

Sustainable modes of travel strategy

Consultation draft

December 2010

www.southwark.gov.uk

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1 Introduction

The Sustainable modes of travel strategy is a statement of the council's vision for improving accessibility to schools and colleges and promoting sustainable travel for children and young people. It aims to help children and young people, including those with special educational needs (SEN), parents, carers and schools to use sustainable modes of transport safely and easily.

This draft strategy is the council's response to Section 508 of the Education and Inspection Act 2006, which outlines the duty placed on local authorities to promote sustainable travel to children and young people. It is the council's intention to work closely with key stakeholders to deliver a comprehensive programme of travel planning, education, road safety, training and infrastructure improvements to make the borough a place travel where every child and young person has the opportunity to enjoy the benefits of healthy, active travel.

An action plan is included within the strategy highlighting improvements to be made during the period 2009 to 2019. The action plan includes key measures, responsibilities, outputs and outcomes.

The strategy

Section two of this document sets out the policy context for the strategy; national, regional and local.

Section three assesses travel needs through a review of existing and potential travel patterns in Southwark and considers barriers to realising that potential.

Section four provides an audit of existing sustainable transport infrastructure and initiatives in Southwark.

Section five sets out objectives for the strategy.

Section six sets out an action plan aimed at achieving the stated objectives by improving accessibility and opportunity for children and young people to use sustainable modes of transport.

This strategy will be reviewed three years from its publication and will be subject to continuous development and improvement.

The strategy is also available in large text, audio format, and a variety of languages. If you need a translation in your language, or a large print, tape or Braille version of this document please take it to one of the locations listed below.

One Stop Shop, 122 Peckham Hill Street, SE15 5JR

One Stop Shop, 151 Walworth Road, SE17 1RY

One Stop Shop, 17 Spa Road, SE16 3QN

Town Hall, Peckham Road, SE5 8UB

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2 Policy context and priorities

2.1 National influences

Education and Inspections Act

Section 508A of the Education and Inspections Act 2006 places a duty on local authorities to promote the use of sustainable modes of travel and transport to children and young people. There are four specific elements to this duty

- Assess travel and transport needs of children and young people
- Audit sustainable travel and transport infrastructure
- Develop a strategy that aims to make improvements to sustainable travel and transport infrastructure, addressing the needs of children and young people
- Promote sustainable modes of travel and transport for the journey to schools and other education institutions

Children's Plan

The Department for Children, Schools and Families published the Children's Plan in 2007. The plan states that: "Sustainable development is a non negotiable for children's wellbeing". Children's trusts and local authorities need to ensure that all those services which effect children's lives promote sustainable environments.

Sustainable Communities Act

The Sustainable Communities Act 2007 encourages local communities to come forward with ideas and proposals to promote the sustainability of their local area. Sustainability is defined in the act in very broad terms, and can cover anything which could improve the economic, social, or environmental wellbeing of the area, or promote participation in civic or political activity.

Choosing Health

The Department of Health's white paper Choosing Health 2004 seeks to encourage active, healthy lifestyles. The white paper highlights the safety of children and the encouragement of walking and cycling to school as crucial to forming lifelong healthy habits.

2.2 Regional influences

London Plan

The Mayor's draft replacement London Plan 2009 sets out an integrated economic, environmental, transport and social framework for the development of the capital over the next 20-25 years. The plan takes an integrated approach to transport provision and development, including improvements to public transport and tackling traffic congestion. Specifically, the plan refers to the need to improve walking and cycling access to schools.

Mayors Transport Strategy

The Mayor's Transport Strategy 2010 was developed alongside the London Plan. It sets out the Mayor's transport vision and describes how Transport for London (TfL) and its partners, including the London boroughs, will deliver that vision.

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2.3 Local influences

Local Development Framework

The Local Development Framework (LDF) is a spatial plan that sets unique visions with strategies, policies and delivery plans to develop and protect development areas and to further strengthen them as the successful places that we want them to be. It outlines and explains how planning policies and standards are used to promote road safety, smarter travel initiatives and to encourage modal shift from private to public transport and walking and cycling.

Community Strategy

Southwark's Sustainable Communities Strategy, Southwark 2016, places sustainability at the heart of its core objectives to make the borough a better place for people. Among the key indicators of success are a reduction in CO2 emissions year on year, measurable improvement in air quality across the borough by 2016 and a reduction in projected traffic.

Children and Young People's Plan

The Children and Young People's Plan 2007 states that the council and its partners are committed to making the borough a place where every child and young person has high expectations and the best opportunities. Partners will work together with children, young people and their families, so that they can grow in good health, feel safe and secure, and realise their full potential¹.

Home to school transport policy

The council's Home to school transport policy sets out the criteria in which the council may provide transport for children with special educational needs, disabilities, or mobility difficulties².

Southwark's Transport Plan

The council's Transport Plan sets objectives to reflect local transport needs in the borough and reflects our Community Strategy and the Mayor of London's Transport Strategy.

Local Area Agreement

Southwark's Local Area Agreement (LAA) prioritises sustainable travel to school. This agreement is comprised of a set of priority targets agreed by central government, the local authority, the local strategic partnership and other local partners that aim to use central funding to join up public services more effectively and allow for greater flexibility to deliver services based on local needs. Southwark has chosen N198: Children travelling to school – mode of travel, as a key indicator with a target to reduce the reliance on car use year on year.

Priority	Indicator	Baseline (2006/07)	LAA Improvement Target (198)		
			08/09	09/10	10/11
Cleaner, Greener Environment	Children travelling to school - mode of travel usually used (% of Car use)	22%	18%	17%	16%

It is expected that the indirect impacts of this strategy will also support LAA targets around reception and year six obesity and per capita CO₂ emissions.

¹ Southwark Council, The Children and Young People's Plan Review 2007

² Southwark Council and Southwark Primary Care Trust, Home to School Transport Policy 2007/08, 2007

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3 Travel needs, patterns and barriers

3.1 Travel context

Southwark is an inner London borough that has undergone significant social, cultural and environmental change in recent years. Southwark is one of the most vibrant, exciting and culturally diverse areas of London, although there are still significant inequalities between the most and least deprived parts of the borough.

The 2007 population in Southwark was over 260,000 people with 22% consisting of children and young people (0 to 19 years of age)³ and is set to increase to 312,300 by 2016, and 348,700 by 2026⁴.

The School Census 2007 identified the following academic institutes in Southwark

Figure 1, Academic institutes in Southwark

Settings		Schools	Pupils
Nursery		5	553
Primary (including the Globe joint academy)		71	22,117
Secondary	Schools	7	5,690
	Academies	9	5,562
Pupil Referral Units	Southwark Inclusive Learning Services	3	109
	Summerhouse	1	30
Hospital Schools		2	123
Special Schools		9	448
Colleges		6	2,820

Source: www.edubase.gov.uk. Accessed 02 September 2010

The borough has a range of diverse economic and social communities and this diversity is reflected by the different patterns of travel to the schools in these communities. At the extremes there are more independent schools in the affluent areas drawing children from wide catchments and attracting high levels of travel to school by car. Schools in the more deprived communities generally attract children from the surrounding streets and estates and therefore have local catchments and high levels of walking to school⁵.

In Southwark walking and cycling are a natural priority because many people do not have access to a car; 51.9% of households compared to 26.8% nationally⁶. Furthermore, the National child measurement programme 2007/2008 identified that 27.3% of children in reception year at a Southwark school were classified as obese or overweight. In year 6 this figure had risen to 42%. Encouraging increased physical activity such as walking and cycling is therefore particularly relevant.

³ Office of National Statistics 2008

⁴ Greater London Authority, PLP Low, 2007

⁵ *ibid*

⁶ Southwark Council, Southwark road safety plan, 2006

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3.2 School related travel

This assessment of the travel and transport needs of children and young people is principally based on information obtained through approved school travel plans, but also refers to other sources such as the school census and related data.

All schools are required to survey the travel habits of pupils. This assists the council in fulfilling its duty to make an assessment of the travel and transport needs of children and young people as described in the Government's guidance⁷. In Southwark this is undertaken using two different methods

- Annual whole school 'hands up' survey (evaluated by Southwark's school travel advisor)
- Annual school census (evaluated by the children's services management information and analysis team)

Current travel patterns

The primary source for monitoring travel trends is the 'hands up' survey which is used to monitor the council's Local area agreement indicator N198: Children travelling to school – mode of transport. Of the 111 schools in the borough 89 have completed a modal survey within the last five years. The table below shows the results of these surveys.

Figure 2, School modal split: NI 198 statistics

Year	Mode (%)					
	Car	Car Share	Public Transport	Walking	Cycling	Other
2005/06	21	3	22	50	3	1
2006/07	17	2	20	60	1	0
2007/08	18	3	26	49	3	2
2008/09	17	3	29	45	3	3
2009/10	15	3	28	47	3	4

These figures show that the split between car and public transport use is changing. Car use has decreased by several percent while car sharing and cycling have remained unchanged. Walking has decreased slightly, apart from peak in 2006/07. The anomalous spike in walking, 2006/07, corresponds with a decrease in all other modes and is likely to be due to the sample survey size. Only 2.86% of those surveyed currently cycle to/from school. This mirrors the borough wide position for all ages of around 3%.

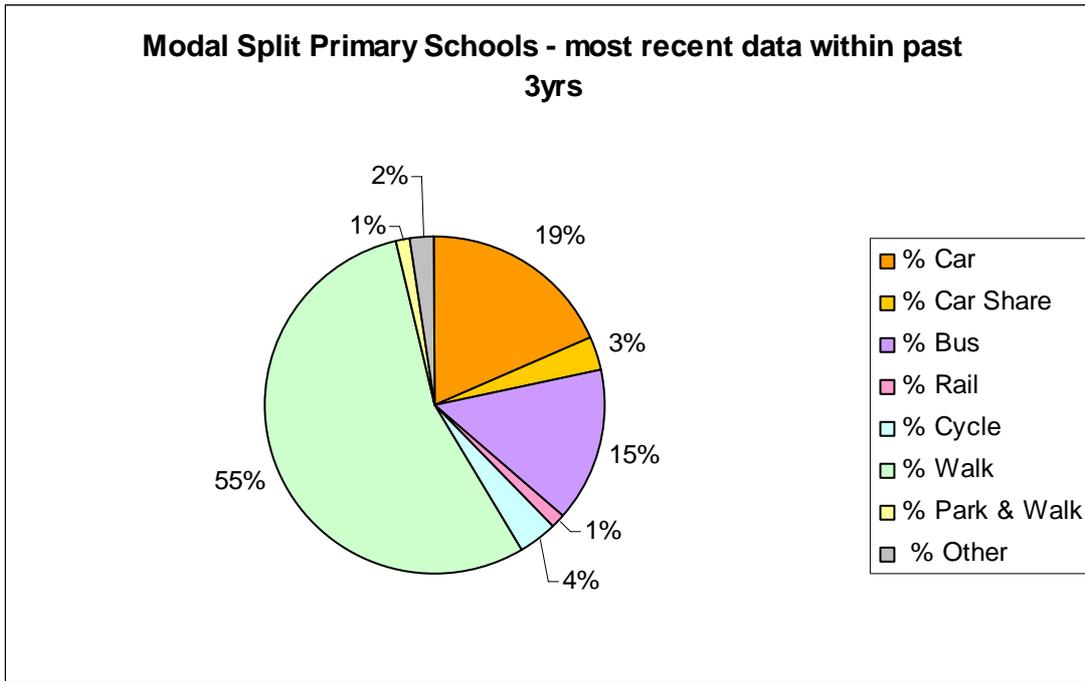
Primary and secondary schools

Further analysis shows that levels of walking for primary schools are quite different from secondary. The graphics below exclude survey data that is more than three years old.

⁷ Department for Education and Skills, Home to School Travel and Transport Guidance, 2007

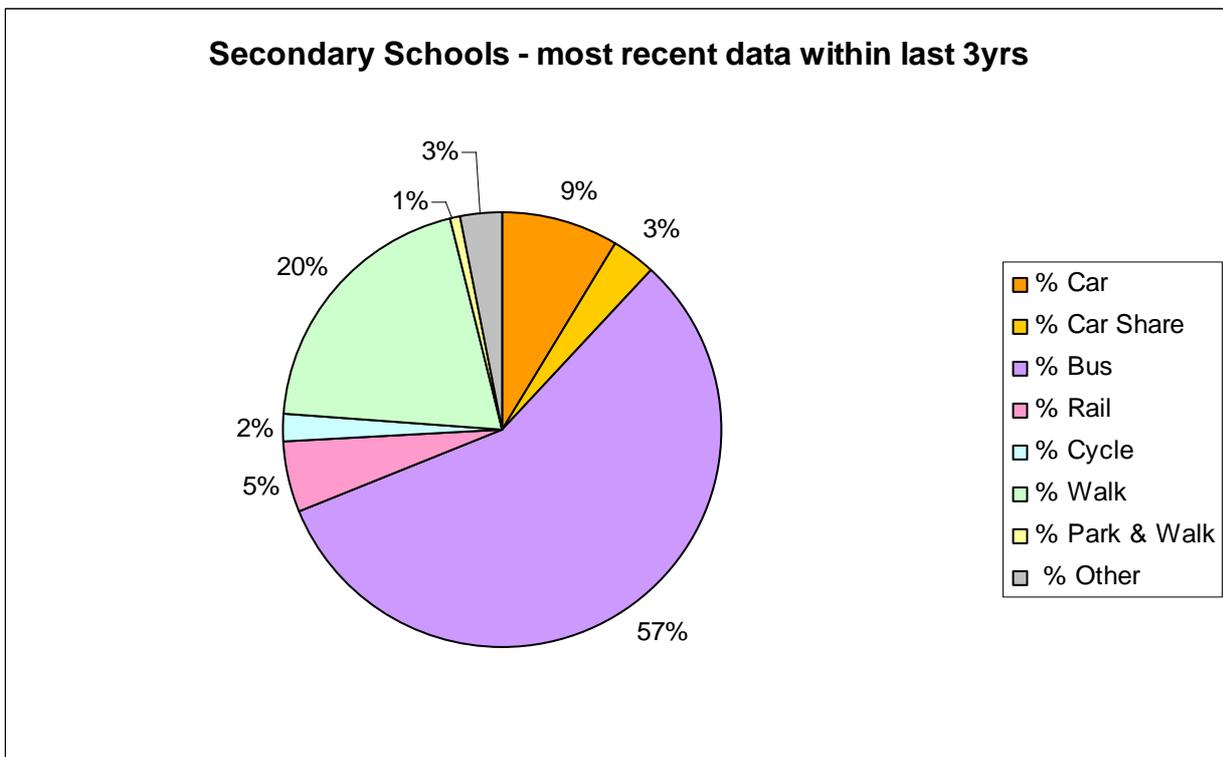
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Figure 3, Modal split – primary schools



This more recent data shows a slight variation from the N198 data (which uses the most recent data from all schools, some of which is older than three years), but generally underlines the dominance of walking as a mode for travel to primary school.

Figure 4, Modal split – secondary schools

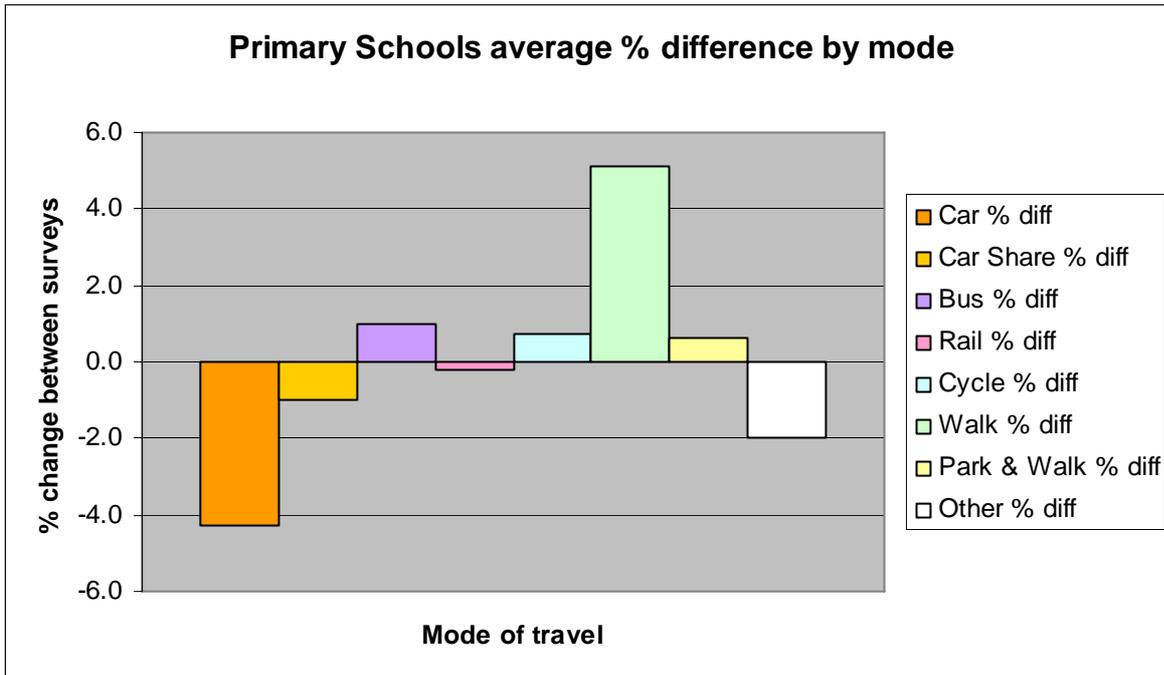


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For secondary schools, bus is the dominant mode, most likely denoting the larger distances that students travel to school and the availability of concessionary fares. Car mode share is significantly lower than for primary, perhaps because more parents are willing to allow their children to travel independently. Levels of cycling are lower in secondary than primary, again perhaps denoting longer distances and more unaccompanied travel.

The graphics above provide a 'snapshot' of current travel patterns. It is also possible to measure change over time and to infer the impact of travel plans on travel behaviour by comparing data from schools that have conducted two or more travel surveys.

Figure 5, mode shift in primary schools



The graphic above shows how mode share has changed across primary schools where multiple surveys have been carried out. It can be seen that car use has declined by a small, but significant amount and that walking has increased by an approximately corresponding amount. Levels of cycling and bus mode share have only increased marginally. There is currently insufficient data to perform the same analysis for secondary schools.

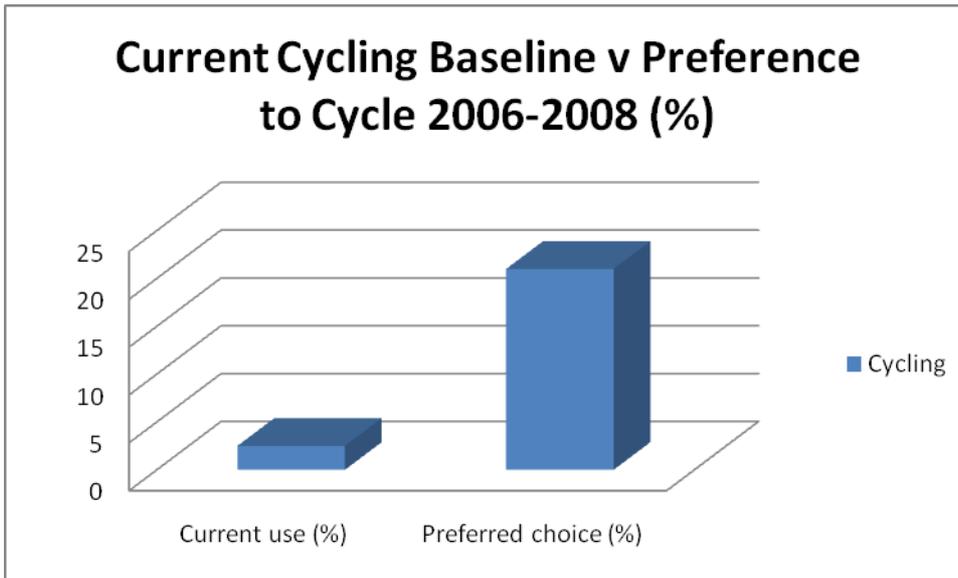
Travel preferences

The 'hands up' survey also records pupils preferred mode of travel. This data suggests continuing barriers to using sustainable modes of travel and indicates gaps in sustainable transport provision.

A comparison of current and preferred modes of travel provides a clear indication of an unfulfilled desire to cycle to school.

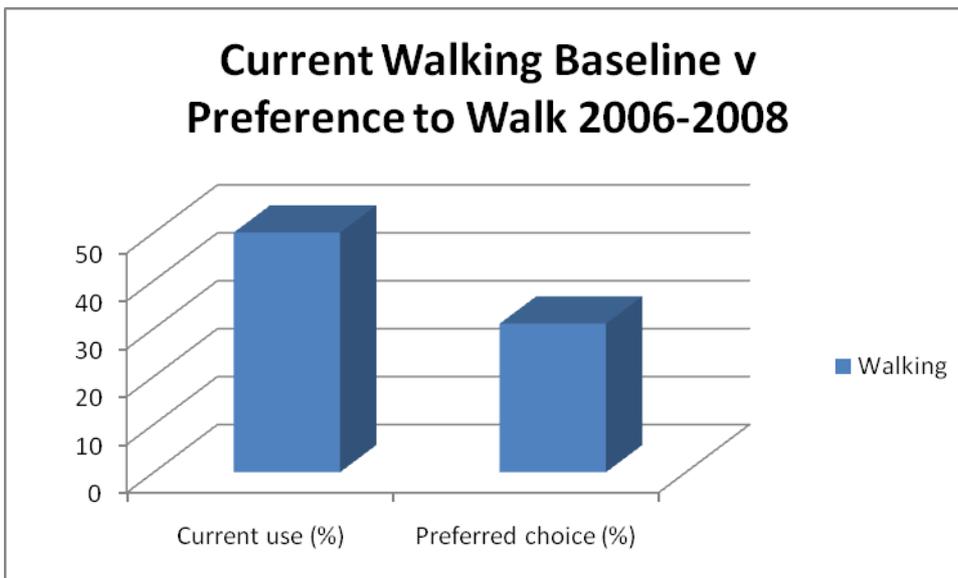
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Figure 6, travel preferences - cycling



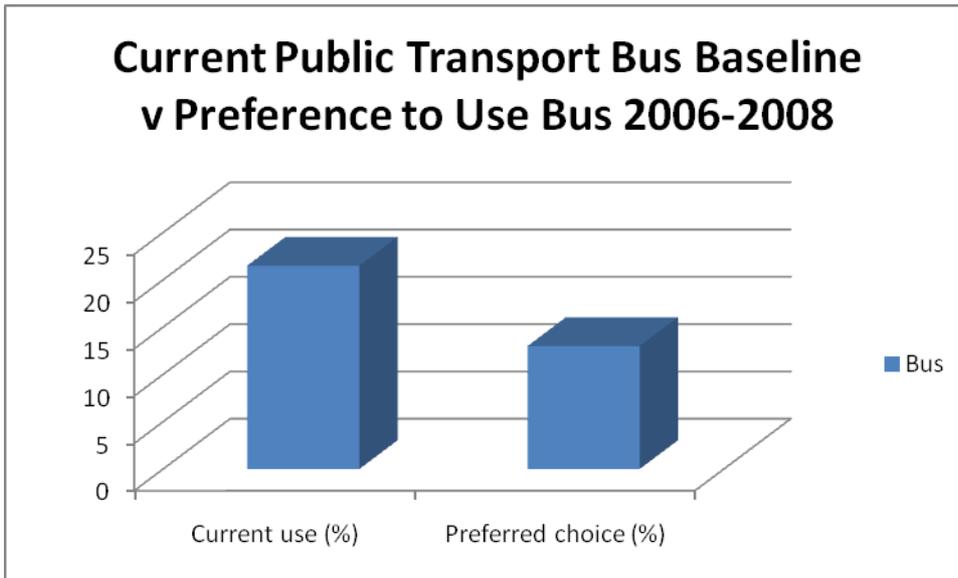
Whilst the preference to cycle is dramatically higher than the existing travel patterns, the preference to walk or use buses is significantly lower.

Figure 7, travel preferences - walking



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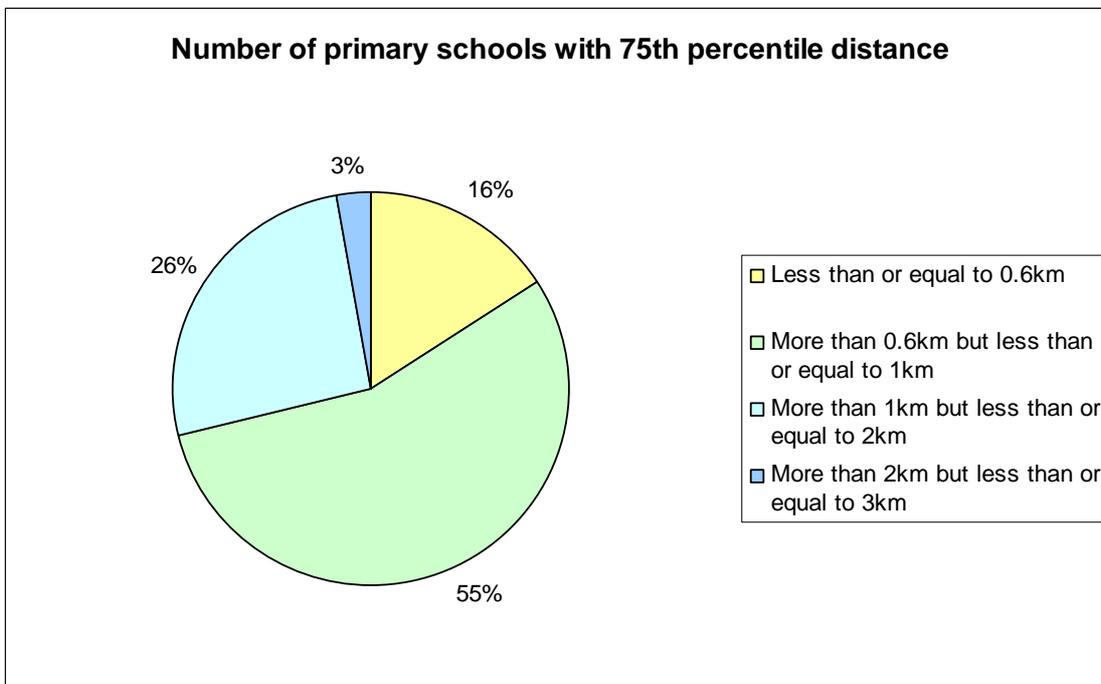
Figure 8, travel preferences - bus



Distance travelled to school

As has already been inferred from the travel plan data, there is likely to be a correlation between mode of travel and distance travelled. From data provided by each school it is possible to work out the distribution of distances for both primary and secondary schools. The graphic below uses the 75th percentile distance (the maximum distance that three quarters of students travel) to show how schools are grouped according to distance travelled.

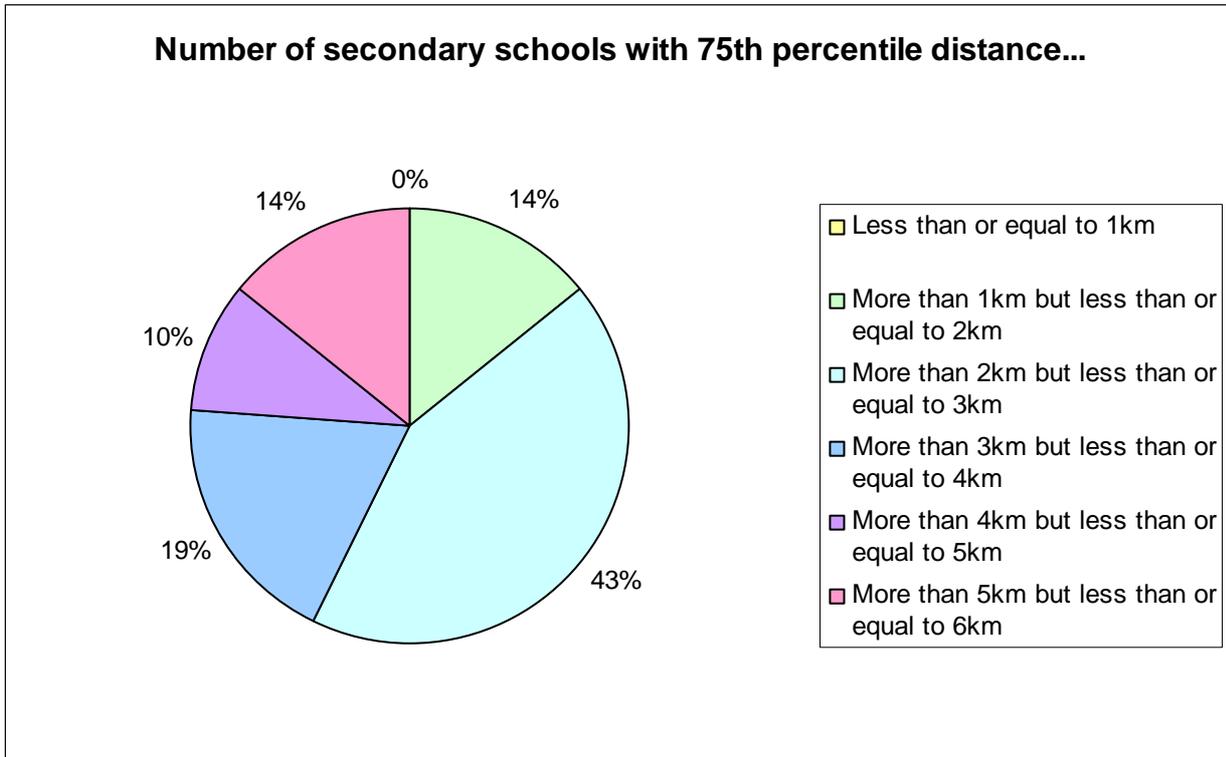
Figure 9, Distance travelled to school - primary



The results of the analysis shown above demonstrate that the majority of primary school students live in close proximity to the school they attend.

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Figure 10, Distance travelled to school - secondary



The same dataset presented above for secondary schools confirms that these students travel further to school. There are no schools where the significant majority live in very close proximity and the largest share is that of schools that may be outside comfortable walking distance for the majority of students.

Children with special educational needs

There are 1,600 children with statements of special educational need in Southwark. Of these, 396 qualified for assisted travel to school in 2008/9. Where possible, Southwark promotes independent travel on sustainable transport modes for children and young people travelling to special schools. Overwhelmingly, the most popular choice of travel at the seven special schools is the dedicated school bus. Data from the school census shows that dedicated school bus use increased by 5% between 2007 and 2008.

As well as those using dedicated bus services, 17.6% of children and young people travelling to a special school travelled by public service bus. That means that over 70% of children travelling to the seven special schools and two hospital schools in Southwark are travelling by bus.

