

Accessible Educational Visits

30.1.2018

Caroline Fallon, Teacher of Physical Disability, PCC

Leaflet produced with support from:-

Rosemary Reeve, PD-Hub Lead, Jack Hunt School

Angie Charge, TA, Ormiston Meadows Academy

Louise Philipson TA, Ormiston Meadows Academy



Equality Act Duties

Venue Accessibility

Wheelchair tips

Transport

Residential Visits

Leaflet and checklists

Links

The Equality Act (2010)

Places a duty on schools to not discriminate against disabled pupils:

- **Anticipate** the need for **reasonable adjustments** to be made in order to include all children in educational activities
- Ensure that disabled pupils are given **equal opportunities** and are **not put at a substantial disadvantage** to other pupils

The Equality Act (2010)

Anyone providing goods, facilities or services to the public... who finds that there are barriers to disabled people in the way they do things must consider making adjustments.

If those adjustments are reasonable they must be made.

The Equality Act (2010)

Anyone providing goods, facilities or services to the public... who finds that there are barriers to disabled people in the way they do things must consider making adjustments.

If those adjustments are reasonable they must be made.

- Change the way things are done
- Change a physical feature
- Provide extra aids or services

Venue Accessibility

Do a Pre-Visit “Reccé”

Walk the routes you will using
Look at facilities

Ask questions

Use Visit Access Checklist

Access checklist – Day Visits

Venue:-

Date:-

<p>Parking How far is the car park or drop off point from the venue? Are there any restrictions, e.g. will the child's Blue Badge be required?</p>	
<p>Outside Accessibility What is the outside ground surface material? If it is gravel or other loose material, is there an alternative route?</p> <p>Is the surface uneven or are there steep slopes? Is the ground likely to have puddles or be muddy?</p> <p>Are there dropped kerbs at all crossing points? (A buggy or manual wheelchair can be manoeuvred over a single kerb, a powered wheelchair requires flat access)</p> <p>Is there suitable shelter in case of wind or rain?</p>	<input type="checkbox"/>
<p>Access to the building Is there wheelchair access at the main entrance? If not, is there an alternative wheelchair accessible entrance nearby?</p> <p>Are there steps going up to the building or is the door at pavement level? If there are steps, how many are there? Is there a <u>hand rail</u>?</p> <p>If one is needed, is there a lift or a ramp suitable for wheelchair users? (i.e. not steeper than 1 in 12)</p> <p>What sort of doors are there? If there's a</p>	

Venue Accessibility

Are the whole site and all activities accessible?

Where are drop-off and pick-up points?

Is the disabled access separate from the general access?

Can a member of staff be allocated to help if access arrangements are complex?

How close together are activity rooms, toilets, lift?

Are there enough disabled spaces?

Will adult be seated nearby?

What are the evacuation procedures?

Activity Areas

Where will you be based?

Do you have to carry everything with you?

Where will the pupil sit?

What about if they are last to arrive?

Mealtimes

How much time is needed to eat?

If pupils need help to eat, then when will adults eat?

What equipment will you need?

Will pupil need to sit at a table (or take a lap tray)?

Toilets

Where are the disabled toilets?

Are the toilets clean and warm enough to use?

Is there enough space?

Do you need a bench/ space to put a mat on the floor?

Is a key needed, and where do you get it from?

Will two people be needed (even if not the case in school)?

Lifts

Is there enough room for pupil(s) and adult?

Do you need a key or a member of staff?

How do you reach the activity room from the lift?

How will you evacuate upper floors if the lift is not available?

Is there enough turning space by the lift doors?

Tip: Reverse in, so pupils go out forwards in the new location.

Wheelchairs

Is the wheelchair available and in working order?

Does the accompanying adult know how the wheelchair works?

What are the pupil and adult's capability and stamina like?
Will this be the same at the end of the visit?

How will you keep the pupil warm and dry?

Manual Wheelchairs

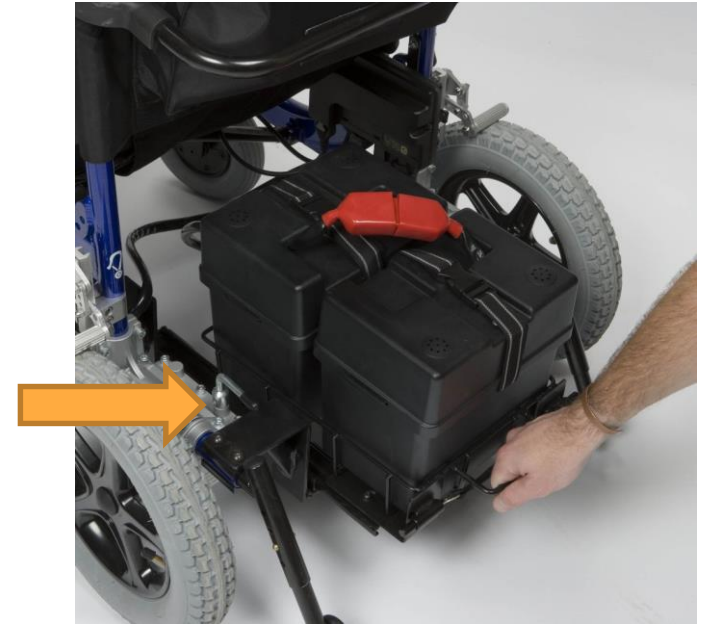
Go backwards over steps, use tipping levers to help
Take zig-zag path on slopes
Tip wheelchair onto back wheels on difficult ground



Powered Wheelchairs

Needs flat, dry route

Know how to disconnect battery
to change into manual mode



Is pupil proficient enough at driving to be safe, or do they need their manual wheelchair instead?

Transport

Book early

Make sure each vehicle has everything they need for all passengers – expect vehicles to become separated

Think about accessibility of drop-off/ pick-up points

Follow Whizz-Kidz guidance

Guidance on the use of transport services

Minimum standards which are advocated for a user who travels in their wheelchair in a vehicle:

- Users should transfer into vehicle seats if possible
- Users should not travel with the wheelchair at an angle or facing sideways
- Wheelchair brakes should be on and power switched off
- Headrest should be provided
- Wheelchair needs to be tied down and user is appropriately restrained

(Guidance on the Safe Transportation of Wheelchairs MDA 2001)

Residential Visits

Plan well in advance - assume pupil may go - plan venue, activities and staff accordingly

Plan bedroom group, including which bed pupil will use
Have adult nearby

Liaise with parents re: personal care, overnight needs
Keep parents informed, especially first night

Residential Visits

Take all the equipment you will need - and the chargers

Know activity timetable and dress accordingly

Expect pupils to become tired – build in rest opportunities

Allow enough time for personal care needs and position changes

Have medical information

Problem-Solving

Communication

Risk Assessment

Overcoming Barriers Discussion Document

Reasonable Adjustments

Overcoming Barriers: Discussion Document

Issue:

Option	Advantages	Disadvantages	Comments	Feasibility/ Decision

Plan:

Key Points

Plan well

Have the equipment and information you need

Listen to the pupil

Be flexible

Have fun

Useful Things to Take on Educational Visits

Camera

Changing mat

Eating equipment

Emergency Contact details

Hand gel

Itinerary & Trip information

Lap tray

Medication & Consent forms

Mobile Phone & Numbers

Moving & Handling Aids

Plastic bags

Pupil's writing equipment

RADAR key for toilets

Spare clothes

Splints

Tissues

Toileting equipment

Water

Waterproofs

Wet wipes

Overcoming Barriers: Discussion Document

Issue:

Option	Advantages	Disadvantages	Comments	Feasibility/ Decision

Plan:

<https://www.scope.org.uk/Support-and-information/Tips/Leisure/Days-out>

<http://www.uktoiletmap.org/>