Educational Development
Ingfield Manor School, Ingfield Manor Drive,
Billingshurst, West Sussex

Travel Plan

for

Salutem LD Bidco IV Ltd

motion

Document Control Sheet

Educational Development

Ingfield Manor School, Ingfield Manor Drive, Billingshurst, West Sussex

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1.0 Introduction

1.1 This Travel Plan (TP) has been produced on behalf of Salutem LD Bidco IV Ltd (herein referred to as "Salutem") to meet a requirement of the Lawful Development Certificate (LDC) issued for two new buildings housing three classrooms at Ingfield Manor School, Ingfield Manor Drive, Billingshurst, West Sussex, RG14 9AX (herein referred to as "the site" and "the school"), within the administrative boundaries of the local planning authority Horsham District Council (HDC) and the county highway authority West Sussex County Council (WSCC).

1.2 The new buildings are collectively known as 'Woodview 3' and were constructed to expand the provision available for special educational needs (SEN) students with autism spectrum disorder (ASD).

1.3 The school is a specialist, non-maintained facility that caters for three distinct types of student:

- Ingfield Manor School (IMS): special educational needs (SEN) students with cerebral palsy (currently Year 1 to Year 15).
- Woodview School: SEN students with autism spectrum disorder (ASD) (currently Year 7 to Year 9).
- Beaumount College: students with cerebral palsy who are 19 years of age and older.

(https://www.salutemcareandeducation.co.uk/our-services/education/)

1.4 Although the LDC relates solely to the buildings comprising 'Woodview 3', it is of little value to attempt to separate the operation of that part of the school from operations across the whole school campus (i.e. IMS, WS, and BC). Accordingly, this Travel Plan relates to operations at IMS, WS, and BC together.

1.5 The school location and means of access are described in this Travel Plan, alongside detailing operations, staffing, and facilities at the school.

1.6 to maximise and capitalise upon the opportunities for staff members and students to use active and/or sustainable modes of travel to and from the school.Following this introduction the remainder of this TP comprises:

- Section 2 – describing the site location and means of accessing the site;
- Section 3 – detailing the specialist services provided at the school, the pool of staff working at the school, how the school operates, the school catchment areas, and on-site parking provision;
- Section 4 – explains how this Travel Plan will be managed;
- Section 5 – presents the current travel patterns of staff and students, and discusses the potential for those travel patterns to change
- Section 6 - sets out measures that will be implemented relating to use of active and/or sustainable travel; and,
- Section 7 – provides a summary action plan.

2.0 Site Description

Overview

2.1 This section describes the site location and the means of accessing the site, via all applicable modes.

Site Location

2.2 The site is located approximately 3 kilometres (km) north of Billingshurst, and approximately 700 metres (m) north-west of Five Oaks (straight-line distances).

2.3 The site location is shown at Figure 2.1 in relation to the local public transport interchanges.

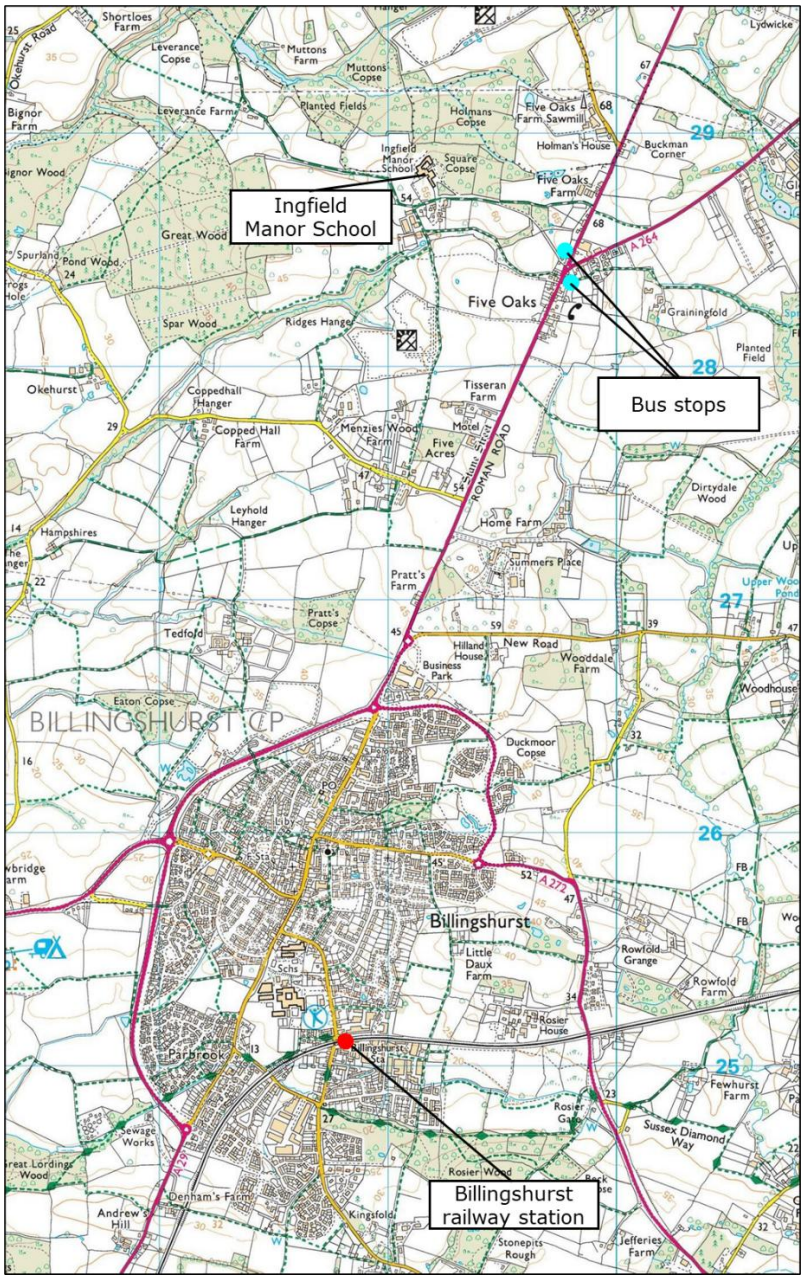


Figure 2.2.1: Site Location in Relation to Local Public Transport Interchanges

Local Highway Network

2.4 The site is accessed via Ingfield Manor Drive, which forms the north-western arm of the Five Oaks roundabout. The northern and southern arms of that roundabout are the A29 Stane Street, linking Five Oaks with Billingshurst (to the south) and Slinfold (to the north), and the north-eastern arm is the A264 leading north-east towards Broadbridge Heath and Horsham. The school is approximately 700 metres from the Five Oaks roundabout.

2.5 Ingfield Manor Drive is a two-way, single lane road with passing places, subject to a 20 miles per hour (mph) speed limit.

Accessibility on Foot and by Cycle

2.6 The walking and cycling route to the school is along Ingfield Manor Drive, within the carriageway, which acts as a shared surface for these modes along with use by drivers.

2.7 There are passing places along Ingfield Manor Drive providing the opportunity for drivers to pull in and wait whilst cyclists/pedestrians pass, and for cyclists/pedestrians to do likewise, and good intervisibility between all users is available due to the absence of sharp bends, and any form of visual barrier (e.g. hedge/fence/wall) along the road. High-level lighting is also installed through the wooded sections of that Drive.

2.8 There are footways along both sides of Stane Street and Horsham Road leading from Five Oaks Roundabout, and provision for cyclists in that area is on-carriageway, without designated cycle lanes.

Accessibility by Bus

2.9 The closest bus stops to the site are the 'Cherry Tree Cottage' stop north of Five Oaks Roundabout, and the 'Stanewell House' stop south of the Roundabout. Service 100 is operated by Compass Travel from these stops, which are 'Request Stops' meaning passengers flag down the bus as it approaches to show they wish to get on and advise the driver onboard when they wish to alight.

2.10 Service 100 is summarised at Table 3.1.

Route	Schoolday Services
Horsham bus station – Horsham railway station – Broadbridge Heath – Slinfold – Five Oaks – Billingshurst – Parbrook – Adversane – Pulborough – Wiggonholt – Cootham – Storrington – Washington – Buncton Crossroads – Steyning – Bramber – Upper Beeding – Small Dole – Henfield – Woodmancote – Muddleswood Cottages – Albourne – Sayers Common – Burgess Hill	First arrival southbound 07:41 Last departure southbound 18:23 First arrival northbound 07:51 Last departure northbound 17:21 One service an hour between the above times

Table 3.1: Summary of Bus Service 100

Accessibility by Rail

2.11 The railway station nearest the site is Billingshurst, which can be reached using bus service 100 in 20 minutes (10-minute bus journey, 10-minute walk between bus stop and the school), in 16 minutes by cycle, and in 8 minutes by car.

2.12 Parking facilities at the station comprise 18 cycle parking bays on the platforms, and 84 car parking bays operated and charged for by APCOA Parking UK, including 3 bays allocated for use by 'Blue Badge' holders, which are free of charge. All parking facilities are available 24 hours a day, 7 days a week.

2.13 There is ample, non-designated space at the front of the station for drop-off/pick-up by those with additional mobility needs, and there is step-free access to both platforms.

2.14 Staff are available at the station 06:00-19:25 Monday to Friday, 07:10 to 13:45 on Saturdays, and 08:10 to 16:45 on Sundays.

2.15 The ticket office is open during those staffing periods, and staff can assist at those times should travellers require a ramp for access between the carriage and platform. Accessible taxis serve the station.

2.16 Southern train operating company manages the station and operates direct weekday services every 30 minutes between Billingshurst and London Victoria and Bognor Regis.

3.0 Development

Overview

3.1 This section describes the services provided at the school and how that relates to staffing levels.

3.2 Operational times and the ways in which students attend the school are summarised, and the current school catchment areas are listed.

School Services

3.3 Ingfield Manor School (IMS) is a specialist, non-maintained facility catering for three distinct types of student:

- Ingfield Manor School (IMS): special educational needs (SEN) students with cerebral palsy (currently Year 1 to Year 15).
- Woodview School (WS): SEN students with autism spectrum disorder (ASD) (currently Years 7 to 9).
- Beaumount College (BC): students with cerebral palsy who are 19 years of age and older.

(https://www.salutemcareandeducation.co.uk/our-services/education/)

3.4 IMS and WS have a total capacity of 100 students (as identified on the Department for Education (DoE) website, ref. 938/7023), and the current number of students (as indicated on the DoE website) is 69.

3.5 The school curriculum is informed by the 'Conductive Education' philosophy that applies a more holistic approach than treating a specific condition and empowers each student to unlock their personal potential. Application of this philosophy results in delivery of a personalised and customised curriculum tailored to meet the distinct needs and abilities of each student.

3.6 The school also participates in the John Muir Award that inspires and supports students to get involved in and care about nature and the environment. Participation is delivered via outdoor activities, on wilderness expeditions, and through nature-based challenges. Exposure to such experiences is intended to instil awareness, responsibility, and stewardship.

3.7 The curriculum is delivered by the multi-disciplinary staff team working closely together to understand and meet the needs of each student, with specialised services being delivered accordingly. The Transdisciplinary Team meet weekly to discuss each student and how their individual needs can be met.

3.8 The site layout, with the 'Woodview 3' buildings the subject of the Lawful Development Certificate outlined in red, is shown at Figure 3.1.

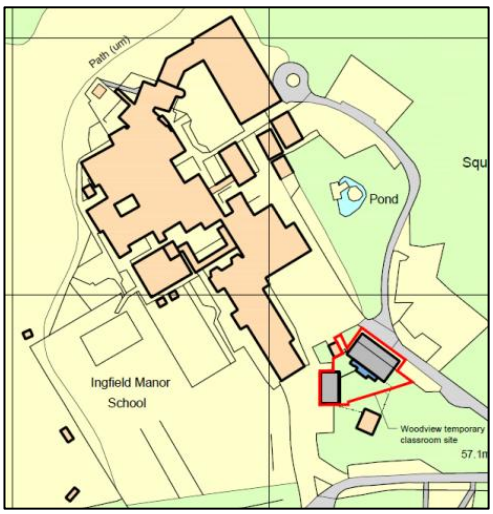


Figure 3.1: Site Layout

Staffing

3.9 The teacher to student ratio at IMS is 1:8, with support also being delivered on a 1:1 basis.

3.10 A specific curriculum pathway for Year 7 to Year 9 students with ASD is provided at WS, where the teacher to student ratio is 1:12, and 1:4 for teaching assistants.

3.11 The teacher to student ratio at BC is 1:8, with support again also being delivered on a 1:1 basis.

3.12 Around 3 to 5 staff members are on 52-week contracts, to be available all year.

3.13 The range of people working at the school, and the quantity of each employee type, is detailed below:

- Teachers – 13
- Senior Leaders – 7
- Therapists - 11
- Nurses - 4
- Administrative Team - 6
- Premises Staff - 4
- Support Workers/Teaching Assistants – 70
- Catering Team/Domestic Team - 8
- Information, communications, and technology (ICT) support - 3

Operational Times

3.14 The school operates the same school term times as schools across the county of West Sussex.

3.15 Staff work a range of shifts, depending on their role, between the hours of 08:00 and 18:00, most staff members working between 08:30 and 16:30.

3.16 Staff members working the night shifts whilst students are staying at the school (referred to as "residential" provision) are on duty in that capacity from 21:00 to 07:00. Two staff members deliver that service, accompanied by two 'waking night staff' who sleep during the night but are called upon if needed.

3.17 Woodview School students attend 09:00-15:15, and IMS students attend 08:45–15:30.

Attendance and Residential Facility

3.18 Most students attend the school full-time during term-time, i.e. each full school day, whilst some attend part-time, i.e. for a reduced number of hours or days each school week.

3.19 Some students stay overnight on a respite basis, i.e. for one or two nights.

3.20 Other students use the 'Acorns' facility to stay overnight at the school from Monday evening to Thursday evening during term-time, referred to as "residential" attendance. There is currently one student attending in this manner.

3.21 The 'waking night staff' are provided with bedrooms, shared lounge space, and kitchen facilities.

School Catchment

3.22 Students currently placed at the school come from nine Local Authorities in the proportions listed at Table 3.1.

Local Authority (LA)	Proportion of Students from Each LA (%)
West Sussex County Council	75
Surrey County Council	10
London Borough of Sutton	6
East Sussex County Council	3
London Borough of Merton	1
Dorset Council	1
London Borough of Havering	1
Brighton & Hove City Council	1
Buckinghamshire County Council	1

Table 3.1: Proportion of Students at Ingfield Manor School from Catchment Local Authorities

Parking Provision

3.23 There are 100 car parking bays on-site, which are generally all hard surfaced but without individual bays being marked out, other than those in front of the school where there is designated provision for 2 'Blue Badge' holder car parking bays, and areas for minibuses/coaches to collect or deliver passengers with additional mobility needs. A circulation route is also marked out in that area, operating with one entry point, and one exit point.

3.24 The timings for visitors attending the school are generally managed such that they take place outside the times at which most trips to and from the school are made, visitors accordingly arriving after 09:15 and departing before 14:45.

3.25 There is no specific provision for cycle parking, however there is ample space for cycle parking to take place.

3.26 There is a shower and locker provision available for staff to use.

3.27 Motorcycle parking can be accommodated within the car parking area.

3.28 The on-site speed limit is 5 miles per hour.

4.0 Management

4.0 A Travel Plan Co-ordinator (TPC) will be appointed and funded by Salutem to oversee delivery of this Travel Plan programme.

4.1 Contact details for the TPC will be provided to West Sussex County Council (WSCC) when the TPC is appointed and updated upon any subsequent transfer of the role or change in contact details.

4.2 The appointed TPC will carry out the following activities:

- administer documentation relating to the Travel Plan programme;
- be a point of contact for staff and students at the school, and for students' parents/carers/guardians, regarding school-related travel enquiries;
- produce and supply travel information for use by school users;
- organise staff and student travel surveys for the collection of data from those site users; and,
- collaborate and liaise with colleagues regarding the Travel Plan process.

5.0 Travel Patterns

Overview

5.1 The means by which students and staff currently travel to and from the school is described in this section.

5.2 Discussion is also presented regarding the potential for existing travel patterns to change.

Current Travel Patterns

5.3 Most students travel to and from the school in minibuses and taxis, with some students travelling by car. Where possible, in terms of home locations, timings of school attendance, and each student's abilities, lift-sharing takes place.

5.4 Staff members travel to and from the school by car, and lift-share those journeys where possible due to home locations and working times.

5.5 Throughout the school year, Woodview School students visit a leisure centre six times a week, there are around 4 ad-hoc trips per term, and there is one trip per fortnight for those students staying in the 'Acorns' residential facility.

Potential to Change Travel Patterns

5.6 As the school caters for students with cerebral palsy, the impact of that motor neurological disorder on those students' mobility compromises the distance over which they can travel independently.

5.7 For the Year 7 to 9 students (12- to 14-year-olds) attending the Woodview School as they have autism spectrum disorder (ASD) special educational needs (SEN), their communication, speech, and language needs may similarly compromise the distance over which they are able to travel independently.

5.8 In addition to these considerations, students' home locations will influence the possibility of using rail or bus travel, i.e. the proximity of their home to a railway station or bus stop from which they can get to school, as will their available support network (i.e. parents/carers/guardians) *and* transport options for getting to the train/bus.

5.9 For those students who do indeed have the potential to travel by means other than a minibus, taxi, or car, additional support would need to be put in place for them to do so. This would involve parents/carers/guardians and/or school staff assisting students get to and onto the bus/train, potentially travelling with the students for the full length of the journey, and assisting students get off the bus/train.

5.10 Once students have alighted the bus/train, there is the inevitable 'last mile' element of the journey, i.e. getting to the school from the bus stop or railway station.

5.11 Students being supported to use the public bus service could form a 'Walking Bus' between the school and the bus stops near Five Oaks Roundabout, i.e. school staff/parents/carers/guardians accompany the students on foot/wheels* between the school and the bus stops. High visibility vests/jackets could be provided for all those in the 'Walking Bus', and students could walk in pairs where there is sufficient space to do so, to add to the visibility of the 'Walking Bus', thereby enhancing the safety of all involved. (* some students will be wheelchair-bound, whilst others will need wheeled assistance for the journey to/from school)

5.12 Students being supported to use the local rail service would need to then use the public bus to Five Oaks Roundabout, and join the 'Walking Bus' from there, or be collected from the railway station by minibus, taxi, or car. The minibuses bringing other students to school could potentially collect from the railway station, and from the bus stops if needed (e.g. during inclement weather, in line with students' abilities, due to hours of daylight, etc.).

5.13 The time required for students to travel by public transport also needs to be considered, to ensure they are not too fatigued for their school day, and that the times at which they would need to depart from and arrive at home are manageable.

5.14 Use of public transport could be an occasional means of accessing the school and could potentially be built into the school curriculum as a learning opportunity.

5.15 Staff at the school could potentially also use public transport on an occasional basis, in accordance with the practicality of doing so from their home location and the hours at which they need to arrive at and depart from work.

5.16 The ambition would be to achieve an overall reduction in use of private transport and therefore yield a reduction in vehicular-related emissions.

6.0 Measures

Overview

6.1 This section sets out a programme of data collection to inform the potential for increasing use of public transport, lift-sharing, and cleaner-fuelled vehicles for staff and students' trips to and from Ingfield Manor School, and a package of awareness-raising and participation measures relating to active and/or sustainable travel.

6.2 These measures are predicated on there being value in modifying travel habits over the course of each school year by making occasional changes as opposed to wholesale transition away from current travel patterns. This is a necessary reflection of the specialised nature of provision at the school, and a realistic consideration of the opportunities to secure change where possible.

Travel Data

6.3 To inform consideration of the potential for staff and students to make occasional changes to their routine journeys to/from the school, a postcode mapping exercise will be undertaken to plot the home locations of staff and students.

6.4 That mapping will be analysed to understand where there are clusters of people travelling to the school at the same time of day as they may be able to share journeys, and to understand the proximity of those home locations to railway stations on route to Billingshurst station or along the route of the number 100 bus service.

6.5 Should it be identified that there is the potential for journeys by car to be shared or to be made by public transport, an engagement programme will be entered into with staff and students to promote and support such changes.

6.6 As already discussed in this report, securing students' use of public transport, even occasionally, would involve delivery of a comprehensive support package from parents/carers/guardians/school staff.

Lift-Sharing

6.7 Following the postcode mapping and analysis described above, and using input from those who already lift-share journeys to/from the school, consideration will be given to the value of offering a 'guaranteed ride home' as an incentive to lift-share. The 'guaranteed ride home' would be the supply of a taxi trip for those whose lift-sharing arrangements cannot be honoured due to an emergency or other unforeseeable circumstances.

6.8 Should there be interest in and the opportunity for a further uptake of lift-sharing, staff members will be supported to identify and meet those colleagues with whom they could potentially lift-share.

Use of Cleaner-Fuelled Vehicles and Cycles

6.9 Information will be provided to staff about considerations involved in the purchase and use of cleaner-fuelled cars (electric/hybrid), motorcycles (electric) and electric cycles/scooters, including the legal requirements in place at the time for the use of electric cycles/scooters.

6.10 Interest in use of the central Government 'Cycle to Work' scheme, through which cycles and/or cycling equipment used for commuting trips can be purchased VAT-free, will be investigated.

6.11 Should staff members wish to make the transition to using an electric/hybrid vehicle or an electric cycle for their commute, the installation of electric charging points will be incorporated into the routine consideration of facilities provision at the school, with a view to installing such provision when necessary and when financially viable.

Curriculum Content

6.12 As part of the trans-disciplinary approach to delivering each students' personalised curriculum, students will be supported to learn about transport systems, personal mobility, how to use public transport timetables, assistance that is available from transport professionals, discounted fare options, adapted vehicles and cycles, transport emissions and climate change, road safety, etc.

'Wheels for All', Horsham

6.13 There is a 'Wheels for All' centre at the Bridge Leisure Centre on Wickhurst Lane in Horsham, just 15 minutes east of the school, at which all-inclusive cycling sessions are operated from April to July, and in September and October. Adapted cycles for all users are provided by the organisation 'Wheels for All', to deliver their ambition for every disabled person and those with long-term health conditions to feel the exhilaration, joy, and empowerment of cycling.

6.14 Sessions take place on Fridays between 16:30 and 18:00 and cost £5 per person. Attendance at these sessions will be considered for incorporation into the school's activity programme.

Participation in the Travel Plan Programme

6.15 Staff and students will be advised who the appointed Travel Plan Co-ordinator (TPC) is, the TPC's contact details, and the TPC's role in managing and delivering the Travel Plan programme.

6.16 The opportunities to participate in the Travel Plan programme will be explained to staff and students, i.e. through supply of travel data, engagement with the TPC, providing travel-related input, etc..

6.17 Details of organisations working in the active and/or sustainable travel arena (e.g. Sustrans; Living Streets; CoMo; Healthy Air; etc.) will be supplied to staff and students, promoting and encouraging their active participation in such organisations.

Management

6.18 As set out in this Travel Plan, a Travel Plan Co-ordinator (TPC) will be appointed to oversee delivery of the Travel Plan measures covered in this report.

7.0 Action Plan

7.1 A summary of Travel Plan delivery is provided in the Action Plan below, all of which will be delivered by Salutem.

Action	Indicative Timeline
Appoint Travel Plan Co-ordinator	Within 1 month of this Travel Plan being approved
Advise staff and students of the appointed Travel Plan Co-ordinator (TPC), their role, and how to contact them	
Collect travel data and produce postcode mapping. Analyse mapping to consider opportunities for lift-sharing and use of public transport	Within 3 months of this Travel Plan being approved
Support lift-sharing by offering a 'guaranteed ride home' scheme	Whilst there are lift-share arrangements in place
Provide staff with information about the purchase and use of cleaner-fuelled cars (electric/hybrid), motorcycles (electric) and electric cycles/scooters	Ongoing, as part of routine communications with staff and students
Investigate use of the central Government 'Cycle to Work' scheme	
If demand warrants it, consider the installation of electric charging points	
Incorporate transport into the curriculum, as appropriate for each student	
Consider attendance at 'Wheels for All' sessions will be considered for incorporation into the school's activity programme	
Encourage staff and students to participate in the Travel Plan programme	
Provide staff and students details of organisations working in the active and/or sustainable travel arena and encourage participation in such organisations	

Table 7.1: Action Plan