

Travelling to School: an action plan



Foreword

Each day during the school term millions of pupils and their parents travel from home to school in the morning, and make the return trip in the afternoon. Many pupils living close to school walk, with those living further away travelling mainly by bus or by car. The school journey affects public transport patterns, causes localised congestion around schools and contributes to the sharp road traffic peak around nine o'clock each morning.

Over the past 20 years the proportion of children travelling to school by car has almost doubled, yet many live close enough to school to walk. Many older children would like to cycle, but are worried about safety, or their school may lack secure cycle storage facilities. Other pupils would like to travel by bus, but there may not be a service available at the right time. If one is available it may be too expensive, particularly for families with two or more children, or else children may feel intimidated by bullying or other anti-social behaviour.

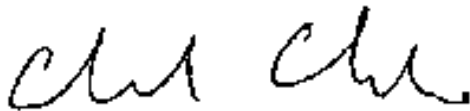
This action plan for schools, local authorities and DfES is one of two documents we are publishing. Its companion document 'Travelling to School: a good practice guide' describes what schools, local authorities and bus operators around the country have been doing to promote walking, cycling and public transport and combat increasing car use.

We want to bring about a step change in home to school travel patterns to cut congestion and pollution, but also to allow many more pupils to take regular exercise. This document sets out how we want to help and reward schools that commit themselves to increasing the proportion of pupils walking and cycling or – for those living some distance from school – catching the bus. There are already 2,000 schools that have adopted this agenda and many have found that it is surprisingly easy to engage their local transport authority in setting up walking buses and changing road layouts.

We want all schools to follow this example. So we will fund more school travel advisers to help schools put together travel plans, and work in partnership with road safety, highways engineering and local authority services. We will also make funding available for schools – to provide secure cycle parking, lockers and bus bays –

to support sustainable travel. We are also considering whether to invite a small number of local authorities to pilot innovative new school transport arrangements which would focus on better school bus provision for more pupils.

Above all, we want every school, local authority and bus operator to work together to make it safe and cost effective for many more children to walk, cycle or take the bus to school.



Rt. Hon. Charles Clarke, MP
Secretary of State
for Education and Skills

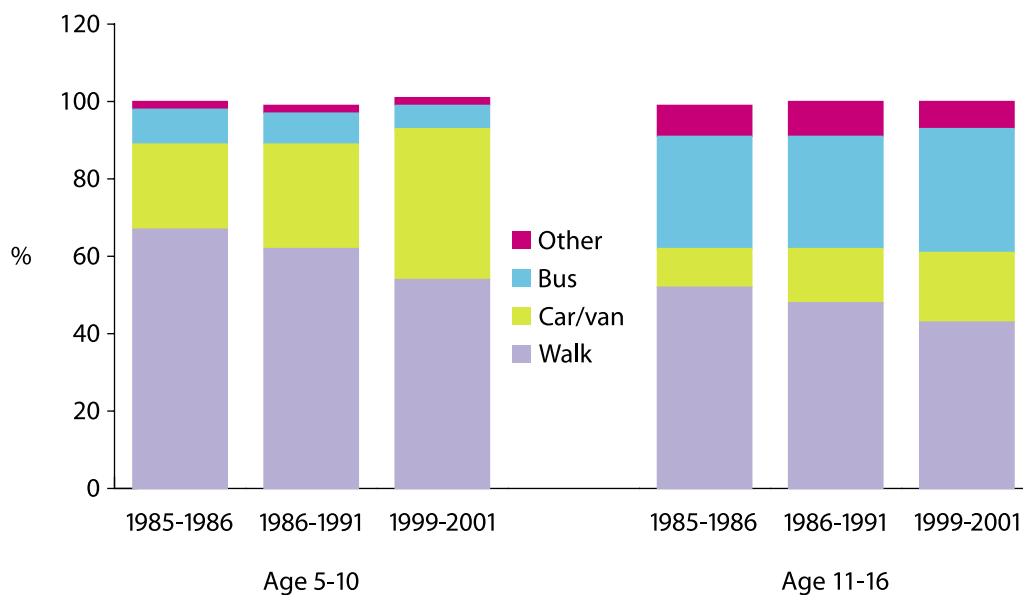


Rt. Hon. Alistair Darling, MP
Secretary of State
for Transport

- 1 All parents want their children to travel to and from school safely. They want safe and attractive routes for walking and cycling or – where they live some distance from school – a high quality, frequent and affordable bus service. Many children want to travel independently, along well maintained streets, or on convenient, safe and clean buses. This paper sets out what we will do to make walking, cycling and bus travel realistic options for most school pupils.

Getting to school...

- 2 Over the past 20 years there have been big changes in the way that children travel to school. Car use has doubled, bus and train patronage have remained steady, and the proportion of pupils walking or cycling has decreased sharply. These trends reflect increasing car ownership, and a corresponding decline in the number and length of adult journeys made on foot or by bicycle. Driving to school causes congestion: in urban areas in term time nearly one in five cars at 8.50 am is on the school run.



Children's travel to and from school in Great Britain

- 3 Many pupils travel to school by bus: the law requires Local Education Authorities (LEAs) to provide free travel to pupils who live more than three miles from school (two miles for the under eights). Some parents believe that these 'statutory walking distances' are out-of-date, while others have concerns about high fares, bullying, vehicle quality, or arrangements which do not cater for the needs of younger pupils.

In some schools bus timetables do not allow pupils to stay for after school sport or the extended school day. Other pupils have difficulty travelling between schools and colleges where they have chosen to study in two or more places after they are fourteen, and we anticipate that these demands will increase as more young people take advantage of the flexible 14–19 curriculum.

Safely and healthily....

- 4** We want to reduce car use on the school run by creating conditions which will allow far more children to travel safely to school on foot, by bicycle or on the bus. We know that many parents fear both traffic and 'stranger danger', although the likelihood of being killed in a traffic accident is about 40 times greater than the risk of death following abduction by a stranger. The numbers of child pedestrians and cyclists killed and seriously injured have been reducing in recent years, but more needs to be done to help children walk and cycle safely on the school journey.
- 5** The amount of daily exercise taken by children has decreased in recent years, which has contributed to the growing proportion of children who are overweight and obese. Childhood obesity – now affecting 8.5 per cent of 6 year olds and 15 per cent of 15 year olds¹ – often leads to obesity in adulthood. Adults who maintain their correct weight and are physically active have a reduced risk of chronic conditions such as Type 2 diabetes and heart disease. Increasing the number of pupils walking and cycling to school will combat rising obesity and improve the health of our children.

The school provides parking for over 800 bicycles – well over 700 spaces are used every day!

**Brian Hawkins,
Kesgrave School**



¹ Health survey for England, London, 2003.

- 6** We know that children develop travel preferences in the early years of primary school, and that a third of children would like to cycle when they start secondary school. We believe that most parents, children, schools and their communities want to reverse the trend of recent years, and that our proposals will encourage children to make more environmentally friendly and healthy travel choices.

Pupils at Tibberton C of E Primary, a small rural school in Telford and Wrekin, carried out their own surveys and mapped and designed their own 'Safe Routes to School'. Together with the local school travel plan adviser, they produce newsletters and arrange for information on travel to go to parents regularly. The children have designed road signs and footprints to mark 'Safe Routes to School'. The positioning of red matting and road crossing points reflected their mapping of routes to school. Their work has involved parents, the local community and their community police officer in implementing a series of small but significant measures that have improved safety and contributed to a 35 per cent drop in the number of journeys by car to school.

- 7** Cutting car use poses particular challenges in rural areas where there is often greater reliance on the car for travel to school, because public transport is limited, the average home to school journey is longer, and there are fewer footways and street lights. Road accident rates are also higher in the countryside. We want to encourage rural communities to find innovative ways to reduce car use on the school run, which may differ from solutions that are appropriate in towns and cities.

Takes vision and commitment

- 8** There are many good reasons for reducing car travel to school: walking and cycling can boost pupils' health and fitness and increased use of public transport can cut pollution and congestion. Many schools are already working with parents and others on the school journey. Since 1998 over 2,000 schools have completed travel plans, many with the help of school travel advisers funded by the Department for Transport's (DfT's) £9m bursary scheme. A number of local authorities have introduced 20mph zones to manage traffic speeds and reduce casualties in residential areas. Others such as York have created extensive cycle routes and boosted cycle proficiency training in schools.

- 9 Some schools that have already changed pupils' travel patterns:
- At **Orchard Vale Community Primary School** in Devon, a network of safe walking and cycling routes, cycle storage, walking buses and road safety training have all contributed to a 26 per cent reduction in car use, and corresponding increases in walking, cycling and travel by micro-scooter or roller blades;
 - At **Nottingham Emmanuel Secondary School** the school council, governors and senior management team have given strong support to sustainable travel policies. Cycling facilities and footpaths have been upgraded and connections made to Nottingham's growing network of cycle routes. Latest figures show that 17 per cent of children cycle to school, 32 per cent walk and 32 per cent use public transport. Those that travel to school by car or bus are dropped off at safe 'drop and go' sites and walk the remaining half mile to school;
 - **Icknield Special School in Hampshire** found that some of its contracted travel services were expensive and unreliable, so, as part of a Hampshire pilot scheme it now runs two of its own minibuses staffed by drivers and escorts who are also teaching assistants. These arrangements have improved behaviour, helped pupils arrive at school settled and ready to learn, and have reduced the cost of home to school transport;
 - **Buckinghamshire** employs three full-time travel advisers to work with schools in the county. The local authority has set up a 'Go for Gold' reward scheme supported by 74 schools, where children who 'park and stride' collect stickers which can be exchanged for small rewards, such as a free swimming session. Over a three year period many Buckinghamshire schools have experienced a sustained shift from car travel to walking.



You get to see and meet new friends and walking is healthy

**Amy Bowden-Edge,
Orchard Vale**

*The school council
and the school
management team
are very committed
to promoting
sustainable travel*

**David King,
Nottingham Emmanuel
School**



Each school...

- 10** School travel advisers have already helped many schools survey their pupils, analyse their journeys to school, and work with local authorities, bus providers, parents and the local community to prepare travel plans. We want every school to get the support and encouragement it needs to tackle rising car use on the journey to school, and to:
- put in place a *travel plan* over the next few years which will help schools, local authorities and others set out what each will do to support pupils' home/school journeys. DfES will ask the Implementation Review Unit to check school travel planning guidance to ensure that it supports schools and fits with their other priorities. Together, they will also look at thoughtful ways in which travel planning can be integrated with other school plans, and with LEA planning, so as to reduce burdens on schools. This approach should not lead to any inappropriate burdens on schools. It may make sense for groups of local schools to produce travel plans together, for example, if they belong to the same school sport coordinator partnership. All travel plans should include a travel survey. Wherever possible we would like pupils to carry out their own survey, which can be linked to geography, PSHE or citizenship work. Beckwithshaw Primary School in North Yorkshire, for example, used its travel survey to engage local residents and the local council in bringing traffic calming to their village. Ofsted commented favourably on their curriculum work on school travel as well as applauding their outreach to the community. Support for school travel surveys can be found on www.youngtransnet.org.uk, or www.dft.gov.uk/local-transport/schooltravel;

Residents of Beckwithshaw thanked the children for their work to get traffic calming introduced in the village. "Citizenship in action!"

**Ann Littlewood,
Beckwithshaw Community
Primary**



- develop road safety skills through practical *pedestrian and cycle training*, which can form part of PSHE, particularly in primary schools where pedestrian training can combat the peak in child pedestrian casualties amongst 11–12 year old boys. Cycle training encourages pupils to cycle safely: in York one third of all year 7 pupils receive cycle training. In 2002 over 12 per cent of York’s secondary pupils chose to cycle to school. Child cyclist casualties have fallen by a quarter since cycle training was first introduced in 1993;
- promote *positive behaviour* by pupils on their journey to and from school. Positive behaviour on public transport or school buses should be rewarded because it enhances a school’s reputation in the community and supports high standards of behaviour within the school. Schools may wish to apply similar policies, rewards and sanctions to behaviour within the school and on the home to school journey. We expect schools to work with the police, bus operators and the local community to promote positive behaviour, and DfES will develop tailored audit and training materials for drivers and other staff who travel on school buses;
- work with others to *implement school travel plan measures*. This might include discussions with local transport authorities about road safety measures around school, or with bus operators about matching services to pupils’ needs. Schools could also publicise safe routes to school and work with children and parents to discourage dangerous or anti-social car parking;

- investigate how transport supports the *extended school day*. Many schools already open for breakfast, and encourage after school sport, study support, and other optional after school activities. We want governing bodies to work with the local education and transport authorities and bus operators, so that pupils who want to arrive early or stay late can do so, and so that opening hours fit in with local transport patterns and the needs of pupils' families. This could also reflect out-of-hours activities that take place off the school site itself, for example, in a community sports club. We would like to see schools and their LEAs negotiate more services such as the Maghull sweeper bus in Merseyside, which caters for pupils arriving or staying late at school, or the services organised by two Rutland schools which have additional buses running one hour after the school day ends on three days each week, to allow pupils to participate in drama, music, homework clubs, additional GCSEs, sport and other hobbies;
- consider whether *staggered school opening hours* can allow pupils to access a wider range of school based activities: they could also cut costs and improve services by allowing the same number of buses to provide a service to many more pupils. Essex County Council is in the process of redesigning its school transport arrangements and has identified potential savings of £350,000 in two of its twelve districts if some schools were willing to move their start and finish times by 15 minutes;
- provide secure *cycle storage and lockers*, and adequate *cloakroom facilities* so that: pupils walking or cycling to school do not have to carry too much; can store bicycles and other belongings securely; and are able to dry their clothes in wet weather. If parents walk to school to collect young children, shelters make waiting more comfortable in bad weather. Where buses load and unload on school premises there should be appropriate shelters and loading bays. DfES's most recent guidance



Schools with a travel plan can get new capital funding to use on improved cycle storage, lockers and drying facilities

With sustained encouragement from the school, a much higher than average proportion of pupils walk and cycle to Admiral Lord Nelson School



to LEAs on asset management plans identified support for school travel as a priority. We expect all schools with major rebuilding or refurbishment work to include facilities to cater for walkers and cyclists, and for other schools to use their annual capital grant to help fund improvements identified in school travel plans;

- check whether their *uniform and timetabling policies* support walking and cycling: backpacks, for example, are more practical than briefcases; helmets make cycling safer; trainers are a sensible option for pupils walking long distances; and uniforms which are easily dried are more practical for pedestrians and cyclists during spells of wet weather. Timetables designed to minimise the number of books and other equipment pupils carry to school each day can also help reduce car use;
- incorporate travel planning into the *curriculum*: pupils might consider the impact of different transport choices on the environment in citizenship; experiment with route planning on-line in ICT; in PSHE, they can learn how to use public transport and consider the health and environmental impact of different travel choices; and in art, music and drama pupils can draw on their experiences of the school journey to support creative work. Sources of curriculum support, including some lesson plans, can be found at www.databases.dft.gov.uk/schools/;
- work with children with *special educational needs* to prepare them for independent travel wherever possible. Hull City Council has taken a lead in preparing learning materials focused on independent travel and increasing confidence and self-esteem. 'Getting There!' was produced as part of a post-16 pathfinder project. Although the teaching pack's primary focus is on independent travel it links into other areas of the curriculum with clear references to Key Stages 2, 3 and 4. 'Getting There!' is available from Prolog on 0845 602 2260 (quote reference "Get/there");

At Kesgrave High School, over 700 children cycle to school (57 per cent of the school roll) , using an extensive network of dedicated cycle paths, with underpasses and off-road cycle routes at busy junctions. The school provides ample locker and bicycle storage facilities, and has longer lessons with fewer subjects covered each day to minimise the weight of books and other equipment that pupils must carry home. Pupils can arrive early and leave school later, making use of learning facilities in the school. The school has an impressive record in sport, probably reflecting the fitness levels of the many children who cycle up to 12 miles to and from school every day.

Every Local Education Authority and Transport Authority...

- 11** Schools need help from many other agencies to put in place measures identified in their travel plans: the number and importance of partners will vary depending on the circumstances of each school. In rural schools, for example, bus operators will be important partners, whereas the local transport authority will be crucial in any area where parents want traffic calming, better road crossings, changes to the road layout or subsidised bus fares. Local education and transport authorities are particularly important and we want them to:

Support walking, cycling and car sharing

- provide *expert support* for schools investigating and designing safe routes to school, and introduce local reward schemes which promote walking and cycling;
- give schools applying for *planning permission* priority help from school travel advisers. Government Planning Policy Guidance Note 13 on transport states that travel plans should be submitted alongside planning applications with significant transport implications, including those for new or expanded school facilities, and recommends that planning conditions or legal agreements are used to secure effective travel plans. Further advice can be found on www.dft.gov.uk/local-transport/schooltravel
- use *capital investment* available through the Local Transport Planning process to make infrastructure changes identified in school travel plans as quickly as possible. These might include new footpaths and cycle routes; changes to road layouts; new one-way systems; traffic calming; and new road crossings. Local authorities might

*Our own buses,
our own drivers,
our own escorts
... peace of mind*

**Wendy Rafferty,
Icknield School**



also consider putting in place *20mph speed limit zones* around schools and on heavily used walking routes to school in order to reduce child pedestrian casualties and address parental concerns about traffic risk. They should also conduct regular reviews of '*safe routes to school*', in line with Child Safety Audit Guidelines;

- set up car sharing schemes such as Cambridgeshire's '*shareajourney*', where parents register on a password protected website which includes safety advice for parents and schools.

Birmingham LEA tendered its home to school transport contract for Wilson Stuart, a special school for children with severe mobility impairment, using post codes and details of the needs of each child in the tender documents. Operators were asked to identify the most efficient arrangements for home to school transport. The contract was let to West Midlands Special Needs Transport for five years, enabling them to purchase new vehicles for the contract, which can be used during school hours for school trips and by social services. Each route has dedicated drivers, with escorts provided by the local authority. Parents and pupils like the driver continuity, flexible and responsive service and vehicle quality. Schools like the new service because the contractor has taken over route planning, freeing up time for two teachers in the school.

Promote Bus Use

- investigate whether better *integration* with health, social services, post-16 provision and the public bus network/taxi provision would provide higher quality, more responsive services for all users as well as cutting costs. In Oxfordshire, for example, five accessible vehicles are shared between social services and education, at a lower cost than separate provision. In Harrogate, the bus operator has integrated ticketing which allows children to use both dedicated yellow school bus and public bus networks. Some LEAs, such as Gateshead working in partnership with Tyneside PTE, are using modern technology to examine how well the public network serves school children;
- develop *inclusive* policies and practices so that children with statements of special educational need use the same transport as unstatemented children wherever possible. Solihull Metropolitan Borough Council has given straightforward guidance for its schools to follow when reviewing statements. It believes that pupils with statements should move towards more independent travel wherever possible, and that many pupils should be making their own way to school, either on foot or using a bus pass, by the time they reach secondary school;
- encourage *commercial or tendered bus services* which meet pupils' needs. In Hebden Bridge and Runnymede, local authorities are investigating whether dedicated 'yellow bus' provision meets the needs and aspirations of parents and

We want local authorities and transport authorities to encourage bus services which meet pupils' needs



pupils at reasonable cost. Elsewhere, providers like Greater Manchester Passenger Transport Executive are experimenting with additional buses to serve schools where local services are poor;

- support bus use on the school journey through *concessionary fare schemes*, and by creating and selling unused capacity on contracted buses used for transporting children entitled to free transport. In East Grinstead, for example, the local council boosted bus use by providing concessionary fares and publicising the bus timetable in a way that appealed to young people;
- investigate whether they can broker *staggered school opening times*, with groups of schools, to provide an improved service with fewer vehicles, which can cater for the extended school day and spread the school travel peak into less congested travel times. Existing vehicles can make additional trips too, if school hours are staggered, accommodating more children;
- tackle *anti-social behaviour* through: training drivers; making pupils aware of the dangers of poor behaviour; and working through an agreed approach with schools. Essex County Council, for example, found that a behaviour liaison officer and escorts, together with driver training, reduced vandalism and poor behaviour;
- work with schools and their communities to identify opportunities for more use of *community transport*, particularly in rural areas. Better integration between community and public transport, and other publicly funded bus/taxi provision might also be explored.

The school travel plan has enabled us to create a much safer environment for our children to travel to and from school

**Mrs J Harris,
Tibberton C of E Primary**





*I like coming in
the car, but I'd rather
come on my bike*

With our support...

- 12** The government is not expecting schools to do this on their own: we are providing a package of support to give schools and local authorities the tools, resources and capacity to deliver change. We will:
- promote minimum standards for *school travel plans* with guidance on reducing car use, together with plans to check annually whether reductions have been achieved. We will publish standards later this year, which will include: collecting data on the way pupils travel to school; consultation with stakeholders; signoff by the school and local authority; and school based targets for reduced car use. Plans should draw on support from the local education and transport authorities, transport operators, crime and disorder partnerships and/or the police;
 - provide additional capital grant for schools to spend on measures identified in their travel plans – the amount paid to each school will depend on pupil numbers but will typically be £5,000 for a primary school and £10,000 for a secondary school completing a travel plan over the next two years, when we will evaluate the scheme. Grant will be paid in the financial year following sign-off of the school travel plan. Resources to improve roads around school, and safe routes to school, will continue to be provided through the Local Transport Plan process;

Things children see
whilst walking can be
the basis for creative
poetry. Children who
drive just don't see
as much

Janet Hickman



- provide around £7.5m per year for at least two years to fund a strengthened team of local authority school travel advisers, who will support schools and local authorities in preparing and implementing travel plans. Their first priority will be secondary schools, although it could make sense to work with groups of schools that share common problems and can work to shared solutions. We will review progress at the end of 2005–06 to determine what more must be done to reach our target of 100 per cent coverage as soon as possible.
- provide more support and project management from the centre, with help from an expert panel;
- consult on the *registration* of school bus services, so that school buses can carry fare paying pupils without the bureaucracy of registration;
- undertake a study of the benefits and disadvantages of *concessionary fare schemes* in supporting bus use on the school journey;
- support some *smaller scale measures*, such as funding for the 'Walk to School' campaign, measures to increase child cycle training, and improved technical guidance to local authorities on better, safer, street design to meet the needs of child pedestrians and cyclists. DfES will also update its policy on school uniform to stress the importance of clothing and footwear for pedestrians and cyclists;

- include measures such as cycle parking, showers and ample locker facilities in our model designs for *'Building Schools of the Future'*. We also encourage prioritisation of investment to support sustainable travel for local authorities when revising asset management plans, and for schools in guidance on the use of their direct capital funding.

Following a 'Best Value' review of transport services, North Somerset Council has put in place service level agreements with seven schools that run their own home-to-school transport services. The council provides each school with a fully maintained 17-seater minibus, covers running costs and plans routes. The buses are available during the day for school trips, swimming runs and taking children home from after school clubs. Schools employ the drivers who are support staff undertaking other duties during the school day.

Behaviour on the buses has improved as the drivers command respect – they can report any incidents immediately to the head teacher – and parents like having the same driver and vehicle every day. Best of all, the scheme has saved over £30,000 per year.

The driver and escort are very nice people ... They do their job very well and I don't have one bad word about the service we receive

**Parent of child
at Wilson Stuart
Special School**



Nottingham

Emmanuel placed their cycle sheds at the front of the school to symbolise the importance of cycling



And piloting changes to the rules on statutory school transport

- 13** For many years LEAs have provided free transport for pupils who live beyond the 'statutory walking distances' to ensure that pupils are able to attend school. The 'statutory walking distances' are 3 miles from the 'nearest suitable school' (two miles for the under eights). LEAs also provide free transport for pupils where it is specified in their statement of special educational need. Most free home to school transport is by bus or taxi.
- 14** LEAs may provide transport for other pupils, particularly where walking routes are unsafe or where a child attends a denominational school. Over the past 20 years this discretionary provision has been eroded as LEAs have pruned their travel budgets.
- 15** Free school transport is popular with pupils and parents who receive it: we understand that uptake is close to 100 per cent. However, many pupils and parents who live within the two/three mile limit think that the rules are out of date, as few pupils are prepared to walk almost three miles twice a day, even if the walking route is safe. Others think it is unfair that low income families living 2.9 miles from school have to pay for school travel whereas affluent families living 3 miles from school pay nothing. Some parents find that they cannot work, or can only work restricted hours, because they have to drive their children to school. Parents of pupils attending

denominational schools may find that there is no bus service available, and there might not be any provision for children participating in after school sport, or other out-of-hours or off-site activities, or for pupils who want to attend breakfast clubs.

- 16** We are considering whether to change the law to allow local education authorities to trial alternative packages of school transport. We would want local authorities to consult with schools, pupils, parents, bus operators and Further Education Colleges on an alternative scheme, along the lines of the new post-16 arrangements. Authorities might: make small charges for school transport where parents can afford to pay; design and consult on a scheme that supersedes the statutory walking distances; and enter into innovative arrangements with schools or other agencies to provide school transport services fitted around an extended school day. The primary objective of any local scheme would be to reduce car use and increase bus patronage (or other forms of public transport). If we created flexibilities, we envisage that we would look carefully at the experience of the first few authorities pioneering new arrangements before proceeding further.
- 17** We would particularly welcome schemes that:
- support pupils travelling to denominational schools;
 - support pupils travelling along a route that parents consider unsafe;
 - cater for pupils who want to join in extra curricular or off-site activities, take advantage of extended schools or pursue sports;



*Cycling to school
is in the school's culture
and remains popular with
the post-16 age group.*

**Brian Hawkins,
Kesgrave School**

- explore innovative ways of commissioning and purchasing school transport, particularly where there is collaboration with other forms of publicly funded transport provision;
- plan bus provision around pupils' travel patterns, perhaps using global positioning and other modern technology;
- show strong links to post-16 provision;
- investigate the advantages and disadvantages of staggered school opening hours;
- explore innovative ways of addressing the problems rural schools face.

Authorities testing the new arrangements would need to guarantee an increase in their school transport budget in line with comparable authorities. We will decide as part of the forthcoming spending review whether we will be able to offer modest financial support to the most innovative exemplars. We have not yet identified a suitable legislative slot but are exploring options which will allow pilots to start as soon as possible.

We would like to know whether you support trials of new arrangements for school transport in exemplar local authorities?

If you do, which aspects of the legislation should we change for exemplar authorities?

The headteacher makes very good use of external projects to extend pupils' social development . . . while developing literacy, numeracy, geographical and computer skills

Ofsted report on Beckwithshaw Primary School



*Local authorities
can help by
introducing road
crossings and cycle ways*



Can help its pupils travel independently

We want to work with schools, local education and transport authorities in meeting some challenging targets. This is our timetable:

September 2003	announcement
October 2003	regional seminars for schools, local education and transport authorities begin, start recruitment of new advisers
March 2004	around 3,000 school travel plans complete
April 2004	new travel advisers start work
June 2004	capital grants available for schools with signed off travel plans
September 2004	exemplar Local Education Authorities start working on proposals for alternative school transport arrangements
March 2005	around 6,000 school travel plans complete
June 2005	schools completing travel plans during 2004/05 receive capital grant
September 2005	school transport exemplars begin provided legislation in place
March 2006	around 10,000 school travel plans complete

We want to know what you think about the proposals in this document as we need to provide the right level of support and encouragement for schools and local authorities. Please email your views to school.travel@dfes.gsi.gov.uk or write to: School Travel, DfES, Darlington DL3 9BG.

Useful Contacts

UK Last (Local Authority School Travel Forum) which provides training and runs an e-group for local authority staff and others working on schools travel plans www.lastuk.org Contact Catherine Rawas on 01296 383449, or email crawas@buckssc.gov.uk

National TravelWise Association – an umbrella organisation for local authority staff engaged on a range of travel awareness activities including school travel plans www.travelwise.org.uk. Contact the secretary, Patrick Allcorn on 020 7941 4747, or email patrickallcorn@tfl.gov.uk

Sustrans information service on safe routes to school www.saferoutestoschool.org.uk Contact 0117 929 0888, or email schools@sustrans.org.uk

It is good that the school has tried hard to address all the travel problems highlighted in the questionnaire we completed.

**Parent of child
at Tibberton C of E Primary**



Guidance on school travel plans and related issues

School travel plans

School Travel Strategies & Plans: A best practice guide for local authorities – Oscar Faber Ltd and Sustrans for DETR (June 1999)
www.dft.gov.uk/local-transport/schooltravel

A safer journey to school: A guide to school travel plans for parents teachers and governors, Transport 2000 Trust for DETR, DfEE and DH (DfEE, June 1999)
www.dft.gov.uk/local-transport/schooltravel

School travel resource pack – includes posters, fact sheets, survey questionnaires, OHP slides and note, and a resource list, DfT revised January 2003
www.dft.gov.uk/local-transport/schooltravel

Young TransNet site – has a range of child-friendly resources including a facility for schools to complete, analyse and collate the results of a school travel questionnaire
www.youngtransnet.org.uk

Bus travel

Increasing Bus Use for Journeys to School – a guide to best practice within existing legislation – DETR (February 2001)
www.dft.gov.uk/local-transport/schooltravel

The School Run: Training Programme for Bus Drivers – Crime Concern and First Leeds Buses for DETR (February 2001)

School Transport – The Comprehensive Guide – Sian Thornthwaite (1994)

Improving Mainstream Home to School Transport – Audit Commission (December 2001)

Going Places – Taking People to and from Education, Social Services & Healthcare Audit Commission (November 2001)

Behaviour on School Buses – ATCO (September 2001)

Get on Board: an agenda for improving personal security in bus travel guidance (SP15) and *Get on board: good practice case studies (SP/16)*, Crime Concern and Oscar Faber, published by Department for Transport, April 2002
www.mobility-unit.dft.gov.uk/getonboard/index.htm

Local Authority Passenger Transport Operational Procedure – Code of Practice Guidelines for Education & Social Services – NACT (May 2002)

Minibus Safety – A Code of Practice – RoSPA (March 2002)

Special educational needs

Home to School Transport for Children with Special Educational Needs – good practice guidance – DfEE (February 2001)

Improving Mainstream Home to School Transport for Children with Special Educational Needs – Audit Commission (December 2001)

The Special School Run: Reviewing Special Educational Needs Transport in London – Audit Commission (March 2001)

Door to Door Transport for Disabled Londoners into the New Millennium – Transport Committee for London (April 1999)

Accessibility planning

Making the Connections: Final Report on Transport and Social Exclusion – Social Exclusion Unit (February 2003) <http://www.socialexclusionunit.gov.uk/published.htm>

Copies of this publication can be obtained from:

DfES Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel: 0845 6022260
Fax: 0845 6033360
email: dfes@prolog.uk.com

Please quote ref: DfES/0520/2003

ISBN: 1 844 78 094 5

PP113/D16/4962/0903/552

© Crown copyright 2003

Produced by the Department for Education and Skills

Extracts from this document may be reproduced for non-commercial education or training purposes on the condition that the source is acknowledged.