









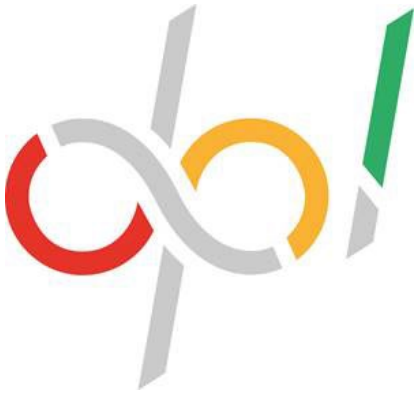


SCHOOL TRAVEL PLAN

YSGOL I D HOOSON

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1. INTRODUCTION

1.1 WHAT IS A TRAVEL PLAN?

1.1.1 A Travel Plan is a package of measures tailored to the school and aimed at promoting greener, cleaner travel choices and reducing the reliance on the private car.

1.2 TARGET AUDIENCE

1.2.1 It is common for those responsible for delivering a Travel Plan to be given little or no training on how to deliver the Travel Plan. This can result in the benefits of a Travel Plan not being fully achieved.

1.2.2 In order to address this issue a short and legible document is required to ensure that effective delivery of the Travel Plan can be achieved.

1.2.3 In addition, commitment to the Travel Plan is required by those who can influence it, which in the case of the school would be the headteacher and a Travel Plan Co-ordinator.

1.2.4 Travel by pupils has the largest impact on the local environment and this document has been written with these readers in mind.

1.2.5 To confirm the acceptance of the Travel Plan, appropriate commitments are set out within Chapter 2 for the head teacher and Travel Plan Co-ordinator.

1.3 MAXIMISING THE TRAVEL PLAN BENEFITS

1.3.1 This Travel Plan relates to the whole school, including full-time pupils, part-time nursery, staff and deliveries.

1.3.2 The Travel Plan is to be updated to meet with the changing transport environment and add new commitments to make the Travel Plan even better.

1.4 TRAVEL PLAN VISION AND AIMS

1.4.1 It is important to set out the aims and vision.

1.4.2 The vision of the Travel Plan is:

With less cars on the roads and parked near the school, we will create a safer environment for using active travel.

With more people using active travel to access the school, we will all be healthier.

1.4.3 The aims of this Travel Plan are to:

- **Promote safe travel to school for all;**
- **Reduce the impact on the natural environment of travel to school;**
- **Reduce the impact on the local environment around the school relating to congestion and parking through the promotion of sustainable travel modes; and**
- **Increase health and wellbeing of students, staff and visitors through encouraging active and sustainable travel modes (walking, cycling and the bus).**

2. ROLES AND COMMITMENT

2.1 TRAVEL PLAN CO-ORDINATOR

2.1.1 A Travel Plan Co-ordinator would be appointed within the school, building on the vision and aims set out in Chapter 1.

2.1.2 The role of Travel Plan Co-ordinator for the school can be encompassed within a wider role relating to pupil and staff wellbeing.

2.1.3 Encouraging pupils to work with the Travel Plan Co-ordinator would support curriculum requirements relating to healthy lifestyles.

2.1.4 On behalf of the school, we confirm that we have read this Travel Plan in full and are committed to improving our environment through delivering the Travel Plan Aims.

Travel Plan Co-ordinator – Staff Member Commitment (To Be Completed After Reading the Travel Plan)

NAME	Signature

2.2 ECO SCHOOL/ GREEN SCHOOL

2.2.1 I D Hooson operates an eco-council, including initiatives which seek to improve the school environment and monitoring of pollution around the school.

2.2.2 As the pupils can influence the outcome of the Travel Plan the most, it is important to work with the Eco Council on its delivery.

2.2.3 It is likely that the Travel Plan Co-ordinator will also be a member of staff on the Eco Council

2.2.4 On behalf of the Eco Council, we confirm that we have read this Travel Plan in full and are committed to improving our environment through delivering the Travel Plan Aims.

Eco Council – Student Member Commitment (To Be Completed After Reading the Travel Plan)

NAME	Signature
	(Continue to as many names as required)

Eco Council – Staff Member Commitment (To Be Completed After Reading the Travel Plan)

NAME	Signature

NAME	Signature
	(Continue to as many names as required)

2.3 HEAD TEACHER

2.3.1 The head teacher should actively engage with the Travel Plan Co-ordinator and provide the support and empowerment required to help increase active travel and reduce any residual parking issues.

2.3.2 The head teacher will be responsible for ensuring that the Travel Plan is delivered and for undertaking or delegating tasks which require external input or assistance alongside the Travel Plan Co-ordinator.

2.3.3 As head teacher, I confirm that I have read this Travel Plan in full and am committed to improving our environment through delivering the Travel Plan Aims.

Head Teacher

NAME	Signature

3. TRAVEL PATTERNS

3.1 INTRODUCTION

3.1.1 In order to set a baseline mode share for the school, a hands up travel survey has been undertaken. The Travel Plan sets targets for future travel patterns of pupils and staff, based upon this baseline information.

3.2 STUDENT TRAVEL PATTERNS

3.2.1 The school currently accommodates 259 pupils, across all year groups (as at September 2023).

3.2.2 The split of pupils across the year groups is summarised below.

Table 3.1 Pupils Enrolled (September 2023)

Primary *September 2023*:	**Cylch /FS/EE**	**Nursery (FTE)**	**KS1 (R, Y1, 2)**	**KS2 (Y3, 4, 5, 6)**
Number on roll	31	23	88	117
Typical class size	40	23	30	30

3.2.3 In January 2025, a hands up survey was undertaken for pupils to ascertain the method of travel to school which is utilised for pupils. A total of 190 pupil responses were received, which are summarised below.

Table 3.2 Pupil Responses to Hands Up Survey

Mode	Number	Percentage
Car	144	75.8%
Bus	1	0.5%
School Transport	0	0%
Foot	41	21.6%
Cycle	1	0.5%
Motorbike	0	0%
Other (such as scooter)	3	1.6%

3.2.4 Wrexham County Borough Council do not currently provide any transportation to Ysgol ID Hooson.

3.2.5 It can be seen from Table 5.2 that around 24% of pupils travel by active travel modes, with 0.5% travelling by bus and the residual 75.8% by car.

3.2.6 A second question formed part of the hands up survey, which involved the number of pupils who travel in the car (for those who arrive by car).

3.2.7 Of the 144 pupils who answered that they travel by car to school, 137 responded to the second question. The responses are summarised below:

- One (they were the only pupil) – 54 (39%);
- Two – 59 (43%);
- Three – 15 (11%);
- Four – 7 (5%); and
- Five (or more) – 2 (1%).

3.2.8 From the second question it has been calculated that 137 pupils generate around 91 cars. This equates to an average number of pupils per car of 1.5.

3.2.9 As such, for every 100 pupils at the school, around 76 travel by car, generating an average of around 50 cars.

3.2.10 It is important to note that not all cars are generated at the same time, with staggered start/ finish times at the school, as well as breakfast club and afterschool club.

3.3 SCHOOL DAY

3.3.1 The first pupils arrive at the school from 07:55. The breakfast club at the school operates from 07:55 to 08:30 and has around 115 pupils in attendance each day.

3.3.2 Following breakfast club, the school day is arranged in sessions, as follows:

Morning :

- 9.00 a.m. – 11.00 a.m. (Cylch and EE)
- 9.00 a.m. - 11.30 a.m. (Flying Start)
- 8.55 a.m. – 12.00 p.m. (Foundation Phase)
- 8.55 a.m. - 12.15 p.m. (Juniors)

Afternoon :

- 11.00 a.m. – 3.00 p.m. (Cylch and EE)
- 12.30 p.m. - 3.00 p.m. (Flying Start)
- 1.00 p.m.—3.00 p.m (R/1/2)
- 1.00 p.m.—3.15 (Yr.3/4/5/6)

Nursery Class :

- 9.00 a.m. - 11.30 a.m. (morning)
- 12.30 p.m.—3.00 p.m. (afternoon) (no afternoon class currently)

3.3.3 The afterschool club operates from 15:15 to 17:15 and has a typical daily attendance of 38 pupils.

3.3.4 The breakfast and afterschool clubs spread the timings of pupils arriving and departing from the site, which in turn reduces the intensity of traffic generated by the school.

3.4 STAFF TRAVEL PATTERNS

3.4.1 The current (April 2025) number of staff at the school is set out below:

- Total of 30 Full time teaching / learning & admin staff(including Cylch & Flying start staff on site
- Total of 9 part time(caretaker/cleaning/kitchen)

3.4.2 A staff travel survey was also undertaken in January 2025, at the same time as the pupil survey.

3.4.3 The staff working hours are summarised below:

- Cleaning staff arrive 05:30 – 08:00 and 15:15 – 18:15; and
- School staff arrive from 07:30 and leave before 18:00.

3.4.4 A total of 32 staff questionnaires were returned.

Table 3.3 Staff Travel Survey Responses

Mode	Number	Percentage
Walk	6	19%
Cycle	1	3%
Bus	0	0%
Car Share Passenger	2	6%
Car Share Driver	2	6%
Dropped Off/ Picked Up	1	3%
Car Drive (Not Car Sharing)	20	63%
Motorcycle	0	0%

3.4.5 There is a shower in the staff toilet/disabled toilet that can be used by active travellers. Staff keep their bags/coats in the class storerooms or office cupboards, allowing active travellers to store their active wear.

3.4.6 It can be seen from the staff travel survey that around 37% of staff travel is by a sustainable travel mode, with the residual 63% as a car driver (not car sharing).

3.4.7 Generally, in the morning, teachers arrive prior to students and the impact of the staff-generated vehicles would be prior to the main school drop off.

3.4.8 Similarly, in the afternoon, teachers leave after the majority of students and the impact of the staff-generated vehicles would be following school pick up.

4. SUSTAINABLE TRAVEL OPPORTUNITIES

4.1 ACTIVE TRAVEL

4.1.1 Active travel consists of walking, wheeling and cycling. Wheeling is defined by Wheels for Wellbeing as:

An equivalent alternative to foot/pedestrian-based mobility. Includes wheeled mobilities such as manual self- or assistant-propelled wheelchairs, including wheelchairs with power attachments or all-terrain attachments (such as the "Freewheel"), powered wheelchairs, mobility scooters (three and four-wheeled) and rollators. Some people rely on their cycle to move (at a pedestrian's pace) through pedestrianised environments when it is not physically possible to walk/push their cycle. Some people use their cycle as a walking aid, by leaning on it, some people use e-scooters (with or without a seat), to wheel/scoot through pedestrianised environment if they cannot walk unaided.

4.1.2 Terms relating to walking and pedestrians within this chapter are used for highway users who are not travelling by vehicle (motorised or a cycle). Where travel distances and times are quoted, it is accepted that these vary between individual users and have been assessed based upon commonly accepted guidelines.

4.1.3 Active travel modes are affordable and safe transportation options that do not generate emissions, traffic noise or traffic congestion, and instead boost mental and physical health.

4.2 COUNCIL'S ACTIVE TRAVEL ROUTES

4.2.1 The council undertook consultation with the public in 2021 relating to active travel routes across the key catchment areas across Wrexham. The current status of the proposals are stated to remain in consultation, with the next stage being set to be submission of the Active Travel Maps to Welsh Government.

4.2.2 The current Active Travel Map (with proposals) is provided on the council's website and has been extracted, below, for ease of reference. Figure 5.3 shows the stated existing routes, with the following key.

Figure 4.1 Active Travel Map Key

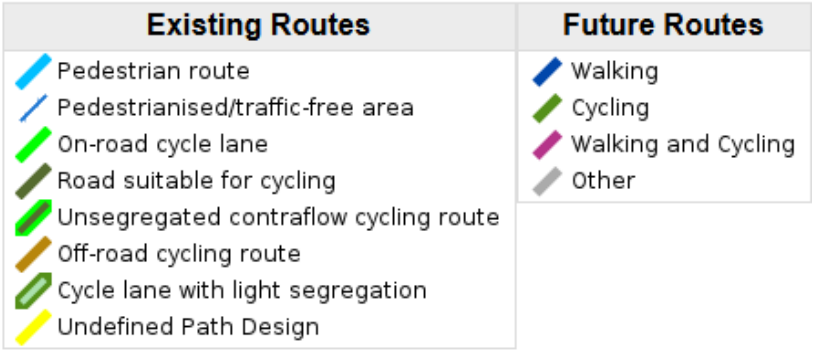
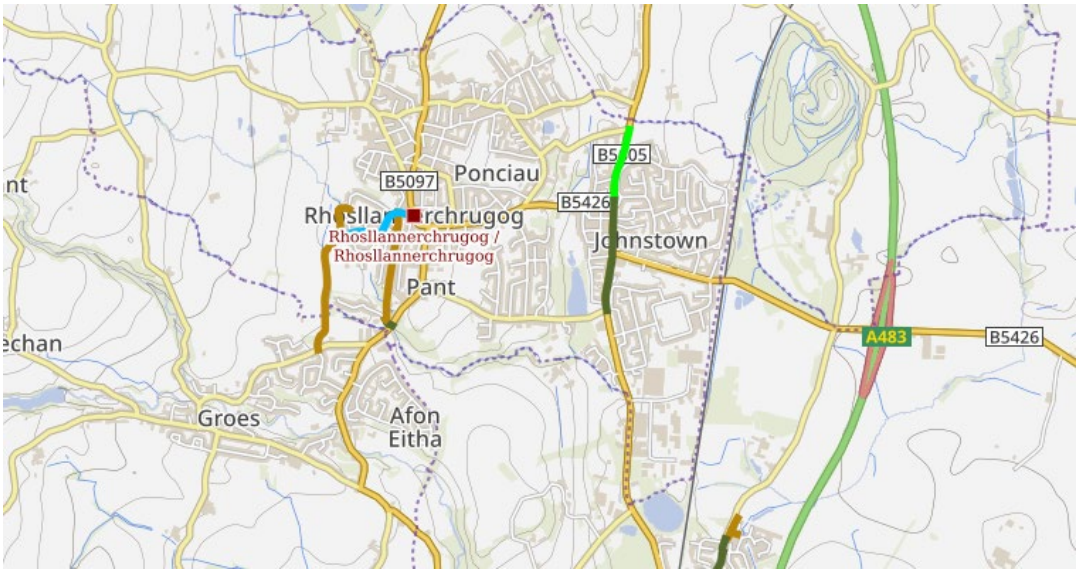


Figure 4.2 Active Travel Map (Existing)



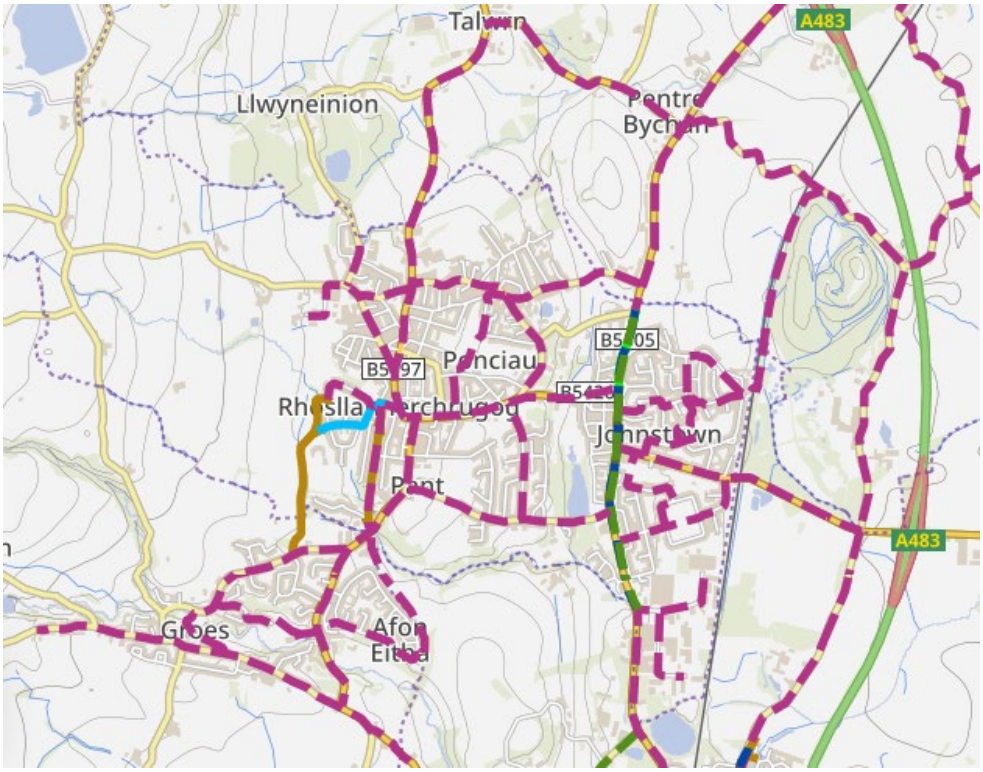
4.2.3 The existing routes show off-road cycle routes to the east and west of the school, with a pedestrian route to the north of the school.

4.2.4 The routes across the local area where there are proposals for future routes run across all key routes within Rhosllanerchrugog and are shown below/ overleaf.

4.2.5 It can be seen from the plan that the proposals include significant improvements to the local streets for access by active travel modes, connecting the school to the local area.

4.2.6 Streets which are not included within the proposals are generally lightly-trafficked residential streets, which are less likely to carry any material through-traffic and are likely to be suitable for use of the carriageway by active travellers.

Figure 4.3 Active Travel Map (Proposed)



4.3 WALKING AND WHEELING

4.3.1 Walking, wheeling and cycling are affordable and safe transportation options that do not generate emissions, traffic noise or traffic congestion, and instead boost mental and physical health.

4.3.2 It can be seen from the travel survey that 24% of students responded that they travelled to the school on foot or by cycle (or other, assumed to be scooter or similar).

4.3.3 In June 2014 the Welsh Government issued statutory guidance entitled 'Learner Travel Statutory Provision and Operational Guidance'.

4.3.4 Embedded within the Guidance are the statutory provisions, specific duties and key responsibilities for local authorities in relation to home to school transport in Wales.

4.3.5 For home to school transport provision local authorities must:

- Assess the travel needs of learners in their authority area
- Provide free home to school transport for learners of compulsory school age attending primary school who live 2 miles or further from their nearest suitable school

4.3.6 Distances below these thresholds are referred to as 'walking distances'. A route is considered to be available if it is safe (as far as reasonably practicable) for a learner without a disability or learning difficulty to walk the route alone or with an accompanying adult if the learners age and understanding requires this.

4.3.7 Manual for Streets provides a context for considering the potential walk-in catchment to the school. Manual for Streets states that:

The propensity to walk is influenced not only by distance, but also by the quality of the walking experience. A 20-minute walk alongside a busy highway can seem endless, yet in a rich and stimulating street, such as in a town centre, it can pass without noticing. Residential areas can offer a pleasant walking experience if good quality landscaping, gardens or interesting architecture are present.

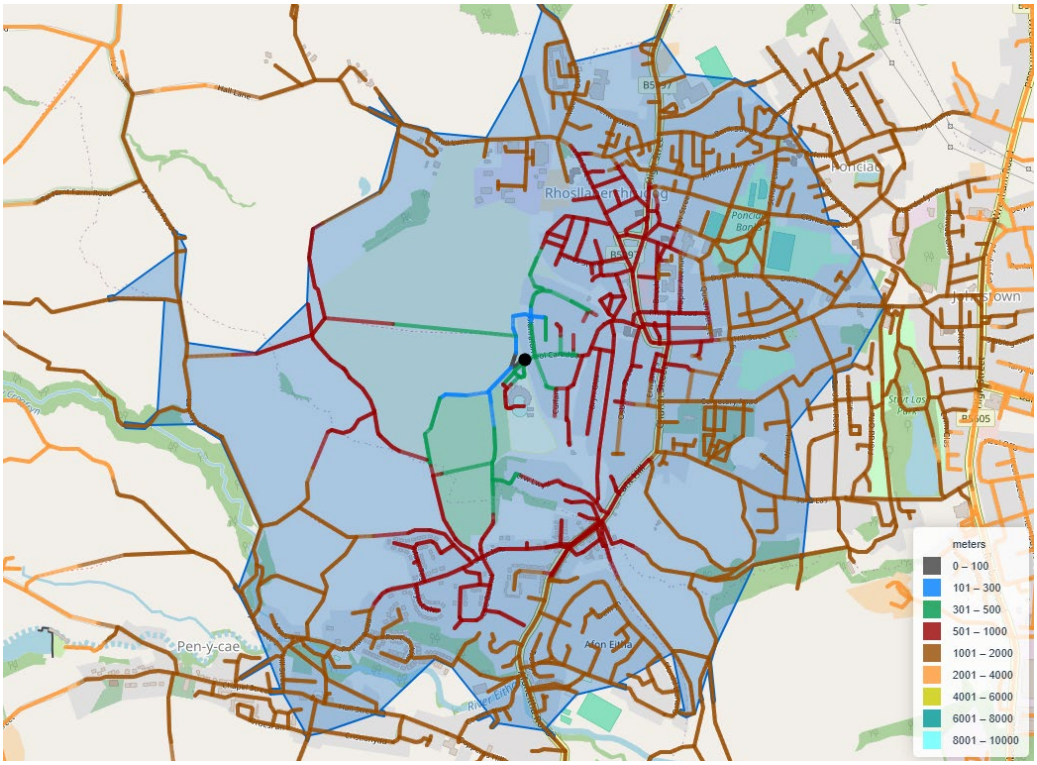
4.3.8 The National Travel Survey shows that 82% of journeys to primary school of less than one mile are undertaken by active travel modes. This reduces to 24% of journeys to primary school where the distance is between 1 and 2 miles.

4.3.9 It is reasonable to assert that the reasonable walking distance to the site is around 1 mile for the age band of pupils.

4.3.10 In order to consider the active travel catchment area, a GIS assessment of the 1,500m walking isodistance has been undertaken. The 1.5km isodistance is considered to reasonably represent the 1-mile isodistance.

4.3.11 The 1.5km isodistance is shown highlighted blue in Figure 5.5, below/ overleaf, with the routes utilised to assess the isodistance also shown.

Figure 4.4 1.5km Walking Isodistance (With Routing)



4.3.12 The 1.5km isodistance covers the majority of the local built form, to the west of Johnstown, with grey showing the route up to 100m, blue up to 300m, green up to 500m, red up to 1km and brown for isodistances of between 1km and 2km. It can be seen that the 2km isodistance extends to High Street (Johnstown), with the 1.5km (circa 1 mile) extending to Gutter Hill (to the east).

4.3.13 The 1-mile isodistance includes significant area of future active travel improvement proposals, as shown in Figure 5.4, which should improve the local environment for active travel for all, including as part of the journey to school.

4.4 CYCLING

4.4.1 Cycling is commonly accepted as accommodating longer-distance travel than walking, including longer distance commuting trips. The regularly quoted typical cycling distance is around 5 km, however for some this distances is frequently exceeded, with daily cycle round trips of 20km or more being quite common.

4.4.2 Cycling is an increasingly popular mode of transport, particularly for commuting and leisure pursuits. The Covid-19 pandemic saw a significant rise in the use of cycles by all age groups and the popularity of cycling continues to increase.

4.4.3 One of the contributing factors to the current popularity is the increase in availability and reduction in price of e-bikes. E-bikes provide opportunity for people of a much broader physical range to access cycling and utilise it for commuting, leisure, health and sightseeing purposes.

4.4.4 The range of electric bikes can be considerable, with power-assistance for a typical rider on a typical e-bike being in the region of up to 100km of range (for a circa 500w battery). That will be lower for some city and folding electric bikes, which often have smaller batteries to save weight.

4.4.5 Whilst not currently benefitting from type-approval on the UK roads, privately operated e-scooters are currently being assessed by UK Government and are likely to receive

approval in the near future. Alongside e-bikes, e-scooters provide an innovative and unique opportunity for people of varying physical abilities to travel without the need for a car. Whilst this section focuses on cycles and e-bikes due to their legal status, the same opportunities could shortly apply to e-scooters.

4.4.6 All destinations within a reasonable walking distance of the site are also within a reasonable cycling distance.

4.4.7 The school travel survey showed that one child and one teacher currently cycle to school. The proportion of cyclists to the school is currently low. The proposals for improved active travel routes across the local area could help to deliver more attractive routes for cyclists.

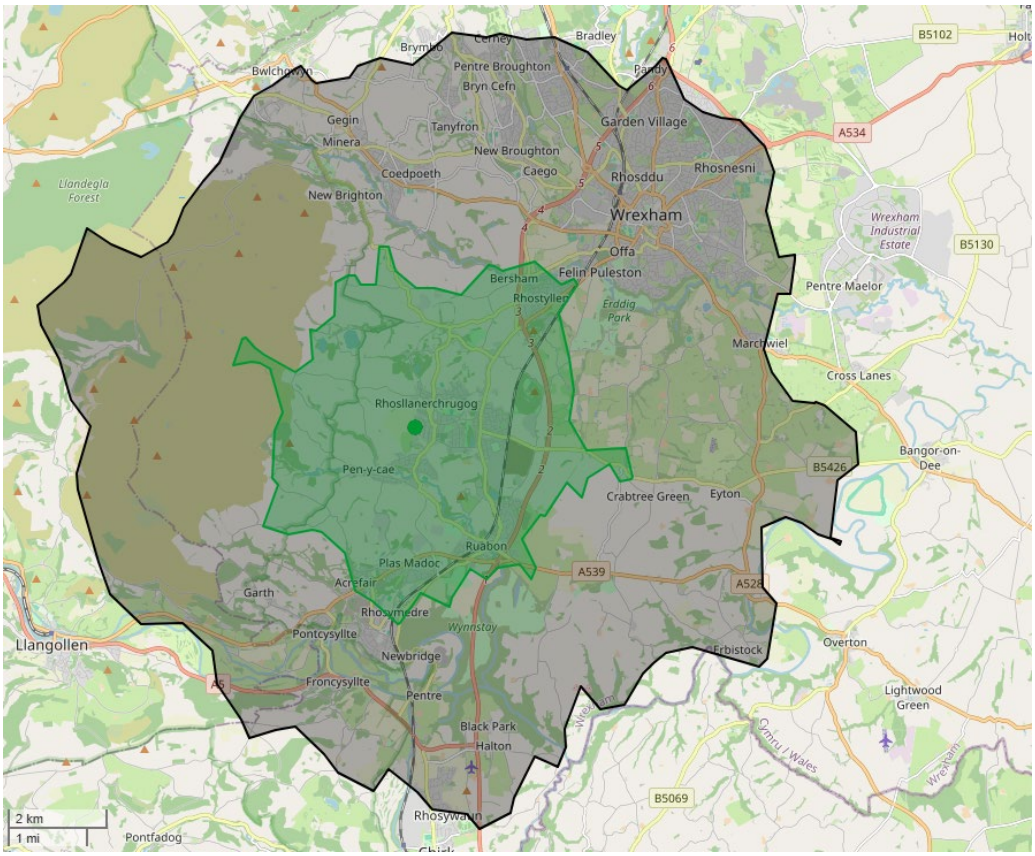
4.4.8 The school currently provides three poles at the front of the school for accommodating cycles. The poles are available for cycles to be locked to. There are no existing sheltered cycle storage areas at the school.

4.4.9 In order to consider the immediate accessibility of the site, the 5km (green) and 10km (grey) isodistances have been assessed. These are shown below/ overleaf.

4.4.10 It can be seen from the cycle isodistance plan that the 5km isodistance covers the local areas of Rhosllanerchrugog and Johnstown, outside of which the area is generally rural in nature. The realistic cycle catchment for the site for all pupils and most staff is likely to be Rhosllanerchrugog and Johnstown.

4.4.11 Within the 10km cycle isodistance is Wrexham, which is within a longer-distance cycle or e-bike journey of the site. Due to the rural nature of the local highway network, access to the site from Wrexham (by cycle) is likely to be limited to regular, longer-distance cyclists.

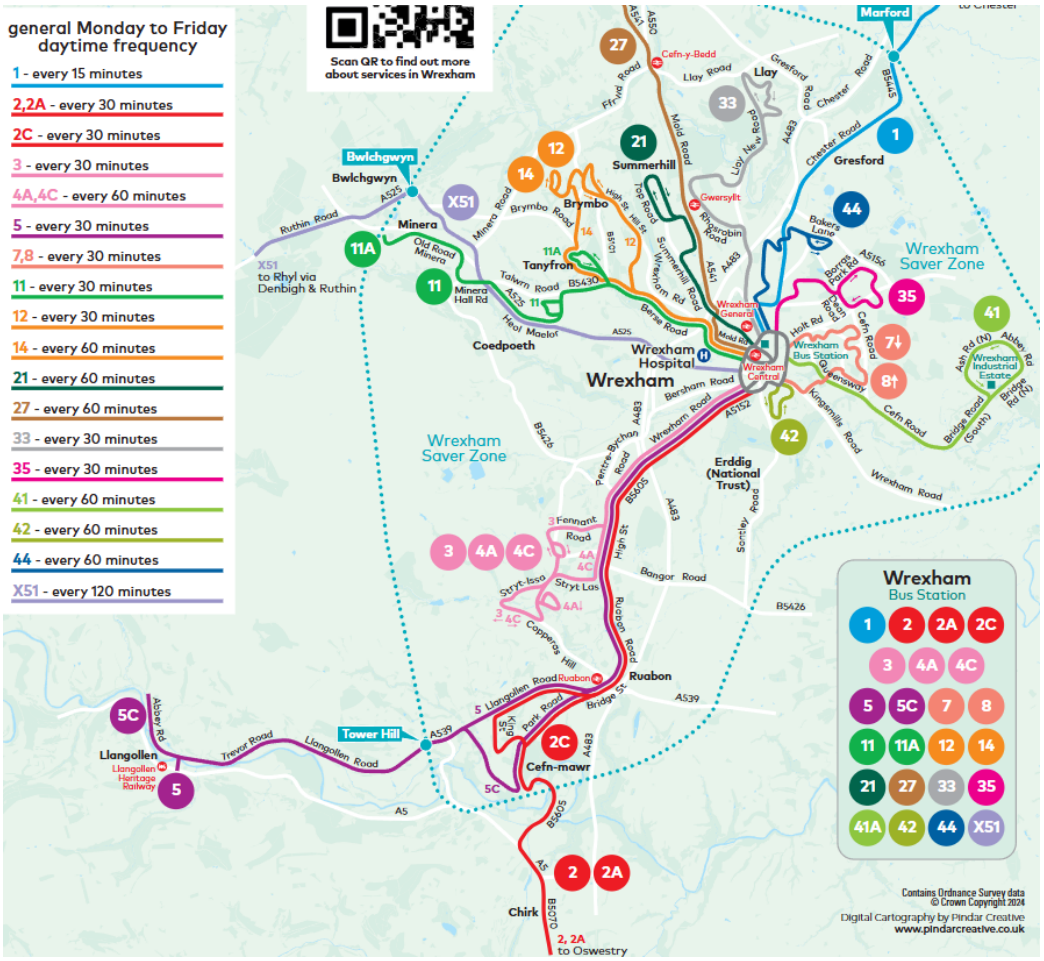
Figure 4.5 5km and 10km Cycling Isodistances



4.5 PUBLIC TRANSPORT

4.5.1 The Wrexham bus route map for Arriva services is shown below/ overleaf.

Figure 4.6 Bus Route Map (Arriva)



4.5.2 Bus routes 3, 4A and 4C serve Rhosllanerchrugog. The bus route map states that Route 3 operations every 30 minutes (daytime Monday to Friday) and the 4A/ 4C operates every 60 minutes.

4.5.3 The nearest bus stops to the site are located on Church Lane, Market Street and Hill Street, at around 600m from the boundary of the site. The bus stops are served by the routes set out above.

4.5.4 Route 3 is a circular service, operating from Wrexham bus station, via Pentre Bychan, Ponctau and Rhosllanerchrugog. The first weekday service departs Wrexham at 06:00 and the last weekday service departs at 22:20. The daytime service is every 30 minutes, extending to every hour after 18:20.

4.5.5 Route 3 operates a similar frequency service on a Saturday, with the first bus departing Wrexham at 07:15 and the last bus at 22:15.

4.5.6 The route operates an hourly service on a Sunday, with the first bus departing Wrexham at 10:15 and the last bus at 17:15.

4.5.7 Route 4A is also a circular service, operating from Wrexham bus station. The service operates the same timetable Monday to Saturday, with the first bus departing Wrexham at 09:00 and the last bus departing at 16:00. The service operates hourly.

4.5.8 Route 4C is complimentary to Route 4A and operates approximately hourly (Monday to Saturday) with the first bus departing Wrexham at 05:55 (06:00 on Saturday) until 08:00 and then a single evening service at 17:00. Route 4A and 4C operate together to provide a service from around 06:00 to 17:00 (departure time from Wrexham).

4.5.9 The site is suitably located to accommodate bus access during the week (and weekends) for access to school from Wrexham and locations between Wrexham and Rhosllanerchrugog.

5. TARGETS

5.1 TARGETS

5.1.1 It is important to set targets for the Travel Plan to allow progress to be monitored and reviewed. Targets have been set for both pupils and staff.

5.1.2 The targets are initially being set from initial opening until full capacity. The targets would be reviewed annually and new targets set once the initial targets are met.

5.2 PUPIL TARGET

5.2.1 National Travel Survey shows that 82% of primary school pupils who live within one mile of a school travel by active travel modes.

5.2.2 The baseline target for the Travel Plan will be 82% of pupils within one mile travelling by active travel modes. The nature of the school means that some pupils travel further than one mile to the school and, as such, an 82% active travel mode share for all pupils is unlikely to be realistic.

5.2.3 Instead, the overarching short-term target a percentage reduction in pupil-related car use (i.e. the percentage of pupils travelling by car). A short-term target of 5% is considered to be reasonable, with a medium term target of 10%.

5.2.4 Alongside the reduction in car use, the targets include an increase in the number of pupils per car (i.e. car sharing), which could result in more pupils travelling in each car – reducing the residual impact of pupil-related cars.

5.2.5 Once these targets have been met, further long-term/ stretch targets could be set by the school.

5.2.6 The 82% value is based upon the National Travel Survey for primary school aged pupils living within one mile of a school.

5.2.7 A reasonable short-term target for increasing travel by sustainable travel modes is 5%, with a 10% target or more in the longer term. The targets are being set proportionally to the baseline.

5.2.8 The targets are being set from the baseline hands up survey.

Table 5.1 Target Mode Share - Pupils

Mode	Baseline	Short Term (5%)	Medium Term (10%)	Long Term- Stretch (10%+)
Car	75.8%	72%	68%	<65%
Average Pupils per Car	1.5	1.6	1.7	>1.7
Average Cars per 100 Pupils (All Pupils)	50.5	45	40	<40
Bus	0.5%	0.5%	0.5%	0.5%
Foot	21.6%	24%	26%	>26%

Mode	Baseline	Short Term (5%)	Medium Term (10%)	Long Term- Stretch (10%+)
Cycle/ Other (such as scooter	2.1%	3.5%	5.5%	>5.5%

5.2.9 It can be seen that, based upon the targets, the number of cars generated by the school could decrease from an average of 50.5 cars per 100 pupils to 45 cars per 100 pupils in the short-term.

5.2.10 In the medium-term, the target is set to reduce the number of cars per 100 pupils to 40.

5.2.11 The total reduction in pupil-related cars per 100 pupils would decrease, with a corresponding increase in:

- Average pupils per car (increased car sharing); and
- Increased use of active travel modes.

5.2.12 The baseline use of active travel modes is 23.7%, which would increase to 27.5% in the short term and 31.5% in the medium term.

5.2.13 The progress towards the targets is to be monitored with an annual hands-up survey of pupils.

5.3 STAFF TARGET

5.3.1 A baseline target for travel by sustainable modes of 5% in the short term and 10% in the medium term, inline with the targets for pupils.

5.3.2 The targets are set against the recent staff travel survey.

Table 5.2 Target Mode Share – Staff

Mode	Baseline	Short Term (5%)	Medium Term (10%)	Long Term- Stretch (10%+)
Walk	19%	20%	21%	>21%
Cycle	3%	4%	4%	>4%
Bus	0%	1%	2%	>2%
Car Share Passenger	6%	7%	8%	>8%
Car Share Driver	6%	7%	8%	>8%
Dropped Off/ Picked Up	3%	3%	4%	>4%
Car Drive (Not Car Sharing)	63%	58%	53%	<53%
Motorcycle	0%	0%	0%	0%

5.3.3 It should be noted that car sharing increases the sustainability of car use and the targets seek to encourage shared car use as part of the journey to school (which can include both car sharing to the school and/ or people getting dropped-off on route).

5.3.4 The progress towards the targets is to be monitored with annual staff surveys.

6. MEASURES

6.1 INTRODUCTION

6.1.1 This chapter sets out the initial measures for the Travel Plan, to help encourage sustainable travel modes.

6.2 MEASURES TO BE IMPLEMENTED DURING CONSTRUCTION

6.2.1 The following measures are to be implemented during construction. In terms of targets, the following measures would be in place prior to the extension opening for Phase 1.

- EV chargers to be provided within car park (with priority access provided to car sharers);
- Car share priority spaces for staff to be allocated to encourage car sharing; and
- New covered/ secure cycle and scooter storage for pupils and staff – encouraging active travel.

6.2.2 Prior to Phase 2 being operational, the following additional measures would be implemented:

- Revised car parking layout to increase the number of spaces (circa 5 additional spaces); and
- The two segregated car parking areas to be connected with a car parking aisle, to create a one-way internal vehicle circulation system. This would reduce vehicle conflicts and, also, active traveller/ vehicle conflicts.

6.2.3 The above set out the physical measures to be implemented on site, which are designed to improve the school environment for, particularly, active travellers. With the support of the Travel Plan, these measures can help to reduce the impact of car use in relation to both pupils and staff.

6.3 MEASURES DURING OPERATION

6.3.1 The following measures are to be assessed by the head teacher and Travel Plan Co-ordinator, for consideration at the site:

- Continuance and updating of the Travel Plan;
- Annual hands up survey of pupils and travel survey of staff;
- Involve Eco Council in the Travel Plan delivery;
- Review cycle and scooter parking utilisation and seek to deliver additional provision, if required;
- Car sharing (Staff) – provision of staff car sharing spaces within the site, giving priority to car sharers;
- Car sharing (Parents) – provide information on the cost and time benefits of car sharing to parents to encourage a reduction in vehicle use to and from the site;
- Electric vehicle charging – review the requirement for electric vehicle charging at the site and provide additional charging spaces, where required. Provide car sharers with priority access to EV charging;
- Bikeability – discuss options for this with the Healthy Schools Advisor;
- Road Safety Training – engage with council Road Safety Officers to undertake annual Kerbcraft Campaign training at the school;
- Active Travel – engage with Health Promotion Service and Sports Officers to provide information and training on health issues and physical exercise;
- Walking bus – engage with parents on the potential uptake of a walking bus. Plan a walking bus route based upon pupil's home addresses within 800m of the site and undertake trials as part of the national Walk to School Weeks in October and May. Consider how to implement this in the longer term; and

- Promote the use of the Green Cross Code, which can be accessed online at https://www.roadwise.co.uk/schools/using-the-road/green-cross-code/.

6.4 SERVICING

6.4.1 Service/ refuse vehicles would be the largest vehicles which regularly access the site. As part of the ongoing Travel Plan commitments the school's management team will consider options to reduce the impacts of these vehicles, which may include:

- Limiting servicing hours;
- Consolidation of servicing;
- Improved efficiency of school transport services/ provision; and
- Reduced number of service vehicles.

6.4.2 Consideration of these options will be kept on record as part of the Travel Plan.



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