



# ABLE Education Policy Document

## **OFF-SITE VISITS & TRAVEL POLICY**

Last reviewed: March 2026

Next review due: March 2027

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## 1. Introduction

From time to time, ABLE Education may enhance its provision through the delivery of high-quality, safe, and educational visits away from the usual tuition venue, which will be referred to as “off-site visits” for the purposes of this policy.

Such visits are planned to enhance the curriculum, support personal development, and meet the diverse needs of our students. They aim to provide valuable real-world learning experiences, help build social and life skills, and encourage growth and confidence in new environments. This policy outlines the procedures, responsibilities, and safeguarding measures for all off-site visits, with a particular focus on day trips.

## 2. Scope

This policy applies to all off-site visits organized by ABLE Education, including day trips with educational, recreational, or skill-building purposes. These visits are intended to enhance the learning experience by complementing tuition activities, fostering inter-personal skills, and providing practical, real-world exposure.

Off-site visits may include:

- Cultural, historical, or educational trips to museums and landmarks to support academic learning and expand students' cultural awareness.
- Outdoor activities or nature excursions, such as field trips or team-building exercises, to promote physical well-being and environmental appreciation.
- Vocational or life-skills trips, including workplace visits or community service projects, to prepare students for independence and help set future career goals.
- Recreational outings to parks, sports centres, or zoos, designed to encourage social bonding, physical activity, and enjoyment.

## 3. Risk assessments

### Pre-trip planning

All off-site visits must be planned to support curriculum goals and students' developmental needs. To ensure safety and success, planning must include:

- **A risk assessment:** Staff must conduct a detailed risk assessment to identify potential hazards and apply mitigation strategies.
- **Determining defined staff roles:** Staff roles will be clearly outlined, including:
  - Trip Leader: responsible for overseeing the visit.
  - First Aid Provider: for managing medical needs.
  - Safeguarding Contact: for handling safeguarding concerns.

### **Consultation with the commissioning body**

Before finalizing off-site visit plans, the trip leader must consult with the commissioning institution to:

- Share the itinerary, risk assessments, venue details, and obtain approval.
- Confirm the institution's agreement with the visit's purpose, timing, and logistics.

### **Parental consent**

Written parental consent is required for all off-site visits, including details on the trip's purpose, itinerary, transportation, and emergency procedures. Parents must disclose any relevant medical conditions or special needs to assist with planning procedures.

### **Communication**

Parents will receive detailed pre-trip information, including emergency contacts, safety protocols, and behaviour expectations. Any significant changes to the itinerary will be communicated promptly to maintain transparency.

## **4. Safeguarding measures**

### **Pre-trip safeguarding checklist**

Before the trip, student needs will be assessed to identify vulnerabilities such as medical conditions, behavioural challenges, or risks related to child sexual exploitation (CSE). All staff will receive safeguarding training and be provided with the Designated Safeguarding Lead (DSL)'s contact details and emergency procedures.

### **During the trip**

Adequate staff-to-student ratios will be maintained to ensure proper supervision and safety. Staff will monitor students' emotional and physical well-being and intervene as needed to provide support.

### **Managing absconding or missing students**

If a student goes missing, an immediate search of the area will be conducted while the remaining group is supervised. Parents or guardians will be notified right away, and if necessary, the police will be contacted with a detailed description of the student.

## **Responding to safeguarding disclosures**

Staff must handle any safeguarding disclosures calmly and sensitively, documenting and reporting the information to the DSL without delay in line with the procedures set out in ABLÉ Education's Child Protection and Safeguarding Policy.

## **5. Transport and accessibility**

### **Transportation**

Transportation will either be by public transport or hired reliable services equipped with essential safety features, such as seatbelts. Staff are not permitted to transport students using their personal vehicles.

### **Accessibility**

Staff will conduct pre-visits to locations to identify any barriers and determine necessary accommodations for students with mobility needs.

## **6. Behaviour expectations**

Before the trip, students will receive a clear, age-appropriate briefing on behaviour expectations. Positive reinforcement will be used to encourage good behaviour, and de-escalation strategies will be implemented to manage any disruptions.

## **7. Contingency planning**

### **Emergency situations**

The trip leader will carry an emergency action plan, first aid kits, and contact lists. Clear procedures will be in place to handle medical emergencies, transport delays, and other unforeseen events.

### **Adverse weather**

If weather conditions become unfavourable, alternative indoor activities or locations will be arranged. Parents will be promptly informed of any significant changes to the itinerary.

### **Communication with families**

During emergencies, parents will receive regular updates. After the trip, feedback will be provided to maintain transparency and support continuous improvement.

### Consultation with the commissioning School

The trip leader must consult with the commissioning school when creating contingency plans, including emergency procedures, weather plans, and communication strategies, to ensure alignment with the school's expectations. Feedback from the commissioning school will be incorporated into the plans.

## 8. Post-trip review

Following each off-site visit, staff and students will take part in a de-briefing session to assess the trip's successes and challenges. Any safeguarding or behavioural incidents will be recorded, and feedback will be gathered to improve the planning of future trips.