




Glasgow Lecture Series - Inclusiveness

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Content

- What to include and exclude
- Planning for
 - Walking and cycling
 - School transport
 - DDA
 - Motorcycling
- An inclusive future?



What is Included in Transport Planning?

- Transport planning evolving
- Transport design approaches well developed
- Are we planning "transport" or "transport systems"?
 - Soft and hard factors
 - Complementary factors and non transport aims
 - Meet all demand - supply and derived demand.
- Objectives of transport planning are not explicit
 - Legal/financial accountability
 - Issues identified in policy
 - User requirements




Accessibility Planning in Scotland

- STAG
 - Expressed/revealed/demand
 - Community/social
 - Comparative/relative
 - Stated
- Community Planning



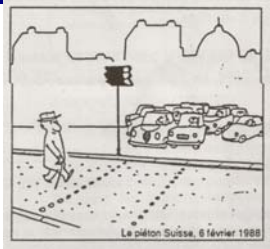

STAG and Inclusion

Measure	Qualitative	Quantitative
Community		
PT Network Coverage	Partnership working outcomes, summary of qualitative appraisals including soft and lifestyle factors	Indicator of PT network coverage e.g. population
Local accessibility		Indicator of local catchment
Comparative		
Distribution by location or people group	Partnership working outcomes, summary of qualitative appraisals	Ratio of accessibility from policy sensitive people/locations to all people/areas



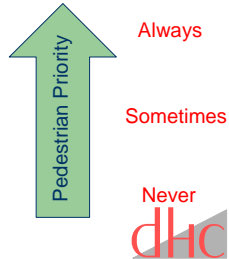
Walking and Cycling

- Walking dominant mode
 - Main mode for 60% of trips
 - Part mode for many more
- Traffic flows
- Width of footpath
- Street furniture
- Environment/noise
- Safety and security
- Pedestrian crossings

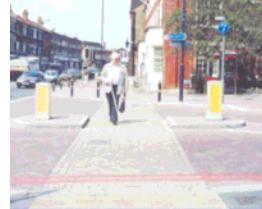



Managing pedestrian priority

- See Local Transport Note 1/95
- Pedestrian priority zone
- Zebra
- Signalled
 - Pelican
 - Toucan
 - Traffic lights
- Refuge island



Refuge



Signal Controlled



Zebra



Pedestrian Priority



Managing Expectations

- Minimising delays
 - Cars and people
- Environment, perception, width of path etc.
 - A safe route for an unaccompanied 10 year old?
- Prioritisation of pedestrian crossing requests
 - LTN 1/95
 - PV squared :- e.g (30 million) ... (2 million)
 - Safe routes to school, station, shop, etc

Safer Routes

- To school
- To stations
- To shops
- Site specific travel plans
- Ownership of transport planning
 - Reconciling different priorities of communities



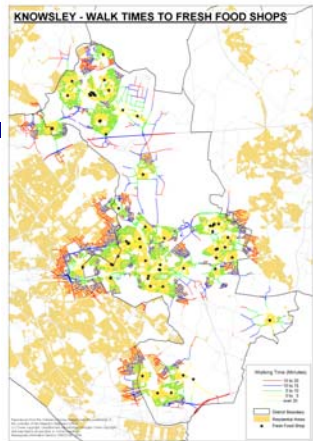
Case Study – Trafalgar Square

- Urban design - Space Syntax



Case Study - Knowsley

- Walking to local shops - DHC



Cycling Checklist

- Cycle parking
 - Stands, lockers (user or provider managed security), cycle pens, bike parks, staffed cycle centres
- Construction standards
 - Bound/unbound surfaces, continuous lanes
- Management
 - Public agencies, school and workplace travel plans, volunteers
 - Targets, competitions
 - Cycling culture
 - Health promoting schemes, leisure cycling, training, cycle hire
- Integration with other modes
 - On bus and train facilities, cycling at one end only



School Transport - Checklist

- Budget £100m+
- Congestion at schools
 - 14% car travel to school in 1997, 20% in 2000
- School bus problems
 - Yellow buses!
- Physical health problems
- Education issues
 - Cognitive personal and social skills, and independence,
- Organisational and planning
 - Parental choice, school closures, school rules
 - Land use and demographic change



School Transport

- Plan
 - Access to learning
 - Factors affecting school travel and impacts of school travel
 - Joint funding and delivery
- www.scotland.gov.uk
 - Scottish School Travel Advisory Group
 - Review of School Travel
 - Safer Routes to School
 - Review of the School Travel Co-ordinator Initiative



School Transport - Initiatives

- Importance of local context – planning
 - Competitions, ways of working, community capacity
- Public transport initiatives
 - School hours, flexible tendering, vehicles, links with community transport
- Walking and cycling
 - Safe routes and streets, lockers, training, supervision
- Education and publicity
 - Targeted approaches
- Infrastructure and enforcement
 - Community approach

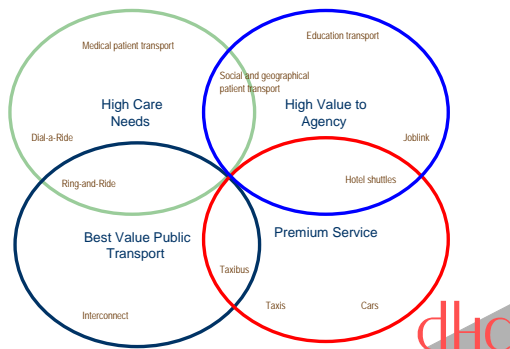


Other Transport

- Social services
- Patient transport
- Taxis
- Community transport
- Largely unstructured and unplanned and based on practice rather than policy
 - but carry more people and use more public resources than the planned services



High Care Needs Transport Markets



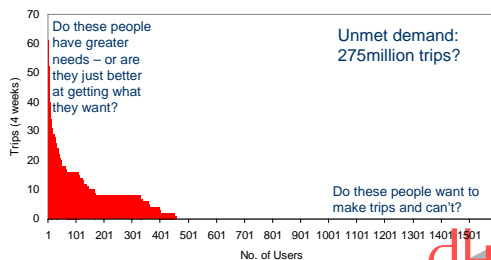
Statutory Responsibilities

- 1985 Transport Act and network coverage
 - Reasonableness and social need - DRT
 - Being clear about what needs are being met
 - Funding each need

Fixed bus services accessibility DRT supplementing fixed services
 Better network design for fixed services gap DRT integrated with other services
 Network design+Information Information+Integration+supplementary DRT



Disabled People - Observed Behaviour, Resources and Capacity



DDA Checklist - Physical

Locomotion	<ul style="list-style-type: none"> • Need for a mix of services to be provided that includes door to door • Less distance between local bus stops • Bus stops located closer to destinations • Seats at bus stops and on the routes to bus stops • Clear access paths on the route to bus stops • Vehicle step heights to be lowered • Need for flat, unramped floors • Need for escorts / conductors with training in passenger assistance
Reaching and Stretching	<ul style="list-style-type: none"> • Type and location of handles, handrails and stanchions • Type and location of bell-pushes and other communication devices • Location of ticket machines • Location of train door buttons
Dexterity	<ul style="list-style-type: none"> • Acceptance of passes rather than cash • Fare structure must minimise coinage requirements • Design of automatic ticket cancellation equipment • Design of door handles and other handles



DDA Checklist - Other

Seeing	<ul style="list-style-type: none"> • Colour contrast / texture on handles, step and platform edges, kerbs, pathways • Lighting levels • Size and type of print in information • Audible announcements • Telephone information • Orientation marks on passes • Raised markings on bus entrance stanchions • Seats designed to give guide dog space • Tactile information at bus stops
Hearing	<ul style="list-style-type: none"> • Induction loops at information points • Visual displays on vehicles and at bus stops and stations • Minicom system on information services • Writing pads at ticket windows • Symbol point pads for drivers
Communication	<ul style="list-style-type: none"> • Staff training • Writing pads at ticket windows • Symbol point pads for drivers
Intellectual Functioning	<ul style="list-style-type: none"> • Staff training • Design of information and language used



Case Study - Patient Transport Works

- GEDC co-ordinate circa £200k pa
 - Minibuses
 - Volunteer cars
 - Taxis
- Every stakeholder can pay less
 - Pay for the benefits received
 - Best value due to shared benefit
- Benefits for SAS delivery
- Employability
- Cancer care
- NHS delivery



Powered Two-Wheelers

- Key stats
 - 4% of motor vehicles – 0.2% of all journeys
 - Riders are rural dwellers (32% of riders of 18% of population)
 - Riders are largely employed people
 - 43% of trips to work (c.f. 24% car)
 - 11% for shopping (c.f. 22% car)
- Policy gap and inconsistency
 - Priority lanes, parking, charging - Segway!
- Containment
 - "See to improve safety"
 - "Recognise the role"



Policies for Inclusion

- Policy
 - All people
 - All modes
 - Access to key services
- And transport planners are accountable!!!



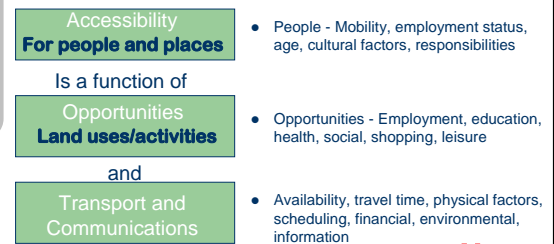
Clarifying Accountability for Accessibility

"accessibility planning will ensure that there is clear responsibility and accountability for identifying accessibility problems and deciding how to tackle them" (SEU 2003)

- Accessibility describes transport provision from the perspective of users
- A framework to manage joint working
 - "Closing the Opportunity Gap Targets"



What is Accessibility?



Transport investment does not always improve accessibility and demand management will not always reduce accessibility.



Conclusions

- What to include and exclude – **All travel**
- Planning for – **User focus and partnership**
 - Walking and cycling
 - School transport
 - DDA
 - Motorcycling
- An inclusive future? – **Facilitators of good transport**



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