

# MILLWOOD PRIMARY SPECIAL SCHOOL, RADCLIFFE INTERIM TRAVEL PLAN

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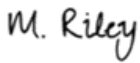
**Client Address:** Think Park, Mosley Road, Trafford Park, M17 1FQ.

**Site Address:** School Street, Radcliffe, Manchester, M26 3BW

## Control Sheet

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| Author                                                                    | Signature                                                                          | Date            |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------|
| <b>Matt Riley</b><br>BA (Hons) MSc GradCIHT<br>Graduate Transport Planner |  | 10 October 2023 |

| Reviewed                                                    | Signature                                                                           | Date            |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------|
| <b>Lynnie Ler</b><br>MEng (Hons) MCIHT<br>Transport Planner |  | 10 October 2023 |

| Authorised                                      | Signature                                                                           | Date            |
|-------------------------------------------------|-------------------------------------------------------------------------------------|-----------------|
| <b>Aaron Tilley</b><br>CMILT FCIHT<br>Associate |  | 10 October 2023 |

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## 1.0 Introduction

### 1.1 Background

- 1.1.1 Curtins has been appointed by ISG Ltd. to provide highways and transportation advice in support of a planning application for the extension to the existing Millwood Primary Special School (hereafter referred to as 'Millwood School') on School Street, Radcliffe.
- 1.1.2 Millwood School is an existing, active Special Educational Needs (SEN) school that lies to the west of Radcliffe town centre and is located to the north of School Street and to the east of the disused Manchester, Bolton, and Bury Canal. The site is within the remit of Bury Council as the Local Planning Authority and as the Local Highway Authority.
- 1.1.3 An extension is proposed at Millwood School to provide additional teaching space. Millwood School is currently 1 form-entry (1 FE) with c. 171 pupils (although the official capacity is 170 pupils) and c. 123 staff members (114 full-time equivalent (FTE) staff). Following the development proposals, the capacity of Millwood School will be c. 240 pupils and c. 158 staff (142 FTE), a moderate increase on the existing.
- 1.1.4 It is important to note that travel planning and modal shift towards sustainable transport are likely to be more relevant to staff living locally rather than pupils. This is due to the complex medical or behavioural needs of many of the Millwood School pupils that mean walking, cycling, or public transport would not be a safe, accessible, or possible for the vast majority.
- 1.1.5 In order to inform this report, Curtins completed a site visit on 20<sup>th</sup> September 2023.
- 1.1.6 The proposed development plans are provided in **Appendix A** to the rear of the report.

### 1.2 What is a Travel Plan?

- 1.2.1 A Travel Plan (TP) is defined<sup>1</sup> as:

*"A long-term management strategy for an organisation or site that seeks to deliver sustainable transport objectives and is regularly reviewed."*

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

<sup>1</sup> Ministry of Housing, Communities & Local Government (2021). National Planning Policy Framework [Online]. Available at <https://www.gov.uk/government/publications/national-planning-policy-framework--2/full-publication-update-history>

### 1.3 Purpose of the Report

- 1.3.1 This Interim Travel Plan (ITP) is intended to be read alongside the accompanying Transport Statement (TS) (Ref: **084162-CUR-XX-XX-T-TP-00001**) that has been prepared to assess the potential traffic and transportation impacts of the development proposals.
- 1.3.2 An ITP is the first stage of the Travel Plan process and is often prepared during the planning stage prior to the construction of the development. It includes a list of potential measures that could be implemented to affect modal choice, and a management strategy for producing a full Travel Plan in the future.
- 1.3.3 Transport for Greater Manchester (TfGM)<sup>2</sup> strongly endorses the need for Travel Plans in order to reduce the impact of transport on the local environment, to improve accessibility and to encourage 'active travel' which improves peoples' health, stating that a TP should achieve:

- *"A reduction in car use (particularly for single occupancy trips) and increase travel by sustainable modes, namely active travel and public transport;*
- *A reduction in the impact of the generated traffic, both in the immediate neighbourhood and on the wider highway network;*
- *Safe access for pedestrians and cyclists; and*
- *A coordinated approach to developing and implementing realistic travel options."*

- 1.3.4 This document has been written in accordance with the above statements and with reference to the following key documents:

- National Planning Policy Framework, MHCLG (now DLUHC), 2021; and
- National Planning Practice Guidance, DCLG (now DLUHC), 2014; and
- Greater Manchester Transport Strategy 2040, 2021; and
- Bury Unitary Development Plan, 1997; and
- Emerging Bury Local Plan, 2018; and
- Bury's 2030 Strategy.

### 1.4 Structure of the Report

- 1.4.1 Following this introductory section, **Section 2** of the report provides background information on the benefits which can be derived from a successful Travel Plan.
- 1.4.2 **Section 3** describes the existing situation and surrounding area, including the local highway layout; and **Section 4** provides a summary of the development proposals.

<sup>2</sup> Transport for Greater Manchester (2013). Transport for Sustainable Communities: A Guide for Developers [Online]. Available at: [https://assets.ctfassets.net/nv7y93idf4jq/4WYTBsva9O42aqqYISGQ42/0294b2b3811a6907a7d323572a80058e/12-1386\\_Transport-for-sustainable-communities.pdf](https://assets.ctfassets.net/nv7y93idf4jq/4WYTBsva9O42aqqYISGQ42/0294b2b3811a6907a7d323572a80058e/12-1386_Transport-for-sustainable-communities.pdf)

- 1.4.3 **Section 5** assesses the accessibility of the site by sustainable modes of transport, including walking, cycling and public transport.
- 1.4.4 **Section 6** sets out key aims and objectives for the Travel Plan process and outlines various initiatives that will be considered to encourage maximum uptake in sustainable modes of travel.
- 1.4.5 **Section 7** outlines the strategy for Travel Plan targets.
- 1.4.6 **Section 8** provides details on the monitoring and review process, responsibility and management of the document, and the appointment of a Travel Plan Coordinator (TPC) as the Travel Plan progresses.
- 1.4.7 **Section 9** concludes the report by providing an Action Plan that summarises the document, how the plan will be funded, and next steps.

## 2.0 Travel Plan Benefits

### 2.1 Summary

- 2.1.1 Successful implementation of the travel planning process can have various environmental, health, financial and social benefits for individuals and the wider population.
- 2.1.2 There are varied and wide-ranging negative effects of high levels of car usage, including being one of the biggest drivers of greenhouse gas emissions<sup>3</sup>, causing adverse physical and mental health including premature deaths<sup>4</sup>, and costs to the health service<sup>5</sup> and businesses.
- 2.1.3 Poor air quality, of which road transport is a major driver, is the largest environmental risk to public health in the UK<sup>6</sup>.
- 2.1.4 Conversely, physical activity is a “miracle cure”<sup>7</sup>, with cycling in particular having “staggering”<sup>8</sup> health benefits. Greater uptake of active travel and public transport could combat climate change and poor air quality, improve physical and mental health, relieve pressure on the NHS<sup>9</sup>, boost local businesses, improve the mobility and independence of those who cannot drive<sup>10</sup>, and encourage greater social cohesion<sup>11</sup>.
- 2.1.5 A reduction in private car usage can also reduce local congestion (making for more pleasant journeys for active travellers and those who cannot avoid driving) and release land for more productive uses.
- 2.1.6 Within workplaces, walking and exercise can boost morale and job satisfaction, improve staff performance, promote physical and mental health, reduce absenteeism, enhance corporate image, and boost operating income<sup>12</sup>.

<sup>3</sup> Department for Business, Energy & Industrial Strategy (2021). 2019 UK Greenhouse Gas Emissions, Final Figures [Online]. Available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/957887/2019\\_Final\\_greenhouse\\_gas\\_emissions\\_statistical\\_release.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957887/2019_Final_greenhouse_gas_emissions_statistical_release.pdf)

<sup>4</sup> Clean Air Greater Manchester (undated). Air pollution and you [Online]. Available at: <https://cleanairgm.com/air-pollution/>

<sup>5</sup> Scarborough, P., Bhatnagar, P., Wickramasinghe, K., Allender, S., Foster, C., Rayner, M. 2011 The economic burden due to diet, physical inactivity, smoking, alcohol and obesity in the UK, Journal of Public Health, 33(4): 527-535.

<sup>6</sup> Public Health England (2018). Health Matters: Air Pollution [Online]. Available at: <https://www.gov.uk/government/publications/health-matters-air-pollution/health-matters-air-pollution>

<sup>7</sup> Department of Health and Social Care (2019). UK Chief Medical Officers' Physical Activity Guidelines [Online]. Available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>

<sup>8</sup> The Conversation (2017). Cycling to work: major new study suggests health benefits are staggering [Online]. Available at: <https://theconversation.com/cycling-to-work-major-new-study-suggests-health-benefits-are-staggering-76292>

<sup>9</sup> Jarrett J, Woodcock J, Griffiths UK, Chalabi Z, Edwards P, Roberts I, Haines A (2012). Effect of increasing active travel in urban England and Wales on costs to the National Health Service. Lancet, 379(9832): 2198-2205

<sup>10</sup> Aldred R in association with Leigh Day for British Cycling (2014). Benefits of Investing in Cycling [Online]. Available at: [https://www.britishcycling.org.uk/zuvvi/media/bc\\_files/campaigning/BENEFITS\\_OF\\_INVESTING\\_IN\\_CYCLING\\_DIGI\\_FINAL.pdf](https://www.britishcycling.org.uk/zuvvi/media/bc_files/campaigning/BENEFITS_OF_INVESTING_IN_CYCLING_DIGI_FINAL.pdf)

<sup>11</sup> Department for Transport (2009). Good Practice Guidelines: Delivering Travel Plans through the Planning Process

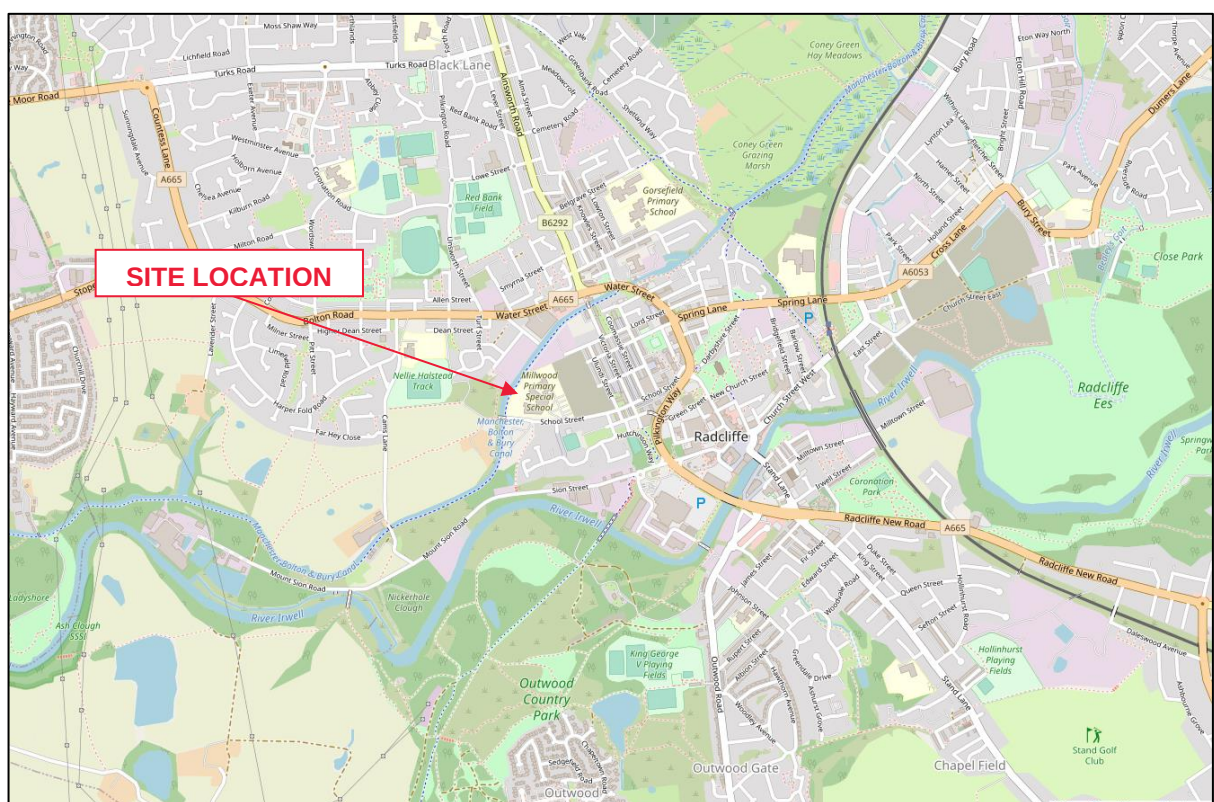
<sup>12</sup> Living Streets (undated). Walking Works [Online]. Available at: <https://www.livingstreets.org.uk/products-and-services/projects/walking-works>

## 3.0 Existing Situation

### 3.1 Site Location

3.1.1 Millwood School is located approximately 530m to the west of Radcliffe town centre. Millwood School is bound by an industrial yard to the north, disused land to the east (formerly occupied by Riverside High School), School Street to the south, and the Manchester, Bolton, and Bury Canal to the west.

3.1.2 The location of Millwood School in relation to the local highway network is illustrated in **Figure 3.1** below:



**Figure 3.1 – Site Location in Relation to the Local Highway Network**

(Source: OS Maps, 2023)

3.1.3 Most notably, the former Riverside High School site to the east of the site has been recently approved by Bury Council (planning reference: 69233) for the following development:

*“Residential development to erect 90 dwellings with associated parking and landscaping | Site of the former Riverside High School, School Street, Radcliffe, M26 3BW”*

3.1.4 The scheme will provide 78 three- and 12 four-bedroom homes, 22 of which would be affordable. Each house will have two off-street parking spaces.

### 3.2 Existing Use

3.2.1 Millwood School is a 1 FE special primary school (ages 2-11, Reception to Year 6), providing for pupils with a wide range of needs. All pupils attending Millwood School have statements of special educational

needs indicating profound and complex needs, severe learning difficulties or autistic spectrum conditions. Many pupils have additional physical or medical needs.

- 3.2.2 As of September 2023, Millwood School directly employ 123 staff members (114 FTE) and have 5 supply staff working on-site each day. There are also 10 non-school staff based on-site most days (nursing, catering, information and communication technology (ICT), speech and language therapy (SaLT), and physiotherapy). In addition, the school has visiting professionals (mostly health related) which ranges from 4-8 visitors each day. There are also general school visitors and school events during the day.
- 3.2.3 The school day runs from 08:45 – 15:30. Whilst there is no breakfast club, there are however after-school club sessions during term-time which run every Tuesday and Thursday from 15:00 – 17:00.
- 3.2.4 Bury Council makes provision for assistance with travel between home and school for eligible students with additional special educational needs. The minibuses that provide pupil drop-offs are operated by Bury Council. If needed throughout the school year for trips, Millwood School will rent vehicles / hire drivers accordingly.

### 3.3 Existing Access Arrangements & Parking

#### *Staff and Visitor Parking*

- 3.3.1 The main school car park area is used by staff and visitors and is currently located to the south-east of the school building. The car park operates as a one-way flow to ease vehicle movements during peak hours. Vehicles enter the site from the western gate and exit from the eastern gate.
- 3.3.2 The number of spaces currently comprises of 115 spaces (inc. 8 accessible spaces). The accessible spaces are connected to the school reception by a wheelchair friendly ramp. Additionally, there is parking for up to 6 minibuses along the building frontage.
- 3.3.3 3 of the car parking spaces are allocated to visitors, with one allocated to the headteacher. These spaces are displayed in **Figure 3.2** overleaf.



**Figure 3.2** – Headteacher and Visitor Allocated Parking Spaces

### ***Pedestrian and Cyclists***

- 3.3.4 Pedestrian and cycle access to Millwood School is taken from the central pedestrian gated access. This allows pedestrians access to the reception area via the existing internal pedestrian footpaths.
- 3.3.5 During typical operation of Millwood School, cyclists would dismount at the front gate. The current cycle store location along the building frontage and consists of a large, covered cycle shed that accommodates 8 stands (16 cycles total) (**Figure 2.3**).



**Figure 3.3** – Cycle Storage Spaces

### ***Delivery and Refuse Vehicles***

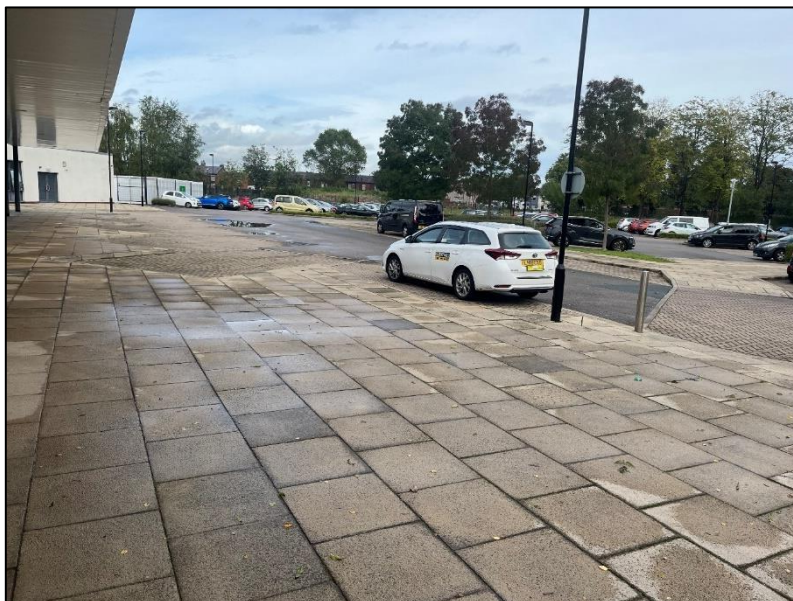
- 3.3.6 Deliveries to the school kitchen are coordinated via the main car park. The bin store is located at the northern edge of the car park. The caretaker or service staff will open the gates on delivery days, where delivery vehicles will drive into the car park and collect from the bin stores at the north-east corner of the car park. The bin store is displayed in **Figure 3.4** below.
- 3.3.7 Refuse collections currently take place three times per week, with vehicles entering the site to access the bin store during school hours. Millwood School has separate scheduled collections for general refuse (Bury Council), recycling (Bury Council), and sanitary waste (PHS Group).



**Figure 3.4 – On-Site Bin Stores**

### ***Drop-off / Pick-up Arrangements***

- 3.3.8 Millwood School has confirmed that 15 minibuses are required on-site. Notwithstanding, as there are only 6 minibus parking bays in the existing scenario, Millwood School operates two waves of minibuses. The minibuses also park along the standard car parking bays that are adjacent to the minibus parking bays. These waves are managed by staff, wearing hi-visibility jackets, who cordon off the drop-off / pick-up bays whilst pupils board the vehicles.
- 3.3.9 It was observed that the first minibus arrived at 14:45 as part of the first wave. The second minibus wave was scheduled to arrive later at approximately 15:00. The school day finishes at 15:00, meaning that pick-up minibuses are on-site between 14:45 – 15:15. This layby is displayed in **Figure 2.5** below.



**Figure 3.5** – Minibus Parking Bays and Laybys

- 3.3.10 Whereas in the morning drop-off period, minibuses are on site between 08:15 – 09:15, however pupils would typically have all arrived by 08:45.
- 3.3.11 As of the current academic year, c. 75 parents / carers drop-off / pick-up pupils from the school. The equates to c. 44% of pupils arriving by private car, with the remaining c. 56% arriving by school minibus. It was observed that 25 vehicles entered the site to access the pick-up bays, additionally 8 vehicles were parked in the accessible bays.
- 3.3.12 A significant number of pick-ups occur outside the school, with parents / carers parking along School Street and the surrounding residential roads. Vehicular activity for the pick-up is however short-lived.

### 3.4 Local Highway Network

- 3.4.1 **Table 3.1** below presents the key characteristics of the roads immediately surrounding the site:

| Road Name         | Speed Limit | Street Lighting | Pedestrian Infrastructure                                 | Cyclist Infrastructure                             | Restrictions / Parking / Loading Provision                  |
|-------------------|-------------|-----------------|-----------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------|
| School Street     | 20 mph      | Yes             | c. 2.5m on either side<br>Tactile paving<br>Dropped kerbs | None                                               | None                                                        |
| Pendlebury Street | 20 mph      | Yes             | c.2m on either side<br>Dropped kerbs                      | None                                               | None                                                        |
| Hutchinson Way    | 20 mph      | Yes             | c. 2.5m on either side<br>Tactile paving<br>Dropped kerbs | Connection to National Cycle Network (NCN) Route 6 | Double yellow parking restrictions (no waiting at any time) |

| Road Name           | Speed Limit | Street Lighting | Pedestrian Infrastructure                                 | Cyclist Infrastructure    | Restrictions / Parking / Loading Provision |
|---------------------|-------------|-----------------|-----------------------------------------------------------|---------------------------|--------------------------------------------|
| A665 Pilkington Way | 30 mph      | Yes             | c. 2.5m on either side<br>Tactile paving<br>Dropped kerbs | Connection to NCN Route 6 | Clearway – no stopping                     |

**Table 3.1** – Surrounding Highway Network Summary

## 4.0 Development Proposals

### 4.1 Summary of Proposals

- 4.1.1 An extension is proposed at Millwood School to provide additional teaching space. Millwood School is currently 1 FE with c. 171 pupils (although the official capacity is 170 pupils) and c. 123 staff members (114 FTE staff). Following the development proposals, the capacity of Millwood School will be c. 240 pupils and c. 158 staff (142 FTE).
- 4.1.2 This change equates to an increase of 70 pupils and 35 staff (28 of which are FTE) when compared to the existing situation.
- 4.1.3 It is not proposed to alter the school's operating times or catchment area following the expansion. A 20-space expansion would be added to the staff and visitor car park. Additionally, the proposals will add a further minibus drop-off / pick-up space where an existing car drop-off bay is located, adjacent to the existing spaces along the building frontage. As such, the net change to the number of staff and visitor parking is an increase of 19 spaces.
- 4.1.4 The proposed development plans are provided in **Appendix A** to the rear of the report.
- 4.1.5 The existing vehicular, pedestrian, and cycle access strategies will be retained, alongside the drop-off and pick-up arrangements.
- 4.1.6 Furthermore, cycle parking stands will be included as part of the landscape plan and would be located at the front of the school, nearer to the main reception. The existing cycle parking would remain along the site frontage.
- 4.1.7 It is important to note that the nature of Millwood School being an SEN School requires a greater volume of staff, resulting in a larger car park to meet the additional considerations stated above. Millwood School has also stated that the proposed increase in staffing and pupil numbers would make the extra strain on the existing car park unsafe and not accessible to the number of people requiring to use it without the proposed additional spaces.
- 4.1.8 Due to the nature of the development, it is not envisaged that there would be significant demand for cycle parking for pupils. The school has stated that whilst some parents / carers park outside of the school grounds or live close enough to school to walk, the complex medical or behavioural needs of many of the school's pupils mean that walking and cycling would not be safe / accessible / possible for the vast majority.

## 5.0 Accessibility by Sustainable Modes of Travel

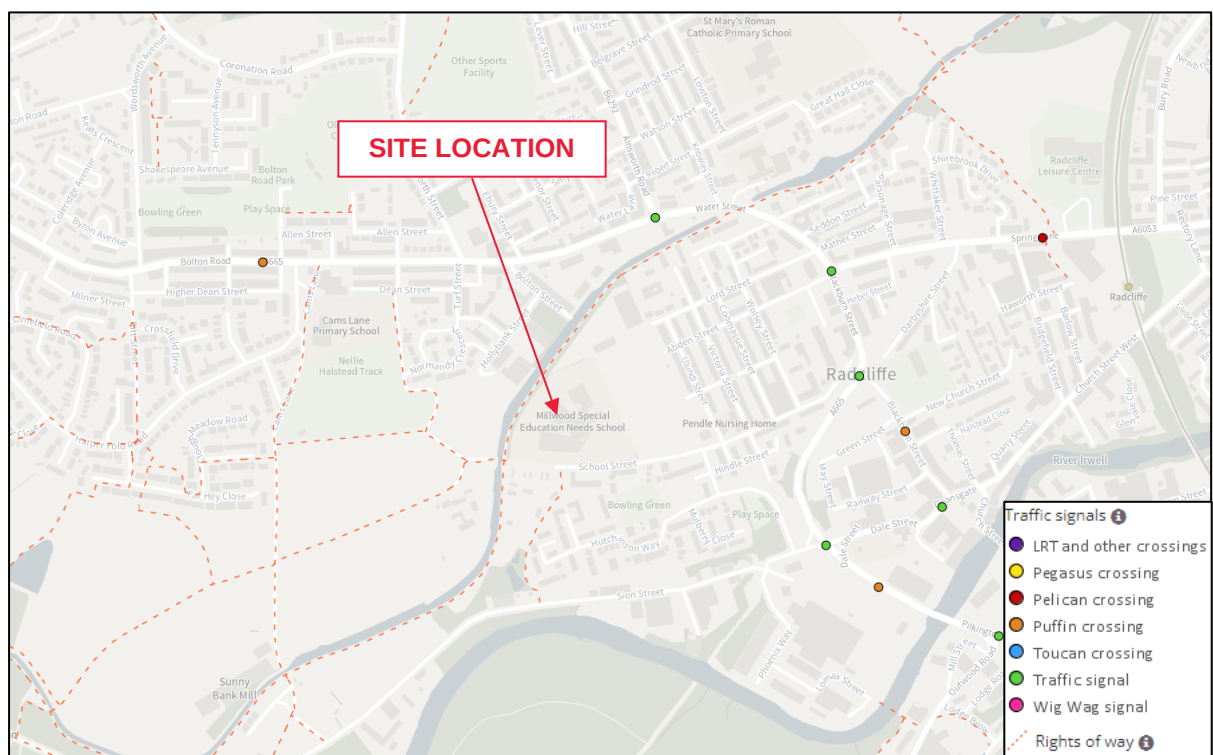
### 5.1 Introduction

5.1.1 A key element of national and local policy is to ensure that developments are located in areas where alternative modes of travel are available. This supports the aims of integrating planning and transport, providing more sustainable transport choices, and reducing overall travel and car use.

5.1.1 It is important to note that these sustainable modes of travel are likely to be more relevant to staff living locally rather than pupils. As outlined above, the complex medical or behavioural needs of many of the Millwood School pupils mean that walking, cycling, or public transport would not be safe, accessible, or possible for the vast majority. Further to this, pupils are likely to travel from further afield in order to access specialist teaching and facilities, further limiting sustainable travel modes.

### 5.2 Pedestrian Accessibility

5.2.1 Research has indicated that acceptable walking distances depend on a number of factors, including the quality of the development, the type of amenity offered, the surrounding area, and other local facilities. The Chartered Institution for Highways and Transportation (CIHT) document entitled '*Providing for Journeys on Foot*' suggests walking distances which are relevant to this planning application. The local pedestrian network is displayed in **Figure 5.1** below.



**Figure 5.1 – Local Pedestrian Network**

(Source: MappingGM, 2023)

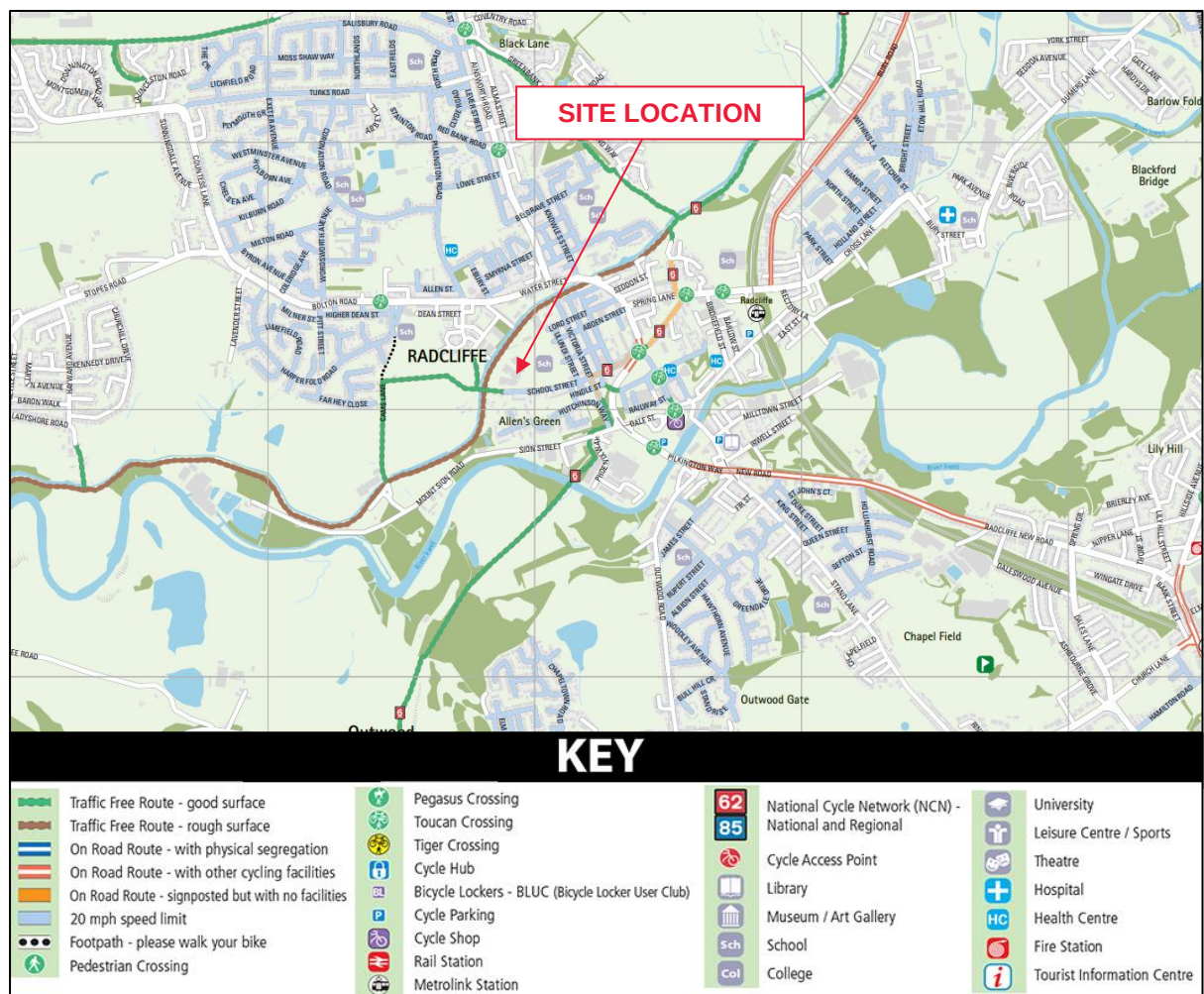
- 5.2.2 20-minute neighbourhoods have rose in prominence in recent years and are places where residents can walk or cycle from their home to many key facilities and destinations within 20 minutes (i.e. 10 minutes, or 800m if walking, each way). The National Design Guide (DLUHC, 2021) states that well-designed places are walkable, which is defined as “*local facilities [are] within walking distance, generally considered to be no more than a 10-minute walk (800m radius)*”.
- 5.2.3 Within the 20-minute neighbourhood is located the residential areas within, Black Lane, Outwood, Outwood Gate, Chapel Field, and the residential area surrounding Radcliffe Primary School. Additionally, Radcliffe town centre can be reached within a 600m walking distance.
- 5.2.4 Local amenities and facilities associated with residential areas in the vicinity of the site include convenience stores, supermarkets, places of worship, local shops, and hot food takeaways in Radcliffe that staff and visitors could utilise.
- 5.2.5 As outlined in **Section 3.4**, footways in the area are of good quality and are well-lit. There are dropped kerbs, tactile paving, and uncontrolled crossing points. The walking environment is enhanced by the 20mph ‘school zone’ speed restrictions that are in operation along the surrounding residential roads. Bus stops are located at a short walk from the site on the A665 Pilkington Way. The northern bus stop consists of a bus shelter and route information, whilst the southern stop consists of a flag and pole with route numbers.
- 5.2.6 Overall, it is considered that the site is situated within an accessible area, with a number of complementary land uses within walking distance.

### 5.3 Cycle Accessibility

- 5.3.1 Cycling is a relatively low cost, efficient and healthy way to travel. Cycling also provides a predictable arrival time which depending on location, can be quicker than driving and is subject to fewer delays.
- 5.3.2 In order to assist in assessing the accessibility of the site by cycle, an 8km cycle catchment for the site has been considered. The 8km catchment (5 miles) considered to be the maximum acceptable cycling distance for most people and is based on the 2019 National Travel Survey statistics, which demonstrates that 82% of cycling trips were under 5 miles (8km).
- 5.3.3 The National Model Design Code – Part 2 (DLUHC, 2021) also references this distance, expressing “*the aim that walking and cycling should be the first choice for short local journeys, particularly those of 5 miles or less.*” The average cyclist travels at approximately 12mph, according to CD195 of the Design Manual for Roads and Bridges, so they could travel 5 miles in approximately 25 minutes.
- 5.3.4 In order to assist in assessing the accessibility of Millwood School by cycle, 5.5km and 8km cycle catchments for the school have been considered. It is recognised that these distances may be more applicable to staff at the school.

5.3.5 A 5.5km cycle distance from Millwood School encompasses the residential areas of Little Lever, Radcliffe, Whitefield, Outwood, Stoneclough, Barlow Fold, Bradley Fold, Fletcher Fold, Unsworth, Sunny Bank, and southern Bury. The 8km catchment extends as far as Bury to the north, Simister to the east, Heaton Park to the south, and Farnworth to the west.

5.3.6 Cyclists can access Route 6 on the National Cycle Network (NCN) along the Manchester, Bolton, and Bury Canal within a 450m distance of Millwood School. This provides largely traffic-free access south to Manchester and north to Bury. The local cycle network within the vicinity of the site is reproduced in **Figure 5.2** below:



**Figure 5.2 – Local Cycle Network**  
(Source: TfGM, 2023)

5.3.7 Cyclists can also utilise the existing local roads to gain access to the site; it is considered that local roads are of sufficient width with low-speed limits to encourage staff and visitors to cycle.

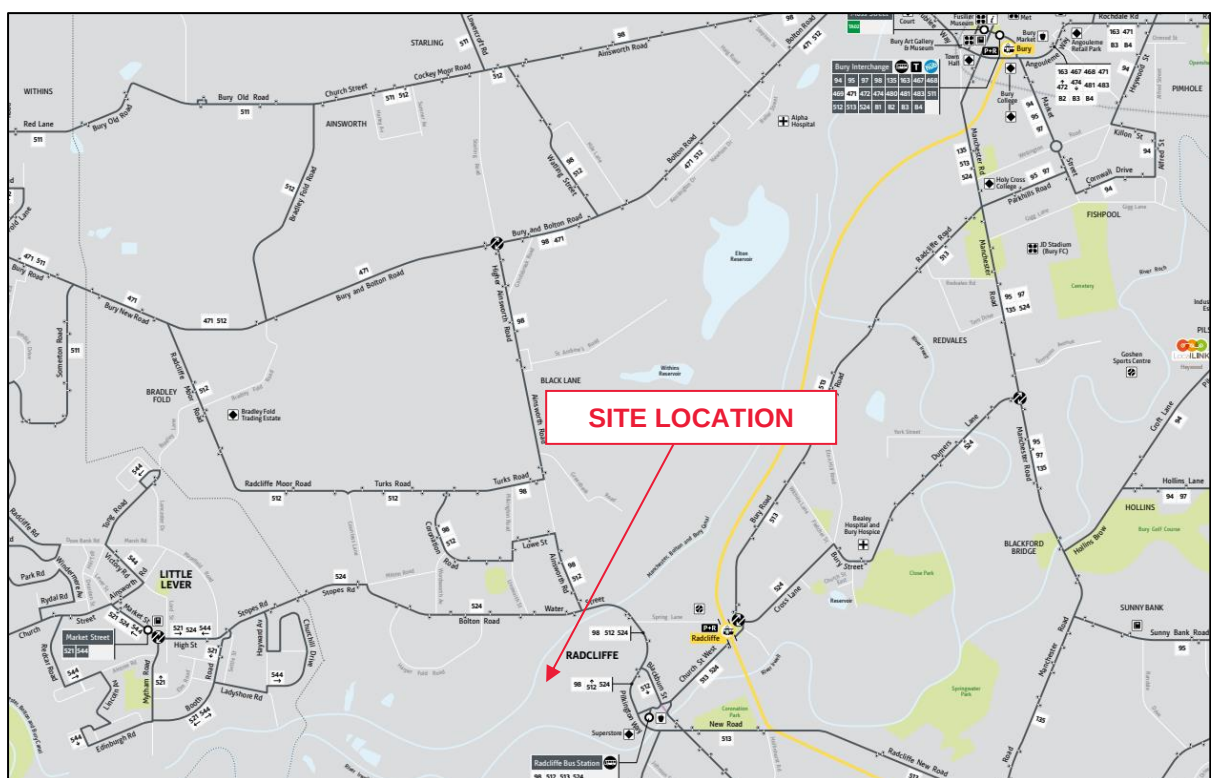
5.3.8 In summary, it is considered that cycling is a highly realistic mode of travel to and from the site.

## 5.4 Public Transport Accessibility

5.4.1 Developed by Transport for Greater Manchester (TfGM), Greater Manchester Accessibility Levels (GMAL) are a measure of the accessibility of a point to both the conventional public transport network (i.e. bus, Metrolink, and rail) and Greater Manchester's Local Link (flexible transport service), considering walk access time, service availability, and average waiting time. The method is a way of measuring the density of the public transport provision at any location within Greater Manchester.

5.4.2 The accessibility index score is categorised into eight levels (1 to 8), where level 8 represents a high level of accessibility (described as 'excellent') and level 1 a low level of accessibility (described as 'very poor'). Millwood School is located in an area with a GMAL rating of 5 and is considered appropriately situated to take advantage of existing public transport infrastructure for onward travel into and around Radcliffe town centre.

5.4.3 Accessibility by bus is considered further below, with a local public transport network map included in **Figure 5.3** below:



**Figure 5.3 – Public Transport Network in the Vicinity of the Site**  
(Source: TfGM, 2023)

### ***Bus Accessibility***

5.4.4 Guidance from the Chartered Institution of Highways and Transportation (CIHT) document 'Buses in Urban Developments' (2018) indicates that ideally, a bus stop should be located within the following from a new development based on its location and the number of services:

| Situation                                                   | Maximum Walking Distance |
|-------------------------------------------------------------|--------------------------|
| Core bus corridors with two or more high-frequency services | 500                      |
| Single high-frequency routes (every 12 minutes or better)   | 400                      |
| Less frequent routes                                        | 300                      |
| Town / city centres                                         | 250                      |

**Table 5.1** – CIHT Maximum Suggested Walking Distances to Bus Stops

- 5.4.5 A distance of 400m, which equates to an approximate 5-minute walk, is also commonly cited as a benchmark for access to local bus services.
- 5.4.6 The nearest bus stop is located along the A665 Pilkington Way, accessible on foot from School Street. The bus stop is located c. 400m from the school entrance. **Table 5.2** details the services that call at these stops, and their associated frequencies. The frequencies shown are for bi-directional travel:

| Bus Service                                       | Route                                                               | Peak Hourly Frequency |         |          |
|---------------------------------------------------|---------------------------------------------------------------------|-----------------------|---------|----------|
|                                                   |                                                                     | Mon – Fri             | Sat     | Sun/Hols |
| From School Street / A665 Pilkington Way junction |                                                                     |                       |         |          |
| 98                                                | Manchester – Prestwich – Radcliffe – Bury                           | 30 mins               | 30 mins | 60 mins  |
| 512                                               | Farnworth – Prestolee – Radcliffe – Bradley Fold – Ainsworth – Bury | 15 mins               | 15 mins | 120 mins |
| 524                                               | Bolton – Little lever – Radcliffe – Bury                            | 15 mins               | 15 mins | 30 mins  |

**Table 5.2** – Summary of Nearby Bus Service Frequencies

- 5.4.7 Whilst bus travel and a short walk may not be feasible to all pupils, it should be considered that for staff and visitors, Millwood School is well served by bus.
- 5.4.8 Additionally, as outlined in **Section 3.3** above, Bury Council makes provision for assistance with travel between home and school for eligible students with additional special educational needs. Parents / carers can make an application to Bury Council, who will assess the application and, if successful, inform the parent / carer in advance on the type of travel arrangement would be suitable and appropriate to meet the needs of the child for agreement. More details on the process can be found on Bury Council's website: <https://www.bury.gov.uk/schools-and-learning/school-and-college-travel-assistance>.
- 5.4.9 The school has stated that a significant number of pupils (55%) are dropped off by minibus.

***Metrolink (Light Rail) Accessibility***

- 5.4.10 Millwood School is within the CIHT's 'Preferred Maximum' walking distance of Radcliffe tram stop, served by the Piccadilly to Bury and Bury to Altrincham lines. The tram stop is located approximately c.1.1km (c. 13-minute walk) from the site.
- 5.4.11 Both lines run at a frequency of every 12 minutes between 06:00 – 00:00 on Mondays to Saturdays, and 07:00 – 00:00 on Sundays.
- 5.4.12 The start and end times for specific stations will change over time in response to current circumstances. The Metrolink frequencies are accurate at the time of writing, whereas up-to-date times can be found on the Metrolink website at: <https://tfgm.com/public-transport/tram/tram-schedule>.

**5.5 Summary**

- 5.5.1 It is important to note that these sustainable modes of travel are likely to be more relevant to staff living locally rather than pupils. The complex medical or behavioural needs of many of the Millwood School pupils mean that walking, cycling, or public transport would not be safe, accessible, or possible for the vast majority. Further to this, pupils are likely to travel from further afield in order to access specialist teaching and facilities, further limiting sustainable travel modes.
- 5.5.2 However, Millwood School lies within proximity of Radcliffe town centre which provides acceptable walking and cycling routes to the school from the surrounding residential areas. This means that for staff and visitors, sustainable modes of travel can be seen as a viable alternative to private car journeys. It is therefore considered that Millwood School is accessible by sustainable modes of transport.

## 6.0 Travel Plan Initiatives

### 6.1 Introduction

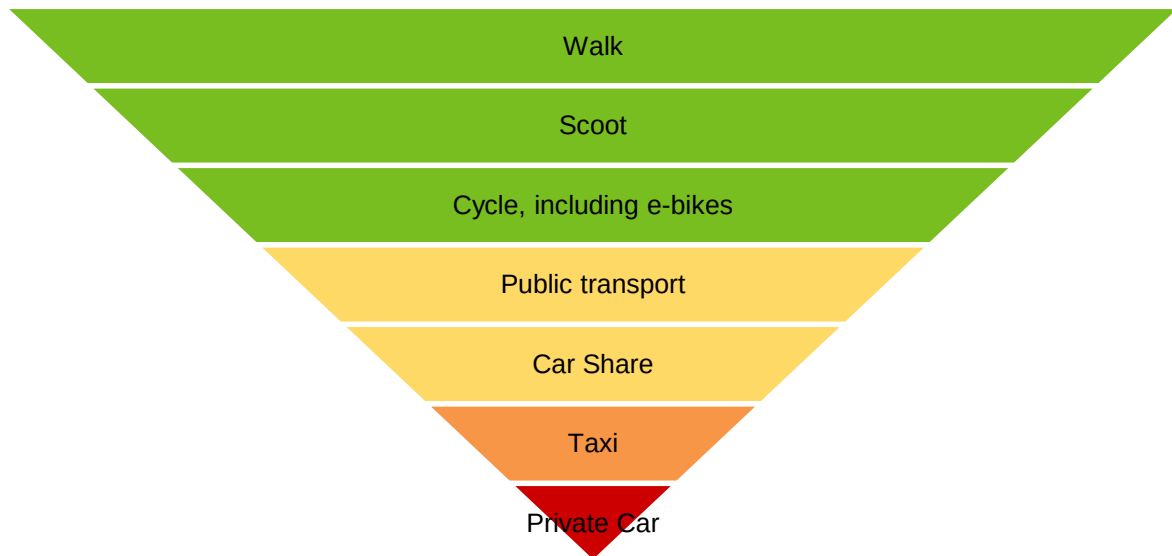
- 6.1.1 Taking into account the location of the proposed development and the accessibility of the site via walking, cycling and public transport, a series of measures and initiatives have been developed to encourage active and sustainable travel and reduce single occupancy staff car travel to and from the site.
- 6.1.2 This section of the ITP sets out the initiatives that could be implemented in a full Travel Plan at the site. The initiatives below are in line with the aims, objectives and benefits set out in **Section 2** of this document.
- 6.1.3 All measures requiring funding are subject to this being available to the school / TPC.

### 6.2 Appointment of Travel Plan Coordinator (TPC)

- 6.2.1 The duty of the TPC is to take responsibility for ensuring that the various elements of the TP are monitored and operate effectively to offer a genuine choice of travel modes. The responsibilities of a TPC are further detailed in **Section 8** of this report.

### 6.3 Provision of Travel Information

- 6.3.1 The provision of travel information can be important in influencing travel patterns and therefore it is envisaged that this will be supplied to all staff and parents / carers. The information could also be displayed on a notice board to be placed in a communal area within the school.
- 6.3.2 Travel information could be in the form of a 'Getting Here' page on the school website, or within the school prospectus that is accessible to parents / carers of prospective pupils. This page could present a vision for taking a sustainable journey as the natural choice for all that are able to, recommending the following travel hierarchy with the most preferred choice at the top:



6.3.3 The contents of the 'Getting Here' page would be likely to include:

- Introduction to the TP concept detailing objectives and aspirations;
- Literature on the health benefits of walking and cycling, and the environmental benefits of sustainable modes of transport;
- Maps showing local walking / cycling routes and between the school and surrounding neighbourhoods;
- Details of public transport services, including links to timetables and current routes;
- Details of school transport, i.e. the minibus to transport pupils from their home to school; and
- Contact details of the TPC.

6.3.4 The travel information made available within communal areas would primarily be aimed at influencing staff that live locally to walk or cycle and for those that live further afield to consider public transport or lift sharing.

## 6.4 Measures to Encourage Walking

6.4.1 An increase in people walking to school can contribute towards a healthier population and reduce the impact of vehicles on the local area. It can also have benefits in saving money for those who choose to walk.

6.4.2 It has been demonstrated throughout **Section 4** of this ITP that there is an existing good level of pedestrian infrastructure in the surrounding area. The following initiatives will be pursued, in order to encourage walking amongst pupils, staff, parents / carers and visitors:

| Initiative                                                                                                                          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raise Awareness                                                                                                                     | <p>Raise awareness of the health and environmental benefits of walking, provide education on road safety, and provide information for travelling by foot. This can be done by sharing the following resources:</p> <ul style="list-style-type: none"> <li>TfGM school travel information: <a href="https://tfgm.com/tickets-and-passes/bus-school-bus-services">https://tfgm.com/tickets-and-passes/bus-school-bus-services</a> and <a href="https://beeactive.tfgm.com/the-school-run/">https://beeactive.tfgm.com/the-school-run/</a>;</li> <li>Walking routes and tips on getting started with walking for commutes: <a href="https://gmwalking.co.uk/">https://gmwalking.co.uk/</a>; and</li> <li>Local pedestrian routes, including public footpaths and walking times to key destinations; and</li> <li>The <a href="https://www.plotaroute.com/">https://www.plotaroute.com/</a> website for journey planning on foot.</li> </ul> |
| Park and Stride                                                                                                                     | Cars are parked further away from school and pupils are accompanied by their parents / carers to walk the last stretch.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Establish a School Walking Bus                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Participate in national days celebrating active travel, such as 'Walk to School Week', 'Cycle to School Week', and 'Clean Air Day'. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

**Table 6.1** – Initiatives to Encourage Walking

- 6.4.3 Additional measures such as discouraging car parking spaces from being allocated to able-bodied staff who live within 2km of the site, and the implementation of a “walking buddy” scheme for staff who live nearby could also be considered.

## 6.5 Measures to Encourage Cycling

- 6.5.1 It has been demonstrated throughout **Section 5** of this ITP that there is an existing good level of cycle infrastructure in the surrounding area. There will also be cycle parking provided within the school in the form of cycle shelters, which can be used by pupils, staff, and parents / carers.
- 6.5.2 To encourage cycling by pupils, staff, parents / carers and visitors, the following initiatives will be developed:

| Initiative      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raise Awareness | <p>Raise awareness of the health and environmental benefits of cycling, and provide information for travelling by cycle. These resources can include:</p> <ul style="list-style-type: none"> <li>TfGM (<a href="https://beeactive.tfgm.com/">https://beeactive.tfgm.com/</a>) provides details of cycling routes;</li> <li>Sustrans (<a href="https://www.sustrans.org.uk/">https://www.sustrans.org.uk/</a>) provides resources on cycling routes and tips on getting started with cycling as a form of commute; and</li> <li>The <a href="https://www.cyclinguk.org/">https://www.cyclinguk.org/</a> website for other cycling information.</li> </ul> |
| Cycle to Work   | Allow staff to purchase cycles within the tax efficient 'Cycle to Work' scheme or other government initiative.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Initiative         | Description                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bikeability        | Promote cycle training schemes for cycle usage, competency, safety, maintenance of their bike and help cycle users to improve their skills. Resources can include: <ul style="list-style-type: none"> <li>TfGM (<a href="https://beeactive.tfgm.com/cycling/">https://beeactive.tfgm.com/cycling/</a>) provides local information on cycle training, parking, paths, maps, hire, or bringing bicycles on public transport.</li> </ul> |
| Cycle Buddy Scheme | Promote a staff buddy scheme where cyclists can meet up and arrange to cycle to and from work together.                                                                                                                                                                                                                                                                                                                               |

**Table 6.2** – Initiatives to Encourage Cycling

## 6.6 Measures to Encourage Public Transport Use

- 6.6.1 It is considered that promoting initiatives to encourage public transport use can help offset some of the journeys made by staff and pupils to the school by private car.
- 6.6.2 The following initiatives will be developed in order to encourage public transport use:

| Initiative                                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Season Tickets and Staff Loans                 | Promote use of season ticket use and consider interest-free loans for staff where a monthly deduction is made from their salary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Public Transport Service and Ticketing Details | Provide the details of bus services included in the site audit section of this TP to all staff and parents / carers. Resources can include: <ul style="list-style-type: none"> <li><a href="https://www.traveline.info/">https://www.traveline.info/</a>;</li> <li><a href="https://tfgm.com/plan-a-journey">https://tfgm.com/plan-a-journey</a>;</li> <li>Additionally, pupils and parents / carers should be made aware of ticketing options for young people (<a href="https://tfgm.com/tickets-and-passes/discounted-and-free-travel/young-people">https://tfgm.com/tickets-and-passes/discounted-and-free-travel/young-people</a>).</li> </ul> |

**Table 6.3** – Initiatives to Encourage Public Transport Use

## 6.7 Encouraging Use of Car Sharing and Shared Transport

- 6.7.1 There is the potential to increase the rates of car sharing and other forms of shared transport resulting in an overall reduction in car usage amongst staff and parents / carers at the school. This can help reduce the impact of single occupancy vehicle trips on the local area and potentially save staff and parents / carers money.
- 6.7.2 **Table 6.4** summarises the proposed car share initiatives to be considered:

| Initiative                   | Description                                                                                                                                                                                                                                                          |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Promote School Bus / Minibus | Promote the use of the school bus to parents / carers as an alternative to travel by the private car to reduce drop-off and pick-up activity in the vicinity of the school.                                                                                          |
|                              | Promote applications for travel assistance between home and school for pupils ( <a href="https://www.bury.gov.uk/schools-and-learning/school-and-college-travel-assistance">https://www.bury.gov.uk/schools-and-learning/school-and-college-travel-assistance</a> ). |
| Promote Car Sharing          | Promote informal car sharing amongst school staff with events such as 'car share coffee mornings'.                                                                                                                                                                   |
|                              | Promote the Liftshare journey matching website to staff.                                                                                                                                                                                                             |
|                              | Consider prioritised parking for car sharers on-site.                                                                                                                                                                                                                |
| Promote Car Pooling          | Promote carpooling amongst parents / carers that escort pupils to school via the school newsletter.                                                                                                                                                                  |
| Reducing the Need to Travel  | Implement a School Business Travel Policy to incentivise fewer or shorter car trips, the use of active and sustainable modes of transport, and the use of video and audio conferencing facilities.                                                                   |

**Table 6.4** – Initiatives to Encourage Car Sharing, and Reduction of Car Usage

## 6.8 Measures to Encourage Ultra-Low and Zero Emission Vehicles

- 6.8.1 Ultra-Low (ULEV) and Zero Emission Vehicles (ZEV) contribute substantially to reduce the carbon footprint of private transportation<sup>13</sup>.
- 6.8.2 Ownership of ULEVs and ZEVs is rapidly increasing – 18% of all new car registrations in 2022 were ULEVs and 13% were ZEVs (a subset of ULEVs; virtually all of which are Battery Electric Vehicles)<sup>14</sup>. The Office for Budget Responsibility has forecasted that the share of EVs in new car sales will reach 59% in 2026-27, although they note sales thus far have consistently exceeded projections<sup>15</sup>. Therefore, there is an urgent need to rapidly increase provision of electric vehicle chargers (EVC).
- 6.8.3 Demand for EVC will be monitored as part of the ITP with charge points installed, as necessary, to meet demand.

<sup>13</sup> Carbon Brief (2019). Factcheck: How electric vehicles help to tackle climate change [Online]. Available at:

<https://www.carbonbrief.org/factcheck-how-electric-vehicles-help-to-tackle-climate-change/>

<sup>14</sup> Department for Transport and Driver and Vehicle Licensing Agency (2023). Vehicle Licensing Statistics: 2022 [Online]. Available at:

<https://www.gov.uk/government/statistics/vehicle-licensing-statistics-2022>

<sup>15</sup> Office for Budget Responsibility (2022). What does faster take-up of electric cars mean for tax receipts? [Online] Available at:

<https://obr.uk/box/what-does-faster-take-up-of-electric-cars-mean-for-tax-receipts/>

6.9 Measures to Encourage Sustainable Travel in General

6.9.1 The following sub-section discusses initiatives that are not aimed at encouraging any one specific mode of travel, but are instead generic measures to encourage any form of sustainable travel. The proposed initiatives to be considered are summarised in **Table 6.5**:

| Initiative                 | Description                                                                                                                            |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Community Engagement       | Involvement within the local community to collaborate on sustainable travel and road safety.                                           |
| Sustainable Transport Week | A week aimed at promoting walking, cycling, public transport and other events such as 'Walk to School Week' and 'Bike to School Week'. |

**Table 6.5** – Initiatives to Encourage Sustainable Travel in General

## 7.0 Targets

### 7.1 Introduction

- 7.1.1 Target setting is an important part of any Travel Plan, providing a focus for the overall process and a measure against which the Travel Plan initiatives can be judged. This section sets out the strategy for the Travel Plan targets and provides an overview of the data that should be collected as part of future travel surveys to inform the full Travel Plan once developed.
- 7.1.2 Staff living locally, typically within 2km of the site, would be the priority for the targets as able-bodied adults are the most likely to be able to change modes. For pupils with complex medical or behavioural needs, the most effective targets would revolve around car-sharing and minibus transport rather than switching to active travel modes.

### 7.2 Data Collection

- 7.2.1 In order to understand travel habits, a representative sample survey will be undertaken within 3 months of first occupancy, usually as a discharge of planning condition. Staff will be encouraged to participate, and the surveys would extract the following key information:
- Place of residence;
  - Usual mode of travel and reason for modal choice;
  - Time of day when arrivals / departures to and from the site occur;
  - Attractiveness of various active and sustainable modes;
  - Any barriers to walking, cycling and public transport; and
  - Initiatives that would encourage staff to travel more sustainably.
- 7.2.2 Surveys on pupils need not be too detailed, and generally a simple 'Hands Up' survey undertaken during registration would suffice.
- 7.2.3 This information will enable analysis to be undertaken to establish final targets. It will also provide information on reasons for that modal split and identify any measures that may encourage a modal shift.
- 7.2.4 Questions for the staff survey will be transferred to an online survey service, such as SurveyMonkey or Microsoft Forms. Staff would be sent this link in the early stages of operation and can click on it to be directed to an internet-based survey.
- 7.2.5 Paper surveys will also be made available across communal areas of the site. These results can be manually transferred to the online survey service used, or a spreadsheet software such as Excel for analysis alongside the electronic surveys.

- 7.2.6 The information obtained will be used to undertake modal split analysis, whereby an answer rate of 60% could be considered a sufficient representation of staff. Staff and pupils would then be surveyed annually from the initial survey to review progress against current and targeted modal splits, as well as means of testing the effectiveness of new measures where appropriate.

### 7.3 Data Analysis

- 7.3.1 At this point, official targets will be set through consultation with Bury Council. The official targets will be **SMART** (Site-specific – Measurable – Achievable – Realistic – Timed).
- 7.3.2 Once the travel surveys have been undertaken, it is possible to monitor modal splits so that Travel Plan initiatives can be tailored to increase uptake of certain modes of travel. Modal split targets are set for a reduction in private car use offset by an increase in sustainable modes.
- 7.3.3 The following phrases have been used to give a general indication of timescales for the '**SMART**' targets following the adoption of the Travel Plan:
- Short-Term Target – within one year;
  - Medium-Term Target – for between 1 – 3 years; and
  - Long-Term Target – more than 3 years.
- 7.3.4 Using data on modal split based on the 2011 Census (for staff) and data provided by Millwood School (for pupils), an indication of potential targets for staff and pupils is provided in **Table 7.1 & 7.2** below:

| Travel Mode      | Current Modal Split (2011 Census) |            | Proposed Staff Modal Split Target |            |             |
|------------------|-----------------------------------|------------|-----------------------------------|------------|-------------|
|                  | %                                 | No.        | %                                 | No.        | % Change    |
| Car Driver       | 68%                               | 77         | 58%                               | 82         | <b>-10%</b> |
| Car Share        | 6%                                | 6          | 9%                                | 12         | <b>+3%</b>  |
| Public Transport | 11%                               | 12         | 14%                               | 19         | <b>+3%</b>  |
| Cycle            | 2%                                | 2          | 5%                                | 7          | <b>+3%</b>  |
| Foot             | 13%                               | 15         | 14%                               | 20         | <b>+1%</b>  |
| Other            | 1%                                | 2          | 1%                                | 2          | <b>0%</b>   |
| <b>Total</b>     | <b>100%</b>                       | <b>114</b> | <b>100%</b>                       | <b>142</b> | <b>N/A</b>  |

**Table 7.1** – Potential Modal Shift Targets (Staff)

| Travel Mode            | Current Modal Split (Data Provided by School) |     | Proposed Pupil Modal Split Target |     |             |
|------------------------|-----------------------------------------------|-----|-----------------------------------|-----|-------------|
|                        | %                                             | No. | %                                 | No. | % Change    |
| Car (single occupancy) | 44%                                           | 75  | 30%                               | 72  | <b>-14%</b> |
| Car Share              | 0%                                            | 0   | 5%                                | 12  | <b>+5%</b>  |

| Travel Mode     | Current Modal Split (Data Provided by School) |            | Proposed Pupil Modal Split Target |            |                     |
|-----------------|-----------------------------------------------|------------|-----------------------------------|------------|---------------------|
|                 | %                                             | No.        | %                                 | No.        | % Change            |
| Park and Stride | 0%                                            | 0          | 4%                                | 10         | <u><b>+4%</b></u>   |
| School Bus      | 56%                                           | 94         | 56%                               | 135        | <u><b>0%</b></u>    |
| Scoot / Cycle   | 0%                                            | 0          | 2.5%                              | 6          | <u><b>+2.5%</b></u> |
| Foot            | 0%                                            | 0          | 2.5%                              | 6          | <u><b>+2.5%</b></u> |
| Other           | 0%                                            | 0          | 0%                                | 0          | <u><b>0%</b></u>    |
| <b>Total</b>    | <b>100%</b>                                   | <b>171</b> | <b>100%</b>                       | <b>240</b> | <b>N/A</b>          |

**Table 7.2** – Potential Modal Shift Targets (Pupils)

- 7.3.5 The example modal split targets above aim for a 10% reduction in single occupancy car trips for staff, whilst aiming for a 10% increase in trips by more sustainable modes such as car sharing, public transport, walking and cycling.
- 7.3.6 Modal shift targets for pupils should focus on increasing the number of pupils arriving and departing by car share or park and stride whilst accompanied where possible. This is due to the complex medical or behavioural needs of many of the Millwood School pupils that mean walking, cycling, or public transport would not be a safe, accessible, or possible for the vast majority.
- 7.3.7 The targets are considered to be realistic when considering the Travel Plan Initiatives as detailed throughout **Section 6** of this TP and follow the principles and goals of the Greater Manchester Transport Strategy 2040.
- 7.3.8 However, the above targets are indicative only, and final targets will be decided following the receipt of the travel surveys.

## 8.0 Monitoring and Review

### 8.1 Introduction

8.1.1 This section of the report sets out the proposed management arrangements associated with the ITP.

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

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

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

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

### 8.2 Responsibility and Management

8.2.1 Overall responsibility for the TP will lie with Millwood School. Following full operation, the ITP will need to be updated to a full Travel Plan. This will involve the distribution of travel surveys.

8.2.2 The survey information will enable analysis to be undertaken to establish final targets. It will also provide information on the reasons for modal splits and identify measures that may encourage a modal shift.

8.2.3 At this point, the day-to-day responsibility will shift from the occupier to the appropriately appointed TPC.

8.2.4 Notwithstanding, adequate consultation and support from the school is required to ensure the smooth implementation of the TP. A number of measures to be undertaken comprise:

- Active management of the car parking supply;
- A commitment to actively pursue any future partnerships with bus operators;

- Maintenance of cycling and walking facilities, lighting and any CCTV installations in collaboration with the Highways and Planning Authorities;
- Support for a TPC in ways including, but not limited to, funding to enable them to fulfil their duties and deliver the TP as intended; and
- A commitment to actively promoting car-sharing and sustainable transport options at the site.

### 8.3 Travel Plan Coordinator (TPC)

8.3.1 The TPC will take responsibility for ensuring that the various elements of the plan are monitored and operate effectively to offer a genuine choice of travel modes. Typical duties include:

- Leading on the delivery of the TP;
- Representing the human face of the TP and explaining its purpose and opportunities on offer;
- Implementing and promoting sustainable travel initiatives to ensure a coordinated approach across the site as a whole;
- Promoting individual measures/initiatives in the TP and instigate a marketing campaign upon first occupancy of the site;
- Liaising with public transport operators and represent the operator at relevant forums;
- Monitoring the TP and identifying trends in relation to the targets and reporting the findings to relevant parties (i.e. Bury Council); and
- Taking a key role in reviewing the TP according to the achievement of the modal shift targets specified therein.

8.3.2 As well as this document, the TPC should consult TfGM's interactive dedicated travel planning website for employers – <https://tfgmbusinessstravel.exhibition.app/> – which aims to act as a 'one stop shop' providing guidance for businesses looking to make affordable and sustainable travel choices and support the wider regional economy. Visitors to the TfGM business portal will find resources for both employers and employees, ranging from travel planning tools such as travel survey templates through to information on new flexible tickets and active travel provision such as Greater Manchester's cycle hire scheme.

8.3.3 A TPC will be nominated in due course, at least one month before operation. The TPC will remain in-post for the duration of the monitoring period.

### 8.4 Monitoring and Evaluation

8.4.1 The monitoring of travel behaviour is vital to measure progress towards the targets and would be the responsibility of the appointed TPC. Apart from receiving regular updates from staff and pupils and liaising with Bury Council on transport-related matters, the main monitoring process will involve travel surveys as described in **Section 7** above.

- 8.4.2 The results of each survey would be used to review progress against target modal splits, where the TPC will be required to calculate the percentage share of all travel modes to and from the site. Where targets are not met, remedial actions will be proposed, agreed and then monitored for effect.
- 8.4.3 Monitoring reports will be provided to officers at Bury Council annually following the receipt of the first surveys, within 3 months of each travel survey phase. The reports would include a comparison of achievements against targets and remedial proposals for improvement where required. It would also include a summary of changes to any personnel, any new or changed partnerships and outline plans and proposals for the coming year. In addition, survey results would be circulated to all staff and pupils upon the completion of surveys.
- 8.4.4 Monitoring will be carried out for a period of at least five years from the date of the baseline travel surveys (or until a date to be agreed with Bury Council) to ensure that the TP reflects current opportunities and local circumstances. The five-year monitoring schedule will include five surveys: the initial monitoring survey and four follow-up surveys.

## 9.0 Action Plan

### 9.1 Introduction

9.1.1 **Table 9.1** below summarises the key actions from the document by providing an Action Plan for the Travel Plan process:

| Action                                                                | Target Date                                                                                                                    | Responsibility                       |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>Appoint TPC</b>                                                    | As soon as possible                                                                                                            | Millwood School                      |
| <b>Produce Welcome Pack</b>                                           | Upon operation of the development                                                                                              | TPC                                  |
| <b>Implement TP Initiatives</b>                                       | During operation of the development                                                                                            | TPC                                  |
| <b>Undertake Initial Travel Surveys</b>                               | Within three months of first operation                                                                                         | TPC                                  |
| <b>Decide Targets</b>                                                 | Within one month of undertaking the initial surveys                                                                            | TPC in conjunction with Bury Council |
| <b>Update ITP to a full Travel Plan</b>                               | Within two months of agreeing modal splits with Bury Council                                                                   | TPC                                  |
| <b>Distribute Travel Survey Results to Bury Council</b>               | Within three months of each travel survey phase                                                                                | TPC                                  |
| <b>Carry Out Annual Travel Surveys and Other Monitoring Exercises</b> | Annually for at least five years from the date of the baseline travel surveys (or until a date to be agreed with Bury Council) | TPC                                  |

**Table 9.1** – Action Plan

9.1.2 As a TP is a living document which should be adapted and updated as and when required, the TPC should aim to progress these actions within the allocated timeframe, with support as required from the scheme developer / management.

9.1.3 Progress against measures can be directly recorded into a working version of an Action Plan, which could be updated on an annual basis as part of the monitoring and review process.

## Appendix A – Proposed Site Layout



status

PLANNING

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B G & H

Architects  
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Bolton  
BL1 1PR  
t: 01204 525321  
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# OUR LOCATIONS

**Birmingham**

2 The Wharf  
Bridge Street  
Birmingham  
B1 2JS  
T. 0121 643 4694  
birmingham@curtins.com

**Bristol**

Quayside  
40-58 Hotwell Road  
Bristol  
BS8 4UQ  
T. 0117 302 7560  
bristol@curtins.com

**Cambridge**

50 Cambridge Place  
Cambridge  
CB2 1NS  
T. 01223 631 799  
cambridge@curtins.com

**Cardiff**

3 Cwrt-y-Parc  
Earlswood Road  
Cardiff  
CF14 5GH  
T. 029 2068 0900  
cardiff@curtins.com

**Douglas**

Varley House  
29-31 Duke Street  
Douglas  
Isle of Man  
IM1 2AZ  
T. 01624 624 585  
douglas@curtins.com

**Dublin**

11 Pembroke Lane  
Dublin 2  
D02 CX82  
Ireland  
T. +353 1 507 9447  
dublin@curtins.com

**Edinburgh**

1a Belford Road  
Edinburgh  
EH4 3BL  
T. 0131 225 2175  
edinburgh@curtins.com

**Glasgow**

Queens House  
29 St Vincent Place  
Glasgow  
G1 2DT  
T. 0141 319 8777  
glasgow@curtins.com

**Kendal**

Units 24 & 25 Riverside Place  
K Village  
Lound Road  
Kendal  
LA9 7FH  
T. 01539 724 823  
kendal@curtins.com

**Leeds**

Ground Floor  
Rose Wharf  
78-80 East Street  
Leeds  
LS9 8EE  
T. 0113 274 8509  
leeds@curtins.com

**Liverpool**

51-55 Tithebarn Street  
Liverpool  
L2 2SB  
T. 0151 726 2000  
liverpool@curtins.com

**London**

40 Compton Street  
London  
EC1V 0BD  
T. 020 7324 2240  
london@curtins.com

**Manchester**

Merchant Exchange  
17-19 Whitworth Street West  
Manchester  
M1 5WG  
T. 0161 236 2394  
manchester@curtins.com

**Nottingham**

32-34 Stoney Street  
Nottingham  
NG1 1LL  
T. 0115 941 5551  
nottingham@curtins.com