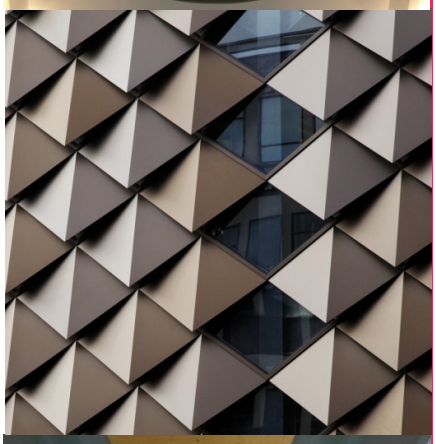

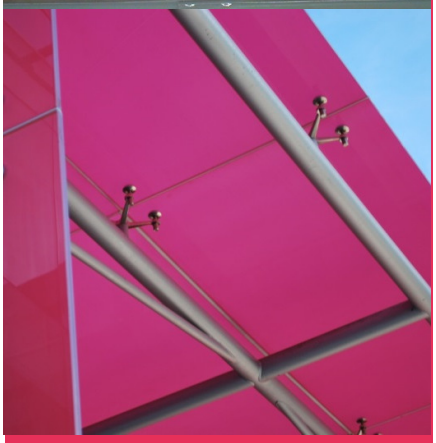

Campus Whitehaven
Full Travel Plan

Curtins Ref: B062051/FTP
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Client Name: St Benedict's School

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Appendix A – Baseline Survey Form
Appendix B – 2016 Results
Appendix C – Updated Survey Form

1.0 Introduction

1.1 Background

1.1.1 Curtins has been appointed on behalf of Wates Construction to provide traffic and transportation advice in relation to a proposed relocation and combination of Mayfield Physical and Sensory School and St Benedict's Catholic High School in Whitehaven, Cumbria.

1.1.2 After the submission of the planning application the scheme was given approval with conditions for discharge from Cumbria County Council (CCC). One of the conditions detailed the requirement for a Method Statement for undertaking survey and monitoring of a Full Travel Plan, the details of the condition of set out below:

"*Within three months of the commencement of development, the Interim Travel Plan shall have been developed into a Full Travel Plan, to achieve modal shift away from the use of private cars to transport pupils, to transport modes that have a lesser impact on the road network. This must include measures to be adopted to reassess the 'modes of travel'; identify safe journey routes/modes; and set targets to be used as benchmarks for the Annual Review Reports in the four following academic years. The Full Travel Plan shall be submitted to the Local Planning Authority for their approval. Any measures identified by the Local Planning Authority as being required, shall be implemented in full within the following 12 months and be continued until the following Annual Review, which will report on the effectiveness of the measures so provided.*"

1.2 What is a Travel Plan?

1.2.1 A Travel Plan (TP) is defined by the Department for Transport (DfT) and by the Department for Communities and Local Government (DCLG) as:

> *"A long-term management strategy for an occupier or site that seeks to deliver sustainable transport objectives through positive action and is articulated in a document that is regularly reviewed."*

Source: *National Planning Policy Framework*, DCLG, 2012.

1.2.2 In essence, a TP is intended to encourage people to choose alternative transport modes over single occupancy car use and, where possible, reduce the need to travel at all. Such a plan should include a range of measures designed to achieve this goal.

1.2.3 A school TP is a document which sets out a number of practical ways to reduce the number of car trips made to a school, to encourage more walking and cycling and to improve safety on the school journey.

1.3 Document Purpose

1.3.1 This Full TP is intended to be read alongside the accompanying Transport Statement (TA), **Ref: B062051/TA**, prepared to consider the development proposals.

1.3.2 Curtins previously produced an Interim Travel Plan (ITP) submitted with the planning application, **Ref: 4/16/9014**. An ITP is the first stage of the Travel Plan process and is often prepared during the planning stage prior to the construction of the development. It includes a list of potential measures that could be implemented to affect modal choice, and a management strategy for producing a full Travel Plan in the future.

1.3.3 This TP aims to raise awareness of the implications of travel choices and the benefits of encouraging more sustainable travel to school. By developing a travel plan, the school is demonstration a commitment to promoting a safer cleaner and more attractive school environment.

1.3.4 CCC strongly endorses the need for TPs in order to reduce the impact of transport on the local environment. In its guidance document, it states:

> *"By helping to reduce single occupant car use, Travel Plans can encourage effective use of current transport networks, help support sustainable economic growth, encourage healthy lifestyles, promote social inclusion, manage travel demand and assist in reducing the impacts of climate change."*

1.3.5 This document has been written in accordance with the above statement, and the following core guidance documents:

- National Planning Policy Framework, DCLG, 2012; and
- National Planning Practice Guidance, DCLG, 2014.

1.4 Document Structure

1.4.1 Following this introductory section, **Section 2** of the report provides background information on the benefits which can be derived from a successful Travel Plan. It also sets out keys aims and objectives for the Travel Plan process.

1.4.2 **Section 3** describes the existing situation and surrounding area, including the local highway layout.

1.4.3 **Section 4** assesses the accessibility of the site by various means of sustainable modes of travel including public transport, walking and cycling.

1.4.4 **Section 5** outlines various initiatives that will be considered to encourage a modal shift from single occupancy car travel and towards sustainable modes of travel for future employees and visitors.

1.4.5 **Section 6** provides example Travel Plan Targets, outlining the need to present SMART targets following the completion of the base Travel Surveys.

1.4.6 **Section 7** provides details on the monitoring and review process, responsibility and management of the document, and the appointment of a Travel Plan Coordinator (TPC) as the Travel Plan process progresses.

1.4.7 **Section 8** concludes the report by providing an Action Plan which summarises the document and the next steps.

Section	Name	Overview
2	Travel Plan Benefits	Explores and outlines the wide range of benefits and positive effects that a Travel Plan can have on staff and visitors and the wider environment.
3	Site Audit	Contains an audit of the site, considering the surrounding highway network
4	Accessibility of Sustainable Modes	Consider the existing and surrounding sustainable infrastructure and service provision to the site
5	Travel Plan Survey Results	Provides an overview and analysis of the results from the travel survey and forms the basis for initiatives to achieve aims and objectives
6	Business Travel Plan Initiatives	Provides a description of the potential Travel Plan measures that could be proposed to encourage sustainable travel to and from the site for all types of end users.
6	Travel Plan Management Strategy	Sets out the strategy for implementing the Travel Plan. It will also identify who is responsible for the delivery of this full Travel Plan following the completion of the development.
7	Travel Plan Management Strategy	Description of how the TP should be managed and progressed in the future
8	Communications Strategy	Identifies a strategy for communicating the Travel Plan to all staff and visitors of the development.
9	Monitoring and Review	Details the methodology for monitoring and reviewing the Travel Plan including frequency and the proposed methodology.
10	Action Plan	Outlines an action plan for the Travel Plan process, including roles, responsibilities and associated costs.

Table 1.1 – Document Structure

2.0 Travel Plan Benefits

2.1 Introduction

2.1.1 The benefits from a TP can be loosely categorised under three main headings:

- Health Benefits;
- Environmental Benefits; and
- Financial Benefits.

2.1.2 This section explores just some of the improvements which can be made to an organisation during a successful Travel Planning process.

2.2 Health Benefits

2.2.1 A reduction in polluting vehicles on the roads surrounding the site will mean better air quality throughout the area. There are also well documented health benefits associated with active travel, yet activity levels are generally low across the UK:

"Physical activity levels are low in the UK: only 40% of men and 28% of women meet the minimum recommendations for physical activity in adults."

Source: *Health Survey for England: CVD and Risk Factors for Adults, Obesity and Risk Factors for Children*, DoH, 2008.

2.2.2 Regular moderate physical activity (including walking and cycling), can help prevent and reduce the risk of cardiovascular disease, cancer, obesity, diabetes, stroke, mental health problems, high blood pressure, and musculoskeletal problems.

2.3 Environmental Benefits

2.3.1 Climate change is a global issue that affects all nations. The British Government has pledged to play its part in reducing emissions which are harmful to the earth by setting carbon reduction targets:

"It is the duty of the Secretary of State to ensure that the net UK carbon account for the year 2050 is at least 80% lower than the 1990 baseline."

Source: *Climate Change Act 2008,* Chapter 27, Part 1, 2008.

2.3.2 Encouraging people to make smarter choices in the way they travel can drastically reduce the impact that a particular development or organisation makes on the environment.

2.4 Financial Benefits

2.4.1 Although secondary to health and environmental benefits, there are also financial benefits to be gained from increasing active travel rates:

> *"The cost of physical inactivity in England – including direct costs of treatment for the major lifestyle-related diseases, and the indirect costs caused through sickness absence – has been estimated at £8.2 billion a year."*

Source: At Least Five a Week: Evidence on the Impact of Physical Activity, DoH, 2004.

2.4.2 Individuals can also benefit financially from travelling to and from a site with a TP in place due to the improved range of transport options available, some of which may be more cost-effective than car travel. In some circumstances, TP measures can remove an individual's need for a car (or their household's need for a second car), removing the capital and on-going cost of car ownership.

2.4.3 An effective TP can help encourage employees and visitors to lessen their environmental impact by reducing emissions from transport, lead a healthier and more active lifestyle, and reduce financial wastage.

2.5 Mutual Benefits

2.5.1 As demonstrated, there are multiple reasons as to why TPs are important to modern society. The initiatives in this TP will have a positive effect on the future employees, pupils and visitors of the proposed development. They must be communicated correctly:

> *"It is important that the outcomes sought from the travel plan can be seen as a benefit to all parties, e.g. the developer, occupiers and site users, the community and the local authority. Such benefits can help in gaining widespread commitment."*

Source: *Good Practice Guidelines: Delivering Travel Plans through the Planning Process*, DfH, 2009.

2.6 Travel Plan Objectives

2.6.1 Considering the above benefits, this TP aims to achieve the following objectives:

- **Objective 1 –** To increase the level of cycling to and from the site;
- **Objective 2 –** To increase the level of walking to and from the site;
- **Objective 3 –** To increase the level of public transport use to and from the site;
- **Objective 4 –** To increase the number of people car sharing to and from the site; and in turn
- **Objective 5 –** To reduce single pupil car occupancy car travel to and from the site.

3.0 Existing Situation

3.1 Site Location

3.1.1 The proposed development site is located within the boundary of Red Lonning and Moresby Road which forms and enclosed triangular parcel of land upon which St Benedict's RC school and its associated playing fields sit. Mayfield School is located on the eastern side of Moresby Road.

3.1.2 The application site is bounded by Red Lonning to the west and north, Moresby Road to the east and the confluence of both roads forms the southern boundary of the site. The below satellite image shows the existing site with the current school locations:

3.1.3 **Plan B062051_001** illustrates the location of the site in relation to the surrounding areas, and **Plan B062051_002** shows the site in a more local context relating to the local highway network.

3.2 Existing Use

3.2.1 The application site currently comprises of sports fields used by St Benedict's RC high School will be the location of the main school building with circa 2 sports pitches and a running track. The site is currently used by the school for physical education lessons.

3.2.2 The existing St Benedict's school site is located on the eastern side of Red Lonning and is a secondary school which serves a wide catchment area. The existing Mayfield School is currently located on the eastern side of Moresby Road and functions as a physical and sensory specialist school.

3.3 Existing Access Arrangements

3.3.1 St Benedict's RC High School is currently accessed from the eastern side of Red Lonning and the Mayfield School is accessed via the eastern side of Moresby Road. For both schools this is the case for vehicles, cycles and pedestrians.

3.4 Surrounding Highway Network

Red Lonning

3.4.1 The existing site is currently accessed via Red Lonning, which runs from south to north from Moresby Road to an un-signalised T-junction where it turns to the east to border the new site. There is also a section of Red Lonning that runs in an east/west direction north of the site that will be used for servicing will take place.

3.4.2 Red Lonning is a two-way road with a single lane in each direction, having a typical road width of approx. 6m. The road outside of the current school is subject to a 20mph (school zone) speed limit. At the existing site there are footways on the eastern side of the road with street lighting. From the T-junction in the north this road changes to have a derestricted speed limit (60mph) with a typical width of 7m.

3.4.3 There are bus stops located outside of the existing school which offers school and local bus, the school will provide for school buses provided upon the site.

3.4.4 Red Lonning runs from the junction with Moresby road in the south to its junction with the A595 to the north west.

Moresby Road

3.4.5 The proposed development would have a new means of egress onto Moresby Road. This road runs from south to north from its junction with A5295 in the south east to its roundabout junction with the derestricted section of Red Lonning at the north-eastern corner of the site.

3.4.6 Moresby Road is a two-way single carriageway with a single lane in each direction, having a typical road width of approx. 6m. The road outside of the current school is subject to a 30mph speed limit. In the vicinity of the proposed site egress point, there are existing footways and street lighting on the south-western side of Moresby road.

3.4.7 There are no bus stops along Moresby Road in the vicinity of the new site, there will be provision in the new development for dropping-off from school buses, and public bus services will continue to use Red Lonning which has bus stops serving the local community and the schools.

4.0 Accessibility by Sustainable Modes of Travel

4.1 Introduction

4.1.1 A key element of national, regional and local policy is to ensure that new developments are located in areas where alternative modes of travel are available. It is important to ensure that developments are not isolated but are located close to complementary land uses. This supports the aims of integrating planning and transport, providing more sustainable transport choices, and reducing overall travel and car use.

4.1.2 The accessibility of the proposed development is considered in this context for the following modes of travel:

- Pedestrian Accessibility;
- Accessibility by Cycle; and
- Accessibility by Public Transport.

4.2 Pedestrian Accessibility

4.2.1 Research has indicated that acceptable walking distances depend on a number of factors, including the quality of the development, the type of amenity offered, the surrounding area, and other local facilities. The Chartered Institution for Highways and Transportation (CIHT) document entitled *'Providing for Journeys on Foot'* suggests walking distances which are relevant to this planning application. These are reproduced in **Table 4.1**.

	Town Centres (m)	Commuting/School/ Sightseeing (m)	Elsewhere/Local Services (m)
Desirable	200	500	400
Acceptable	400	1,000	800
Preferred Maximum	800	2,000	1,200

Table 4.1 – CIHT Suggested Acceptable Walking Distances

4.2.2 To assist in summarising the accessibility of the site by foot, an indicative pedestrian catchment plan has been produced. **Plan B062051_003** shows distances of 500m, 1,000m and 2,000m which are termed *'Desirable'*, *'Acceptable'* and the *'Preferred Maximum'* by the CIHT for school trips.

4.2.3 Within 500m of the sites location there are numerous residential properties and as well as the former Mayfield and St Benedict's School buildings. Also within the catchment area are the schools playing fields and the proposed drop off location for cars and buses.

4.2.4 Within 1,000m of the site there are more residential properties to the west as well as the current St Benedict's RC High School. In the catchment area lies a number of bus stops on Red Lonning and

Main Street, the destinations of which will be discussed in the subsequent public transport accessibility. Also within the catchment lies the Whitehaven Academy which could be visited by elder siblings of the attendees to the new West Cumbria Learning Centre site.

4.2.5 A convenience retail unit and leisure activity locations including Whitehaven Golf Club and the Fun House amusement centre that could be used by pupils after school.

4.2.6 Within 2,000m of the development there are further residential areas to the west of the development as well as other facilities that would be relevant to pupils at each school including places of worship, gymnasiums and The Whitehaven Athletic club. There are also a number of other bus stops nearby with additional services.

4.3 Accessibility by Cycle

4.3.1 In order to assist in assessing the accessibility of the site by cycle, **Plan B062051_004** presents a 8km cycle catchment for the site. The 8km cycling distance refers to a recommendation by Cycling England in the document 'Integrating Cycling into Development Proposals' (2009).

4.3.2 The catchment extends as far as Lillyhall in the north, Rowrah to the east, Egremont in the south and is bordered by the Irish Sea to the west, but encompasses all of Whitehaven.

4.3.3 Within the cycle catchment area there are a number of local routes available for pupils to use as part of their trip to and from the relocated school if they do not use them already. These routes include the Whitehaven and St Bees Head route which passes by many villages and the towns of Whitehaven and Egremont, the nearest section of this route is less than 2.5km from the development near to the Corkickle rail station.

4.3.4 Another available route is the Whitehaven/Cleater Moor/ Rowrah path that is approximately 10miles long with the majority of it being off road apart from small sections on quiet roads. The nearest section of this route is located near to the Corkickle rail station around 2.5km from the schools new location.

4.3.5 Within Whitehaven there are numerous national cycle routes near the site these include the Sea to Sea route from the west to east coast, Hadrian's Cycleway from the west to east coast via Roman ruins and route 72 from Kendal to Silloth via Barrow in Furness and Whitehaven.

4.4 Accessibility by Public Transport

4.4.1 **Plan B062051_005** demonstrates those areas accessible via public transport within 15, 30 and 45 minutes journey from the site. Accessibility by bus and rail are considered in further detail within the subsections below.

Bus Accessibility

4.4.2 Guidance from the Chartered Institution of Highways and Transportation (CIHT) document 'Guidelines for Planning for Public Transport in Development' indicates that ideally, a bus stop should be located within 400m from a new development.

4.4.3 The nearest bus stop to the site is located along Red Lonning approximately 120m to the south of the existing school. **Table 4.2** details the services that call at these stops, and their associated frequencies:

Bus Service	Route	Peak Hourly Frequency		
		Mon – Fri	Sat	Sun/Hols
31	Frizington	2	2	4 a day
31	Maryport	2	2	0.5
33A	Hensingham (School Days Only)	1 bus in AM & 1 in PM	-	-
33C	Hensingham (School Days Only)	1 bus in AM & 1 in PM	-	-

Table 4.2 – Summary of Bus Service Frequencies from Red Lonning

4.4.4 The above table shows the level of bus service to the nearest current bus stop. On top of the above bus services there are also school specific services to St Benedict's that will call at the school.

Rail Accessibility

4.4.5 The nearest train station is Corkickle, located approximately 2.5km to the west of the site. The use of this train station as part of a multi-modal route with bus or bicycle is considered an acceptable distance. A summary of rail services from Corkickle station is summarised in **Table 4.3:**

Destination	Frequency per hour		
	Mon – Fri	Sat	Sun/Hols
Carlisle	1	1	1
Barrow in Furness	0.5	0.5	0
Preston	1 per day	1 per day	0
Lancaster	1	1	0

Table 4.3 – Summary of Rail Services from Corkickle

4.5 Summary

4.5.1 It should be remembered that the site is set in a predominantly rural area, and the expectation of levels of accessibility should reflect this. As paragraph 29 of the National Planning Policy Framework (NPPF) states:

"…the Government recognises that different policies and measures will be required in different communities and opportunities to maximise sustainable transport solutions will vary from urban to rural areas."

4.5.2 Overall and considering this, the site can be seen to be relatively accessible by multiple modes of sustainable transport such as walking, cycling and public transport, especially through multi-modal trips.

5.0 Travel Survey Results

5.1 Introduction

5.1.1 To understand the existing travel and transportation situation at the proposed Campus Whitehaven, travel surveys have been undertaken at the St Benedict's school of existing student travel habits. The results of the surveys have been used to establish existing mode share targets for this TP, and to inform the initiatives to help achieve these targets.

5.2 Survey Design

5.2.1 To assess the existing travel habits of pupils a short survey was produced to be used as part of a hands-up survey within each class to then be collated for assessment. The survey was kept short as to ensure the pupils remained engaged and would answer, which may not be the case for a detailed and lengthy questionnaire. The survey covered usual travel habits as well as alternatives and potential barriers to using sustainable modes such as cycling.

5.3 Survey Distribution

5.3.1 The survey was distributed to each class within St Benedict's school in October 2016. There was a total of 902 respondents to the survey of the total 1050 registered pupils at the school. This number of respondents is felt to be a representative figure for the attendees at St Benedict's, allowing conclusions and specific initiatives to be developed.

5.3.2 The survey was only undertaken at St Benedict's school only and not the existing Mayfield Physical and Sensory Specialist School as information provided by Mayfield's suggested most if not all pupils arrived by car or mini bus.

5.3.3 To ensure that pupils would respond to the survey the number of questions was kept to a minimum. A standard travel survey, such as for an office or residential development would likely be unsuitable for pupils at a school due to each pupil having to fill it out a more detailed survey.

5.4 Survey Results

5.4.1 Below sets out each question, the results and an assessment of those findings:

5.4.2 Question 1 was concerned the usual method of travel of pupils to and from the school. The results showed that 455 of the 902 respondents arrived by car. This is just over half of respondents (50.4%) suggesting that there is scope for a reduction of this mode of travel.

5.4.3 The other modal splits were 185 walked; 1 cycled; 240 used the bus and 21 arrived by other means such as by taxi. The 240 arrivals on buses were spread between 9 buses accommodated within the site.

5.4.4 Question 2 asked for the number of pupils that travelled to school that day by car, the response was 462 pupils. This is slightly more than the number that answered that this would be there usual travel method in question 1. Reasons for this could include; bad weather, after school commitments or perceived/ actual lack of alternative modes.

5.4.5 Question 3 related to the number of other occupants within the car. 49% of arrivals by car were the solo student within the car, which equates to 219 pupils. This means that 51% arrived with at least one other person with additional splits of 36% with one other, 9% with two others and 6% with 3 or more others.

5.4.6 The fourth question related to the reason as to why pupils do not choose to cycle to school, offering a qualitative response option. Many responses stated that the lack of storage for bikes or for cycling items were a barrier to considering this as a mode. The question was worded to include reference to the hilly nature around the school as this was highlighted as another barrier to the use of bicycles. 347 respondents stated that they lived to far from the school to cycle, if pupils perceive they live too far to cycle to school they are also likely to feel they live too far to walk.

5.5 Summary of the Results

5.5.1 The results of the survey showed that just over half of the respondents arrived by car. Due to the St Benedict being a catholic school; the catchment area is larger than a standard school and therefore it is considered that pupils are more likely to consider the use of a private car as their primary mode of travel. It is therefore considered that there would be scope to reduce the number of arrivals by car for those that have access to alternative modes.

5.5.2 It was highlighted during the project that 9 school buses currently serve the site and this is a popular option for pupils to and from the school. The potential for uptake of the buses could be achieved by promoting the routes offered to and from the site to the pupils and parents, this would address some concerns to pupils that live beyond a walking or cycling distance from the school.

5.5.3 49% of arrivals by car were solo occupants however this means that the remaining arrivals contained 2 or more pupils per car. This shows that car sharing currently occurs at the school and that this could be promoted to further reduce the number of cars arriving at the school by reducing the number of vehicles arriving with only a single pupil.

5.5.4 Cycling to and from the existing school currently does not occur with the main barrier being the lack of secure cycle parking facilities at the school. Other barriers included distance from the school and the topography around the school, these issues were not highlighted as a barrier for all attendees. The number of pupils that stated they lived too far from the school was 347, this means that potentially the remaining 555 pupils of the 902 could consider cycle to the school. This shows there could be a high number of pupils cycling to the school given the correct facilities and training.

5.5.5 The provision of cycle parking and promotion of it as a mode to pupils is likely to lead to an uptake of the use of cycling for pupils to the school. As part of this travel plan the promotion of sustainable modes by offering advice and initiatives to encourage their uptake.

6.0 Educational Travel Plan Initiatives

6.1 Introduction

6.1.1 Taking into account the location of the proposed development and the accessibility of the site via walking, cycling and public transport, a series of potential measures and initiatives have been developed to encourage sustainable travel at the site.

6.1.2 Information has been reviewed regarding the information that CCC provides about the required contents and aims of School Travel Plans upon their website. This information has been used to inform the suggestions and initiatives below to promote the Travel Plan and raise awareness of its health and environmental benefits to pupils and parents.

6.1.3 This information from CCC also states that proposals can seek funding towards the cost of some proposals. Amendments to improve existing cycle provision around the site would likely be expensive and due to the existing level of cycling to and from the school it would be difficult to justify any high cost spending.

6.1.4 A walking bus/ 'Park and Stride' initiative was considered to reduce arrivals at the school by car and reduce parking on the highway but due to the lack of nearby parking facilities this would not able a feasible option.

6.1.5 This section of the TP sets out the initiatives that could be implemented to reduce future site users' dependency on the private car and encourage sustainable modes of travel in line with the objectives set out in **Section 2** of this document. The initiatives are designed primarily for pupils and staff.

6.1.6 The Travel Plan initiatives have been organised into the following headings and discussed in the subsequent paragraphs:

- Encouraging cycling;
- Encouraging public transport use;
- Encouraging car sharing;
- Encouraging walking; and
- Encouraging sustainable travel in general, such as health benefits

6.2 School Information News Letter

6.2.1 'Sustainable Travel News Letter' can be very useful at influencing travel patterns and are therefore envisaged to be distributed to all pupils at St Benedict's. Within the welcome pack the following information should be provided:

- Introduction to the TP concept detailing objectives and aspirations;
- Literature on the health benefits of walking, cycling and environmental benefits of sustainable modes of transport;
- Offering advice on access to the school e.g. preferred use of the drop off route through the school and car sharing with other pupils;
- Details of school transport services, including timetables and routes; and
- Details of the nominated Travel Plan Co-ordinator (TPC) for any extra advice.

6.2.2 Some information that is contained within the welcome packs should also be provided within corridors or upon the notice board can advertise other Travel Plan information such as the benefits and any incentives to using sustainable modes of travel. This way more sustainable modes can be encouraged and the plan promoted to pupils and the use of sustainable modes becoming more normalised among them.

6.3 Encouraging Cycling

6.3.1 **Table 4.1** summarises the proposed cycling initiatives on top of the provision of up to 60 cycle parking spaces designed to encourage cycling:

Initiative	Description
Cycle2Work	Allow staff to purchase cycles with a tax reduction through the 'Cycle2Work' government initiative.
Showers and Changing	On-site shower and changing facilities for staff and pupils who cycle to the site.
Cycle Discounts	Negotiate with local retailers to provide discounts for pupils and staff.
Bike User Group (BUG)	Establish a group focused on issues related to cycling.
Cycle Buddy Scheme	Initiate a student buddy scheme where cyclists can meet up and arrange to cycle to and from school together.
Reflective Clothing	Provide free/ borrowable high visibility clothing to those wishing to cycle.
Puncture Repair Kit	Provide a free on-site puncture repair kit for staff and pupils.
Bikeability – Cycle Training	Provide a cycle training programme for pupils.

Table 6.1 – Initiatives to Encourage Cycling

Cycle2Work

6.3.2 Should the St Benedicts school not already be registered on the Cycle2Work Scheme, introducing the government initiative would help reduce the financial burden of staff purchasing bicycles by reducing the amount of tax consumers pay on bicycles. This would encourage more staff and pupils to cycle to the site.

6.3.3 St Benedict's School could register by going to www.cyclescheme.co.uk/register-employer. Halfords' website claims that employees can make savings of up to 42% on a brand-new bike and safety accessories for cycling to work when they participate in the scheme.

Showers and Changing

6.3.4 Provision of on-site shower and changing facilities should be explored, and promoted to staff who cycle to work. For pupils potentially make the showers within the pool available. Where possible, lockers could also be provided.

Cycle Discounts

6.3.5 In order to further lessen the financial burden of purchasing a bicycle, a discount from local retailers could be negotiated to provide staff and/or pupils with a cheaper bike. This would encourage more people to travel to St Benedict's School via bicycle.

Bike User Group (BUG)

6.3.6 A Bike User Group (BUG) is a group often set up in places of employment to raise and discuss cycling issues. A group should be initiated so that the interests of cyclists at the school are considered. This could be managed by pupils and guided by a dedicated member of staff as an educational project. BUG meetings should be set up on a quarterly basis to discuss issues, and eventually implement any ideas as future TP initiatives.

Cycle Buddy Scheme

6.3.7 A cycle buddy scheme should be open to all staff and pupils. They could put their names forward for the scheme, and they would be matched against others with a similar journey. This could be arranged during the BUG meetings, encouraging greater involvement.

Reflective Clothing

6.3.8 High visibility clothing should be provided free of charge to pupils and staff alike who state their wish to cycle to the Campus Whitehaven site. This will encourage those who have safety concerns to use a sustainable mode of transport to travel, and will help reduce the chance of cyclists being involved in an accident.

Puncture Repair Kit

6.3.9 It is recommended that a puncture repair kit should be made available on site so that staff and capable pupils (under adult supervision) could fix their bike if they have any maintenance issues. This is a low-cost measure which can increase the reliability, and therefore the perceived viability, of travelling by bicycle.

Bikeability – Cycle Training

6.3.10 A road safety education course could be run for pupils at the school to provide practical skills and understanding on how to cycle on road. This could be arranged during the BUG meetings, encouraging greater involvement.

6.4 Encouraging Public Transport Use

6.4.1 **Table 4.2** summarises the proposed public transport use initiatives:

Initiative	Description
Reduced Fares	Liaise with local service providers to explore the possibility of discounted public transport fares, and promote Travel Passes.
Season Ticket Loans	Arrange for season ticket loans to be made available for staff where a monthly deduction is made from their pay packet.
Traveline Journey Planning Services	Promote the usage of the journey planning service, providing employees with contact details and web addresses.
Service Details	Provide the details of train and bus services included in the site audit section of this TP to all employees and pupils.

Table 6.2 – Initiatives to Encourage Public Transport Use

Reduced Fares

6.4.2 Public transport discounts can potentially be agreed with local service providers to encourage a greater number of journeys by public transport.

Season Ticket Loans

6.4.3 In many instances public transport is cheaper when using a season ticket; however there is often a financial strain on the customer as they have to provide a relatively large up-front fee.

6.4.4 The St Benedict's School could arrange for annual bus tickets to be made available for staff and pupils where a monthly payment is made. This would lessen the burden and encourage more to travel to Campus Whitehaven using public transport.

Traveline Journey Planning Services

6.4.5 In order to help staff and pupils plan their journey, the details of the Traveline Journey Planning tool for the north-west should be distributed and displayed across the school. People would need to visit the following link and select the 'Plan your Journey' tab:

www.traveline-northwest.co.uk

6.4.6 Alternatively, site users can contact Traveline by phoning 0871 200 2233, although this can incur a cost.

Service Details

6.4.7 Public transport service details should be made available throughout the school building. These would be located on staff and student notice boards, and in communal areas. The initiative should make people more aware of the services available to them, and encourage public transport usage.

6.5 Encouraging Car Sharing

6.5.1 An increase in car sharing could help reduce the impact of staff and pupils on the environment, and help site users save money. **Table 4.3** below summarises the proposed car share initiatives:

Initiative	Description
Promote Car Sharing	Develop and promote car sharing between pupils and staff within the school
Free Emergency Ride Home (staff only)	Provide a guaranteed free ride home in an emergency to car sharers who are let down by their sharing partner.

Table 6.3 – Initiatives to Encourage Car Sharing

Promote Car Sharing Database

6.5.2 Promoting an existing database is a low-cost way of encouraging and raising the profile of car sharing. In order to co-ordinate car sharing, an electronic database can be used which matches up travellers planning the same journey.

6.5.3 It is proposed that the school promote car share between pupils to encourage less vehicles to the school.

Free Emergency Ride Home (staff only)

6.5.4 In order to improve confidence in joining a car share arrangement, a lift home could be made available free of charge to employees who regularly car share in the event of an emergency.

6.5.5 This initiative will help improve confidence in joining a car share agreement.

6.6 Encouraging Walking

6.6.1 **Table 4.4** below summarises the proposed additional initiatives designed to encourage walking:

Initiative	Description

Security Provision	Provide personal safety alarms to enhance safety.
Walking Buddy Scheme	Implement a buddy scheme where walkers can meet up and arrange to walk to and from work together.

Table 6.4 – Initiatives to Encourage Walking

Security Provision

6.6.2 Low levels, or perceived low levels, of security can be a major influence on the attractiveness of walking in an area. Providing the option of personal alarms to pupils or members of staff who express concerns or indicate that they will walk to the new site will help reduce any uncomfortable feelings and encourage more walking. An increased security presence at the site could also have a similar effect.

Walking Buddy Scheme

6.6.3 A walking buddy scheme should be open to all pupils and staff. They could put their names forward for the scheme, and would be matched against others with a similar journey. Otherwise, this could simply be encouraged on an informal basis.

6.7 Encouraging Sustainable Travel in General

6.7.1 The following subsection discusses initiatives that are not aimed at encouraging any one specific mode of travel, but are instead generic measures to encourage any form of sustainable travel. The proposed initiatives are summarised in **Table 4.5:**

Initiative	Description
Sustainable Transport Week	A week aimed at promoting cycling, walking, and public transport.
Transport Newsletter	Newsletter detailing all the relevant transport information to staff and pupils.
Introductory Pack	A pack of transport-related information distributed to all new pupils and employees.

Table 6.5 – Initiatives to Encourage Sustainable Travel in General

Sustainable Transport Week

6.7.2 In order to raise awareness of sustainable modes of travel, it is suggested that St Benedicts School organises a 'Sustainable Transport Week' aimed at promoting cycling, walking, and public transport. This could be organised alongside the High School and contain the following initiatives for each of the following transport modes:

Cycling

- Posters advertising the week;

- Posters detailing the health and economic benefits associated with cycling in comparison to private car use; and
- Posters detailing the threats of climate change, and transports contribution towards climate change.

Public Transport

- Posters advertising the local services discussed in the site audit section;
- Posters detailing the health and economic benefits associated with public transport in comparison to private car use; and
- Posters detailing the threats of climate change, and transports contribution towards climate change.

Walking

- Posters advertising the week;
- Posters detailing the health and economic benefits associated with walking in comparison to private car use; and
- Posters detailing the threats of climate change, and transports contribution towards climate change.

6.7.3 It is beneficial to encourage more cyclists and pedestrians to travel to and from the site, but not at the cost of increased accidents. As part of the Sustainable Transport Week, employees and pupils should be encouraged to attend a cycle/pedestrian safety training session, this should be open to all.

6.7.4 In order to obtain maximum participants, the Sustainable Transport Week should be held at an appropriate time in the spring/summer when there is an increased probability of good weather.

Transport Newsletter

6.7.5 In order to maintain engagement with the TP process, a newsletter or e-newsletter could be brought out every term. The newsletter could include, but not necessarily be limited to;

- Infrastructure improvements – both recently completed and future;
- TP monitoring updates;
- BUG and Buddy Scheme event dates;
- Any relevant bus information; and
- Stories of colleagues and pupils who travel sustainably to the school published to inspire others.

6.7.6 The newsletter could be run as an educational student project, and be written by a group of pupils supervised and guided by a member of staff.

Introductory Pack

6.7.7 A key initiative of the TP would be the distribution of an Introductory Pack. All new pupils and employees should receive an introductory pack on arrival, as such packs can be critical in influencing travel patterns. The contents of the packs could include, but not be limited to:

- Introduction to the TP concept detailing objectives and aspirations;
- Literature on the health benefits of walking, cycling and environmental benefits of sustainable modes of transport;
- Personal travel initiatives;
- Maps showing local walking / cycling routes and places of interest;
- Details of public transport services, including timetables and routes; and
- Details of the Travel Plan Co-ordinator (TPC).

7.0 Travel Plan Management Strategy

7.1 Introduction

7.1.1 DfT Good Practice Guidelines outlines six key messages regarding implementation and management, as follows:

- *"Travel plans are living documents that need to be updated in the light of experience and sustained throughout the life of a development.*
- *At all times a named individual needs to be responsible for leading the delivery of the travel plan.*
- *The developer/occupier should take the lead in respect of delivering the site-specific elements of the travel plan.*
- *Local authorities need to establish robust databases of all travel plans in their areas.*
- *Post-implementation management arrangements must be identified and included in the travel plan.*
- *Transport Management Associations may be an appropriate mechanism for assisting with the implementation and on-going management of travel plans within a wider area."*

Source: Good Practice Guidelines: *Delivering Travel Plans though the Planning Process.* DfT, 2009.

7.1.2 It is clear from the above that a Travel Plan document should be considered as merely the starting point of the process. The implementation of a Travel Plan is an on-going requirement and will require support and leadership in achieving its objectives.

7.2 Responsibility and Management

7.2.1 Overall responsibility for this document currently lies with the site owner. Following construction and full occupation, the responsibility will be transferred to an individual with a specific remit for delivering the measures proposed within the Travel Plan. This person is appointed as the 'Travel Plan Coordinator' (TPC).

7.2.2 Duties of the TPC include:

- Organising and distributing Travel Surveys once the school is fully occupied;
- Looking after the day to day operation of the plan;
- Keeping all relevant databases, information, and administration up to date;
- Liaising with appropriate partners;
- Leading on the delivery of the Travel Plan;

- Representing the human face of the Travel Plan;
- Promoting the Travel Plan by explaining its purpose and opportunities;
- Promoting individual measures in the Travel Plan;
- Monitoring the Travel Plan; and
- Reviewing the Travel Plan using regular surveys.

8.0 Communication Strategy

8.1 Introduction

8.1.1 In order for the initiatives highlighted in **Section 6** of this TP to be successfully progressed they need to be communicated through a clear strategy to ensure that there is a large uptake and the effectiveness the initiatives. The communication strategy of any TP is considered to be a vital step in ensuring the success of the Travel Plan initiatives.

8.2 Promotion of the Travel Plan

8.2.1 Promotion of the TP should be undertaken in the following ways:

- Provide a summary of the TP in Travel Plan Information Packs for pupils and staff.
- Provide a regular TP newsletter every quarter with updates and information on how to switch to an alternative mode and what is available;
- During registration/ assemblies ask teachers/ form tutors to discuss with the pupils the aim and benefits of sustainable travel through the Travel Plan.
- Publicise the TP with posters in on school notice boards, as well as a copy being available at reception for reference.

8.3 Document Distribution

8.3.1 A version of this TP and any subsequent TP review documents should be made readily accessible to all future users of the site. To ensure this the following strategy should be undertaken:

- Provide an electronic copy to all pupil school email addresses;
- Make a hard copy available at the reception areas; and
- An electronic version made available to download on the school's central website.

9.0 Monitoring and Review

9.1 Introduction

9.1.1 Monitoring and review is of central importance to the progression of the TP; it ensures the five objectives outlined throughout this document are met.

9.1.2 However, too much monitoring and review of TPs is thought to be damaging to the overall effectiveness and impact of the document. It is important to find the right balance of monitoring.

9.1.3 As per the CCC's planning conditions a Method Statement has been produced, **Ref: B062051/TPMS**, explaining how the survey and monitoring work informing the Travel Plan will be undertaken.

9.2 SMART Targets

9.2.1 A series of targets can be established in order to encourage and measure sustainable travel in a way that would be practical to staff. They should be 'SMART' Targets – Specific, Measurable, Achievable, Realistic and Time-bound.

9.2.2 The following phrases have been used to give a general indication of timescales for the 'SMART' targets following the adoption of this Travel Plan:

- Target – Within four years.

9.3 Modal Shift Targets

9.3.1 As mentioned in Section 5 above, travel surveys were distributed to each class within St Benedict's school in October 2016. There was a total of 902 respondents to the survey of the total 1050 registered pupils at the school.

9.3.2 The following **Table 7.1** shows the baseline mode share extracted from the Travel Survey undertaken at St Benedict's School and modal shift targets to be achieved over a four-year period, commencing one year after the completion of the sites expansion.

Travel Mode	Current Model Split	Modal Shift Targets
By Car, as a Single Occupant	24.6 %	- 8.0 %
By Car, Lift Sharing	25.3 %	+ 1.5 %
Walk	20.7 %	+ 2.75 %

Travel Mode	Current Model Split	Modal Shift Targets
Cycle	0.1 %	+ 2.25 %
Bus	26.9 %	+ 1.5 %
Other (taxi, moped/ motorbike etc.)	2.4 %	+ 0.0 %

Table 9.1 –Modal Shift Targets

9.3.3 As can be seen from the targets, there will be an overall aim to reduce the number of pupils travelling to and from the site by car as a single occupant, whilst increasing the proportion who travel by more sustainable modes including lift sharing, walking, using public/ school transport or by cycling. As the current school does not facilitate cycling due to the lack of secure cycle spaces this mode will be a particular focus of uptake by pupils.

9.3.4 The targets shown above are considered to be realistic when taking into account the Travel Plan Initiatives highlighted within **Section 6.**

9.4 Monitoring

9.4.1 The TPC will arrange for annual surveys to be conducted at 12-month intervals for a total of four years, commencing one year after the completion of the sites expansion. A copy of the baseline 2016 survey form can be found in **Appendix A** with a copy of the results in **Appendix B**. In addition, **Appendix C** contains the amended survey form for the purposes of the future monitoring which includes questions relating to the route of travel to the school.

9.4.2 The monitoring of travel behaviours and patterns is essential to measure in order to progress towards the objectives and modal shift aims outlined within this TP. The results from each travel survey will be produced within one month of the receipt of data and provided to CCC.

9.4.3 The future year surveys need not be as detailed as the one undertaken to inform this TP but as a minimum there should be questions on mode of travel in order to indicate any modal change and compare to the targets.

9.5 Annual Review

9.5.1 To record and communicate the progression of the TP, the TPC should produce an Annual Review Report to be submitted to CCC each Easter. The report will include but is not limited to:

- Reporting the progress against the modal shift targets compared to the previous year;
- Provision of information relating to new initiatives introduced;

- Provision of information on proposed initiatives due for implementation; and
- Details of relevant external transport-related news (e.g. new local bus services, new local cycle infrastructure).

9.5.2 If the annual report suggests that additional measures are required the TP Co-ordinator will consult with CCC to discuss any remedial options to be implemented, before feeding back to the Site Developer to seek authorisation to implement those extra measures deemed necessary.

10.0 Action Plan

10.1 Introduction

10.1.1 In order to effectively coordinate the Travel Plan initiatives and ultimately encourage sustainable modes of travel at the site, it is important to establish a clear timetabled Action Plan. This is intended to ensure that the steps to implementing each measure are considered in detail.

10.1.2 It is also important to ensure that appropriate funding is made available so that the TP can continue to be implemented on the same basis in future. An indicative budget is required to sustain the Travel Plan to fund the initiatives and TPC work in the future.

10.1.3 The proposed action plan below in Table 10.1 sets out the initiatives previously discussed and the cost of the measures, which have been developed to achieve the following objectives as previously outlined:

- **Objective TP1 –** To increase the level of cycling to and from the site;
- **Objective TP2 –** To increase the level of walking to and from the site;
- **Objective TP3 –** To increase the level of public transport use to and from the site;
- **Objective TP4 –** To increase the number of people car sharing to and from the site;
- **Objective TP5 –** To reduce single occupancy car travel to and from the site

10.2 Budget, Funding, Timescales and Responsibilities

Budget

10.2.1 The anticipated relative cost of each TP measure has also been set out on in the following pages in **Table 10.1.**

10.2.2 Those categorised as “No Cost” only involve small amounts of time for organisation and encouragement.

10.2.3 “Low” costs primarily involve small costs in organising external meetings and liaison, and time costs. Low cost initiatives are expected to cost up to £250.

10.2.4 Those categorised as “Medium” are small facilities improvements and larger events, which will take more time to organise and carry out, and need more funding to implement. Medium cost initiatives are anticipated to cost up to £1,000.

10.2.5 Costs categorised as "High" are often longer term, expensive costs. High cost initiatives are expected to cost over £1,000.

Funding

10.2.6 Funding should continue to be made available not only for the implementation of the measures proposed in this TP, but also for their management and communication. As identified in **Section 8** and **Section 9** of this TP, the communication and management of a TP is best undertaken by the appointed TPC.

10.2.7 Funding should continue to be made available for the provision of this role, whether this be an allowance of additional time for the TPC to complete elements of their responsibility, or allowance of additional funding.

Timescales

10.2.8 The following phrases have been used in **Table 10.1** below to give a general indication of timescales for each element of the action plan:

- Immediate – to be actioned upon adoption of the TP;
- Short Term – to be completed within six months;
- Medium Term – to be completed within 6 – 12 months;
- Long Term – to be completed in future years; and
- On-going – an on-going element which spans the TP.

10.2.9 These timescales are intended as a guide only, and have been included in order to help the monitoring and review process.

Responsibilities

10.2.10 It is proposed that the responsibility of all the initiatives and measures contained in **Table 10.1** below will initially lie with the TPC.

10.2.11 As and when new members of staff are employed at the site, it is then up to the TPC to organise devolved responsibilities throughout the centre.

10.2.12 It is envisaged that the TPC would approach a member of staff with particular interest in cycling, for example, to take responsibility for the measures that ensure the regular maintenance of the cycle storage facilities.

Initiative (Objectives in Brackets)	Measure	Anticipated Cost	Timescale
Travel Plan Information Pack (TP1, TP2, TP3, TP4, TP5)	Collate relevant information for each of the Induction Packs. Once complete, forward to the Travel Plan Team at CCC.	No Cost	Immediate
	Taylor the above information to provide a Travel Sheet for clubs/institutions	No Cost	Immediate
	Produce and distribute packs to all new teachers, pupils and visitors.	Low	Short Term (within the first month of TP being approved)
	Produce and distribute packs to any pupils during registration	Low	Ongoing (Through letters or emails as well as during reception or assembly)
Raise Awareness of Health	Produce information to staff regarding the health benefits of the walking	No cost	Immediate
Information on Local Walking Groups	Research and advertise local walking groups, encouraging staff to try them	No Cost	Immediate
Provide reflective clothing	Distribute an order form to all staff/ pupils wishing to cycle to the site.	No Cost	On-Going
	Provide free or discounted high visibility clothing to those staff wishing to travel by bicycle, or walk to work.	Low	On-Going (as and when person enquires)
Cycle 2 Work (TP1, TP5)	Register the centre to the Cycle 2 Work scheme, and promote internally.	No Cost	Immediate
	Encourage teachers to purchase cycles with a tax reduction.	High (cost recovered)	Ongoing (reminder to be issued every April)
Cycle Discounts (TP1, TP5)	Identify local bicycle retailers.	No Cost	Immediately
	Liaise with local retailers and negotiate discounts for staff.	No Cost	Short – Medium Term
Local Network Information (TP1, TP5)	Identify local bicycle routes in the area (Highlighted in this TP)	No Cost	Immediately
	Encourage staff and pupils to explore the surrounding cycle network and try using it as a route to school	No Cost	Short – Medium Term
Local Cycling Clubs	Research local cycling clubs (some highlighted within this TP)	No Cost	Immediately

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Initiative (Objectives in Brackets)	Measure	Anticipated Cost	Timescale
(TP1, TP5)	Publicise to staff the availability of cycle clubs and groups and encourage joining of these clubs	No Cost	Short – Medium Term
Bicycle User Group (TP1, TP2, TP5)	Explore the possibility of a BUG.	No Cost	Immediate
	Establish a BUG and encourage staff to become members.	No Cost	Short Term
	Elect a BUG leader.	No Cost	Short Term
	Encourage people to attend by arranging informal meetings.	Low	On-Going
Provide reflective clothing	Distribute an order form to all staff/ pupils wishing to cycle to the site.	No Cost	On-Going
	Provide free/ discounted high visibility clothing to those staff/ pupils wishing to travel by bicycle, or walk to work.	Low	On-Going (as and when person enquires)
Cycle Parking Provision (TP1, TP2, TP5)	Undertake a scheduled weekly check of the cycle storage facilities.	No Cost	Ongoing (weekly)
	Undertake any small scale maintenance work (clearing litter, leaves etc.).	No Cost	Ongoing (when required by weekly check)
	Report any faults to appropriate level of management and subsequently resolve/repair the issue.	No Cost – High	Ongoing (when required by weekly check)
Puncture Repair Kit (TP1, TP5)	Purchase and provide an on-site puncture repair kit (including basic tools in addition such as a spanner and tyre lever) for staff/ pupils to use on site for free.	Low	Immediate
	Ensure support is provided to those staff/ pupils using the kit by a knowledgeable member of staff wherever necessary.	Low	Short Term
	Ensure the kit is present and replaced when necessary.	Low	On-going

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Initiative (Objectives in Brackets)	Measure	Anticipated Cost	Timescale
Reduced Bus Fares/Taster Tickets (TP3, TP5)	Liaise with local service providers to explore a discounted ticket and/or taster tickets for staff and pupils.	No Cost	Short Term
	If successful, implement a fare discount scheme for staff, pupils and visitors.	No Cost	Short – Medium Term
Traveline journey planning Service (TP3, TP5)	Promote the use of Traveline by distributing information.	No Cost	Immediate
Service Details (TP3, TP5)	Ensure information is readily available on noticeboards throughout staff rooms/reception	No Cost	On-going (scheduled check every three months)
	Collect relevant details of bus services included in the site audit section of this TP.	No Cost	Immediate
	Display the information in communal/high traffic areas.	No Cost	Immediate
	Check information every 2 weeks and update where appropriate.	Low	On-going (every 2 weeks)
Car Share Incentives (TP4, TP5)	Use signage to indicate appropriate number of designated car sharing spaces.	Low	Immediate
	Publicise the spaces amongst staff.	No Cost	Short Term (within the first month of signage being installed)
	Investigate the feasibility of a fuel voucher scheme for staff who regularly car share.	No Cost	Immediate
	If found to be appropriate, implement and publicise the fuel voucher car sharing incentive scheme.	Low to Medium	On-going (information to be provided in Information Pack)
Promote Car Sharing Database (TP4, TP5)	Draft promotional material referencing the “Liftshare” website.	No Cost	Immediate
	Distribute material in communal areas.	No Cost	Short Term (within the first month of material being distributed)

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Initiative (Objectives in Brackets)	Measure	Anticipated Cost	Timescale
Free Emergency Ride Home (employees only) (TP4, TP5)	Provide and promote a guaranteed free emergency ride home to staff car sharers who are let down by their sharing partner.	Low to Medium	On-Going (information to be provided in Information Pack)
Transport Newsletter (TP1, TP2, TP3, TP4, TP5)	Establish the newsletter.	No Cost	Immediate
	Provide newsletter updates every 3 months – electronic and/or paper versions.	Low	Ongoing (every three months)

Plans

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Drg No: B062051_001	Rev: /
Project:	WEST CUMBRIA LEARNING CENTRE
Drg Title:	REGIONAL SITE LOCATION PLAN
Drawn:	TL
Checked:	KY
Scale:	NTS

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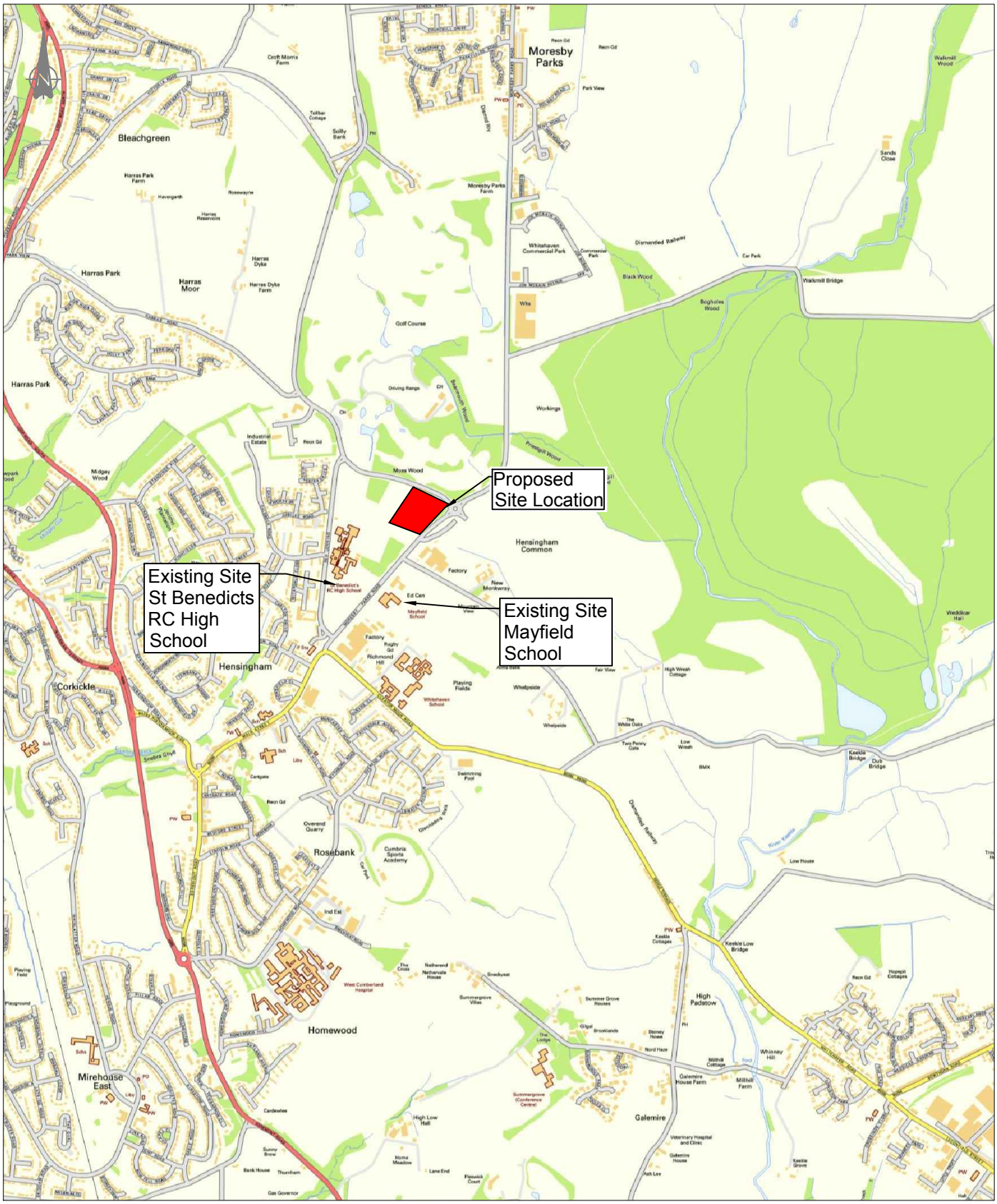

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Project:	WEST CUMBRIA LEARNING CENTRE, WHITEHAVEN
Drg Title:	LOCAL SITE LOCATION PLAN
Drawn:	TL
Checked:	KY
Scale:	NTS

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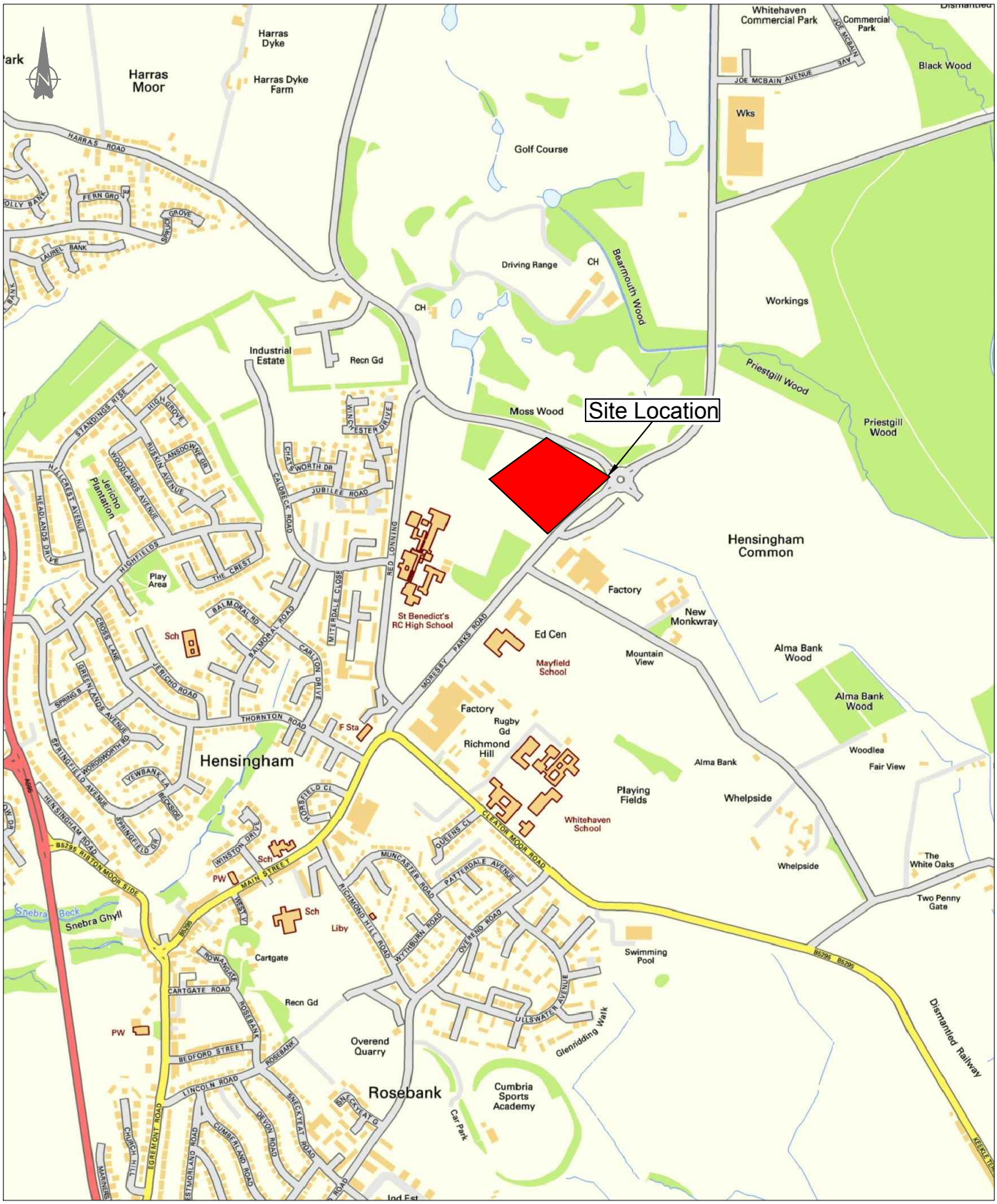

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Rev:	/
Project:	WEST CUMBRIA LEARNING CENTRE, WHITEHAVEN
Drg Title:	INDICATIVE PEDESTRIAN CATCHMENT PLAN
Drawn:	TL
Checked:	KY
Scale:	NTS

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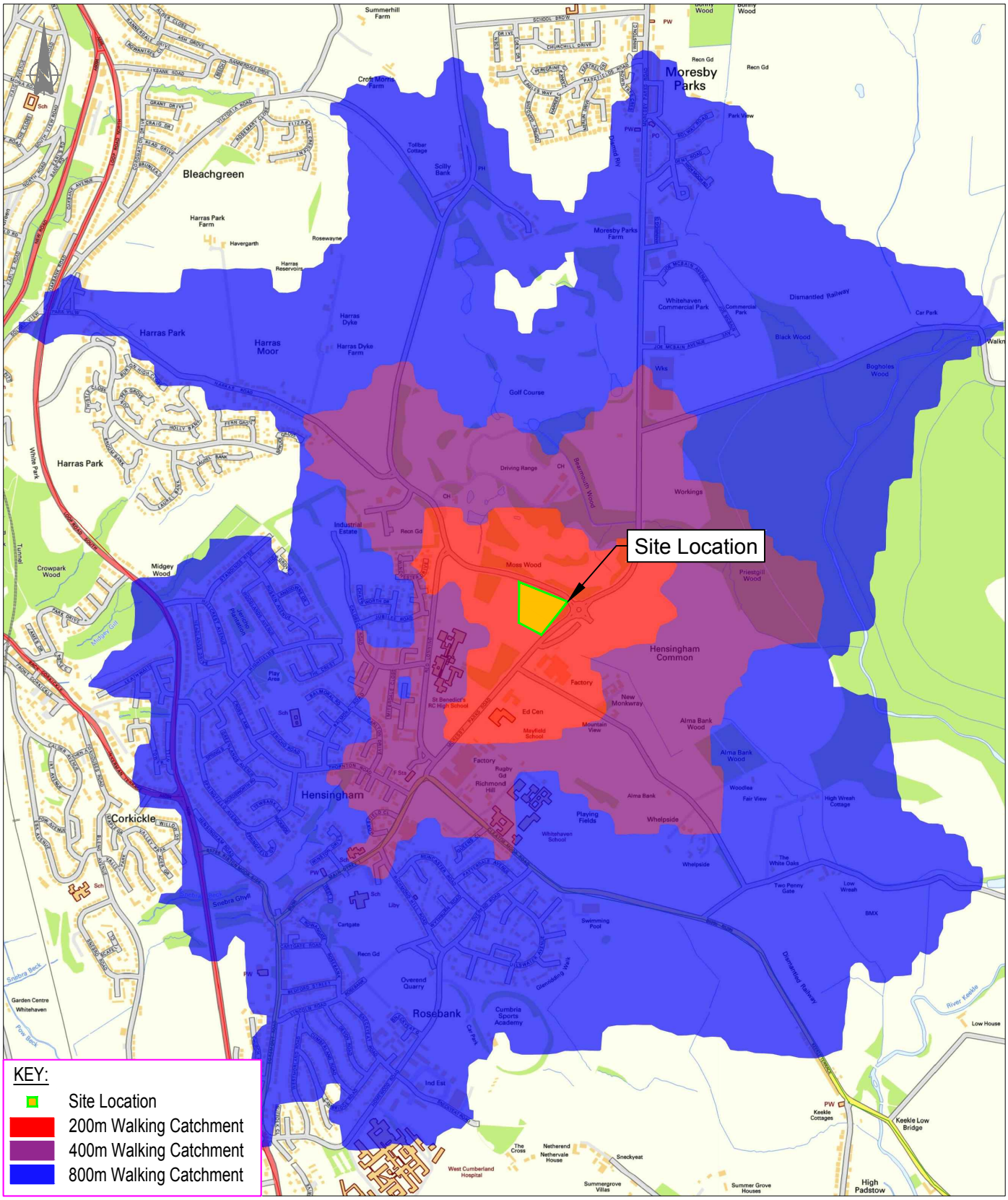

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Rev:	/
Project:	WEST CUMBRIA LEARNING CENTRE, WHITEHAVEN
Drg Title:	8KM CYCLE CATCHMENT PLAN
Drawn:	TL
Checked:	KY
Scale:	NTS

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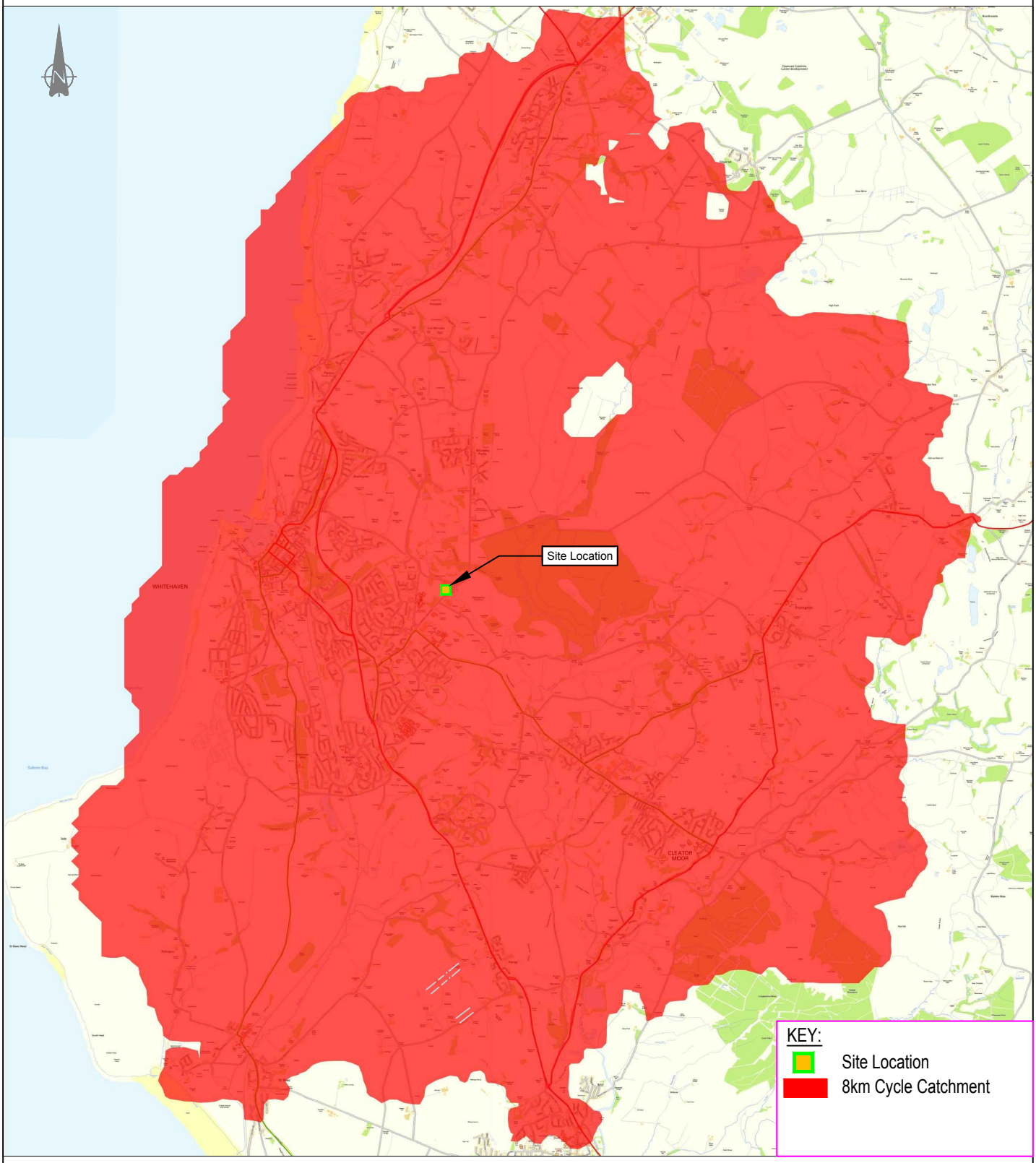

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Drg No: B062051_005	Rev: /
Project:	WEST CUMBRIA LEARNING CENTRE, WHITEHAVEN
Drg Title:	PUBLIC TRANSPORT CATCHMENT PLAN
Drawn:	TL
Checked:	KY
Scale:	NTS

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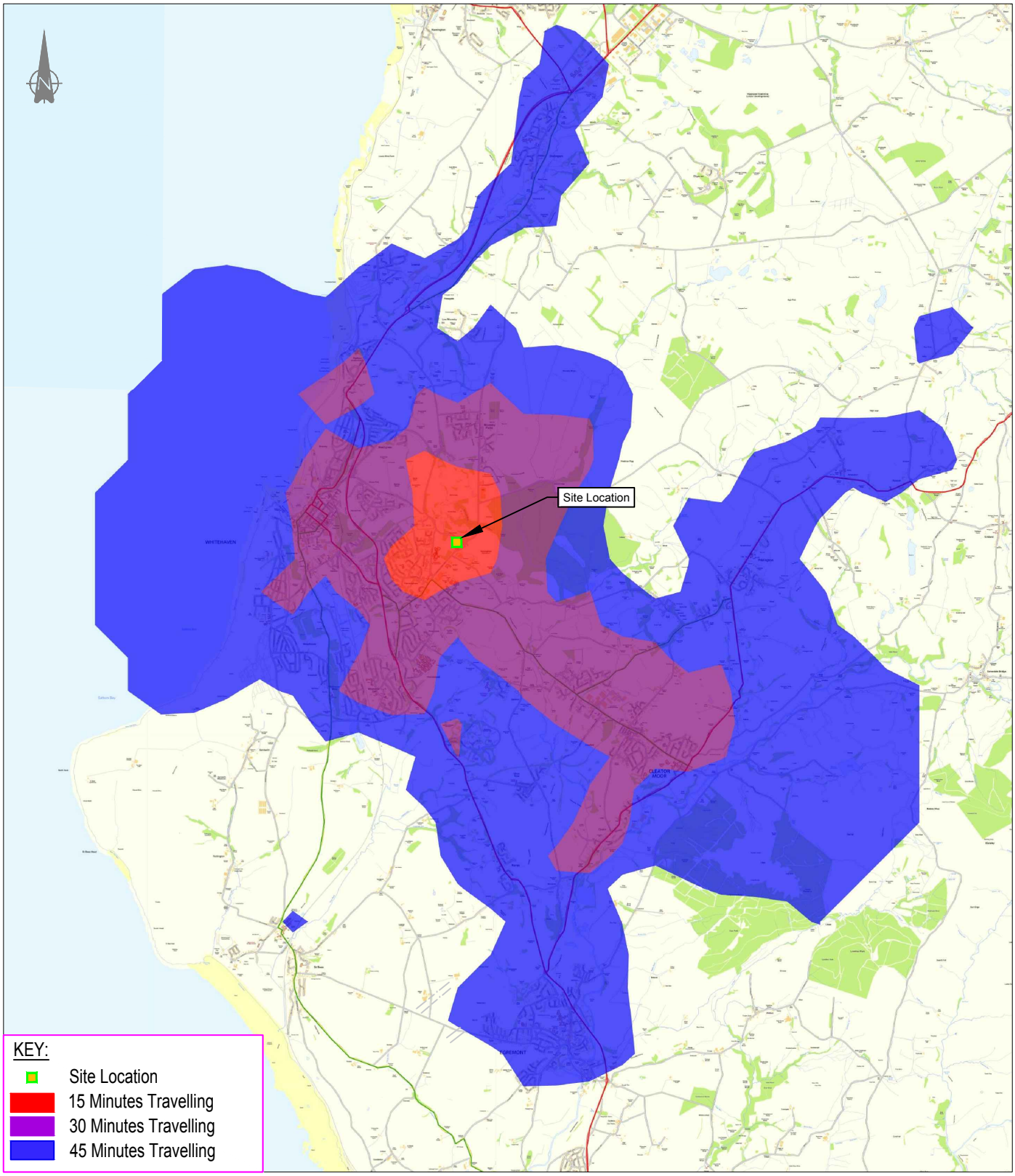

Appendix A – 2016 Baseline Survey Form

Pupil Class Travel Survey

The school needs to undertake a survey of pupils' travel habits. At registration, today please could you carry out the below survey by 'hands up' approach. At each response, there is a box to record the number of pupils and at question 4 there is space to record the number of pupils and for additional comments.

1) How did you travel to school today?

Car	
Walk	
Cycle	
Bus	
Other	

2) Hands up if you travelled by car today:

Car	

3) If you travelled by car today, you may have travelled in the same car with other pupils attending this school. If so hands up if there was…

Just you	
1 other pupils	
2 other pupils	
3+ other pupils	

4) Apart from the hilly nature of the local roads, are there any other reasons why tou don't choose to cycle to school?

   If so hands up if

School is simply too far away from my house
There's a particularly difficult junction to cross
There's another reason

5) In order for the results to be analysed by factors such as age, please provide your class name/ number

Class Name/ Number	

Appendix B – 2016 Results

Q1 Hands up if you usually travel to school by

	No.	%
Solo	219	24.6
Car Sharing	226	25.3
walk	185	20.7
cycle	1	0.1
bus	240	26.9
other (Taxi)	21	2.4
	892	100.0
		100

Just you	219
1 other pupil	158
2 other pupil's	42
3+ other pupil's	26
	445

Q2 Hands up if you actually travelled by car today

Car	462
	462

Q3 If you travelled by car today, you may have travelled in the same car with other pupils attending this school. If so, hands up if there was

Just you	219	49
1 other pupil	158	36
2 other pupil's	42	9
3+ other pupil's	26	6
	445	100

Q4 Apart from the hilly nature of the local roads, are there any other reasons why you don't choose to cycle to school?

Too far from house	347
difficult junction to cross	99
no were to store bikes or cycling clothes	169
	615

Other Reasons	Cant be bothered
	No bike
	weather
	Have to get up earlier

Appendix C – Updated Survey Form

Pupil Class Travel Survey

The school needs to undertake a survey of pupils' travel habits. At registration, today please could you carry out the below survey by 'hands up' approach. At each response, there is a box to record the number of pupils and space alongside for any additional comments.

1) Hands up if you usually travel to school by…

Car	
Walk	
Cycle	
Bus	
Other	

2) Hands up if you travelled by car today…

Car	

3) If you travelled by car today, you may have travelled in the same car with other pupils attending this school. If so hands up if there was…

Just you	
1 other pupils	
2 other pupils	
3+ other pupils	

4) If you travelled by car today, which direction did you approach school from (on the attached plan)?

Route A	
Route B	
Route C	
Route D	

5) What time do you usually arrive at school?

Before 7:30	
7:30 – 8:00	
8:00 – 8:30	
8:30 – 9:00	

6) What time do you usually leave school?

15:00 – 15:30	
15:30 – 16:00	
16:00 – 16:30	
After 16:30	

7) In order for the results to be analysed by factors such as age, please provide your class name/ number

Class Name/ Number	

A
N
Red Lonning
Red Lonning
Red Lonning
Red Lonning
Red Lonning
Red Lonning
Parks Rd
B
New Schools Location
Moresby Rd
St Benedict's Catholic High School
D
Moresby Rd
Lister G
Mayfield School
Moresby Rd
Smurfit Kappa Composites
Thornton Rd
C
The Whitehaven Academy
Google

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