

Educational Visits Policy



Approved by:	Head Teacher and Governing Body	Date: February 2023
Last reviewed on:	December 2024	
Next review due by:	January 2026	

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1. Introduction

Educational visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences.

In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school day, but on occasions, take place after school. Our school adopts the LA guidance and uses their proforma when planning Educational Visits.

2. Aims

The aims of our off-site visits are to:

- enhance curricular and recreational opportunities for our pupils;
- provide a wider range of experiences for our pupils than could be provided on the school site alone;
- promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

3. Curriculum links

For each subject in the curriculum, the school are working on a corresponding programme of activities and include visits to the school by specialists where these are deemed to add cultural capital. All these activities could take place and are in line with guidance published by the LA.

We will consider and confirm the plan in the next update. Below are examples of visits we could make:

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to botanical gardens and museums, visits from Leicester University to run workshops;
- Mathematics – use of shape and number trails in the local environment;

- History – museums or places of historical significance, use of the locality, visits from historians;
- Geography – use of the locality for fieldwork, village trails;
- Art and design – art gallery visits, use of the locality;
- PE – a range of sporting fixtures, extra-curricular activities, visits by specialist coaches and planned school games day activities;
- Music – a variety of specialist music teaching, extra-curricular activities, local schools' orchestra, concerts for parents to hear;
- Design and technology – visits to local secondary schools/visits from subject specialist staff of local secondary schools, local factories or design centres;
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to local centres of worship, visits by local clergy.
- PSHE and citizenship – visit to the fire station or an old people's residential home, visits by local police officers and health workers.

4. Residential activities

Children in upper Key Stage 2 have the opportunity to take part in a residential visit. The residential visit enables children to take part in outdoor and adventure activities as part of their PE work, as well as having links with PSHE. We undertake this visit only with the written agreement of the LA. We visit the sites that use qualified instructors for all specialist activities that we undertake.

5. How visits may be authorised

The EVC will appoint a party leader to be responsible for running the activity. This will normally be a teacher employed at the school.

The school's educational visits coordinator, who may be the headteacher, will be involved in the planning and management of off-site visits. S/he will:

- ensure that risk assessments are completed;
- support the headteacher and governing body in their decisions on approval;
- assign competent staff to lead and help with trips;

- organise related staff training;
- verify that all accompanying adults, including private car drivers, have had satisfactory police checks, and that the letter from our coach company assures us their drivers too have had police checks;
- make sure that all necessary permissions and medical forms are obtained;
- keep records of visits, and ensure there are regular generic assessments of the risks (for example road-crossing) where there are frequent visits to local venues (for example a swimming facility).

Staff arranging or otherwise involved in off-site activities must familiarise themselves with the regulations, advice and procedures published by the LA (and available from the school office). All off-site activities must take place in accordance with the LA's instructions.

Where staff are proposing to arrange an off-site activity, they must seek and obtain the approval of the EVC before any commitment is made on behalf of the school. A comprehensive visit plan should be provided by the member of staff to allow for an informed decision to be made. The EV pack is available from the staff handbook or EVC. Paperwork is also available on the School Server.

Where the activity involves a period of more than 24 hours, an overnight stay, or a journey by sea or air, the headteacher will seek the approval of the governing body and the Local Education Authority before permitting the activity to take place.

It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, we will make every effort to ensure that s/he is included. We may seek guidance from parents to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

6. Risk assessment

A comprehensive risk assessment is carried out by the group leader before the proposed visit. It will assess the risks which might be encountered on the visit and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

Staff planning an off-site activity should make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the party leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the children. They will also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the group Leader to experience the activity beforehand, or if s/he lacks the skills required to make informed judgements about the risks it may involve. The LA will not have given its approval for the visit unless it is satisfied with the venue, its instructors and their risk assessment procedures.

It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the Visit Plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them. The cost of these preliminary visits will be borne by the school, and should be built into the overall financial arrangements for the visit itself.

An activity should normally have sufficient adults taking part to provide the correct ratios (see Appendix 1). Any trip will require a minimum of two adults. However, these are minimum requirements, and may not provide adequate supervision in all cases.

The risk assessment must also cover transport to and from the venue. The coach company we use on a regular basis has provided us with a letter detailing all the health and safety measures it routinely takes, including:

the provision and required use of seat belts and booster seats (if required);

- proper vetting of the driver by the police;
- proper insurance for the driver;
- details of first aid and emergency equipment;
- breakdown procedures.

The group leader will double-check that all adults helping to supervise the trip have been subject to police checks. A copy of the completed risk assessment will be given to the EVC as well as all adults supervising the trip.

Transport

The costing of off-site activities should include any of the following that apply:

- transport;
- entrance fees;
- insurance;
- provision of any special resources or equipment;
- costs related to adult helpers;
- any refreshments the school has opted to pay for.

Transport arrangements will allow a seat for each member of the party. It is our policy only to use coaches fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

Where private cars are used for transport, the group Leader is responsible for checking that the insurance of each driver covers such journeys, and double-checking that each driver has been subject to the normal police checks.

It might be necessary to use reputable taxi companies. Children will be instructed to where the seatbelts and will be accompanied by one member of the school staff.

It might be appropriate to use the minibus at Manor High School. This minibus meets LA guidelines, and each seat has a belt. We instruct all children, whether travelling by car, taxi, minibus or coach, to attach their seat belts.

The school makes a charge to parents if their children are transported in the school minibus to sporting fixtures. The charge covers the expenses of the journey only; we do not make any profit from this.

7. Communication with parents

The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. Parents must give their permission via ParentPay before a child can be involved in any off-site activities.

Funding for off-site activities is provided mainly by parental contributions (voluntary except in the case of residential visits). This must be made clear to parents in all correspondence about an educational visit at the planning stage.

The parents of children who are eligible for PP funding may contact the school to discuss support options towards the cost of trips.

No child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. Parents will be informed of this principle through the school prospectus and letters sent home about intended visits.

The timetable for the payment of contributions should allow for the Headteacher to make a decision about the financial viability of the activity in reasonable time.

8. Further health and safety considerations

All trip information is collected on the Evolve website which is reviewed by the Head Teacher and EVC for approval.

Residentials need to be submitted via Evolve with a half term in advance of the trip for their approval.

All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided.

Before a party leaves school, the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity.

The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that children are both safe and well looked after at all times.

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the party leader should discuss with the headteacher the possibility of making additional arrangements for that child.

More detailed guidance on procedures and requirements can be obtained from the Evolve website.

9. Group Leaders' planning

Group Leaders must read thoroughly the appropriate guidance for off-site activities:

They must consult the school's documentation detailing procedures and requirements, including guidance on Emergency Planning and Crisis Line organisation, and must draw up a Visit Plan which records in writing (including standard forms where appropriate) the arrangements that have been made.

Visit plan

The visit plan for intended educational visits must include the following:

- risk assessment;
- report on preliminary visit;

- applications for approval of visit;
- general information;
- names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
- travel schedule;
- accommodation plan (if applicable);
- full plan of activities;
- fire precautions and evacuation procedures;
- intended arrangements for supervision;
- insurance arrangements for all members of the group;
- emergency contacts and procedures;
- general communications information;
- guidance for party leaders;
- guidance for the emergency contact and headteacher;
- medical questionnaire returns;
- first-aid boxes.

Monitoring and review

Visit leaders are encouraged to review visits, taking into account the successful and less successful parts of the visit, and considering ways in which the visit could have been improved. Informal conversations might take place between the visit leader(s) and the EVC or Headteacher regarding the outcome of the visit.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

10. Staffing and Staff Ratios

General Activities including fieldwork			
See Section A6 for definitions of categories of visits.			
Ratios for specific adventure activities can be found in Section A7 Outdoor Leadership and activities.			
Activity	Age of young people	Staff: young person ratios – typical range NB actual ratios must be determined by a process of risk assessment	Visit Leader competence
Category A and B1 i.e. visits in the UK but not:- residential adventurous	Nursery	1:2-3 (minimum 2 staff)	Previous experience
	Reception	1:3-6 (minimum 2 staff)	
	Years 1-2 (KS1)	1:6-10 (minimum 2 staff)	
	Years 3-6 (KS2)	1:10-12 (minimum 2 staff) occasionally 1:15, see note below*	
	Special schools	1:6-10 (minimum 2 staff)	
Category B2 and C i.e. Visits abroad or adventurous and residential visits	All years	1:10-12 (but minimum 2 staff)**	Previous experience and qualified where adventurous
	Special schools / centres	1:5-8 (but minimum 2 staff)	

***Note:** for KS2 local visits to AT7, or similar, 1:15 ratio is appropriate.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We are part of OAK Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a scaffolded curriculum for all pupils • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>All children achieve their full potential.</p> <p>Ongoing training for staff</p> <p>Resources purchased to meet group and indiv need.</p> <p>SEND register is regularly monitored.</p> <p>Cause for concern lists kept.</p> <p>IEP's written, implemented and monitored</p>	<p>Pupil progress meetings held termly.</p> <p>Intervention mapping reviewed termly</p> <p>Assessments undertaken termly</p> <p>IEP's reviewed and shared termly.</p> <p>Formal and informal feedback given to pupils</p> <p>Parents meetings held as needed.</p>	<p>Class Teachers</p> <p>SLT</p> <p>DHT</p> <p>HT</p> <p>SENDCo's</p>	Ongoing	

		<p>Intervention maps written</p> <p>Formative and summative assessment used to facilitate learning</p> <p>Quality First Teaching is high priority</p>	<p>SENDCos to monitor progress</p> <p>Phase Leaders to monitor progress</p>			
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays 	To ensure the school environment is fit for purpose	Ongoing maintenance and identification by all staff to ensure school site is accessible to all	HT PO	Ongoing	

	<ul style="list-style-type: none"> • Disabled toilets and changing facilities <p>Library shelves at wheelchair-accessible height</p>					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (If needed) • Staff wear microphones for hearing impaired children. • Pictorial or symbolic representations • Communication and Print 	To ensure that all methods of communication are used so that our children are able to access the curriculum.	Ongoing need arises.	SENDCo's PO HT	Ongoing	

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Data will always be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.