



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Learning Outside the Classroom and Educational Visits Policy and Procedures

Policy Date: September 2026

Review Date: December 2030

This policy applies to all schools in the Trust

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1. Introduction

The Trust is committed to providing a broad and balanced curriculum in which all pupils have opportunities to learn beyond the classroom. Educational visits, including residential experiences, support teaching and learning by developing independence, confidence, teamwork, cooperation and problem-solving skills. This policy promotes high-quality learning outside the classroom while ensuring effective planning, supervision and risk management.

This policy has been developed with reference to advice and guidance from Wiltshire Council Learning Outside the Classroom (LOT) Service, Dorset Council Outdoor Education Service and Outdoor Education Advisers Panel (OEAP) National Guidance.

2. Context relative to employer's policies and national guidance

This policy should be considered in the context of the following school policies and national guidance:

- Keeping Children Safe in Education (2026) and Child protection and safeguarding policy
- SEN / Disability policy
- Code of Conduct for Teaching and Support Staff in Academies
- Charging for School Activities
- Education and Inspections Act 2006
- The Equality Act 2010
- Ofsted school inspection toolkit 2025
- Children's Act 2004
- Outdoor Education Advisers Panel National Guidance
- Department for Education Guidance - Health and Safety on Educational Visits (2018)
- Children's Wellbeing and Schools Act 2026
- School Allergy Safety Policy and Allergy Plan
- Mobile Phones in School Policy

3. Clarification of roles and responsibilities

Diocese of Salisbury Academy Trust

The Diocese of Salisbury Academy Trust, as employer, has a legal responsibility under the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999 to ensure, so far as is reasonably practicable, the health, safety and wellbeing of employees, pupils and others affected by school activities. The Trust will provide appropriate information, instruction, training and supervision, identify where health and safety training is required, and appoint a competent person with the necessary skills, knowledge, training and experience to support compliance.

To meet this duty, the Trust subscribes to the Wiltshire Council LOTC Service and Dorset Council Outdoor Education Service, uses EVOLVE to plan, manage and authorise educational visits, and adopts OEAP National Guidance as the foundation for good practice.

The Trust has appointed the relevant LOTC or Outdoor Education Adviser as its competent person and accepts their recommendations and expert guidance as good practice.

Academy Standards and Ethos Committee (ASEC)

In accordance with the Trust's Scheme of Delegation, the ASEC provides local governance oversight, challenge and assurance in relation to health and safety, supported by its nominated Health and Safety Assurance Governor. This is an assurance role and does not include operational management, inspection, risk assessment or the approval or authorisation of individual educational visits.

Significant concerns identified through ASEC assurance should be escalated through the Trust's governance arrangements.

Headteacher

The Headteacher is responsible for ensuring that LOTC experiences are high quality, offer best value, comply with health and safety and financial requirements, and are authorised through EVOLVE before pupils leave the school site.

The Headteacher will:

- Appoint an appropriately competent Educational Visits Coordinator (EVC), allowing sufficient time and access to accredited training to fulfil the role effectively;
- Headteachers may choose to designate themselves as EVC;
- Assure the **competency, experience and confidence** of the Visit Leader to effectively supervise each educational visit;

Education Visits Coordinator (EVC)

Following the Department of Education guidance – Managing Health and Safety on Educational Visits (2018), the Trust recognises that the EVC role is a management function within school and is critical to the success of the planning, management and monitoring educational visits and LOTC.

The role of the EVC in each school is to:

- Promote educational visits and take a lead in policy development;
- Liaise with staff, offering advice and support regarding educational visits;
- Advise on the arrangements for visits, including staff to student ratios;
- Ensure that authorised and approved visits are added to the school calendar;
- Approve the letter to be sent to parents;
- Ensure that there are updated Charging and Remissions Policy and Educational Visits Policy and Procedures;
- Liaise with the Headteacher as requested;
- Assess the competency, experience and confidence of staff and volunteers involved in each visit, ensuring appropriate checks and supervision arrangements are in place;
- Ensure visit submissions are completed accurately, proportionately and in good time for scrutiny, authorisation and approval through EVOLVE;
- Ensure records are kept and checks are made on staff qualifications and driving details (car insurance with business use if transporting students in own cars);
- Attend relevant EVC training and take account of regular updates provided by Wiltshire Council LOTC Service / Dorset Council Outdoor Education Service;
- Organise Visit Leader and EVOLVE system training for staff as required.

Visit Leader

The Visit Leader must be an employee of the school and has overall responsibility for planning, managing, supervising and conducting the visit. They must ensure the visit has clear educational aims, is properly risk assessed, and is submitted through EVOLVE with sufficient detail for scrutiny and approval.

First aid requirements must be determined through the risk assessment, taking account of the nature of the visit, the needs of pupils, known medical conditions, activities, location and access to emergency services. It is good practice for at least one member of the supervising team to hold an appropriate first aid qualification.

The Visit Leader will:

- Prepare the EVOLVE submission with detail proportionate to the complexity and risk of the visit;
- Ensure there are clear educational aims for the visit;
- Provide sufficient notice to the EVC, with at least 28 days for visits requiring adviser scrutiny or approval;
- Research the visit costs and seek best value, confirming any costs being passed onto students;
- Draft the letter to parents and informed consent forms as required and pass to the EVC for approval;
- Check parental consent forms, medical and behaviour concerns of students attending the visit;
- If the visit is oversubscribed, then agree with the Headteacher and EVC the selection criteria to be used e.g. behaviour of students; attendance; eligibility for other visits; random selection;
- Complete a comprehensive risk assessment using the agreed template, share with the EVC and upload to the EVOLVE submission;
- Remain competent and confident to manage changing risks during the visit, including stopping activities where risks become unacceptable, and involve staff and pupils in risk awareness where appropriate;
- Consider whether any student participating in the visit may need a permission letter from their doctor in order to be covered by the insurance policy.
- A clear risk assessment must be made for any named student with known behavioural or medical issues;
- Ensure parents, accompanying staff and students are kept fully informed of visit arrangements and itinerary (and in the case of residential and overseas visits hold an information evening for parents and a separate meeting for students and staff);
- Ensure that all accompanying staff have a clear understanding of accident/emergency procedures – provide them with a visit information pack include: itinerary, register of students, all emergency contact details and procedures;
- Brief accompanying staff so they understand their duties, supervision expectations, emergency procedures and responsibilities for safeguarding, behaviour and welfare;
- Carry copies / have access to all supporting documentation on the visit, e.g. itinerary, consent forms, emergency contacts, special medical and/or dietary requirements and ensure that copies of the details are left with the school office and with the emergency contacts where the visit is outside school hours, residential or overseas;
- Take a charged mobile phone on the visit and a power bank and lead to enable recharging.
- Report any accidents and incidents that occur during the visits in accordance with the school health and safety policy;
- Ensure they understand child protection and the latest guidance regarding safeguarding protocols and procedures, including volunteers in regulated activity. Visit leaders should give particular consideration in the risk assessment process to the fact that they may be working with **new people, in new places undertaking new activities** and ensure that they have suitable plans in place to ensure safeguarding of pupils is maintained.
- For overseas visits, ensure that pupils have the correct travel documentation, visas or residency permissions required to enter the destination country and re-enter the UK;
- Complete an evaluation of the visit via the EVOLVE system.

Supervising Team

The Visit Leader will assemble a supervising team appropriate to the visit, which may include school employees and suitably vetted volunteers. All supervising adults must be briefed on their roles, responsibilities, safeguarding expectations, emergency procedures and the Visit Leader's authority to direct supervision during the visit.

Members of the supervising team will:

- Be clear about their roles and responsibilities whilst taking part in a visit.
- Take care of their own Health and Safety and that of others on educational visits.
- Bring to the Visit Leader's attention any deficiencies in the arrangements that may create hazards.
- When abroad, staff should abide by all laws and be aware that there may be local customs that should be considered.

Students

All students participating in educational visits will:

- Follow the school behaviour policy as this still applies during an educational visit;
- Understand that they have a responsibility to avoid unnecessary risks;
- Follow the instructions of the Visit Leader and other members of the Supervision Team;
- Behave sensibly at all times, keeping to any agreed visit code of conduct;
- Inform a member of staff if they become aware of any significant hazards or if there is anything that they are concerned about;

Parents, Carers and Guardians

Parents, carers and guardians of students involved in the educational visit should:

- Understand that they have an important role in deciding whether any educational visit or activity is suitable for their son/daughter;
- Inform the Visit Leader about any medical, psychological or physical condition relevant to the visit;
- Provide an emergency contact number on which they will be available at all times;
- Sign the consent form;
- Be responsible for ensuring that their son/daughter has the correct travel documentation for overseas visits and re-entry into the UK.

Wiltshire Council LOTC Adviser / Dorset Council Outdoor Education Adviser

Through the Service Level Agreement with Wiltshire Council and Dorset Council, the Trust has access to specialist advice, guidance and scrutiny from the relevant LOTC or Outdoor Education Adviser.

Visits involving higher risk activities are approved through EVOLVE using the SAGED approach. These include:

- Overseas visits
- Residential visits
- Adventurous / higher risk activities
- Activities in environments where there are significant hazards present i.e. on or around open water, open fires, significant weather events.

A minimum of 28 days' notice is required to allow sufficient time for feedback and amendments to be made prior to the departure.

4. Effective supervision - The SAGED Approach

The responsibility for supervision is continuous, 24 hours a day. It is important that care and supervision are maintained during periods outside structured activities, as well as during the activities themselves. This does not mean that young people need necessarily to be constantly watched, but rather that Visit Leaders need to achieve a sensible balance of activities and supervision methods.

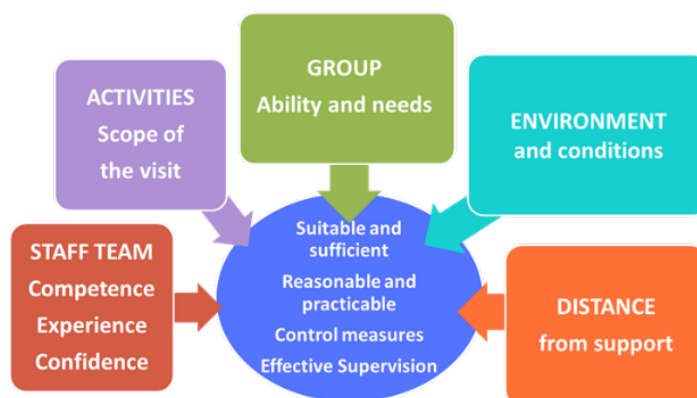
Time for young people to be with their peers, away from a close adult presence, can be an important part of visits, particularly for residential experiences, and brings many additional learning opportunities. This is equally true for structured learning time as it is for recreational time on longer visits and therefore supervision can be direct or indirect (within clear boundaries). However, this needs to be appropriately managed and should be built into the visit plan with appropriate levels of supervision, be included in information to parents (and their consent) and be covered by the risk / benefit assessment.

The Principles of Effective Supervision

Activity and Visit Leaders must ensure that young people are supervised in accordance with the principles of “Effective Supervision”, requiring them to take account of:

- The nature of the activity (including its duration);
- The location and environment in which the activity is to take place;
- The age and gender (including developmental age) of the young people to be supervised;
- The ability of the young people (including their behavioural, medical, emotional and educational needs);
- Staff competence.

This means that arrangements for supervision, including staff/student ratios, must take into account the nature of a group and the individuals in it. A useful framework for assessing requirements for ratios and effective supervision is to adopt a **SAGED** Approach



Supervision Ratios

Ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/ student ratios for a particular age group or activity, although as a starting point, the school requires the Visit Leader to use the following supervision ratios as a minimum requirement for non-hazardous activities (for further information see Wiltshire Council LOTC Service / Dorset Council guidance).

Primary School pupils

Nature of activity	Year group	Ratio	Additional guidance
Day visit in the UK	FS2 , Y1-Y3	1:6	Minimum of 2 accompanying adults
	Y4 – Y6	1:15	
Residential visit in the UK	FS2, Y1 -Y3	1:6	Minimum of 2 accompanying adults (with a mixed gender group, male and female staff should be present)
	Y4-Y6	1:10	
Camping in the UK	FS2, Y1 – Y3	1:6	Minimum of 2 accompanying adults (with a mixed gender group, male and female staff should be present)
	Y4 – Y6	1:10	
Overseas visit	FS2, Y1 – Y3	1:6	Minimum of 2 accompanying adults (with a mixed gender group, male and female staff should be present)
	Y4 – Y6	1:10	

These ratios are the minimum and risk assessment planning should ensure that there are sufficient leaders and supervisors to cope effectively with an emergency.

Parents as members of the Supervising Team

If any of the Supervision Team are also parents of pupils taking part, the potential exists for parental instincts to compromise the group management of the visit, particularly if there is a serious incident where leaders may be distracted by the needs of their own child. This should be covered in any risk assessment and management decisions and unless it is part of an agreed plan, situations where the leadership role gives direct responsibility for their own child should be avoided. Ratios may need to be revised to meet this situation.

Parents or guardians providing care or medical support during an educational visit

If any young person attending the visit is to be accompanied by their parent or guardian in a one-to-one caring / medical needs capacity, this adult cannot be included in the ratio of supervising adults appropriate for the visit.

Supervising Adventurous Activities

These ratios above are for pastoral support purposes and do not include activity technical instructors. Where Visit Leaders are also acting as technical instructors, the numbers of adults needed should be reviewed. The ratio of leaders and adult supervisors to pupils and young people for specific outdoor activities varies according to the activity to be undertaken. Full details of leader/pupil ratios are given in the Guidance Notes in EVOLVE.

Where an adventurous activity is provided by an External Provider, the technical instructors cannot be included in the supervision ratio, and the expectation is that the technical instructors will be supported by the school Supervision Team to provide pastoral support to the group.

Alcohol and substances

No member of staff, supervising adult, volunteer or pupil may consume alcohol or use any substance that could impair judgement during an educational visit.

This expectation must be made clear to all adults, pupils and parents before the visit and included in relevant codes of conduct or consent arrangements.

Any breach by staff, volunteers or pupils will be managed immediately by the Visit Leader and may result in removal from the visit and further disciplinary action in line with the relevant Trust or school policies.

Other Key Considerations

Transport should be booked with reputable providers in good time and quotations received from a range of providers wherever possible. If staff or volunteers are being used as drivers, their qualifications and insurance should be checked to ensure it is adequate.

Registration – pupils should be registered for the trip and visit leaders should know exactly who is present. A comprehensive list should be left with the school office. They should also be recorded appropriately on the school register.

Medication – a suitably trained adult on the trip must be responsible for looking after medication and ensuring it is administered and recorded appropriately.

Allergens and the risk of anaphylaxis – All schools must have an Allergy Safety Policy and an Allergy Plan that details how the school will identify pupils with allergy and minimise the risk of exposure to known allergens. As part of this plan schools must consider how these pupils will be able to participate in educational visits and trips.

The Visit Leader must ensure that the supervising team is aware of pupils at risk, trained in allergy awareness and emergency response where required, and that prescribed and spare adrenaline devices are available in line with school procedures.

Mobile Phones – The DSAT Mobile Phone Policy applies to all educational visits and residentials. In line with government guidance, DSAT schools are “mobile phone-free environments by default”. Pupils should not bring phones or other digital devices into school, with exceptions only for recognised medical needs or agreed arrangements for pupils in Years 5 and 6 who walk to and from school alone. Any such arrangement must be limited to a simple phone without internet access, not a smartphone or smart device. Throughout the policy, “smartphone” refers to any electronic device with potential access to the internet, including Kindles, tablets, smart watches and smart glasses.

For educational visits and residentials, Visit Leaders must ensure that the visit arrangements reflect the DSAT Mobile Phone Policy and are clearly communicated to pupils, parents/carers and accompanying staff before departure. Staff on residential trips will have access to phones for pupils to contact parents/carers if necessary. Reasonable adjustments will be made for pupils with certain disabilities or medical conditions where access to a device is required; this must be pre-arranged with the Headteacher, who will work with parents or carers to determine the specific needs of each pupil. Only the Headteacher may grant exemption for a pupil to have a device with internet access in school or during a school-led activity.

Finances – The EVC and school finance lead must ensure that each visit is viable, affordable and compliant with the school’s Charging and Remissions Policy and DfE guidance. Voluntary contributions must be handled appropriately, costs must reflect the actual cost of the visit and transport, and schools must not seek to make a profit from educational visits.

For further information see:

OEAP NG 4.5a Transport – general considerations

OEAP NG 4.5b Transport – minibuses

OEAP NG 4.5c Transport – in private cars

OEAP NG 4.5d Transport – seatbelts and child restraints

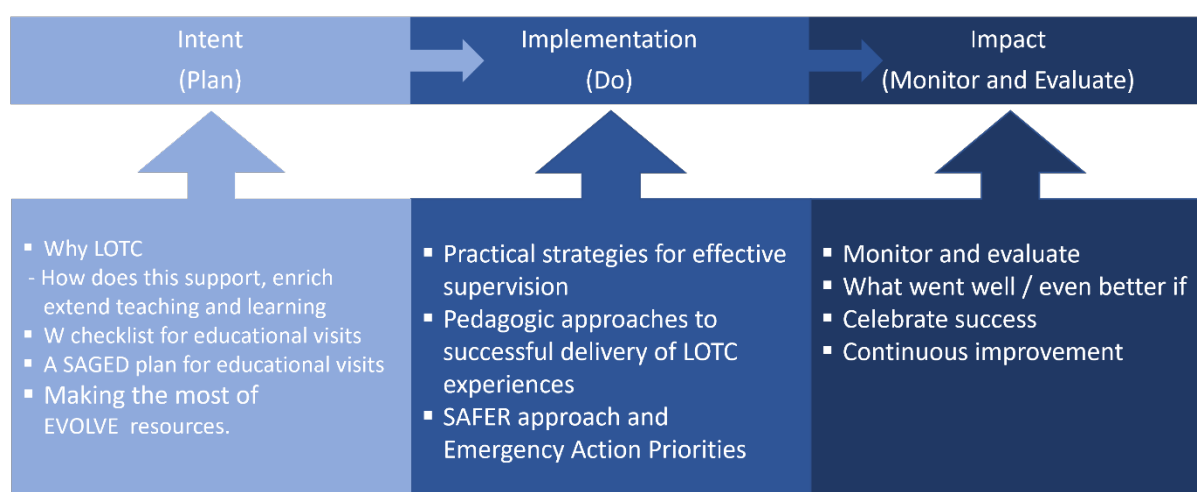
OEAP NG 4.4d Medication

OEAP NG 6o-FAQ-Recognising-and-managing-anaphylaxis.pdf

5. Monitoring of planning, management and delivery of LOTC and educational visits

All educational visit planning should be based on a sound pedagogical approach and have strategies in place to ensure that significant risks are identified and mitigated using suitable and sufficient, reasonable and practicable controls in order that everyone has a safe and successful experience.

The Trust has a commitment to good practise in the planning, management and monitoring of LOTC and educational visits. As part of that commitment, we have adopted the Wiltshire Council framework for safe and successful LOTC experiences. Through this approach we plan all LOTC experiences with clear educational intent; implement those plans with a sound pedagogic approach; and monitor and evaluate the impact of the experience to measure the extent of success and strive for continuous improvement (see section 15)



Wiltshire Council LOTC Service – Safe and Sound approach to high quality LOTC experiences (2023)

When monitoring the success of LOTC and educational visits, the Headteacher will ensure that:

- All Educational visits and off-site activities are carried out safely and effectively and in line with Trust policy and procedures;
- Relevant policies and procedures are reviewed and updated to remain current and in line with good practice;
- Staff have easy access to the policy and to any advice, guidance and support they require;
- Staff have access to relevant training that supports the implementation of this policy and guidance e.g. Accredited EVC training, Accredited Visit Leader training;
- The School appoints, trains and revalidates the EVC in accordance with this policy and guidance;
- Provide regular updates and reports to the Governing Body, celebrating success and highlighting any issues that require additional consideration or improvement.

6. Induction, training and expectations of staff

Schools will ensure that new staff are familiar with this policy and the procedures for planning, managing and delivering LOTC and educational visits through induction, the staff handbook and EVC support.

The EVC will assess staff competence and experience to lead visits, record this through EVOLVE where appropriate, and identify training needs, including:

- Staff identified as requiring practical training and experience as assistant leaders are given the opportunity to work within an apprenticeship model alongside more experienced Visit Leaders and that this opportunity is monitored and evaluated against agreed criteria.
- Access to Accredited Visit Leader training available via Wiltshire Council LOTC Service / Dorset Council)
- Support and access to training to allow staff to gain First Aid qualifications.
- Support and access to training to allow staff to National Governing Body awards for adventurous activities as required.

7. Risk management and risk-benefit assessment

Well planned and managed LOTC experiences provide considerable benefit to children's learning and development. These experiences can be particularly effective in helping children to develop the ability to cope with a wide variety of challenges and develop the character and resilience needed to succeed in later life. Challenging LOTC experiences require them to make informed choices and to understand and take responsibility for the consequences.

It is therefore beneficial to provide opportunities for children to participate in LOTC experiences where there is a degree of managed risk, accepting that reasonable and practicable control measures are in place that are suitable and sufficient relative to the hazards identified.

The Management of Health and Safety at Work Regulations (1998), require that risk assessments be undertaken for each of the hazards identified, such that suitable and sufficient control measures can be put in place to minimise the dangers for students and staff.

The Trust has responsibility and a legal duty to ensure that trips and visits are conducted in such a way that participants and staff are not subjected to unacceptable levels of risk to health and safety. This responsibility is delegated by the governing body to the Headteacher, relevant members of SLT and the EVC, who will ensure relevant training is given to trip leaders and relevant staff regarding all procedures and protocols.

Visit Leaders are responsible for managing visit-specific risks through risk-benefit assessment, recorded risk assessments and dynamic risk assessment during the visit. Training and guidance will support Visit Leaders to:

Visit Leaders are responsible for directly managing the risks associated with educational visits as they will present on during the visit. They should do this via a risk-benefit analysis and record this process through a Risk Assessment document together with the ability to dynamically risk assess situations as they emerge. Visit Leaders will receive training and guidance on how to;

- Identify significant hazards associated with LOTC activities and their potential to cause harm
- Assess the likelihood and extent to which members of the group might be harmed
- Establish suitable and sufficient control measures to mitigate those risks

Visit Leaders should also provide opportunities for children to be actively involved in the risk management planning process as this not only provides opportunities for children to learn to manage risk for themselves during the experience but also demonstrates the Trust's commitment to ***teach safely and teach safety.***

Visit Leaders have access to a range of Risk Assessment templates in EVOLVE and on the Trust's SharePoint to help them prepare suitable risk assessments (Wiltshire Council LOTC Service)

8. Assessing venues and providers – LOTC Quality Badge and Provider statements

Where possible, all venues for trips are visited by the Visit Leader prior to the trip taking place. Visit Leaders will endeavour to work with Providers who hold a LOTC Quality Badge as this provides credible assurances of health and safety management systems and the quality provision.

Where preferred Providers do not hold the LOTC Quality Badge, assurances will be gained through the completion of a Provider Statement available in EVOLVE and subsequent vetting from the Wiltshire Council LOTC Service / Dorset Council equivalent.

9. Management and use of volunteers

Any member of the supervising team, including volunteers, must be vetted in accordance with the latest Keeping Children Safe in Education guidance and the Trust's safer recruitment procedures. Where an adult is undertaking regulated activity, including volunteering more than three times in a 30-day period across settings or taking part in any residential activity with pupils, an enhanced DBS check with barred list information must be obtained before the activity takes place. Visit Leaders and EVCs must confirm that all required checks are in place before approving supervision arrangements for any educational visit or residential.

10. Managing incidents and emergencies - procedures and incident reporting

Incidents and emergencies during educational visits can be considered in four categories, depending upon the nature of the incident.

1. **Incident** - a situation that is dealt with by the visit leadership team. This may involve some communication back to the school/Trust or to parents, and some support from the SLT of the school/Trust, but the Visit Leader remains in control, will implement SAFER emergency procedures and is able to cope.
2. **Emergency**: an incident which overwhelms the coping mechanisms of the visit leadership team and which requires the school/Trust Emergency Plan to be initiated. This may involve some communication with the Trust and support from it, but the school takes control of the situation and is able to cope.
3. **Critical Incident**: an incident which overwhelms the coping mechanisms of both the visit leadership team and the establishment, and which requires the Trust's Critical Incident Plan to be initiated in addition to the school's Emergency Plan. The Trust will take control of the situation and supports the School and the visit staff and participants. (see Appendix 2: Critical Incident Management flowchart)
4. **Major Incident**: an incident which (if in the UK) is declared as a major incident by the police, who will take control, and where the relevant Local Authority's Major Incident Plan is initiated, or where (if outside the UK) the relevant authorities take control. Both the school Emergency Plan and the Trust Critical Incident Plan will be required in order to coordinate with the police or other authorities.

The school will ensure that Visit Leaders are suitably trained to manage minor incidents and emergencies during and educational visit and are familiar with the SAFER approach and the school Emergency Action Plan.

The school will also ensure that members of the senior leadership team can access accredited Management of Visit Emergencies (MoVE) training provided by Wiltshire Council LOTC Service / Dorset Council.

Each school has an Emergencies and Business Continuity Planning document is based on the Trust's model document that can be found [here](#). This has specific sections relevant to educational visits that will be enacted during any critical incident. These procedures are pre-planned, fully documented and supported by appropriate preparation and training to ensure that it is properly understood by the key decision makers. Schools should test the system regularly and rigorously.

Emergency Base Contacts and Critical Incident Controller

As part of visit and critical incident planning, the school should:

- Nominate suitable people to provide 24/7 cover as Emergency Base Contacts during a visit
- Be clear about the role of the Headteacher, EVC and Visit Leader during an incident
- Appoint a Critical Incident Controller (normally the Headteacher, in conjunction with the Trust) and provide 24/7 access to all details of the visit, including medical and next-of-kin information for staff and young people
- Identify a suitable person to manage media relations, in conjunction with the Trust

The Trust has procedures for incident reporting, including to the HSE/RIDDOR, [that can be found by clicking here](#), within the Policies and Risk Assessments folder on the main DSAT SharePoint.

11. Behaviour

All students and staff who participate in trips and visits that are organised in the confines of this policy are governed by the same rules as regards to conduct and behaviour as those staff and students who remain in the School. As such, any behavioural incidents must be logged and consequences sought through the appropriate senior member of staff

12. Inclusion and entitlement

Educational Visits are an integral part of the curriculum. All students are entitled to participate irrespective of social background, race, ethnicity, religion, belief, special educational need or disability. In cases where the family financial circumstances prevent a student participating in a curriculum visit the Charging and Remission Policy is to be followed

Staff will set appropriate learning challenges, responding to students' diverse learning needs.

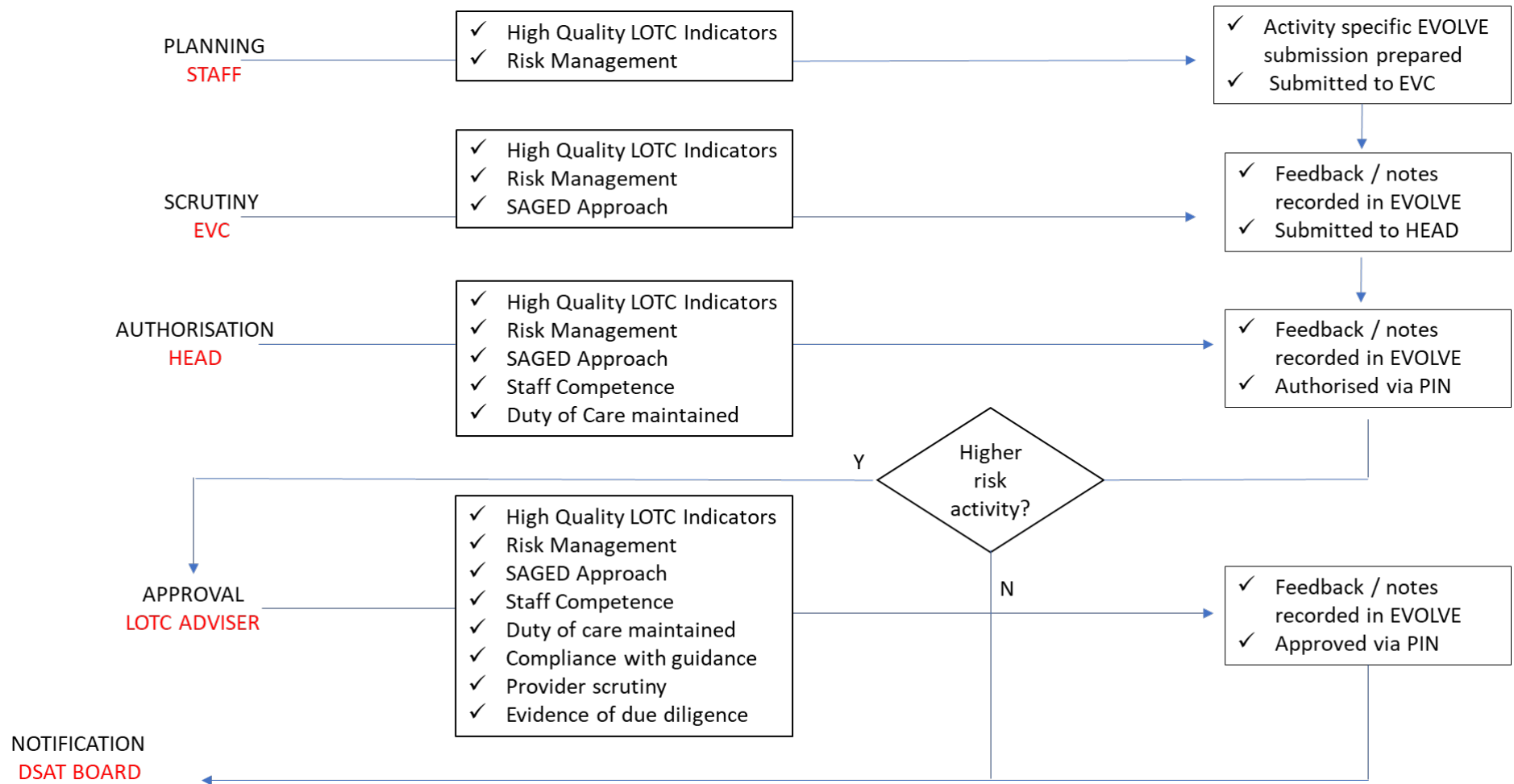
Provision, including well-planned reasonable adjustments, will be considered and put in place wherever reasonable and practicable, so that pupils are enabled to participate safely and meaningfully in educational visits. Where full participation is not possible, schools will record the barriers considered, the adjustments explored, the rationale for decisions made, and any alternative arrangements offered

The Trust's insurance policy includes travel cover for educational visits both in the UK and abroad. If planning an educational visit which includes a hazardous activity, Visit Leaders must check with the EVC to clarify if additional insurance cover may be required.

14. Evaluation of Learning Outside the Classroom Provision

The Trust expects schools to evaluate LOTC as part of their wider curriculum, inclusion and personal development offer. Evaluation should consider whether experiences are purposeful, well planned, safely delivered, accessible to all pupils and effective in supporting learning, independence, confidence, behaviour, cultural development and readiness for future opportunities

Appendix 1 Planning, Scrutiny, Authorisation, Approval and Notification of educational visits



Appendix 2: Critical Incident Management flowchart

