

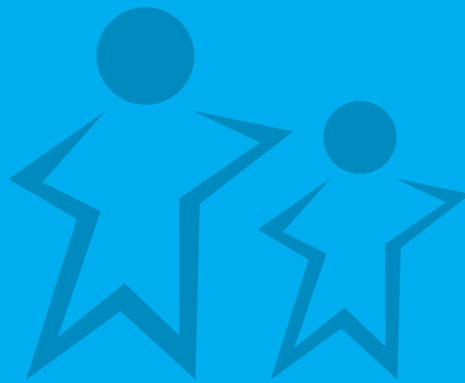


MODESHIFT
SUPPORTING EVERYDAY JOURNEYS



Modeshift Guidance

Supporting local authorities in meeting the duty to promote sustainable travel on journeys to places of education and producing a Sustainable Modes of Travel Strategy (SMoTS)





Contents

1.0 Introduction	3
1.1. General duty to promote sustainable travel to school	3
1.2. What is SMoTS?	4
2.0 Assessing School Travel Needs	6
3.0 Assessing Facilities and Services	9
3.1 Assessment of Facilities	10
3.1.1 Child casualties.....	11
3.1.2 Home to school transport.....	11
3.2 Assessment of Services	12
3.3 Travel needs of children with with special educational needs or disabilities.....	13
4.0 The Strategy	14
4.1 Who and what to include.....	15
4.2 Preparing your Action Plan.....	16
4.3 Other considerations	17
4.4 Sharing and communicating your Strategy.....	17
5.0 Further Guidance	18
5.1 SMoTS, School Travel Plans, and Modeshift STARS	18

1.0 Introduction

Modeshift believes that communities are healthier, wealthier, and more inviting when people are given the opportunity to walk, wheel, ride, and use public transport for their everyday journeys. Modeshift supports, inspires, and champions individuals and organisations that are working to deliver interventions and strategies to improve everyday journeys, uniting under the banner of #TeamModeshift. Our work helps create neighbourhoods where children can move confidently, where families have real choices in how they travel, and where everyday journeys support healthier, more active, and more sociable lives.



Our Modeshift STARS scheme empowers organisations to enhance everyday journeys by creating, delivering, and measuring the impact of their Travel Plans, all while working towards national accreditation. By using Modeshift STARS, you can create environments where pupils, staff, and visitors travel safely, confidently, and enjoyably.

Across all the STARS schemes, the focus remains consistent: helping people make healthier, more active journeys that fit naturally into their everyday routines. Whether supporting a school, a healthcare site or a business, STARS helps organisations create environments where staff, pupils, and visitors can travel safely and confidently, whilst enjoying their journeys.

The Modeshift STARS Education scheme provides schools and other education settings with the opportunity to be recognised for their efforts to support healthier, safer, more accessible journeys via a national framework that has been developed collaboratively with local authorities and schools across the country.

1.1. General duty to promote sustainable travel to school

The [Education and Inspections Act 2006](#) (clause 76, part 6) placed a general duty on local authorities (LA) to promote sustainable travel for journeys to, from, and between schools and educational institutions.

The Education and Inspections Act 2006 (The Act) included a new section, 508A, in the Education Act 1996, which stipulates four main elements to the duty. It outlines that local authorities must:

1. Assess the school travel needs of children of compulsory school age and persons of sixth form age resident in their areas (paragraphs 146 to 147);
2. Assess the facilities and services for sustainable modes of travel to, from and within their area (paragraphs 148 to 150);
3. Promote the use of sustainable travel to places of education in their area; and
4. Publish a document which sets out their strategy to promote the use of sustainable travel to places of education in their area (paragraphs 151 to 155).



The Act¹ defines sustainable modes of travel as ‘those that may improve the physical wellbeing of the individuals who use them, and/or the environmental well-being of all or part of the local authority’s area, or a combination of the two.’

The “school travel needs” of a local authority’s area are the needs of children and persons of sixth form age in the authority’s area, and the needs of other children and persons of sixth form age as regards travel that relates to travel within the authority’s area.

1.2. What is SMoTS?

The requirement for local authorities to produce a Sustainable Modes of Travel Strategy (SMoTS) was introduced in 2006 when The Act set out that local authorities in England must:

- a) Prepare for each academic year a document containing their strategy to promote the use of sustainable modes of travel to meet the school travel needs of their area (“a sustainable modes of travel strategy”)
- b) Publish the strategy in such manner and by such time as may be prescribed, and
- c) Promote the use of sustainable modes of travel to meet the school travel needs of their area

A SMoTS can provide for a coordinated and effective approach to the development and promotion of sustainable travel for journeys for education and support an improved [local authority active travel Capability Assessment rating](#).

The Department for Education advises that before preparing a SMoTS, a local authority must:

- ★ Assess the school travel needs of their area, and
- ★ Assess the facilities and services for sustainable modes of travel to, from, and within their area

Therefore, your SMoTS should set out the local authority’s vision, objectives, and work programme for meeting the wider requirements of The Act. Specifically, it should cover:

- ★ Improving infrastructure for sustainable travel
- ★ Promoting sustainable travel to places of education
- ★ Provide health benefits for children and their families through active journeys
- ★ Deliver environmental improvements through reduced congestion and improved air quality



¹ Statutory Guidance [Travel to school for children of compulsory school age](#), was updated in January 2024.

The Act states that a SMoTS should be published by the 19 September each year, ensuring that key information is available to all pupils and parents/carers in time for the new academic year.

Local authorities are not required to annually conduct a formal review of their sustainable modes of travel strategy, but they should keep it under regular review to ensure it continues to meet local needs and comply with statutory requirements. The purpose of this guidance is to support local authorities in meeting the requirements of the duty, and to provide information on how to develop and implement a Sustainable Modes of Travel Strategy (SMoTS) as required by The Act.

It is recommended that local authorities make links between their SMoTS and other local strategies such as the Local Transport Plan, the Local Cycling and Walking Infrastructure Plan, and the local authority School Travel Policy.



2.0 Assessing School Travel Needs

The school travel needs of a local authority’s area relate to journey to and from places of education by children and young people who are:

- ★ Resident in the local authority’s area, or
- ★ Live outside the local authority’s area but travel to a place of education in the area.

To build a well-rounded picture of pupil travel needs across your area it helps to assess a range of factors. The following information highlights key information you might like to include in your SMoTS and how you might obtain the information for each of these areas:

“Local Authorities should consider any information provided by schools and colleges when assessing school travel needs. Where schools have Travel Plans, these will include information that will be useful to the local authority.”

Travel to school for children of compulsory age: Statutory guidance for local authorities. Department for Education, January 2024.

Mode of travel and travel preference data

What?

Many schools undertake annual travel surveys of pupils and staff, and in some cases, local authorities conduct area wide travel surveys at the same time each year.

A local authority wide survey ensures a robust, standardised approach which enables year-on-year comparisons, making it easier to report on behaviour change.

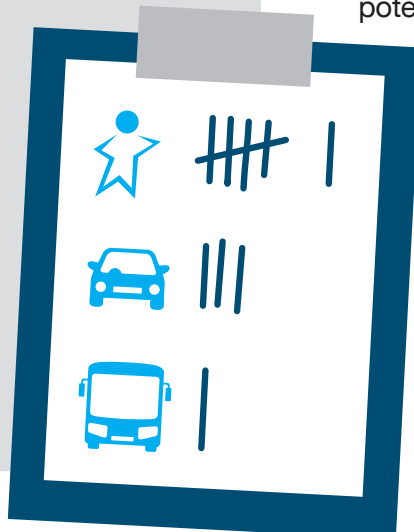
It is worth noting that 16-19 year olds, as well as SEND pupils, commonly travel further than younger pupils to their place of education and training. As a result, it may be worth presenting this data separately.

Why?

This data helps to build a picture of how young people are travelling to school, and how they would like to travel to school across the local authority.

The ‘preference’ data is particularly important for setting targets for levels of sustainable and active travel. Comparing pupil’s usual mode of travel with their mode of preference can highlight potential gaps in provision of infrastructure (facilities) and other barriers to active travel. For example, if 5% of children cycle to school, but 35% would like to, this suggests that investigation is necessary into barriers to cycling and resources currently available.

Preference data also gives useful insight into how attitudes are changing over time. It can highlight where more support or awareness-raising might help encourage new travel habits.



Distance from pupils' home to places of education and training

What?

Understanding pupils' distance from their place of education gives a good indication of what the potential for young people to access sustainable and active travel options for their journeys.

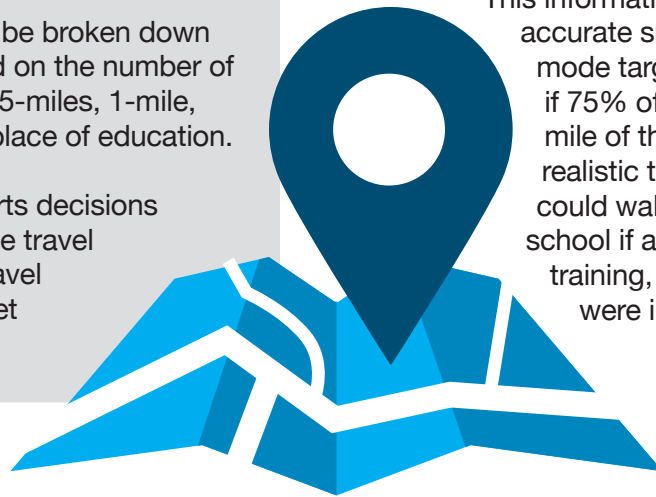
This information can be broken down and presented based on the number of pupils living within 0.5-miles, 1-mile, 2-miles, etc of their place of education.

The data also supports decisions to provide sustainable travel services, or active travel infrastructure to target specific areas.

Why?

Anonymised pupil postcode data is recorded on most LA education databases from which it is possible to determine how far pupils live from their place of education/training

This information can support more accurate sustainable/active travel mode target setting. For example, if 75% of pupils live within one mile of their school, it would be realistic to say that 75% of pupils could walk, wheel, or cycle to school if appropriate schemes, training, and awareness raising were in place.



Barriers to sustainable and active travel

What?

Your SMoTS is an ideal opportunity to build a picture of why young people make the travel choices they make, and what sometimes prevents them from choosing sustainable or active modes of travel.

Many schools explore this in detail with their pupils which helps to create a comprehensive overview of the challenges they face. When several schools in a particular area report similar issues, patterns and trends can emerge. This enables LAs to target interventions more effectively.

Why?

In-depth travel surveys and consultation with young people, and analysis of the findings will help you to build a picture of what prevents children and young people from using sustainable and active travel options.

School Travel Plans should outline barriers that prevent pupils and staff from choosing active and sustainable travel options and therefore provide a further source of information. They may also contain measures and initiatives to address those barriers.



Perception of safety on the route to places of education and training

What?

Perception of safety is often a key factor in determining how students travel to their place of education. Data can be gathered regarding feelings of personal safety along their routes, as well as their overall sense of safety on the roads. This information helps to determine the likelihood of young people choosing sustainable and active travel options as well as identifying areas that require further attention.



Why?

In-depth travel surveys and consultation with young people can also be used to explore how safe young people feel when making the journey to and from places of education. This can then inform your plans to improve infrastructure.

Extended schools journey information

What?

When schools have extra activities and services available before and after school, consideration should be given to the impact this has on journeys to and from the site.

Typically, these services are used by existing pupils which can result in staggering the travel patterns of parents/carers dropping off earlier or picking up later. However, extra trips may be generated when pupils travel between schools to participate in specific activities or when community members attend events they wouldn't normally visit the site for.



Why?

It is helpful for schools to look at how their extended services affect travel patterns, and to include this information in their School Travel Plan where possible.

Where it becomes apparent that a site's extended activities are generating a large number of extra journeys, then an assessment of where these journeys are from and distance travelled could be carried out by the site in conjunction with the LA. Including this assessment will help create a clearer picture of all school-related travel demand.

3.0 Assessing Facilities and Services

The Department for Education advise that your assessment should show how places of education are served by:

- ★ bus and other public transport routes;
- ★ school travel arranged by the local authority, and any that may be provided by education settings;
- ★ safe and accessible walking/wheeling and cycling routes including footways, footpaths, off road cycle tracks and bridleways;
- ★ road safety and accessibility features such as crossing points and patrols, dropped kerbs, traffic calming measures and speed limits;
- ★ arrangements such as:
 - cycle training;
 - road safety training;
 - independent travel training;
 - walking promotion schemes;
 - car sharing schemes;
 - park and stride/ride schemes;
 - cycle and scooter parking.

Guidance also states that your assessment should also take account of other factors that may influence travel choices, such as:

- ★ the quality of the facilities and services and their suitability for the age and ability of the children they serve;
- ★ perceptions of personal safety which may be influenced by factors such as:
 - volume of traffic, speed limits and parking around school gates;
 - behaviour on school travel, public transport, and the walked route to school;
- ★ the travel needs of children with special educational needs, disabilities, or mobility problems and whether they would benefit from independent travel training.

Local authorities already collect much of the information required for assessing facilities and services for sustainable modes of travel. Strategies focussed on walking, wheeling, cycling, road safety, and accessibility strategies, along with [Local Cycling and Walking Infrastructure Plan \(LCWIPs\)](#), and home to school transport policies often include useful content and actions that support the assessment of your facilities and services, and the development of your SMoTS.



3.1 Assessment of Facilities

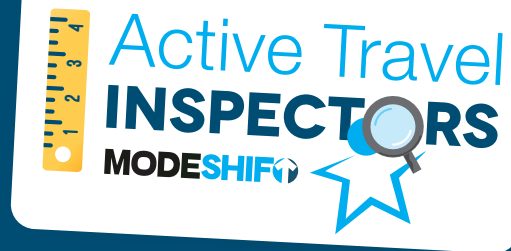
It is advised that you include details of all the facilities and services that pupils and young people might use to access their place of education or training. These could cover a wide range of infrastructure. The suggestions below are not exhaustive but give a starting point for measures you should consider when conducting an assessment of your facilities.

			
Footpaths, footways, and bridleways	Cycle routes and tracks	Bus routes and bus stops	Rail and tram routes and stations/stop
			
Dropped kerbs	Secure cycle / scooter parking	Home to school bus and taxi routes	School Streets / Safer School Zones
			
Pedestrian crossings	School Crossing Patrols	Traffic calming measures	Volume of traffic
			
20mph zones and speed limits	Coach / bus parking facilities	Parking around school gates	Air Quality indicators

This infrastructure can be mapped against schools and the postcodes of students to identify gaps in the provision of infrastructure that supports safe travel to school.

Modeshift Active Travel Inspectors

The Active Travel Inspectors scheme has been developed by Modeshift. The scheme aims to empower Key Stage 2 pupils to inspect their school neighbourhood, identifying ways to make walking, wheeling, and cycling easier and more enjoyable for school journeys.



Supported by school staff, pupils will become Active Travel Inspectors, tasked with assessing what supports or limits them from travelling actively. As a group, they will rate different aspects of the area and share ideas for improvements. Findings can be shared with local authorities and Modeshift in order to contribute to improving everyday journeys for everyone.

The scheme supports local authorities in including young people's voices when conducting an assessment of the facilities that they use to travel to places of education.

For more information, visit the [Modeshift website](#).

3.1.1 Child casualties

[Home to School Travel and Transport Guidance](#) recommends including data on children and young people killed or seriously injured (KSIs), especially pedestrians and cyclists. This should be mapped against school locations and existing infrastructure. Much of this data may already be available through your Road Safety Team and included in the Road Safety Plan. Additional indicators include near-miss reporting, incident heatmaps, collaboration with emergency services, and inclusion in school risk assessments.

3.1.2 Home to school transport

Most local authorities regularly map and audit their contracted school bus and taxi routes and timings to ensure efficiency and best value. The SMoTS action plan could highlight where there might be areas for improvement (if applicable) or denote the next date for a review/audit of these services. You should also consider any services that may be provided by education settings.



3.2 Assessment of Services

The assessment of services plays an important role in encouraging active and sustainable travel. Services can include incentive schemes, marketing campaigns, awareness-raising events, and education or training activities that support walking, wheeling, cycling, and public transport for the journey to school.

The following table provides a selection of services that may be delivered in your area, or that you might want to consider adding to your SMoTS.

Category	Examples of Activities
Cycle training	Bikeability is the government's national cycle training programme. It helps people learn practical skills and understand how to cycle on today's roads. Bikeability gives everyone the confidence to cycle and enjoy this skill for life. For more details, visit The Bikeability Trust website.
Walking / Wheeling	Walk to School Weeks / Months, reward schemes / campaigns, new starter travel information maps / packs, Park and Stride schemes, Walking / Wheeling Buses, the WOW - The Walk to School Challenge by Living Streets.
Cycling	Cycle to School Week, Cycle Buses, pool cycles, cycle security marking, Dr Bike maintenance schemes, cycling clubs, cycling challenges, 'biker breakfasts', The Big Walk and Wheel by the Walk Wheel Cycle Trust .
Road Safety training	Pedestrian training, Independent Travel Training, scooter training, inclusive mobility training (for SEND pupils), public transport orientation, travel buddy schemes
Public Transport	Promoting responsible behaviour on public transport, Catch the Bus Week, anti-bullying policies for public transport, provision of discounts / young persons travel cards
Education and Curriculum Materials	Theatre in Education, School Sports Partnership activities, Eco-Schools, air quality education, STEM projects on air pollution, Climate Action programmes, curriculum-linked lessons, school assemblies on travel and safety
Pupil Consultation	Active Travel Ambassadors (ATA), Active Travel Inspectors (ATI), Junior Road Safety Officers (JRSO), UNICEF Rights Respecting Schools Award (RRSA), pupil-led travel surveys/interviews, school council involvement, co-design workshops with LA (e.g. School Street consultations)
Parent/Carer and Local Resident Engagement	Surveying parents/carers, consulting with local residents, informational campaigns to raise awareness of travel options and activities (events, social media, physical displays including banners on school railings), PTA meeting discussions, travel pledge campaigns, parent workshops, pop-up info stands at community events/open evenings/coffee mornings

3.3 Travel needs of children with special educational needs or disabilities

Active travel programmes and resources can be tailored to the specific needs of students in any setting. You can explore real examples in the case studies on the Modeshift STARS website, and you're welcome to share your experiences and join our groups today to help shape this work further.

The [Special educational needs and disability code of practice: 0 to 25](#) sets the expectation that professionals working with children with special educational needs or disabilities will support them to prepare for adult life and help them to achieve the best outcomes in employment, independent living, health and community participation. For many children, learning to travel independently is an important part of preparing for adulthood and will help them lead fulfilling adult lives.

Parents may be anxious about their child's ability to travel independently. The child may also be worried about this. It is important to work sensitively with them to help them understand the benefits of independent travel and to build their confidence. Wherever possible, local authorities should offer independent travel training to children with special educational needs or disabilities who are eligible for free travel to school and who they think will be able to complete the programme.

Independent travel training is a tailored programme to help children with special educational needs or disabilities travel independently, for example by public transport or walking. Some children may need to participate in travel training again if their circumstances change, for example if they move school.



4.0 The Strategy

Rather than being a standalone document, a SMoTS works best as part of a wider framework that connects with transport and education policies – something the [Home to School Travel and Transport Guidance](#) strongly encourages; “Local authorities should integrate their sustainable modes of school travel strategies into these policy statements, and publish them together.”

Your SMoTS is a great opportunity to bring together a clear and joined-up plan for improving sustainable travel options linked to education. It is designed to help local authorities set out their goals and practical steps for meeting their responsibilities under the Education and Inspections Act. To make sure the strategy reflects what’s already in place and works well across departments, it’s helpful to review existing policies that influence educational travel.

The strategy should:

- ★ Set out the LA’s vision, objectives, and work programme for:
 - Improving the infrastructure for sustainable travel
 - Promoting sustainable travel to places of education
- ★ Aim to provide:
 - Health benefits for children and their families through active journeys, and
 - Environmental improvements through reduced congestion and improved air quality

To be most effective, your strategy might include:

- ★ A clear vision, objectives and targets
- ★ Summaries of the assessment of the school travel needs of children of compulsory school age and persons of sixth form age resident in their areas
- ★ An overview of the assessment of the facilities and services for sustainable modes of travel to, from, and within your area
- ★ Actions that are derived from the assessment process. There should be clear links between the outputs of the assessment (barriers and gaps identified) and the actions to address these barriers and gaps in provision
- ★ An action plan with timescales and responsibilities that provide strategic direction for the development of sustainable travel infrastructure in the LA and the promotion of sustainable modes

It may also be helpful to include things like:

- ★ Who will be responsible for the strategy
- ★ Details of how and when the strategy will be monitored and reviewed
- ★ A criteria to prioritise schemes and work (expenditure) for sustainable travel.
- ★ A suggested process for information gathering to feed into the assessment, audit and strategy development
- ★ Identified barriers/threats to successful implementation and suggested solutions/remedies to these potential issues

4.1 Who and what to include

The table below summarises key stakeholders, LA departments, strategies, and policies for consideration when completing a SMoTS.

Who should you consider?

The legal duty applies not only to children of compulsory school age, but also to young people in sixth-form education. This is also covered in the statutory guidance for local authorities regarding post-16 students.

- ★ Students aged 4-16 years old, and 16-19 years old
- ★ Local residents in education or training, includes all young people living in the authority.
- ★ Non-residents attending local institutions e.g. pupils who live outside the LA but study within it should be captured.
- ★ Journeys at the start/end of the day, including travel to/from school and pre-/after-school activities.
- ★ Journeys between educational sites, including travel to/from and between schools (including independent), colleges, and training centres.

Local Authority teams to involve

To build a comprehensive and effective strategy, collaboration across departments is key. Your local authority may have different names for the teams listed.

- ★ Highways & Transport Infrastructure Team
- ★ Road Safety & Travel Training Team
- ★ School Transport Team
- ★ Planning & Development Control Team
- ★ Public Health Team
- ★ Education & Schools Engagement Team
- ★ Environment & Sustainability Team
- ★ Data, GIS & Insight Team
- ★ Children's Services & SEND Team
- ★ Community Safety & Engagement Team
- ★ Neighbouring Authorities & Combined Authority Liaison
- ★ Integrated / Public Transport Team

Supporting Tools & Policies

- ★ Modeshift STARS / School Travel Plans
- ★ Local authority School Travel Policy
- ★ School Admissions Policy
- ★ Local Transport Plan
- ★ Extended Schools Agenda and School Trip Policies
- ★ SEN Transport Policies & SEND Code of Practice 2024
- ★ Equality Act 2010
- ★ Skills and Post-16 Education Act 2022
- ★ LA specific initiatives e.g LCWIP, School Streets etc
- ★ Sustainability and Climate Change Strategy
- ★ Local Children and Young People's Plans
- ★ Climate Action Plans
- ★ Working Together to Safeguard Children 2023

4.2 Preparing your Action Plan

Your Action Plan sits at the heart of your SMoTS. It is your unique blueprint for change, detailing exactly how you will promote sustainable travel for journeys for education. Every action plan should include a mix of internal actions (across multiple departments) and activities with external stakeholders.

The most effective SMoTS action plans are built on the data collected from the assessment process. Once you've completed your assessment, the next step is to use that data to develop a clear and strategic action plan that brings together departments and partners across the authority in the promotion of active and sustainable journeys for education. The goal is to increase the number of active and sustainable journeys, while reducing reliance on cars – helping to build a healthier, greener travel culture that benefits pupils, places of education/training, and the wider community.

How you present your action plan is entirely up to you, whether in a table, timeline, or visual map, the key is to make it clear, practical, and easy to follow.

Key recommendations:

- 1. Categorise actions:** Group activities by travel mode, site, or strategic objective to stay organised and ensure the strategy is easy to communicate and promote.
- 2. Continue what works:** Identify which successful initiatives will carry on, and where they'll be expanded, and how they'll be promoted to maximise impact.
- 3. Fill the gaps:** Plan new actions to tackle barriers and areas lacking provision - focus on facility (infrastructure), service (behaviour change), and promotion interventions to raise awareness across your local authority.
- 4. Clarify roles:** Define who will lead each action and distinguish between responsibility and accountability.
- 5. Set timescales:** Include milestone dates for every action. Highlight quick wins and longer-term goals.
- 6. Show investment:** Indicate resource levels (high/medium/low) and funding sources. Use "investment" to emphasise value and support promotional messaging.
- 7. Continuously engage with stakeholders:** Collect data effectively to inform the review process and update your action plan and strategy. Use engagement as a promotional opportunity to build buy-in.
- 8. Do not forget young people:** Young people have valuable insights into travel and safety around places of education and training. Tap into existing programmes to hear their views and promote youth-led initiatives.



4.3 Other considerations

Transport as a barrier to low-income groups.

The Education and Inspections Act 2006 includes a clause to reduce the impact of transport as a barrier to parents/carers from low-income groups choosing their preferred school. The Act places a duty on LAs to:

‘Provide free transport for some of the most disadvantaged pupils to attend any of the closest three secondary schools where these schools are more than two and less than six miles away. For primary-aged pupils to the nearest school more than two miles from their home.’

Free travel for children who are eligible

Children with SEND and/or a variety of other factors may be eligible for home to school travel. ‘Section 508B of the Act (Education Act 1996) deals with the duty on local authorities to make travel arrangements they consider necessary to facilitate attendance at school for ‘eligible children’. See [Education Act 1996](#) for a detailed explanation of eligibility requirements and examples.

Religion or belief

The Education and Inspections Act places a duty on LAs to provide a child with education or training at a particular school or institution on grounds of the parent’s / carer’s religion or belief.

Under current legislation, including the Education Act 1996, the Equality Act 2010, and the SEND Code of Practice 2023, local authorities in England are legally required to provide free home-to-school transport for specific groups of children and young people. These obligations are not optional and must be included in your SMoTS. For a detailed explanation of eligibility requirements, visit [Home-to-school travel - GOV.UK](#).

4.4 Sharing and communicating your Strategy

Once published, your SMoTS should be actively promoted so that families and stakeholders are aware of the opportunities, support, and ongoing work happening across your local authority. Share it widely and make sure you’ve got a clear communications strategy in place to support its implementation.

Start by developing a core narrative and key messages. Keep these simple and easy to understand. Think about which communication channels you have available, and make the most of online platforms to share travel guidance and encourage early engagement, especially where new interventions are planned. Above all, make sure your communications are inclusive and accessible.

Don’t forget to:

- ★ Publish your strategy on your LA website by the 19 September each year.
Remember, local authorities are not required to annually conduct a formal review of their sustainable modes of travel strategy, but they should keep it under regular review to ensure it continues to meet local needs and comply with statutory requirements.
- ★ Provide as a separate summary document for easier accessibility
- ★ Make paper copies available on request
- ★ Include information about your strategy in composite prospectus for school admissions

5.0 Further Guidance

Modeshift supports, inspires, and champions individuals and organisations that are working to deliver interventions and strategies to improve everyday journeys. Modeshift strives to share the very best schemes, ideas, and knowledge to support our Members to enable people to walk, wheel, ride, and use public transport across the country. Throughout the year we run a series of events, networking events, and best practice sharing opportunities that related to promoting sustainable travel to school. You can find out more details on joining the Team Modeshift network on the [Modeshift website](#).

5.1 SMoTS, School Travel Plans, and Modeshift STARS

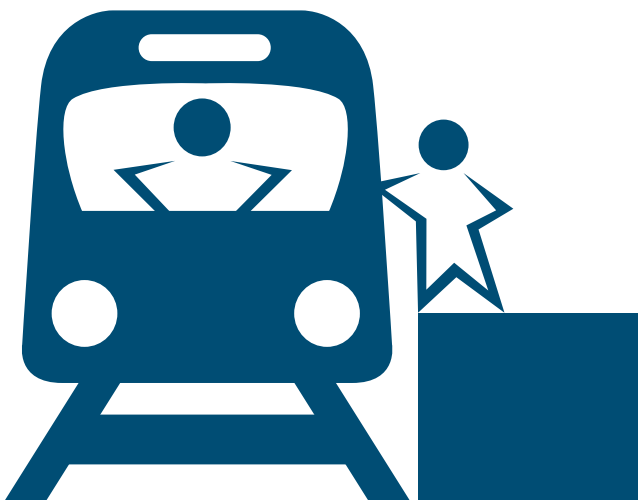
A School Travel Plan is a strategic plan of action designed to enhance journeys made to and from a school. It includes a bespoke package of measures designed to promote and enable walking, wheeling, cycling, and public transport for the journey to, from, and between schools. These measures should be based upon a sound understanding of how and why the school community chooses to travel currently, and what would enhance their journey options.

Crucially, the success of a School Travel Plan is dependent on the commitment of all stakeholders. They must be involved in its development, understand how it benefits them, and agree with its aims and principles.

The Modeshift STARS Education scheme provides a simple 5-step process that empowers schools to enhance the journey to school. Schools are supported to create, deliver, and track the effectiveness of a School Travel Plan whilst working towards national accreditation.

The scheme is supported by [Active Travel England](#) and is free for all schools in England (outside of London) to access to enable them to develop and implement their School Travel Plans. The data collected through Modeshift STARS is readily accessible for analysis and integration into the SMoTS assessments, ultimately providing the key data required for SMoTS development. To find out more please visit the [Modeshift STARS website](#).

There are also a range of best practice [Education Case Studies](#) on the STARS website which showcase schools encouraging and enabling sustainable travel for the journey to school.



Regarding supporting local authorities with meeting the general duty to promote sustainable travel to school, Modeshift STARS delivers this by gathering much of the data that local authorities need to fulfil the sustainable school travel duty. Each participating school has its own profile on the Modeshift STARS system which supports local authorities to meet the duty in the following ways:

- 1. Assess the school travel needs of children of compulsory school age and persons of sixth form age** – schools are encouraged to undertake annual pupil and staff mode of travel surveys, and preferred mode of travel surveys to determine how people currently travel to/from school, and how they would like to. This data can then be analysed at a site and local authority level
- 2. Assess the facilities and services for sustainable modes of travel to, from and within their area** – each school completes a Site Audit detailing the travel and transport options that connect to the school site. This gives a detailed local authority overview of the transport facilities and services available for the journey to school
- 3. Promote the use of sustainable travel to places of education in their area** – schools record and monitor the travel and supporting initiatives that they deliver, including the type of initiative and number of pupils taking part, providing a comprehensive overview of the activity undertaken within the local authority to promote sustainable travel to school

Schools are incentivised to participate in Modeshift STARS via the awarding of nationally recognised accreditation for their Travel Plans, and regional and national award through the [Modeshift STARS National Travel Awards](#).



Across all the Modeshift STARS schemes, the focus remains consistent: helping people make healthier, more active journeys that fit naturally into their everyday routines. Whether supporting a school, a healthcare site or a business, STARS helps organisations create environments where staff, pupils, and visitors can travel safely and confidently, whilst enjoying their journeys.

If you are interested in joining the Modeshift STARS scheme and are not currently a licence holder, you can get started by contacting us at admin@modeshift.org.uk and a member of our team will be in touch. Multiple users can be linked to a single LA licence. If your authority already holds a licence but you currently don't have access to STARS, you can be added as a user. To request this, either ask an existing user in your team or email support@modeshift.org.uk if your team is unsure how to complete this step on your behalf.





www.modeshift.org.uk