

Planning and Building Control  
London Borough of Hillingdon Council  
Civic Centre  
High Street  
Uxbridge  
London  
UB8 1UW

Our Ref: P\_454/IG

**BY E-MAIL**

7<sup>th</sup> January 2026

Dear Sir / Madam,

**Landon School, Harmondsworth Lane, West Drayton, UB7 0LQ**

**RE: *Change of use of the building from office (Use Class E) to non-residential education centre (SEND school) (Use Class F1) with minor external alterations including, gates, fences, and cycle stores, and associated landscaping works.***

On behalf of our client, Landon Education Ltd (the Applicant), please find enclosed a Travel Plan to support the ongoing planning application at the site of *The Lodge and The Annex, Harmondsworth Lane, West Drayton, UB7 0LQ* for the *London Borough of Hillingdon Council*. The Details of the application are as follows:

**Application Reference:** 2157/APP/2025/2060

**Application Validation Date:** 31.07.2025

**Case Officer:** Haydon Richardson

## **Application Documents**

The following documents have been submitted to the Council as part of this application:

### **Documents prepared:**

- Covering Letter (This document) prepared by *CREATE Planning*;
- Supporting Letter prepared by Headteacher, *Landon School*;
- Travel Plan by *Kronen Ltd*.

## **Summary of Supporting Documentation**

A Travel Plan has been prepared by Kronen Ltd upon the request of the Case Officer on behalf of the London Borough of Hillingdon Council on 17/12/2025. The document has been prepared on the basis that the Council remain unmoved on the application requiring this document in advance of determining the planning application. Furthermore, with the view that the importance

of the document is such that it cannot be handled via Planning Condition following a planning consent being given.

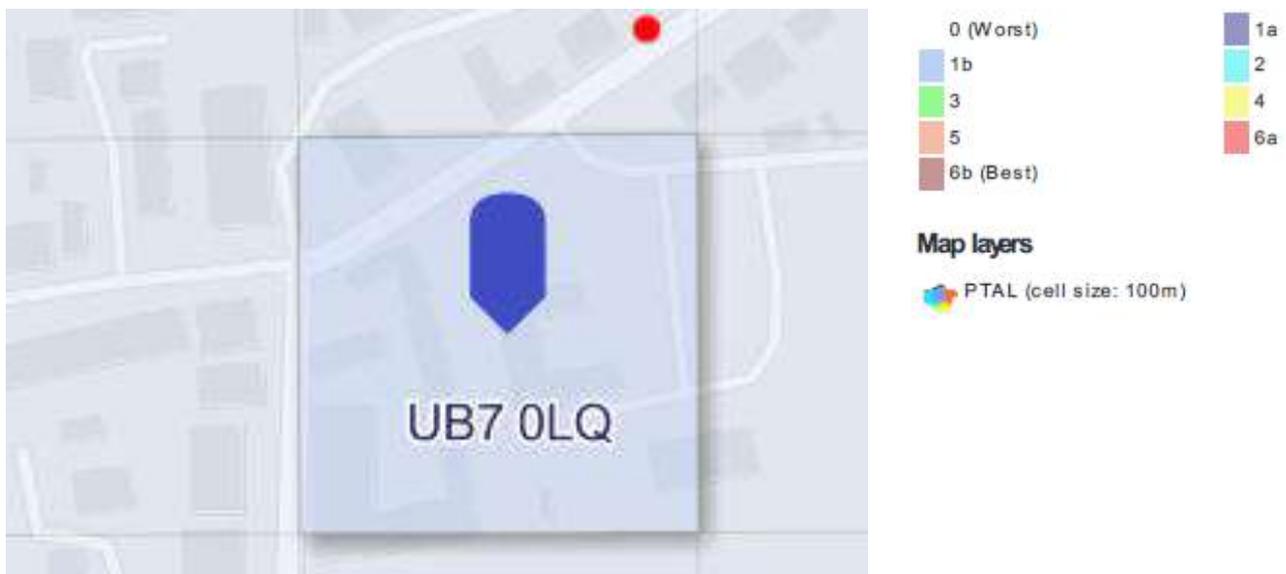
A reminder that the application involves the expansion of a consented school that caters for children with severe and complex autism (Severe Learning Difficulties (SLD) and who also have Autistic Syndrome Condition (ASC). As a result, the Travel Plan has been prepared in collaboration with Landon School and the Transport Consultant, Kronen Ltd to ensure that it is tailored to the unique characteristics and needs of the future pupils. In addition, careful consideration has also been given to school and the practicality of implementing the Travel Plan for pupils with these needs.

It is our observation that TfL's Travel Planning Guidance (TfL, 2013) which is referred to in the Travel Plan. TfL's school travel planning framework "TfL STARS" now "TfL Travel for Life", is primarily aimed at mainstream education with many areas which could not apply to pupil's who suffer from Severe Learning Difficulties and complex autism. As a result, the school travel planning framework has been adopted to the fullest degree that is feasible with all aspects considered in detail.

To help articulate this context a supporting letter has been prepared by the Headteacher of Landon School, Jody Tanter as a *Forward* to the Travel Plan prepared by Kronen Ltd.

## Site Characteristics

As a reminder the Site is located within an area with a PTAL Rating 1b which is considered "poor" levels of public transport service availability. It should be noted that the PTAL score does not include rail services as railways stations are not within 960m walk distance of the Site.



**Above:** Map of the area by PTAL Ratings.  
**Below:** Key of PTAL Ratings.

**Source:** Transport for London PTAL WebCAT

As set out above, and in the supporting Transport Statement by Kronen Ltd which was submitted as part of the planning application the availability of public transport is severely limited. Therefore, it is reasonable to assume that the ability for a Travel Plan to reduce car usage

effectively has limitations. Notwithstanding this, the Travel Plan and the application which has been submitted embraces sustainability policies and applies seeks to reduce car usage where it is possible to do so.

## Concluding Summary

The National Planning Policy Framework (NPPF, 2024) is explicitly clear for planning decision making in relation to transport and highways matters. It states that, 'development should only be prevented or refused on highways grounds if there would be an unacceptable impact on highway safety, or the residual cumulative impacts on the road network would be severe' (Para. 116). As the application seeks to utilise the existing arrangements the proposal should not result in any concerns or concerns viewed as 'severe'.

The proposal has been carefully considered to ensure that the arrangement is safe for all users and for the general safety of the highway with the additional support of a Travel Plan. Considering all aspects, it cannot be argued that the residual cumulative impacts on the road network would be 'severe' and it is our view that the application should be granted planning permission at the earliest moment.

A further reminder that the application involves children with severe learning difficulty challenges with autism with social importance. These pupils prior to joining specialist schools attend state schools where the teaching staff simply cannot cope with the pupil's specialist needs. In instances the experience consequential enough to result with the parents choosing to home school. In turn meaning, that one parent opts to give up work to look after a child that should be at school. Furthermore, parents will have been through a long fight to get an Education, Health, and Care Plan (EHCP) for their child and then to win funding from their local authority.

## Further Information

It is our understanding that the above details provide the *London Borough of Hillingdon Council* with enough information for the application to be considered and in the instance that further information is required or sought after we kindly request that the Council do not hesitate to get in contact.

Yours sincerely,

**Isaac Gatley** BA (Hons) MArch MSc | **Associate**

Jody Tranter  
Headteacher  
Landon School Harmondsworth,  
Aviation House,  
Harmondsworth Lane,  
Harmondsworth,  
West Drayton, UB7 0LQ

6<sup>th</sup> January 2026

**To:**

Local Planning Authority  
**London Borough of Hillingdon**  
Civic Centre  
High Street,  
Uxbridge | UB8 1UW

Subject : Student Arrival and Departure Arrangements – Special Educational Needs School

Dear Sir or Madam,

I am writing to provide further information regarding the special needs of the pupils attending our school and how the pupils will arrive and depart from the school premises.

Our school is a specialist educational setting for children and young people with the most severe and complex learning disabilities. The pupil cohort includes individuals with severe learning disabilities (SLD), autism spectrum conditions with high support needs, and associated physical, sensory, medical and behavioural challenges.

Due to the nature and severity of these needs, and the school's responsibilities with regards to pupil safeguarding, it is integral that the plan for pupils' arrival and departure from school are shaped to our cohorts' distinct needs. Therefore, traditional methods for non-specialist schools cannot be applied in the same way to specialist schools. Furthermore, where initiatives at non-specialist schools can be adopted in principle, the implementation must be tailored to pupil needs in a manner that can be functionally applied at scale without putting pupils at risk.

One key characteristic is that pupils cannot travel independently. Many pupils are non-verbal, have limited awareness of danger, and require close supervision at all times. A proportion of pupils also require

specialist seating or behavioural support during transport. As a result, independent travel, public transport use, walking, or cycling are not viable or safe options for this cohort. All pupils arriving by non-vehicular means or by public transport are expected to be accompanied by a responsible adult, parent or guardian.

All pupils at present arrive and depart from the school via organised, supervised transport. This is predominantly in the form of local authority-arranged minibuses equipped with appropriate safety and accessibility features, including passenger assistants, and where required, tailored seating. In some cases, taxis are used where this best meets the individual needs of the child, particularly for pupils requiring highly specific or one-to-one transport arrangements.

Drop-off and pick-up times are carefully managed and staggered to ensure safe and orderly arrival and departure, with staff present to assist pupils from vehicles into the school building and vice versa. Parents and carers do not typically drive pupils to school, and there is no expectation or realistic possibility of unsupervised arrival or departure.

The high level of assistance required for travel is an inherent and unavoidable aspect of educating pupils with such complex needs. Transport arrangements are designed first and foremost around safeguarding, dignity, and the wellbeing of the pupils, rather than convenience or choice. Consequently, vehicular movements associated with the school are predictable, managed, and limited to specialist transport only.

It is intended for the expansion of the school to continue to apply the described arrangements within the application due to the specialist needs of the Pupils. Moreover, careful consideration has been given to maximise pupil safety, in line with our safeguarding responsibilities. I trust this letter provides supporting clarity on the transport profile of our pupils, the reasons why specialist vehicular transport is essential to the operation of the school and that independent travel by non-vehicular means, holistically speaking, is not a practical consideration. Please do not hesitate to contact me should you require any further information or clarification.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'J.O. Tranter', is written over a light blue circular stamp.

Jody Tranter MA NPQH

Headteacher

Landon School Harmondsworth

**KRONEN**

SPECIALIST DEVELOPMENT TRANSPORT PLANNING

**TRAVEL PLAN  
PROPOSED SPECIAL  
EDUCATIONAL NEEDS SCHOOL  
HARMONDSWORTH**

# TRAVEL PLAN PROPOSED SPECIAL EDUCATIONAL NEEDS SCHOOL HARMONDSWORTH

THE LODGE AND THE ANNEX, HARMONDSWORTH LANE,  
HARMONDSWORTH, WEST DRAYTON, UB7 0LQ

TRAVEL PLAN  
JANUARY 2026

## CONTENTS

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# 1 INTRODUCTION

KRONEN has been instructed to prepare this Travel Plan to support planning application “2157/APP/2025/2060” for a specialist independent school which will be made at The Lodge and The Annex, Harmondsworth Lane, Harmondsworth, West Drayton, UB7 OLQ (in the London Borough of Hillingdon).

Planning application “2157/APP/2025/2060” formal description is:

“Change of use of the building from office (Use Class E) to non-residential education centre (SEND school) (Use Class F1) with minor external alterations including, gates, fences, and cycle stores, and associated landscaping works.”

This Travel Plan has been prepared to support the planning application.

The remainder of this Travel Plan is structured broadly in accordance with Travel Planning Guidance (Transport for London, 2013) as follows:

- Context
- Site Assessment
- Travel Surveys
- Objectives
- Targets
- Measures
- Monitoring
- Action Plan

As set out in the covering letter and this document, the proposal will cater for children with severe and complex autism (Severe Learning Difficulties (SLD) and who also have Autistic Syndrome Condition (ASC)). TfL’s Travel Planning Guidance (TfL, 2013) is referred to above. TfL’s school travel planning framework “TfL STARS” now “TfL Travel for Life”, is aimed at mainstream education. This school travel planning framework has been adopted to the fullest degree that is feasible in this document.

## 2 CONTEXT

### 2.1 LOCATION

The proposal site is The Lodge and The Annex, Harmondsworth Lane, Harmondsworth, West Drayton, UB7 0LQ.

CREATE are the project architects. Refer to CREATE's accompanying plans for site location and boundary.

### 2.2 EXISTING SITE INFORMATION

The Lodge and The Annex buildings are separated in to 27 × individual commercial units.

The Lodge and The Annex have approximately 61 × parking spaces in a shared / common car park.

The neighbouring Aviation House building is not part of the application site.

The wider site / all three buildings, Aviation House and The Lodge and The Annex buildings share vehicle access from Harmondsworth Lane.

### 2.3 EXISTING ACCESS ARRANGEMENTS AND PARKING

The site has vehicle access from Harmondsworth Lane.

Harmondsworth Lane is a single carriageway classified C-road / classified unnumbered road with a signed 20mph speed limit.

The site was visited on a typical weekday in the early afternoon, the adjoining section of Harmondsworth Lane was observed to be a lightly trafficked low speed road.

The Lodge and The Annex have approximately 61 × parking spaces in a shared / common car park.

### 2.4 RECENT PLANNING HISTORY ON NEIGHBOURING SITE

The current proposal at The Lodge and Annex buildings follows an approval at Aviation House.

Aviation House had / has ingress and egress through The Lodge and Annex buildings car parking areas.

The approved application was:

Application – “2157/APP/2023/3068”

Proposal – “Change of use of the building from office (Use Class E) to non-residential education centre (SEND school) (Use Class F1) with external alterations including installation of two canopies, gates, fences, bin and cycle stores, and associated landscaping works”

Decision – Approval April 2024

The approved application sought the conversion, change of use with some alterations, to Aviation House to create a specialist independent school.

It was proposed that the school catered for up to 40 × children ages 5 to 11 years old with Severe Learning Difficulties (SLD) and who also have Autistic Syndrome Condition (ASC). The profile of the children is younger children requiring the highest levels of support.

The proposed school had approximately 30 to 33 × members of staff.

The expectation was that all children would arrive and depart the proposed school by minibus and taxi organised through LB Hillingdon “Travel Assistance”. The expectation was also that travel will be predominantly minibuses with low levels of taxi travel.

The school retained vehicle ingress and egress arrangements through The Lodge and Annex parking areas with no off-site works.

A new pedestrian and cycle access was included from Holloway Lane.

Approved plans included 1 × minibus bay plus 12 × parking spaces (inclusive of 1 × disabled / blue badge permit holder space, 1 × “active” electric vehicle parking space, 1 × “passive” electric vehicle parking space) within a secure gated area.

The approval has recently been partially implemented and some parts of Aviation have come in to use as Landon School, the school is not fully operational.

## 2.5 PROPOSAL INFORMATION

As discussed the proposals are planning application “2157/APP/2025/2060” and the formal description is:

“Change of use of the building from office (Use Class E) to non-residential education centre (SEND school) (Use Class F1) with minor external alterations including, gates, fences, and cycle stores, and associated landscaping works.”

The site as a whole, including Aviation House, would be the Landon School specialist independent school campus.

The proposed school campus will cater for up to 128 × children ages 5 to 19 years old with Severe Learning Difficulties (SLD) and who also have Autistic Syndrome Condition (ASC).

The profile of the children will be children requiring the highest levels of support.

The number of children will include:

The Lodge – 24 × students

The Annex - 64 × students

Aviation House –40 × students (per approved application “2157/APP/2023/3068”)

As with approved application “2157/APP/2023/3068”, there will be 0.75 staff per student. The proposed school will have approximately 96 × members of staff.

CREATE’s proposed site plan retains vehicle ingress and egress arrangements from Harmondsworth Lane with no off-site works.

The car park will largely be retained as it currently is apart from changes outside Aviation House per approved application “2157/APP/2023/3068”.

The plan shows a minibus bay plus 61 × parking spaces inclusive of 3 × disabled blue badge permit holder spaces and 4 × active electric vehicle spaces.

A new pedestrian and cycle access is included from Holloway Lane.

The plan also shows 30 × long-stay and 6 × short-stay cycle parking spaces in Sheffield or M stands.

It is understood that all children will arrive and depart the proposed school by minibus and taxi organised through LB Hillingdon “Travel Assistance”. The expectation is that travel will be predominantly minibuses with low levels of taxi travel.

Based on key personnel experiences of other similar specialist schools it is expected that the large majority of staff will travel to site by public transport. As discussed approved application “2157/APP/2023/3068” has recently been partially implemented although the school is not fully operational; at the time of writing there are 30 × staff of which 8 × staff travel to work by car.

The school day will start with minibus / taxi arrivals at around 8.45am for registration at 9am.

The school day will end with minibus / taxi departures at 2.45pm.

The school day will be structured as follows:

8.45am	Morning Routine (Registration)
9am	Morning Lessons
10.30am	Break
11am	Lessons
12.30pm	Lunch
1pm	Lunch Break
1.30pm	Afternoon Lessons
2.30pm	Goodbye Routine
2.45pm	Home Time

In the future, when the school is established, there could potentially be a Breakfast Club before the school day 8.15am to 8.45am and After School Clubs 2.45pm to 3.30pm / 4pm.

The majority of teaching staff will arrive by 7.55am and depart after 3.30pm / 4pm.

Existing gates will be retained and will be manned by staff between at main school arrivals and departure times. Outside of these times gates will be remotely controlled by staff in reception via an intercom.

The supervision of the access / gates at school arrival time and departure times will operate as follows (extracted from CREATE’s highways consultation rebuttal statement of December 2025):

“The proposed school drop off / supervised collection points are critical as part of the proposal. For the reason that, children safeguarding is a fundamental component to the operation of a school. Furthermore, the school drop off / supervised collection points are a critical transfer of responsibility of the children from the parents or guardians to the school.

To ensure that this transfer is administered an appointed member of staff welcomes the pupils on arrival.

A staff member welcoming the pupils also has a secondary reason. As previously set out in the Planning Statement, the SEND school is specifically designed for pupils that suffer from autism.

For these pupils stressful and busy time periods, as well as periods of high noise levels such as the school run. Therefore, this period can be difficult for the pupils as it is not conducive to the children starting their day. In addition, children who suffer from autism require continuity and familiarity. To ensure that this process is smooth for the children and the parents / guardians this period is carefully managed by the school by providing a consistent staff member to greet the children on arrival.

Given the above, there are two proposed locations for this school drop-off / supervised collection points to take place. This was based on the principle of separation of pedestrians and cyclists being separated from vehicle traffic to ensure pedestrian and cyclists' safety.

1. Drop off / Supervised Collection Point 1: Primary use for pupils arriving as pedestrians (foot) or by bicycle. Shown as Orange circle in the diagram on the following page.

Location: Located at the walk through (link) located between The Lodge and The Annex arriving from the northwestern corner of the site.

2. Drop off / Supervised Collection Point 2 (existing): Primary use for pupils arriving by minibus. Shown as Yellow circle in the diagram on the following page.

Location: Located outside Aviation House (existing drop off / supervised collection point). Minibus arrival through the vehicle access in the northeast corner of the site.

The minibus drop off / supervised collection point at Aviation House as described above is an existing location and arrangement arising from the planning consent at Aviation House, Harmondsworth Lane, Hayes, London UB7 OLQ under the application reference 2157/APP/2023/3068, which was granted planning approval on 18th April 2024. Therefore, this introduction is not a newly proposed arrangement for consideration by the Council.

The reasoning for the above arrangement for minibus drop off at Aviation House was due to the tall fence line and gated access (labelled and shown as a thick black line below). It was considered from the outset that this tall fence and gate will ensure the safety of the children of from school staff or visitors arriving by car in the car park. This gated access also provides greater levels of visual and distance separation to ensure the children with autism feel comfortable away from the potentially busy and noisy car park. Furthermore, should in the rare instance a child enters an episode of panic their capacity to enter into the car park and this potentially risky time is limited.

The minibus drop off / supervised collection point has also been carefully designed to operate in a looped arrangement to ensure that the minibus can exit from the drop off in forward gear. This is particularly important where the minibus collection is administered by a private bus company.

The minibus drop off / supervised collection point has also been designed with separation from the car park to provide a safe space where the children can exit the minibus at any given pace without the minibus causing traffic to build up into the car park and onto the road network (Harmondsworth Lane).

As set out in the Transport Statement in Chapter 5.4, all children will arrive by organized school minibus and taxi organized through the London Borough of Hillingdon Council "Travel Assistance". It is the expectation of the school that pupils will predominantly arrive by minibuses with low levels of taxi travel.

It is expected that the large majority of staff will travel to the site by public transport. However, it is noted that there is large capacity of existing car parking for the existing offices. Therefore, there will be no expected increase of people traveling to the site by private car ownership.

NOTE: Refer to the Diagrams on the following pages."



### 3 SUSTAINABLE TRANSPORT

The site has access to 2 × frequent daytime bus services, the 350 and U3 services.

The 350 service has 5 × buses per hour and is routed between Hayes Asda and Heathrow Terminal 5 (Hayes – Botwell Common – West Drayton – Harmondsworth –Heathrow Airport Terminal 5).

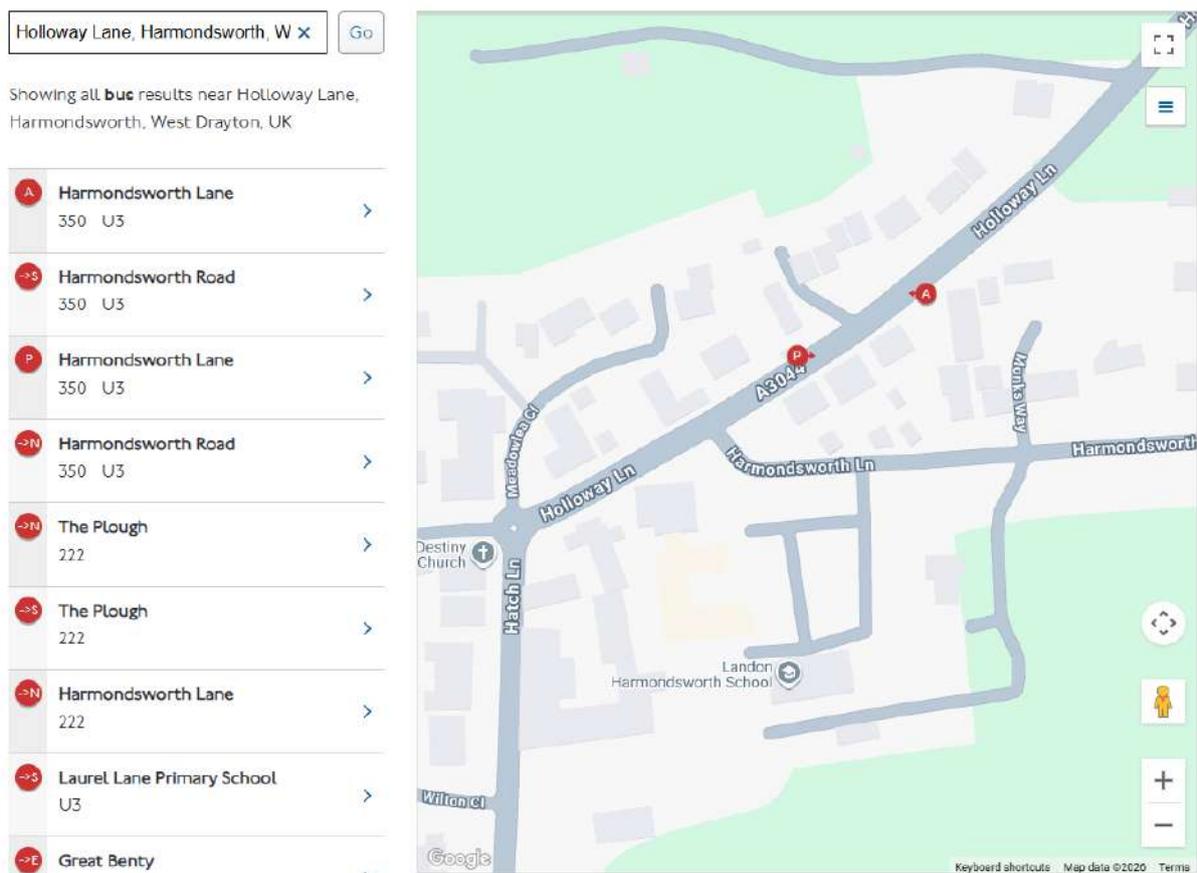
The U3 service has 5 × buses per hour and is routed between Uxbridge Station Bus Station and Heathrow Central Bus Station (Uxbridge – Hillingdon Hospital – West Drayton – Harmondsworth – Heathrow).

Both bus services are accessible from the “Harmondsworth Lane” pair of bus stops P and A on Holloway Lane.

Bus stops are 100m to 150m walk distance from Harmondsworth Lane site access.

Bus stop P is served by north / east bound services towards West Drayton. Bus stop A is served by south / west bound services towards Heathrow Central or Terminal 5.

Bus stops P and A are shown below, an extract / capture from TfL’s online bus map [Online] < <https://tfl.gov.uk/maps/> > [Accessed January 2026].



The site has no railway stations within walking distance.

However the frequent 350 and U3 bus services detailed above are accessible from the “Harmondsworth Lane” pair of bus stops P and A on Holloway Lane which are 100m to 150m walk distance from Harmondsworth Lane site access.

The services provide access to Heathrow Airport Terminal 5 Railway Station and Heathrow Terminals 2 & 3 Railway Station (a short walk from Heathrow Central Bus Station). The bus services are an approximate 10 minute bus journey from the site to Heathrow Airport.

Elizabeth Line and Heathrow Express rail services and Piccadilly Line London Underground light rail services are accessible from Heathrow Airport stations.

Given the proximity of the site to bus stops, frequency of bus services and short bus journey time, it is considered feasible to travel to / from the site using rail services as a multi-modal trip.

There are footways on both sides of the Holloway Lane carriageway for access to bus stops P and A and beyond.

Outside The Lodge building Holloway Lane has a Zebra pedestrian crossing, as below.



Harmondsworth Lane has footways on both sides of the carriageway outside site, with a continuous footway on the northern side of the Harmondsworth Lane carriageway to the east of the site.

Both Holloway Lane and Harmondsworth Lane appear to be part of a designated cycle route, possibly part of the former London Cycle Network+, although neither carriageway has mandatory or advisory cycle lanes.

## 4 BASELINE TRAVEL

As discussed in the Transport Statement that accompanied the planning application submission, various different approaches / attempts were made to obtain travel / trip data to assess trips and trip projections for the proposed school use and establish anticipated baseline travel.

As discussed it is understood that all children will arrive and depart the proposed school by minibus and taxi organised through LB Hillingdon "Travel Assistance". The expectation is that travel will be predominantly minibuses with low levels of taxi travel.

Based on key personnel experiences of other similar specialist schools it is expected that the large majority of staff will travel to site by public transport.

### 4.1 TRICS DATABASE APPROACH

A TRICS database approach was attempted.

TRICS Bureau Service has advised that the database does not have a SEND school filter and it covers mainstream schools and is limited to filtering by age e.g. primary or secondary school.

Given the that the proposed school will cater specifically for children requiring the highest levels of support the usual TRICS database approach in line with best practice was not considered suitable / possible for the assessment.

### 4.2 PROXY / COMPARATOR SITE

The proposed school operator does not currently operate other similar schools as such no other operator schools could be surveyed and used to make trip projections as a proxy / comparator site.

The proposed school operator was asked if there was a nearby school that could be used as a proxy / comparator site. A school travel plan could then potentially be obtained to review school children and staff travel mode survey data.

The proposed school operator identified Hillingdon Manor School as a potential proxy / comparator site.

Unfortunately the TfL Travel for Life / STARS database does not hold a travel plan for the school.

The proxy / comparator site approach was not possible.

### 4.3 TFL TRAVEL FOR LIFE / STARS TRAVEL PLANS VIA THE STARS TEAM AT LB HILLINGDON SCHOOL TRAVEL AND ROAD SAFETY EDUCATION, TRAINING AND PUBLICITY DEPARTMENT

The STARS Team At LB Hillingdon School Travel and Road Safety Education, Training and Publicity Department was contacted to see if SEND schools in LB Hillingdon school travel plans could be released for the assessment work to review school children and staff travel mode survey data and allow aggregated school children and staff travel mode survey trip data calculations could be made to allow trip projections to be forecasted.

Unfortunately LB Hillingdon School Travel and Road Safety Education, Training and Publicity Department advised it would not be able to release any school travel plans to third parties.

Resultantly schools travel plans approach was not possible.

#### 4.4 AVIATION HOUSE

As discussed application “2157/APP/2023/3068” has recently been partially implemented and some parts of Aviation House have come in to use a Landon School, the school is not fully operational.

It is understood that the partial implementation would not give a good neutral / typical sample for a travel survey to make robust / accurate trip projections.

#### 4.5 SUMMARY

As above, best endeavours have been made to establish likely baseline travel patterns.

Unfortunately given the specialist nature of the proposed school this has not been possible.

The school operator has advised that all children will arrive and depart the proposed school by minibus and taxi organised through LB Hillingdon “Travel Assistance”. The expectation is that travel will be predominantly minibuses with low levels of taxi travel. Based on key personnel experiences of other similar specialist schools it is expected that the large majority of staff will travel to site by public transport.

This is considered a reasonable expectation.

The first travel survey will provide baseline travel as discussed in Chapter 6.

## 5 OBJECTIVES

In accordance with / in support of Development Plan sustainability policies and the National Planning Policy Framework core planning principles the objective of this Travel Plan is to restrict school children parents travel to school by private car and to limit staff to travel school by car and encourage the fullest use of public transport, walking and cycling.

By limiting private vehicles it is anticipated that the following benefits and objectives will be realised:

- Limit transport emissions.
- Limit local air pollution.
- Increased active and healthy travel.
- Limit local congestion.

# 6 TARGETS

As discussed in the Transport Statement:

“Prior to or shortly after first occupation the school would contact and work with LB Hillingdon’s STARS Team / School Travel Team and TfL through the STARS programme by having a school travel plan champion / lead who would be responsible for supplying annual data such as hands up surveys and road safety / active travel activities. LB Hillingdon’s STARS Team / School Travel Team would then offer the school support with their travel plan moving forward.”

(Note to reader: “TfL STARS” has recently become “TfL Travel for Life”.)

To elaborate TfL Travel for Life identifies five steps to the school travel plan process [Online] < <https://travelforlife.tfl.gov.uk/how-to-guide/> > [Accessed January 2026]:

## Step 1. Registration

Although a Travel Plan was not requested for the Aviation House building and there was no Travel Planning condition for application “2157/APP/2023/3068” Landon School has been set up on the Travel for Life database ([Online] < <https://travelforlife.tfl.gov.uk/school/150995> > [Accessed January 2026]).

## Step 2. Identifying travel issues

To date it is understood local highways officers have concerns with regards to possible over provision of car parking.

## Step 3. Setting targets

Setting SMART targets (as discussed below).

## Step 4. Delivering

Choosing TfL Travel for Life activities or measures to achieve set targets.

## Step 5. Applying for accreditation

Seeking to achieve a TfL Travel for Life Bronze, Silver or Gold accreditation.

On occupation of the new school the school leadership team will allocate the role of School Travel Plan Champion / Lead (or Coordinator) and form a School Travel Working Group.

The School Travel Plan Champion will register / create an account on TfL Travel for Life as / for the school.

In consultation with LB Hillingdon’s STARS Team / School Travel Team and using resources from TfL Travel for Life the school will undertake TfL Travel for Life travel surveys shortly after occupation of the school.

Travel surveys will establish baseline travel and help identify travel issues.

Travel surveys / baseline travel will allow target setting.

In light of survey results and with TfL Travel for Life resources, in consultation with LB Hillingdon’s STARS Team / School Travel Team the school will be able to set SMART targets. The TfL Travel for Life website provides the following guidance [Online] < <https://travelforlife.tfl.gov.uk/how-to-guide/find-out-more-about-step-3/> > [Accessed January 2026]:

### “Step 3 Setting your targets

Setting targets is an important part of your journey to accreditation. You must set at least two targets that are Specific, Measurable, Attainable, Realistic, Time-related, so you can show you have reached them successfully.

Once you have identified your travel issues and discussed them with your school travel working group you will be able to set your targets.

We recommend that you set a target to reduce car use or increase active travel, which you can measure via your yearly Hands-up survey and a target that focuses on safer travel. Your Borough Officer might be able to help you set your targets

For example, if you discover that the children would like to walk but parents don't because they don't think it's safe, you could set targets to increase road safety awareness across the school community, and to increase the number of students walking to school. You could also think about a target to increase the number of student who travel actively to school by 2% compared to our 2023 Hand-up Survey, by June 2025. Or reducing the number of cars idling on the street outside our school at pick-up time, from 15 to 9, by July 2024. .

Your Borough Officer can help you work out some SMART targets if you aren't sure what is achievable, or how to measure your success.”

# 7 MEASURES

With Travel Plan targets in mind and with TfL Travel for Life resources, in consultation with LB Hillingdon's STARS Team / School Travel Team the school will select travel planning measures "activities".

The school will cater for children with Severe Learning Difficulties (SLD) and who also have Autistic Syndrome Condition (ASC). The school population will comprise children requiring the highest levels of support.

The expectation was that all children would arrive and depart the proposed school by minibus and taxi organised through LB Hillingdon "Travel Assistance". The expectation was also that travel will be predominantly minibuses with low levels of taxi travel.

With this in mind, Travel Plan measures or "activities" will need to be carefully considered.

TfL Travel for Life resources include a range of measures that could be selected by the School Travel Plan Champion and School Travel Working Group, these are provided on the TfL Travel for Life website [Online] < <https://travelforlife.tfl.gov.uk/activities/> > [Accessed January 2026].

At the time of writing the school has confirmed that the following activities would be feasible:

- Other better driving activity <https://travelforlife.tfl.gov.uk/activities/other-better-driving-activity/>
- Air quality competition <https://travelforlife.tfl.gov.uk/activities/air-quality-competition/>
- Identifying travel and transport issues <https://travelforlife.tfl.gov.uk/activities/identifying-travel-and-transport-issues/>
- School travel working group <https://travelforlife.tfl.gov.uk/activities/school-travel-working-group/>
- Senior management and school governor involvement <https://travelforlife.tfl.gov.uk/activities/senior-management-and-school-governor-involvement/>
- Staff involvement in active travel <https://travelforlife.tfl.gov.uk/activities/staff-involvement-in-active-travel/>
- World Environment Day <https://travelforlife.tfl.gov.uk/activities/staff-involvement-in-active-travel/>

In addition to typical school travel planning measures, given the high staff to child ratio, workplace travel planning measures have also been considered for staff.

The following measures from Travel Planning Guidance (TfL, 2013) are feasible:

Travel plan management and promotion

- Appointment and training of the travel plan coordinator
- Access to personalised travel planning advice
- Establishment of a steering group to share knowledge and coordinate the improvement of sustainable travel options
- Provision of travel information
- Provision of induction pack for new employees with package of incentives for sustainable travel
- Holding travel plan promotional events (e.g. Bike Week)
- Publicise travel plan successes. People may be more likely to continue mode shift if commended as well as encouraging others

Reducing the need to travel

- Local recruitment strategy and incentives for staff to relocate closer to work

#### Increasing walking

- Promotion of public health campaigns encouraging walking and cycling
- Distribution of maps showing safe and convenient local walking routes to services

#### Increasing cycling

- Provision of appropriate numbers, type and location of cycle parking facilities (e.g. covered and secure)
- Availability of supporting facilities for staff (e.g. showers, lockers)
- Discounts or loans for purchase of equipment (e.g. cycle loan, tax free scheme to employees, vouchers)
- Advice or training on riding skills, use of bike buddies
- Regular cycling promotion days
- Provision of information on local cycle routes.

#### Encouraging use of public transport

- Provision of a public transport guide as part of sustainable travel information
- Public transport travel subsidy (e.g. season ticket loan, Oyster card top up, preloaded Oyster card)

#### Reducing vehicle trips

- Commitment to a parking management plan detailing how parking will be allocated and operated
- Promoting car sharing schemes e.g. <https://liftshare.com/uk>
- Providing electric vehicle charging points (both active and passive) and incentives to encourage use of electric and low emission vehicles
- Site design to reduce vehicle speed, restricted car movement through the site and Home Zone principles

## 8 MONITORING

As discussed in Chapter 6, in consultation with LB Hillingdon's STARS Team / School Travel Team and using resources from TfL Travel for Life the school will undertake TfL Travel for Life travel surveys shortly after occupation of the school to establish baseline travel.

It is suggested subsequent TfL Travel for Life repeat travel monitoring surveys are carried out annually after the first survey for five years.

## 9 ACTION PLAN

As set out in Chapter 6, on occupation of the new school the school leadership team will allocate the role of School Travel Plan Champion / Lead (or Coordinator) and form a School Travel Working Group.

The School Travel Plan Champion will register / create an account on TfL Travel for Life as / for the school.

In consultation with LB Hillingdon's STARS Team / School Travel Team and using resources from TfL Travel for Life the school will undertake TfL Travel for Life travel surveys shortly after occupation of the school.

Travel surveys will establish baseline travel and help identify travel issues and allow the School Travel Plan Champion and School Travel Working Group to set targets (per Chapter 6).

The School Travel Plan Champion and School Travel Working Group will then select / confirm a comprehensive list of feasible travel planning measures "activities" (per Chapter 7).

The School Travel Plan Champion and School Travel Working Group will then continue to oversee the Travel Plan including monitoring surveys (per Chapter 8).