

Educational Visits

For children with physical disabilities

Principles

All children benefit from participating in off-site educational visits. With careful planning all children can be included.

The Equality Act (2010) replaces the Disability Discrimination Act (2005) and prohibits discrimination in relation to:

- the way you provide education for the pupil
- the way you afford the pupil access to a benefit, facility or service
- by not providing education for the pupil
- by not affording the pupil access to a benefit, facility or service
- by subjecting the pupil to any other detriment.

The Act requires schools/establishments to **anticipate** the need for reasonable adjustments to be made in order to include all children in educational activities. Therefore schools/establishments must make reasonable adjustments (eg choose a wheelchair accessible hotel for a residential visit). These adjustments must be made where disabled people experience a ‘substantial disadvantage’.

- Schools have a duty not to **discriminate** against disabled pupils.
- Schools must ensure that disabled pupils are given equal opportunities and are not put at a **substantial disadvantage** to other pupils.
- Schools have a duty to be proactive and anticipate the needs of pupils

The level of disadvantage created by a lack of reasonable adjustments is measured in comparison with what the position would be if the disabled pupil in question did not have a disability.

1. What might be described as being placed at a **substantial disadvantage**?

- Additional time or additional effort expended by the disabled child
- Loss of opportunity the diminished progress a disabled child might make in comparison with his or her peers who are not disabled
- The inconvenience, indignity or discomfort a disabled child might suffer or the loss of opportunity

2. How can schools/establishments **anticipate** the needs of disabled pupils on future visits?

- Review school's Educational Visits policy with reference to disability
- Compile a list of potential difficulties that may be encountered by a disabled pupil and suggest strategies to enable participation
- Provide staff training in disability awareness

- Ensure an appropriate number of staff are trained in moving and handling and administering medicines
- Research residential centres which can offer accessible accommodation and inclusive activities

3. What is a **reasonable adjustment** for an educational visit ?

- The need to maintain academic and other standards
- Financial resources available
- Cost and practicality of taking a particular step
- Aids and services provided by the Statement of Educational Need
- Health and safety requirements
- Safety and welfare of other pupils, staff and volunteers

4. What issues should be considered when planning an educational visit for a group that includes a child with a physical disability ?

- **A venue should be chosen that will enable all members to participate and to achieve the desired learning outcomes**
- Consultation between the pupil, parents/guardian, and other relevant agencies eg physio, OT, specialist teacher regarding the pupils needs and requirements for participation
- Consideration to the reasonable adjustments eg staffing, transport, equipment and clothing
- Consideration of additional costs needed to enable the child to fully participate
- Consideration of health and safety issues including a risk assessment of the activity/visit
- Notification of the insurance company of any pre-existing medical condition

5. Reasonable adjustments regarding safety and accessibility for the activity/visit might include:

- Careful timetabling/modifications to the itinerary
- Preparing the pupil prior to the visit
- Specialised transport
- Additional or targeted adult support
- Liaison with health professionals in the locality of the trip/visit
- Limiting distances to be walked
- Liaising with establishments regarding toilet facilities, ramps, quiet/withdrawal areas, etc.
- Providing staff with necessary training in disability and medical needs (e.g. manual handling, emergency medication administration) to support the pupil during the visit
- Preparation of materials prior to the visit in appropriate formats
- Provision of modified or specialist equipment

6. What if participation for all pupils cannot be assured ?

The school/establishment needs to be able to demonstrate clearly why the disabled student cannot participate, or they may be acting unlawfully.

Important factors will include:

- All reasonable measures have been considered/taken to support the disabled pupil's participation in the event
- The safety of all persons involved in the educational visit
- There is no alternative activity that would meet the requirements of the educational visit as well as enabling all pupils to participate

- Disabled pupils who are disadvantaged, because their needs prevent participation in an event, have been fully consulted as well as his or her parents/ carers and all reasonable steps have been explored.
- The visit must take place because otherwise other members of the group would be disadvantaged
- Alternative activities have been discussed and offered to those young people who are unable to participate in the visit/trip
- There is a material and substantial reason to justify a pupil with a disability not participating in a particular educational visit
- There is no blanket ban on a pupil with a disability participating in activities

All of the above should have been considered before any arrangements are finalised, bookings/deposits paid and letters sent to parents.

It would be advisable to check with the LA legal department if you decide that a disabled child cannot be included for any reason.

For general advice surrounding Educational Visits, please refer to the guidelines for planning Educational Visits found on Bradford Schools Online.

For more specific information or advice when planning an Educational Visit including a pupil with a physical difficulty, please contact:

Physical Difficulties Team
Learning Support Service
Tel: 01274 385833

References

Disability Discrimination Act (2005)
Equality Act (2010)
Special Educational Needs Code of Practice (2002)
Equality Act 2010: Advice for school leaders, Department for Education
Educational Visits for children with physical and medical conditions, Specialist
Teaching Team, York

CHECKLIST

INCLUDING A CHILD WITH PHYSICAL DIFFICULTIES ON AN EDUCATIONAL VISIT

What are the pupil's main additional needs?

Does the child have a Health Care Plan?

Consider administering and storage of medicines, and emergency procedures.

Name of staff responsible for co-ordinating support during visit:

(include contingency)

Name of support staff involved in personal care:

(include contingency)

Transport:

Consider accessible transport:

Additional expenses:

Roles for handling of equipment, emergency procedures, contingency plans in care of vehicle breakdown:

Venue:

Parking facilities:

Paths / walkways: are they suitable for visitors with mobility problems?

Entrance and corridors:

Toilet / changing facilities:

Specialist handling equipment needed:

Dining facilities / special diets / specialist equipment:

Evacuation procedures:

Activities:

Ensure staff at venue are aware of additional needs:

Brief pupils and parents/carers regarding expectations:

Ensure named staff are confident in handling pupil during activity and that pupil is happy to be supported in this way:

Consider contingency plans if planned activity does not work out:

Consider appropriate clothing for wheelchair users:

Residential Accommodation:

Consider sleeping accommodation:

(is it accessible, secure and adjacent to other pupil accommodation? Will it store all personal requisites, mattress protector, bed safety rail, raised bed, etc?)

Support Staff accommodation:

Can contact be made with the visit leader?

Bathroom facilities:

Hoists / slings / manual wheelchair/ shower access:

Evacuation routine:

Are routines understood by staff and pupils?

Recreational facilities:

Check for space, flooring, circulation space, seating, table height, heating, inclusive activities.

Grounds:

Check for safety issues such as vehicular access, pathways, kerbs, changes of level, etc.

Physical Difficulties Team
Learning Support Service
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