

## **Supporting pupils with Special Educational Needs on schools trips, residentials and other school experiences.**

Our school aims to provide a world class curriculum that inspires and challenges all learners and prepares them for the future – a curriculum that promotes the fusion of excellence and enjoyment, encouraging children of all abilities to question, be curious and aspire to be amazing. Our curriculum is supported by trips, visits and residentials, which promote development, independence and understanding.

As part of planning school trips and experiences, teachers take into account the needs of all children in their class. Understanding the needs of individual pupils is paramount in ensuring that the trip is accessible to all. Part of the planning involves the completion of a risk assessment that specifically requests teachers to reflect on the needs of their children and make any adjustments that are practicably possible and within reason.

Having made adjustments, like all families, parents will need to give school permission to take their child on the trip.



# Working together

## The school role

On planning trips and completing risk assessments, teachers take the needs of all their pupils into account. Where reasonable adjustments are required for specific pupils, the teacher will plan them and will be happy to discuss options at a meeting **if requested by parents prior to the trip.**

As trips are linked to the BOLD Curriculum, teachers are expected to make reasonable adjustments to increase accessibility, but are not expected to make alternative trip plans to accommodate pupils with SEND

*However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable'*

## 4.26 The equality Act 2010 and schools

Whilst the school endeavours to support pupils with SEND as much as possible, there may be occasions where trips are planned at short notice due to unforeseen circumstances or events. The school may also deviate from the planned trips due to either the relevance, cost or success of a trip—in these instances, parents should contact the class teacher if they have any reasonable concerns once a trip has been announced.

## The parent role

Once the notification letter for a trip has been received, parents should make an appointment with the class teacher if they wish to discuss adjustment options for their child. On some occasions, despite reasonable adjustments made by the school, parents may decide to withhold permission for their child to participate. On these occasions, parents decide whether their child accesses activities at school or attends an alternative trip with parents on the same day.

Having met with the class teacher to discuss the options, parents should inform the school of their decision.





## **What support can your child expect?**

Children enjoy days out with their family and friends all the time, but with large numbers of children attending, some families may worry about how their child will be supported on a school trip, when the needs of the other fifty nine children in their year group also have to be met.

As a school, we are incredibly experienced at organizing successful school trips, and although many schools nationally have trimmed them back, we still feel that they are important. For this reason we plan for ALL our children—how we keep them safe, where they will eat, where the toilet stops will be, how we will prepare for the weather.

All children, including those with additional needs, are discussed within the Year Group Team as part of a Risk Assessment Process, where due regard is given to individual needs whilst planning group activities. Depending on the needs of an individual, it may be that adjustments are seen before, during or after a trip.

**Before any trip** – some children benefit from becoming familiar with the setting itself. This can be facilitated through structured approaches such as social stories, or more informally through exploring the setting's website in the week leading up to the trip. For our children with additional communication needs, key vocabulary can be rehearsed using Makaton and/ or visual prompts to aid communication during the activities of the day.


**During any trip** – most children with additional needs can access trips supported by one member of staff within a small group. However, some individuals may require additional 1:1 support due to emotional or physical needs or if they have been identified as vulnerable (they may lack an awareness of danger and may put themselves at risk). Children with physical/ medical needs may require adult support to push a wheelchair, administer medication, change clothing or to facilitate rest breaks to manage fatigue. With some of our more vulnerable children a parent or guardian may be asked to attend the trip and share responsibility for their own child – this will enable the child to take part, but also have access to a parent if they require additional / different support. This can often be the case on overnight stops / residential. In these situations, a parent or carer can be accommodated during overnight residential or they may choose to take their child home and attend only pre-agreed activities. In short, the school will make reasonable adjustments where they are appropriate and practicably possible.

**After any trip** – Photographs, leaflets and other mementos may be used following a school trip as prompts to support children with additional needs –they will help remind them of the day, recount things they have learned and apply this information to their work.





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## TRIPS FROM SUMMER TERM 2018

### Reception

Big sheep, little cow—Thirsk   
Bush babies—in school

### Year 2





Filey beach trip—East Coast   
The Castle Museum—York    
Newby Hall—Ripon 

### Year 4



Clapham and Ingleton 2 day residential—Yorkshire Dales   

Thackray Museum—Leeds 





### Year 6

Outdoor Adventure Residential—Dearne Valley, Doncaster    
Eden Camp—York  





### Year 1

Poppleton Village   
Harlow Carr—Harrogate   
Toy presentation—in school

### Year 3

Magna—Rotherham    
The Chocolate Story—York   
Farmer's Cart—York 

### Year 5

The Jorvik Viking centre, The Dig and City Wall Walk—York    
Space Dome visit—school    
'The Deep' overnight residential, Hull    
Tropical World—Leeds (not 2018) 

*Please note that these trips may be subject to change.*

*Relevant extracts from Equality Act can be viewed on the school website*

## A more detailed understanding for pupils with SEND

To help parents understand the nature of each trip and the efforts, energies and stresses that each one may present for a child with SEND, the school uses a simple visual gauge showing the degree of sensory and physical challenges. This will enable families to prepare questions ready for discussion with the class teacher.



Bright lights or dark exhibits



Loud noises or music/sound stimulus



Discomfort through touch or wearing of safety apparatus eg helmets, harnesses.



Walking or uneven surfaces



Physical strength and agility required