for visitors, pupils and staff with associated lockers and changing facilities.

5. Conclusions

- 5.1 The planning policy context behind the setting of maximum parking standards as set out in the saved UDP and superseded by RSS has been reviewed
- 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 highway safety and residential amenity, a parking provision of 41 spaces for Springwell is fully justified.
- 5.4 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.
- 5.5 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 41 spaces for Springwell is justified in line with the provision of RSS Policy T2 and Policy T22 of the saved UDP.

Appendix 1 – Draft Travel Plan for Springwell



Springwell
Community Special School

Travel Plan



DCSF # 370/7010

Written by Vince Boulter (for BMBC)
and Andrew Pursglove (Springwell Community Special School)

October 2008

Introduction

This travel plan has been compiled to satisfy planning conditions placed upon the new Springwell Community Special School located on St. Helen's Boulevard, Carlton Road, Barnsley S75 2AY.

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 September 2010.

This new school, for the purpose of this document is to be known as Springwell Community Special 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

Springwell Community Special School is situated in Carlton, and forms part of Barnsley urban area.

Springwell Community Special School is different to a regular School, because the School and Governing Body as well as being responsible for the School are responsible for some Borough Services, Behaviour Support Service (BSS), which is responsible for the, Pupil Referral Unit, Targeted Youth Support, Inclusion, Education other than at School, (EOTAS), Elective Home Education, Teenage Mothers, Life Chances and School Counsellors. Therefore, as well as having visitors to the School, there are a large number of visitors for BSS who will require numerous parking spaces.



The Key Stage 4 pupils, (mainly Borough Services), are situated at John Street in the Town Centre of Barnsley, when the new School is built Key Stage 4 and all staff will all be located at Springwell.

As it is a Special School and a Pupil Referral Unit the catchment area is the whole of the Barnsley borough, along with some out of borough placements.

There is currently one entrance into the school, the main vehicular and pedestrian entrance is on St. Helen's Boulevard off Carlton Road, which included access for emergency vehicles. There is a vehicle "exit" on to an unsurfaced public right of way on St. Helen's Boulevard.

The road St Helen's Boulevard is only "made up" to the northerly entrance, the southern exit uses an unsurfaced track which is not adequate (check land ownership), It is recommend this roadway be surfaces. It is recommend there to be entrance & exit signs on the two gateways.

Thought is needed to separate vehicle entrance from pedestrian (cyclist) entrance.

Currently **Holy Cross Primary School** also uses St. Helen's Boulevard as a vehicle and pedestrian entrance and exit for their school, opposite Springwell. Holy Cross Primary School has 156 pupils on roll (January 2008), of which 65 come by car.

In discussion with Mr. T. Gregory, headteacher at Holy Cross Primary School. Springwell often has queuing taxis along St. Helen's Boulevard waiting to enter Springwell School. A *better* drop off / collection area via taxis, without waiting in a queue. There are also high numbers of visitor cars at Springwell School. This can make it difficult for Holy Cross learning assistants who arrive at 8:45. Holy Cross Primary School day is between 9:00 to 3:10/3:15.

A possible solution to the congestion on St. Helen's Boulevard would be for Springwell to start their school day at 9:30.

The current speed limit on Carlton Road and onto St Helen's Boulevard is 30mph, however this decreases directly inside the school gates to 5mph. There is a speed camera just below St Helen's Boulevard, for vehicles driving to and from Carlton, and the speed limit is 20mph with traffic calming road humps and a speed camera. As a result of consultation in 2001 traffic calming was put in place, which included; raised plateaus, speed humps, a speed cameras and pinch points to encourage pupils to cross at designated points.

There are 43 full time members of staff and 8 part time members, although not all staff are currently working at Springwell, Opening times are from 08:40 to 17:00, including twilights.

The school accommodates pupils from the age of 7 to 14, with ages 15 to 16 based at John Street. Currently there is no sixth form. The school operates several after school clubs which run from 15:00 until 16:00. Sporting activities run from 15:00 to 16:00 or later if playing a tournament.

The entrance to John Street is situated next to the pavement with pupils having to walk from the pavement to the entrance. There is not much traffic using John Street because it is not a through road, the majority of traffic on this road will be either going to or from the Public Car Park.

Current car parking facilities

Springwell Community Special School has 26 bay marked car parking spaces within the school grounds. This includes staff and visitors and 1 disabled parking bay. The disabled parking is located in front of the main school entrance, to the right. Car parking provision has been provided for parent/taxi drop off, which is located just outside the school entrance. If staff cannot park within the marked bays then they park on the grassed areas at the front of the School, if this is full then staff park on St Helen's Boulevard. Only staff and visitors are allowed to park in the school grounds.

The School requires a large car park because as stated earlier not only is it a School but it is responsible for Borough Services namely a dispersed PRU provision which dictates that many staff are peripatetic that are based at Springwell have to use their cars to carry out their job effectively. The School also has numerous visitors in the form of parents visiting the School or discussing their child's developments, Senior Management regularly visit for BSS meetings as well as regular Governors meetings.

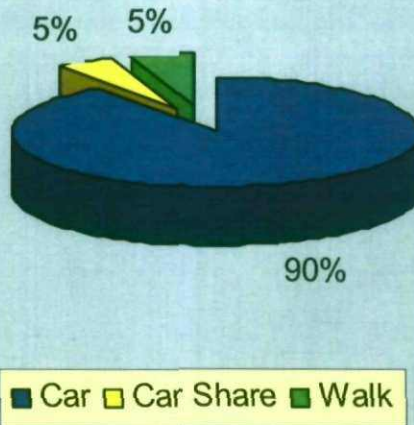


The car parking at John Street comprises 10 car parking spaces which are two at the front of the building and eight round the side, and if staff are visiting from Springwell they have to double park.

The entrance to John Street Car Park is on the right hand side of the road and has to be approached by a by a sharp right turn which usually cannot be completed in one manoeuvre, so the majority of staff drive past the entrance turn round in the public car park and then approach the car park from the left hand side.

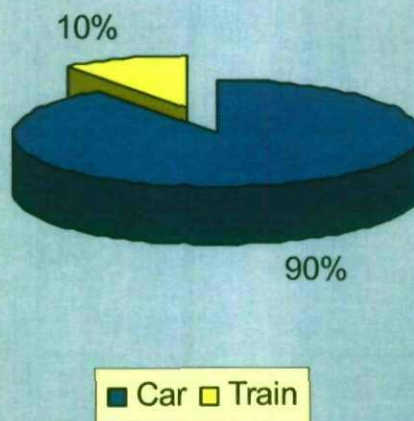
The majority of staff at Springwell Community Special School and John Street, live outside of walking distance; it would not be feasible for these staff to cycle to and from work.

**Pie Chart showing how Staff travel to and from
Springwell Community Special School**



| | Springwell Community Special School |
|---------------|-------------------------------------|
| Staff spaces | 26 |
| Visitor | 0 |
| Disabled | 1 |
| Delivery | 1 |
| Cycle storage | 0 |

**Pie Chart showing how staff travel to and from
John Street**



| | |
|---------------|-------------|
| | John Street |
| Staff spaces | 10 |
| Visitor | 0 |
| Disabled | 0 |
| Delivery | 0 |
| Cycle storage | 0 |

Bus provision

Possible bus services 1, 11, 12, 33, 53, (59), 451, 471, and 486
 Bus # 12 every 15 mins (outside school) Smithies, Carlton Road / St Helens Boulevard
 Bus # 1 walk to "2nd" main road every 10 mins
 Bus # 53 walk to "2nd" main road

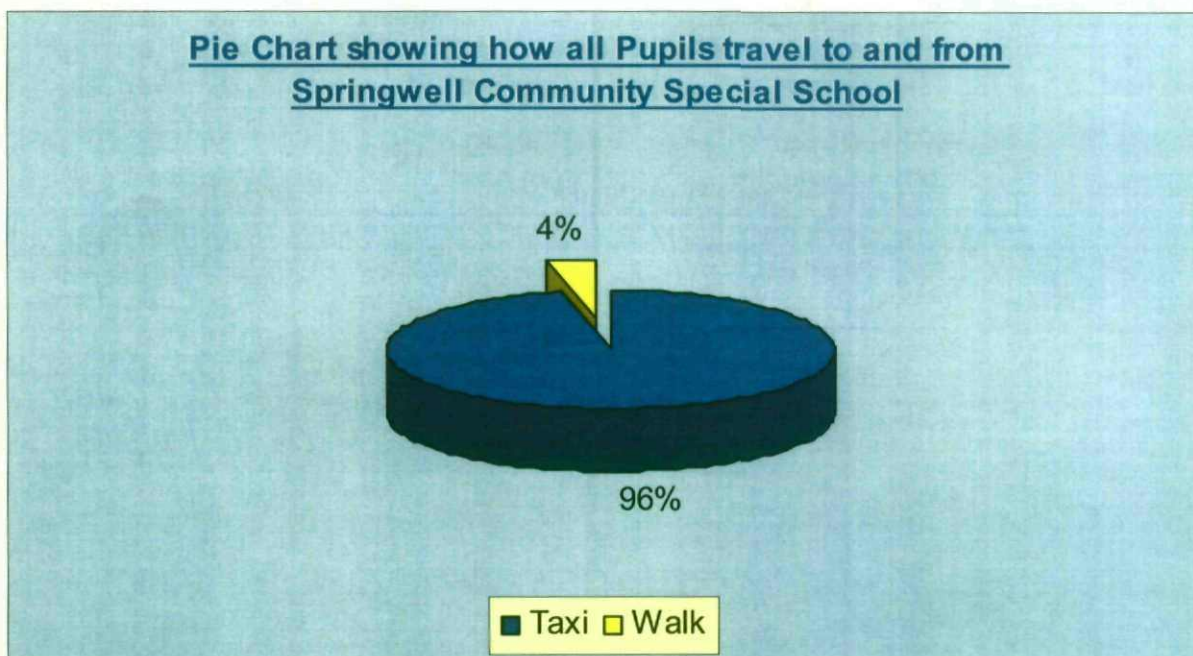
Cycling provision

At the present school there are no cycle provision.

Existing Information

Data from the 2008 Mode of Travel School Census

| Mode | On roll | School Bus | Public Bus | Other Bus | Car / Van | Car Share | Taxi | Cycle | Walk | Nil return |
|------|---------|------------|------------|-----------|-----------|-----------|------|-------|------|------------|
| No | 40 | 0 | 13 | 0 | 1 | 0 | 26 | 0 | 0 | 0 |



Data October 2008

As the School is not situated in the town centre and the majority of pupils live over two bus rides away, there are always going to be problems in ensuring good attendance. Because of this the majority of pupils have always been transported to and from School in Taxis, due to behavioural problems it has been necessary to transport pupils in separate taxis. Where possible pupils will share, but again the risk of allowing this to happen will always be evaluated.

The possibility of having a School Bus or using a Mini Bus to collect several pupils has been thoroughly examined, and although a saving in cost and a reduction in emissions to the environment, these savings would result in more problems to the School, increased incidents with pupils on the buses and, due to the length of time they may be on the buses, it could affect

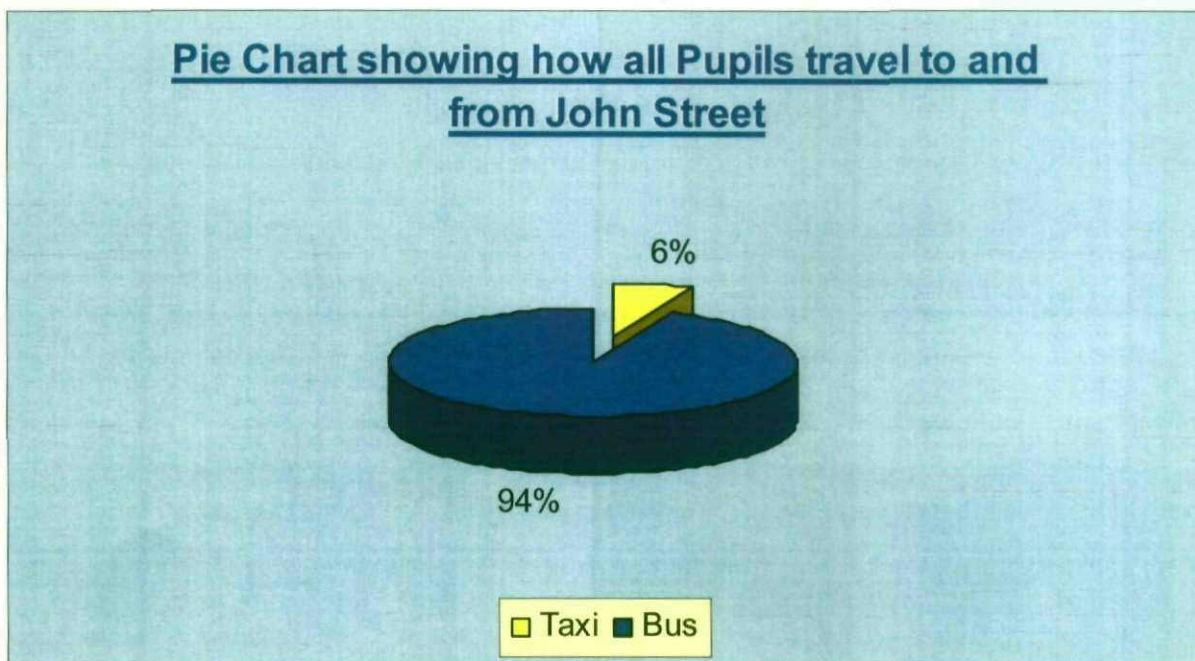
their behaviour later on during the school day. This situation is regularly reviewed and pupils are encouraged towards independent travel as they approach key stage four.

If pupils live near enough to School with Parents permission are allowed to walk to School.

John Street

John Street is situated centrally in the middle of Barnsley and as such is one bus ride away for most pupils, because it is Year 10 and 11 pupils who attend as part of their Life Skills all are encouraged to catch the bus, which is how the majority of pupils travel.

When the new School is built at Springwell all pupils will attend here the key stage four provision will continue to be delivered in the same way, as part of their life skills Years 10 and 11 will be encouraged to catch the bus.



Data October 2008

Survey results

Pupils at the School were not surveyed due to the fact that over 90% arrive by Taxi and because of the nature of the pupils and due to the fact that the majority are dispersed around the borough it would be hard to achieve reliable results.

Staff

Staff at Springwell Community Special School were asked if they would consider more sustainable modes of transport to travel to work.

5% of staff said that they would be prepared to car share

95% of staff surveyed said they would not use public transport, the main reasons being cited as:

- Would not be able to carry out job effectively.
- Buses unreliable;
- Buses not always clean;
- Inconvenience
- No direct route/ have to catch several buses to reach destination;

- Journey takes too long;
- Need the use of a car after work commitments.
- Too much to carry.
- Would rather save time and use the Car.

95% of staff would not walk to work

- Live too far from work
- Inconvenience
- Bad Weather

100% of staff would not cycle to work and the main reasons being cited as:

- Live too far away/would take too long;
- Have too much to carry;
- Bad weather;
- Dangerous.
- Insufficient cycle paths.
- Feel unclean when they arrive at work.

Transport Provision

Cycling

In a mainstream school it would be feasible that a small percentage of pupils travelling from Athersley, Monk Bretton and Carlton, may cycle to School, but due to the nature of pupils at Springwell it would be unrealistic to expect them to do so. The road network is congested and pupils would have to negotiate hills on the routes into school. There is no on-road cycling infrastructure in this area and no proposed or existing cycle/footpaths to encourage cycling to school.

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

Minimum cycle parking standards

1 long stay space for 10-30 pupils
1 long stay space per 40 staff

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.

Pedestrian/cycle/vehicular entrance to the site is proposed off St Helen's Boulevard. Pavements in the immediate vicinity are satisfactory.

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

Walking

4% of pupils currently attending Springwell Community Special School walk to school.

Public transport

Springwell Community Special School is well served by public transport with 9 service buses dropping off within or near to the school.

Please see appendices for bus time tables

Service Buses

Possible bus services 1, 11, 12, 33, 53, (59), 451, 471, and 486

Bus # 12 every 15 mins (outside school) Smithies, Carlton Road / St Helens Boulevard

Bus # 1 walk to "2nd" main road every 10 mins

Bus # 53 walk to "2nd" main road

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 Springwell Community Special School were asked to provide their home postcode to ascertain how far they had to travel to work.

70% of staff live over 5km radius of the school some staff living as far as Halifax, Doncaster and Selby, where it would not be appropriate to use sustainable modes of transport with few car share partners. (Whilst 60% of John Street staff live over 5km radius).

A car parking management system needs to be implemented as part of the implementation of the travel plan where car parking spaces are allocated on business/personal need rather than position or first come first served basis.

For example

A person who needs their car for business

Disabled members of staff

Would have priority over other members of staff when allocating car parking provision

A controlled car park access system needs to be installed to prevent misuse of staff car parking. Car sharing should be promoted with priority car parking bays provided for car sharers.

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. Springwell Community Special School travel plan will be monitored as set out in Barnsley MBC Monitoring Schedule (see appendix X).

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. Springwell Community Special School will be required to provide evidence of what initiatives. Springwell Community Special School 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, . Springwell Community Special School will provide evidence of a snapshot survey (see appendix X).

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 | <p>Covered secure cycle storage for a minimum of 10% of the number of pupils and staff</p> <p>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.</p> <p>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)</p> <p>Visitor cycle storage should be provided in addition to pupil storage which is accessible throughout the day</p> <p>Segregated cycle path in school grounds leading to cycle storage with dismount</p> |

| | |
|-------------------------|--|
| | 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 School 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 |
| SYPTE Travel Education and Training | Schools should sign up to the Travel Education and Training scheme operated by the SYPTE |
| 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 with 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.



Appendix 2 – Car Parking Calculation for SEN.

| RSS Assessment | Springwell |
|--|-------------------|
| TOTAL STAFF – including teachers, TA's, admin, cleaning, Full Service | 45 |
| Baseline provision at 1:2 spaces - RSS figures | 23 |
| Post 16 pupil allowance RSS identifies 1 space per 15 students. | 0 |
| 2 wheel powered vehicle allowance at 1 space per 20 car parking spaces | 1 |
| Allowance for visitor spaces for Well being issues and PRU | 13 |
| Total spaces as per RSS. | 37 |
| Spaces provided as per plans | 41 |
| Difference for justification | 4 |

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