

Appendix B



Appendix B

Educational Site Needs

- The location and design of new and extended school sites can have a significant effect on traffic and parking levels, and hence community relationships and well-being. It is acknowledged that new schools will usually need to occupy large sites that may not be available in choice locations. Nevertheless, transport considerations should be an important part of the decision process.
- Ideally, schools should be located within or close to residential areas and preferably in areas of high-density land use to reduce distances travelled. Schools should also, wherever possible, be integrated into patterns of mixed land-use that have greater accessibility to goods and services and thus promote walking and cycling.
- To reduce the use of private cars for the school run, ideally development should locate all homes within 600 metres of a primary school and 1500 metres of a secondary school and layouts should seek to achieve this where new schools are included in wider development proposals. When considering the location of a stand-alone new-build school, ideally it should be within the relevant distance from the homes it is intended to serve.
- A network of high quality pedestrian and cycle links serving all houses within walking distance is vital. Opportunities should be taken to connect the site not just with current housing areas but also to those proposed for the future. It may be appropriate for developers of all sites in the area to contribute towards a network of routes to serve the school.
- Schools should not be located on a cul-de-sac road in order to prevent congestion and parking issues.
- Site design should include a spread of access points around the perimeter to improve permeability, reduce distances for pedestrians and cyclists, and reduce concentration of traffic at drop-off and pick-up times. Good site management processes can maintain security and safeguarding – additional gates can be unlocked only at peak times, with visitors during the school day required to use the main entrance.
- Access points for vulnerable modes (i.e. pedestrians and cyclists) and vehicles should be segregated wherever possible, and routes through the site should ensure that the potential for conflict is kept to a minimum. For example, routes between gates and building entrances should limit the need for pedestrians to cross driveways or car parks. If separate entrances and routes cannot be achieved due to lack of space, then vehicle movements may need to be controlled at peak times, for example by use of a physical gate or barrier.
- All education sites should include secure, covered cycle storage for students, in line with Swindon Borough Council Parking Standards. This should be easily accessible, and on larger sites should be split over several areas close to desire lines on routes between gates and building entrances. To enhance actual and perceived security, and encourage use of the storage, the use of CCTV and lighting should be considered. Separate secure storage should always be provided for staff cycles at secondary schools, and considered at other education sites. Convenient short-term visitor cycle parking should be provided near the main reception area.

- Cycle storage facilities at primary schools should ensure smaller cycles can also be adequately supported and secured by both frame and wheel, either by inclusion of specific 'junior'-sized stands or by using stands designed to accommodate a range of cycle sizes. Primary school storage should include space for push scooters.
- Conveniently located facilities for hanging and storing outdoor-wear and equipment should be provided for cyclists, especially at secondary schools and colleges where no cloakroom or other locker facilities are provided. Shower and changing facilities can also be provided.
- Colleges and schools with sixth forms will usually require some car and motorcycle parking for student use. Car use from year 13, motorcycle/moped from year 11. Assume shared car occupancy. Affected schools and colleges will be expected to have appropriate policies for student car and motorcycle use as part of their travel plan.
- Site design should include provision for parking of school contract buses and/or coaches, as appropriate, with suitable arrangements for the safe set-down and pick-up of passengers. Ideally this should be off-road and provide adequate capacity for passengers to wait safely at peak times. Location of bus stops for scheduled services near schools and colleges should take into account requirements for students to cross traffic to reach them, with additional crossing facilities provided when necessary.
- Movement and parking of traffic on and around site needs to be adequately and actively managed, to avoid undesirable impact on local communities.
- It can be hard to find the right balance on schools sites for the provision of drop-off and parking spaces for parents. If copious parking is available, more people are likely to bring their cars; if no parking is provided, those parents who do choose to drive will end up parking on nearby streets and adding to congestion and bad-feeling in the local community.
- For this reason, early engagement with other local facilities to establish an informal 'park and stride' site for parents can be very useful. Supermarkets, churches and pubs can all prove very supportive and help to develop community links.
- If drop-off and parking are provided onsite, traffic movements will need to be actively managed to prevent congestion and avoid conflict. This could include pro-active marshalling of drop-off and pick-up on a daily basis. Details of proposed traffic management schemes should be included within the travel plan.

Travel plans

All new-build school or education sites, and developments of existing facilities that involve an increase in pupil/staff numbers, are expected to develop a travel plan setting out measures to mitigate against the impact of increased vehicle movements on the local highway network and community. For new schools or education sites, an Interim Travel Plan should be provided, including details of staff and pupil numbers (both on opening and when site is at full capacity), facilities to be provided to support sustainable modes of travel, such as cycle storage, details of how traffic access will be managed on and around the site, and a commitment to produce a full School Travel Plan once the school is operational. All Swindon schools are encouraged to engage with the national school travel accreditation scheme ModeshiftSTARS (www.modeshiftstars.org). New schools are expected to achieve a minimum bronze accreditation within xx years of opening.