

Annex 2

Consultation on the Learner Travel Operational Guidance

Consultation Response Form

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Question 1: Which areas of the Learner Travel Operational Guidance need to be explained more clearly? Why?

Question 2: Which areas of the Learner Travel Operational Guidance are clearly explained and user-friendly?

Question 3: Does the guidance on learner travel inform broader policy areas, such as education and children's welfare and safeguarding policy, and is the guidance adequately informed by those?

We believe the guidance should make cross reference to broader policy areas which can impact on walking to school and school travel choices more broadly including road safety, transport policy and planning.

We also believe that the list of 'other legal considerations' on pages 22-23 needs to

make reference to the Active Travel Act 2013 although the Act is yet to be enabled.

Question 4: Should any other areas/provisions be included in the guidance? If yes, please state.

Whilst we understand that the section on walking distances and available walking routes is subject to a separate consultation (which we have responded to) we believe the guidance should include examples of good practice by schools and local authorities through the use of case studies to share learning. We have a number of case studies of good practice we would be more than happy to share.

For example, we have used an adapted version of our Community Street Audit methodology in our work in primary and secondary schools. School Route Audits involve the whole school including children, parents, teachers and governors to identify barriers to walking to school in the local area.

Community Street Audits are one of Living Streets key approaches to community engagement and street assessment, where small groups of local residents, traders, councillors and council officers, including vulnerable street users, are involved to assess a route on foot and identify problems and potential improvements. Improvement activity varies widely between projects according to the key needs identified by communities, and tend to fall into three main categories: community-led improvements such as litter picking, clean ups and planting; more in-depth improvements such as resurfacing or lighting improvements led by the local authority, and awareness-raising activities such as led walks, the design of maps and street parties.

Using this approach and funded in England by the Department for Transport's Local Sustainable Transport Fund we have worked since 2012 in partnership with Durham County Council to roll out our Walk to School outreach project in 11 local authority areas. At the end of year one, the project has already seen a 26% increase in the number of children walking at participating primary schools, equivalent to over 2 million new walking journeys by children and accompanying parents, the majority of which would otherwise have been made by car. We have also guided the investment of £140,000 worth of capital improvements to school routes, and new zebra crossings and pathways have already been completed as a result. Such an approach would well within the context of the guidance currently being developed for local authorities through the Active Travel Act design guidance process.

The contact section on pages 62-63 for school transport teams is useful but we think it would be enhanced by including a similar listing of organisations, such as Living Streets, which can provide support to local authorities and schools to help increase the number of active travel journeys.

For example, we have operated the national Walk to School (WtS) campaign since 1995 which aims to encourage all parents and young people to make walking to school part of their daily routine. In the last five years, our Walk to School message has reached over two million children across the UK and this year Living Streets will be working with over 650,000 children across more than 2,000 schools.

Question 5: How helpful do you find the Learner Travel Operational Guidance?

Question 6: Would it be a good idea to bring together all areas of learner travel policy into the Learner Travel Operational Guidance – for example, guidance on the Travel Code, the Learner Travel Information Regulations 2009 and the Learner Travel (Wales) Measure 2008 (as amended)¹? Why?

¹ The Safety on Learner Transport (Wales) Measure 2011 made amendments to the existing Learner Travel Wales Measure 2008, introducing new safety related provisions. The term, 'Learner Travel (Wales) Measure 2008 (as amended)' therefore incorporates the provisions of the original 2008 Measure and those safety provisions introduced by the Safety on Learner Transport (Wales) Measure 2011.

Question 7: We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

We would like to see the 'Special Educational Needs, Disabilities and Learning Difficulties' section make an explicit reference to the fact that local authority transport provision could also include the provision of an escort to enable a child to walk to school instead of making arrangements for a taxi to take them to and from school in order to provide independent living.

Question 10 in section 3 'frequently asked questions' notes that the 'available (or safe) route is used by learners travelling between home and school'. We would recommend that this section also makes reference to parents and carers. Increasing the number of parents, carers and children walking to school not only improves physical and mental health but significantly reduces carbon emissions and local congestion through reduced trips by motor vehicles.

Responses to consultations may be made public – on the internet or in a report. If you would prefer your response to be kept confidential, please tick here:

Annex 3

Consultation on The All-Wales Travel Behaviour Code

Consultation Response Form

Your name:

Organisation (if applicable):

E-mail/Telephone number:

Your address:

Question 1: Which areas of the Travel Code and supporting materials work well and why?

Question 2: Which areas of the Travel Code and supporting materials do not work well and how might they be improved?

Question 3: What are the barriers to the effective operation of the Travel Code?

Question 4: What are the main changes that you would like made to the Travel Code and supporting materials and why?

Question 5: How important and useful are the Travel Code materials on the Learner Travel Facebook page? How could they be improved?

Question 6: How can awareness and understanding of the Travel Code and supporting materials be raised and improved?

Question 7: We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Responses to consultations may be made public – on the internet or in a report. If you would prefer your response to be kept confidential, please tick here:
