



# Educational Visits Policy

## Core Values

Readiness

Resilience

Respect

## School Values

Independence

Ambition

Compassion

Co-operation

Initiative

Enjoyment

Responsibility

Confidence

Celebration

Kindness

Honesty

Individuality

**Approved: January 2025**

**Review: January 2027**

## **Introduction**

This policy should be read in conjunction with the guidance provided by the Local Authority entitled 'There and back again' (available by clicking this [link](#).) This policy applies to all staff who will undertake off-site educational visits with children and aims to outline the key procedures which should be followed. All activities which take place outside school are liable to potential hazards and therefore extra consideration must be given to ensure that visits are conducted safely and foreseeable risks are managed effectively.

In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits, we seek to make our visits available to all pupils, and wherever possible, to make them accessible to those with disabilities. The visits usually take place within the school day, but on occasions, take place outside of normal school hours.

## **Aims**

Educational visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities serve an educational purpose, enhancing and enriching our children's learning experiences.

The aims of our off-site visits are to:

- enhance learning;
- raise achievement by enhancing confidence and self-esteem;
- develop key skills such as collaboration, independence, teamwork, problem-solving and resilience, enabling learners to grow and progress in new learning environments;
- enhance curricular and recreational opportunities for our pupils, providing a wider range of experiences which could not be provided on the school site alone;
- promote healthy and active lifestyles;
- promote education for sustainable development.

## **Curriculum links**

It is our school policy to encourage visits which enhance learning in our curriculum. Each year group will plan visits linked to the curriculum. These may include theatre visits, museums, fieldwork in the local area, art galleries, sporting venues, places of worship, libraries and secondary schools.

## **Decision Making – Scheme of Delegation**

### *Governing Body*

The governors play an important role in monitoring educational and recreational visits.

- As part of regular health and safety agenda items;
- An annual report compiled by Headteacher/Manager and/or Educational Visits Coordinator (EVC) the current EVC is Robert Vinnicombe (DHT/DSL);
- Complying with reports and recommendations of audits conducted by the LA.

### *Headteacher*

The head teacher should ensure that educational and recreational activities comply with the procedures in the LA guidance and the agreed procedures of the governing body and school policies.

The head teacher will:

- delegate approval of defined visits to the EVC;
- with advice from the EVC, appoint party leaders and additional staff who are sufficiently experienced and competent to assess and manage the risks with regard to the group and planned activity;
- ensure formal approval is given to each journey or visit;
- comply with LA monitoring arrangements and agree with the EVC a system for monitoring visits;
- ensure that safeguarding arrangements are in place for educational visits;
- ensure that visits taking place are in line with the Prevent Duty, as defined by the 2015 Counter Terrorism and Security Act;
- ensure that all visits taking place promote British values and are in line with the Equality Duty 2010.

### *Educational Visits Coordinator*

All schools are required to appoint a designated EVC) who is deemed by the Headteacher to be competent to undertake delegated tasks. The EVC has undergone relevant training accredited by the Outdoor Education Advisers' Panel, which should be revalidated every three years.

The school's EVC will be involved in the planning and management of off-site visits. He/she will:

- ensure that risks have been assessed, significant risks recorded and appropriate safety measures are in place, and that all parties are aware of, understand and comply with the assessments;
- support the head teacher and governing body in their decisions on approval;
- organise related staff training;
- assign competent people to lead or otherwise supervise a visit;
- support the party leader with advice and assist with planning and/or risk assessments;
- ensure a final planning checklist is completed and all supporting documents are completed before the journey takes place;
- organise emergency arrangements and ensure there is an emergency contact for each visit;
- keep records of visits including accidents and near misses, and ensure there are regular generic assessments of the risks (for example road-crossing) where there are frequent visits to local venues (for example a swimming facility);
- ensure that the DSL and SENDCo have been copied into the visit arrangements;
- ensure that visits taking place are in line with the Prevent, counter terrorism strategy; • ensure that all visits taking place promote British values and are in line with the Equality Duty 2010.

### *Party Leader*

Each educational visit should have one nominated party leader. A party leader assumes overall responsibility for the planning and execution of an educational visit and should demonstrate competency in undertaking safe and suitable risk assessments. This competence will be developed through in-house training by the EVC and party leaders will be approved by the EVC/Headteacher. The party leader will normally be a teacher employed at the school. The party leader will:

- make a preliminary visit to the venue/site in order to assess suitability and identify foreseeable risks;

- seek approval for all visits from the EVC;
- complete a comprehensive risk assessment prior to the visit and email this to the EVC at least one week in advance;
- assign competent staff to help with the trip;
- verify that all accompanying adults have been issued with relevant guidance;
- ensure that all necessary permissions and medical forms are obtained.

Staff arranging or involved in off-site activities will familiarise themselves with the regulations, advice and procedures published by the LA and the guidance within this policy. All off-site activities take place in accordance with the LA's guidance.

Where staff are proposing to arrange a new off-site activity, they should seek and obtain the approval of the EVC before any commitment is made on behalf of the school.

#### *Approval for Residential and Overseas Visits*

Residential visits will be approved jointly by the EVC and Headteacher. The EVC will inform the LA of all approved residential visits. The Education Services Health, Safety and Compliance Manager is Judy Sutherland and she is the point of contact for notification of Residential, Overseas and/or Adventurous Activities and all health and safety queries including incident reporting. Her contact details are:

[JudithAnn.Sutherland@lewisham.gov.uk](mailto:JudithAnn.Sutherland@lewisham.gov.uk) 02083147233 / 07741085697

#### *Residential activities*

Children in Year 5 and 6 have the opportunity to take part in a residential visit. These residential visits enable children to take part in outdoor and adventure activities, as well as having links with PSHE, Science and Geography. Qualified instructors are provided for all specialist activities that we undertake.

#### *Residential Visit Plans*

Residential visits must have a visit plan which includes the following:

- risk assessment;
- general information;
- names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
- travel schedule;
- accommodation plan;
- full plan of activities;
- fire precautions and evacuation procedures;
- intended arrangements for supervision;
- insurance arrangements for all members of the group;
- emergency contacts and procedures;
- general communications information;
- guidance for party leaders;
- guidance for the emergency contact and head teacher;
- medical questionnaire returns;
- first-aid boxes.

#### *Educational Visits Checklists*

The party leader is responsible for completing an educational visits checklist (Appendix 2) for each trip. It is advised that this is completed in conjunction with, and/or shared with, all staff who will be taking part in the visit so that everyone is aware of their responsibilities. This checklist outlines key procedures to follow before, during and after each visit.

### *Risk assessment*

A comprehensive risk assessment must be carried out by the party leader before the proposed visit. It will assess the foreseeable risks for each visit and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

A signed copy of the completed risk assessment will be provided for approval by the EVC, and additional copies shared with all adults supervising the trip.

### *Generic*

All trips require the party leader to carry out an assessment of risk. For the majority of trips, this will involve a generic assessment which identifies control measures to reduce the risk of harm from generic hazards eg travelling on public transport; walking to and from local train stations; crossing roads etc. There are generic risk assessments written by the EVC and approved by the Headteacher which can be included as part of your risk assessment for most day visits.

### *Site-specific*

Some trips may have 'site-specific' risk and in most cases, the visit site will provide a risk assessment for this eg Wavelengths; Hindleap Warren; Ecology Park etc. Where the visit is managed solely by the party leader and/or supporting school staff, the party leader must write a site-specific risk assessment detailing the risks unique to that site eg Beckenham Place Park; Telegraph Hill etc. The assessments relate to the hazards associated with the event or site and the nature of the children and young people in the party. This will require a site visit as no suitable or sufficient risk assessment can be done without knowing the environment.

### *Dynamic*

All trips require leaders, adults and children to be dynamic in their risk assessment. This relates to unforeseen risks that need to be addressed during the visit due to changes in the level of hazard and the behaviour of the party eg snow on the way home; forced route change; party leader or supervising adult becoming ill. Although this risk assessment will not necessarily be documented, it should form part of the trip review process. If there were unforeseen risks which needed to be addressed during the course of a trip, these should be communicated to the EVC on return to school so that they can be recorded in the Educational Visits file and form part of future risk assessments for that trip.

### *Risk Assessments and Third Party Providers*

External organisations provide many aspects of educational visits for schools eg outdoor centres, transport providers, voluntary organisations and museums. It is the responsibility of these organisations to assess the risks of their provision, and our responsibility to ensure that their risks are properly controlled as we are ultimately responsible. Whilst we do not need to see copies of all providers' risk assessments, it is good practice to verify that they do exist for the agreed programme. This would normally be through verbal or written confirmation at the booking stage: "Can you confirm that you have assessed the risks for our programme?" and "How can you verify this?"

### *Planning and pre-visits*

Staff planning an off-site activity should make a preliminary visit to the venue, taking the proposed travel route, to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the party leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the children. They will also consider the venue's own approach to security and to health and safety. Staff should review any venue risk assessments and adopt or adapt as appropriate.

It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the risk assessment must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them. The cost of these preliminary visits will be borne by the school and should be built into the overall financial arrangements for the visit itself.

#### *Ratios*

It is the responsibility of the party leader to ensure that there are a sufficient number of adults on each visit to enable them to supervise children effectively. Ratios are dependent on the unique risk level for each trip, taking into account distance from school, travel, activities and individual children.

Government guidelines recommend the following adult-pupil ratios:

<b>Early Years</b>	<b>1:3</b>
<b>Year 1 - 3</b>	<b>1:6</b>
<b>Year 4 - 6</b>	<b>1:10</b>

In some instances, a minimum of two members of staff will accompany children on trips, including walking to swimming lessons and some sporting events. A risk assessment will always be carried out for such activities.

#### *Transport*

The risk assessment must also cover transport to and from the venue. We would seek assurances on all the health and safety measures from a coach company, including:

- the provision and required use of seat belts and booster seats (if required);
- proper vetting of the driver by the Disclosure and Barring Service (DBS);
- proper insurance for the driver;
- details of first aid and emergency equipment;
- breakdown procedures.

Transport arrangements will allow a seat for each member of the party. It is our policy only to use coaches fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

Where private cars are used for transport, the group Leader is responsible for checking that the insurance of each driver covers such journeys, and double-checking that each driver has been subject to the normal DBS checks.

#### *Costing*

The costing of off-site activities should include any of the following that apply:

- transport;
- entrance fees;
- insurance;
- provision of any special resources or equipment;

- costs related to adult helpers;
- any refreshments the school has opted to pay for.

When organising school trips, the school invites parents to contribute to the cost of the activity. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may cancel the activity.

Governors have decided that pupil premium children have costs subsidised by the pupil premium money received by the school.

No child will be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. Parents will be informed of this principle through the school prospectus and letters sent home about intended visits.

The timetable for the payment of contributions should allow for the Headteacher to make a decision about the financial viability of the activity in reasonable time.

#### *Inclusion*

All children should be able to participate in educational visits. Where a child with a SEN and/or disability is eligible for a trip, we will make every effort to ensure that s/he is included. We may seek guidance from parents to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

Prior to an activity, if it is felt that the needs of an individual child, manifested in behaviours, are likely to compromise the safety of others or the good name of the school, the party leader must seek advice from the Headteacher as to how to proceed e.g. making additional or alternative arrangements for that child. This will enable a final decision to be made by the Headteacher and party leader which will then be communicated to the child and/or parents.

#### *Safeguarding on Educational Visits*

All staff from school have received safeguarding training provided by the Designated Safeguarding Lead. Staff will act in accordance with our Safeguarding Policy. Parents will be provided with a parental guidance leaflet which outlines our expectations for parents volunteering on an off-site visit. Teachers, the Learning Mentor or a member of SLT will also brief parents about the trip before leaving school and include details of our safeguarding policy during this briefing, including what to do if a child makes a disclosure to a volunteer adult.

#### *Communication with parents & carers*

Parents give their permission in writing for day trips for their children at Kender when enrolling. They are provided with all the appropriate information for specific trips as they happen and are asked to update the school on any medical or other information that may be relevant to their child attending the trip. Specific permission is sought for any higher risk activities e.g. sailing, residential trips.

Funding for off-site activities is provided mainly by parental contributions (voluntary except in the case of residential visits). This is made clear to parents in all correspondence about an educational visit at the planning stage.

Volunteer parents to be notified in advance if they have been selected to attend the visit, ideally notice will be at least a week in advance but this may not always be possible.

#### *Emergency Procedures*

All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply (Appendix 1). Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day, the home telephone number of a designated emergency contact should be provided. All adults on the trip will be clear that communication with the school should be only through the party leader.

Before a party leaves school, the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity. A copy of the risk assessment should be left in the school office.

The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety. This involves taking note of any medical information held and ensuring that children are both safe and well looked after at all times.

Most incidents which happen on visits will be dealt with by the Party Leader and in some cases the school will be informed by telephone. However, some incidents may become emergencies or critical incidents and support would then need to be sought from the school and local authority. The LA will provide schools with support in the event of an emergency or critical incident.

Emergencies requiring support:

- 1 An incident where a group member:
  - has suffered a life-threatening injury or fatality;
  - is at serious risk; or
  - has gone missing for a significant and unacceptable period.
- 2 Any incident that is beyond the normal coping mechanisms of the Party Leader.

Critical Incidents

A critical incident is any sudden and unexpected incident or sequence of events which cause trauma within a school community and which overwhelms the normal coping mechanisms of that school.

At this point the school's Critical Incident Plan would be implemented. See appendix 1.

### **Monitoring and review**

The Headteacher and EVC will regularly review the educational visits organised by all year groups to ensure that a wide range of experiences are being offered to children. The EVC will gather information from children about their experiences on educational visits to inform future planning and decision making.

Visit leaders are also encouraged to review visits, taking into account the successful and less successful parts of the visit, and considering ways in which the visit could have been improved. Informal conversations might take place between the visit leader(s) and the EVC or Headteacher regarding the outcome of the visit.

If additional risks have been identified, which were not previously recorded, through the process of dynamic risk assessment during a visit, these should be communicated to the EVC on return to school so that they can be recorded in the Educational Visits file and form part of future risk assessments for that trip.

Any incident which occurs during an educational visit which compromises the safety and wellbeing of a child, should be shared with the Designated Safeguarding Lead at the earliest opportunity.

**Appendix 1**  
**Critical Incident Plan (Emergency Procedure Notes)**

- Assess the nature and extent of the emergency.
- Make sure all other group members are accounted for, are safe from danger, well looked after and that young peoples' mobile phones are not used until permission is given.
- Make sure that there can be no recurrence of the dangers that created the emergency.
- Render first aid and attend to the casualty(ies) if any.
- Call the emergency services as required. The police will take statements. An adult in the party should accompany any casualties to hospital.
- Collect the remainder of the group and arrange for their return to base.
- Arrange for one adult to remain at the accident site to assist or liaise with the search/rescue/emergency services.
- Contact the centre/venue where you are staying and inform them.
- Contact the Headteacher, EVC or a member of SLT.

**Keith Barr (HT): 07545 923 514**

**Robert Vinnicombe (DHT/EVC): 07734 694 602**

**Alice Luxmoore: (SBM): 07921 021 343**

- Give them the following information:
  - your name;
  - nature, date and time of the incident;
  - location of the incident;
  - details of injuries;
  - names and telephone numbers of all involved;
  - actions taken so far;
  - telephone numbers for future communication. For a serious incident, try to identify alternative phone numbers as lines could become jammed.
- If the press is involved before you have time to contact base, make no comment and refer them to the Council Press Office or to the local police.**
- The Headteacher (or Deputy Headteacher if HT is unavailable) should rapidly appraise the situation. Where the incident is clearly serious he/she should immediately contact the following London Borough of Lewisham, Children's Services:

**In office hours: Children's Services 020 8314 6000**

**Out of office hours: Emergency control service 020 8314 6000**

- The Emergency Control Service will make all necessary contacts (including Children's Services senior management) and establish incident procedures.
- The Emergency Control Service will contact the Press Office. All media interest should be channelled through them.
- The Head/Service Manager of the school or centre will arrange to contact parents as soon as possible and establish all necessary links locally.
- At the incident site, record all relevant details in writing as soon as possible. Record names and addresses of witnesses and names of emergency service officers.
- Restrict telephone calls to the essential and keep emergency numbers as clear as possible.
- Legal liability should not be discussed.

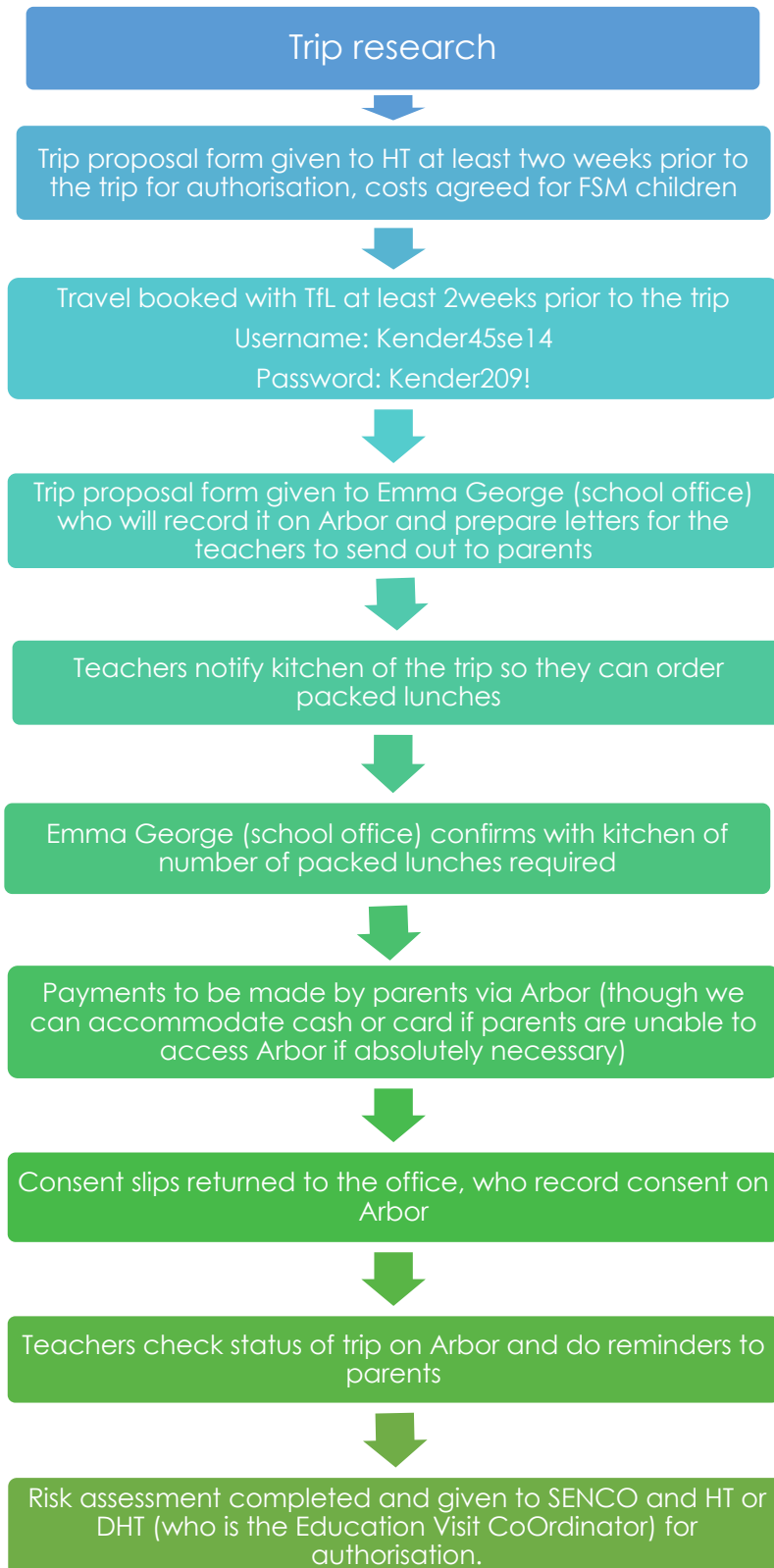
## Appendix 2 Educational Visits Checklist

Year Group: \_\_\_\_\_ Date of Trip: \_\_\_\_\_

Place and purpose for visit: \_\_\_\_\_

Before the visit	
	Make a preliminary visit to the venue/site to assess suitability and identify foreseeable risks
	Complete trip proposal form and obtain agreement from EVC
	Book school travel if necessary (TfL at least two weeks in advance)
	Inform school office to book packed lunches (at least two weeks in advance)
	Email proposed trip date and details to the Office, Headteacher and EVC
	Complete a comprehensive risk assessment prior to the visit and provide a signed copy of this to the EVC no later than 2 weeks in advance
	Inform parents of the nature of the trip and any contributions which are needed (giving ample time)
	Inform relevant adults in school (sports coach, reading volunteers etc)
	Assign competent staff (and parent volunteers) to help with the trip
	Verify that all accompanying adults have been issued with relevant guidance
	Ensure that all necessary permissions and medical forms are obtained
	Prepare any resources needed on the trip (Asthma pumps, epi-pens, first aid kit etc)
	Check voluntary contributions obtained (via Arbor)
On the day of the visit	
	Travel tickets; confirmation; journey plan; class list; outline for day
	TA take all relevant medication and first aid kit (check stock)
	TA collect packed lunches from kitchens
	Hi-Vis Yellow Jackets
	Provide all adults with emergency contact details: school phone number and party leader's mobile
	Brief any additional adults/parents highlighting key aspects of risk assessment and safeguarding policy – parent leaflet
	Inform school office when leaving giving accurate numbers
After the visit	
	Share any reports of incidents with EVC, Headteacher or DSL
	Discuss and review benefits of trip
	Record any accidents or near misses with EVC
	Use photos for social media (check permissions)

### Appendix 3 Educational Visits Flowchart



**Appendix 4  
Trip Proposal Form**

## Trip Proposal Form

To be completed no less than three weeks before the proposed visit

<b>Year Group and Class</b>			
<b>Lead Teacher</b>			
<b>Destination</b>			
<b>Date of Visit</b>			
<b>Times</b>	Departure:	Return:	
<b>Purpose/Curriculum links</b>			
<b>Impact on pupil progress</b>			
<b>Follow up work to be carried out back at school</b>			
<b>Mode(s) of travel</b>	Bus/Train/Tube/DLR/Walk		
<b>Route</b>			
<b>Risk Assessment Completed</b> (Office please attach)			
<b>TFL tickets required?</b> (2 weeks notice needed for tickets)			
<b>Please consult with SBM/HT re pricing:</b>	Cost of travel	Cost of admission	Cost per child
<b>Overall expense</b>			
<b>SEN</b>			
<b>SEN PROVISION</b>			
<b>Ratio:</b> Nursery - 1:2 Reception - 1:4 Yrs 1,2 - 1:6 Yrs 3,4,5,6 - 1:10			
<b>Signed off:</b>	<b>HEADTEACHER</b> Keith Barr		<b>PHASE LEADER</b>

**Appendix 5  
Blank Risk Assessment Form**

<b>Record of Risk Assessment Kender Primary School</b>		
Date of Visit	Destination	Year Group
Number of children:		
Children with SEND:		
Communication Needs:		
Mobility Needs:		
Other eg behaviour, attention, awareness		
Lead Teacher/Party Leader		
School members of staff		
Parent helpers		
Total adults - Ratios: Nursery- 1:2 Reception- 1:4, Yrs 1,2 - 1:6, Yrs 3,4,5,6 - 1:10, adults with SEND child are not included		
Pre visit complete		
Actions from pre-visit		
Trip proposal completed		

**SEND TRIP PROVISION**

**Communication (inc. social communication) differences:**

	Yes	No	Other
Have you discussed potential difficulties with parent?			
Parent attending			
Children with communication differences in a group with school adult			
Have you sent home a social story/photographs of visit?			
Will a visual routine be needed on the day?			
Will ear defenders be needed?			

**Mobility difference**

	Yes	No	Other
Discussion with parent about how far they can walk/potential difficulties?			
Will a taxi/car be required?			
If yes, has this been organised?			
Is the destination accessible eg. Lift, wheelchairs for use, disabled toilet?			
If the child needs a break from walking, what provision is in place?			
2:1 adult ratio with child			
Parent attending			

Other .....

Risk List	Who is at risk?	Controls	Further Action
Children wandering off	Pupils	Children told not to wander off. Children placed in partners and then in groups with an adult. Rules and expectations set by adult day before and before entering each new environment.  SEND provision:	None
Children walking next to road	Pupils	Children told not to wander off. Children placed in partners and adults to be evenly spaced between children. Walk at a suitable pace, lead teacher to stop and check the group remain together.  SEND provision:	None
Children walking across road	Pupils	Wherever possible use pedestrian crossings. Two adults to stand in the road to stop/check for traffic from each direction, one adult on either side of the road to send and receive children. Children placed in partners.  SEND provision:	None
Children getting on and off bus/tube/train	Pupils	Children to line up away from pavement edge. Adults check there is room for the whole class then guides each child through the door.  SEND provision:	None

Children being hurt on bus/tube/train	Pupils	<p>Explain to children the expectations of riding the bus the day before. Children to remain seated when possible, where seats are not available children must hold a pole and stand still on bottom level of bus. Adult supervise.</p> <p>SEND provision:</p>	None
Using public toilets	Pupils	<p>Children to be sent in small groups with adults to supervise. All toilets marked on the museum map for easy access.</p> <p>SEND provision:</p>	None
Using other public spaces (members of the public)	Pupils	<p>Children not to go anywhere on their own except for the toilet (see above). Children to remain in sight of adult at all times. Children told not to wander off. Children placed in partners and then in groups depending on ratios for your year group (see trip proposal form) with adult.</p> <p>SEND provision:</p>	None
Walking around the Gallery	Pupils	<p>Children to remain with their adult leader. Brief children on appropriate behaviour in the Gallery. Remind children that they need to walk and act sensible while at the Gallery.</p> <p>SEND provision:</p>	None
Illness	Pupils	<p>Ensure that asthma pumps are taken and that any other medication held in school is taken and used appropriately. Be mindful of children who might get travelsick and be prepared with sick bags if necessary.</p>	None

Terrorist attack, Natural disaster	Adults and Pupils	Check news and weather reports for the local area. Follow advice of emergency services. Avoid risks by returning to Kender as soon as practical. If possible have an alternative route available.	None
Other Controls:	First Aid kit and trained adult Mobile phones Written information for all Adults including timetables and Gallery maps.		

**Risk assessment acceptance: All adults that are involved in the task/event/activity/ have read the risk assessment and have signed below to confirm they have understood the risks and will comply with the control measures.**

Name of Adults	Next of Kin/ Emergency contact number	Signature	Date

**The head teacher, deputy head teacher and SENCO has read agrees with the control measures listed in the risk assessment. They are happy for the trip to go ahead.**

Name	Signed
Lead teacher	
Deputy/Head Teacher	
SENCO	

**List of essentials for trip to proceed:**

	School mobile phone		Signed permission received by parents
	First aid kit		Headteacher/ Deputy Headteacher approval
	Travel essentials – bucket, towels etc		Risk assessment complete & copy left in school office
	Letter sent informing parents/ carers of nature of activity planned		Contact details completed