

School Street Closure

Monitoring Guidance - External



7 October 2021

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Document details	
Reference ID:	SUSR1998 (Adapted from SUSR1852)
Version:	1
Circulation Status:	External
Issue Date:	23/11/2021
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What is a School Street?

School Streets tackles the congestion, poor air quality and road safety concerns that many schools may experience by restricting motor traffic at the school gates for a short period of time, generally at drop-off and pick-up times. Sustrans School Streets is our programme to support schools and local authorities to trial and implement School Streets throughout the UK.

The School Streets concept has been in existence for a few years in the UK and focuses mainly on primary schools. School Streets are generally implemented by the school and Local Authority, sometimes with support from Sustrans. The closure usually needs to allow for vehicular access for those with accessibility needs and service vehicles, as well residents.

A number of different ways of implementing and enforcing School Streets have been used. In London, CCTV cameras were set up to catch and fine motorists driving through the school street at prohibited times. In other, permanent bollards were installed that could be raised and lowered by a member of school staff and in other locations temporary infrastructure such as cones and signs have been used.

About this guidance

This guidance has been created by the Sustrans' Research and Monitoring Unit (RMU) for our external partners that are interested in hosting School Streets. RMU have a track record of monitoring and evaluating the impact of School Streets in various locations in the UK. We assess the impact of the closures on active travel and car use, as well as the extent of support for closures. We also examine the benefits School Streets bring to people, communities, and the environment and how it impacts on safety around the school, improvement in air quality and creation of space for social interaction. We obtain feedback from children, parents/carers, teachers and local residents through well established and tested research methods and tools. We also have the relevant expertise to assess traffic speed and volume, traffic displacement and car-pedestrian interactions. We share our findings with funders and stakeholders (e.g. local authorities) in well-structured and easy to understand reports.

To make the case for long-term change, we believe Sustrans should monitor and evaluate School Streets on a UK wide level to assess the overall impact against our organisational objectives and outcomes. This guidance is flexible and can be used despite regional and local policy differences, the local travel infrastructure context and how the School Street is implemented.

Objectives and outcomes

To develop a sound monitoring and evaluation plan it is important to have clear objectives and outcomes to monitor and evaluate against.

Objectives

The objectives of most School Streets projects are similar and we have identified the following objectives for a standard School Streets project:

- 1) **Increase the number/percentage of children/parents using active travel (walking, cycling and scooting) to get to school and back**
- 2) **Reduce the number/percentage of parents using cars to get their child(ren) to school and back**
- 3) **Create support for permanent School Streets**

Outcomes

The specification of project outcomes should set out the impact of achieving the project objectives and account for any specific benefits not included in the objectives. We have identified the following outcomes for a standard School Streets project:

- 1) **Increase in active travel**
- 2) **Fewer motorised vehicles and trips**
- 3) **Improved air quality**
- 4) **Reduced congestion**
- 5) **Increased physical activity**
- 6) **Increased physical and social safety**
- 7) **Increased feeling of community ownership**
- 8) **Reduced physical and psychological barriers to active travel**
- 9) **Increased access to sociable public space**
- 10) **Reduced inequality of access and mobility**
- 11) **More inclusive and attractive places**
- 12) **Create support for permanent School Streets**

Monitoring

Core monitoring

As a minimum we recommend you use **Hands-up surveys (HUS)** and a **Parent and resident survey**.

We have recommended core questions for both the HUS (below) and Parent and resident survey below in [Appendix 1: Question bank](#). Each question is linked to one or more of the outcomes listed above. When you write your report, you can refer back to these to report on each outcome.

You can of course ask additional questions to meet specific local objectives or stakeholder requirements. You will need to frame any additional questions as multiple choice questions to align with the format for the rest of the survey. Do not make the survey too long as this may reduce levels of engagement. Optional, open-ended questions are often an effective choice for gathering additional data as respondents who wish to engage more can do so.

Hands up Survey

A HUS is a survey of how pupils travel. It is used to evaluate the mode share and mode shift at the school. Data is usually collected by a teacher or Sustrans Officer (when Sustrans is involved) who stands at the front of the classroom and asks pupils to raise their hand when their method of travel is read out. They count each hand and enter them into the survey form. The two questions below are the core questions of a Hands-Up Survey:

- 1) How do you usually (or most often) travel to school?
 - a. Walk
 - b. Cycle
 - c. Scoot/Skate
 - d. Park & Stride/Walk*
 - e. Car (including taxi and car share)
 - f. Bus (including school and public bus)
 - g. Train/other rail

* Park & Stride/Walk means driving some of the way to school, parking up and walking the rest of the way.

- 2) How would you most like to travel to school? (This can be the same way you usually travel to school if you like travelling that way)
- a. Walk
 - b. Cycle
 - c. Scoot/Skate
 - d. Park & Stride/Walk
 - e. Car (including taxi and car share)
 - f. Bus (including school and public bus)
 - g. Train/other rail

You can ask further questions, but take into account the format the questions are asked in (they must be multiple choice questions) and the time consuming nature of this form of surveying.

Parent and Resident Survey

A perception survey of parents and local residents is a key evaluation tool. The questions in the survey ask the opinions of key stakeholders who are directly impacted by the school street closure.

This survey is not a consultation tool. This type of survey is used for monitoring purposes and should be distinguished from a survey you conduct to inform or consult on a closure.

There are two approaches to conducting this survey. You can either conduct (Type 1) one retrospective survey once the intervention has been implemented for a period of time or (Type 2) two surveys, one before the intervention has been implemented and one during or after the intervention and compare the results of the two. Which method you choose will be determined by the specifics of your project and for how long the intervention is to be in place.

The core questions for both options are set out in [Appendix 1: Question bank](#). The questions in the pre- and post-surveys are identical to enable a direct comparison between responses.

We suggest you start the survey with an introduction, explain how long it will take to complete and how the gathered data will be used and treated.

Example introduction statement: XXXX is working with XXXX to monitor the effects of school street traffic restrictions on the local area. School Streets closures are timed traffic restrictions at school drop-off and pick-up times on the road outside the school gate. They aim to ease congestion, improve air quality and improve road safety during the peak period of school travel.

Key demographic questions:

We recommend asking demographic questions to cover survey respondents and the extent they are representative of people more widely in the project area. Local authorities often have their own guidance and policies for demographic survey questions.

Example statement: The following questions are about you. They help to ensure that we are reaching all groups and communities in the area. This information is for analytical purposes only and will not be used to identify you. All questions are optional.

Additional monitoring

You might want you to monitor additional objectives or site specific issues that have been identified. In these cases you might choose to arrange for some additional monitoring. You can discuss options with Sustrans' RMU.

Further Perception surveys

A perception survey that is aimed specifically at teachers can also be conducted. The questions and format would likely be similar to the Parent and resident survey, but teachers might be able to provide a broader perspective of the impact of the School Street. They may be able to provide feedback on the support and guidance they received on how to implement their intervention.

The questions in the perception survey above are aimed at adults. If you or your funder are specifically interested in the attitudes of children then you may want to consider separate ways of obtaining their views. This could include asking questions in addition to the HUS, developing a pupil (child-friendly) survey form, or conducting focus group conversations. We have suggested pupil questions that might be used in [Appendix 1: Question bank](#)

Focus groups

Focus groups can also be useful for in-depth exploration of perceptions and provide evidence to support rich qualitative analysis from a relatively smaller number of participants.

Monitoring traffic behaviour and volume

Traffic speed and volume (TSV) surveys can be conducted in the vicinity as well as on the directly impacted streets. You need to commission these from external contractors directly or ask RMU to provide advice. The local authority is likely to have some existing data. You may want to make sure any local authority TSVs were run for at least three days. This is the minimum necessary to measure a reduction in motorised traffic.

Other methods for monitoring traffic behaviour include **junction counts, parking surveys and video monitoring**. Please speak to Sustrans' RMU team if you think any of these might be useful to you.

Air Quality

Check if the local authority is already collecting air quality data. If not, there are a number of different air quality monitoring devices available for purchase. Options include: Plume Flow device, Zephyr, diffusion tubes and Air Visual Pro from IQAir. The quality and type of emissions different devices capture varies.

Measuring change in air quality as a direct result of a project is very problematic. Weather conditions can have a big impact on air quality readings. In addition, air quality measures can change depending on how the sensor is installed, for example how low or high on a wall. It is difficult to accurately measure air quality at a local scale without long term sensors.

Active travel counts

Pedestrian and cycle counts. These can be separate counts, or included in a TSV survey. You would need to specify that you want pedestrian and cyclists to be counted when you commission the TSV survey.

Household surveys. These are a comprehensive way of surveying a population for evidence of behaviour change and/or perceptions.

Place making monitoring

Public life monitoring in person. Monitoring public life can give you rich data on how useful a space is for people based on how they behave.

Public life monitoring from video footage. This requires a camera positioned at height – it cannot be done with a hand-held camera. Sustrans normally contracts companies to set up and take down video cameras. GDPR, may apply to people or organisations (as 'data controllers' or 'data processors') who record ('process') video and/or audio information about identifiable persons ('personal data').

Monitoring Plan

We recommend identifying indicators for each objective that you wish to monitor. An indicator is a specific parameter or figure that can be used to measure the extent to which an objective or outcome has been achieved. For example, the indicator for the *Schools Streets* objective we identified (*Increase the number/percentage of children/parents using active travel (walking, cycling and scooting) to get to school and back*) might be “increase in pupils and parents reporting using active modes to travel to school”.

Whilst you may need to monitor every objective specified for the project to satisfy the funder/partner, you don't necessarily have to cover every outcome. We would recommend identifying the ones that are relevant to your specific project or would be particularly informative. Furthermore, many of the outcomes will likely be covered by the monitoring tools you use to monitor the objectives.

Next, you can identify monitoring tools that can be used to measure the specific indicators. One monitoring tool can be used to provide data against many different indicators. The Parent and Resident survey is such an example. You can draw up a monitoring plan that links objectives and outcomes to the indicators that will be used to measure them and specifies the monitoring tools that will be used to collect the data to evidence the indicators. This may help you to identify any gaps in your monitoring.

When and how to survey?

When?

You can conduct a retrospective survey as soon as the school street is implemented using retrospective (Type 1) questions. However, respondents may not have had sufficient time to form lasting opinions or change habits. We therefore advise you provide sufficient time for potential respondents to get used to the effects of the school street closure.

Use pre and post surveys (Type 2 questions) when you are interested in how attitudes to school streets change with time since implementation. Do your pre surveys before the street closure is in place and your post surveys during or after the street closure. This will provide you with two sets of comparable data.

How?

Create the surveys

Sustrans' RMU can support you in implementing a **HUS**. HUS data will be gathered in schools and uploaded to a secure Sustrans' database, where RMU will extract and analyse the data.

Sustrans' RMU can support you in implementing a **Parent and resident survey** using a secure online survey platform. Additionally, RMU could also create a QR code that directly links to the survey for wider use, if needed (posters with QR codes could be put up around the school street for parent and residents to scan and complete the survey).

Distribute the surveys

To distribute the **HUS**, contact the school(s) and request that the teachers conduct the survey with their classes. They can then pass the data either directly to the project officer or upload it to the Sustrans database (if Sustrans is involved). If this is not possible, the project officer can go into the school and conduct the survey themselves if the school and the most recent guidance on safety and public health permits it.

Distribute the **Parent and resident survey** to parents/carers in at least two of the following ways:

- School email to parents
- School website
- Postcard survey with letterbox on the school street

- In person, socially distanced interviewing
- Organised parent groups
- Install posters with a link and QR code on the school and surrounding streets

Distribute the survey to residents in at least two of the following ways:

- Post forms to residents
- Drop contact details, a link and QR code, or forms through the letter boxes in person
- Doorstep interviews
- Key local groups using the street – local religious, access, and community groups
- Install posters with a link and QR code on the school street and surrounding streets

Distributing in at least two ways could increase the number of responses you receive – especially if there is a mix of online and non-online methods.

Analysis

Please speak to Sustrans' RMU team if you need any help with the analysis of data. RMU have well established methods and a wealth of experience in analysing data.

Reporting

The report should be organised around the individual objectives and outcomes. Use the figures and graphs generated from analysis to evidence how each objective and outcome has been met. Return to your monitoring plan and look at what the indicators were for each objective/outcomes. Present the data in clear and easy to understand graphs and sentences. Identify relevant qualitative comments for each objective and present them as supporting comments. Only provide personal information of the commenter if they have provided their permission for you to do so, otherwise attribute comments to 'Anonymous'.

Involving RMU

RMU can be commissioned to work with your project directly, or to undertake the data collection, curation, analysis, and reporting. We would need to be commissioned and have capacity to take on the work. Below are some possible tasks you might require for key monitoring:

- Hosting surveys online or/and on a secure database
- Analysing numeric questions
- Analysing free text responses
- Quality assurance of a report and analysis written by you
- Writing a report

If you would like more comprehensive or bespoke monitoring, please get in touch with EYP.Monitoring@sustrans.org.uk or Steyn.Crous@sustrans.org.uk for a quote and to discuss further.

Appendix 1: Question Bank

Outcome	Question	Response Options	Objective
Retrospective (Type 1) questions for parent and carers			
Increased physical and social safety	Do you agree with the following statement about your school street? The street is now safer than before the closures.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Increased access to sociable public space	Do you agree with the following statement about your school street? The street is now a more sociable space for me and/or my children than before the closures.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
More inclusive and attractive places	Do you agree with the following statement about your school street? The street is now a more inclusive and attractive place to before the closures.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Reduced congestion/Traffic dispersion	Do you agree with the following statement about your school street? The surrounding streets are now less congested with car traffic	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits

	than before the school street closures.		
Increased feeling of community ownership	Do you agree with the following statement about your school street? The street closures have strengthened relationships in the local community.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Improved air quality	Do you agree that the air quality on your school street has improved at drop off and pick up times during the closures?	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Create support for permanent school streets	a) Do you support this temporary school street road closures?	a) Yes, No, Not Sure, Please tell us more (free text comments box)	Create support for permanent school streets
	b) Would you want to see the school street road closures continue [beyond the time set out?]	b) Yes, Yes with changes, No, Not Sure, Please tell us more (free text comments box)	Create support for permanent school streets
Improved air quality; Reduced congestion; Reduced carbon emissions; Increased physical activity; Fewer motorised vehicles and trips; Increased	What are the advantages of school street closures in your opinion? [Select all that apply]	Better air quality, Less congestion, Less carbon emissions, Increased physical activity, Less cars on the road and pavements, Feeling safer on the street,	Additional benefits/Advantages

<p>physical and social safety; Increased feeling of community ownership; Reduced physical and psychological barriers; Increased access to sociable public space; More inclusive and attractive places; Help children/parents to social distance while travelling to school and back</p>		<p>Increased feeling of community ownership of the street, More space to socialise with other people, There is space for everyone to move around freely without limitations, The street is a more inclusive and attractive place to be, There is space for social distancing, Other: please explain your answer [Free text box]</p>	
	<p>What are the disadvantages of school street closures in your opinion? [Select all that apply]</p>	<p>Traffic gets displaced to other streets, I have to park my car further away from school, I can't use active travel due to specific limitations, Route to school from home and back is unsafe, I live too far away from school to use active travel, I have a disability and can't travel with my children, My children have a disability and need to be driven to school, Other: please explain your answer [Free text box]</p>	<p>Understanding the barriers/Disadvantages</p>

<p>Increased active travel; Increase in Physical activity; Fewer motorised vehicles and trips</p>	<p>Please indicate how the school street closures impacted your use of each mode for travelling to school:</p>	<p>More, the same, less, N/A response options for each mode (Walk, Cycle, Scoot/Skate, Park & Stride/Walk, Car (including taxi and car share), Bus (including school and public bus), Train/other rail)</p>	<p>Increase the amount/percentage of children/parents using active travel (walking, cycling and scooting) to get to school and back; Reduce the amount/percentage of parents using cars to get their child(ren) to school and back</p>
<p>Reduced physical and psychological barriers to active travel</p>	<p>Do you agree with the following statement about your school street? It is now easier to walk, cycle or scoot to school and back than before the school street closure.</p>	<p>Strongly disagree - strongly agree (5 point scale) + I don't know</p>	<p>Additional benefits</p>
<p>Help children/parents to safely social distance while travelling to school and back (specific to the Covid-19 restrictions period)</p>	<p>How much do you agree with the following statements about your school street? It is now easier to social distance while travelling to</p>	<p>Strongly disagree - strongly agree (5 point scale) + I don't know</p>	<p>Help children/parents to safely social distance while travelling to school and back (specific to the Covid-19 restrictions period)</p>

	school and back than before the school street closures.		
Outcome	Question	Response Options	Objective
Retrospective (Type 1) questions for pupils			
Increased physical activity	Can you walk, cycle, scoot or run around in your school street more since the cars were removed?	Scale with smiling/frowning faces pictures: A lot more - a lot less; Not sure in the middle	Additional benefits
Increased physical and social safety	Since the cars were removed, do you feel safer on your school street when you walk/cycle or scoot?	Scale with smiling/frowning faces pictures: A lot more safe - a lot less safe; Not sure in the middle	Additional benefits
Reduced physical and psychological barriers	Since the cars were removed, is it easier for you to walk/cycle/scoot to school?	Scale with smiling/frowning faces pictures: a lot easier - a lot less easy; Not sure in the middle	Additional benefits
Increased access to sociable public space	Since the cars were removed, is there more space on your school street for you to talk and play with your friends?	Scale with smiling/frowning faces pictures: a lot more space - a lot less space; Not sure in the middle	Additional benefits

More inclusive and attractive places	Since the cars were removed, is your street a nicer and prettier place?	Scale with smiling/frowning faces pictures: a lot nicer and prettier – a lot less nicer and prettier; Not sure in the middle	Additional benefits
Create support for permanent school streets	How happy are you with your school street?	Scale with smiling/frowning faces pictures: Not happy at all – very happy; Not sure in the middle	Create support for permanent school streets
Help children/parents to safely social distance while travelling to school and back (specific to the Covid-19 restrictions period)	Is it easier for you to social distance on the school street?	Yes, No, I don't know	Help children/parents to safely social distance while travelling to school and back (specific to the Covid-19 restrictions period)
Overall	Tell us what you disliked and/or liked most about the School Street:	[Free text box]	Overall
Increase in active travel; Fewer motorised vehicles and trips	This data will be gathered by HUS.		Increase the amount/percentage of children/parents using active travel (walking, cycling and scooting) to get to school and back; Reduce the amount/percentage of parents using cars to get their child(ren) to school and back

Outcome	Question	Outcome	Question
Comparative (Type 2) questions for parents and carers			
Improved air quality	Do you agree with the following statement about your school street? I'm worried about air quality at drop-off and pick-up times.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Reduced congestion/Traffic dispersion	Do you agree with the following statement about your school street? The surrounding streets are congested with car traffic at drop-off and pick-up times.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Reduced congestion	Do you agree with the following statement about your school street? The school street is congested with car traffic at drop-off and pick-up times.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Increased active travel/physical activity; Fewer motorised vehicles and trips	How do you/your child (ren) usually (or most often) travel to school?	Walk, Cycle, Scoot/Skate, Park & Stride/Walk, Car (including taxi and car share), Bus (including school and public bus), Train/other rail	Increase the amount/percentage of children/parents using active travel (walking, cycling and scooting) to get to school and back

			Reduce the amount/percentage of parents using cars to get their child(ren) to school and back
Increased physical and social safety	Do you agree with the following statement about your school street? I feel safe when walking/cycling/scooting on the school street at drop-off and pick-up times.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Increased feeling of community ownership	Do you agree with the following statement about your school street? I see the school street as a space that belongs to the community.	Strongly disagree - strongly agree (5 point scale) + Don't walk/cycle/scoot to school	Additional benefits
Reduced physical and psychological barriers to active travel	Are there any barriers that makes it harder for you from walking, cycling or scooting on the school street?	Yes, No, Not sure, Comments - please tell us more	Additional benefits
Increased access to sociable public space	Do you agree with the following statement about your school	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits

	street? I think the school street is a good space to socialise with others		
Reduced inequality of access and mobility	Do you agree with the following statement about your school street? I have access and mobility problems on my school street?	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
More inclusive and attractive places	Do you agree with the following statement about your school street? The school street is an inclusive and attractive space to be in.	Strongly disagree - strongly agree (5 point scale) + I don't know	Additional benefits
Create support for permanent school streets	a) Do you support this temporary school street road closure?	a) Yes, No, Not Sure, Please tell us more (free text comments box)	Create support for permanent school streets
	b) Would you want to see the school street road closure continue [beyond the time set out?]	b) Yes, Yes with changes, No, Not Sure, Please tell us more (free text comments box)	Create support for permanent school streets
Help children/parents to safely social distance while travelling to school and	Do you agree with the following statement about your school	Strongly disagree - strongly agree (5 point scale) + I don't know	Help children/parents to safely social distance while travelling to school

back (specific to the Covid-19 restrictions period)	street? I can practice social distancing on the school street.		and back (specific to the Covid-19 restrictions period)
Overall	If you have any further comments about the school street, please write them here:	[Free text box]	Overall
Outcome	Question	Response Options	Objective
Comparative (Type 2) questions for pupils			
Increase Physical Activity	Can you walk, cycle, scoot or run around in your school street?	Yes, no, I don't know	Additional benefits
Increased physical and social safety	How safe do you feel on your school street when you walk cycle or scoot?	Scale with smiling/frowning faces pictures: Not safe at all - Very Safe; Not sure in the middle	Additional benefits
Increased feeling of community ownership	Do you think your school street belongs to everyone (children, mums and dads, and teachers) to share?	Yes, no, I don't know	Additional benefits

Reduced physical and psychological barriers	How easy is it for you to walk/cycle/scoot to school?	Scale with smiling/frowning faces pictures: Not easy at all - very easy; Not sure in the middle	Additional benefits
Increased access to sociable public space	Do you think your schools street has enough space for you to talk and play with your friends?	Yes, no , I don't know	Additional benefits
More inclusive and attractive places	How nice and pretty is your school street?	Scale with smiling/frowning faces pictures: Not nice and pretty at all - very nice and pretty; Not sure in the middle	Additional benefits
Create support for permanent school streets	How happy are you with your school street?	Scale with smiling/frowning faces pictures: Not happy at all - very happy; Not sure in the middle	Create support for permanent school streets
Help children/parents to safely social distance while travelling to school and back (specific to the Covid-19 restrictions period)	Can you social distance on the school street?	Yes, no, I don't know	Help children/parents to safely social distance while travelling to school and back (specific to the Covid-19 restrictions period)
Overall	Tell us what you disliked or liked most about the school street:	[Free text box]	Overall

Increase in active travel; Fewer motorised vehicles and trips	This data will be gathered by HUS. If you are unable to do HUS add the two HUS question to your survey		Increase the amount/percentage of children/parents using active travel (walking, cycling and scooting) to get to school and back; Reduce the amount/percentage of parents using cars to get their child(ren) to school and back
Outcome	Question	Response Options	Objective
Demographic Questions			
Reduced inequality of access and mobility	Which age group do you fit into? (Select one choice)	16-24; 25-34; 35-44; 45-54; 55-64; 65-74; 75+; I prefer not to say. (please note: there is no under 16 category for child-protection reasons)	
Reduced inequality of access and mobility	Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?	Yes, limited a lot; Yes, limited a little; No; Prefer not to say	

Reduced inequality of access and mobility	Overall, how would you rate your general health over the last four weeks? (Select one choice only)	Excellent, Very good, Good, Fair, Poor, Very poor	
Reduced inequality of access and mobility	Are you? (Select one choice only)	Woman (including trans woman); man (including trans man); non-binary; I identify in another way/I prefer to self-describe (please specify); I prefer not to say.	
Reduced inequality of access and mobility	Is your gender identity the same gender you were assigned at birth?	Yes, No, Prefer not to say	
Reduced inequality of access and mobility	Which of the following best describes your working status (select one choice only)	Employed full time (30+ hours), Employed part time, Looking after home/family, Unemployed/sick leave, Retired, Studying, Voluntary worker, Other [Free text box to write in]	
Reduced inequality of access and mobility	Which of the following ethnic groups do you consider you belong to? (Select one choice only)	Asian / Asian British; Black / Black British / African / Caribbean; Hispanic / Latin; Mixed / Multiple ethnicities; White; Other (please specify); I prefer not to say.	