

Essex Schools & Colleges Sustainable Modes of Travel Strategy

2009 - 2011



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1. Introduction and Overview

a. Overview

Most of us will be aware that car use for the ‘school run’ is a significant factor in contributing to local traffic problems, accounting for around 20% of traffic during morning peak travel times. This is a major contribution to congestion and pollution, which damage both our economy and our environment.

At the same time there are serious concerns over levels of childhood obesity associated with inactive lifestyles that can lead to longer term health problems.

Many parents are also worried about road safety around schools and the route to and from schools. There are also concerns about the psychological effects that can result from a lack of independence amongst younger people, caused by parents carrying them in their cars.

In addition, the world of education no longer revolves around young people automatically attending their designated local school. Parental preferences, growing diversity in provision and initiatives associated with ‘extended schools’ and the 14-19 curriculum all contribute to an increasing complex travel demand. Changes to parents’ lifestyles and working patterns have also led to the school run becoming intertwined with journeys to work.

Essex County Council (ECC) is determined to work with parents, children and schools to help reduce these problems and in recent years much has been done to tackle these issues through a range of initiatives and schemes, many of which are outlined in this document.

Essex County Council has a duty as part of its Local Transport Plan to develop and implement an Accessibility Planning Strategy, with the aim (amongst other things) of improving access to education and training opportunities for socially excluded groups.

Consequently there has been a growing awareness of the links between education provision, travel and transport. There has also been greater environmental awareness amongst students and a desire to achieve more sustainable education and transport provision.

It is against this background that the Education and Inspections Act 2006 charges local authorities with the responsibility of developing a sustainable approach to travel associated with learning and training. In particular under the Act, authorities have a duty to promote ‘sustainable school travel’. That is: travel modes that minimise carbon dioxide emissions while promoting the benefits of exercise, independence and accessibility to improve our children’s quality of life.

A key initial step in fulfilling this is the requirement to formulate a Sustainable Modes of Travel Strategy.

b. Development of the Essex Sustainable Modes of Travel Strategy

The four main duties set out for local authorities in the Education and Inspections Act 2006 are;

- To undertake an assessment of the travel and transport needs of children and young people within the authority’s area;
- To undertake an audit of the sustainable travel and transport infrastructure within the authority that may be used when travelling to and from or between schools and institutions;
- To adopt a strategy to develop the sustainable travel and transport infrastructure within the authority so that the travel and transport needs of children and young people are better catered for;
- To promote sustainable travel and transport modes for the journey to, from and between schools and other institutions.

A sustainable mode of travel is defined as one:

“That the local authority considers may improve the physical well being of those who use them, the environmental well being of all or part of the local authority’s area, or a combination of the two”

These duties can only be met by adopting an approach that deals with the provision and promotion of a sustainable school and college travel system as a whole, involving all the areas in which Essex County Council, its partners and associate organisations work to get students to and from school.

Recognising this, Essex County Council drew together officers from a range of disciplines as a working group to oversee the development and implementation of the first Essex Sustainable Modes of Travel Strategy and has now completed additional consultation with stakeholder groups and the public.

This second, revised Essex Sustainable Modes of Travel Strategy therefore seeks to:

- Draw together all relevant issues and initiatives to identify the Council's overall duties aims and requirements;
- Define the current position and outline what is already being done;
- Assess future needs and demands;
- Set out planned actions that will help achieve our aims;
- Make parents aware of the actions, options and schemes that are being undertaken or are available for them to use.

The strategy will be continually developed and updated in response to new evidence of needs and to reflect actions and initiatives being taken.

c. Scope

The Strategy covers the period from September 2009 to March 2011, in line with the time scale for the Local Transport Plan for Essex. It aims to build on and complement other existing strategies by drawing together the specific issues relating to education travel into one document. It seeks to reinforce and build on existing policies and initiatives, ensuring they are implemented in an effective and coherent way.

The Strategy applies to school travel for all children and young people living in Essex, as well as those travelling into or through the county. It includes those in pre-school education through to young people aged 19 (or up to 21 for students with learning difficulties or disabilities). The Strategy therefore has a much wider impact than for children and young people alone; it has the potential to impact on many aspects of life in Essex.

The remainder of this section of the document sets out the context for the Strategy.

d. The Essex Context

Essex is the largest authority in the East of England and the second largest shire authority in England and Wales, with a population of over 1.3 million. It is a diverse county with urbanised areas based in Basildon, Chelmsford, Harlow and Colchester (where overall a third of the population lives). Other areas are rural in character with a number of smaller market towns, of which 12 have populations of over 25,000. 20% of the county's population live in settlements with less than 4,000 inhabitants. Despite its rural nature, Essex has an average population density 60% higher than the national average.



The county has a high level of car ownership with 1.3 cars per household (20% above the national average). 38% of households have access to 2 or more cars (compared to the UK average of 28%). 19% of households in Essex do not have access to a car.

There are 320,000 children and young people aged 0-19 in Essex making up over 24% of the population.

Across the county there are 611 schools, of which 574 are within the state sector. These are broken down as follows:

Type	Community	Foundation	Voluntary Aided C of E	Voluntary Controlled	Voluntary Aided RC	Total
Nursery	2					2
Primary	275	56	51	65	26	473
Secondary	23	49	1 + (1)	1	5	80
Special	18	1	0	0	0	19
Total	318	106	53	66	31	574

The numbers of pupils in each stage of education are as follows:

Nursery	Primary	Secondary 11-16	Secondary 16-19	Special	Total
291	105,213	81,177	9,350	1,847	197,878

Source: Essex County Council, Schools, Children & Families Service

Preference plays an important part in where children and young people attend school. Across Essex 57% of primary pupils do not attend the ‘designated’ school. This is less marked amongst secondary-aged pupils, with almost 43% preferring an alternative to the designated school. There are variations in these figures when broken down by district. For example, Castle Point has the highest rate of preference for primary education, but a relatively low figure for secondary. Harlow has the highest rate of preference at secondary level (57%).

These are illustrated in the table below:

District / Borough	% of children not in ‘designated’ secondary school	% of children not in ‘designated’ primary school
Basildon	44.9	65.3
Braintree	32.4	51.4
Brentwood	50.1	66.2
Castle Point	35.5	69.6
Chelmsford	39.2	59.6
Colchester	45.6	52.8
Epping Forest	46.9	54.9
Harlow	61.7	59.9
Maldon	44.0	42.0
Rochford	19.5	56.1
Tendring	32.9	49.0
Uttlesford	20.3	45.6
All Essex	42.9	57.1

In June 2007 there were 2178 16-18 year olds, out of a total 34,003 (representing 6.4%), not in education, employment or training (NEET). These varied in number across districts as follows:

Area	NEET figures (June 2007)
Basildon	402
Braintree	252
Brentwood	50
Castle Point	146
Chelmsford	230
Tendring	356
Colchester	281
Epping Forest	54
Harlow	197
Maldon	64
Rochford	113
Uttlesford	33

Source: Essex County Council SCF Service

e. Legislative Background

There is a statutory requirement for local authorities to provide home to school or college transport for certain young people. This provision is governed by three particular Acts:

- Education Act 1996 – requires free transport to be provided on distance grounds to facilitate a child’s attendance and requires local authorities to take certain factors into account when deciding whether or not it is necessary to provide transport.
- Education Act 2002 - requires local authorities to make arrangements to assist post-16 students with transport costs.
- Education and Inspections Act 2006 - requires local authorities to promote sustainable travel and to support choice and flexibility of educational provision; also extends the right to free transport for children living in lower income households.

For pupils living over a certain distance from their designated school, the County Council arranges free school transport either by public bus, dedicated school bus, train

or taxi. Details of the policy are given below. The County Council spends almost £16 million on delivering the policy for mainstream pupils at school, college or other institutions, with a further £13 million spent on transporting pupils with special needs. Total numbers of pupils provided with free transport are as follows:

Essex Pupils in receipt of free school transport 2008/9	Pupils	%
Primary	3,553	15.9
Secondary	13,752	61.6
Integrated support	551	2.4
Special needs	2,262	10.1
Post 16 students	2,204	10.0
Total	22,322	100

Source: Essex County Council Passenger Transport Co-ordination Centre

The Essex School Transport Policy is as follows:

Age on 1 st September	Walking Distance Between Home and School	Type of Assistance
Under 8	2 miles or more	Free travel to designated or closer school
	Under 2 miles	Assisted travel (spare seats) may be offered on available bus services
Over 8	3 miles or more	Free travel to designated or closer school
	Under 3 miles	Assisted travel (spare seats) may be offered on available bus services

Students taking a full time post-16 course at a sixth form or college are eligible for subsidised transport if the nearest appropriate establishment is more than 3 miles from home. In addition similar contribution based arrangements exist for students attending denominational schools.

Policy on Home to School Travel Assistance for Children from low income groups:

Age on 1 st September	Distance	Type of Assistance
8-11	2 miles or more	Free travel is available for pupils under 11 years of age who are eligible for free schools meals / maximum Working Tax Credit if 2 miles or more from their nearest qualifying school
11-16	2-6 miles (minimum distance based on nearest available walking route, and maximum based on nearest vehicular	Free travel to one of three nearest qualifying schools, commencing September 2008
11-16 and preference based on parents' religion or belief	2-15 miles (minimum distance based on nearest available walking route, and maximum nearest vehicular route)	Free travel to nearest suitable preferred school on the grounds of religion or belief, commencing September 2008

Within the education sector there are two initiatives which are having a significant effect on demands for travel to/from and between schools and colleges. These are the **14-19 Agenda and Extended Schools**.

The 14-19 Education and Skills White Paper (2005) reflected the Government's intention to transform education so that all young people achieve and continue in learning until at least the age of 18. By 2013 all 14-19 year olds should be entitled to pursue any of the specialised diplomas in vocational subject areas at a level appropriate to their needs. It is unlikely that individual schools will be able to offer all 14 diplomas. Therefore, it is likely that students will need to travel during the course of the school day to access the full curriculum meeting their needs.

The development of extended services in and around schools is central to the delivery of the wider children's services agenda which flows from the Children Act 2004 as described in 'Every Child Matters – Change for Children'. By 2010 all primary and Secondary schools will be expected to offer access to childcare (0800 – 1800) and a menu of varied support and enrichment activities, including some provision within holiday periods. Where such extended provision is off-site, safe transfer arrangements should be in place which can be arranged by the provider or school and charged to parents. Children with disabilities or special educational needs should also be able to use the new services.

f. Stakeholder Consultation & Strategy Development

A working group drawn from across the County Council's directorates has been established to formulate and take 'ownership' of the Strategy. Each of these representatives is involved in a range of partnerships and initiatives which will enable involvement in the development of the Strategy by a wider group of stakeholders and organisations.



The Strategy is very much viewed as an evolving and living document, which will be reviewed and amended on a continuous basis to reflect changing circumstances, needs and requirements. It draws on various other on-going strategies and initiatives, on which there has been significant consultation and user involvement.

A comprehensive consultation exercise was carried out during the spring of 2009, which included schools, colleges, training and pre-school providers, governors, parents, local authorities, Exdra, Job-Centre Plus, Post-16 Partnership and Primary Care Trusts. A comparison with similar sustainable school travel strategies from similar local authorities was also carried out.

This revised strategy includes changes made as a result of the consultation and comparison.

2 Analysis of Existing Travel Patterns and Demands

a. School Travel Patterns

The annual school census (PLASC) in January 2007 included for the first time a question on how pupils actually travel to their school. The overall results shown represent figures from 473 primary and 80 secondary schools in Essex.

Walking is the main travel mode for both primary and secondary pupils. However, car use is a significant mode of travel for primary-aged pupils. Car is much less used at secondary age, where public transport – particularly the use of dedicated school buses becomes more important.

The figures in the table overleaf show how this breaks down across the County by Essex District and mode.



Annual School Census (PLASC) Data January 2009

District	Public Transport	Public Transport %	Car/Taxi	Car/Taxi %	Walk	Walk %	Car Share	Car Share %	Other	Other %	Cycle	Cycle %	Total	Total %
Basildon	1411	7.23	5055	25.90	12242	62.73	542	2.78	38	0.19	228	1.17	19516	100
Braintree	2191	14.98	3812	26.07	8017	54.83	337	2.30	30	0.21	235	1.61	14622	100
Brentwood	2662	27.06	3092	31.44	3582	36.42	333	3.39	66	0.67	101	1.03	9836	100
Castle Point	1142	9.78	2923	25.04	6578	56.36	437	3.74	26	0.22	565	4.84	11671	100
Chelmsford	3926	18.36	6149	28.76	10098	47.24	419	1.96	48	0.22	738	3.45	21378	100
Colchester	2926	14.94	5047	25.76	10325	52.70	353	1.80	23	0.12	917	4.68	19591	100
Epping Forest	1787	15.95	3944	35.20	4815	42.97	360	3.21	272	2.43	27	0.24	11205	100
Harlow	490	4.91	3414	34.22	5559	55.72	164	1.64	3	0.03	347	3.48	9977	100
Maldon	1231	20.88	1285	21.79	3110	52.74	181	3.07	2	0.03	88	1.49	5897	100
Rochford	1332	14.06	2226	23.50	5186	54.76	423	4.47	26	0.27	278	2.94	9471	100
Tendring	2436	15.99	4742	31.12	7091	46.54	542	3.56	4	0.03	421	2.76	15236	100
Uttlesford	2177	28.71	2306	30.41	2972	39.19	94	1.24	0	0.00	34	0.45	7583	100
Total	23711.00	15.20	43995	28.20	79575	51.02	4185	2.68	538	0.34	3979	2.55	155983	100

The National Travel Survey (2003) suggests that Essex has a lower than average car use for journeys to school by both primary and secondary school children. In Essex, the proportion of pupils walking was 55% and 47% for primary and secondary respectively. 36% and 26% went by car, whilst 5% of secondary pupils cycled (significantly higher than the national average of 2%). This data is important in establishing the needs of students in relation to sustainable modes of travel as set out in section 4(a).

b. Access to Education in Essex

Accessibility analysis was undertaken as part of the development of the Accessibility Strategy in 2006. Due to the availability of free transport for eligible pupils and the significant progress made with the introduction of school travel plans, the Accessibility Partnership focused on identifying the accessibility issues of post-16 students in further education.

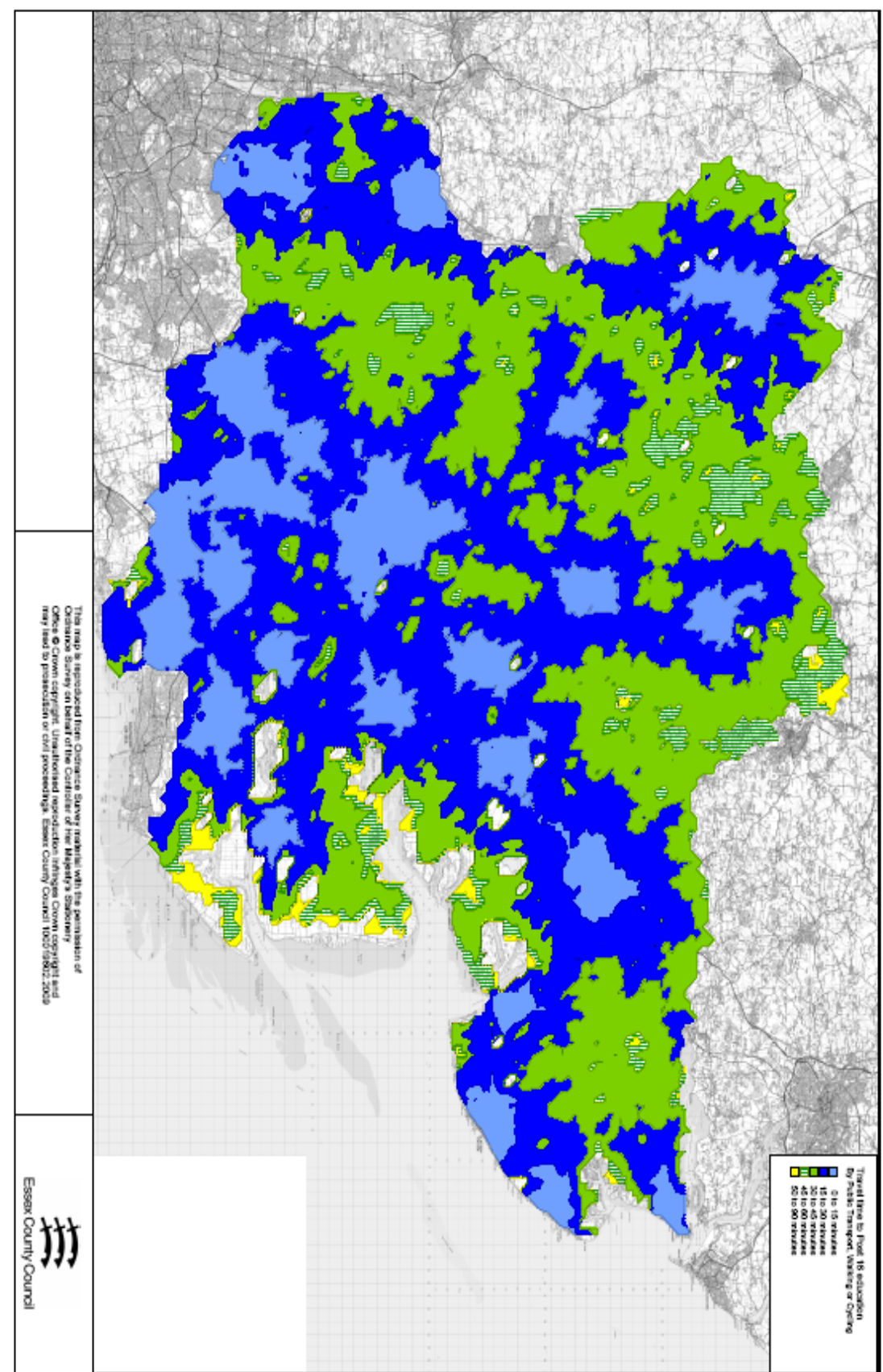
In urban areas tertiary colleges and sixth forms can generally be accessed within 30 minutes. However, there are much lower levels of accessibility for 16-19 year olds within the rural areas of north Essex. Also, social-demographic issues lead to lower participation levels in further education in Basildon and the Thames Gateway area. Levels of accessibility to further education facilities are shown below.

In 2005 the Essex Post-16 Partnership commissioned a study into the influences on young people's goals and choices of education and training after the age of 16. The study looked at 13 schools without integral sixth forms across Essex. Some key issues to emerge were:

- Around 20% of students have their choice of course restricted by their ability to access acceptable transport.
- About 1 in 10 students were taking a particular course because they could not access a more preferable course that was available further away.
- Transport cost has a significant effect on the post-16 decision-making process for around 25% of those interviewed, with 5% finding cost of transport an effective bar to taking up training, education or work opportunities.
- 1 in 3 students indicated that the availability of transport had an impact on their decisions over their post-16 studies.
- 69% of students travel for more than 30 minutes to reach college.

As an example the Accessibility Map on the following page shows access 6th Form Colleges across Essex by cycling walking and public transport.

Access to 6th Form Colleges across Essex by cycling walking and public transport



3 Summary of Essex County Council...

Strategies, Policies and Actions contributing to the Essex Sustainable Mode of Travel Strategy

Considerable emphasis is already being given to the development of sustainable travel and transport infrastructure. This can be seen through a range of policies and strategies, as well as through a number of other initiatives. These are considered below.

a. Essex's Local Area Agreement (LAA)

The Local Area Agreement is a key document which sets out the main priorities for the County and its main service providing partners offering the framework for inter-agency working to meet shared objectives. The main themes are:

- Healthier Communities & Older People
- Safer & Stronger Communities
- Economic Development
- Children & Young People

The LAA includes a key performance indicator relevant to this Strategy, as follows:

National Indicator (NI) 198 Children Travelling to School – Mode of Transport

This indicator is tailored to use the limited funding available to help restrict the level of car use for school and other educational journeys so that it does not grow from the base level for 2008/9. Given the background of increased parental choice in school and the changes resulting from the 14 to 19 agenda & extended schools programmes, this is considered challenging.

Two projects are funded through the LAA:

- a) “School Access Survey”, through which school students carry out a survey of physical infrastructure around the school (under supervision) to identify barriers to access with a special focus on access for disabled people. Remedial measures are then undertaken to help overcome the barriers.
- b) the Pupil Incentive Scheme, designed to encourage pupils and their parents to travel to and from school using sustainable transport/travel options. For every trip travelled sustainably the pupils qualify for a reward mark, once an agreed number of marks are received the pupil is rewarded with the incentive prize. This scheme is currently being piloted as outlined in Chapter 4 in this document.

b. Children and Young People’s Plan 2009-2011

ECC have developed 10 priorities linked to the Every Child Matters outcome areas.

We will help every child and young person to ...

Be Healthy

1. By tackling health inequalities and helping all children and young people make informed healthy lifestyle choices, with access to the services they need
2. By improving Child and Adolescent Mental Health Services
3. By providing effective support for parents and carers

Stay Safe

4. By strengthening the services and processes that keep children and young people safe from neglect and abuse
5. By ensuring all children and young people and their families feel safe and secure where they are cared for, play, live and go to work
6. By strengthening corporate parenting

Enjoy and Achieve

7. By enabling all children and young people to aspire, learn, achieve highly and realise their potential

Make a positive contribution

8. By providing all children and young people with opportunities for a fulfilling and enjoyable childhood. We will aim for a sustainable legacy by maximising the potential of the 2012 Olympic and Paralympic Games

Achieve economic well-being

9. By reducing the impact of poverty and the recession on the lives of all children and young people and their families

‘Narrow the Gap’

10. By improving the life chances of looked after children, young carers and all other children and families at risk of poor outcomes

C. Extended Schools Development Strategic Action Plan 2006-2011

The County Council has encouraged schools to reach out and thrive at the heart of their local communities for the benefit of all for some years. This supports the Government’s agenda for extended schools provision.

In Essex, schools work together through Local Delivery Groups and in partnership with other local agencies to facilitate access to a range of extended services. The aim is to meet the government target of 100% of all schools delivering the full core offer. It is also the aim to have all schools engaged with the healthy schools initiative by 2009.

The core offer:

The core offer of extended services, which all schools are expected to provide by 2010, is made up of five elements:

- childcare (in primary and special schools)
- a varied menu of activities including study support, sport and music clubs
- swift and easy access to targeted and specialist services
- parenting support including family learning, and
- community access to facilities including adult and family learning, ICT and sports facilities.

Schools are not expected to provide these services alone, or necessarily to deliver them on site. Instead, they should work in partnership with other schools and agencies, including voluntary and community organisations, signposting existing services where appropriate. Schools are expected to consult widely with pupils, families, their own staff and the wider community to identify priorities and needs.

By providing extended services, schools will be supporting and reinforcing initiatives such as the Healthy Schools programme and fulfilling their



statutory duties to promote pupil wellbeing and community cohesion, and to serve the wider community.

In order to ensure that opportunities to participate in extended services are available to all, travel needs are a consideration. Meeting the needs of earlier morning provision and after-school activities will spread travel demand across the day, possibly lessening the impact of the 'peak' at the normal school start and finish times. The need for more flexibility may encourage more co-ordination in the provision of transport across an area by different agencies. It is vital, therefore, to ensure that Local Delivery Groups give careful consideration to the access and travel arrangements and needs associated with the delivery of their particular package of extended services.

d. Building Schools for the Future (BSF)

Essex is part of waves 4, 5 and 6 of this national programme. This will allow significant new, extended or replacement state-of-the-art facilities to be provided for almost all Essex schools. The south of the county is benefiting first with 19 secondary schools in the Castle Point, Rochford and Basildon areas being targeted for early transformation. Building projects will begin in 2009, with the first projects being completed by 2011. This significant investment in schools will provide the opportunity to consider accessibility as part of decisions on location, design and development, and to ensure that sustainability is integral. This will link with the aims of the Accessibility Planning Strategy.

e. Sustainable Education Transport Team

The Sustainable Education Transport Partnership (formally the Post 16 Partnership) aims to be the point of contact for information, consultation and communication on all issues relating to the provision of Sustainable Education Transport across the County of Essex.

The Partnership will strive to:

- Influence transport policy at a local, regional and national level
- Establish and disseminate best practise relating to the provision of sustainable school transport information
- Facilitate partnership working across departments of the County Council and Educational Establishments
- Provide transport solutions for all Children and Young People across Essex access Education, Employment and Training
- To review annually the local authority Education Transport Policies and

Sustainable Modes of Travel Strategy

- To assist with the compilation of an Essex County Council Transport Strategy for all Children and Young People living in Essex
- Create an annual action plan at the beginning of each academic year – to be reviewed at each meeting

The partnership membership is open to all education and transport providers in the County.

The Partnership shall determine the distribution of the 14 – 19 Transport Partnership Funding received from the LSC on an academic year basis until 2010 and seek alternative funding streams thereafter.

The partnership has a proven track record of implementing successful projects, including the nationally recognised Essex Travel Training Project. This project has trained over 500 young people and adults with additional needs from across Essex to use public transport in their everyday lives in order to gain independence.

f. Local Transport Plan (LTP) 2006-2011

Local Transport Plans are the main policy documents that determine how the Transport Authority will deliver improvements to its transport network to meet its goals to improve the environment, the economy, access to critical services and the quality of life of its residents.

The County Council's current Local Transport Plan (its second) is due to end in 2011 and work is currently being undertaken to prepare a Third Local Transport Plan covering the period between 2011 to 2015.

The focus for developing the third round of Local Transport Plans has shifted since 2006 to reflect the principles set out in the Governments 2007 policy document "Towards a Sustainable Transport System" (**TaSTS**) and its 2008 report "Developing a Sustainable Transport System" (**DaSTS**)

In summary the aims outlined in the DaSTS programme are:

- To **support** national **economic** competitiveness and **growth**, by delivering reliable and efficient transport networks
- To reduce transport's emissions of carbon dioxide and other greenhouse gases, with the desired outcome of **tackling climate change** in line with the governments target of reducing carbon emissions by 80% by 2050
- To **contribute to better safety security and health** and longer life-expectancy by reducing the risk of death, injury or illness arising from transport and by

promoting travel modes that are beneficial to health

- To **promote** greater **equality of opportunity** for all citizens, with the desired outcome of achieving a fairer society;
- To **improve quality of life** for transport users and non-transport users, and to promote a **healthy natural environment**

Which in turn reflect the outcomes of the Stern review on the threat from Climate Change and the Eddington report on the future of transport in the UK.

While the current Sustainable Modes of Travel Strategy is to last until the end of the second local transport plan in 2011, The DaSTS aims to, focus on measures to tackle climate change, to promote greater equality of opportunity and to improve the quality of life and of the environment underlie the principles adopted by the Sustainable Modes of Travel Strategy.

Within the current LTP a number of key characteristics of the county were recognised as needing addressing. Two of these relate to school travel:

- Implications for transport of the greater centralisation of services, including further education.
- The modal split for school travel, which provides a good basis for promoting and encouraging sustainable modes.

The Traffic Management Act 2004 places a road network management duty on Local Traffic Authorities to manage their road network with a view to achieving, where reasonably practicable, the expeditious movement of traffic. In doing this, areas of regular congestion are identified and actions identified to remedy the situation. In Essex a number of areas of congestion are linked to school traffic, giving further importance to integrated approaches to addressing identified issues.

g. Essex Accessibility Planning Strategy 2006 - 2011

The overall vision presented by the Strategy is:

“To develop a co-ordinated, multi-agency approach to improve access to key services and amenities for all, with a special focus on the needs of disadvantaged groups”.

The aims contained within the Strategy are:

- To reduce social exclusion and improve the quality of life for all people, but especially in disadvantaged groups, by making it easier to access key services and amenities.
- To establish an accessibility framework based on partnership working between service providers to identify and meet the needs of all, and especially disadvantaged groups.
- To put accessibility planning at the heart of the decision-making processes of all partners when planning service provision.
- To ensure that the accessibility implications of all future developments are considered fully.

The Accessibility Planning Strategy is central to ensuring that key life-enhancing facilities can be enjoyed by the county's population, particularly those groups that are socially excluded. Access to education is clearly one of the important elements in Essex's Strategy.

Accessibility planning involves key stakeholders coming together and collaborating to overcome barriers to access. It therefore offers an opportunity to contribute significantly to this Sustainable Modes of Travel Strategy. It should help to ensure that new facilities are located in accessible places, as well as providing opportunities to identify areas of need and current deficiencies in provision.

h. Road Passenger Transport Strategy & Bus Information Strategy

This is the County Council's strategy to improve bus, taxi, statutory and community transport services and the quality and accessibility of information about the service operations in Essex between 2006 and 2011, which forms part of the Local Transport Plan. It sets out a number of measures, including the following which are relevant to this Strategy:

- To introduce a countywide integrated half fare bus pass for young people.
- Tackle the effects of the school run by increasing public transport access and school travel plans.
- To improve the quality, reliability and accessibility of information regarding public transport services and to promote their use as mode of choice.

i. Road Safety Strategy 2006 - 2011

Essex has significantly improved its performance in reducing accidents in Essex and is exceeding Government targets for reducing them. In particular, there has been good progress in reducing the number of killed and serious injury casualties amongst children 0-15.

As a result a stretched target has been set at no more than 60 children being killed or seriously injured per year by 2010. This will result in child KSIs being reduced by 59% from the 1994-98 average, and will also decrease the percentage of child KSIs as part of whole KSI total.

The safety of children when travelling to and from school is therefore of high importance to the Council's objectives in this area. The Road Safety service is delivered through partnerships at county and local area level, overseen by the **Essex Road Casualty & Congestion Reduction Board**, which includes representatives from the County Council, local councils and emergency services.

A series of initiatives are aimed specifically at children and young people:

- Provision of school crossing patrols
- Support to schools in the production, monitoring and updating of a Road Safety Policy and Plan in every school, linked to School Travel Plans.
- Provision of training and resources for teachers
- Events and training aimed at young drivers.
- Cycle Training
- Pedestrian Training

These initiatives underlie the approach taken to delivering the Sustainable Modes of Travel strategy's objectives so that safe sustainable travel options can be developed, while risks and perceived risks can be assessed and minimised.

J. Essex Cycling Strategy

The Essex Cycling Strategy provides measures that encourage and promote cycling. It is recognised that there are many advantages in providing and encouraging cycling as an alternative form of transport for short trips and as a source of recreational enjoyment.

Cycling and the School Run

The County Council has a very strong commitment to reducing road traffic incidents

involving younger people, implemented through the Essex Casualty Reduction Board (ECRB).

- Essex County Council (ECC) offers cycle training which is available through an extensive free programme for children aged 10 and above. This is in the form of the Essex Cyclist Training Scheme, which is run by the Road Safety Officers using volunteers or by the Bikeability National Standards Cycle course funded by the Department for Transport. ECC is an accredited provider of Bikeability which is delivered by professionally trained instructors both off and on road, and gives the trainees the skills to ride on the road in a more confident manner. Advanced training for those more competent cyclists can be tailored to the individual's needs. Bikeability will be delivered across the county by 2012.
- Additional training opportunities for cyclists of all ages and abilities are also available from Independent National Standards Trained Instructors at a charge.
- The County Council is keen to promote safe cycling. Therefore, the promotion of cycling is accompanied by measures to encourage training, helmet wearing, and use of high visibility clothing. This is illustrated through the "Be Seen Be Safe" campaign run by ECC in conjunction with Essex Casualty Reduction Board (ECC, Essex Police, Essex County Fire and Rescue Service, Essex of England Ambulance Service and Highways Agency).
- The development of local cycle forums has been a useful means for involving local cyclists in decision-making processes regarding the development of cycling infrastructure.
- Colchester has been identified as a Cycle Town with £2.1m investment from Cycle England (match funded by ECC). ECC will be working with schools in this area to promote the benefits of cycling, including cycle training and improvements to infrastructure.

k. Walking Strategy

In order that parents feel happy that their children make the change to more sustainable modes of transport it is important that they feel that adequate provisions are made for their safety.

Some of the concerns will be met by the provision of improved crossing facilities and hard traffic management measures but ECC also provide pedestrian training courses at primary school level.



This is reflected in the Essex Walking Strategy. Its objectives in regard to promoting walking to school include:

- To work with partners in promoting walking as the most environmentally and socially sustainable form of transport.
- To encourage schools to promote road safety and sustainable forms of transport, in particular walking, for students travelling to and from school
- To provide School Crossing Patrols where the criteria for such a measure are satisfied
- To work with partners to improve safety and security for pedestrians
- To improve pedestrian road safety
- To address the needs of disabled, mobility and sensory impaired people within the pedestrian environment
- To work with public transport operators to ensure the needs of pedestrians are provided for at interchanges between transport modes
- To maintain, enhance and extend the Public Rights of Way network
- To maintain and enhance the environment adjacent to the footway.

l. Healthy Schools Programme

The Essex and Southend Healthy Schools Programme offers support and guidance at a local level across the county. There is advice from dedicated link advisers, themed support days and termly network meetings for schools in each locality to ensure that the best practice is highlighted and shared. 98% of Essex schools are involved and 73% of schools have achieved National Healthy Schools Status.

The Programme isn't just about physical health; it is also about emotional health and wellbeing. And it's not just about pupils either; a Healthy School involves the whole school community – from parents to governors to school staff – in improving their health and their happiness and getting the most out of life.

Children in Healthy Schools tell us that they feel healthier, happier and safer. Their parents tell us that they feel more involved in their child's health and learning and often feel better themselves. Schools tell us that the Healthy Schools programme has brought



sustained improvement in behaviour, standards of work and school management. What difference will it make to your school?

To find what difference it can make at your school you can use the following website link to find out about the national programme and the new Enhanced Model, or follow the link to the local website to find out what is happening in Essex:

www.essexandsouthendhealthyschools.com

The Essex and Southend Healthy Schools Programme are members of the Sustainable Mode of Travel Group and work closely with the Sustainable School Travel Team to co-ordinate their approach to promoting sustainable modes for travel to school.

m. Travel Plans

The Sustainable School Travel Team actively encourage all schools to write a travel plan as they provide the mechanism to focus on local issues and develop measures that are relevant and meaningful to educational establishments, parents and students, and local communities. In Essex, 86% of schools already have travel plans, and it is the aim that all will have one by 2010.

An effective school travel plan is a working document which identifies and seeks to solve problems associated with the school journey, and sets out a school's objectives and targets to improve safety, increase sustainable travel and reduce car use. Travel plans provide a number of benefits. Schools may enjoy reduced traffic and pollution in their vicinity, pupils may gain road safety skills and improved levels of fitness, whilst the wider community may gain from improved journey quality, air quality and better links with the school.

School travel plans involve travel surveys amongst parents and pupils. They look at how pupils currently travel and the issues that affect their journeys. The wider community and other stakeholders are invited to input on a schools travel plan via a working party. Consideration is then given to methods of improving conditions and promoting sustainable travel.

The County Council employs six Sustainable School Travel Advisors, whose job is to support schools in the development of their Travel Plans. The recent Government announcement to extend its funding for such posts until 2011 is welcome and will assist in achieving our objectives. It is also the intention to put in place arrangements to monitor and regularly review and update school travel plans.

Colleges are not obliged to produce travel plans. However, investment in post-16 education is leading to new development which requires a travel plan alongside planning applications. With the success of school travel plans, the Post-16 Partnership is keen that colleges have travel plans. It has commissioned the development of a

college travel plan template which will be promoted amongst colleges. This will enable the Federation of Essex Colleges (FEDEC) to assist all Essex Colleges to write a Travel Plan. Our aim is to make Travel Plans available on the ECC website for viewing. This will be a significant step in promoting sustainable travel amongst an often overlooked significant sector of the population.

n. Safer Journeys to School

The Safer Journeys to School initiative was introduced in 2000, with the aims of:

- Improving the safety of the journey to and from school by reducing the risks encountered on the school journey and increasing children's road safety awareness.
- Supporting road traffic reduction targets and improving air quality in urban areas.
- Promoting alternatives to the private car for all or part of the journey, and encouraging people to become healthier and fitter.

There are over **100** schemes that have been or are being supported, and there is a budget for improving infrastructure around schools. Developing these schemes is the responsibility of the six Sustainable School Travel Advisors mentioned.

Not all projects involve infrastructure works. The Sustainable School Travel Team supports the development of several initiatives and events, including pedestrian training, walk to school events, walking buses, park and stride, and Lollibus. There are now more than 70 schools across the county with walking bus schemes. The case study on page 29 shows how this approach this can help a school promote sustainable school travel.



Case Study 1:

Woodham Walter Primary School

Woodham Walter Primary School is located in a rural village, situated on the main road with very few parking locations nearby.

The school has worked closely with the Sustainable School Travel (SST) Team to produce their school travel plan. As part of this process the school negotiated with the landlord of the local pub to use their car park for parents. This proved successful but more was still needed to alleviate the congestion problems.

The school investigated the possibility of setting up a walking bus. After a letter to gauge interest, it proved that many parents were interested and willing to participate. Through the Sustainable School Travel Team and the local parish council, the school managed to secure the use of the nearby Parish Hall to use as a parking place for the parents on the walking bus as this was nearby the starting point of the bus.

One area of concern was the pavement outside of the school. An old hedge was encroaching onto the footpath reducing the width and the pavement was in a state of disrepair.

Working closely with the local contractors and the SST team the school initiated the removal of the hedge, the installation of a new fence (in keeping with the local environment), widened and repaired the pavement and has plans to replant a new hedge in the autumn.

This effort proved to be the turning point to encourage and establish the walking bus, as well as reducing congestion on the school road.



o. Air Quality Management Areas (AQMA)

Where air quality levels exceed Government limits, district authorities declare an AQMA and develop an action plan detailing ways that air quality will be improved in the area. Once the action plan is in place, it is adopted as a target within the Local Transport Plan.

A number of the AQMAs declared in Essex have schools within or close to the areas. The poor air quality in these areas is caused by traffic emissions and in a number of cases the traffic to / from the schools contributes significantly to the high levels of nitrogen dioxide. The current position regarding these areas is as follows:

Source Data Essex County Council LTP, compiled from submissions by Essex District Councils.

AQMA area	Position
Colchester: Mersea Road	Declared AQMA; action plan agreed
Colchester: Brook Street	Declared AQMA; action plan in draft form
Brentwood: Wilson's Corner	Declared AQMA; action plan being prepared
Brentwood: Ingatestone	Declared AQMA
Chelmsford: Army & Navy	Declared AQMA; action plan being prepared
Uttlesford: Saffron Walden	3 declared AQMAs; action plan being prepared

A project is currently underway to co-ordinate work on air quality, travel plans and safer journeys to school. In Brentwood the Borough Council is working with the County Council's Sustainable School Travel Team to help schools to adapt their school travel plans to consider air quality.

Case Study 2: Sawyers Hall Lane

Sawyers Hall Lane in Brentwood is located close to the busy main high street of Brentwood, inside an Air Quality Management Area. The road itself is a dead end with residential housing and parking as well as three schools and a college, an ambulance station and a doctor's surgery at the top.

The three infant and junior schools had been reluctant to complete travel plans previously and after many fruitless meetings a new approach was taken. The Sustainable School Travel Advisor for Brentwood was contacted by the Air Quality Team and the Environmental Health Officer for Brentwood to work together towards alleviating the impact of the school traffic and congestion on the AQMA. Together they approached the schools from an air quality perspective and invited all the schools and the college to a meeting at the council offices to explain the impact on the AQMA and the people moving within it and asked what solution and measures we can implement to help reduce the effect.

Additionally at this time, a planning application for a further infant school at the end of the Lane was being approved and timing was crucial to help negate the impact this new school would have. Two critical meetings were held at Brentwood Borough Council offices with head teachers, school council members, road safety officers, highways engineers, Sustainable School Travel Advisors and school crossing patrol officers to discuss the pollution problems and to produce school travel plans for sustainable travel solutions to and from the schools.

Since these initial meetings:

- 4 school travel plans have been completed
- 6 walking buses have been set up and implemented
- Environmental health officer is working with the schools with regards to the air pollution and what initiatives the schools can implement to alleviate the impact.



- A parents waiting shelter has been erected.
- Road safety skills have been delivered into the schools and a road safety junior project is due to start soon.
- Safer journeys to school have funded a scheme worth £55K to provide better footway facilities to the schools.
- The five schools have held an art competition to encourage sustainable transport with safer journeys providing funding to produce the winning design into banners for the railings outside the schools.
- There are investigations into the possibility of upgrading a nearby footpath for access for pedestrians, this is to initiate a park and stride site.
- A contracted bus has changed the timetable to fit the hours of the school so pupils can use this form of transport.
- The timetable was changed of a bus service so that it can better meet the children's travelling needs



4 The Strategy

a. Objectives

The main objectives of this Strategy are to implement the provisions of the Education and Inspections Act 2006 and conform to the priorities for action set out in the “Developing a Sustainable Transport Strategy” (DaSTS) principles which will underlie the County’s third Local Transport Plan:

- Promoting and supporting the development of more sustainable modes of travel to school;
- Contribute to meeting the County Council’s performance indicator targets from the LAA and LTP;
- Reducing Congestion during peak travel times;
- Improving the environment by reducing CO₂ and other emissions;
- Improve the safety of students travelling for education;
- Help to improve the health and welfare of students by encouraging an active lifestyle;
- Allow parents and older students to make an informed choice about how they travel to from and between schools and colleges.

b. Initiatives

The Strategy brings together existing initiatives and strategies as outlined above to promote more sustainable travel patterns to school and college. These include specific projects being pursued by the Sustainable Education Transport Partnership and other bodies providing the framework to achieve more through a co-ordinated approach.

In addition, three new programmes have been introduced:

i) An Assessment of the travel and transport needs of young people within the authority’s area.

An assessment of the travel and transport needs of young people is used to establish the existing modal split for transport amongst pupils so that areas where work can be focused to most effect can be established.

The School census data (mentioned in 2(a)), which shows comparative data for the last two years, broken down to district shows that whilst across Essex sustainable modes of travel perform strongly, in some areas they are relatively less well used.

Data on individual schools is also available through the surveys carried out when each school completes its school travel plan. For each school this data will be combined with school census data (which is also available at school level) to help further refine the picture of travel patterns and identify particular schools where assistance can be focused. A target list of schools for action will then be established. To address this additional effort will be made through the partnership to focus the programmes mentioned above on improving performance in these areas and the Sustainable School Travel Team will work with individual schools identified as having significant difficulties.

ii) An Audit of Sustainable Travel Infrastructure

The audit of sustainable schools infrastructure is a large scale undertaking – Essex has over 600 schools and it is not practical to deal with all of them simultaneously. Therefore the outcome of the needs survey as described above will be used to focus effort on the least well performing schools, with the aim of identifying any infrastructure factors which may be limiting the ability of students to travel sustainably.

Since this will require the close co-operation of the schools, any school, refusing to co-operate will be passed over in favour of those that do. Each year a list of those schools approached and their willingness to co-operate will be published on the Essex Sustainable Modes of School Travel website (see below) so that parents will be aware of their approach to sustainable travel when choosing schools.

Each audit will consist of:

- An Accessibility Planning Mapping Survey for each school identifying how easy it is for students to get to the school within 30 and 60 minutes by public & school transport, cycling and walking. This will be used to help determine whether there are serious structural problems which reduce the ability of students to make use of sustainable travel and to identify any key locations where access is considerably worse and additional transport provision may need to be considered. This decision will be made according to existing Essex County Council policy principles as outlined above.
- A walking and cycling Infrastructure Audit will be carried out at each school along the main walking and cycling access routes to the school from the surrounding area within 1 mile for primary schools and 2 miles for secondary schools. This will be carried out by qualified highway engineers and look to identify shortcomings in physical infrastructure which may act as a barrier to students travelling sustainably to school. This will include a safety assessment element for major road crossings

and similar sites. It will also include a survey of the school facilities (such as cycle parking, drying rooms, road access issues) which may have a deterrent effect.

- This data will be combined with that already identified from School Travel Plans to produce an infrastructure report for each school surveyed.
- The Safer Journeys to School capital programme will be focused on remedying these shortfalls wherever appropriate and practical.

iii) Promoting Sustainable Modes of Travel

A strong campaign to promote sustainable modes of travel is central to helping parents decide how their children will get to school and in persuading students themselves to do so in the most sustainable way possible. The Essex scheme will have the following components:

Online Information

Through the use of a journey planner students and parents will be able to identify the sustainable travel options to individual schools/ educational establishments of their choice. The intention is that they will also be able to view the school or education establishments travel plan on line and be able to connect to a series of other useful websites such as that for healthy schools programme, our cycle and pedestrian training programmes and travel training for vulnerable individuals.



Sustainable School Travel Information Packs

Will be produced to encourage and inform schools how to undertake sustainable travel measures. These include:

- How to produce a School Travel Plan
- How to run a Walking Bus
- How to become accredited as a Sustainable Travel School
- How to take part in the Walk to School Incentive Programme
- Promoting Sustainable Travel to Secondary Schools possibly linked to citizenship/geography/environmental lessons
- Developing Safer Journeys to school
- Walk to School Week Action Pack

The Sustainable School Travel Advisor for each area will work with each school to help them implement these measures.

School Accreditation Programme

The enthusiastic participation of schools and other education establishments is a key factor in ensuring that as many students as possible choose a sustainable mode of travel. We think it is important that schools that make the significant commitment in terms of time and work to promote sustainable travel should get recognition for their efforts.

iv) Working through the Local Area Agreement

As indicated above, through the Local Area Agreement indicator **NI 198 Children Travelling to School – Mode of Transport** the importance of promoting sustainable modes of travel has been identified and two schemes have been developed using LAA reward funding to do so.

These are:

a) “School Access Survey”

A survey of physical infrastructure around the school (under supervision) to identify barriers to access with a special focus on access for disabled people. Remedial measures are then undertaken to help overcome the barriers.

An example is shown in Case Study 3.

Work is now going on at ECC to look at the points identified and assess what needs doing. In September after the school holidays a date will be arranged to undertake the final part of the project feedback to the children.



Case Study 3:

Takeley Primary School

Takeley Primary School was invited to take part in the pilot project designed to engage children in thinking about barriers to access in their local community and learning at the same time about the importance of social inclusion and what it means to those who are ultimately affected. Addressing these barriers it will enable people to live longer in their own community and it will make a positive impact on sustainable travel in schools.

A presentation explaining the project was undertaken in March by officers from ECC and the chair person of Essex Access Groups who is a disabled person. The children showed great enthusiasm as did the teachers to engage once they had the presentation and understood what the pilot project was about. Their comments were very astute and forthright.

The project has 3 main stages,

1. A presentation to explain the project
2. The children along with teachers and ECC officers undertake an Access Survey of their local area
3. Disabled and/or older people plus officers return to the school to explain what the children's work has meant to them and what will happen to the points that have been identified.

Takeley Primary School has just reported back to ECC after finishing the second stage where they have identified some things they perceive as barriers which need to be investigated, these are listed below.

- One section of broken tactile paving
- Possible missing dropped kerb in Roseacres
- Concern over traffic light crossing timing
- Wobbly drain cover needs repairing
- Bollards needing reflective sticker
- Ramp needed by school reception steps
- Possible, hedge needs trimming near bus stop
- Wire hanging from somewhere, possible trip hazard
- Shops with A-Boards outside
- Path needs repairing
- Cars parked on pavement
- Disabled parking bay at shops

b. A School Travel Incentive Programme

Designed to encourage Pupils, incentives for having travelled to a school by a sustainable mode for given periods of time.

An example of the work carried out by the County as part of this scheme is shown below:

The Pilot Super Traveller Incentive Scheme

1 Introduction

Super Traveller is a ‘walk to school’ initiative. It has been developed to encourage primary school children and their parents/carers to walk to school, to use park and stride or the walking bus.

This initiative is provided by the Sustainable School Travel Team at Essex County Council in support of schools that have developed a School Travel Plan.

2 Aims

The Super Traveller initiative aims to reduce the number of car trips made to and from school, reduce pollution, encourage walking and cycling, promote healthier lifestyles for pupils and their families and reduce congestion outside the school gate.

3 How the Initiative operates

For some families, walking or cycling all the way to school might not be an option. Each pupil will be given a ‘Super Traveller’ record card to record how they travelled to school that morning. Each time a child walks the whole way into school or uses the walking bus they receive a **star in their record card**, if they travel by car the whole of their journey, i.e. park inside the school gates they receive no star in their record card.

4 Incentives

The school picks a day of the week that they wish to record their method of transport and the teachers award stars according to the pupils method of travel for that day each week for a term. Once a pupil has acquired 20 stars the record card must be sent back to ECC Sustainable School Travel Team for verification and those pupils will receive a small reward, typically a voucher for a local leisure site.

All pupil record cards must include the name of their class teacher who will be issuing the stars as the pupils walk, cycle, park and stride or use the walking bus. Once a class teacher has rewarded 300 stars per term the cards must be verified by ECC Sustainable School Travel Team the class teacher will receive the class incentive reward.

6 Credibility

Parents and children must be aware that for the ‘Super Traveller’ initiative to be successful there must be trust and honesty. It will soon be obvious if people are being dropped off around the corner and walk the last few metres to avoid not receiving a star. Some monitoring may be necessary – particularly if complaints about displaced parking are received.

7 Pilot Scheme

The Sustainable School Travel Team in collaboration with the Education Transport Entitlement Team are piloting the scheme with all schools in the Billericay area for a school year to ascertain how well the program will work.

The aim is to encourage competition between the schools for largest participation and hopefully overall effect. A hands up count before the pilot is due to start will act as the baseline data with schools conducting monitoring surveys termly to evaluate change.

There are 11 Primary age schools in Billericay. The list of names and their current mode share data is shown on page 34.

There is £30K available from Education Transport Entitlement Team put in to this pilot. This will go towards the incentives for pupils and teachers and the publicity, marketing and production costs for the materials for the pilot.



Case Study 4: Super Traveller Incentive Scheme

A **pilot incentive scheme** was offered to all schools in Billericay. Billericay was chosen using the school census data return level for car use for the schools and the overall location of the schools in this area.

Billericay Schools although situated within a fairly built up/residential area with local catchments, all had a fairly high level of car use for 5-11 year olds and was targeted as an area where significant improvements could be made. Two schools took up the offer and became the pilot schools. These were South Green Infant and South Green Junior schools.

The aim of the pilot was to reduce the number of cars at the start of school on a designated day of the week, parked in the immediate vicinity of the schools, i.e. on the keep clear markings.

All pupils were issued with 'record cards' to record their mode of travel on the designated 'car free' day. If the pupils travelled sustainably, i.e. other than by single car occupancy and parked in the immediate vicinity of the school, then they received a gold star.

Once the record cards were completed by each child these were then exchanged for a free game of bowling and a basket meal at the local bowling centre.

A baseline count was conducted the week before the scheme was started and counts were undertaken each week thereafter till the scheme was completed.

The scheme ran for five weeks and in the final week a **38%** reduction in cars outside the infant school was noted and a **34%** reduction in cars outside the junior school was also noted.

In total 147 vouchers have been issued to pupils at both schools.

This example demonstrates the validity of this type of scheme in providing the momentum to start modal shift.



v. School Accreditation Scheme

The longer term aim of the project is, through the school accreditation scheme, to encourage a permanent modal shift. We intend to work with partners to ensure that as far as possible we take advantage of existing schemes to further the programmes. This is outlined in the draft accreditation scheme below, which will be formalised over the period of the strategy.

Draft Accreditation Scheme:

Bronze Level

Criteria	
1.	The school has taken ownership of travel issues and is keen to implement measures to address and resolve them
2.	Regular walking initiatives e.g. Walk on Wednesdays
3.	Regular cycling initiatives or intention to deliver
4.	Regular car share initiatives or intention to deliver
5.	Participate in ECC Walk to School Week annually
6.	A School Travel Plan in production that meets essential criteria and includes baseline data from surveys

Silver Level

Criteria	
1.	An approved School Travel Plan in place and/or ready for submission
2.	Baseline data included
3.	Action plan—objectives—targets—measures, submitted to STP Team
4.	Evidence of Capital Grant spend or proposals for spend if new Travel Plan School
5.	Actively working towards— <ul style="list-style-type: none"> • Healthy Schools Accreditation
6.	Walking Buses proposed and/or active (primary)
7.	Cycling initiatives undertaken (primary/secondary)

Gold Level

Criteria	
1.	An established school travel plan in place
2.	Baseline data annually updated and entered into School Census
3.	School Travel Plan adopted by the school into its school development plan and submits annual progress updates with supporting evidence of achievement
4.	Objectives/targets and action plan reviewed and monitored annually and fed back to ECC via monitoring forms
5.	School Travel Plan publicised and encompassed into the whole school community
6.	Healthy Schools status received, evidence of working towards Eco Schools status and/or working towards the eight gateways for Sustainable Schools
7.	Evidence of modal shift away from car use via updated baseline
8.	Sustainable School Travel links into curriculum
9.	Actively involved with ECC initiatives, i.e. 'Super Traveller' incentive scheme (where applicable)

Platinum Level

Criteria	
1.	Gold level plus the following
2.	School Travel Plan annually updated and monitored. Travel Plans current and reviewed if over three years. Actively working with ECC Sustainable School Travel Team
3.	Active in delivering curriculum links to Sustainable School Travel and Healthy Schools
4.	Monitoring running incentive schemes and actively promoting and investigating new incentive schemes
5.	Evidence of substantial modal shift via updated baseline data
6.	Achieved Eco Schools status and 'Healthy Schools' status validated and maintained. Commitment to Sustainable Schools eight gateways

Guidance:

Bronze Level:

To complete this level the school must evidence points 1, 5 and 6 as well as at least one of the other criteria. The school can show proposals or plans for any of the other initiatives. Details and accompanying documents must be produced to show the criteria points have been met. Certificate of achievement issued.

Silver Level:

To complete this level, schools must have achieved the Bronze Level. Evidence of all the criteria points must be produced to achieve Silver Level. Certificate of achievement and ECC Accreditation Mark for letter heading used.

Gold Level:

To complete this level, schools must have achieved Silver Level. Evidence of all the criteria points must be produced to achieve Gold Level (where applicable point 10 must be completed i.e. participating schools). Certificate of achievement and ECC Accreditation Mark for letter heading issued. Plaque for Gold Level Schools issued.

Platinum Level:

There will only be a limited number of Platinum Level Schools annually. The schools achieve Gold Level and additionally evidence all of the criteria points must be produced. The Schools will be recommended by the Sustainable School Travel Advisor and therefore regular contact must be upheld with them and the school. All annual documents must be returned and the school must show a commitment and drive to achieving the Sustainable School Travel targets and objectives as well as incorporating the objectives of the Healthy Schools Accreditation and Eco School Award to ensure a joined up approach to safer, sustainable travel and healthier pupils and staff. Certificate and plaque of achievement issued. Annual award ceremony for Platinum Level Schools held to acknowledge schools efforts.

All Accreditations will be reassessed at regular and ongoing intervals.

vi) Tie in to ECC Programmes and Policies

The tables below illustrate how the various policies and programmes being carried out by Essex County Council will be taken forward and how they integrate with & support the Sustainable Modes of Travel Strategy.

Element	Actions	Responsibility	Key Players	Time scale	Targets	Comments
School Travel Plans	Develop travel plans at schools currently without one	Schools	County Council School Travel Advisors. Schools, Colleges, LEA	2010	National Target of 100% coverage	Unlikely to be achieved in practice as not all schools wish to co-operate. Currently standing at 86%
	Ensure travel plans remain 'active' and updated annually	Schools	County Council School Travel Advisors. Schools, Colleges, LEA	On-going	Encourage regular survey updates and monitoring	Some older plans now need revisiting
	Maintain on-going two way information flow to ensure alignment of this strategy and school travel plans	County Council School Travel Advisors	County Council School Travel Advisors. Schools, Colleges, LEA	On-going	N/A	Long term bridge building process
College Travel Plans	Support Colleges in the production of travel plans, initially through the development of a plan template		Post 16 Transport Partnership, County Council School Travel Advisors, Schools, Colleges, LEA	On-going	Aim to have plan for all colleges	Work carried out through FEDEC

Element	Actions	Responsibility	Key Players	Time scale	Targets	Comments
College Travel Plans (Cont.)	Support colleges to ensure that published travel plans remain 'active' and are updated regularly	Colleges	Post 16 Transport Partnership	On-going	Aim to have plan for all colleges	Encourage regular survey updates and monitoring
	Maintain on-going two way information flow to ensure alignment of this strategy and college travel plans					
Building Schools for the Future / new schools / reorganisation of schools	Ensure that the principles of sustainability and good accessibility are embedded at an early stage into proposals for new or re-sited school developments	County Council Accessibility Team Planning, Sustainable School Travel Team and Children, Families and Schools Service	County Council and Project promoters	On-going	All new / revised school to have STP and consider accessibility	Other factors may outweigh accessibility is design and setting of school.
Accessibility Planning	Work with other ECC services, Exdra, local authorities, schools, colleges and project promoters through area reviews to maximise public transport access to education services	County Council Accessibility Planning Team, Sustainable School Travel Team	County Council Accessibility Planning Team, Sustainable School Travel Team, and Children, Families and Schools Service, Exdra and developers	On-going	N/A	Long term land use and planning

Travel Implications of Educational Change

Element	Actions	Responsibility	Key Players	Time scale	Targets	Comments
Extended schools provision	Consider travel and transport implications alongside plans to develop extended provision, and incorporate appropriate measures	Essex County Council	Sustainable School Travel Team, PTCC, Children, Families and Schools Service, developers	On-going	Minimise impact of extended schools programme on congestion and emissions	Will require close co-operation between bodies to maximise use of scarce resources
	Implications of extended services provision to be taken into account in school travel plans	Schools	Schools, Colleges, Sustainable School Travel Team	On-going	N/A	Will require revision of existing school travel plans
14-19 curriculum reform and diplomas	Consider travel and transport implications alongside plans to develop collaborative learning / vocational training programmes	14-19 Curriculum Team, Sustainable School Travel Team	Area Planning Groups	On-going	N/A	Partnership approach developed through CFS Sustainable School Travel Group
	Implications of 14-19 developments to be incorporated into school and college travel plans	Schools, colleges	County Council School Travel Advisors	On-going	N/A	Longer term process as existing plans need reviewing

Supporting Structures & Strategy Development

Element	Actions	Responsibility	Key Players	Time scale	Targets	Comments
Sustainable Travel Modes Strategy Working Group	Maintain the group to take responsibility for the Strategy and its updating and implementation, and to promote co-ordinated approaches on all education and transport developments	Sustainable Travel Modes Strategy Working Group	On-going	On-going	Group to network with all relevant groups/bodies/initiatives	Group needs review in light of revised strategy
Post 16 Education Transport Partnership	Partnership Members	CFS Service	CFS Service, Passenger Transport, Road Safety, Exdra, FEDEC, Sixth Form Schools and Colleges	On-going	Improve accessibility and quality of Post 16 education	None
Engaging with Young People	Provide opportunities for young people to be involved in shaping the policies, services and products that flow from this Strategy	Sustainable Travel Modes Strategy Working Group	Young People	On-going	Ensure views of young people are fully considered in determining sustainable transport issues	N/A

Quality and Efficiency of Service

Element	Actions	Responsibility	Key Players	Time scale	Targets	Comments
Extended travel rights set out in Education & Inspections Act 2006	Assess and evaluate the impact of the extended travel rights introduced September 2007 (primary) and September 2008 (secondary and faith schools)	CFS Service, PTCC, Sustainable School Travel Team	CFS Service, PTCC, Sustainable School Travel Team, Schools, operators	On-going	Act aims to improve choice of schools and access to local schools for poorer families, measures are now in force and being acted on	
Provision of good targeted information	As part of the Passenger transport information Strategy, ensure that young people have access to comprehensive and consistent information regarding travel options to support decisions about education, training and employment	Passenger Transport Sustainable Travel Team	Young People	On-going		

vii Strategy Review

The Sustainable Modes of Travel Strategy Working Group was established with the prime purpose of overseeing the development of this Strategy. The Group will continue to take responsibility for the Strategy and its on-going development and implementation. The Group will seek to maintain and update the Strategy, report on progress and ensure that emerging issues and changing circumstances are reflected in the document. As part of this process, any views and comments from interested parties will be welcomed on a continuous basis throughout the life of the Strategy. This will help maintain its relevance in influencing other policies and decision-making and ensure it continues to evolve to meet emerging needs.

Views and comments can be made to:

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