



TRAFFORD
COUNCIL

Sustainable Modes of Travel Strategy

Sustainable Modes of Travel Strategy

Contents

Promotion of Sustainable modes of School Travel

1. Introduction
2. Links to National and Local Policy
3. Aims and Objectives
4. Baseline data – National and local
5. Targets
6. Working with schools
7. Partnerships
8. Key elements of the duty to promote sustainable modes of transport

PROMOTION of SUSTAINABLE MODES of SCHOOL TRAVEL

1. INTRODUCTION

The Government published the Education and Inspection Act in 2006 to ensure that all children in all schools get the education they need to enable them to fulfil their full potential.

Local authorities will take on a new strategic role with duties to promote:

- choice
- diversity
- high standards
- the fulfilment of every child's educational potential.

The local authority's duty to promote choice will be facilitated through the provision of travel and transport arrangements by extending the right to free transport for pupils from the most disadvantaged families as well as the promotion of sustainable modes of travel and transport for journeys to, from and between schools, colleges and training facilities.

The promotion of sustainable modes of travel and transport covers journeys at the start and end of the day (this includes pre and after school clubs and activities), to and from the place of education and training and in addition includes journeys during the day between institutions. This may cover travel to independent school, further education colleges or any other institution providing education and training.

The promotion of sustainable travel and transport is aimed at children and young people of 6th form age, including those pupils who are resident and receive education and training within the local authority area or who live outside of the area but travel within that local authority's area to receive education or training.

Sustainable modes of transport are defined in the Act as walking, cycling, using public transport or car sharing. However a sustainable mode of transport can be any mode that improves the physical well being of those who use such modes of transport, and are beneficial to the environment due to a reduced level of congestion and pollution.

There are 4 elements to the Act promoting fair access and sustainable modes of travel and transport: -

1. An assessment of the travel and transport needs of children and young people within the local authority's area;
2. An audit of the sustainable travel and transport infrastructure within the local authority that could be used when travelling to and from, or between, schools/education and training facilities.
3. A strategy to develop the sustainable travel and transport infrastructure within the local authority so that travel and transport needs of children and young people are better catered for;

4. The promotion of sustainable travel and transport modes on the journey to, from and between schools and other educational or training facilities.

This document sets out what has been undertaken and what has been achieved to promote sustainable modes of school travel and what work will be undertaken in the years to come to ensure that the four main elements are met. The document will also set out the provision for the extended duty to provide free transport to pupils of the most disadvantaged families.

School Travel Plans

School travel plans are a means to integrate transport, education, health and other policies by encouraging pupils to walk, cycle or use public transport on the school journey, reducing the number of car journeys to and from school. A school travel plan contains information about the way pupils travel to and from school, targets and an action plan. There are clear opportunities for them to support not only schools but the wider community by encouraging more cycling and walking and providing safer routes.

School Travel Plan Measures

These are things that a school can do in order to change the way that pupils travel to school. Some are very simple to implement, for example 'Park and Stride' schemes. Others are more complex and involved several partners, such as working with public transport operators to improve bus services.

Such measures can involve training and educating pupils, setting up schemes such as cycle once a week, park and stride or walking bus schemes, to enable pupils to change the way they travel, or physically improving the environment by adding traffic calming measures or secure cycle parking.

The measures needed at each school will be different depending upon the catchment area of the school and the nature of the transport network surrounding it.

Over the last 20 years, the number of children travelling to school by car has doubled despite many children living close enough to school to walk. One in five cars on the road in urban areas at the morning peak (of ten minutes to nine) is taking children to school, leading to localised congestion, increased air pollution, a rise in the number of children injured in road traffic accidents, and a reduction in health and fitness.

There are many reasons for the increasing use of the car on schools journeys. Parents may have perceived worries about safety and dangers presented to children when walking and cycling to school. The school journey increasingly forms part of the parent's journey to work. The schools' wider catchment areas and greater parental choice has extended the distance from home to school.

The average length of trip to school for children aged 5 to 10 increased from 1.3 to 1.5 miles between 1995/1997 and 2005, and for pupils aged 11 to 16 remained the same at around 3 miles. This increase for younger people

reflects the switch from walking to being taken to school by car. (National Travel Survey 2005)

2. NATIONAL AND LOCAL POLICY

The Government has introduced several initiatives to help tackle both the transportation and health issues presented by the changes in school travel. These include:-

Department for Education & Skills¹ – *Education & Inspections Act (2006)*

The Education and Inspections Act places an extended duty on local authorities to provide free transport for the most disadvantaged families. A further general duty will be placed on Local Authorities to promote the use of sustainable travel & transport to and from places of education including pre and after school clubs and journeys between institutions during the day.

Department for Transport (DfT) – *Tomorrow's Roads: Safer for Everyone (2000)*

The strategy set out the Governments commitment to a 50% reduction in the number of child casualty figures by 2010. Due to the poor record of child pedestrian casualty record compared with some other European countries. One of the main focuses of Tomorrows Roads: Safer for Everyone is to reduce the number of children killed or injured in road accidents.

Department for Education and Skills and Department for Transport – *Travelling to Schools Initiative (2002)*

One of the main aims of this initiative is to change home to school travel patterns, to cut congestion and pollution and to also allow many more pupils to take regular exercise. The Department for Education & Skills funds School Travel Advisors (STAs) to help schools to put together travel plans. Capital grants are provided to maintained schools in order to achieve their travel plan aims, grants can be used by for schools to provide secure cycle parking, lockers and bus bays for example.

Department for Education and Skills – *CHILDREN ACT (2004) provides the legal underpinning for Every Child Matters*

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. School Travel Plans (STPs) encourage children to walk, cycle or use public transport to school and therefore help schools to fulfil all 5 of the Every Child Matters outcomes.

Department for Transport – *The Future of Transport White Paper (2004)*

Part of the White Paper seeks to increase walking and cycling. It aims to encourage children to walk and cycle via the development of STPs, which will be rolled out to every school in England by 2010. DfT are providing £40 million

¹ The Department for Education & Skills is now know as the Department for Children, Schools & Families

for improvements in facilities at schools, including bike racks, lockers and showers.

Department for Transport - *National Cycling Strategy (2004)*

The national cycling strategy has a target to quadruple the number of trips made by people cycling by 2012 based on 1996 figures. An interim target has also been set by the government of tripling cycle use based on the figures released in 2000.

A new national body to plan and co-ordinate the development of cycling across the country, Cycling England and a new National Standard for Cycle Training was announced in March 2005.

Healthy Blueprint for Schools – ‘*Our Healthier Nation*’ (1999)

The strategy sets out a fully comprehensive range of resources that schools can use to give children the knowledge, skills and understanding they need to lead healthy lives – Eating sensibly, staying physically active and maintain good levels of good personal health.

Department of Health – *Choosing Health: Making Healthy Choices Easier (2004)*

The paper supports STPs because they encourage children to walk and cycle to school. The Government wants all schools to be working towards Healthy Schools Status by 2009.

Department for Education and Skills - *The National Healthy Schools Standard (2005)*

The Healthy Schools Standard is a joint initiative of the Department of Health and DfES, which targets schools to help deliver the health outcomes for young people, as outlined in the Health White Paper. Local Healthy Schools Co-ordinators working in local authorities’ education services work with schools to achieve Healthy School Standard (HSS). The criteria for HSS have recently been revised and now include 4 elements: Physical Activity, Healthy Eating, Emotional health, and Well-Being and PSHE/Sex and Relationship Education. The School Travel Plan is now a requirement of the Physical Activity element, so the targets of both STPs and HSS are inextricably linked. STPs can help to promote active travel by building activity into the day, as well as dedicated time devoted to sport.

Local Policy

Greater Manchester Local Transport Plan 2 – *2006/7-2010/2011*

The Greater Manchester Local Transport Plan 2 (GM LPT2) is jointly produced by the 10 Local Greater Manchester Local Authorities and the Greater Manchester Passenger Transport Authority.

The overarching themes of the GM LPT2 are: to promote a dynamic economy; enhance the regional centre; promote culture, sport and tourism; improve connectivity; raise levels of education and skills; create sustainable communities; reduce crime; and improve health and healthcare services.

A number of targets have been set within the Greater Manchester LPT2, covering the period 2006/07-2010/11, and Trafford will contribute to the

overall Greater Manchester figures in a number of areas including those listed below, which have particular relevance to school travel:-

Objective B:

Reduce the impact of motorised traffic, improve road and community safety and increase the proportion of short trips made by bicycle and on foot within residential areas.

Objective D:

To ensure that the County's transport system becomes increasingly sustainable and less environmentally damaging, whilst improving air quality of life and the health of the population.

Objective F:

To ensure that the County's transport system meets the needs of all sections of the community, promotes social inclusion and widens choice.

Objective H:

To improve accessibility for people living within rural areas.

Objective I:

To manage the demand for travel.

Greater Manchester Accessibility Plan

Accessibility planning focuses on promoting social inclusion by tackling the accessibility problems experienced by those in disadvantaged groups and areas. This can include access to opportunities that are likely to have an impact on life chances – employment, education, health care and food shops as well as improving general access to public transport services.

Greater Manchester Air Quality Action Plan (GM AQAP)

In 2004, the Greater Manchester Local Authorities produced a co-ordinated Greater Manchester Air Quality Action Plan. The primary objective of the plan was to improve air quality to meet the Government's health based standards by December 31st 2005.

A key objective of the GM AQAP is to improve air quality by promoting a shift towards sustainable modes of travel and by promoting the use of low emissions technologies and practices. There is a specific action within the plan highlighting the need to implement STPs as one of the means to achieve this objective.

Trafford Council's Cycle Strategy

The strategy aims to address the needs of cyclists in Trafford, and bring about an improvement which will increase the number of people who feel able to cycle in the borough.

The strategy also provides for:

- A clear framework for the implementation of cycling infrastructure.
- Identifying priorities for action.

- Addressing the need to improve co-ordination between groups concerned with cycling and between different Local Authority departments.
- Ensuring that initiatives are more effective and efficient, giving greater return with the application of limited resources.
- Raising the profile of cycling issues.
- Helping secure funding necessary for the development of measures.

The draft Greater Manchester cycle strategy aims to encourage school travel plans by facilitating the adoption of at least 70 effective secondary school travel plans with a strong cycle element; the aim is that by 2010/11 on average 5,000 pupils will cycle to school for 3 days a week in the summer.

3. AIMS AND OBJECTIVES

The following sets out the aims of objectives which will be achieved through the Sustainable Modes of Travel Strategy.

Aim

By increasing awareness of sustainable modes of travel to school and other places of education and training it is hoped that it will bring about a lifestyle change for pupils, parents, teachers and the community as a whole and encourage more people to walk, cycle, use public transport, or if there is no other alternative, to car share. This will reduce congestion and pollution as well as improving the health of those using sustainable modes of transport.

Objectives

The objectives of this strategy are grouped under a number of headings as follows:

Accessibility

- To improve accessibility to educational establishments and activities.
- Increase travel choice availability and flexibility for primary, secondary and 6th form students.
- Address the changing way in which education is delivered, including pre and after school clubs, and extended school hours.
- Meet the needs of all children including those whose families are on benefit, families with English as a second language, families who do not have access to private transport and families based in rural areas.
- Provide training for pupils with disabilities to encourage independent travel.

Safety

- Improve road safety by providing an appropriate level of road safety and cycle training.
- Continue to implement infrastructure and design measures to improve road safety, especially around schools.
- Address and prevent anti-social behaviour linked to transportation.

Health

- Promote and encourage physically active and sustainable modes of travel such as walking and cycling.
- Work in partnership with the Healthy Schools programme.

Environment

- Promote the use of sustainable transport modes to help reduce congestion and improve air quality within the environment.
- Work in partnership with the Eco-schools programme.

Education

- Link school travel plans and sustainable transport to the school curriculum to promote good habits later in life.
- Educate and inform parents, children and teachers about sustainable transport options and safety issues.
- Consult and work with pupils in the development and implementation of their School Travel Plan.

4. BASELINE DATA - National and local

Nationally

Between 1995/1997 and 2005 the proportion of primary school children walking to school declined from 53 to 49 per cent, with a corresponding increase in those being taken by car from 38 to 43 per cent. Among secondary school children, there has been a slight increase in the proportion of trips on foot, from 42 per cent to 44 per cent in 2005 and in the proportion by car, from 20 to 22 per cent. (Taken from the National Travel Survey 2005)

During this time, the proportion of children aged 11-16 travelling to school by bus (including school coaches) has declined slightly from 33 to 29 per cent. About 2 per cent of secondary school pupils cycled to school in 2005 (Information taken from the National Travel Survey 2005)

Parents taking children to school, in their cars, has increased as a proportion of car trips in the morning peak period (8-9am). In this period as a whole, 13 per cent of car trips in urban areas in 2005 were 'for escort to education' (mainly taking children to school) compared with 10 per cent in 1995/1997.

The time when this proportion reached its highest level was 8.50am in 2005, with the 'school run accounting for one in every five car trips by residents of urban areas during term time at this time.

Trafford Context

Trafford Metropolitan Borough is situated in the southwest of the Greater Manchester conurbation. According to the 2001 census the population of the Borough was 210,145. In May 2007 Annual School Census indicated that there are 35,697 pupils on the roll of maintained schools (excluding nursery

school children and pupils attending Independent Schools). Trafford is currently served by a total of 111 pre-sixteen education establishment –

- 18 Secondary schools.
- 71 Primary schools.
- 6 Special schools – (Both Non-Maintained and Community Special Schools).
- 3 Pupil Referral Units (PRU's).
- 13 Independent Schools (Including Primary & Secondary Schools).

The traditional image of pre-sixteen children receiving their required educational supplement in one location during set hours is rapidly becoming outdated. Schools now offer a much wider range of educational activities outside the standard school day including breakfast clubs, after school sport and leisure clubs and study support. In addition, new school initiatives are appearing, including extended school days, and pupils attending lessons at different locations throughout the week. The table below contains a list of education establishments and activities targeted by this school travel strategy reflecting these changes.

- | |
|---|
| <ul style="list-style-type: none">• Independent schools• Nurseries• Primary schools• Secondary schools• Special schools• Pupil Referral Unit• After schools clubs & activities• Extra-curricular education• Academies• Extended schools• Children Centres |
|---|

By April 2007 the number of schools with an approved Travel Plan was 46 in total, and is broken down as follows:

- 36 Primary Schools
- 9 Secondary Schools
- 1 Special School

These plans must meet criteria set by the DCFS and the DfT in order to be approved, as well as being signed off by school governors and heads of relevant departments at the council.

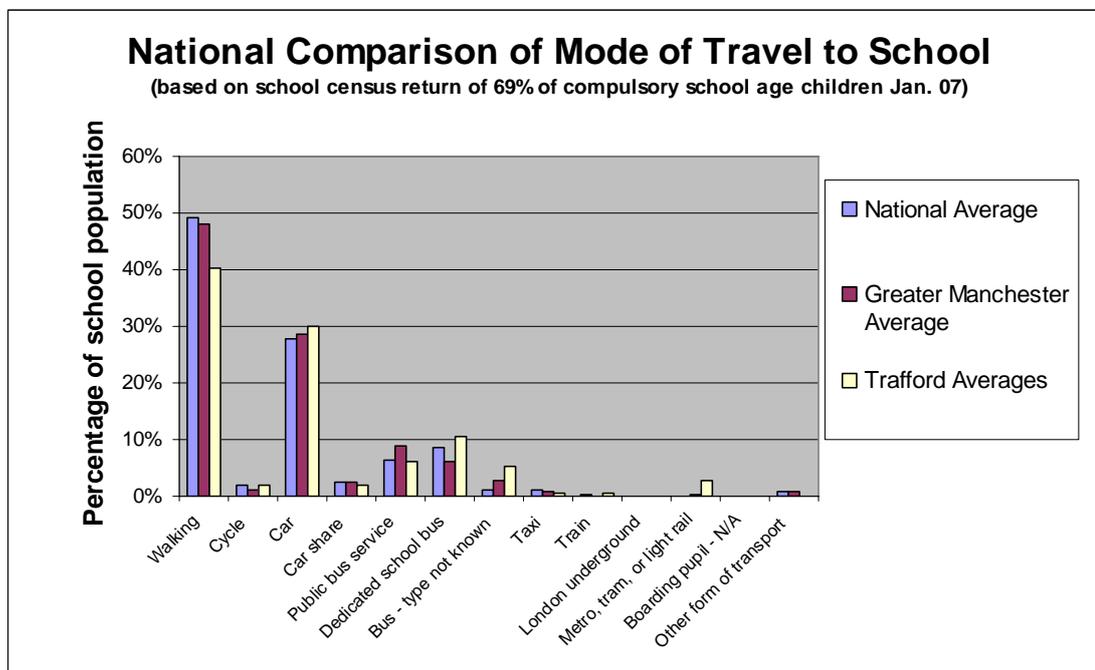
Current mode of Travel to School

The table below summarises the results of how children travel to school. This data was collected in January 2007 as part of the school census, and will be repeated annually to provide consistent modal share data.

- The data was collected for 16,883 children, representing 47% of Trafford's total school population.

	Walk	Cycle	Car	Car share	Public bus service	Dedicated school bus	Bus - type not known	Taxi	Train	Metro, tram, or light rail
Primary Schools	3649	33	3327	102	33	59	30	29	0	8
percentage	50%	0%	46%	1%	0%	1%	0%	0%	0%	0%
Secondary Schools	3321	259	1787	238	905	1257	849	28	87	470
percentage	36%	3%	19%	3%	10%	14%	9%	0%	1%	5%
Special Schools	15	0	20	0	39	320	0	10	0	0
percentage	4%	0%	5%	0%	10%	79%	0%	2%	0%	0%

In order to put these results into context, it is helpful to compare them on a national and regional level. The graph below shows Trafford's results against the national averages and the Greater Manchester averages from the same census. The results from all school types (primary, secondary and special) have been combined to give the averages.



This graph shows that Trafford has a relatively high proportion of some modes of sustainable transport, such as train, tram and school buses. It is also above the national and regional average for cycling, and these results are encouraging, proving that alternatives to the car are feasible.

However, it also shows that Trafford is some way behind in the proportion of children walking to school, indicating the great potential School Travel Plans have to help create modal shift and increase the number of children walking. The graph also shows a high proportion of car use, which could be expected given the below average number of walkers and which can be targeted with travel plan measures.

5. TARGETS

Trafford is one of ten local authorities that make up Greater Manchester. Each authority has different priorities and resources, but all 10 authorities work together to deliver the Greater Manchester Local Transport Plan 2.

The following targets are taken from the Greater Manchester LTP2 and are specially linked to school travel.

Modal Shift

Progress on achieving modal shift targets will be monitored using information from annual school surveys and the school census, required as part of the school travel planning process. Road casualty figures will also be monitored on a regular basis to identify trends.

- The percentage of non-car travel to school at LEA primary schools to be increased from 56% to 58% by 2010 (LTP 4a).
- No further reduction in the percentage of non-car travel to school at LEA secondary schools. Therefore maintain the current level of 80% (LTP 4b).

The Department for Transport has recently changed the way that this information is measured, so that results from across the country can be compared. At present there are on going discussions as to whether these figures should be a Greater Manchester figure or separate figures for each individual borough that makes up the conurbation of Greater Manchester. If it is decided that each borough should have there own set of figures this will be reflected in an updated version of this strategy.

Other general targets that have been sets which changes in school travel can contribute to include –

Air quality

Changes in air quality within Greater Manchester are measured directly at monitoring stations throughout the area. Targets for Trafford are to reduce:

- Nitrogen Dioxide (Nox) levels reduced from the 2005 level of 40 µg/m³ (annual mean) to 29 µg/m³ by 2010.

- A 39% reduction in the level of nitrogen oxide emissions from traffic on local roads and a 1% reduction in Co2 emissions compared with the “do nothing” scenario”.

Casualty Reduction

In Greater Manchester the following targets have been set and Trafford will contribute to ensure that these figures are achieved:

- A 50% reduction in the number of people killed and seriously injured on our roads by 2010 compared with the 1994-1998 average (LTP2 – BV 99x).
- A 55% reduction in the number of children killed and seriously injured (LTP2 - BV 99y).
- A 30% reduction in all slight pedestrian casualty rate based on 1994-1998 baseline figure. (LTP2 - BV 99z).
- At present the Greater Manchester Cycling Strategy is currently being updated and no individual target for a reduction in pedal cycle casualties has been set. However there will be an indicator, included, for the number of cycle road accident casualties.

The target for School Travel Plans is:-

- 100% of schools will have travel plans by April 2010 (national target)
- Trafford has set itself a stretched target to reach 100% by April 2009. This will enable us to dedicate more time in 2009/10 to supporting those schools that have been having difficulty developing or implementing their travel plans.

The table below shows the number of schools expected to have developed a School Travel Plan for each year up to 2010.

	2004	2005	2006	2007	2008	2009	2010
No. each year	11	11	10	14	30	34	0
Cumulative	11	22	32	46	76	110	110
Percentage - (Cumulative)	10%	20%	29%	42%	69%	100%	100%

(**N.B** Ability to meet the above targets may be dependent on funding as well as the personnel dedicated to school travel and also taking into consideration that year on year it will be more difficult to get the same returns, simply because the schools who have been more resistant to developing School Travel Plans will be left. The work of implementing and maintaining school travel plans is cumulative).

6. WORKING WITH SCHOOLS

Selecting and working with schools

To date the School Travel Advisor has contacted all schools to make them aware of the travel planning process and offer help and advice to develop

a plan. Schools have voluntarily developed plans as a response to these letters or through other campaigns such as Walk to School weeks, the Healthy Schools Initiative, cycle training, road safety campaigns, events attended, or through word of mouth. Some schools have been contacted as a result of issues raised in Traffic Services from a resident or Councillor or as part of the planning process or because of their proximity to engineering works. If the time comes when we need to prioritise the remaining schools we will aim to work with a variety of schools (e.g. primary, secondary, Pupil Referral Units and Independent schools), taking into account the number of pupils that travel to school by car. However, the School Travel Advisor will only be able to assist a certain number of schools per year to develop a school travel plan, so some form of priority needs to be drawn up. Elements that will be taken into consideration, if and when schools need to be prioritised include –

- Schools with acute congestion problems
- Schools with accessibility issues
- Schools forming partnerships with
 - Post-16 transport provisions
 - Eco-schools initiatives
 - Healthy Schools initiatives
- Area based approach to provide best value improvements
- Consolidate existing programmes and improvements.
- If any clusters of schools and educational centres exist, they will be targeted to increase value for money.
- Schools engaged in the planning process – “Schools for the future” building programme.
- Secure planning gain from development neighbourhood schools.

Support package to schools

We aim to provide assistance to develop a school travel plan by –

- Initial assessment meeting with school travel plan co-ordinator.
- Offer advice on how to conduct a school travel survey.
- Offer advice on which measures to include in the School Travel Plan.
- Advice on the contents of the School Travel Plan, ensuring that it meets the Department for Transport criteria.
- Advice regarding initiatives that schools may include in their plan.
- Guidance on implementation of the initiatives.
- Support with School Travel Plan monitoring and document review.

Road safety and cycle training support

- Crucial Crew
- Cycle training to all Year 6 pupils in the borough
- Junior Road Safety Officers in every primary school
- School Crossing Patrols
- Road Safety and Young Driver talks to Year 8,10 and 11 pupils

Infrastructure improvements

- Department for Children Families and Schools grant for on-site cycling, walking and other sustainable travel facility improvements.
- Limited infrastructure improvements, including cycle parking facilities and road safety improvements, around certain schools and groups of schools.

Education support

- ‘Good Going’ school travel planning game for Years 3 – 6.
- Lesson plans and activities to be included on the Greater Manchester School Travel Plan website
www.schooltravelplans.org.uk
- Greater Manchester school travel plan curriculum resource for Years 1 &2.

Linking with complimentary schemes

- Assistance with the development of ‘Walking Buses.’
- Assistance with creating links with complimentary schemes such as Eco-schools and Healthy schools.

Wider transportation improvements and support

- Continue to implement ‘Safer Routes to School’ & ‘20mph zone’ schemes if appropriate.
- Support School Crossing Patrols.

What we ask of schools

- To nominate a school travel champion or co-ordinator.
- Setting up a working group within the school to take the project forward.
- Undertaking in an initial travel survey, and participation in ongoing monitoring - for example, as part of the annual school census.
- Consulting interested parties.
- Including travel awareness on the school curriculum and involving children
- Drawing up a school travel plan that sets out proposals, responsibilities and other key information.
- Linking the school travel plan to the school development plan
- Including the school travel plan within the School Prospectus
- A general expectation that the school will take ownership of the travel plan

Process and timescales

We encourage schools to work to the following timescales in the preparation of their Travel Plan:

- Preliminary visit with head, parents, governors, school council – in order to conduct a school site audit.
- 2-3 weeks – undertaken detailed pupil, staff, and parent and resident surveys.
- 3-4 weeks for collation and analysis of data

- Meeting with STP Working Group to discuss possible initiatives for plan.
- 2 weeks – writing up targets and incorporation to plan – reasons for embarking on it now
- 2 weeks – approval of draft and signatures of all involved.
- Total of 10 weeks.

7. PARTNERSHIPS

There are a number of partners involved in the development / implementation of this strategy and the aim of achieving the main focus of 100% of schools with School Travel Plans. Partners at a Greater Manchester level include:-

Association of Greater Manchester Authorities

Greater Manchester is a Partnership between the ten Local Authorities and the Greater Manchester Passenger Transport Authority / Executive.

AGMA employs a Greater Manchester Travel Co-ordinator, whose role is to oversee and co-ordinate the work of the STAs in each authority.

GMPTE

Greater Manchester Passenger Transport Executive

- Subsidise and procure school transport where prioritised
- Liaise with public transport operators to address issues of service frequency, punctuality and quality of vehicles.
- Work with operators and schools to address problems of behaviour on school transport
- Undertake 'travel training' for children with special needs
- Assist with initiatives such as urban orienteering.

Local partnerships and how they help in the development of School Travel Plans are listed below

Partner	Contribution to School Travel Plans
Transport Strategy and Road Safety Team	Cycle Training Pedestrian Skills School Crossing Patrols Support and promotion of sustainable travel initiatives
Traffic Services and Accident Investigation	School Travel Plan engineering measures Promotion and support in the development of School Travel Plans
Development Control	Section 106 agreement requiring the development and implementation of school travel plan
Schools/ Staff / Parents / Pupils	Support, development and delivering of school travel plans and sustainable travel initiatives such as Walking buses/

	Walk to School events
Regional School Travel Advisor	Provides regional co-ordination, advice and best practice
Primary Care Trust	The PCT delivers the Healthy School initiative, which contains elements that contribute to STPs

8. THE KEY ELEMENTS OF THE DUTY TO PROMOTE SUSTAINABLE TRAVEL AND TRANSPORT AND THE EXTENDED RIGHT TO FREE SCHOOL TRANSPORT.

The following demonstrates how the local authority will meet the key elements of the duty to promote the use of sustainable modes of travel and transport for journeys to and from school/ places of education & training, as well as the extended right to free home to school transport to children from low income backgrounds.

- **Assessment of the travel and transport needs of children and young people in the borough of Trafford.**

Information collect from the school & college travel plans, and from the annual school census will be used to assess the travel and transport needs of children and young people travelling to schools, colleges and other educational and training facilities within the borough.

Where more data is required in order for a clearer understanding of the travel and transports needs of children and young people, sample surveys will be undertaken on how pupils currently travel and what would be their preferred mode of travel to school or college.

- **An audit of the sustainable travel and transport infrastructure within the authority that may be used when travelling to and from, or between schools/institutions within Trafford.**

Information contained with in a number of other strategies including road safety, walking and cycling along with mapping produced by GIS and by Accession Software will be used to determine the level of accessibility of places of education and training via public transport, walking and cycling where such work has not already been done. The audit will then be used to identify where/where not infrastructures are in place to support cycling ways, footpaths, crossing points, traffic calming measures, 20 mph zones, as well as other indicated speed limits along routes.

The GIS system will also be used to map where walking and cycle training is currently being provided, where walking buses and park and stride schemes operate and will therefore identify areas which do not currently operate such schemes.

This information will be made available to parents to help to inform them with their choice of school for their child/children.

By producing such an audit it will help to identify areas which require remedial action, where there are gaps in infrastructure, lack of training and action can be taken to fill these gaps in service and infrastructure.

- **A strategy to develop the sustainable travel and transport infrastructure within the authority so that travel and transport needs of children and young people are better catered for.**

The information gathered from the accessibility audit, the assessment of travel and transport needs and information taken from the school travel plans that have been submitted to date will be used to help identify, prioritise and lead to the production of an action plan of areas which require further development, where there is a current lack of infrastructure in place, where existing infrastructures require improvements in order to cope with current or future demands along certain routes.

The information gathered will help identify perceived barriers to using of sustainable modes of transport which could include traffic speed, lack of safe crossing facilities or even where bullying occurs along the routes to and from a school. This will give a clearer insight into what the problems are preventing pupils from using sustainable modes of travel and transport and therefore the right measures can be taken to overcome these barriers.

- **The Promotion of sustainable travel and transport modes of the journey to, from and between schools and institutions.**

The council is well placed to deliver against this objective as a great deal of work has already been undertaken with a number of schools (including the development of School Travel Plans with a large number of schools) and colleges promoting sustainable modes of travel and transport. As well as the work included in the Greater Manchester Local Transport Plan 2 (GM LPT2) in areas such as walking cycling, public transport strategies as well as similar strategies produced by Trafford Council.

The benefits of children being encouraged to use these forms of travel and transport include health benefits gained from a more active lifestyle and environmental benefits from reduced levels of congestion and pollution. In addition a recent study conducted by the Department for Transport identified a number of benefits for the production of School Travel Plans including road safety, healthier, more alert and engaged pupils and increased independent travel for children with Special Educational Needs.