



Tyssen ARP Community Participation Policy and Procedures

INTRODUCTION

Learning outside the classroom

The additional opportunities for learning provided by a range of activities conducted outside the classroom is recognised by government as being a beneficial educational experience. However, for children on the autism spectrum, these can also present challenges and additional preparation is required.

“For people of any age with autism, getting out and about can be difficult. Day-to-day activities such as shopping or using public transport can cause confusion and anxiety.” (NAS, 2013)

Children with autism may have difficulties accessing the community for a number of reasons. For example, children may be hyposensitive or hypersensitive to sensations experienced in different environments; this can lead to anxiety which will need to be addressed.

At the ARP in Tyssen School, we aim to:

- Provide opportunities for children to participate in the community with appropriate support;
- Support children to be increasingly independent when accessing the community;
- Ensure children are prepared for accessing the community and that this is an enjoyable experience for the children;
- Provide children with resources to support their access to the community;
- Work with parents and carers to provide support to help children access the community.

STRATEGIES TO SUPPORT COMMUNITY PARTICIPATION

In Tyssen ARP, staff supporting and working with our pupils will:

- Respond to parent/carer concerns regarding their child's community participation.
- Plan appropriate visits which will be opportunities to practise new skills, and which will be enjoyable to the children.
- Be flexible about the best ways for children to access the community and investigate how places can accommodate people with special needs.
- Prepare children prior to community visits.
- Inform parents about trips ahead of time.
- Provide visual supports at the appropriate level of sense-making (e.g. photos, symbols) before and during the visits.
- Use Social Stories and Comic Strip Conversations as necessary to help children understand about different social situations which occur when in the community.
- Respond to children's anxiety regarding community participation.
- Anticipate the sensory needs of children when in different environments. These may include sounds, sights and smells.
- Use participation in the community as an opportunity to communicate.

OPPORTUNITIES CURRENTLY AVAILABLE

Children who attend Tyssen ARP have access to:

- Play schemes
- School Events
- Boccia
- Swimming
- Community visits
- Cycling

PROCEDURE

'Local Area' visits/excursions in/around the school vicinity

All parents have signed a document giving permission for their children to be taken out of school on a short walk around the area, for example, to visit a local library or park. This will be limited to visiting somewhere within 1km walking distance of the school. If going out on one of these visits/excursions the following things should be considered:

- Notify line manager of intention in good time before you go.
- Complete and hand into office a 'Local Area' visit form detailing who is going on trip.
- Check correct ratios of staff and children are in place.
 - Early Years 1:4
 - KS1 1:6
 - KS2 1:10
 - **SEN 1: 1** with consultation between SEN teacher and class teacher.
- If proposed visit/excursion extends through a break or lunch time, the class teacher must ensure adults going are covered in the event that they have break duty.
- If in doubt see Senior Midday Meals Supervisor at a mutually convenient time.
- Staff on duty cannot be borrowed if authorisation has not been given by their line manager.
- The line manager is to ensure a replacement is put in place in the event that an adult is authorised to support a class on a visit.
- Please leave via side exit (by the shed). Do *not* go through office - send an adult with relevant forms to be handed in.
- Either talk to or send/leave a message for those staff who may be affected by the visit/excursion in good time. e.g. ARP/SEN or other intervention people.

Half or complete day trips

These are trips which involve taking the children and relevant support staff out of the school and local vicinity for either a half or a full day. These trips should be arranged in the following way:

- Any enquiries/bookings made regarding trips must be provisional until authorisation for trip is obtained from Head. This must be done a minimum of 2 weeks prior to trip.
- Apply for trip authorisation using form provided in school policy.
- Allow at least 1 week for the 'turnaround' time of the trip authorisation form.
- Authorisation forms to be returned Class teacher in charge.
- Once authorisation is obtained class teacher to put trip information into school diary. Include names of adults who are to support on the trip nearer the time, once support is confirmed by line manager.
- Any adults considered for borrowing to support on trips must be authorised by their line manager first. Class teacher to obtain this authorisation.

- Travel tickets and free school meals/early or late lunches are to be booked by the office - confirm this with Senior Admin Officer 2 weeks prior to trip.
- Clarify route & chosen/preferred mode of transport - again 2 weeks' notice is needed by London Transport.
- Class teacher to ensure trip details are completed on form - don't expect Senior Admin Officer to 'run with' forms.
- Check correct ratios of staff and children are in place.
 - Early Years 1:4
 - KS1 1:6
 - KS2 1:10
 - **SEN 1: 1** with consultation between SEN teacher and class teacher.
- Confirm in writing the adults to be borrowed with Senior Midday Meals Supervisor - class teacher in charge to ensure that duties are swapped as necessary.
- Consult with ARP about base children's support needs - travel plan to be drawn up as per child's needs.
- Consult with Access & Inclusion Manager about SEN provision if child is SEN but not ARP based - teachers to be aware that SEN support may be borrowed from your class to be placed elsewhere for the duration of this trip.
- Class teacher to ensure medical needs of adults and children are known - bring medication needed by child on trip.
- Endeavour to have 1 staff member coming on trip who has a valid 1st aid certificate.
- In any event one, member of staff must have a 1st aid kit (travel size) with them on the trip. Inform all adults of who this is - good practice is to put this on 'group overview' sheet given to adults supporting on the trip.
- Endeavour to have at least 1 male member of staff on trip.
- Send out a letter to parents informing them of details of trip - meet if necessary regarding itinerary.
- Hand in a copy of the trip letter to the office, so they have relevant information to give to parents/carers in event of any issues arising. E.g. late return.
- Collect money for trip as required and complete record of payment (Finances form). All monies to be given to the Finance Officer at the end of day. Class teacher is responsible for any money not submitted for safekeeping.
- The onus is on the class teacher to ensure that all money needed for trip is collected. Remember all contributions are 'voluntary' and so plan ahead to cover those amounts which some parents/carers will not pay for.

Assessing the suitability of the trip

The class teacher is ultimately responsible for the trip and all of the trip assessments. He/she must decide what the objective of the trip is and whether it is suitable for the children/learning which they have been doing. The class teacher must also carry out a risk assessment of the trip (see form attached*) and should consider the following areas when doing this:

The route:

- How are you getting from the school to the trip venue? Include route details and preferred mode of transport on form given to Senior Admin Officer.
- What are the safety points to consider when getting from the school to your mode of transport, transport to venue and then back again? Examples of possible risks are where to cross the road and hazards like building works.
- Class teacher should check these and inform staff supporting on trips and children if necessary so that they are better prepared.

The venue:

- Obtain maps of venue for staff on preliminary visit.
- Check for particular procedures e.g. sign in/out or stickers for children.
- Check entrance, exit and emergency exits.
- Check if there are any hazards to be aware of. E.g. slippery floors, areas sectioned off. **Class teacher to complete Risk Assessment form** and hand in to office with day before the trip.
- Locate toilets and coats/bags area if these available.
- Locate eating areas - check if these need to be pre-booked.
- Locate/assess activities which are linked to prior work done in school - assess safety of these.

The day before the trip:

- Check tickets have arrived.
- Confirm all support in place.
- Complete 'day before trip' form and hand into office.
- Discuss any possible children who are not coming with line manager - arrange plan for them before you are due to leave on trip.

The day of the trip:

- Provide all staff and other authorised adults with trip itinerary details (e.g. mode of transport, where to get off, which activities to do on trip) and address any questions staff have.
- Provide all staff and authorised adults with information sheet (group overview) which should include the following information:
 - Name of each adult and child/ren in their care
 - Pairs/buddy for each child
 - Any medical needs of children
 - Information on who has 1st aid kit
 - Emergency contact of class teacher, school and venue numbers.
- OYSTER cards are available for the use of adults who are going on the trip. These need to be signed out/back in & can be obtained from the Resource Manager.
- Any Parents/Carers going on the trip are to be advised to travel with a group and staff member and **must be supervised at all times**.
- All Parents/Carers are responsible for their own child when they attend a trip - school rules/policies are to be shared.
- **No Parents/Carers** are to be left unsupervised with a child **at any time**
- Ensure children wear safety wristbands with school details on it - sign these out from the office.
- Trip permission slips to be handed into the office before class leaves school.
- Confirm details of children who are not coming for any reason before you leave.
- SLT or Person 'On Call' to deal with any children who do not arrive by the time the Class Teacher needs to leave. Child could be placed in appropriate peer or buddy class for the day. SLT or Person 'On Call' will also need to make arrangements for work for child.
- SLT can provide assistance by phoning home to get authorisation if necessary.
- Class going on trip still needs to leave by 'leaving time' necessary to commence trip.
- Leave via side exit (by the shed). **Do not** go through office - send an adult with slips to confirm you are leaving.

Permission for trips:

In upper KS2, parents/carers of children who have not returned their permission slips will be contacted the 1st occasion **only**.

In the 2nd instance, if a permission slip is not returned, the child will be sent on the trip as this is part of their learning and as such is a legal requirement.

The Headteacher will, on occasion, authorise and take responsibility for children going on trips.

Visitors to the school who will be working with the children

- Coordinator of area to which visitor is linked to get authorisation from Headteacher.
- Once authorised, coordinator to consult with class teachers/adults who visitor is to see - set date as appropriate.
- Coordinator to put details in the school diary.
- Coordinator to allocate an adult to be responsible for visitor if not dealing with them themselves.
- Adult dealing with visitor responsible to ensure a space for the visitor.
- Adult dealing with visitor responsible for checking that there are no clashes with spaces/timetables - swaps to be made as necessary.
- Classes/groups already timetabled have priority so ask nicely if any swaps needed!
- All visitors must be met by coordinator or designated adult and signed in and escorted to allocated space.
- **No visitors** to be left **alone** with a child at **any time**.
- Designated adult to either escort visitor out at end of session or confirm they have left via office after visit time is over.
- Office staff to be vigilant about visitors signing in and out.

The role of the office

The school office plays a vital role in the successful culmination of a school trip. The office staff should ensure that the following takes place.

- On receipt of trip authorisation form from Head, the office staff should ensure that arrangements for lunches and travel for trip commence.
- Office staff to ensure that message is forwarded to class teacher informing of the authorised trip form having been returned.
- Office staff to ensure that the trip information is passed onto the Senior Midday Meals Supervisor and the cooks.
- Office staff to ensure that confirmation of lunches and travel booking arrangements is given to the class teacher in charge.
- Office staff to ensure any problems with these processes is communicated quickly and clearly to the class teacher in charge so that it does not adversely affect the trip.