



Llwybrau Diogel i'r Ysgol
Y.G.G Rhosafan

Proposed replacement Welsh Medium School

Marine Drive

Port Talbot.

Travel Plan

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1 INTRODUCTION

1.1 Background

- 1.2 Asbri Transport Ltd have been instructed by Morgan Sindall Construction to produce a Transport Assessment and BREEAM compliant Travel Plan in support of a planning application for the proposed redevelopment of Ysgol Gynradd Rhosafan with associated car parking located at Marine Drive, Port Talbot.
- 1.3 The site is in the Sandfields residential area of Port Talbot near Aberavon sea-front, where there are several leisure, school, retail and other land uses located nearby.
- 1.4 The existing YGG Rhosafan School currently occupies the site and the new school will be built on the same site. The Tir Morfa Centre is located next door to YGG Rhosafan. The Tir Morfa Centre provides adult learning provision in the community.
- 1.5 The existing site facilitates the Ysgol Gynradd Rhosafan which currently accommodates 406 pupils, 50 of which attend the Nursery. The development proposals will provide a new school with a capacity for 511 pupils, including a 45-space nursery provision, 30 childcare spaces and 16 ALN spaces.
- 1.6 The site also hosts the Tir Morfa Centre, a NPTCBC Skills & Training centre which delivers a range of work tasters, learning programmes, qualifications and employment opportunity programmes for people from the age of 14 – 65 as well as a nursery. Whilst this use is to remain and be included with the proposed new educational facility, much of the Tir Morfa Centre uses will be relocated.
- 1.7 The existing Tir Morfa Centre has a maximum of 50 staff and 80 users, with a maximum of 60 spaces at the existing childcare facility. The retained Tir Morfa services at the proposed new school will consist of 30 learners' and 20 staff providing an overall total site population for all uses of 541 plus a part day (Monday-Thursday) provision of 16 Welsh Immersion spaces, providing a maximum total of 557 educational spaces.

1.8 What is a Travel Plan?

- 1.8.1 A Travel Plan is a package of measures tailored to the needs of individual organisations with the aim to promote sustainable travel choices and reduce reliance on vehicular use for travel to and from the development.
- 1.8.2 A school Travel Plan typically focuses on journeys to the site made by staff, pupils and visitors of all types, but can also include business journeys and deliveries where appropriate. The Travel Plan is an on-going process, with continuous monitoring and review to ensure that the objectives are met.
- 1.8.3 Travel Plans are management tools that are designed to encourage individuals and entire organisations to rethink their travel choices and requirements in order to minimise adverse environmental impacts associated with travel.
- 1.8.4 For the purpose of this school development, it is considered that a full travel plan is the most appropriate.

1.9 Benefits of a Travel Plan

- 1.9.1 The introduction of a Travel Plan demonstrates the environmental and social responsibility of the school, manages transport impacts of the development and improves equality of access for all users. A school Travel Plan has benefits for both the school and the wider community and can;
- Reduce traffic congestion and pollution;
 - Reduce parking demand;
 - Improve access to the site;
 - Improve all users' health and fitness;
 - Increase use of sustainable and active travel;
 - Improve pupil road safety skills/knowledge;
 - Involve pupils in changing their own environment;
 - Provide a focus for class work within the national curriculum;
 - Build links within the school community, and reduce accidents.

1.9.2 A school Travel Plan is a whole school and community initiative, and therefore should involve consultation with the pupils, staff, parents, governors and the wider community.

1.9.3 The benefits of a school Travel Plan for the wider community can include the following:

- Raising awareness of local travel issues and problems;
- Reduced traffic and congestion at peak times; and,

Route improvements to benefit the whole community through measures such as traffic calming and related highway safety measures.

1.10 Policy Context

1.10.1 Travel Plans are referenced in numerous pieces of national legislation including The Planning (Wales) Act 2015, the well-being of Future Generations (Wales) Act 2015, the Active Travel (Wales) Act 2013.

1.11 Structure of this Travel Plan

1.11.1 This Travel Plan has been divided into the following section:

- Chapter 2: BREEAM Compliance
- Chapter 3: Existing Conditions;
- Chapter 4: Development Proposals
- Chapter 5: Aims, Objectives & Targets
- Chapter 6: Travel Plan Strategy
- Chapter 7: Travel Plan Measures
- Chapter 8: Monitoring & Review

2 BREEAM COMPLIANCE

2.1 Introduction

2.1.1 BREEAM is the leading sustainability assessment method for master planning projects, infrastructure and buildings. It recognises and reflects the value in higher performing assets across the built environment lifecycle, from new construction to in-use and refurbishment. This means BREEAM rated developments are more sustainable environments that enhance the well-being of the people who live and work in them and help protect natural resources.

2.2 BREEAM Aims

2.2.1 The aim of BREEAM is: To recognise the consideration given to accommodating a range of travel options for building users, thereby encouraging the reduction of user reliance on forms of travel that have the highest environmental impact.

2.2.2 BREEAM includes the following criteria:

- Tra 01 Public transport accessibility
- Tra 02 Proximity to amenities
- Tra 03 Cyclists facilities
- Tra 04 Maximum car parking capacity
- Tra 05 Travel Plan

Tra 01 Public transport accessibility

2.2.3 The following is required to demonstrate compliance of Tra 01 to achieve credits towards the BREEAM 2018 New Construction Assessment of the development:

1. No later than Concept Design stage, undertake a site-specific transport assessment (or develop a travel statement) and draft travel plan, which can demonstrably be used to influence the site layout and built from;
2. The site-specific travel assessment (or statement) shall cover as a minimum:
 - a. If relevant, travel patterns and attitudes of existing building or site users towards cycling, walking and public transport, to identify relevant constraints and opportunities.

- b. Predict travel patterns and transport impact of future building or site users.
 - c. Current local environment for pedestrians and cyclists, accounting for any age-related requirements of occupants and visitors.
 - d. Reporting the number and type of existing accessible amenities.
 - e. Disabled access accounting for varying levels and types of disability, including visual impairment.
 - f. Calculation of the existing public transport Accessibility Index (AI).
 - g. Current facilities for cyclists.
3. Following a Transport Assessment (in accordance with the requirement set out in criteria 2), develop a site-specific Travel Plan that provides a long-term management strategy which encourages more sustainable travel. The Travel Plan includes measure to increase or improve more sustainable modes of transport and movement of people and goods during the building's operation.
 4. If the occupier is known, involve them in the development of the travel plan.
 5. Demonstrate that the travel plan will be implemented and supported by the building's management in operation.

Tra 02 Proximity to amenities

2.2.4 Appropriate amenities for the BREEAM TRA 02: Proximity to Amenities credit is considered in accordance with Table 7.6 of the BREEAM UK New Construction Technical Manual - SD5079 (Version 6.1) as shown below. Schools are included in Building Type BG2.

2.2.5 The amenities within 500m must be accessible from a development via a safe pedestrian route. Safe pedestrian routes are considered as:

Definition: Safe pedestrian routes include pavements and safe crossing points, which may be controlled or, for example, be identified by tactile paving, a crossing island or a dropped kerb. An element of judgement may be required, in which case justification should be provided.

Measurement: Distances could be measured, for example, along a pavement, across a road at a safe crossing point and along the pavement on the other side. The distance should not be measured diagonally across a road, following the most direct route.

Table 7.6 Amenities applicable for option 9 and 10 for different Building Groups (BG)

Criteria	BG 1	BG 2	BG 3	BG 4	BG 5	BG 6
Proximity (metres)	500	500	500	500	500	500
Appropriate food outlet	✓	✓	✓	✓	✓	✓
Access to cash	✓	✓	✓	✓	✓	✓
Access to an outdoor open space (public or private, provided suitably sized and accessible to building users)	✓	✓	✓	✓	✓	✓
Access to a recreation or leisure facility for fitness or sports	✓	✓	✓	✓	✓	✓
Publicly available postal facility	✓	✓	✓	✓	✓	✓
Community facility	✓	✓	✓		✓	✓
Over the counter services associated with a pharmacy	✓	✓	✓	✓	✓	✓
Public sector GP surgery or general medical centre			✓		✓	✓
Child care facility or school	✓		✓		✓	✓

2.3 BREEAM Accessibility Index

2.3.1 BREEAM seeks to define the development's accessibility to the public transport network for the period during which most building users will travel to and from the development. The aim is to encourage development in proximity of good public transport networks, thereby helping to reduce transport-related pollution and congestion.

2.3.2 The Accessibility Index is determined by entering the following information in to the BREEAM Tra 01 calculator:

- The distance (m) from the main building entrance to each compliant public transport node;
- The public transport type(s) serving the compliant node e.g., bus or rail; and,
- The average number of services stopping per hour at each compliant node during the standard operating hours of the building for a typical day.

Compliant nodes

2.3.3 A compliant node includes any bus stop within 650m and any railway station within 1000m of the assessed building's main entrance, measured via a safe pedestrian route. The service stopping at each node must provide transport from, or onward travel to, either an urban centre, major transport node or a community focal point e.g., doctor's surgery, library, school or village centre.

Average number of services

- 2.3.4 The frequency of public transport is the average number of services per hour. This average is calculated by determining the number of services stopping at the node (during the peak arrival and departure times for the building or the building's typical day's operating hours, divided by the number of hours within that period.

Multiple services

- 2.3.5 Services operating from more than one node in proximity to the site should be considered only once from the node within closest proximity to the building.

Bi-directional routes

- 2.3.6 Bi-directional routes for the purpose of the assessment should only consider the direction with the highest frequency in accordance with the PTAL methodology.

Accessibility Score

- 2.3.7 The development site has been assessed for its proximity to public transport nodes and it has been concluded that a BREEAM score of 2.77 is achievable for the development site. The calculation for this is shown in **Appendix A**.

3 EXISTING CONDITIONS

3.1 Site location

- 3.1.1 The school is located to the north-east of Aberavon beach-front within the Sandfields residential area of Port Talbot. The Sandfields area of Port Talbot is a densely populated residential area consisting of a mixture of both private and social housing
- 3.1.2 Information provided from Neath Port Talbot council show the catchment area for YGG Rhosafan covers all of Port Talbot, Margam, Cwmavon and the Upper Afan Valley.
- 3.1.3 To the northeast, the site is bounded by Marine Drive, Tir Morfa Road to the southwest and Chrome Avenue and Pier Way to the north-west and south-east respectively.
- 3.1.4 The roads within the Sandfield Estate except for the A4241 Peripheral Distributer Road are all subject to a mandatory 20mph speed limit. The speed limit is signed at all entrance points to the estate from the peripheral distributor road. There are a variety of traffic calming measures present throughout the Sandfields area.
- 3.1.5 The location of the site is detailed in **Figure 3.1**.



Figure 3.1 Site location

3.2 Local Highway Network

3.2.1 The local highway network surrounding the site is shown in **Figure 3.2**.



Figure 3.2 Local highway network

Marine Drive

3.2.2 Marine Drive provides access to the school. The site is not accessible form any other roads that surround its boundary.

3.2.3 At its north-western end, Marine Drive forms the minor arm of a simple priority junction with Golden Avenue. It is a two-way single carriageway residential access road that provides access to the existing school and residential house predominantly of a semi-detached type.

3.2.4 At its southern end it forms a priority junction with Princess Margaret Way. Princess Margaret Way follows a parallel alignment to Aberavon Beach and distributes traffic and other modal movement through this area of the Sandfields Estate. Princess Margaret Way is described below.

3.2.5 There are other residential roads that connect with Marine Drive, such as Chrome Avenue and Briar Road.

- 3.2.6 School Keep Clear zig zag markings are in place along the southern carriageway adjacent to the existing school and the Tir Morfa centre's frontage preventing parking between the hours of 8am to 5pm. There are also short sections of double yellow lines on the northern side of the carriageway.

Chrome Avenue

- 3.2.7 Chrome Avenue is a single carriageway residential road that connects Marine Drive to Golden Avenue. The road is characterised by semi-detached houses, many of which have car parking within their curtilage.

Princess Margaret Way

- 3.2.8 Princess Margaret Way is a wide two-way single carriageway road of approximate width of 9.8 metres. To the southeast of the RNLI Lifeboat Station, the opposing carriageways are separated by a raised concrete central reservation. The central reservation is absent northwest of this.
- 3.2.9 The road operates as a local distributor road that follows a parallel alignment to Aberavon Beach. It is subject to a mandatory 20mph speed limit. It provides direct access to several land uses along its length, including a hotel, restaurants, a leisure complex and multi-screen cinema.
- 3.2.10 It connects via a roundabout junction with Victoria Road to the east and with Dalton Road via a large roundabout junction to the west (i.e. nearest the application site). Parking is permitted along the length of the road in a series of demarcated lay-bys, with footways for pedestrian movement and street lighting present. Some of the parking bays along the road are restricted to a 2-hour maximum stay.
- 3.2.11 There are two zebra pedestrian crossings located on the road between its junctions with Dalton Road and Scarlet Avenue. There are 3 other zebra crossings located to the east of the Dalton Road roundabout. These provide safe pedestrian crossing opportunities to access Aberavon sea-front from the adjacent residential areas.

3.3 Active Travel

3.3.1 Active travel infrastructure within the vicinity of the site is detailed in **Figure 3.3**.



Figure 3.3 Active Travel infrastructure

Pedestrians

- 3.3.2 Pedestrian infrastructure provision in the vicinity of the application site is of a good standard. In the immediate proximity of the site there is a pedestrian foot-path link to Western Avenue and a bus stop for north-west bound services.
- 3.3.3 There is a raised pedestrian crossing point on Marine Drive approximately 20m south-east of the link to Western Avenue. The crossing route is demarcated in red coloured surface dressing on the carriageway.
- 3.3.4 The site is located within a densely populated residential area of Port Talbot, with established pedestrian routes and footway provision along both sides of the carriageway on most roads surrounding the site.
- 3.3.5 Local roads such as Marine Drive, Tir Morfa Road are lightly trafficked thus allowing pedestrians to cross them unhindered. Traffic speeds are generally low in the vicinity of the application site. As detailed earlier in the report, the posted speed limit across the Sandfields Estate is 20mph.

- 3.3.6 The local area benefits from a significant amount of informal crossing provision with dropped kerbs and tactile paving often located on speed humps for traffic calming. Zebra crossings are located frequently on Princess Margaret Way.

Cyclists

- 3.3.7 Cycling as a mode of travel is ever increasing given the growing trend of recreational cycling, and is seen as a key travel mode for mode shift away from the car. There are several formal cycle routes running within the vicinity of the site, shown in **Figure 3.4** below.

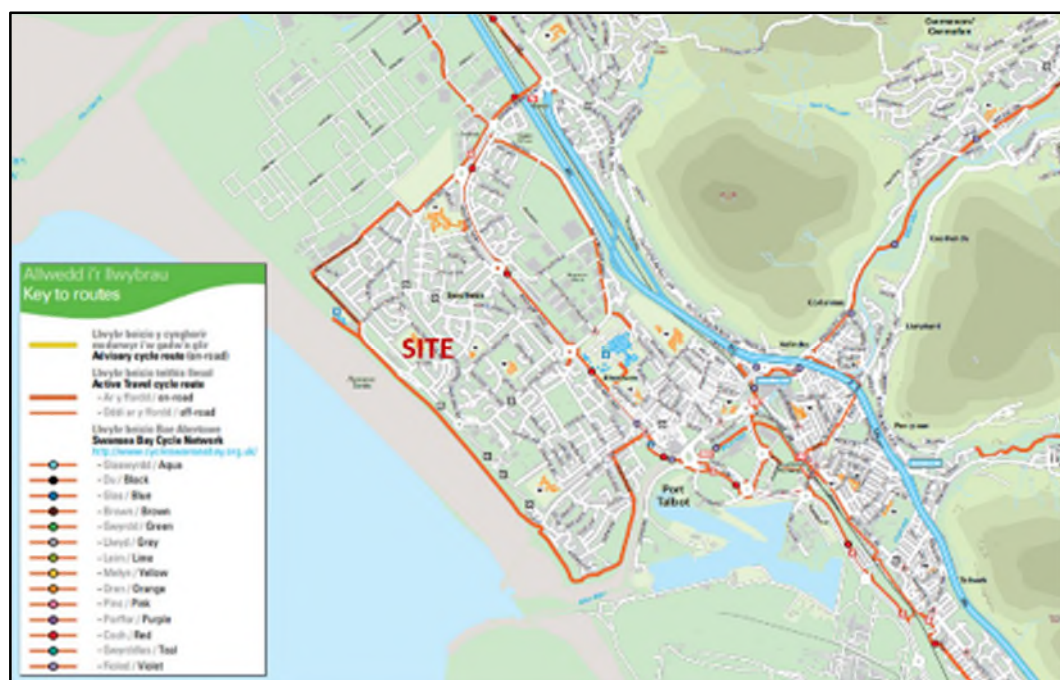


Figure 3.4 NPT Map for Cyclists

- 3.3.8 NCN route 4 runs within proximity of the site as shown in. NCN route 4 is 697.8km long-distance cycling route from London to Fishguard in west Wales. Within the vicinity of the site and as far as Mumbles Pier it is almost entirely traffic-free. To the east, NCN route 4 joins into route 887 which is a 29.5km route linking Port Talbot, Cwmafan, and Pontrhydyfen.

Safe Routes to School

- 3.3.9 A safe route to school assessment has previously been undertaken for the site by Neath Port Talbot's Road Safety Team of which identified 4 primary routes to the school from surrounding residential areas.

3.3.10 These routes are shown in **Figure 3.5** below.



Figure 3.5 Safe Routes to School assessment

3.4 Active Travel Network Map

3.5 In accordance with the Active Travel Wales (Wales) Act 2013, an Active Travel Network Map (ATNM) has been produced which contains details of the proposed anew and improvements to existing active travel routes that the Council will seek to deliver over the next 15 years. Proposals are subject to feasibility assessments.

3.6 The final version of the Council's ATNM has been approved by the Welsh Government and is available on Data Map Wales via the Welsh Government website. The ATNM in the vicinity of YGG Rhosafan is shown in **Figure 3.6**.



Figure 3.6 Active Travel Network Map

3.7 Public Transport

- 3.7.1 The application site is well served by public transport with bus stops located on Western Avenue in both a southeast and northwest bound direction.
- 3.7.2 BREEAM considers a compliant node as bus stops within 650m and railway stations within 1000m. Public transport infrastructure operating within range of the site based on these walk distances are shown in **Figure 3.7**.



Figure 3.7 Public Transport Infrastructure

Bus

- 3.7.3 The site is well served by public transport and has bus stops within close proximity of the site located on Western Avenue and Golden Avenue.
- 3.7.4 The nearest bus stops are located on Western Avenue, an approximately 180m walk from the site through a pedestrian footpath linking Marine Drive and Western Avenue.
- 3.7.5 Both the southeast and northwest bound bus stops are in the form of a bus shelter with seating, this is shown in **Photograph 3.1** and **Photograph 3.2**. Timetables for bus services operating from this stop can be found at travelinecymru.com. Services operating within the vicinity of the site are shown in **Table 3.1**.



Photograph 3.1 Southeast bound bus stop



Photograph 3.2 Northwest bound bus stop

Route No.	Destination	Stop Name	Frequency	Connectivity
9	Port Talbot - Sandfields	Golden Av	Mon-Fri: Hourly from 08:37-16:37	Calls at Port Talbot Bus Station
	Sandfields - Port Talbot	Golden Av	Mon-Fri: Hourly from 08:38-16:38	
82	Margam - Sandfields	Golden Av	Mon-Fri: 07:44, 08:16 & 08:21 then hourly 08:51-18:51 & 19:18 Sat: 08:21 then hourly 08:51-18:51 & 19:18	Calls at Port Talbot Bus Station
	Sandfields - Margam	Golden Av	Mon-Fri: 07:45, 08:18 & 18:23 then hourly 08:53-18:53 Sat: 18:23 then hourly 08:53-18:53	
84	Swansea - Port Talbot	Western Av School	Mon-Sat: Every 2 hrs from 07:53-17:53	Operates between Port Talbot Bus Station & Swansea Bus Station. Stops at Baglan Railway Station
	Port Talbot - Swansea	Western Av School	Mon-Sat: Every 2 hrs from 06:36-18:17	
87	Neath - Margam	Western Av School	Mon-Fri: 06:51 then half hourly from 07:53-17:56 Sat: Hourly 06:53-08:53 then half hourly from 09:23-17:56	Service begins at Neath Bus Station. Stops at Baglan Railway Station, Port Talbot Bus Station & Port Talbot Parkway
	Margam - Neath	Western Av School	Mon-Fri: Half hourly 07:01-08:00, half hourly from 09:16-18:13 then 19:18 Sat: 06:56 & 06:16, half hourly 09:16-18:13 then 19:18	
900	Margam - Neath College	Western Av School	Mon-Fri: 07:56	Service begins at Port Talbot Bus Station. Stops at Baglan Railway Station & Neath Railway Station
901	Margam - Neath College	Western Av School	Mon-Fri: 08:13 & 08:21	Calls at Port Talbot Parkway, Port Talbot Bus Station, Baglan Railway Station & Neath Bus Station
902	Port Talbot - Neath College	Western Av School	Mon-Fri: 07:54 & 08:01	Calls at Port Talbot Bus Station, Baglan Railway Station & Neath Bus Station

Table 3.1 Bus services within proximity

3.7.6 Connections to the wider public transport network are available as detailed above, services often operate from Port Talbot Bus Station where a range of services are available to Swansea, Cardiff and areas of South Wales.

3.7.7 Bus services are able to connect to rail services via services to Baglan Railway Station and Port Talbot Parkway.

Rail

- 3.7.8 Baglan Railway Station is located approximately 2.4km to the northeast of the application site, near Junction 41 of the M4 roundabout with the A48. From Baglan Railway Station, services are available approximately every 1 hour in each direction with services to Chester, Carmarthen, Cardiff Central and Swansea.
- 3.7.9 Port Talbot Parkway Railway station is located approximately 3.9 km to the southeast of the application site, near Port Talbot town centre. The station is located on the Swansea to London Paddington line providing frequent inter-city services to Swansea and Neath to the west and, Bridgend and Cardiff to the east and onwards to London Paddington.
- 3.7.10 Local services are also provided by Transport for Wales and these provide access to intermediate railway stations that are not served by the inter-city service between Swansea and London Paddington.
- 3.7.11 A public transport hub is located in the immediate vicinity of the Railway Station providing inter-change with bus services and taxi services.

3.8 Local Amenities

- 3.9 The acceptable walking distances as detailed within the CIHT guidance 'Providing for Journeys on Foot' is 1.2km as the preferred maximum whilst BREEAM indicates a compliant node as within 500m.
- Walking as a mode of travel predominates for journeys of less than two miles whilst cycling is more convenient for longer journeys, typically of up to five miles for regular journeys. (Paragraph 4.1.4, Active Travel Design Act, Welsh Government)
 - Two miles is 'a distance that could easily be walked by the majority of people' (Paragraph 2.2, TA91/05 Provision for Non-motorised Users, DfT)
 - Walking is used to access a wide variety of destinations including places of work, normally within a range of up to 2 miles (Paragraph 2.3, TA91/05 Provision for Non-motorised Users, DfT)
 - Cycling is used for accessing a variety of different destinations, including places of work, up to a range of around 5 miles. Cycling is also undertaken as a leisure activity, often over much longer distances (Paragraph 2.11, TA91/05, DfT)
 - 80% of journeys shorter than 1 mile (1.6km) are made wholly on foot (Section 2.1, Planning for Walking, CIHT).

- Five miles is a distance that could easily be cycled by the majority of people (Paragraph 2.9, TA91/05, DfT)
- for commuter journeys, a trip distance of over five miles is not uncommon and Novice and occasional leisure cyclists will cycle longer distances where the cycle ride is the primary purpose of their journey. A round trip on a waymarked leisure route could easily involve distances of 20 to 30 miles. Experienced cyclists will often be prepared to cycle longer distances for whatever journey purpose (Paragraph 1.5.1, LTN02/08, DfT)

3.9.1 Therefore, for the purposes of this Travel Plan, journeys of up to 2km have been considered as a reasonable and appropriate distance.

3.9.2 The local facilities and amenities as set out in **Table 3.2** and shown in **Figure 3.8** have therefore been identified to be within appropriate walking and cycling distance from the site.

The walking and cycling times have been calculated based on 80 metres per minute (4.8kph) as set out in the CIHT guidance document 'Providing for Journeys on Foot' and the 320 (12mph) metres per minute (cycling) based on DfT guidance set out in LTN2/08.

Facility	Distance (m)	Walk Time (minutes)	Cycle Time (minutes)
St Therese's Catholic Primary School	450	5	4
Francos	550	7	4
Fairway Shops including: One Stop, Jersey Bakery & Baileys Fish Bar	550	7	4
Memo Beach Café	650	8	5
Dunes Dental Care	750	9	6
Parry Road shops including: Premier, Pizza Peppinos & Tasty	750	9	6
Londis	800	10	6
Mozart Drive Community Centre	800	10	6
Morrison Road shops including: Morrison Road Late Shop, Morriston Road Surgery, Morrison Road Post Office, Sharks Pizza (Morrison Court)	1000	12	8
Aberavon Leisure Centre	1100	13	9
Afan Community Hub	1100	13	9
Ysgol Cymraeg Bro Dur	1100	13	9
Baglan Bay Retail Park including: Morrisons, Lidl, B&M, Allied Pharmacy, Rosedale Medical Centre, Pets at Home, KFC, Iceland Food Warehouse, Morrison Road Surgery	1300	16	10
Awel Y Mor Primary School	1300	16	10
Reel Cinema	1500	18	12
Tywyn Primary School	1800	22	14
Neath Port Talbot Hospital	1900	23	15
Well Pharmacy	2000	24	16
Morrisons Daily	2000	26	18

Table 3.2 Local amenities within proximity

3.9.3 Based on Table 7.6 of the BREEAM Technical Manual, there are no amenities within 500m that would be considered appropriate to score within the BREEAM assessment, though it is not withstanding that the site is located in an area of flat topography and highway conditions that are favourable for pedestrians and cyclists, where formal and informal crossing provision is present throughout the Sandfields area.



Figure 3.8 Local amenities within proximity

3.9.4 The above shows that the site is well located with a range of local amenities within proximity to the development site. There is a small hub of shops and facilities located on Fairway and Morrison Court, both within reasonable walking distance of the site.

3.9.5 The facilities within the local area should prevent the need to travel away from the site via car during the working day.

3.9.6 It is considered likely that a number of parents taking or collecting their children from school would likely make linked trips to other amenities within the local area. Baglan Bay Retail Park offers a LIDL and Morrisons which is accessible a short detour from the A4241 and is likely that parents may stop here as part of their journey.

4 DEVELOPMENT PROPOSALS

4.1 Introduction

- 4.1.1 As outlined in section 1, the development proposes to construct a new Welsh Medium Ysgol Gynradd Gymraeg Rhosafan School within the site occupied by the existing school and the adjacent Tir Morfa Centre.
- 4.1.2 The development will involve the phased demolition of the existing buildings and replacement with the brand-new state of the art educational facility. The proposed site layout is included at **Appendix B**
- 4.1.3 The development proposals will provide a new school with a capacity for 511 pupils, including a 45-space nursery provision.
- 4.1.4 The site also hosts the Tir Morfa Centre, a NPTCBC Skills & Training centre which delivers a range of work tasters, learning programmes, qualifications and employment opportunity programmes for people from the age of 14 – 65 as well as a nursery.
- 4.1.5 The retained Tir Morfa services at the proposed new school will consist of 30 learners' and 20 staff, providing an overall total site population for all uses of 541 plus a part time provision of 16 Welsh Immersion spaces, providing a maximum total of 557 educational spaces.

4.2 Neath Port Talbot County Borough Council Local Development Plan (2011-2026)

- 4.2.1 With regards to infrastructure, SP4 of the LDP states that;

“Developments will be expected to make efficient use of existing infrastructure and where required make adequate provision for new infrastructure, ensuring that there are no detrimental effects on the area and community.”

- 4.2.2 And;

The transport system and infrastructure will be developed in a safe, efficient and sustainable manner through the following measures:

- 1. Implementing key transport projects and supporting schemes identified in the Joint Transport Plan;*
- 2. Promoting connectivity and access to public transport through improving bus and rail facilities;*
- 3. Supporting enhancements to the walking and cycling network;*
- 4. Promoting Park and share schemes along key highway routes;*
- 5. Promoting efficient use and links to the transport network through the identification of a road hierarchy;*
- 6. Restricting development which would have an unacceptable impact on highway safety;*
- 7. Requiring development proposals to be designed to provide safe and efficient access and promote sustainable transport;*
- 8. Requiring appropriate parking provision;*
- 9. Facilitating movement of freight by means other than road.*

4.3 Access

Vehicular

- 4.3.1 The development proposals include the provision of a separated entrance and exit access to the site as a whole, which will be constructed to the north-west of the existing access junctions to the school. This will allow for the closure of the existing school site access.
- 4.3.2 The proposed new school access would be in the form of a separate entrance and exit arrangement allowing for all movements, with right turns into the entrance and out of the exit allowed. This arrangement will require some minor revisions to the existing Traffic Regulation Orders and yellow lines along Marine Drive in the vicinity of the site access.
- 4.3.3 Internal traffic movements will also involve a one-way traffic flow system in operation within the site. The site layout includes a dedicated drop off and pick up area for parents

within the site, which will assist in removing vehicle conflicts and congestion from Marine Drive during the school peak periods.

- 4.3.4 Bus loading and unloading will remain on Marine Drive in the western of the existing bus laybys will be retained. No changes are therefore proposed with the associated and existing TROs that are in force in these bus laybys.

Pedestrian & Cyclist

- 4.3.5 Pedestrians and cyclists will be able to access the site via the above vehicular accesses which will be accompanied by footways. Crossing provision and footways will be provided throughout the site to ensure safe integration into the existing local highway network.
- 4.3.6 The location of the drop-off and pick-up areas has been designed to allow direct access onto pedestrian routes from all spaces, ensuring there is no need for pupils to walk within the car park, improving the safety of the layout.
- 4.3.7 At this stage it has also been suggested that an active travel crossing point could be implemented across Marine Drive just to the east of the proposed new site access and adjacent to the active travel link between Marine Drive and the bus stops on Western Avenue.

This could be in the form of a coloured raised table as shown or in some other form. The developer is happy to discuss the provision of such a crossing with Neath Port Talbot Council.

4.4 Parking

- 4.4.1 The NPTCBC parking SPG allocates parking based on zone. The development site is located within zone 3, classed as urban.

Vehicular

- 4.4.2 The car parking standards set out in the NPTCBC parking SPG is summarised in **Table 4.1**.

Type of development	Operational	Non-operational
Nursey/infants/primary school	1 commercial vehicle space	1 space per 5 children for new schools

Secondary schools	1 commercial vehicle space	1 space per 5 children for new schools. Bus parking as required.
Colleges of higher/further education	1 commercial vehicle space	1 space per each member of teaching staff, 1 space per 2 ancillary staff, 1 space per 3 students and 5 visitor spaces

Table 4.1 NPT Car Parking standards

4.4.3 Based on these standards, and the school capacity of 511 pupils and adult learners, the SPG allows for a maximum of 129 parking spaces. In addition, the SPG provides for the provision of 15 parent drop off/pick up spaces.

4.4.4 The Parking SPG allows a reduction of 10% in the maximum parking requirements based on the sustainability assessment of a site. Therefore, based on the parking SPG, the maximum provision for the school would be 116 spaces, with an additional 15 parent drop off/pick up spaces.

4.4.5 The development proposals provide for 107 spaces for staff, visitors and parent drop off/pick up and 3 mini bus spaces.

4.4.6 There is provision within the development for dedicated car sharing parking bays to achieve mode shift goals set out within the schools Travel Plan.

Disabled Parking

4.4.7 Regarding disabled parking, the NPT parking SPG states that

“It is recommended that appropriately positioned parking places, preferably within 50 metres of the facility served by the car park and which are adequate in size and number, shall be provided for people with disabilities.”

Cycle Parking

4.4.8 The cycle parking standards set out in the NPTCBC parking SPG is summarised in **Table 4.2**. In addition to the above, the NPT Parking SPG states that

“Cycle parking should be located in a safe, secure and convenient location. Care should also be taken to ensure that cycle parking facilities are not located where they may obstruct pedestrians, disabled persons and particularly people with sight problems”

- 4.4.9 The proposed development will provide the required number of cycle parking spaces in covered areas close to the school.

Type of development	Long Stay	Short Stay
Nursery, Infants & Primary Schools	1 stand per 5 staff and 1 stand per 20 children	1 stand per 100 children
Secondary Schools & Colleges of Further Education	1 stand per 5 staff and 1 stand per 6 students of age 17	1 stand per 100 students

Table 4.2 NPT Bicycle Parking standards

5 AIMS, OBJECTIVES & TARGETS

5.1 Introduction

- 5.1.1 This section of the Travel Plan details the aims, objectives and targets of the school Travel Plan.
- 5.1.2 The objectives are high-level aims of the Travel Plan, they steer the Travel Plan and give it direction. The targets established in the Travel Plan are measurable so that progress can be assessed.

5.2 Aims & Objectives

- 5.2.1 The primary focus of this Travel Plan will be to reduce the number of single occupancy vehicle trips associated with travel to and from the school. This will be achieved by promoting and encouraging, a greater level of walking, scooting and cycling, the use of public transport and car-sharing.
- 5.2.2 The aim of the Travel Plan is to encourage both staff, pupils and visitors to travel to the proposed school by sustainable travel modes and developing sustainable travel habits from the outset for future users of the proposed school.
- 5.2.3 The school's Travel Plan objectives are to:
- Increase the share of trips to the school and associated facilities by Active Travel modes; walking, cycling and scooting;
 - Increase the share of trips to the school by bus;
 - Increase the share of trips by car-sharing (for staff)/carpooling (for students);
 - Reduce the proportion of staff travelling by single occupancy vehicle to the school;
 - Improve awareness amongst staff and pupils (including parents and guardians) about different travel options.
- 5.2.4 The Travel Plan details a range of sustainable travel measures which will be introduced in conjunction with the proposed development of the school.

5.3 Targets

5.3.1 Targets are measurable goals by which the progress of the Travel Plan will be assessed. Targets are essential for monitoring progress and success of the Travel Plan.

5.3.2 Targets should be 'SMART' – specific, measurable, achievable, realistic and time-related. They may be either qualitative ('action' targets) or quantitative ('aim' targets). Indicators are the elements which will be measured in order to progress towards meeting interim and final targets.

5.3.3 Using the 'Dft Smarter Choices Report' and our experience on the effectiveness of travel plan measures, the overarching target for the Travel Plan is as follows:

Headline target: *The Travel Plan will aim to achieve a 10% shift away from car trips within five years of the initial travel survey to be undertaken in the first teaching term of the new school.*

5.4 Modal Split

5.4.1 In the absence of a Travel Behaviour Surveys, data has been derived for both likely staff and pupil mode share. These are summarised below.

Staff

For staff, a mode split has been derived from census data for both 2011 and 2021. This is summarised in **Table 5.1**.

Mode	MSOA Neath Port Talbot 016	
	2011	2021
Work mainly at or from home	0%	16%
On foot	12%	10%
Bicycle	3%	3%
Bus, minibus or coach	5%	3%
Train	1%	1%
Underground, metro, light rail, tram	0%	0%
Motorcycle, scooter or moped	1%	1%
Taxi	0%	1%
Driving a car or van	67%	74%
Passenger in a car or van	9%	7%
Other method of travel to work	0%	1%
Total	100%	100%

Table 5.1 Modal split: staff

5.4.2 The mode share data shows that in the 2011 census, 67% were travelling to work via car or van whilst in the 2021 census, this increased to 74%. When accessing 2021 data, Nomis states that;

“It is difficult to compare this variable with the 2011 Census because Census 2021 took place during a national lockdown. The government advice at the time was for people to work from home (if they can) and avoid public transport.”

5.4.3 The ONS state that;

“Travel data were expected to be substantially different from past censuses because of the pandemic, with changes in travel mode and increased home working. Behavioural change would vary across geographies, industries and personal characteristics, and responses from people on furlough would add further complexity to the data. Data collected would be a snapshot in time, but with limited utility in measuring pre- or post-pandemic travel patterns.”

5.4.4 Active Travel trends have remained fairly similar with 12% walking to work in 2011 and 10% walking to work in 2021. Within the ward, 3% were cycling to work in both 2011 and 2021. Public transport users have reduced with a total of 6% travelling by public transport in 2011 and 4% in 2021.

5.4.5 **Table 5.2** indicates the proposed targets to be met at the end of the 5-year period of the Travel Plan for staff. It has been considered that the 2011 Census data is the most appropriate to set Travel Plan targets due to potential skew of the Covid-19 pandemic.

5.4.6 Travel Behaviour Surveys should be undertaken during the first term of the new school opening to identify travel modes for all staff at the site and will likely result in the amendment of targets.

Objective	Target	Base	Mode share target		
			Year 1	Year 3	Year 5
Reduce the proportion of car (as driver) trips to and from the site	To reduce the mode share for car drivers	67%	64%	60%	57%
	To increase the mode share for car passengers	9%	10%	11%	12%
Increase the proportion of walking and cycling trips to and from the site	To increase the mode share for walkers	12%	13%	14%	15%
	To increase the mode share for cyclists	3%	4%	5%	6%
Increase the proportion of public transport to and from the site	To increase the mode share for bus & train	6%	7%	8%	9%
Enable site users to make informed decisions about how and when they travel for all trips to and from the site	Ensure every new staff member receives travel information within one month of them starting	0%	100%	100%	100%

Table 5.2 Mode split targets: staff

Pupils

- 5.4.7 For pupils, modal share data for students in Neath Port Talbot has been used from the *NHS Travel to School Hands Up Survey 2023*. The results of this are summarised in **Table 5.3**.

Mode of Transport	Modal Split (%) Pupils
Walk	30.2%
Cycle	2.5%
Scoot/skate	1.8%
Mixed mode	3.8%
Car	50.6%
Bus	10.8%
Train	0%
Other	0.3%
Total	100%

Table 5.3 Modal split: pupils

- 5.4.8 **Table 5.4** indicates the proposed targets to be met at the end of the 5-year period of the Travel Plan for students.
- 5.4.9 Travel Behaviour Surveys should be undertaken during the first term of the new school opening to identify travel modes for all pupils at the site. This will likely result in the amendment of targets.

Objective	Target	Base	Mode share target		
			Year 1	Year 3	Year 5
Reduce the proportion of car (as driver) trips to and from the site	To reduce the mode share for pupils travelling as a car passenger	50.60%	48%	45%	40%
	To increase the mode share for carpooling with other pupils	To be set upon ITS			
Increase the proportion of walking and cycling trips to and from the site	To increase the mode share for walkers	30.20%	32%	34%	36%
	To increase the mode share for cyclists/scooting/skating	4.30%	6%	8%	10%
Increase the proportion of public transport to and from the site	To increase the mode share for public transport/school transport	10.80%	13%	15%	17%
Enable site users to make informed decisions about how and when they travel for all trips to and from the site	Every new pupil & parents to receive travel information within one month of enrolment	0%	100%	100%	100%

Table 5.4 Mode split targets: pupils

6 TRAVEL PLAN STRATEGY

6.1 Introduction

- 6.1.1 This section sets out the clear stages by which the Travel Plan is to be managed and marketed to achieve its aims, objectives and targets.

6.2 An on-going process

- 6.2.1 It is important to recognise that a travel plan is a practical management tool that sets out 'active' initiatives rather than a static document. This means that the Travel Plan will be a process of continual development, requiring regular review to monitor changes in travel patterns and assess the success of measures and target achievements. Therefore, the measures and related events may be altered over the life of the Travel Plan.
- 6.2.2 A management structure has been proposed involving a travel plan co-ordinator (TPC) and a Travel Plan steering group (TPSG). This structure will provide an overarching framework for the delivery of a successful and ongoing Travel Plan for the school.
- 6.2.3 The performance of the Travel Plan will have to be monitored so that the appropriate initiatives can be taken forward by the TPC and the TPSG, to encourage modal shift away from car-borne trips.

6.3 Travel Plan Co-ordinator

- 6.3.1 A Travel Plan Co-ordinator (TPC) will be appointed by the school or the LEA, and they will be responsible for implementing all travel plan measures.
- 6.3.2 The role of the TPC will be to provide focus for the Travel Plan, organising transport related events and encouraging involvement. They will be the first contact for staff and parents for any matter to do with the Travel Plan. Their key responsibilities will include some of the following:
- Implementation and management;
 - Awareness building and engaging with stakeholders;
 - Identify resistance to change;
 - Implementing and managing measures and events;

- Measuring success and monitoring change; and,
- Reporting progress to all Travel Plan stakeholders.

6.3.3 It is recommended that the role should be a part-time function for a member of existing staff who already undertakes another role within the school. Transport Planning consultants could also assist with the Travel Plan Co-ordinator role.

6.3.4 The TPC would begin their role three months prior to the completion of the school in order to initiate the proposed measures. The TPC role should be in place for five years, for the life of the Travel Plan. Resources to assist in increasing promotion can be downloaded from many of the transport websites that run national events.

6.4 Travel Plan Steering Group

6.4.1 A Travel Plan Steering Group (TPSG) will be established by the TPC to oversee the development and implementation of the Travel Plan. The stakeholders should include the head-teacher or deputy head teacher, staff, pupils and parent representatives, the local authority road safety representative, public transport operators and others who play a key role in the development and implementation of the Travel Plan.

6.4.2 In addition to the management function, the group will be able to offer an opportunity for the sharing of local knowledge, experiences, ideas and contacts. This will help the TPC to effectively function in their role. Should these representatives not formally participate, it is advisable for the TPC to liaise with them and keep them informed.

6.4.3 The group should meet once a school term for the life of the Travel Plan.

6.5 Working groups

6.5.1 Smaller groups of people (teachers, parent representatives, pupil representatives, e.g., school council members) that are focused on promoting and implementing certain measures (i.e., cycling, walking buses) within the school could be formed. The smaller groups could then report to the TPC and Steering Group to demonstrate progress.

6.6 Action plan

- 6.6.1 An action plan in forming the Travel Plan's implementation will be developed and will accompany the final Travel Plan that will be completed in the opening year of the proposed school.
- 6.6.2 The action plan will include a list of proposed measures. The measures aim to encourage the use of more sustainable travel modes. It will include a timetable that identifies anticipated dates for tasks.

6.7 Travel Plan event programme

- 6.7.1 An event programme will also be prepared in relation to the final Travel Plan which looks to illustrate the range of transport events that are promoted annually to encourage sustainable travel in schools.
- 6.7.2 The programme will identify certain measures that could be promoted and/or implemented in conjunction with these events. This will help to increase awareness and may provide some inspiration for TPC.
- 6.7.3 National campaigns (i.e., Walk to School Week) often have websites with downloadable posters and other promotional items that will assist the TPC.

7 TRAVEL PLAN MEASURES

7.1 Introduction

7.1.1 This chapter identifies and provides details of the measures that will be implemented at the new school. In the long term, other measures could replace or supplement those proposed depending on their needs and suitability. The need for any alteration will be evident from the proposed regular monitoring results.

7.1.2 It will be responsibility for the TPC to investigate other potential measures that will assist in meeting the targets set out in this Travel Plan.

7.2 Consultation

7.2.1 It is important for the school and the community to take ownership of the Travel Plan. To gain this level of ownership, the regular monitoring undertaken by the TPC will involve consultation with all stakeholders and all users of the site to ensure that the Travel Plan develops in a way most beneficial to them.

7.2.2 All pupils throughout the school should be involved in the Travel Plan at some stage. Some activities that the school could take on board to help to ensure the pupils understand the school Travel Plan include;

- Develop and update a school travel plan notice board;
- Develop and design promotional materials – hold competitions for a travel plan logo and slogan;
- Take photographs for publicity purposes that could be used in newsletters/school prospectus;
- Produce an annual travel plan newsletter;
- Work with the media – press releases to newspapers, and radio;
- Road safety training involvement; and,
- Participate in walk/cycle/scoot to school national events.

7.2.3 The Travel Plan will evolve over time and the measures will alter according to the travel trends and attitudes at the time.

7.3 Marketing & Travel Information

- 7.3.1 Disseminating information on the Travel Plan, its benefits and measures will help to raise awareness of the travel options and facilities available.
- 7.3.2 All pupils and staff should be provided with a travel plan leaflet/information sheet to introduce the Travel Plan and measures available. This will include information about the benefits of sustainable travel in terms of health, time, costs and a location map of the school with walking and cycling facilities highlighted.
- 7.3.3 This should be provided to new pupils and staff at the beginning of each academic year for five years.

Notice Boards

- 7.3.4 A school Travel Plan notice board will be installed in a prominent location within the school, ideally close to the reception area. The material could be designed to promote specific Travel Plan measures such as a walking bus and cycle proficiency training. It could also be used as a way of promoting any forthcoming transport events and competitions, and to display travel survey results and other related feedback.
- 7.3.5 The notice boards should be designed to suit different aged pupils as well as staff and parents.

7.4 Active Travel

- 7.4.1 The Public Health Wales *Active School Travel 'A route to improvement' 2021* document reported that *"From 2013/14 to 2018/19, the number of primary school children actively travelling to school has gradually declined from 55% to 44%,"* with little changed reported amongst secondary school children.

Walking

- 7.4.2 Nationally, walking accounts for 25% of all journeys and 80% of those less than one mile. It is the most sustainable method of travel, has a number of proven health benefits and is an important source of personal freedom. Walking is important for the vast majority of people, especially children. Walking to school, whilst escorted by an adult or an older sibling helps children learn valuable road safety lessons.

- 7.4.3 The continuous footways within the Sandfields area and footways proposed within the site linking seamlessly into the existing network will provide safe routes for local pupils travelling to school.

Cycling

- 7.4.4 As with walking, the promotion of cycling can lead to a healthier, more active population. Both walking and cycling are cheap, convenient and reliable methods of transport. Cycling is especially important for tackling congestion and pollution as it can replace many journeys which otherwise would be made by vehicular transport.
- 7.4.5 It is important to recognise that every school is different when creating a Travel Plan and that surrounding infrastructure and facilities will likely impact the decision to walk or cycle to school.
- 7.4.6 As discussed in section 2, the school is located within close proximity of cycle links and benefits from a flat topography which favours walking and cycling. Welsh Coast Cycle is located 3.2km from the school, an 11-minute cycle from Ysgol Gynradd Gymraeg Rhosafan.
- 7.4.7 The development itself also proposes to provide cycle parking which will support pupils and staff cycling to school.
- 7.4.8 The active travel measures that could be considered as part of the site are summarised in **Table 7.1**.

1. Providing bicycle maintenance stands from the development stages and ensuring these are within close proximity to bicycle storage facilities.
2. Ensure bicycle facilities are located in an ideal and safe location, close to the buildings main entrance.
3. Addressing active travel behaviours beyond the school commute by teaching children/pupils about the impacts of climate change and vehicular travel.
4. Provide children and staff with basic bicycle maintenance workshops to learn how to maintain their bicycle.
5. Liaise with local council to explore the possibility of providing cycle training and/or undertaking cycle proficiency for pupils and staff at the school.
6. Integrating safety themes into the classroom by promoting THINK!, the UK government road safety campaign which provides free learning resources,

lesson plans and activity packs for teachers to incorporate into the classroom. The Travel Plan Steering Groups could be used to inform staff about THINK! and similar campaigns.

7. Promote the use of bicycles as a regular and reliable transport mode to and from school whilst illustrating the physical health benefits of regular exercise to all site users within newsletters.
8. Publish walking and/or cycling articles and cycling event details in school magazines & newsletters and encourage pupils to get involved in creating content.
9. Providing a section on active travel within school open days/prospectus material to encourage active travel modes from the onset.
10. Setting up a Bicycle User Group (BUG) between the TPC, and other stakeholders i.e., teachers, parents and other members within the local community, who are keen to share advice and information.
11. 'Set up a 'Walking school bus' where a group of children walk to school with one of more adult volunteers. This can similarly be set up for cyclists.
12. The provision of free or discounted walking and cycling equipment such as branded umbrellas, helmets, high vis vests and accessories to both staff and pupils.
13. The provision of discount if travelling to the work/school by walking or cycling i.e., discounted drinks or healthy snacks.
14. Ensure efforts to secure discounts for bikes and associated servicing from local bike shops could be negotiated for staff and possibly children in the older year groups.
15. Encourage the provision of a cycle to work scheme for staff at the school.
16. Welsh Coast Cycles offer bicycle servicing, upgrades and repairs. Their mobile workshop facilitates home servicing; a service session within the school could be considered for staff and pupils/parents to ensure bicycles safe to use.

Table 7.1 Active travel measures

7.5 Public Transport/School Transport Measures

7.5.1 It is unlikely that primary school children will take public transport to school unaccompanied and those pupils who reside far enough from the site to warrant catching a bus are likely to be eligible for free home to school transport. Public transport measures will therefore benefit pupils but will primarily focus in staff and visitors to the site and older pupils at the school.

7.5.2 Increased use of public transport is a fundamental aspect of the government's sustainable transport strategy. The benefit of travelling by public transport includes:

- Being able to relax, read and work; and,
- Traffic free routes (with rail and where bus priority exists).

7.5.3 As discussed earlier in the report, the site benefits from a good level of public transport infrastructure with hourly bus services in the Sandfields area, providing connections to the surrounding local area including Port Talbot Town Centre, Bus Station and Railway Station.

7.5.4 The public transport measures that could be considered as part of the site are summarised in **Table 7.1**.

1. Ensure that bus waiting facilities within the school are to a good standard and provided in a safe and convenient location. 2. Working with local authorities/developers to ensure signage to public transport stops are clear with adequate facilities such as seating and timetable information. 3. Promote the teaching of public transport safety within the classroom. Switch On Rail Safety www.switchedonrailsafety.co.uk and Network Rail www.networkrail.co.uk/stories/educational-resources-for-children/ provide free learning resources for children ages 3-16 on safety when using public transport. 4. Promoting the use of journey planners such as Waze, Google Maps and Trainline to ensure efficient journey planning. 5. Provide up-to-date information and promote public transport options, including routes, stops, timetables and costs (daily, weekly, monthly and annually) on the organisations' sites. 6. Maintain dialogue with staff and visitors to understand their needs regarding public transport service through feedback questionnaires/surveys. Provide this information to council and local bus operators. 7. Encourage operating hours which coincide with public transport service times to allow staff/visitors to travel by public transport and accommodate staff tailoring start/end times to allow travel by public transport. 8. Enable, incentivise and raise awareness of whole-family travel opportunities through family bus/rail tickets to target travel behaviours beyond the school commute. 9. The provision of discount on goods purchased if travelling to the site by public transport such as discounted drinks on site/local cafes.
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Table 7.2 Public transport measures

7.6 Managing Car Use

7.6.1 It is important that car use and parking are managed in association with the Travel Plan, this includes within the development stage. Better management will help to ensure more efficient and equitable use of spaces.

7.6.2 Despite the alternatives to the private car, many people would rely on their private car as their means of transport for some or all of the time, for example if they have a disability or for certain types of trips. It is therefore considered reasonable to ensure that all car travel to and from the site is made as sustainable as possible where feasible.

EV charging

7.6.3 From a development stage, grants and funding for EV charging points should be made known to all relevant parties and this should be encouraged where feasible. EV charging provision could be made free or discounted to incentivise EV car ownership, and this should be considered for disabled parking as well as standard car parking bays.

7.6.4 Section 3 details that the scheme will provide EV charging provision within the scope of the development.

Car Parking

7.6.5 Section 3 details the car parking within the scope of the proposed school; this details a level of 107 car parking spaces.

Car Sharing/Carpooling

7.6.6 Car-sharing involves two or more persons travelling in the same car from a different household. It is an important component of any travel plan, as it allows a number of benefits in addition to reducing congestion, including time and money savings to sharers. Identified benefits of sharing over driving alone are:

- Saving money and reduced maintenance costs;
- Time to relax without driving stress; and,
- Opportunity to socialise.

- 7.6.7 The establishment of a car sharing database to ‘match’ potential car sharers amongst pupils, parents and guardians will be investigated during the production of the final Travel Plan.
- 7.6.8 Parents will particularly benefit from a car-sharing scheme as this has the potential to reduce the need for everyday drop off/pick up by sharing the load with another parents. This also reduces traffic demand during the drop off/pick up period.
- 7.6.9 The measures that could be considered as part of the sites to reduce car usage are summarised in **Table 7.3**.

1. The provision of designated car sharing parking spaces, reserved for staff travelling together. These could be located in close to the main entrance to encourage their use. 2. Ensuring that staff parking have access to EV charging points where necessary from a development stage. 3. Promote using websites such as EcoPooling, BlaBlaCar and Liftshare to formalise car sharing groups amongst staff and providing safety information for their use newsletters and on the staff intranet. 4. Promote the financial and time saving benefits of car sharing/carpooling within information letters/newsletters to both staff and pupils. 5. Enable changes in shift or work patterns (if appropriate) to enable car sharing. 6. Rewards for pupils travelling to school within a carpool. 7. Arranging a ‘car-share coffee morning’ at the beginning or the academic school year to help parents meet other parents who are in their locality as potential car share matches. This can also be considered for staff. 8. The school could seek to fully assist staff in making alternative plans for getting home in the event of unforeseen circumstances. 9. Discounts on goods or prize draws for staff who travel to the school by car sharing.

Table 7.3 Managing car use measures

7.7 Reducing the need to travel

- 7.7.1 It is possible to reduce the need to travel by considering working practices and through the use of technology.
- 7.7.2 Working hours and practices can have an impact on the mode of transport staff choose to use, for example, when bus services are reduced outside of normal working hours.

7.7.3 Following the Covid-19 pandemic, the Welsh Government have adopted a Remote Working strategy with the aim of having 30% of Welsh worked at or near home on a regular basis. Benefits of this include;

- **Social and well-being:** choice and flexibility of workspaces to improve well-being, work-life balance, job satisfaction and productivity;
- **Environmental:** Reduced work-related travel, congestion and carbon emissions. Creates a better environment for pedestrians and cyclists, and encourages sustainable travel;
- **Economic:** Creates job opportunities for those in any location, provides a diverse workforce and can reduce sickness absences

7.7.4 It is evident that teaching staff are likely be unable to work from home, but this may be an option for administrative staff.

Measures

7.7.5 The measures that could be considered as part of the sites to reduce the need to travel are summarised in **Table 7.4**.

1. Promote flexible working so that more staff, where feasible, are able to work flexible hours, compressed working weeks and home work.
2. Ensure that telephone and video conferencing facilities are fully operational and instructions/training for use is easily accessible. Include user training to the staff induction programme. Follow up with reminders about facilities available.
3. Encourage the use of journey planning apps and websites as part of the newsletters/information to help staff and visitors plan their trips ahead of time and minimise the number or journeys required.

Table 7.4 Reducing the need to travel measures

8 MONITORING & REVIEW

8.1 Introduction

8.1.1 Monitoring is an essential element of any Travel Plan, by gaining an understanding of how the staff and pupils travel to the site, specific measures can be implemented.

8.1.2 These aims to effectively change travel habits and encourage the use of more sustainable modes. The Travel Plan needs to 'buy-in' from its users and therefore regular consultation and an understanding of their needs and demand is crucial to its success.

8.1.3 Every Travel Plan and its associated measures need to be bespoke and moulded around the people it is aiming to affect. This can only be achieved through regular monitoring to ensure it remains relevant to all users.

8.1.4 The ongoing commitment to the Travel Plan requires a suitable monitoring and evaluation mechanism, which is detailed below.

Initial Travel Behaviour Surveys

8.1.5 As detailed earlier in the report, a travel survey will be undertaken for both staff and students during the first term of the proposed school's opening to establish precise travel patterns.

8.1.6 It is important that the actual modal split of the new school is determined as soon as possible to ensure that the targets are SMART and the measures are appropriate for implementation.

8.1.7 All information will be collated by the TPC and the results discussed with the stakeholders at the TPSG meetings. Any revisions in the Full Travel Plan will need to be agreed with the Local Authority.

Repeat Travel Surveys

8.1.8 The future monitoring process will involve undertaking staff and pupil travel surveys annually. These will be undertaken during the same month as the initial survey, every year for a period of five years.

8.1.9 Note that the travel survey should remain broadly similar throughout the life of the Travel Plan to ensure consistency in the results and information.

8.1.10 The information will be collated by the TPC into a small monitoring report on an annual basis. This small report will be distributed to all stakeholders and should enable discussion at the TPSG meeting regarding progress.

Other useful monitoring tasks

8.1.11 The following monitoring tasks may also be useful to understand travel patterns of staff and students;

- Undertake surveys of parent and guardian pick-up/drop off parking demand.
- Conduct counts several times a year to ascertain use of cycle parking facilities;
- Monitor levels of take up of specific measures;
- Undertake simple pupil ‘hands up’ travel surveys at other appropriate times (e.g., during cycle/walk to school week);
- Ask for staff and pupil feedback on the take up of travel plan measures/matters;
- Ask for parent feedback.

8.2 Reporting Structure

1.1.1 The school TPC and TPSG are jointly responsible for planning the above. All details of the monitoring programme will be agreed with Neath Port Talbot Council prior to undertaking the surveys.

8.2.1 The interim reports will attempt to place the monitoring results in context not only with previous results, but also with the travel plan measures and activities which have occurred between the reporting periods. It will provide the review mechanism to identify those measures which may require further promotion or alteration in order to ensure their take-up remains on track and that progress against the targets is attained. The monitoring report will therefore look to identify priority initiatives for the forthcoming period.

8.2.2 A final end report will be prepared by the TPC at the end of the life of the Travel Plan, after five years.