EDUCATIONAL VISITS POLICY

Extending learning. Enabling participation.
Managing risk.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework
and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

This policy sets out Riverside Bridge School's approach to educational visits and learning beyond the school site. It explains the principles, expectations, responsibilities and arrangements that ensure visits are purposeful, inclusive, appropriately planned and safely delivered, enabling pupils to access meaningful experiences while risks are managed proportionately and effectively.

At Riverside Bridge School, we believe that learning extends beyond the classroom. Educational visits provide important opportunities for pupils to communicate, participate, develop independence, experience their communities, generalise learning and build the knowledge, skills and confidence required for adulthood.

As a specialist school, we recognise that access to learning beyond the school site requires careful understanding of each pupil. Communication, sensory processing, emotional regulation, medical needs, mobility, personal care, safeguarding vulnerabilities and individual support requirements must be considered as part of visit planning. These needs should not automatically become barriers to participation; wherever reasonably possible, planning, reasonable adjustments and appropriate staffing should enable pupils to take part safely and with dignity.

Our approach is based upon sensible and proportionate risk management. The purpose of risk assessment is not to eliminate every possible risk but to identify significant and foreseeable risks and ensure that appropriate control measures are in place. Decisions should balance the educational and developmental benefits of participation against the risks presented by the activity, environment and individual needs of the pupils involved. This principle is already well established in Section 06.

Safeguarding remains central to every educational visit. Effective supervision, clear adult responsibilities, safe working practice, appropriate personal care, accessible communication and prompt reporting of concerns must be maintained throughout the visit. The school's safeguarding responsibilities apply whether pupils are on the school site, travelling, accessing community environments or participating in activities led by external providers.

Educational visits must have a clear purpose and contribute meaningfully to pupils' curriculum, personal development, communication, independence, community participation or preparation for adulthood. Visits should therefore be planned as purposeful learning experiences rather than as activities in isolation.

The school recognises that high-quality educational visits depend upon effective planning, competent leadership, strong communication with families, appropriate provider assurance and reflective review. Visit Leaders, the Educational Visits Co-ordinator and other staff involved in planning and delivering visits share responsibility for ensuring that agreed arrangements are understood and implemented consistently.

Our responsibilities to pupils, families and the school community

Riverside Bridge School has a responsibility to ensure that educational visits are planned and delivered in ways that maximise meaningful participation while protecting the safety, welfare, dignity and rights of pupils, staff and others.

In delivering this responsibility, we will:

- ensure every visit has a clear educational or developmental purpose;
- promote access to meaningful learning beyond the classroom for pupils across all pathways;
- consider each pupil's communication, sensory, emotional, medical, physical, personal care and safeguarding needs;
- make reasonable adjustments to support equitable participation wherever practicable;
- apply sensible and proportionate risk management based upon significant and foreseeable risks;
- ensure visits are led and supported by staff who are competent and appropriately briefed;
- maintain effective safeguarding and supervision throughout travel, activities, transitions and personal care;
- ensure medical needs, medication and emergency arrangements are planned before departure;
- undertake appropriate checks where external providers, venues or activity operators are used;
- communicate clearly with parents and carers and obtain appropriate consent;
- ensure visits are approved through the school's agreed educational visits processes;
- respond promptly and appropriately to emergencies, safeguarding concerns, accidents, incidents and near misses; and
- evaluate significant visits and use learning from experience to strengthen future practice.

Through these commitments, we aim to ensure that learning beyond the classroom remains ambitious, inclusive and enabling, giving pupils opportunities to develop communication, confidence, independence and meaningful participation in their communities while maintaining appropriate safeguards.

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APPROVED BY: Governing Body

APPROVED ON: September 2026

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Section 01

PURPOSE AND ETHOS

Extending learning. Building independence. Preparing for adulthood.

Riverside Bridge School is committed to providing high-quality learning experiences beyond the classroom that support our vision to Inspire, Empower, Achieve.

Educational visits and learning outside the classroom are an essential part of our curriculum and personal development offer. They help pupils develop independence, communication, community participation, confidence and preparedness for adulthood, whilst also providing meaningful opportunities to generalise learning in real-life contexts.

In a special school context, educational visits must be planned and delivered in a way that is inclusive, well-structured and proportionate to pupils' needs and vulnerabilities.

This policy sets out how Riverside Bridge School plans, approves, delivers and reviews visits so that learning opportunities are maximised and risks are managed sensibly and consistently.

The school recognises that educational visits bring significant benefits for pupils and that risk management should enable safe participation, not create unnecessary barriers. The aim of this policy is therefore to support well-planned visits that are meaningful, accessible and safe

Section 02

SCOPE

Defining expectations. Clarifying application.

This policy applies to all off-site learning and educational visits organised by Riverside Bridge School, including local community activities, sports fixtures, curriculum visits, residential visits, adventure activities, travel to work-related learning, swimming-related travel where applicable, community access, and any other activity that takes pupils off the school site.

It also applies to travel arrangements, including the use of school minibuses, hired transport, walking routes and public transport.

For the purpose of this policy, an educational visit means any supervised activity off-site that is planned by the school and takes place during the school day or outside normal school hours, whether or not it requires parental payment or involves an external provider.

This policy does not replace the school's wider safeguarding, health and safety, risk assessment, medicines, manual handling, behaviour support or transport procedures. These must be followed alongside this policy where relevant.

Section 03

POLICY LINKS AND SAFEGUARDING CONTEXT

Connecting responsibilities. Maintaining safeguarding.

This Educational Visits Policy must be read alongside the school's Risk Assessment Policy, Health and Safety Policy, Safeguarding and Child Protection Policy, Administering Medication Policy, Relationships and Behaviour Policy, Premises Management Policy, Charging and Remissions Policy.

Educational visits are a safeguarding activity. All visits must be planned in a way that protects pupils from harm, ensures appropriate supervision, and maintains effective safeguarding practice.

This includes safer working practices, clear adult conduct expectations, appropriate personal care arrangements, effective communication, and prompt reporting of any concern.

Any safeguarding concern arising before, during or after a visit must be reported and responded to in line with the school's safeguarding and child protection procedures.

Section 04

LEGAL AND GUIDANCE FRAMEWORK

Understanding duties. Applying recognised guidance.

Riverside Bridge School recognises its legal duties under the Health and Safety at Work etc. 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 welfare of pupils, staff and others affected by school activities. These duties apply equally to visits off-site.

Riverside Bridge School formally adopts the Outdoor Education Advisers' Panel (OEAP) National Guidance as its operational framework for the planning, approval, supervision and review of educational visits and learning outside the classroom activities.

Where OEAP National Guidance is updated, the school will review its procedures and amend practice where required.

The school also takes account of Department for Education guidance on health and safety on educational visits, Health and Safety Executive guidance on school trips and outdoor learning, Barking and Dagenham Educational Visits Guidance, and any relevant Trust, local authority or employer requirements.

Educational visits will also be planned and delivered in accordance with Keeping Children Safe in Education (current edition) and Working Together to Safeguard Children (current edition), recognising that every educational visit is a safeguarding activity.

Where applicable, the school will check whether activities fall within the scope of Adventure Activities Licensing Authority requirements and will seek assurance that providers meet legal, safeguarding, safety and insurance requirements.

The school recognises the Council for Learning Outside the Classroom and the Learning Outside the Classroom Quality Badge as indicators of provider quality assurance.

Where possible and appropriate, preference will be given to providers holding the Learning Outside the Classroom Quality Badge, or to providers able to provide equivalent evidence of robust safeguarding, safety and quality assurance.

Section 05

ROLES AND RESPONSIBILITIES

Sharing responsibility. Maintaining oversight. Ensuring competence.

The Governing Board has strategic oversight of educational visits and expects leaders to ensure that visits are planned and managed in accordance with this policy, the school's wider health and safety arrangements, and any Trust or local authority requirements.

Governors will receive annual assurance regarding the effectiveness of educational visits, including participation levels, educational outcomes, accidents and incidents, safeguarding concerns, near misses, EVC monitoring, audit findings, staff training compliance, policy compliance and recommendations arising from reviews.

The Headteacher has overall responsibility for ensuring that educational visits are appropriately planned, that systems are in place to manage risk, and that visits are approved at the appropriate level.

The Headteacher may delegate operational functions but retains overall accountability.

The Educational Visits Co-ordinator, known as the EVC, provides operational oversight for educational visits.

The EVC supports staff to plan and document visits effectively, checks that risk assessment and approval steps have been completed, ensures consistency with OEAP guidance, and maintains oversight of visit records.

The EVC will maintain appropriate OEAP-recognised training and will undertake refresher or revalidation training at least every three years.

The EVC will maintain oversight of approved Visit Leaders and will ensure that staff leading visits have appropriate experience, competence, training and approval for the nature of the visit being undertaken.

The EVC will also ensure that higher-risk, residential, adventurous, overseas or otherwise complex visits receive additional scrutiny before authorisation.

The Enrichment Co-ordinator provides operational and administrative co-ordination of educational visits, enrichment activities and community-based learning opportunities across the school. The role supports the efficient planning, organisation and monitoring of visits through Evolve and associated school systems.

The Enrichment Co-ordinator supports Visit Leaders by co-ordinating documentation, bookings, transport arrangements, provider liaison, visit timelines, consent processes and compliance requirements. The postholder may support the completion of visit documentation and risk assessment processes but does not replace the responsibility of the Visit Leader for the safe planning and delivery of a visit.

The Enrichment Co-ordinator works closely with the EVC, class teams, safeguarding leaders, the School Business Leader and external providers to ensure educational visits are organised efficiently, safely and in accordance with school procedures. The Enrichment Co-ordinator may attend visits to support operational organisation, first aid arrangements, pupil safety, enrichment delivery and visit co-ordination where required.

The Visit Leader is the member of staff with direct responsibility for the planning, co-ordination and safe delivery of the visit. The Visit Leader ensures that the educational purpose of the visit is clearly defined, that staffing and supervision arrangements are appropriate, that a suitable and sufficient risk assessment is completed, and that all required checks, approvals, bookings and briefings are in place before the visit proceeds.

The Visit Leader contributes essential professional knowledge of the pupils. This includes pupil-specific risk considerations, medical needs, communication needs, positive support requirements, sensory needs, personal care, mobility, manual handling, PEEPs where applicable, and curriculum links. The Enrichment Co-ordinator works with the Visit Leader and the class team to ensure that the visit is safe, inclusive and educationally meaningful.

The Enrichment Co-ordinator, Finance Manager and Site Team support educational visits through administrative, financial and compliance functions, including transport compliance where school minibuses are used. The Health and Safety Lead also supports leaders to ensure visit arrangements align with the school's wider health and safety and premises compliance systems.

All staff supporting a visit have a duty to follow the agreed plan, implement control measures, maintain effective supervision, follow safeguarding expectations, and report concerns promptly. Where agency staff, volunteers or other accompanying adults are involved, their roles must be made clear before the visit begins.

Section 06

PRINCIPLES OF SENSIBLE RISK MANAGEMENT

Assessing proportionately. Enabling participation. Managing significant risk.

Riverside Bridge School subscribes to the principle of sensible and proportionate risk management.

The school does not seek to eliminate all risk. Instead, it plans carefully so that pupils can access meaningful learning opportunities with appropriate safeguards.

Risk management for educational visits is rooted in an understanding of pupils' individual needs, including communication differences, sensory needs, medical requirements, mobility, behaviour, emotional regulation, personal care and safeguarding vulnerability.

Visits are designed to be enabling, with reasonable adjustments and differentiated support so that pupils can participate safely and with dignity.

Risk assessment must focus on significant and foreseeable risks rather than trivial or generic hazards. Control measures must be practical, understood by staff and capable of being implemented during the visit.

When planning visits, the school will consider the OEAP STAGER framework: Staffing, Timing, Activities, Group, Environment and Remoteness.

These factors will be considered together, because a visit that is safe and appropriate for one group, activity or environment may not be safe or appropriate for another.

Repeat visits must still be reviewed before they take place. Previous successful visits do not remove the need to consider the current group, current staffing, current venue arrangements, weather, transport, medical needs and any other relevant changes.

Section 07

VISIT PLANNING AND APPROVAL PROCESS

Planning carefully. Checking arrangements. Authorising appropriately.

All educational visits must be planned in a timely and structured manner, with sufficient notice to allow for approval, communication with families, completion of documentation, provider checks, staffing arrangements, transport planning and pupil-specific preparation.

Riverside Bridge School uses Evolve as its educational visit management platform. All visits must be completed and submitted on Evolve no later than ten working days before the date of the visit, unless exceptional circumstances are agreed by the Headteacher or EVC. Visits will not proceed unless they have been appropriately recorded and authorised.

The Evolve submission must include the educational purpose of the visit, staffing arrangements, transport arrangements, risk assessment, relevant pupil-specific plans, medical arrangements, communication arrangements, and any other documentation required for the visit. Where the school minibus is used, the minibus seating plan and relevant transport information must be included.

The level of planning and approval required will increase according to the complexity, distance, duration, activity, environment, pupil needs and level of risk. Routine local visits may require simpler planning, while residential, adventurous, overseas, water-based, remote or complex visits require enhanced scrutiny.

The Enrichment Co-ordinator will support the operational management of the school's educational visits programme, including Evolve administration, transport bookings, provider liaison, monitoring of documentation, visit scheduling and communication with families where appropriate.

Approval will normally operate as follows:

- routine local visits require approval by the Visit Leader and EVC. Day visits beyond the local area require approval by the EVC and Headteacher.
- residential visits require approval by the EVC and Headteacher. Adventurous activities require approval by the EVC and Headteacher, and may require additional external or local authority scrutiny.
- overseas visits require approval by the EVC, Headteacher and Governing Board. Where Barking and Dagenham or the Trust requires additional approval for higher-risk visits, this requirement must be followed.

In the early planning stage, the Visit Leader must identify the purpose and intended outcomes of the visit. The visit should have a clear link to curriculum intent, personal development, preparing for adulthood, communication, independence, community access or another relevant pupil outcome.

The Visit Leader, working with the class team(s) where appropriate, must consider the needs of the group and individual pupils. This includes medical needs, communication, behaviour support, emotional regulation, sensory needs, mobility, toileting, personal care, feeding, hydration, medication, manual handling, accessibility and safeguarding vulnerability.

Where a pre-visit is required to assess suitability, accessibility, supervision points, toileting, entry and exit arrangements, environmental risks or transport logistics, this should be completed in good time.

The Visit Leader must complete a suitable and sufficient risk assessment in line with the school's Risk Assessment Policy. Risk assessments must include travel, supervision, venue risks, medical and individual support considerations, environmental factors, safeguarding, emergency arrangements and any relevant pupil-specific plans.

Section 08

External providers, venues and quality assurance

Checking suitability. Assuring quality. Protecting pupils.

Where educational visits involve external providers, venues or activity operators, Riverside Bridge School will undertake appropriate due diligence before approval is granted. The depth of checks will be proportionate to the nature of the visit and the level of risk. Where possible, preference will be given to providers holding the Learning Outside the Classroom Quality Badge. Where a provider does not hold this badge, the Visit Leader must obtain sufficient assurance that the provider is suitable.

This assurance should include public liability insurance, safeguarding arrangements, risk assessments, emergency procedures, staff competence, licensing requirements where applicable, accommodation arrangements where relevant, use of vehicles where relevant, and any subcontracting arrangements.

Where activities fall within the scope of Adventure Activities Licensing Authority requirements, the school will confirm that the provider holds a current licence for the relevant activity. Where activities do not fall within AALA scope, the school will seek alternative evidence of safe practice and competence.

Responsibilities for supervision and safeguarding must be clearly agreed before the visit takes place. Where an external provider leads an activity, Riverside Bridge School staff remain responsible for pupil welfare, safeguarding, pastoral support, behaviour support, medical needs and overall duty of care unless specific arrangements have been formally agreed.

The Visit Leader must check that the provider or venue can meet the needs of the particular cohort. This includes accessibility, reasonable adjustments, toileting, changing, feeding, quiet spaces, sensory considerations, medical arrangements, emergency access and safe arrival and departure arrangements.

Section 09

STAFFING, SUPERVISION AND COMPETENCE

Matching support. Maintaining supervision. Ensuring competence.

Staffing arrangements for visits must reflect the age, needs and vulnerabilities of pupils, the nature of the activity, the environment, travel arrangements, timing and remoteness.

Riverside Bridge School recognises that adult-to-pupil ratios for visits cannot be standardised across all groups and must be determined through professional judgement supported by risk assessment.

Staffing levels will take account of individual pupil needs, medical requirements, communication needs, behaviour and positive support requirements, mobility and manual handling, personal care, the nature of the activity, environment, transport, and emergency contingencies.

The Visit Leader must ensure that adults supporting the visit are suitable, appropriately briefed and competent for their roles. Staff must understand pupils' communication systems, medical needs, behaviour support strategies, sensory needs, personal care arrangements and safeguarding vulnerabilities.

Where specific competencies are required, such as first aid, paediatric first aid, manual handling, administering medication, use of specialist equipment or positive handling strategies, the Visit Leader must ensure that the visit team includes appropriately trained staff.

At least one suitable first aider must accompany visits. Where pupils are in the Early Years Foundation Stage, at least one member of staff accompanying the visit must hold an in-date paediatric first aid certificate. A first aid bag appropriate to the visit must be taken, and staff must know how to access emergency support.

All educational visits must be led by a member of staff who has been judged competent and suitable for the nature of the visit. Competence will be determined by relevant experience, knowledge of participating pupils, training undertaken, understanding of risk management, ability to respond to emergencies, and relevant qualifications where required.

Additional evidence of competence may be required for residential, adventurous, overseas, remote or higher-risk visits. Adventure activities and other higher-risk activities may require externally recognised qualifications or confirmation from a competent technical adviser.

Supervision must remain effective throughout the visit, including during transport, transitions, arrival and departure, mealtimes, comfort breaks, personal care, changes of activity and periods of waiting. The Visit Leader must ensure that each adult understands their allocated responsibilities and that pupils are not left unsupervised.

Regular headcounts must be undertaken. These should take place before departure, on arrival, before leaving any venue, when boarding or leaving transport, when moving between areas, after comfort breaks, after any incident or concern, and at any point where the group may be at increased risk of separation.

Where pupils require enhanced supervision because of known absconding, communication or behavioural risks, the Visit Leader will ensure that supervision arrangements are clearly allocated before departure and reviewed dynamically throughout the visit.

Where groups split into smaller groups, each subgroup must have an identified adult responsible for supervision. Any handover of responsibility must be clear, and the Visit Leader must retain overall oversight of the visit.

Volunteers, agency staff and accompanying adults may support visits but remain under the direction of the Visit Leader. They must understand their role, safeguarding expectations and reporting responsibilities.

Volunteers must not be placed in sole charge of pupils unless specifically authorised by the Headteacher and only where appropriate checks and safeguards are in place.

Section 10

MEDICAL NEEDS, MEDICATION AND PERSONAL CARE

Planning support. Maintaining dignity. Protecting health.

Particular attention must be given to pupils' medical needs when planning educational visits. The Visit Leader and class team must ensure that relevant health care plans, medication requirements, allergy information, dietary needs, emergency protocols and staff competencies are considered before the visit is approved.

Where medication is required during the visit, the designated medication bag must be formally booked through the school's internal system to ensure availability and accurate recording. On the day of the visit, the Visit Leader or designated member of staff is responsible for collecting the medication bag and confirming that it contains all required medication, that medication is in date, clearly labelled, and accompanied by the relevant administration documentation.

Medication must remain accessible throughout the visit and must be returned to the medical room promptly upon return to school. Any administration of medication during the visit must be recorded in line with the school's Administering Medication procedures. Where a pupil requires emergency medication, the Visit Leader must ensure that the medication accompanies the pupil throughout the visit and remains immediately accessible to appropriately trained staff at all times.

Emergency medication must never be stored in a location that could delay access during an emergency. Staff responsible for the pupil must be familiar with the relevant healthcare plan, recognise signs and symptoms that may require intervention, and understand the procedures for administering emergency medication and summoning emergency assistance. Where emergency medication is required, the Visit Leader must ensure that sufficient trained staff are present throughout the visit, including during transport and any periods where the group may separate into smaller groups.

Emergency medication requirements must be considered as part of the visit risk assessment and emergency planning process.

Where pupils require personal care, toileting support, feeding support, manual handling or specialist equipment, arrangements must be planned before the visit. Staff must ensure that dignity, privacy, infection control, safeguarding and safe manual handling are maintained.

Section 11

EMERGENCY AND CRITICAL INCIDENT PROCEDURES

Preparing effectively. Responding promptly. Protecting welfare.

All educational visits must have clear emergency arrangements in place before departure. The Visit Leader must ensure that emergency contact information, relevant medical information, risk assessments and school contact details are available throughout the visit.

A member of the senior leadership team or another designated emergency contact must be available for the duration of the visit and able to co-ordinate support if required. For visits taking place outside normal school hours, emergency contact arrangements must be confirmed before approval.

In the event of an emergency, staff will prioritise the immediate safety and welfare of pupils, staff and members of the public. Emergency services will be contacted where necessary, and the school will be informed as soon as reasonably practicable.

The Visit Leader must ensure that an immediate headcount is undertaken following any incident, concern or unplanned event. Relevant information should be recorded and shared with senior leaders to support decision-making and communication with parents and carers.

If a pupil is missing, the Visit Leader must take immediate action. This includes conducting a headcount, checking the immediate area and known last location, securing the safety of the remaining group, contacting venue staff where relevant, informing the school emergency contact, and contacting emergency services where the pupil is not located quickly or where there is any concern about immediate risk.

Where an incident involves a safeguarding concern, serious injury, missing pupil, significant behavioural incident, police involvement, emergency services, hospital treatment, or any event likely to attract media attention, the Headteacher or designated senior leader must be informed immediately.

Staff must not provide statements to the media. Any media enquiries will be managed through the Headteacher and, where appropriate, the Trust or local authority.

All accidents, incidents, safeguarding concerns and near misses occurring during educational visits must be reported and recorded in accordance with the school's safeguarding, health and safety and accident reporting procedures. Where an incident exceeds the normal management capacity of the visit leadership team, the Headteacher and senior leadership team will co-ordinate the school's response in accordance with safeguarding, health and safety and emergency management arrangements.

Where an incident meets the reporting threshold under RIDDOR, the school will ensure that statutory reporting requirements are fulfilled in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.

Section 12

PARENTAL ENGAGEMENT, CONSENT AND INFORMATION

Sharing information. Building confidence. Securing informed consent.

Riverside Bridge School values positive partnership with parents and carers and recognises the importance of clear, timely communication about educational visits. Families will be provided with information that enables them to understand the purpose, nature and arrangements for the visit.
Riverside Bridge School requires parental consent before pupils participate in educational visits.

The school does not operate an annual or termly blanket consent model. Specific informed consent is obtained in advance for routine local visits, day visits beyond the local area, residential visits, higher-risk visits and any visit requiring additional information.

Parents and carers are asked to provide accurate and up-to-date information about medical needs, allergies, mobility, sensory needs, behaviour, communication, dietary requirements and any other factor that may affect safe participation.

Where required, the school will request additional information or agree reasonable adjustments to support inclusion. The school will also communicate expectations regarding clothing, packed lunches, money, medication, timings, transport and any other practical arrangements.

Section 13

TRAVEL AND TRANSPORT

Planning journeys. Maintaining safety. Supporting access.

Travel arrangements are an integral part of visit planning. The Visit Leader must ensure that travel is planned in a way that is safe, accessible and appropriate for the cohort.

Where walking routes are used, staff must consider road safety, crossings, pavements, pupil mobility, behaviour, environmental hazards, weather and supervision points. Where public transport is used, staff must consider crowding, accessibility, route changes, waiting areas, boarding and leaving, and contingency planning.

Where hired transport is used, the Visit Leader must ensure that the provider is suitable and that arrangements are appropriate for the needs of pupils. This includes seatbelts, wheelchair access where required, supervision, pick-up and drop-off points, emergency arrangements and safe boarding and leaving procedures.

Staff are authorised to use personal mobile phones for visit-related communication where required, provided this is done in line with school safeguarding expectations and only for legitimate operational, safety or emergency purposes.

Any accident, breakdown, significant delay, transport concern or safeguarding issue during travel must be reported to the school as soon as reasonably practicable.

Section 14

THE SCHOOL MINIBUSES

Maintaining vehicles. Checking safety. Ensuring competent use.

Riverside Bridge School operates school minibuses to support educational visits and other authorised school business. The school minibuses are treated as safety-critical assets, and their use is managed in line with the school's Health and Safety Policy, Premises Management Policy and any Trust or local authority requirements.

The School Business Leader is responsible for ensuring that statutory and contractual requirements for the minibuses are met. This includes arranging the annual MOT in good time, ensuring that the MOT certificate remains in date, ensuring that suitable motor insurance is in place, and ensuring that the terms and conditions of insurance cover are understood and followed.

Minibus servicing, defect reporting and maintenance are managed through the school's premises and compliance systems. Drivers must report any defects immediately and must not use a minibus that is not roadworthy or that has an unresolved safety concern. Where a vehicle is taken out of service, alternative transport arrangements must be considered.

Only authorised drivers may drive a school minibus. Authorisation is confirmed through checks that the member of staff holds the correct driving entitlement, is fit to drive, and has completed any required internal training or assessment.

Before each journey, the driver must carry out a visual and practical safety check. This includes tyres, lights, mirrors, fuel, seatbelts, wheelchair restraints where applicable, and any specialist accessibility equipment. The driver must ensure that passengers are seated safely and that pupils are secured appropriately, including the use of seatbelts and wheelchair tie-down systems where relevant.

The driver must not exceed vehicle capacity and must drive in a manner consistent with the safety and comfort of pupils. The Visit Leader must ensure that supervision arrangements within the vehicle are appropriate and that the driver must not be expected to respond to pupils' support or regulation needs whilst driving.

Where pupils have mobility needs or require wheelchairs, travel planning must include safe loading and unloading arrangements, suitable supervision, and appropriate manual handling practice.

Adults supporting the visit must understand these arrangements and ensure that any equipment required, such as ramps, restraints or specialist seating, is available and used correctly.

The use of school minibuses must be recorded as part of the visit documentation. The Visit Leader must ensure that travel arrangements and emergency procedures are clear, including how staff will respond to a breakdown, accident, medical issue or unplanned delay.

Section 15

CHARGING AND FINANCE

Applying requirements. Communicating clearly. Maintaining fairness.

Riverside Bridge School follows relevant legislation, Trust guidance and the school's Charging and Remissions Policy in relation to charging for school activities.

Where a visit is part of the statutory curriculum, the school does not charge for education. Voluntary contributions may be requested to cover permissible costs such as transport or entry fees where applicable.

Where charges apply, these will be communicated clearly to parents and carers, including what is included and any remission arrangements.

Financial arrangements for visits, including purchase orders, invoices and payments to providers, are managed through the school's normal financial controls.

Bookings must not be confirmed unless the required approvals and funding arrangements are in place.

Section 16

MONITORING, EVALUATION AND REVIEW

Evaluating practice. Learning from experience. Strengthening provision.

Educational visits are monitored through the school's line management, EVC oversight and quality assurance processes. The EVC and senior leaders may sample visit documentation, risk assessments, approvals, provider checks and post-visit evaluations to ensure consistency and compliance.

The Enrichment Co-ordinator will support the maintenance of educational visits records, compliance tracking, visit evaluations and the identification of themes arising from reviews, incidents and feedback.

All residential visits, adventurous activities, overseas visits, complex visits and visits involving accidents, incidents, safeguarding concerns or near misses must be formally evaluated after completion.

Post-visit evaluation should consider whether the educational outcomes were achieved, whether supervision was effective, whether risk management arrangements worked in practice, whether transport arrangements were suitable, whether safeguarding arrangements were effective, and whether any changes are needed for future visits.

Lessons learnt from incidents, near misses, staff feedback, pupil feedback or parent/carer feedback will be used to improve future planning and staff training.

The EVC will provide an annual summary of educational visits activity, participation, incidents and developments to governors. The annual review will also consider patterns of visit cancellations, transport issues, provider performance, emergency responses and reasonable adjustments to ensure continual improvement of educational visits.

This policy will be reviewed annually, or sooner where changes in legislation, guidance, OEAP National Guidance, AALA requirements, Trust expectations, local authority guidance or school practice require updates.

Section 17

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy forms part of Riverside Bridge School's integrated governance framework and should be read alongside the following related policies, procedures and operational guidance:

- Risk Management and Risk Assessment Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Medical Needs, Medication and Allergy Safety Policy
- Positive Support Policy
- Intimate Care Policy
- Charging and Remissions Policy