**Planning Inclusive Off-site visits for Pupils with a PNI**

(adapted from Bradford Physical Difficulties Team Learning Support Service)

**Schools’ responsibilities:**

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 (e.g., 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.

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 or 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 issues should be considered when planning an educational visit for a group that includes a child with a physical disability and does not **discriminate**?

* The need to maintain academic and other standards: A venue should be chosen that will enable all members to participate and to achieve the desired learning outcomes
* Financial resources available: Consideration of additional costs needed to enable the child to fully participate
* Aids and services provided by the Education and Health Care Plan (EHCP) if applicable: Consultation between the pupil, parents/guardian, and other relevant agencies eg physio, OT, specialist teacher regarding the pupils needs and requirements for participation
* Health and safety requirements: Safety and welfare of other pupils, staff and volunteers: Consideration of health and safety issues including a risk assessment of the activity/visit and notification of the insurance company of any pre-existing medical condition
* Consideration to the reasonable adjustments e.g., staffing, transport, equipment and clothing

**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

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.

**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 FOR INCLUDING A CHILD WITH A PNI ON AN EDUCATIONAL VISIT**

|  |  |  |
| --- | --- | --- |
| Question/Issue to consider | Tips | Your notes |
| **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/s 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 – understood by all? * Check for safety issues such as vehicular access, pathways, kerbs, changes of level, etc. |  |
| **Activities** | * Venue staff aware of additional needs? * Brief pupils and parents/carers regarding expectations * Named staff are confident in handling pupil during activity and that pupil is happy to be supported in this way * Contingency plans if planned activity does not work out * Appropriate clothing for wheelchair users * Recreational facilities: space, flooring, circulation space, seating, table height, heating, inclusive activities. |  |
| **Residential Accommodation** | * 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? |  |
| **Evacuation routine** | Are routines understood by staff and pupils? |  |