Brookleigh Eastern Primary School, Brookleigh, Burgess Hill

Reserved Matters Application

School Travel Plan

Client

Homes England

Project No

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CampbellReith

Multidisciplinary Consultants



Brookleigh Eastern Primary School, Brookleigh, Burgess Hill

School Travel Plan

For
Homes England

Project No.
14176

Date
October 2025

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1.0 INTRODUCTION

1.1 Background to Report

1.1.1 Campbell Reith Hill LLP (Hereafter, "CampbellReith") has been appointed by Homes England ("the Client") to prepare a BREEAM-compliant School Travel Plan (STP) in support of a proposal to construct a 2FE primary school, known as Brookleigh School, together with a 52 place semi-independent Nursery and 16 place Special Support Centre, located within Phase 1C of the permitted Burgess Hill, Brookleigh mixed-use re-development (formerly known as the Northern Arc), Mid Sussex. The location of the site in relation to the wider permitted Outline Site boundary is shown within **Appendix 1** of this Report.

1.1.2 This report will accompany a Reserved matters application to consider access, appearance, landscaping, layout and scale pursuant to application DM/21/3279 (original reference DM/18/5114) for parcel P1.2 comprising of the construction of the primary school with nursery and special support centre, car parking, multi-use games area, playing fields, landscaping and associated infrastructure.

1.1.3 This Report should be read in conjunction with the accompanying Transport Statement (TS), also prepared by CampbellReith, which evaluates and assesses the impact of the development proposals on the local highway network.

1.1.4 It should be recognised that this STP was originally produced during RIBA Stage 2 (Concept Design) which set out the key principles and objectives of any operator to actively encourage sustainable travel by staff, parents & pupils as well as visitors. This STP has been updated as part of this Reserved Matters Application and has taken into account the need to maximise the opportunities to positively manage drop off and pick up times.

1.1.5 As any Travel Plan is an iterative document, there will be a need to provide a full School Travel Plan prior to opening which will benefit from consultation and input with the future school operator.

1.2 What is a Travel Plan?

1.2.1 A Travel Plan is a long-term management strategy for an organisation or site that seeks to deliver sustainable transport objectives through action and is articulated in a document that is regularly reviewed. A Travel Plan involves identifying an appropriate package of measures aimed at promoting sustainable travel, with an emphasis on reducing reliance on single occupancy car journeys.

1.2.2 Travel Plans can assist in increasing accessibility whilst reducing congestion, local air pollution, greenhouse gases and noise. A well-developed Travel Plan can mitigate adverse travel impacts of a development, and the Government recognises their importance in achieving improvements in transport conditions at a local level. Further evidence suggests that people who are physically active in their daily lives are more productive and have good attendance records. The department of health publication *Choosing Health: Making healthy choices easier (2004)* recognised the health benefits of walking and cycling. Active travel as part of a Travel Plan enables people to enjoy these health benefits as part of their daily routine.

1.3 Aims and Objectives of the Travel Plan

1.3.1 A Travel Plan is consistent with the aims of local and national planning policies and aims to:

- Reduce the impacts of travel to and from the development.
- Increase awareness of the advantages and potential for travel by environmentally friendly modes.
- Reduce car usage; and
- Have no adverse effect on local parking and congestion on the streets within and surrounding the site.

1.3.2 To achieve the potential benefits, a Travel Plan requires:

- The committed support of the Developer and users of the site.
- The addressing of users' needs for access to a full range of facilities; and
- Combining physical measures of site design and new facilities with the behavioural measures for marketing, promotion and awareness raising among users of the site.

1.4 Relevant National and Local Policy Documents

1.4.1 Guidance on Travel Plans provided by the *Department for Levelling Up, Housing and Communities* in 2014 states that Travel Plans should identify the specific required outcomes, targets and measures, and set out clear future monitoring and management arrangements all of which should be proportionate. They should also consider what additional measures may be required to offset unacceptable impacts if the targets should not be met.

1.4.2 Travel Plans should set explicit outcomes rather than just identify processes to be followed (such as encouraging active travel or supporting the use of low emission vehicles). They should address all journeys resulting from a proposed development by anyone who may need to visit or stay, and they should seek to fit in with wider strategies for transport in the area.

1.4.3 Paragraph 32 of the *National Planning Policy Framework (NPPF)* states that *"Travel Plans should where possible, be considered in parallel to development proposals and readily integrated into the design and occupation of the new site rather than retrofitted after occupation."* This TP has been developed in conjunction with the evolution of the wider Brookleigh masterplan and its proposals, and this Reserved Matters application is accompanied by a *Transport Statement*.

1.4.4 This Travel Plan has been written to satisfy the relevant National and Local Policy requirements outlined above.

1.5 BREEAM 'Excellent' Target

1.5.1 The BREEAM New Construction standards provide a framework to deliver newly built assets which are high performing and sustainable. The framework supports commercial success while creating positive environmental and social impact. Each standard uses a common framework that is adaptable to the asset's location, allowing for international consistency and

comparability. Chapter 9.0 of this Report describes the specific Tra credits that this development is seeking to achieve in further detail.

2.0 SITE AUDIT REPORT

2.1 Site Location and Use

2.1.1 The proposed site lies within the Eastern Neighbourhood, at the proposed Neighbourhood Centre of the outline application site. In its immediate vicinity, the site will be bordered by residential development parcels directly to the northwest and the eastern boundaries, and Isaac's Lane at the western boundary of the site. The northern boundary consists of the Eastern Bridge and Link Road (EBLR), recently formally named as Holmbush Avenue. Holmbush Avenue benefits from the 'green superhighway' which is the key pedestrian and cycle route that connects the site with the wider Brookleigh development parcels. Refer to Figure 2.1 which shows the location of the site, in red, in relation to the wider Brookleigh development. A site location plan is included within Appendix 1.



Figure 2.1: Site Location

2.1.2 The proposed site will provide a Primary School for up 420 No. pupil places (2 Form Entry), as well as a 52-place Nursery and 16-place Special Education Needs facility, once fully constructed, and each element of educational floorspace is intended to cater exclusively for the child yield and demand for places associated with the dwellings proposed as part of the wider Outline development.

2.2 Local Highway Network

2.2.1 Isaac's Lane is a single carriageway road which is orientated in a broadly north-south direction. It extends for approximately 4km between its 3-arm roundabout with the B2036 Cuckfield Road / Fairbridge Way junction to the south of the site, towards Burgess Hill, and the 3-arm roundabout with Tylers Green / B2272 Butlers Green Road, to the north of the site, within Haywards Heath.

2.2.2 Within the vicinity of the site, Isaac's Lane is subject to a package of highway infrastructure improvements associated with the works to form part of the Eastern Bridge and Link Road

(EBLR), which will join Freeks Lane to Isaac's Lane, delivered in accordance with the associated planning consent DM/20/3247. Within the vicinity of the site, this includes signalised pedestrian crossings on all four arms of the junction to the north-west of the proposed Brookleigh School site, together with associated footways of 2m in width along both sides of Isaac's Lane.

2.2.3 The full extent of off-site highway infrastructure improvements secured along Isaac's Lane are described in further detail in the accompanying TS.

2.3 Pedestrian and Cyclist Infrastructure

2.3.1 The proposed development is situated to the south of the Eastern Bridge Link Road (EBLR), which will provide footways on both sides of the carriageway, as per the wider Brookleigh Design Guide (August 2019). To the northwest of the site, there is a proposed signalised crossing at the junction with Isaac's Lane, which would provide pupils, staff and visitors with a safe route from the north, south and west.

2.3.2 In addition, a 'green superhighway' is proposed along the northern frontage of the site, which will further promote walking and cycling as realistic travel modes for parents, pupils, staff and visitors. To the east of the site, there is the proposed 'green circle', which also links to the parcels of development within the wider Brookleigh site.

2.3.3 The site is located within the Eastern Neighbourhood of Brookleigh and as such is seen as a key destination for residents. The 'sustainable community' approach to the wider Brookleigh development is also considered fundamental to how the school is likely to be accessed by parents, pupils, staff and visitors with high quality pedestrian and cycle infrastructure a key component of this.

2.3.4 In order to demonstrate the potential catchment for walking and cycling across the wider development, 2, 5, 10- and 15-minute walking isochrones and 5, 10- and 15-minute cycling isochrones have been produced and are included in the Figures contained within **Appendix 1**.

2.4 Public Transport – Bus

2.4.1 Currently, the nearest two-way bus stops to the site are located approximately 1.2km south of the site, along Maple Drive and are known as the 'Dumbrills Close' Bus Stops. These stops are currently served by the No. 33, 33A and 35A services (the latter of which is a school bus service) operated by Compass Travel, which provides regular weekday and weekend connections between areas such as Burgess Hill, Hurstpierpoint and Haywards Heath.

2.4.2 The main routes available from these stops, and their average frequencies, are summarised within Table 2.1 below.

Table 2.1: Local Bus Services

Bus Nº	Route	Service Interval			Bus Stop
		Monday-Friday	Saturday	Sunday	
33	Hurstpierpoint – Haywards Heath	Approx. Hourly	Approx. Hourly	-	Dumbrills Close (Eastbound)
	Haywards Heath - Hurstpierpoint	Approx. Hourly	Approx. Hourly	-	Dumbrills Close (Westbound)
35A	Burgess Hill - Burgess Hill (Town Circle)	Approx. Hourly	Approx. Hourly	-	Dumbrills Close (Eastbound)
	Burgess Hill (Town Circle) – Burgess Hill	Approx. Hourly	Approx. Hourly	-	Dumbrills Close (Westbound)

2.4.3 It should be noted that a bus service will be provided within the vicinity of the site in the future, as the development progresses and this has been secured as part of the planning permission for the wider site. Discussions are ongoing with public transport providers, which will significantly enhance the future availability and frequency of bus services available to those frequenting the site, and will provide genuine modal travel choice.

2.4.4 Furthermore, in any case, the provision of a continuous footway along both sides of Isaac's Lane will create a convenient pedestrian connection between the existing bus services mentioned above, and the site.

3.0 DEVELOPMENT PROPOSALS

3.1 Summary of Development

3.1.1 The proposed development seeks reserved matters approval for the construction of a 2 Form Entry (420 pupil places) primary school, known as Brookleigh School, together with a 52-place semi-independent Nursery and 16 place Special Support Centre.

3.1.2 Primary vehicular access to the Primary School is from Isaac's Lane which will be utilised by staff, visiting professionals and support students that require specialist access. This access would also be used for delivery and servicing purposes and for school dedicated minibuses. Pedestrian access points to the school are located in three locations. The main pedestrian access is located centrally to the school, with separate pedestrian access for nursery and receptions pupils via the eastern entrance and a further pedestrian access located in the north-west corner of the site.

3.1.3 The proposed site plan is shown within Figure 3.1 below. This is also included within **Appendix 2**.

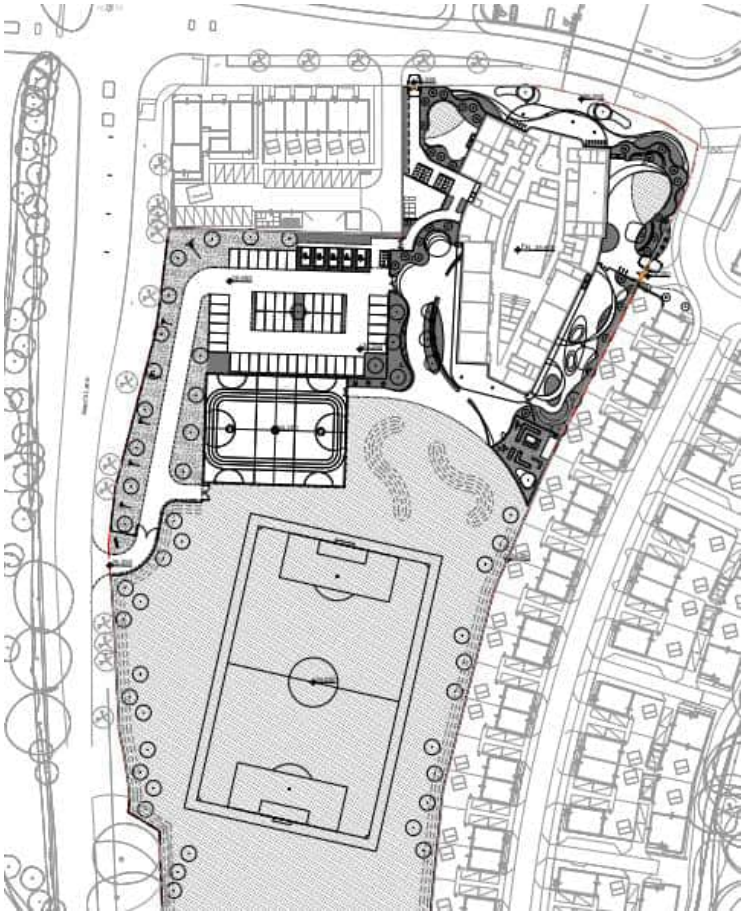


Figure 3.1: Proposed Site Plan

Pedestrian / Cyclist Access

3.1.4 Fundamental to any successful implementation of a School Travel Plan (STP), as well as any wider movement and access strategy, is the walking and cycling opportunities to the school. Given that the primary school site is situated within a residential settlement, it is vitally important that high-quality walking and cycling routes are provided to the north, east and west.

3.1.5 The northern linkage from the school building to the neighbourhood centre square is considered of significant importance. The main opportunity that has been sought is to promote a wide pedestrian crossing linking the school's main entrance with the neighbourhood centre square, while respecting the principles submitted and approved through the Holmbush Avenue (EBLR) planning permission and technical approval process. Through the widening of this crossing point, and the subtle change of materials, the sense of arrival at the school is heightened with a strong steer towards pedestrians being prioritised over motorised users.

3.1.6 While we note that the school will need to actively manage the pedestrian priority, this linkage is considered of significant importance in terms of place making and connectivity to the school. An image of how this could operate in practice, is included in Figure 3.2 below.



Figure 3.2: External Areas Sketch

3.1.7 We recognise that there is an opportunity to further enhance the linkage, through removal (or change of material) within the car park opposite the school, although we respect that this is currently being considered as part of a separate planning application (Ref: DM/25/1986).

3.1.8 The eastern pedestrian access into the school is considered equally as important as it will cater for younger pupils – attending Nursery or Reception. As can be seen from the site layout image above, an at-grade pedestrian crossing facility is provided adjacent to the school entrance point providing parents with convenient, step free access. Appropriate levels of scooter and cycle parking will also be provided via this entrance point.

3.1.9 A third pedestrian and cycle access is located at the north-west boundary of the site which provides access to the western classrooms and additional cycle parking. It is considered that by providing three, separate pedestrian or cycle entrances then it gives the school operator the greatest amount of flexibility with regard to how it functions.

3.1.10 As part of the package of off-site highway infrastructure delivered at the Isaac's Lane / Holmbush Avenue junction, a series of signalised pedestrian and cyclist-friendly crossings are proposed, creating an environment in which the use of sustainable modes is naturally encouraged. Further analysis is provided within the TS which accompanies this application.

3.2 Vehicular Access

3.2.1 Given the nature of the site's education use, it is important that the most optimum site access arrangements are established and agreed with all stakeholders including Mid Sussex District Council (MSDC) and West Sussex District Council (WSCC). Additional consideration has been given to the adjacent development to ensure that this RMA for the primary school has been carefully designed to minimise conflicts with adjacent users.

3.2.2 Understanding that Holmbush Avenue (EBLR) fronts the school and that the movement and access strategy is encouraging parents and pupils to walk or scoot/cycle to school, it was considered that any primary vehicular access would be best suited from Isaac's Lane.

3.2.3 Therefore, a two-way vehicular access point from Isaac's Lane has been developed to provide vehicular access for staff, visiting professionals and students that require specialist access. This access would also provide access for scheduled delivery and servicing requirements that the school may have as well as maintenance vehicles for the playing fields and a Fire Tender, should it be needed.

3.2.4 Further analysis is provided within the TS which accompanies this application.

3.3 Car Parking

3.3.1 Figure 15 of WSDC's adopted parking standards (September 2020) states that for all Education uses, an assessment should be carried out to determine the requisite quantum of car parking, with provision considered on a site-by-site basis. As such, the proposed quantum of on-site car parking has been informed by the projected travel patterns of users of the site. This is to ensure that the optimal balance of parking is provided to prevent an over-provision of spaces from compromising the use of sustainable modes of travel.

3.3.2 It should be noted that car parking will be made available to the 60 No. full-time staff and visitors only, with parents/guardians/pupils expected to walk and cycle to the site. There will be no parent drop off or pick up within the curtilage of the site unless in special, pre-agreed circumstances.

3.3.3 CampbellReith have obtained Travel to Work modal split data from the 2011 Census for the site's Mid-Layer Super Output Area (Mid Sussex 011), the details of which are provided in full within Table 4.1 within Chapter 4.0 of this Report. The data yielded suggests that 68% of people who work within the site's MSOA drive a car or van to/from their place of work. Therefore, for the purposes of this assessment, it has been assumed at this stage that 75%

of people (staff and visitors) working at the proposed development will drive a car or van to travel/from their place of work, where this is considered to account for a nominal number of visitors also generated by the site. It should be noted that biennial modal share targets have been set during the 5-year monitoring period of this Travel Plan to reflect the likely increases in the proportion of staff using sustainable modes, that will inevitably occur once the package of sustainable infrastructure proposed in the wider area (such as bus services) are implemented.

3.3.4 Application of the assumed car driver modal share proportion of 75% to the forecasted number of full-time staff (and visitors) envisaged to be employed at the site (60 No.) equates to a demand for approximately 45 car parking spaces. As such, a total of 54 car parking spaces are proposed at this stage which includes five accessible bays and additional spaces for visitors. This will include a total of 10 No. bays provided with 'active' electric vehicle charging provision with a minimum of 7kW power, which exceeds the requirements to satisfy the BREEAM credits within Tra 02.

3.3.5 While it is recognised that this initial quantum of car parking may be optimised following consultation with WSCC officers as the scheme evolves, a number of key principles will be introduced on the site to ensure that the requisite balance of car parking is provided in line with forecasted future demand. This includes the introduction of 2 No. dedicated 'car sharers only' parking bays, in line with the baseline modal split of the proportion of staff who travel to/from employment uses in the area by being a passenger in a car or van (refer to Table 4.1 in Chapter 4.0), with a view to the usage of the car sharer bays, as well as all standard parking bays, being monitored by future staff travel surveys and amended on-site as appropriate.

3.3.6 Table 3.1 below, outlines the total number of parking spaces being proposed through this RMA. Please note that the 'Drop off / Dual Use' parking will be discussed in Section 4.8.

Table 3.1: Primary School Parking Provision

Type of Space Provided:	No. of Spaces:
Staff Parking	45
Visitor Parking	4
Accessible Parking	5
EV (included above)	10
Drop Off / Dual Use Parking (off-site)	31
Pupil Cycle / Scooter	60
Staff Cycle	8

3.4 Cycle and Scooter Parking

3.4.1 Safe and secure long-stay cycle parking is an important component in encouraging cycling as a realistic travel mode for staff, as well as ensuring that parents/guardians feel comfortable with leaving their children's bicycles or scooters on-site.

Primary School

3.4.2 With regard to the proposed 420 No. place (2 FE) Primary School, a total of 60 No. cycle / scooter parking spaces are provided to serve the demand associated with pupils cycling

to/from school. This is in accordance with BREEAM credit Tra 02 requirements, which state a total cycle parking provision of 5 secure spaces per class. While the definitive location of the cycle parking on-site will be subject to further refinement as the scheme evolves, all cycle and scooter parking will be secure, sheltered, well-lit and conveniently located to maximise use.

3.4.3 At this stage it is considered that the majority of scooter parking will be located adjacent to the nursery and reception entrance (eastern), while the majority of cycle parking (for pupils) will be located adjacent to the western elevation of the school.

Nursery

3.4.4 For the proposed 52-place Nursery, a total of 20 No. scooter parking spaces will be provided, which broadly accords with the BREEAM cycle/scooter parking standards.

Special Educational Needs facility

3.4.5 For the proposed 16-place Special Education Needs facility, a total of 5 No. cycle parking spaces will be provided. This is considered to accord with the BREEAM cycle parking standard quoted above.

3.4.6 It should also be noted that a cloakroom will be provided for each classroom on the site, in accordance with BREEAM Tra 02 requirements.

Staff

3.4.7 As previously mentioned within this Chapter, a total of 60 No. full-time staff are assumed to be generated by the site once fully operational. BREEAM Tra 02 stipulates that one locker per 10 members of staff and one shower per 10 lockers should be provided to satisfy one specific credit. As such, a total of 6 lockers and 6 showers are to be provided for staff.

3.4.8 While the definitive location of the lockers and showers is yet to be determined, it is reasonable to assume that a total of 4 lockers and 4 showers will be provided for use by Staff of the proposed 2 Form-Entry primary school, while a total of 1 locker and 1 shower will be provided in the Nursery and the Special Educational Needs facilities. This is considered appropriate given the proportion of staff employed across each of the three educational uses on the site.

3.5 Pick-up and drop-off strategy

3.5.1 A key element of the wider movement and access strategy is the pick-up and drop-off strategy that will be implemented and managed by the school. The importance of a well-thought-out strategy should ensure that there is balance between not being too attractive or convenient to parents to drive to the school while providing an optimal amount of drop-off parking, in close proximity to the school, for those parents who cannot avoid driving.

3.5.2 Following discussions with MSDC and WSCC it was made clear that no drop-off areas were to be provided within the school site itself (with the exception for those that require specialist transport). On that basis, the wider pickup and drop off strategy for parents and pupils is wholly reliant on areas outside of the school red-line boundary. These areas have been included within the current live planning application (planning reference: DM/25/1986). While

there is no accompanying justification contained within the supporting documents an optimum number of spaces have been considered.

3.5.3 As part of the wider travel strategy, the potential 'drop off origins' and how this may influence drop off behaviour has been considered in the context of a sustainable neighbourhood – with walking and cycling likely from all neighbouring development parcels. It is therefore suggested that multiple small areas of drop off are provided within close proximity to the school, rather than one large car parking area.

3.5.4 In terms of initial numbers below, these have been based on the following assumptions. These are considered to be conservative numbers in the first instance. Working on the basis that each drop off space located to the north of the school (neighbourhood centre square) could be used up to 15 times each during school drop off. While the spaces to the east and south would be used up to 5/6 times each. Working these numbers through based on 120 pupils (of which 70 are younger pupils and 50 are older pupils) that would equate to circa 14/15 spaces for the younger children and 6/7 spaces for the older pupils - a total of 22 drop offs.

3.5.5 Assessing the non-allocated parking indicated on the layout plan for current planning application DM/25/1986, it is evident that circa 31 dual use / drop off spaces can be provided. For the avoidance of doubt these are all within a two-minute walk of the school entrance points – which is visually represented in the plan below and included in Appendix 1:

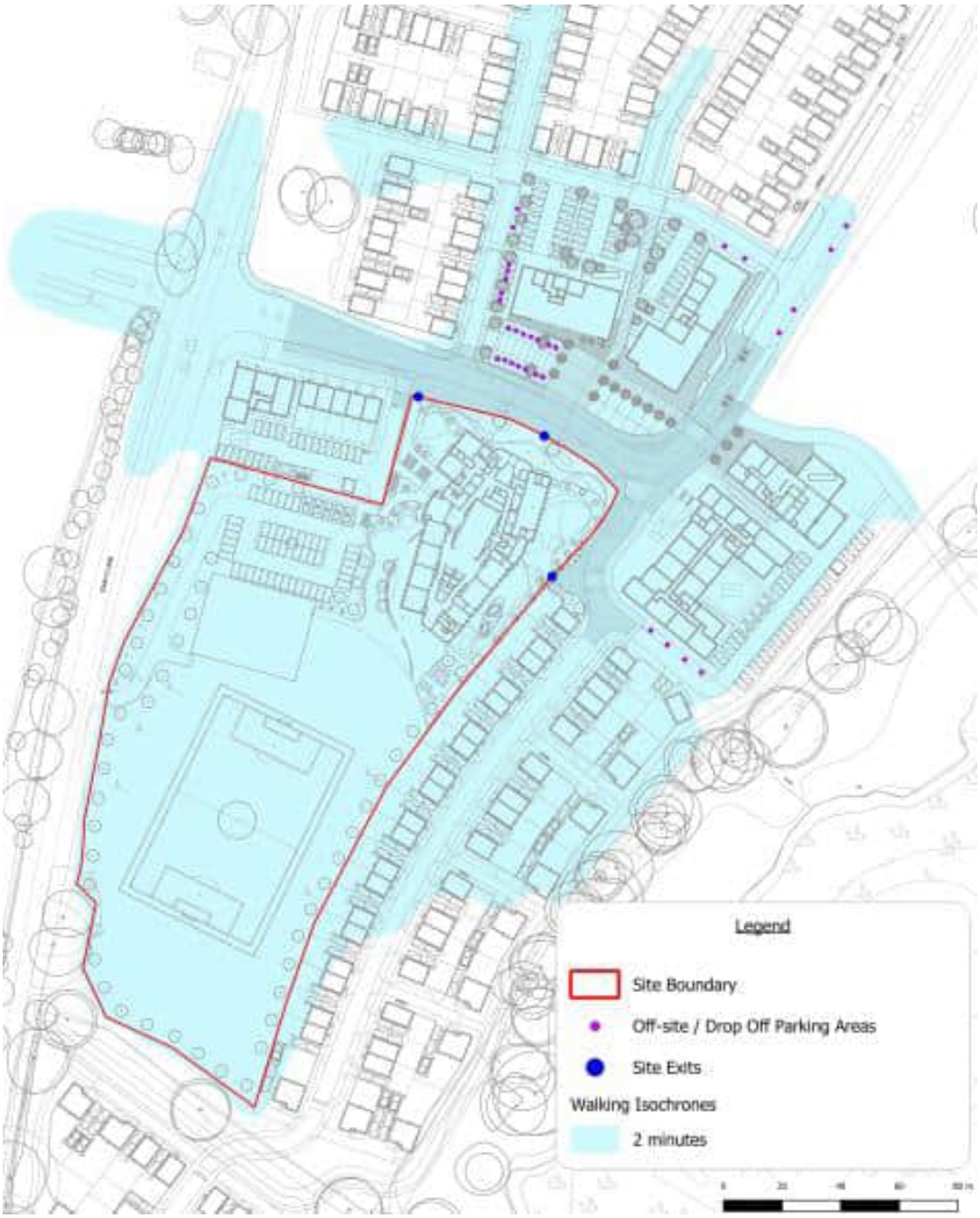


Figure 3.3: Dual Use Parking Areas within a two-minute walk of the school entrance

3.5.6 While there are up to 31 formal parking bays not currently allocated to residential parking, within close proximity to the school, it should be recognised that there are a number of informal parking opportunities in and around the residential parcels, as is common with the vast majority of primary schools. On that basis, there is potential to reduce the number of formal parking spaces, should MSDC or WSCC be minded doing so.

3.6 Servicing and Deliveries

3.6.1 Scheduled servicing (waste) and deliveries will occur from the primary access via Isaac's Lane. This also benefits from an internal gate between the car park and the school to allow access for a fire tender or specialist plant equipment, out of school hours. It is likely that servicing vehicles will consist of private refuse collector vehicles, to collect waste, as well as rigid vehicles to re-supply the kitchen.

3.6.2 A secondary servicing access is located via the eastern entrance which can accommodate service vehicle associated with the plant room. On the basis that servicing will occur sporadically throughout the week, outside of peak drop off / pick up hours, and in isolation to the site's main vehicular access and pedestrian/cyclist access, no conflict with other motorised and non-motorised vehicles is likely to occur.

3.7 Coach and Minibus Parking

3.7.1 Given the infrequent nature of school trips and the need for coach travel to occur from the school, we would recommend that the area to the east of the school could be utilised. Close coordination between the school and the coach operators would be required to ensure that any disruption is minimised.

3.7.2 Minibus access can be provided via the School Car Park which would be used for any minibus trips such as sport matches or smaller group trips.

4.0 OBJECTIVES AND TARGETS

4.1 Travel Plan Objective

4.1.1 The overall objective of this Travel Plan is to create a more sustainable environment for pupils, parents/guardians, staff as well as visitors (where appropriate), which promotes a range of lifestyle and travel choices and reduces reliance on the private car.

4.1.2 This will be achieved by:

- Understanding the likely travel patterns of pupils, parents/guardians, staff and visitors at the development.
- Promoting and improving awareness of the travel plan process.
- Adopting a package of measures which focus on promoting access by sustainable modes of transport.
- Promoting active living and health benefits due to improved air quality and the potential reduction in road casualties; and
- Continually developing, implementing and monitoring the progress of the strategy.

4.2 Travel Plan Targets

4.2.1 The targets set will accord with an acronym endorsed by the Department for Transport, which states that targets shall be SMART:

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

4.2.2 Owing to the travel pattens of visitors travelling to/from the site being difficult to accurately determine, more specific targets have only been set for the forthcoming **pupils/parents/guardians**, and **staff**. However, it is reasonable to assume that visitors may also benefit from the measures proposed to be implemented on the site.

4.3 Staff Multi-Modal Split Targets

4.3.1 The specific targets for staff employed at the development are as follows:

- Increase the modal share proportion of staff trips made to/from the development by walking and cycling by a combined total of 3% by Year 3 and a combined total of 6% by Year 5.
- Decrease the proportion of staff trips made to/from the development by driving a private car or van by 5% by Year 3 and 10% by Year 5; and

- Increase the proportion of staff trips made to/from the development by car sharing by 2% by Year 3 and 4% by Year 5.

4.3.2 In the absence of accurate baseline staff modal split data, CampbellReith have obtained Travel to Work modal split data from the 2011 Census for the site's Mid-Layer Super Output Area (Mid Sussex 011). These will form the interim staff modal splits for the development, noting that more accurate information will be available following completion of a baseline travel survey. Refer to Table 4.1 below, which shows the interim staff modal shift targets. Note that any data relating to the 2021 Census has been disregarded, as COVID-19 related restrictions were present at the time of the survey being undertaken.

4.3.3 It is also important to note that the 2011 Census did not take into account any trips to/from a particular area made explicitly through "car sharing". Therefore, for the purposes of this assessment, it has been assumed that these are considered within all "car or van passenger" trips. Note that "Taxi", "Working from home" and "Other method of travel" have been excluded as the baseline data for these modes was 0%.

Table 4.1: Interim Workplace Modal Split Targets

Mode	Baseline Data	Year 1 Target	Year 3 Target	Year 5 Target
Driving a Car or Van	68%	66%	63%	58%
Car or Van Passenger	5%	6%	7%	9%
Motorcycle, Scooter or Moped	1%	1%	1%	1%
Train	4%	4%	4%	4%
Bus, minibus or coach	5%	5%	5%	5%
On Foot	15%	16%	17%	19%
Cycle	1%	2%	3%	4%
Totals	**100%**	**100%**	**100%**	**100%**

4.4 School, Nursery and Special Support Centre Multi-Modal Split Targets

4.4.1 The specific targets for pupils and parents/guardians generated by the site are as follows:

- Increase the modal share proportion of pupil/parent/guardian trips made to/from the development by walking, scooting, and cycling by a combined total of 5% by Year 3 and a combined total of 10% by Year 5; and
- Decrease the proportion of pupil/parent/guardian trips made to/from the development by driving a private car or van by 5% by Year 3 and 10% by Year 5.

4.4.2 In the absence of accurate baseline modal split data, CampbellReith have obtained Travel to Work modal split data from DfT's National Travel Survey dataset NTS9908a. It is considered appropriate to use data relating to trips made within the South-East region. Although it is acknowledged that datasets are available up to the Year 2022, the data associated with this time period has been derived from a small sample size. Owing to COVID-19 disrupting travel patterns prior to this, the data considered the most representative, robust and reliable was

collected between 2018-2019. Subsequently, modal share data from 2018-2019 has been utilised as part of this analysis. Refer to Table 4.2 below, which shows the interim modal shift targets.

Table 4.2: Interim Pupil/Parent/Guardian Modal Split Targets

Mode	Baseline Data	Year 1 Target	Year 3 Target	Year 5 Target
Public Transport (Public/Private Bus, Train)	15%	15%	15%	15%
Driven to/from by a car or van	39%	37%	34%	29%
Bicycle	3%	4%	5%	7%
On foot	42%	43%	45%	48%
Other method of travel	1%	1%	1%	1%

4.5 Rationale for Modal Share Targets

4.5.1 The interim pupil/parent/guardian modal share targets shown in Table 4.2 have been informed using the predicted future trip patterns likely to occur in the area once the wider Brookleigh masterplan has been built out.

4.5.2 For example, it is likely that parents/guardians/pupils will utilise the main north-south pedestrian and cycle link through the eastern neighbourhood as well as the 'green superhighway' located along Holmbush Avenue, owing to the fact that it connects the site with the wider Brookleigh development parcels. This means that the majority of trips made to/from the site from adjoining parcels of development would naturally be discouraged from driving a car to/from the site. Furthermore, all proposed educational floorspace is intended to cater exclusively for the child yield and demand for places associated with the dwellings proposed as part of the wider Brookleigh development, thus significantly reducing the requirement for trips made by car.

4.5.3 The results of any future annual travel surveys during the five-year monitoring period of the Travel Plan may indicate that the proportion of car drivers to/from the site is, in reality, far lower than the interim baseline modal share would suggest. As such, any associated modal share targets will be amended to reflect the results of the Year 1 travel survey, so that the Travel Plan continues to evolve in line with actual travel patterns surveyed at the site.

5.0 TRAVEL PLAN COORDINATOR

5.1 The Role of the Travel Plan Co-ordinator

5.1.1 The Travel Plan Coordinator (TPC) is imperative in the success of any Travel Plan. They are the individual responsible for the day to day running, promotion and implementation of the Travel Plan, as well as being the person that helps users of the site with specifies queries. At least 3 months prior to first day of operation of the site, the TPC will be appointed by the developer and their details forwarded onto the Local Highway Authority (LHA). Some of the key responsibilities of the Travel Plan Coordinator are to:

- Manage and respond to queries from the LHA in relation to this STP.
- Update this TP to the satisfaction of the LHA at the appropriate times.
- Ensure that the developer provides the correct levels and types of cycle and buggy/scooter parking prior to occupation.
- Undertake travel surveys in accordance with the requirements of the LHA.
- Keep sustainable travel information up to date and available to parents/carers, visitors and staff.
- Implement and market the Travel Plan, taking account of both short and long-term objectives.
- Provide Welcome Travel Packs for new staff, including details of safe and convenient walking/cycling routes and public transport maps and timetables.
- Provide Welcome Travel Packs for parents of enrolling children, including details of safe and convenient walking/cycling routes and public transport maps and timetables.
- Ensure that information both on the sustainable travel noticeboard on-site and on the site operators' websites are kept up to date.
- Be a contact point and 'face' for the Travel Plan.
- Establish good communications between themselves and the LHA to help ensure the Travel Plan is a success.
- Promote the Travel Plan and be available to discuss travel requirements and ideas as to how the plan could provide further encouragement or facilities to make sustainable transport more accessible.
- Establish and promote the individual measures in the Travel Plan.
- Where appropriate, explore the potential of joining forces with community groups within the local area.
- Promote local and national events such as National Bike Week and Walk to School Week to raise awareness of more sustainable modes of transport; and

- Collate travel survey information to measure, monitor and develop the success of the Travel Plan so that targets can be refined and developed.

5.2 Liaison with a Steering Group

5.2.1 A Steering Group is also important to the success of the Travel Plan. It ensures that different stakeholders are represented during the plan's development and can contribute towards the identification and implementation of strategies that span across many areas of interest. It also allows opportunities for the sharing of knowledge, experience, valuable information and contacts.

5.2.2 The Steering Group will assist the Travel Plan Coordinator with monitoring and promotion of the plan. The precise composition of the Steering Group is to be determined but will initially comprise residents, the Travel Plan Coordinator, representatives of the Development Company, the Council and the LHA.

5.3 Sharing measures with similar sites

5.3.1 It is possible for the envisaged end operators of each use proposed on the site has multiple facilities currently in operation within the region (including the secondary school), and therefore it may be possible to benefit from some of the successful measures or features currently in place at these sites. It also provides a forum for exchanging ideas and best practice and improves the efficiency of any measures put in place for employees or parents/guardians.

6.0 MARKETING AND COMMUNICATION STRATEGY

6.1.1 Marketing and awareness raising strategies are also an important part of Travel Plans. They cover the involvement and engagement of staff and parents/carers of children and raising their awareness about travel options and the benefits of more sustainable or efficient travel.

6.2 Staff

6.2.1 The primary means by which the Travel Plan will be marketed to staff is through newsletters, the end operator's website, e-mails and noticeboards within the communal staff areas. This will help to promote the initiatives and disseminate the information about the Travel Plan and the personalised travel planning service that will be available to staff. These will form a major part of the marketing strategy along with events and exhibitions in order to promote the initiatives and disseminate the information about the Travel Plan initiatives.

6.2.2 Information regarding the accessibility of the development will be provided prior to their start date as part of the onboarding process. A noticeboard will also be located within the staff room, containing a wealth of information such as details regarding local car sharing schemes and local public transport services and frequencies.

6.2.3 An Employee Travel Information Pack will be provided to each new member of staff prior to their first day, as part of the onboarding process. This helps to ensure that staff are aware of their travel options from commencement of their employment. The pack will include:

- Information on the Travel Plan, the targets and benefits it can achieve.
- Public transport information, including bus stop locations and timetables, as well as how to interchange to overground and underground services.
- Cycle information including maps of cycle routes and locations of cycle facilities and shops.
- Promote local and national events such as national Bike Week to raise awareness of more sustainable modes of transport.
- Details regarding the Cycle to Work Scheme, providing interest free loans to purchase bicycles and cycling equipment (www.cyclescheme.co.uk). Additionally, employees involved in the scheme may save up to 49% on the cost of a new bike & accessories.
- Information about the Travel Plan and the benefits that this will bring.
- Walking and cycling maps showing routes to local shops and community facilities.
- Details of local taxi services; and
- Contact details for the Travel Plan Coordinator.

6.3 Parents/Guardians of Pupils

6.3.1 The primary means by which the Travel Plan will be marketed to parents/guardians is through newsletters, the school's website, e-mails and noticeboards within the communal parent/guardian pick-up areas. These will form a major part of the marketing strategy along

with events and exhibitions in order to promote the initiatives and disseminate the information about the Travel Plan initiatives.

6.3.2 Information regarding the accessibility of the development will be provided to parents/carers prior to their child's first day as part of the onboarding process. A noticeboard will also be located within the communal pick-up areas, containing a wealth of information such as details regarding local bus services and frequencies and walking/cycling maps.

6.3.3 To this end, a Parent/Carer Travel Information Pack will be provided to each parent/carer of a child enrolling at the site prior to their first day, as part of the onboarding process. This helps to ensure that parents/carers are aware of their travel options. The pack will include:

- Information on the Travel Plan, the targets and benefits it can achieve.
- Public transport information, including bus stop locations and timetables.
- Cycle information including maps of cycle routes and locations of cycle facilities and shops.
- Information about the Travel Plan and the benefits that this will bring.
- Walking and cycling maps showing routes to local shops and community facilities.
- Information regarding the availability of cycle, scooter and buggy parking.
- Details of local taxi services; and
- Contact details for the Travel Plan Coordinator.

7.0 TRAVEL PLAN MEASURES

7.1 Introduction

7.1.1 The main core of a Travel Plan is its package of measures, which will comprise of a mixture of different kinds of actions, incentives and infrastructure improvements. Measures might be motivational, for awareness raising, for information provision or include financial incentives to remove barriers to sustainable travel.

7.1.2 The remainder of this chapter sets out an initial package of measures which will be introduced in order to influence travel to and from the development. These measures will be further development prior to any formal submission and as part of the Stage 3 design stage.

7.2 Measures to Encourage Walking, Scooting & Cycling

7.2.1 Walking is the most sustainable method of travel, has proven health benefits and is an important source of personal freedom. Walking is important for the vast majority of people, including those using public transport or without access to a car. It potentially has an important role to play, particularly for those living within two miles of their intended destination. Walking is free and offers predictable journeys. Furthermore, it does not cause negative impacts in the same manner as vehicular travel. (E.g., emissions, pollutants, severance etc.). Walking is a form of active travel, which can offer a range of physical and psychological benefits to the individual.

7.2.2 Scooting encourages active travel from an early age and develops skills which will also help with cycling such as steering, stopping and balancing. As well as being fun, it encourages children to exercise and is a great way for children to build important physical and cognitive skills.

7.2.3 Cycling is cheap, offers reliable journey times and is environmentally friendly. Travel Plans can promote the substantial health benefits to individuals who are motivated to complete more journeys by cycle. Active travel is a means by which people can fit exercise into their busy lives and has been shown to have both physical and psychological benefits, including improved concentration upon arrival at their destination. The health benefits of cycling outweigh the dis-benefits.

7.2.4 The following measures could be promoted on the site to further encourage walking, scooting and cycling journeys for all users of the site:

- Promote Cycle to Work Scheme, providing staff with interest free loans to purchase bicycles and cycling equipment (www.cyclescheme.co.uk). Additionally, employees involved in the scheme may save up to 49% on the cost of a new bike & accessories.
- Provide information regarding the details of cycle and scooter parking on the site and wider extents of the green superhighway / cycle network.
- Provide information on local walk and cycle routes and promote websites such as Sustrans.

- Promote local and national events such as national Bike Week to raise awareness of more sustainable modes of transport; and
- Organise an onsite pop-up cycle maintenance facility (such as Dr Bike) should there be a demand for it.

7.2.5 The health benefits associated with walking will also be promoted through the Travel Plan Coordinator, who will provide links to internet pages that promote walking, such as the 'Walking for Health' NHS incentive, and the 'Change for Life' walking campaign to both staff and parents/guardians.

7.2.6 Cycling will be encouraged through information being provided to employees as part of the employee Travel Information Packs. This will include information on cycle routes, cycle facilities, cycle shops, and details regarding the journeys from the local area. The health benefits associated with cycling will be promoted through the information packs and the Travel Plan Coordinator working with employees and parents/children in encouraging participation in events such as Bike Week and European Mobility Week, which is held annually, and by providing links to internet pages that promote cycling.

7.3 Measures to Encourage Public Transport Use

7.3.1 Although no specific targets have been set to increase the modal share proportion of public transport users, it is still important to introduce measures to maintain its uptake and use.

7.3.2 The benefits of travelling by public transport when compared to driving a private vehicle can include:

- Reduced journey times due to not waiting in highway congestion.
- No need to find a parking space.
- Being able to relax, read or work (particularly for business travel during the day).
- Combine active travel as part of the journey.

7.3.3 It is important to recognise that for shorter distances walking, scooting and cycling are usually more beneficial and favourable modes of travel than public transport as they have fewer environmental impacts and offer health benefits. Nevertheless, public transport remains important, particularly for journeys of more than 5 miles (8km).

7.3.4 The provision of public transport information within the staff and parent/guardian information packs are proposed in order to encourage and support the use of public transport.

7.4 Measures to Reduce Single Occupancy Vehicle Trips

7.4.1 Staff who live in close proximity to others in the local area who commute to/from a workplace within the area can potentially share cars for some of their journeys. There are a number of databases that enable matching of suitable candidates; where two or more people are found to live and work in similar locations and can therefore share the journey. Information on these databases, including national databases such as Lift share will be included in the Employee Travel Information Packs.

7.4.2 Information regarding national promotional events such as Car Share Day will also be provided within the Employee Travel Information Packs.

7.4.3 In regard to parents/guardians picking-up/dropping-off their children, in the first instance, staff will inform parents/guardians that very few drop-off parking spaces are available within the site. This will also be reiterated by the TPC within the parent/guardian Travel Information Packs.

8.0 MONITORING, MANAGEMENT AND REPORTING

8.1 Monitoring and Travel Surveys

8.1.1 This Travel Plan is a continuous process for improvement, requiring monitoring, review and revision to ensure it remains relevant to the residents of the estate as well as visitors.

8.1.2 Travel Plan and its measures will be monitored regularly, with annual staff and pupil/parent/guardian travel surveys to be undertaken in Year 1, Year 3 and Year 5 of site occupation, within 1-month of the anniversary of the date of the baseline survey. All travel surveys will be funded by the developer and coordinated by the TPC. The travel plan is an evolving document, and changes may be made to the Travel Plan measures and targets, subject to the result of the annual staff surveys.

8.1.3 At this stage, staff travel surveys are anticipated to be carried out using SurveyMonkey, while pupil travel surveys will be carried out by paper, with parents/guardians being given hard copies of the survey at the relevant time, such as at the end of the day when collecting their child.

8.1.4 The TPC will notify staff of the travel survey by electronic communication, i.e., email or text message and additionally an advert will be placed within a communal area, such as the staff room, specifying details of how to access the survey online, or to how to request a paper copy.

8.1.5 The TPC will notify parent/guardians of the pupil travel survey via an advertisement poster, placed within a communal area, such as pupil collection areas, specifying details of how to request a copy of the survey. Furthermore, a paper copy of the survey will be given to all parents/guardians upon picking up their child.

8.1.6 It is suggested that the surveys includes an element of incentive, such as a prize draw, to encourage staff and parents/guardians to take the time to complete it. It is reasonable to assume that the TPC will "pilot" the survey on a small number of people to identify any issues of readability or understanding, which could lead to anomalous results.

8.2 Reporting and Remedial Actions

8.2.1 A detailed monitoring report will be produced by the Travel Plan Coordinator and sent to MSDC and WSCC Officers within 3-months following the completion of the travel surveys. This will include progress against targets and updated Travel Survey data. The reporting will include:

- A recap of the Travel Plan objectives and targets.
- Monitoring methodology.
- The scope of staff and parents/guardians surveyed and the response rate.
- A summary of results of the annual travel survey presented in relation to the agreed targets.
- Progress against agreed measures.
- Any corrective measures, such as more publicity, additional incentives etc., to get the Travel Plan back on track should the targets not be met; and

- Proposal to develop the Travel Plan in the future.

8.3 Securing the Travel Plan

8.3.1 The Travel Plan will be secured via a S.106 Agreement. The TPC will maintain contact with Travel Plan Officers throughout the duration of the Travel Plan period to discuss any remedial actions which may need to be implemented. However, given the scale of the development, this is considered to be unnecessary.

9.0 BREEAM 'EXCELLENT' CREDENTIALS

9.1 Introduction

9.1.1 The BREEAM New Construction standards provide a framework to deliver newly built assets which are high performing and sustainable. The framework supports commercial success while creating positive environmental and social impact. Each standard uses a common framework that is adaptable to the asset's location, allowing for international consistency and comparability.

9.2 Tra 01 (Transport Assessment & Travel Plan)

9.2.1 Prior to the completion of RIBA Stage 2 (concept design), it has been determined that the site can achieve a total of two credits from an available two credits in relation to **Tra 01** (Transport Assessment & Travel Plan). This requires:

"BREEAM complaint Transport Assessment and Travel Plan produced prior to the completion of Concept Design".

9.2.2 This document, as well as the accompanying Transport Statement, are considered to satisfy the requirements of Tra 01.

9.3 Tra 02 (Sustainable Transport Measures)

9.3.1 It has been determined that the site can also achieve a total of 7 credits from a total of 10 available credits in relation to Tra 02 (Sustainable transport measures). The specific credits that are targeted within Tra 02 are listed below:

- The provision of a public transport information system located in a publicly accessible area (1 point) – Refer to Paragraphs 6.2.2 (staff), 6.3.1 and 6.3.2 (parents/guardians).
- The provision of electric vehicle recharging stations of a minimum of 7kW for at least 10% of the total car parking capacity (1 point) – Refer to Paragraph 3.3.4.
- Provide secure and well-lit cycle storage, 5 spaces required per class in the average year group (1 point) – Refer to Paragraphs 3.4.2 (primary school), 3.4.3 (nursery) and 3.4.4 (SEN facility).
- Provide cyclist facilities – Cloakroom for pupils, 1 locker per 10 members of staff and 1 shower per 10 lockers (1 point) – Refer to Paragraphs 3.4.5 (cloakrooms for classrooms), 3.4.6 and 3.4.7 (staff lockers/showers).
- Enhanced amenity – Nursery and access to outdoor space (3 points).
- Negotiation with local bus or train companies to increase the local service provision for the development – This has been discussed and provision agreed as part of the Outline planning application and the subsequent Bus route phasing plans and Infrastructure Delivery Plans.
- Consultation with the local authority on the state of the local cycling network and on improvements – As part of the wider permitted Masterplan, the green superhighway located to the north of the site has been installed, which includes separated footway

and cycleway facilities considered suitable for all users to and from the primary school site;

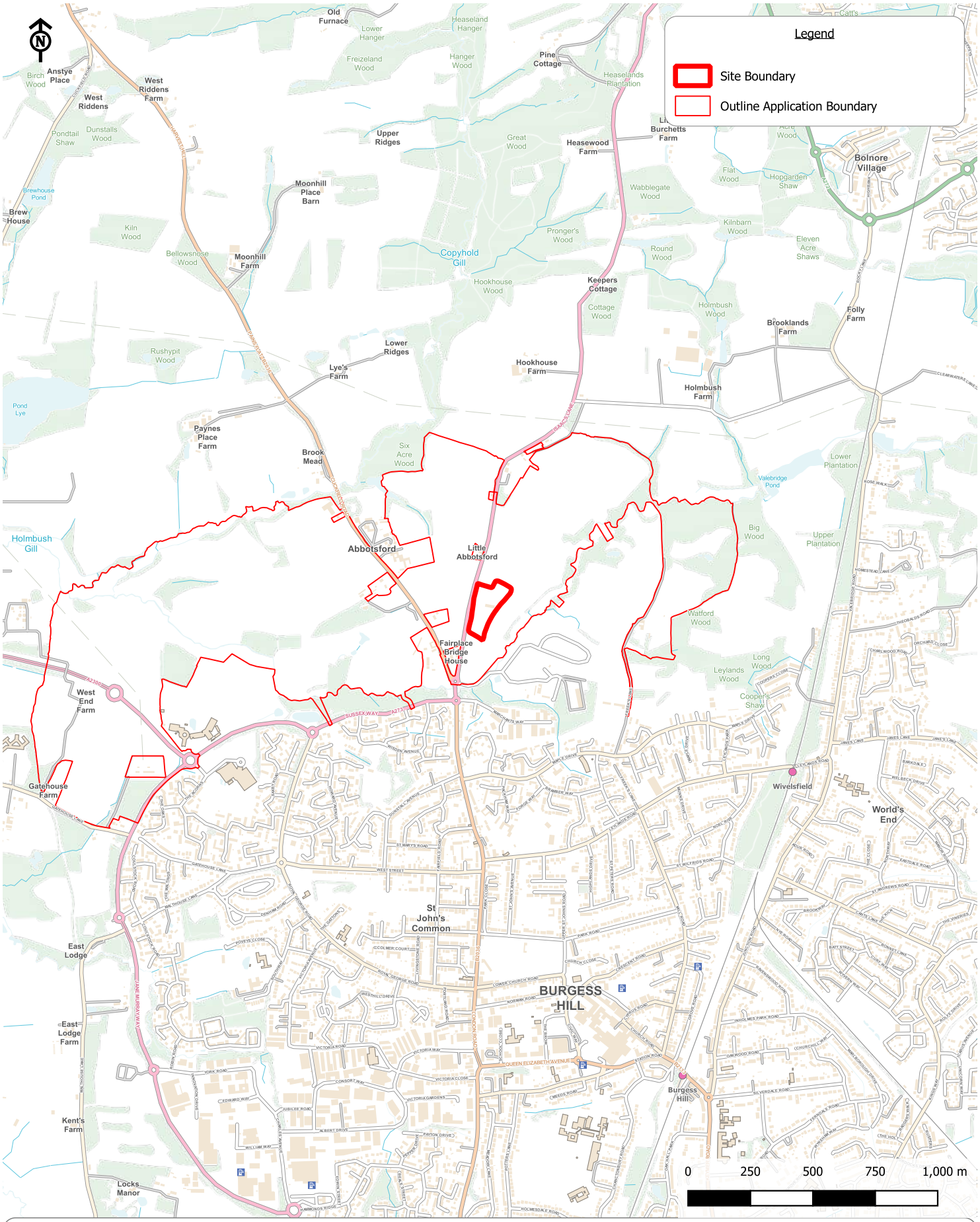
- Lighting, landscaping and shelter to create pleasant pedestrian and public transport waiting areas – While the strategy is tied into the wider Masterplan, and subject to separate and further Reserved Matters applications, the site will provide safe, welcoming and pleasant waiting areas outside of key pick-up/drop-off points and classrooms for parents; and
- Pedestrian and cyclist friendly (for all types of user regardless of the level of mobility or visual impairment) with the provision of cycle lanes, safe crossing points, direct routes, appropriate tactile surfaces, good lighting and signposting to other amenities, public transport nodes and adjoining off-site pedestrian and cycle routes – While the wider Masterplan demonstrates key infrastructure enhancements within the vicinity of the site, such as at the green superhighway and the Isaac's Lane / Holmbush Avenue signalised junction, further details regarding how pupil/parents/cyclists will be managed beyond our site will need to be developed in collaboration with WSCC, MSDC and the neighbouring development partner as part of the Stage 3 design stage (Spatial Coordination).



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Appendix 1

Site Location



Brookleigh School

Client: Homes England

Site Location Plan

Scale:	1:20000@A4
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Job Number:	14176
Drawn by - Checked by:	RLF - TH
Drg No - Status/Revision:	14176-CRH-XX-XX-FG-G-7000 - P1
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Appendix 2

Proposed Site Plan

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