

# TECHNICAL NOTE

## Homefield Primary School

| SUBJECT                                                | PROJECT NO. | DATE         |
|--------------------------------------------------------|-------------|--------------|
| Homefield Primary School outline / interim Travel Plan |             | 24 June 2026 |

### Document history

| Revision | Purpose description           | Originated | Checked | Reviewed | Authorised | Date       |
|----------|-------------------------------|------------|---------|----------|------------|------------|
| 1.0      | Outline / Interim Travel Plan | RF         | AB      | AB       | BS         | 24/06/2026 |

### Client signoff

|                         |                          |             |
|-------------------------|--------------------------|-------------|
| Client                  |                          |             |
| Project                 | Homefield Primary School | Project No. |
| Client signature / date |                          |             |

## 1. Introduction

### 1.1 Purpose of the Travel Plan

This Travel Plan has been developed to support proposals to amalgamate Homefield School onto the Chesswood Road site. As part of the planning scoping process, it was determined that a Travel Plan was not required to support the application. However, given the proposed change in the age range of pupils at the Chesswood site, it was agreed that an Outline / Interim School Travel Plan would be prepared to reduce reliance on single-occupancy vehicle trips and promote sustainable transport options.

As the school amalgamation has not yet been completed, and pupil home locations will vary year by year, travel patterns to and from the Chesswood Road site are not yet known. An Outline / Interim Travel Plan is therefore considered appropriate at this stage. This Outline / Interim Travel Plan (hereby known as the Travel Plan, or TP) sets out a package of interventions to promote an increased range of travel choices for pupils and staff. The TP forms part of a dynamic process that will develop over time in response to changing circumstances. Once the amalgamated school is occupied, measures will be confirmed and submitted as a full School Travel Plan (STP), which will then be subject to regular review. This will include up to date travel survey schedules to establish the baseline, following which target mode shares would be reassessed.

### 1.2 Planning Background

The Primary school is currently an all-through school, amalgamated in September 2024. It is currently formed of:

- The Homefield Primary School 'Lower' site on Lyndhurst Road (previously called Lyndhurst Infant School)
- The Homefield Primary School 'Upper' site on Chesswood Road (previously called Chesswood Junior school)

In 2014, the former Chesswood Junior school was granted permission to expand to 6 Form Entry (FE) (720 pupils). However, following a borough-wide review, a significant surplus provision of overall places at primary schools in Worthing was identified and a phased reduction of the current surplus places was agreed. These plans included the amalgamation of Lyndhurst Infant and Chesswood Junior Schools onto the Chesswood Road site to create the all-through Homefield Primary school.

### 1.3 Proposed development

This TP has been produced in response to a planning application for: *“Removal of existing structures and erection of a school building, including hard and soft landscaping (with associated structures), alterations to existing elevations, and reconfiguration of the access and parking arrangements”*

The TP focuses on travel to and from the school post amalgamation, although short term measures have also been considered.

# TECHNICAL NOTE

## 2. School Profile & Baseline Data

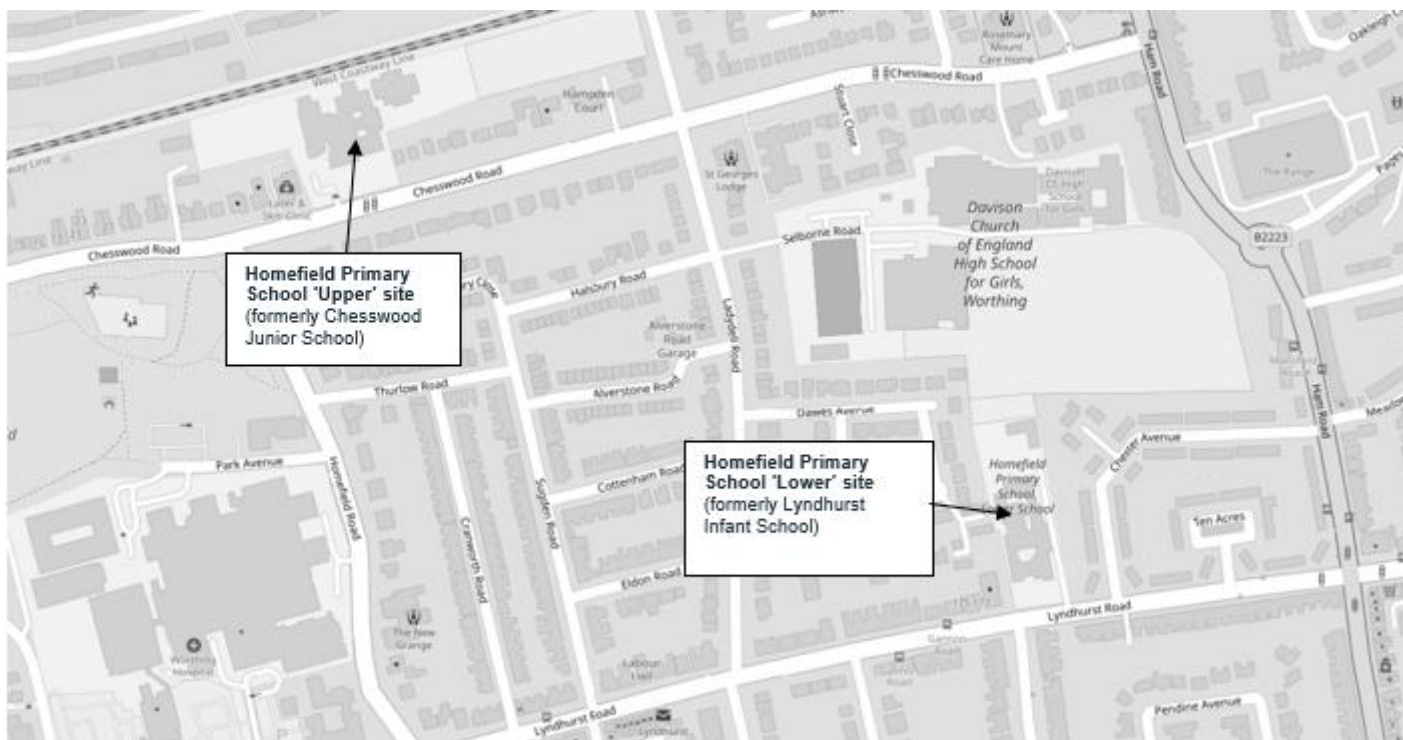
### 2.1 School Location

The school is located on Chesswood Road as shown in Figure 1, and the wider site location in **Figure 2**.

**Figure 1 – Homefield Primary School**



**Figure 2 - Site Location Plan**



# TECHNICAL NOTE

## 2.2 Pupils

Table 1 shows the existing form entry and numbers of pupils currently enrolled at both school sites, and the proposals for when the site is fully occupied.

**Table 1 - Pupil Numbers**

| Year            | R  | 1   | 2  | 3   | 4   | 5   | 6   | Total      |
|-----------------|----|-----|----|-----|-----|-----|-----|------------|
| <b>Current</b>  |    |     |    |     |     |     |     |            |
| Lower site      | 60 | 60  | 90 | 0   | 0   | 0   | 0   | <b>210</b> |
| Upper site      | 0  | 0   | 0  | 120 | 120 | 150 | 120 | <b>510</b> |
| Enrolled        |    | 183 |    |     | 463 |     |     | <b>646</b> |
| <b>Proposed</b> |    |     |    |     |     |     |     |            |
| Upper site      | 60 | 60  | 60 | 120 | 120 | 120 | 120 | <b>681</b> |
| SSC*            |    | 9   |    |     | 12  |     |     |            |

*\*Pupils with High Communication and Interaction Needs (COIN) attending Social and Communication Needs Primary Support Centre (SSC).*

The residential areas within the area north of Lyndhurst Road and west of Ham Road could already reasonably be assumed to be within the existing catchment of the Upper Homefield Primary School site and will regularly be utilised on journeys by existing pupils. Whilst the catchment area for the Lower School is not known, pupils could reasonably live in an extended area south of Lyndhurst Road and east of Ham Road.

## 2.3 Staff

There are currently 128 staff, of which 85 work at the Upper site and 43 at the Lower site.

## 2.4 Operation

Infant and Junior pupils have staggered start and finish times:

- Infant pupils may be dropped off from 08:45 for a 08:55 start / registration, and parents / carers can enter from 14:45 for a 15:00 collection.
- Junior pupils may be dropped off from 08:30 for a 08:45 start / registration, and finish the school day at 15:15. Children in Years 5 and 6 may walk to / from school independently.

## TECHNICAL NOTE

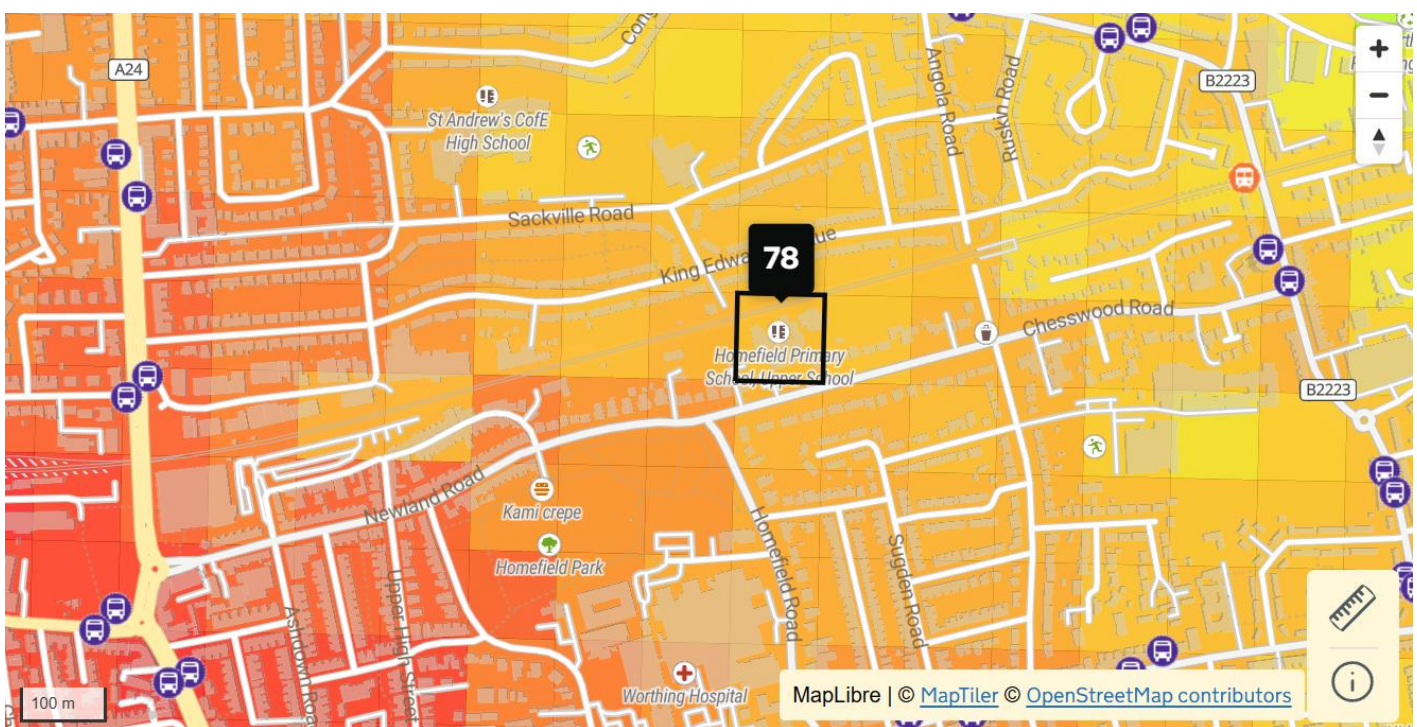
The school also offers wraparound care (breakfast / afterschool) and a range of clubs. Breakfast Wraparound starts from 07:30 for infant pupils and 07:45 for junior pupils. After School Wraparound is available until 18:00 latest. After School Club finish times vary, but typically end between 16:00 and 16:30.

### 3. Site Accessibility and Travel Patterns

The DfT's Connectivity Tool<sup>1</sup> Connectivity metric measures opportunity to travel to employment, services and for social reasons, weighted by people's overall proclivity to take those options. It aims to capture as the most common modes of travel and destination types, the time required to reach these destinations, the value presented by the destinations, and people's travel preferences. Each location has a connectivity score from 0 to 100.

Figure 3 shows that areas within approximately 400 metres of the school have a Connectivity score higher than 70% for all destinations and between 75 and 83% of the population in England and Wales for connectivity to education (overall except driving).

**Figure 3 – Site Connectivity (DfT)**



<sup>1</sup> [Connectivity Tool](#)

# TECHNICAL NOTE

## 3.1 Access and Parking

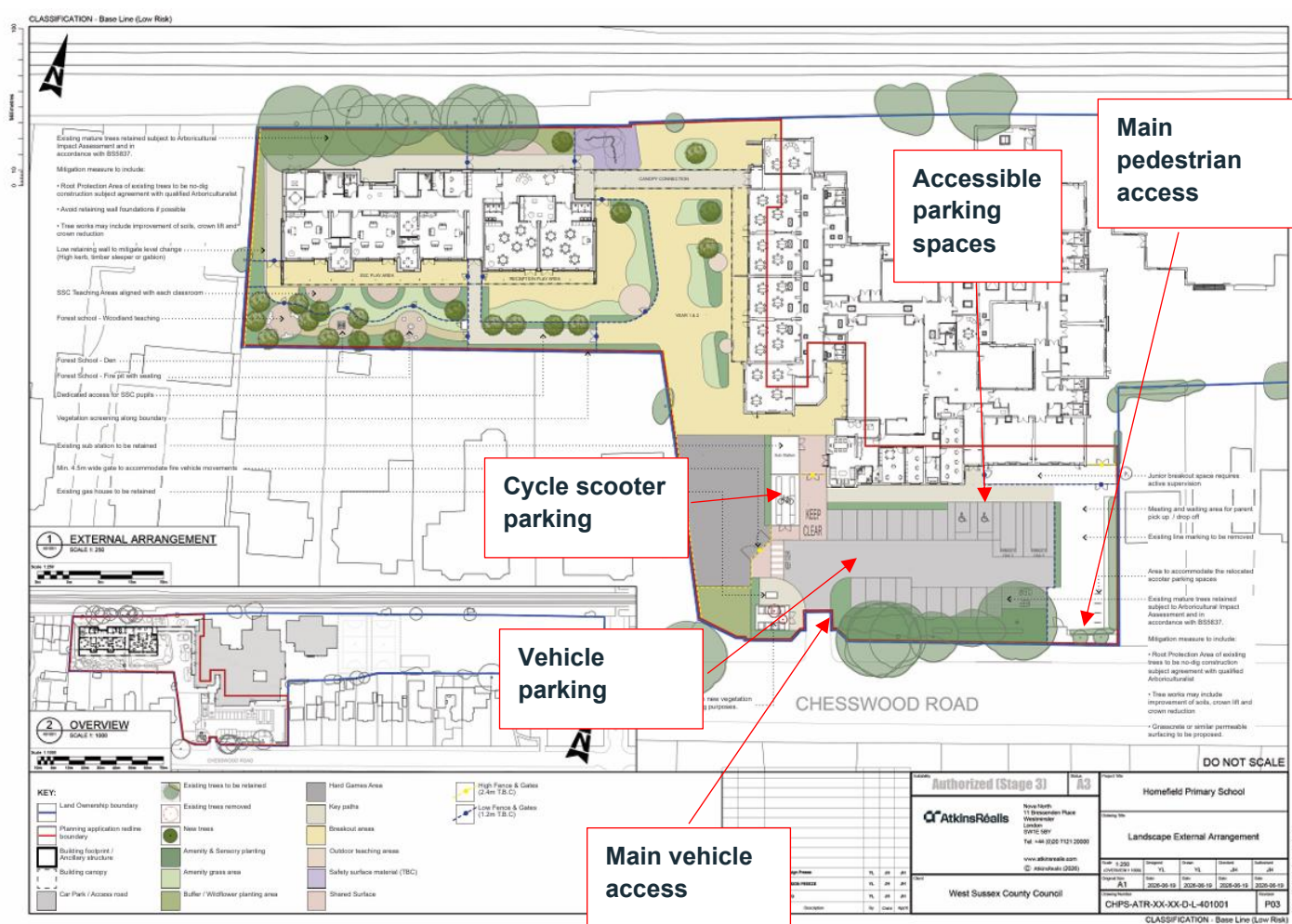
The main vehicle access to the school is directly from Chesswood Road, which is barrier controlled and requires an entry code or remote operation by reception. This access is to the west of the site frontage and has "School Keep Clear" Zig Zags in front of it. The main pedestrian access to the school is at the eastern end of the frontage, which has a pelican crossing directly in front of it. Both are shown in Figure 4.

The main car park for 22 vehicles, including two minibuses spaces and two disabled bays, which are allocated to staff depending on role / distance travelled. Accessible parking spaces are located close to the buildings entrance, with access directly to the footway leading to the entrance allowing potential drop-off for SSC pupils. A second car park and pedestrian access is located on Ladydell Road. The car park provides space for 24 cars, including one disabled cars

Deliveries and servicing (including refuse collection) take place within the site, utilising the main car park.

There is sheltered parking for 20 cycles and 80 scooters.

Figure 4 – School Accesses



# TECHNICAL NOTE

## 3.2 Local Road Network

Chesswood Road is a local distributor route approximately 0.75km from Worthing town centre in West Sussex. It is a major access road running from the B2223 Ham Road in the east, towards Worthing town centre in the west, joining the A24 Broadwater Road as Newland Road. In the vicinity of the school, Chesswood Road is a wide single carriageway approximately 9.5m in width with approximately 3m footways on either side.

Ham Road to the east performs a similar local distributor function, providing access to surrounding residential areas and forming part of the wider network connecting to Worthing town centre and the seafront. It's characterised by a mix of residential frontage and local services, with footways generally provided on both sides of the carriageway.

Chesswood Road links with a series of residential access streets which are characterised by a 30mph speed limit, although there are flashing advisory 20 mph school signs present. The local roads network lies within a controlled parking zone with parking in marked bays restricted to permit holders only Mon-Sat between 10am and 11am and 2pm and 3pm.

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Further afield, Lyndhurst Road has a similar function to Chesswood Road and is similar in character to the other residential roads in the study area; there are footways on both sides of the carriageway and a controlled parking zone.

## 3.3 Walking and Cycling

Whilst the catchment of the amalgamated school is currently unknown, and will change year-on-year, it is reasonable to assume that it may cover residential areas north and south of Lyndhurst Road, east and west of Ham Road and north of the rail line. Walking and cycling from these locations is supported by a comprehensive network of footways and crossings.

The area surrounding the school typically has footways and street lighting in all places, supporting the journey to and from school. In the vicinity of the school, Chesswood Road has approximately 3m wide footways on either side. There is a signalised crossing directly outside the school.

Ladydell Road connects Chesswood Road with Lyndhurst Road. It's similar in character to the other residential roads in the area; there are footways on both sides of the carriageway and flashing advisory 20 mph school signs. A range of controlled and uncontrolled crossing points are available across the area, including signalised crossings on Chesswood Road and Lyndhurst Road, as illustrated in Figure 5.

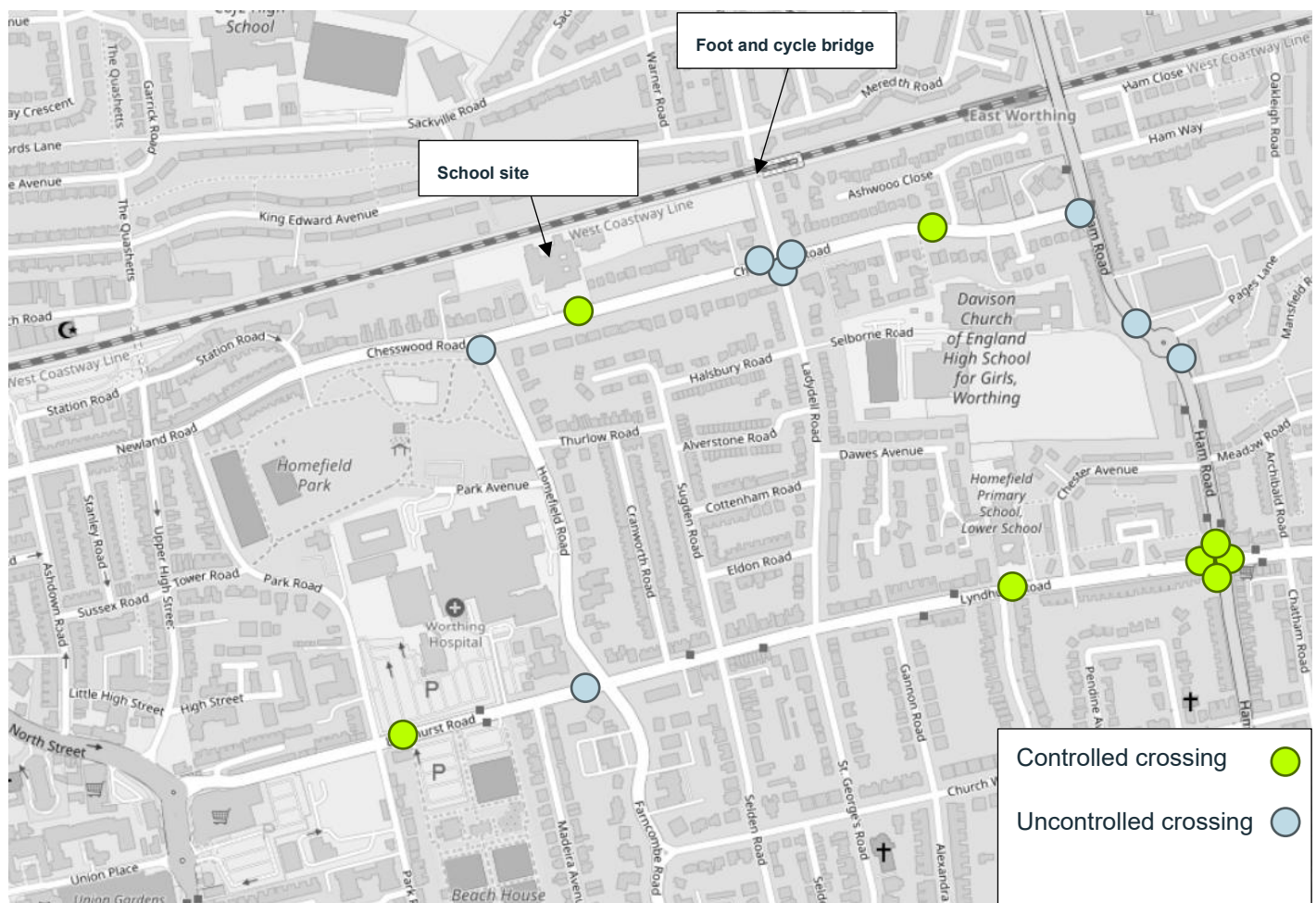
Pupils and staff approaching from the south are able to cross Lyndhurst Road at either the signalised crossing on the eastern side of Park Road or the uncontrolled crossing west of the Lyndhurst Road/Homefield Road junction, which is provided with dropped kerbs, tactile paving and a traffic island. They can then travel along either Homefield Road or Ladydell Road before using the signalised crossing directly outside the school. Homefield Road has uncontrolled crossing points with dropped kerbs, tactile paving and a traffic island at either end, together with footways on both sides of the carriageway.

# TECHNICAL NOTE

Pupils and staff traveling from the south-east of Lyndhurst Road / Ham Road can utilise the signalised pedestrian crossing at the Lyndhurst Road, Ham Road, Brougham Road junction before travelling along Ham Road and turning into Chesswood Road. Footways are available on both sides of the road, with widths typically varying between 2.5 and 5m.

For pupils and staff traveling from north of the rail line, there is a foot and cycle bridge connecting Ladydell Road and Angola Road. Angola Road connects to a primarily residential area, with footways and lighting provided.

Figure 5 – Crossing Locations



# TECHNICAL NOTE

## 3.4 Public Transport

### 3.4.1 Rail

Rail access to the 'Upper' school is available from East Worthing station, which is located approximately 1.0km from the site by foot and around 1.2km by cycle. The station is served by Southern rail services, providing connections to destinations along the local and wider rail network. There is sheltered bicycle storage at the station.

### 3.4.2 Bus

The school is reasonably well served by local bus services. The nearest bus stops are located on Ham Road, within 0.6km of the school. These stops are served by the Stagecoach 701 bus service which connects Lancing with Littlehampton and Wick, running via central Worthing and Goring-by-Sea.

## 3.5 Issues and Opportunities

The predominant issues are mostly related to congestion and poor and inconsiderate parking:

- Parents parking on zig-zags and near pedestrian crossings.
- Dangerous parking around key junctions blocking safe crossing routes.
- Parents parking on yellow lines and in other restricted areas.
- Parents blocking neighbours' driveways and parking discourteously on surrounding roads.

The school has had a Travel Plan in place for many years, the latest update of which was in April 2025. Numerous improvements or measures are already in place or soon to be implemented, including:

- Implementation of a signalised crossing on Chesswood Road (completed 2024).
- Provision of a gated entrance with keypad code for access to the car park.
- Replacement and relocation of cycle and scooter parking (implemented as part of the amalgamation).
- Allocation of staff parking.
- Parents are encouraged to park considerately via Parent mail and Newsletters.
- Participation in Walk to School weeks each year.
- Discussion of Road Safety in assemblies.
- Inclusion of environmental topics in Geography to discuss relevant travel topics such as how pupils can reduce traffic.

With the amalgamation, there is opportunity to expand on the good practices already in place with focus on one school site.

## 3.6 Travel Patterns

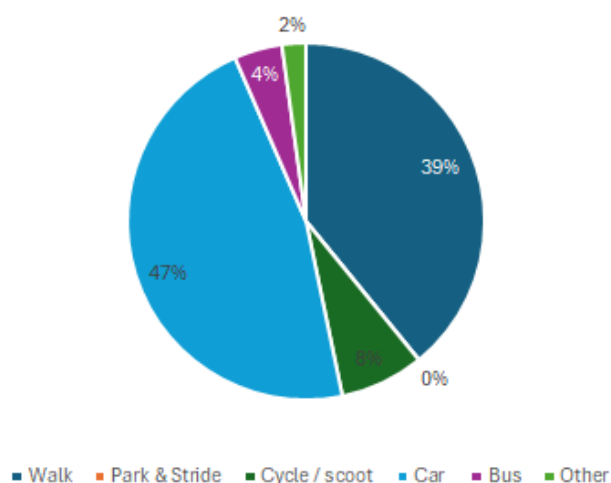
Current pupil travel data covering the full age range of pupils within the same year is currently unavailable; it is also noted that pupil and staff travel patterns may change when the school is located fully onto one site.

Following occupation of the amalgamated school, a baseline School Travel Survey will be undertaken to understand how pupils and staff travel to the site. This will be supported, where appropriate, by parking and school gate observations. The results will provide the baseline for the Full Travel Plan and will inform the targets, measures and actions to be taken forward.

### 3.6.1 Pupils

Walk to School data for infant school pupils is available for 2023/24 (noting pupils were accommodated at the lower site at this time). The data indicated that 39% of pupil walked to school at that time, and a further 14% travelled by cycle / scooter or public transport. 47% travelled by car, of which 4% were car sharing.

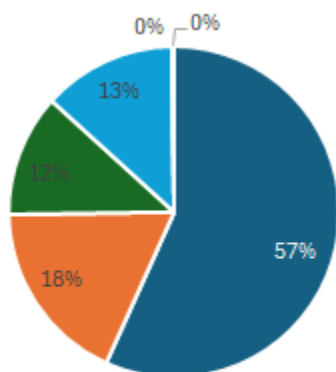
**Figure 6 – Infant School Pupil Travel Modes (2023/24)**



A previous survey, undertaken for junior school pupils in 2014, indicated that a significant proportion (57%) of pupils walked to the school at that time. A further 30% travelled by cycle / scooter or parked away from the school and walked.

**Figure 7 – Junior School Pupil Travel Modes (2014)**

## TECHNICAL NOTE



■ Walk ■ Park & Stride ■ Cycle / scoot ■ Car ■ Bus ■ Other

# TECHNICAL NOTE

## 3.6.2 Staff

A staff survey was undertaken to establish current travel patterns of staff in February 2026. Table 2 summarises the results for all 128 staff employed across the two Homefield Primary School sites.

**Table 2 - Mode share of staff at Homefield Primary School – February 2026**

| Mode         | Number     | %           |
|--------------|------------|-------------|
| Walk         | 47         | 37%         |
| Cycle        | 11         | 9%          |
| Car          | 65         | 51%         |
| Car Share    | 1          | 1%          |
| Dropped off  | 2          | 2%          |
| Train        | 2          | 2%          |
| <b>Total</b> | <b>128</b> | <b>100%</b> |

It is noted that, compared to the mode share from the 2014 Transport Statement<sup>2</sup>, the proportion of car drivers has substantially reduced from 70%.

Any staff who live locally are encouraged to walk to school (37%), and some staff car share or use public transport where possible (3%). All staff that bring their car to school have annual checks to ensure that their vehicles have the appropriate insurance and documentation.

## 4. Aims and Objectives

An effective TP can deliver a significant impact upon travel patterns by staff, parents and pupils (and to some extent visitors) in favour of sustainable and active travel modes. The TP will seek to provide for the access and the travel needs of all staff, parents, pupils and where possible visitors, without impacting on the operation of the school.

The aims of the TP are to:

- Create a safer and more sustainable community for pupils and staff attending the School
- Promote alternatives to car travel (cycling, walking and scooting)

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<sup>2</sup> [Chesswood School expansion Transport Statement \(2014\)](#)

## TECHNICAL NOTE

- Influence the travel behaviour of parents which should impact the travel decisions pupils make
- Promote independence and healthy travel where appropriate.

The specific objectives for the school's TP will need to be confirmed following baseline surveys. At this stage, it is recommended that they include objectives linked to:

1. Reducing the number of single occupancy drivers arriving at the school
2. Increasing the number of pupils walking regularly
3. Increasing the number of pupils cycling / scooting daily
4. Reducing the number of parents / carers parking illegally and / or inconsiderably on the surrounding roads.

## 5. Targets

Targets are used to monitor whether TPs are meeting their objectives. They should be SMART (Specific, Measurable, Achievable, Realistic and Time bound). Modal share is the key target to monitor the proportions of journeys to and from the site by different modes. Following the completion of the school travel surveys the provisional targets will be updated to more accurately reflect travel patterns at the school.

The TP targets for the school are summarised in Table 3, with the associated targets for the short (+ 1 year), medium (+ 3 years) and long (+5 years) term.

**Table 3 – Provisional Targets**

| Measurable Target                                                             | Y1   | Y3   | Y5   | Related Objectives |
|-------------------------------------------------------------------------------|------|------|------|--------------------|
| Reduce the number of single occupancy pupil-related drivers                   | -2%  | -5%  | -10% | 1, 4               |
| Reduce the number of single occupancy staff trips                             | -1%  | -5%  | -10% | 1                  |
| Increase the number of pupils walking to school on a regular basis            | +1%  | +2%  | +3%  | 2                  |
| Increase the number of pupils cycling / scooting to school on a regular basis | +1%  | +3%  | +7%  | 3                  |
| Residents' complaints reduced                                                 | -10% | -25% | -50% | 1, 4               |

*\*Percentages represent total change compared to the baseline i.e. +2% would be an increase from 48% in the baseline to 50%*

## 6. Initiatives & Action Plan

The amalgamation will trigger new travel patterns to and from the site. New parents and staff to the site are much more easily influenced at this point given they are experiencing new travel patterns. It is therefore essential to provide information before the school full amalgamates, and within the first term, in order to encourage sustainable modes of transport.

# TECHNICAL NOTE

## 6.1 Initiatives

A range of measures which are considered to be effective in meeting mode shift have been identified below. These have been categorised as those which may be implemented prior to the amalgamation, and those which would follow at a later date following the baseline survey to ensure they are appropriate, realistic and valuable.

### Promotion and Education

#### Short term

- Organise a pupil postcode plot analysis to flag up parents who live near to each other. This could then also be used to encourage car sharing, walking bus etc.
- Continue to educate and promote the benefits of walking, cycling or scooting to school to parents and pupils to reduce car use.

#### Post Amalgamation

- Develop a TP that is maintained and publicised, including making electronic versions available via the school website to encourage sustainable travel.
- Increase the level of information sent to parents and residents about TP initiatives.

### Walking

#### Short term

- Produce a walk-distance map to help identify appropriate walking distances / times.
- Continue to participate in Walk to School weeks.

#### Post Amalgamation

- Investigate the potential for a walking bus, including identifying routes in order to best target the largest number of pupils.

### Cycling and Scooting

#### Short term

- Continue to promote cycling and scooting activities. This could include, for example, cycle training and participation in related events.

#### Post Amalgamation

- Monitor cycle / scooter parking usage with view to a further capacity increase if required.
- Implement road safety and cycle training, such as the UK's *Bikeability* scheme.

### Parking

#### Short term

## TECHNICAL NOTE

- Liaison with Parking Officers and Police Community Support Officers (PCSOs) to monitor the roads surrounding the school and particularly parking.
- Send information to parents to highlight the safety and health benefits of sustainable/active travel. This should include identifying places to park safely further afield.

### Post Amalgamation

- Acknowledging the limited on-site parking capacity for staff, consider providing a priority / incentive scheme for example for car sharers to use the school car park. This could be co-ordinated alongside encouraging staff to park further away from the school (park and walk), to maximise available space on the nearby streets at peak times.
- Continue to supervise the entrance at drop-off and pick-up times to assist with the safe exit of any cars leaving the car park.
- In association with Community Police Officers, consider initiating Parent Focus Groups in order to better understand how to interact with parents and understand what the issues are and to encourage considerate parking.
- Implement a travel log book, held at reception, as a way of recording any issues with travel, either from residents (e.g. parental parking concern), parents (e.g. issues with public transport, safety concerns) and so-on. The log-book can form an on-going TP consultation.

## Car Sharing

### Short term

- Using postcode data, encourage car sharing to reduce car numbers on the surrounding roads by informing parents and staff of the benefits of car sharing and putting parents in touch with each other who are interested in car sharing, which could be via a database.

## Other

### Post Amalgamation

- Monitor start and finish times to identify if an alternative arrangement might reduce parking pressure in the local area.

## 6.2 Action Plan

Table 4 shows a proposed programme of implementation of the TP, and sets out suggested targets for the introduction of measures.

The measures will need to be reviewed and designated to specific individuals once the full TP is developed and adopted post-amalgamation.

# TECHNICAL NOTE

**Table 4 – Action Plan**

| Theme                             | Identified Concern                                                                 | Action                                                                                                                                                                                                             | Responsible Persons                                       | Aspired Outcome                                                                                                                   | Timescales                        |
|-----------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <b>Short term (Baseline / Y1)</b> |                                                                                    |                                                                                                                                                                                                                    |                                                           |                                                                                                                                   |                                   |
| Promotion and Education           | New travel patterns will be established when the school consolidates onto one site | Issue travel information to parents/carers and staff before amalgamation, including walking/cycling routes and distance maps, cycle/scooter parking, public transport options and considerate parking expectations | School / Travel Plan Coordinator / Senior Leadership Team | Families and staff are informed before new habits are established<br>Increased awareness of realistic walking and cycling options | Prior to amalgamation             |
| Walking                           | Existing Walk to School activity should continue and be strengthened               | Continue participation in Walk to School Week and regular walking promotions, supported by assemblies/newsletters                                                                                                  | School / Travel Plan Coordinator / School Council         | Increased walking mode share and pupil engagement                                                                                 | Ongoing                           |
| Parking                           | Drop-off and pick-up periods may create conflict between pedestrians and vehicles  | Continue supervision of key entrances at peak times and review arrangements following observations                                                                                                                 | School / Site Team / Travel Plan Coordinator              | Safer movement at school entrances                                                                                                | Prior to amalgamation             |
| Parking                           | Need for ongoing feedback from residents, parents and staff                        | Introduce a travel log to record parking, safety, access and travel-related comments and complaints.                                                                                                               | School reception / Travel Plan Coordinator                | Evidence base for future reviews and targeted interventions                                                                       | From occupation / ongoing         |
| All                               | Baseline travel patterns are not yet known                                         | Scope with WSCC & undertake baseline pupil, parent/carer and staff travel surveys, supported by gate/parking observations where appropriate                                                                        | Travel Plan Coordinator / WSCC as appropriate             | Establish robust baseline mode share and identify barriers to sustainable travel                                                  | First term following amalgamation |

## TECHNICAL NOTE

|                                  |                                                                                               |                                                                                                                                                    |                                                                    |                                                                         |                                      |
|----------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------|
| Parking                          | Parking pressures may affect residents and safe crossing routes                               | Liaise with Parking Officers / PCSOs regarding periodic monitoring of parking around the school at peak times                                      | School / Travel Plan Coordinator / WSCC / Parking Officers / PCSOs | Improved compliance and reduced resident concerns                       | Prior to and early post-amalgamation |
| Car sharing, parking and walking | Potential for families living close together to travel more sustainably is not yet understood | Complete postcode plot analysis to identify walkable catchments, clusters for walking buses, park-and-walk opportunities and potential car sharing | School / Travel Plan Coordinator                                   | Better targeting of walking, park-and-walk and car-share measures       | Prior to or early post-amalgamation  |
| Parking                          | Some parents/carers may still need to drive part of the journey                               | Identify and promote appropriate park-and-walk locations away from the school frontage, subject to local suitability and safety review             | Travel Plan Coordinator / School / WSCC as appropriate             | Reduced parking pressure immediately outside the school                 | First term following amalgamation    |
| <b>Medium Term (Y1 – 2)</b>      |                                                                                               |                                                                                                                                                    |                                                                    |                                                                         |                                      |
| Cycling and scooting             | Cycle/scooter parking provision needs to be monitored once the school is occupied             | Monitor use of cycle and scooter parking and consider additional provision if demand approaches capacity                                           | Travel Plan Coordinator / Site Manager                             | Ensure cycle/scooter parking does not become a barrier to active travel | Termly following amalgamation        |
| Walking                          | Potential for walking bus arrangements is currently unknown                                   | Investigate demand for walking buses using survey and postcode data; identify possible routes and parent/staff volunteers if viable                | Travel Plan Coordinator / Parent representatives                   | Reduced car trips and safer supervised walking where feasible           | Post-amalgamation                    |
| Cycling and scooting             | Pupils may require confidence and skills to cycle safely                                      | Promote cycle/scooter safety education and, where appropriate, Bikeability or equivalent cycle training                                            | School / Travel Plan Coordinator / External provider               | Increased confidence and safe cycling/scooting                          | Post-amalgamation / ongoing          |
| Promotion and Education          | Lack of visibility of TP initiatives for parents / carers                                     | Make an electronic copy of the TP available via the school website                                                                                 | Travel Plan Coordinator                                            | Increased awareness of TP initiatives                                   | Following the TP update              |

## TECHNICAL NOTE

| Longer Term (Y2+)                |                                                                           |                                                                                                                                      |                                                           |                                                             |             |
|----------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------|-------------|
| Parking                          | Some parents/carers may still need to drive part of the journey           | Consider initiating Parent/Carer Focus Groups to better understand how to interact and what the issues are                           | Senior Leadership Team / Travel Plan Coordinator          | Evidence base for future reviews and targeted interventions | Longer term |
| School car parks / staff parking | Limited on-site parking and potential impact on surrounding streets       | Review staff parking allocation and consider priority/incentive arrangements for car sharers, essential users and accessible parking | School / Senior Leadership Team / Travel Plan Coordinator | Better management of staff parking demand                   | Longer term |
| Start/finish arrangements        | Current staggered timings may need review once all pupils are on one site | Monitor arrival and departure patterns and consider whether refinements to start/finish arrangements would reduce localised pressure | School / Senior Leadership Team / Travel Plan Coordinator | Reduced peak pressure and safer operation                   | Longer term |
| Promotion and Education          | Lack of visibility of TP initiatives for parents / carers                 | Make an electronic copy of the TP available via the school website                                                                   | Travel Plan Coordinator                                   | Increased awareness of TP initiatives                       | Longer term |

# 7. Consultation & Sign-off

Following baseline surveys, this TP will require review and update to ensure initiatives are appropriate, realistic and valuable.

This update should involve teachers, parents, pupils, governors, and the wider local community to ensure buy-in. It is recommended that the update include evidence of sign-off and formal approval, including a signed statement which confirms the intent of the Headteacher and Chair of Governors to implement the TP, an example of which is shown below:

*The following signatures confirm that the school management have read the contents of this document. By signing this document the school is committing itself to make every effort to implement the actions identified. The school further acknowledges that they have committed to achieving targets highlighted in their action plan and to the regular review and monitoring of the plan.*

Once finalised, the TP should be shared with WSCC.

# 8. Monitoring & Review

## 8.1 Travel Plan Coordinator

An existing Working Group is in place, which consists of a class teacher, the school council and a Governor. The class teacher liaises with the school council lead and coordinates meetings or passing on information when needed.

It is recommended that the school expand this role and appoint a TPC; the most suitable person for this role may be the class teacher who is in the Working Group, with support from others. The TPC will be in charge of ensuring that the TP is delivered. This includes consideration of whether the targets have been achieved, ensuring that the travel surveys are carried out and analysed, and the measures / initiatives are implemented. Other roles of the TPC include:

- Overseeing the development and implementation of the TP.
- Obtaining and maintaining commitment to the TP from pupils, staff and parents.
- Marketing the TP and preparing awareness campaigns.
- Acting as a single point of contact for all TP queries.
- Providing a link to governors / the senior leadership team.
- Liaising with WSCC in regards to travel issues.
- Coordinating the monitoring and review of the TP.

# TECHNICAL NOTE

## 8.2 Monitoring

Ongoing monitoring and reporting is necessary to ensure the continuous effectiveness of the TP. The School should continue to use the Mode shift STARS system to manage, and monitor the TP. Regular surveys will continue to be undertaken to monitor the progress of the school at meeting the targets highlighted earlier. Following the completion of the annual travel surveys, the TPC will review the survey findings and assess the effectiveness of the TP.

The travel surveys will dictate the future direction and focus of the TP, identifying the areas in which the TP is working successfully and also any areas which require attention against the agreed objectives and targets. Should the TP not be meeting the agreed outcomes, improvements can be made accordingly. A Travel Plan is a dynamic process and likely to change over time.

### 8.2.1 Travel Surveys

It is the responsibility of the TPC to agree the scope of travel surveys with West Sussex and to complete surveys.

Annual travel surveys will be completed following the initial baseline travel survey ("Year One"). Once the amalgamated school has been occupied for five years, further proposals for monitoring will be submitted by the TPC for approval.

The surveys will seek to capture the following information:

- Current mode of travel of staff and pupils;
- Preferred mode of travel of staff and pupils;
- Barriers to travelling by foot or cycle;
- Distance staff and pupils are travelling to the school; and
- Levels of cycle ownership and any training requirements.

Completing these surveys will help to ensure the TP is up to date and any issues are identified.

Snapshot surveys could be regularly conducted (four times a year). This should help assess the modes of transport used by staff and pupils. Information that could be gathered includes:

- Tracking bicycle use by counting the number of bicycles in the cycle racks;
- Count the number of cars parked in and outside of permitted areas; and
- Count the number of car sharers.

This information could also be used to assess the success of the TP as part of the review process.