

# Educational Visits Policy

## (incorporating Outreach, Offsite and Alternative Provision)



**Approved by:** Penny Harris (Director) Jane Cox (Director) **Date:** 1<sup>st</sup> September 2025

**Last reviewed on:** 1<sup>st</sup> September 2024

**Next review due by:** 1<sup>st</sup> September 2026

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

### 1. Aims and Scope

Educational visits, outreach and offsite learning opportunities arranged by, or on behalf of our school which require pupils to leave the school premises having been authorised to do so by the School Leader or Senior leadership team.

Educational visits, outreach and offsite learning opportunities are a valuable way to deliver, supplement and enhance the curriculum, expand pupils' education, develop social and emotional skills, provide social and cultural experiences, teach life skills and promote independent learning and form an integral part of our approach to furthering our pupils' education and personal growth. The use of alternative provision can also provide a valuable way to supplement the school curriculum and offer.

This policy sets out our approach to planning and delivering all educational visits, outreach, offsite learning and alternative providers to ensure the health and safety of our pupils and staff and to ensure that opportunities are available to all pupils. It sets out the roles and responsibilities of staff and pupils.

This policy applies to activities taking place within and outside normal school hours, including weekends and holiday periods where relevant. This includes (but is not limited to):

- Outreach and offsite education sessions
- Offsite enrichment and intervention sessions
- Sporting activities
- End of term trips
- Use of external providers
- Use of alternative provision
- Residential trips
- Adventurous and recreational activities

## 2. Guidance and definitions

This policy is written with reference to the DfE Health and Safety on Education visits (2018), Equality Act 2010, the SEND Code of Practice, Keeping Children Safe in Education 2023 and the Independent Schools Handbook 2023

## 3. Risk Assessment

Risk assessment will be based on:

- What are the significant hazards?
- Who might be affected by them?
- What control measures are already in place / commonly taken to reduce the risk of the hazard?
- What additional control measures need to be in place to reduce risks to an acceptable level?
- Is the overall risk rating within acceptable levels?

### Generic EV (Educational Visit) Risk Assessment:

Every staff member must complete this at the start of the September term. This Generic Risk Assessment can be used for short, ad hoc visits off site such as taking a dysregulated pupil for a walk.

### SV (Specific Visit) Offsite Risk Assessment:

This must be completed **in full** for all planned excursions off the school site, including:

- All outreach teaching sessions
- All offsite learning sessions
- Sporting occasions
- End of term trips
- Leisure centres
- Swimming pools
- Farms
- Museums
- External venues offering regular activities including forest school

SV Risk Assessments can be completed for regular visits to the same venue with the same pupil (i.e. every Monday afternoon) or for one off visits to sites which are not covered under the Generic Visit Risk Assessment. The name of every staff member and every pupil should be included.

Where staff are offsite lone working, they are provided with a company mobile phone to use and they **must use the Stay Safe App at all times**. It is critical that each school is aware of the whereabouts of each pupil and staff member at all times during the school day.

## 4. Variables

All offsite learning must consider the following four variables:

**Staff** – Leaders must be accountable, confident and competent to lead the specific visits and activities. All staff must be responsible and vigilant and exercise active supervision.

**Activities** – These vary in range and suitability. Some may require specific training or qualifications, some may need specialist equipment and some may require a particular level of competence or prior training of participants.

**Group** – The age, competence, maturity and behaviour of the participants must be matched to the other variables and any individual medical or special needs addressed.

**Environment** – All environments and venues present their own challenges for management of pupils. Considerations include whether the environment is indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; close to the setting or at a distance and the ease of communication between the group and their base. The time of day, season of the year and weather conditions can also affect the complexity of the environment and hence the planning around the visit.

## **5. Responsibilities**

### **Senior Leader**

The Senior Leader will take the role of Educational Visits Co-ordinator (EVC) for the school, unless there is a trained EVC. The EVC is responsible for ensuring staff have the training they require. The EVC is responsible for the oversight of all offsite learning and educational visits and will be involved in planning and decision making.

### **Lead staff member:**

Each offsite visit will have 1 member of staff designated as the lead staff member. The lead will:

- complete a comprehensive Specific Visit Offsite Risk Assessment.
- have overall responsibility for the supervision and conduct of the visit. All staff and pupils should know who this person is and if the role changes, a clear handover should be made.
- be accountable, confident and competent to lead the visit/activity.
- have the ability to take charge of a situation, whilst being aware of and understanding their abilities as well as their limitations.
- understand what is expected and be aware of all relevant policies, procedures, risk assessments and insurance requirements
- have sufficient, relevant experience and knowledge of the activities, the group and the environments in which the visit will take place.
- visit proposed venues in advance, if at all possible, or make full enquiries into safety factors such as whether a mobile phone signal can be obtained.
- ensure that local knowledge is sought where required e.g. speaking to the local coastguard about the safety of a specific beach.
- ensure the visit is properly planned and the plan includes appropriate risk assessments and risk management procedures.
- ensure parents are informed of any visits that have a higher level of risk assessment.
- ensure that the roles and responsibilities of other staff are properly defined and communicated.
- be clear about the nature, location and objectives of the activity.

- not respond to pressure from pupils to access an activity, if the leader feels that conditions have made the activity too risky.
- have a well-planned and risk assessed contingency plan.
- ensure that staffing levels are appropriate to the activity and contingency plan.
- ensure the appropriate equipment is included on the trip.
- ensure there is a trained first aider on the trip.
- ensure medical needs of all group members are known by staff and at least one member of staff is competent to deal with these.
- be aware of plans in place for emergency situations.
- Use Stay Safe App enabled whenever working off a school site

**Staff members** who participate in educational visits will:

- read and understand the Generic Educational Visit risk assessment annually.
- read and understand each Specific Visit Offsite Risk Assessment they are part of.
- ensure the health and safety of everyone in the group.
- follow the instructions of the lead staff member, helping with management of pupils and notifying the lead staff member or stopping the activity if they think the risk to pupils in their charge is unacceptable.
- ensure they maintain active supervision.
- monitor the activity, including the physical and mental condition and abilities of pupils and suitability of the prevailing conditions.
- know exactly who is in the group.
- ensure pupils abide by agreed standards of behaviour.
- know what is expected from them during the trip, having a clear idea of the activity to be undertaken, including its aims, objectives and targeted learning outcomes.
- be alert for and recognise unforeseen hazards and respond accordingly.
- know how to access first aid.
- clearly understand emergency procedures and be able to carry them out.

## **6. Using outside organisations and external provision**

If our school uses an outside organisation, external or alternative provision, to provide an activity, the EVC will check they have appropriate safeguarding and safety standards and liability insurance using the template in Annex A.

This should include checking:

- Safeguarding Policy including staff and volunteer record check
- Insurance Certificates, including motor vehicle insurance where appropriate

- Staff and volunteer record and staff competence
- Core Risk Assessments
- Health and safety Policy
- That they meet legal requirements
- Code of Conduct
- Data Protection Policy and procedures
- Equality Information and objectives statement
- Use of Vehicles
- Risk Assessments for individual activities undertaken
- Compliance with On Track insurance and H&S requirements
- Premises risk assessment
- Any sub-contracting arrangements they have
- That licences apply where relevant

Our school will have a written agreement with the outside organisation which makes it clear what everyone is responsible for and clarifying monitoring arrangements. This is especially important if they will be taking over supervision of the children.

### **1. Knowing what to do in an emergency**

The Senior Leader has an emergency response plan that covers what to do if there is an incident away from school. The school has a communications plan that covers how routine communications should be handled, including regular check-ins and calls to reassure people. Trip leaders will be familiar with these plans.

### **2. Permitted and excluded activities**

#### **Excluded activities from all offsite activities:**

- Abseiling
  - Barfly jumping, parkour, street running, BASE jumping, pole climbing, elastic rope sports / activities
  - Contact sports other than association football as an amateur. Rugby is not permitted other than tag rugby.
  - Driving of a motor vehicle by anyone not licensed to drive that vehicle on a public road (irrespective of whether or not the vehicle is being driven on a public road) including tractors, quad bikes, go-karts
  - Hang gliding or flying (other than as a commercial fare paying passenger)
  - Horse-riding including pony trekking and equestrian sports, other animal rides unless undertaken at an accredited BHS stable and/or an accredited ABRS stable and/or Fenland Equestrian Centre
  - Jet Ski-ing, water-skiing, sub-aqua diving
  - Any martial arts (other than tai chi)
  - Motor sports including motorcycles and quad bikes
  - Paintballing
  - Raft racing, white water rafting
  - Road rallies or air displays
  - Shooting other than clay pigeon shooting
  - Trampolining
  - Use of fireworks, firework displays or bonfires unless than are organised in accordance with HSG124, use professional firework display organisers who are members of the British Pyrotechnists Association and have less than 500 attendees
  - Winter sports other than curling or skating
- Any of the following EXCEPT when they are undertaken at an activity centre registered with and licensed by the Adventure Activities Licensing Authority or, in the case of climbing at a Clip and Climb centre.:
    - Adventure activities including surfing, bodyboarding, canoeing, sailing, swimming (except when undertaken at a leisure centre under the supervision of suitably qualified lifeguards), sandboarding

- Archery
- Ballooning
- Clay pigeon shooting
- Dry slope skiing
- Mountaineering, cliff or rock climbing (including indoor climbing) with the use of ropes
- Dirt, vert, street, flatland and BMX freestyle disciplines of BMX cycling; cross country, trail riding, all mountain, downhill, freeride, slopestyle dirt jumping and trial disciplines of mountain biking
- Dry Slope Skiing
- Gliding
- Mountaineering, Cliff or Rock Climbing (including indoor climbing) with the use of ropes
- Outward Bound courses
- Parachuting
- Pot-holing or any subterranean activities
- Outward bound courses
- Skateboarding
- Tubing when undertaken at sites registered with Snowsport England

**Specified Activities must be carried out:**

- Under the supervision and control of a suitably qualified instructor authorised and registered with a regulatory body
- Under the control of a club which is an authorised member of the regulatory body and operating under its own insurance. A copy of the regulatory body membership should be checked and the insurance certificate must be attached to the SV Risk Assessment.
- In accordance with any code of practice or recommendations issued by the regulatory body
- By ensuring On Track maintain all rights and remedies against those instructors and/or clubs

If you wish to carry out specified activities at non ALAA registered centres the following information must be provided to [directors@ontrackededucation.com](mailto:directors@ontrackededucation.com) at least 21 days in advance of the planned activity date in order to clarify if it will be permissible under the terms of our insurance. Please note that no bookings should be made until you have received written confirmation that the activity can proceed from directors. Please provide the following information when making your request.

- Is there a regulatory body?
- Is insurance in place for the organisation running the activity and provide copy?
- Copy risk assessment for each activity planned from the venue

**Please note that Specified Activities include the following:**

- Skateboarding
- Swimming or diving (except at a leisure centre undertaken under the supervision of a suitably qualified lifeguard)

**Forest School**

The following activities can be carried out at Forest School if fully risk assessed:

- shelter building
- use of hand tools including knives and bow saw
- Foraging
- low level charcoal making
- green woodworking
- Pond dipping
- gardening sessions including tuition

- face painting
- use of play equipment
- Fire lighting and cooking on campfires
- You will ensure in respect of any tree scrambling activities the climbing height is equal to or less than 5ft, climbing is supervised by a responsible adult and only those trees which have been pre-selected

Forest School **Excluded** activity:

- Tree climbing at a height greater than 5 feet
- The use of frills, loppers (other than when used below shoulder height), billhooks and the like
- Stream dipping/paddling
- Use of swings and rope swing for children of primary and secondary school age

**ALAA**

<https://www.hse.gov.uk/aala>

### **3. Review**

In order to ensure that this policy is relevant, if you have any comments please email [directors@ontrackeducation.com](mailto:directors@ontrackeducation.com)

## Commissioning, monitoring and quality assurance of alternative provision

### Safeguarding

	Yes	No	Comment
Safeguarding Policy and procedures			
Staff and volunteer record			
Should the alternative provider be registered as an as an independent school (four or more students or one with an EHC Plan on roll full time) registered and not operating illegally?			
	Yes	No	Comment
Which of the following checks were carried out prior to placement?			
Insurance Certificates (see details below)			
Premises Risk Assessments			
Admissions Policy and Procedures and register			
Attendance Policy and Procedures and register			
Health and Safety Policy			
Incident Reporting Policy			
Code of Conduct and Behaviour Policy (to include drugs policy and anti-bullying policies)			
Data Protection Policy and Procedures			
Equality information and objectives (public sector equality duty) statement for publication			
Statement of procedures for dealing with allegations of abuse against staff			
Complaints Procedure Statement			
Other – specify			

### Insurance (see requirements in Appendix 1)

	Yes	No	Comment or N/A
Public Liability insurance (copy to be retained)			
Employer's Liability insurance (copy to be retained)			
Professional Negligence insurance (copy to be retained)			
Motor Vehicle Insurance(if appropriate)			
Subcontractor Liability (if appropriate)			

### Quality of provision

The commissioned course and curriculum meets the educational and SEMH needs of each pupil			
The premises are fit for purpose			
Health and safety arrangements are of an appropriate standard			

Teaching and learning is of a high standard			
Suitable resources and teaching materials are available			
Behaviour management is effective			
Attendance recording and reporting are robust			
Tracking and reporting on progress is robust			
Appropriate accreditation and other outcomes are on offer			
Due attention is paid to reintegration or progression to post-16 pathways			

### Supporting documentation in place

	Yes	No	Comment
Service Level Agreement			
Education Plan and timetable for each pupil/Group			
Protocol for monitoring daily attendance			
Protocol for monitoring pupil progress and outcomes			
Protocol for incident and accident reporting			
Protocol for monitoring quality of provision			
Review calendar for monitoring pupil progress and outcomes and quality of provision			
Formal agreement from the parent(s) for the arrangement			
Effective communication protocol			
Other – specify			

### Appendix 1: Recommended Levels of Insurance Cover

- Public Liability insurance for a minimum of five million pound sterling (£5,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year
- Employer’s Liability insurance for a minimum of ten million pound sterling (£10,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year;
- Professional Negligence insurance for a minimum of two million pound sterling (£2,000,000) in respect of any one act or occurrence or series of acts or occurrences in any one year;
- The Service Provider and its Personnel shall have in place motor vehicle insurance commensurate with the potential liabilities of the Service Provider relating to the operation of vehicles used for the transport of Service User/s and their visitors
- Subcontractor Liability – the Service Provider shall ensure that the same levels of insurance are maintained for any sub-contracted Services;

**Initial Referral (Section A) and Admission form (Section B)**

Section B **should not be completed** until a placement has been agreed

<b>Student Name</b>		<b>Date of birth</b>	
<b>SECTION A – to be completed prior to placement being agreed</b>			
On Track School		Year Group	
School key contact name		School key contact Role	
School key contact telephone		School key contact email	
ULN Number		% attendance at time of referral	
SEND		If the PUPIL has an EHCP, have the relevant sections/targets been attached to this referral?	
Provide Pupil Risk Assessment			
Is the pupil a looked after child?		If yes, is the Virtual School aware of this referral	
Does the pupil have an Individual Healthcare Plan?		If the pupil has an Individual Healthcare Plan, is it attached to this referral?	
Is the pupil open to social care?		If any other agencies are involved, please list here	
Day(s) / timings required		Preferred attendance duration	
Proposed start date		Proposed end date	
Does the pupil attend any other Alternative Provision?		If yes, please specify days and times	
What are the intended outcomes of this placement for the pupil?	<ul style="list-style-type: none"> <li>○ <i>Please describe the hoped-for outcomes of the placement, including for SEMH and for any vocational achievements</i></li> </ul>		

**SECTION B – only to be completed once the referral has been agreed**

Ethnicity		Gender	
Name of Parent/Carer		Email of parent/carers	
Parental Consent to share information with AP			
Telephone Numbers	Home	Mobile	Work
Address			
Emergency Contact 1	Name	Telephone	Relationship
Emergency Contact 2	Name	Telephone	Relationship
Course/provision offer		Sessions (max 2 days per week total at 1 AP)	
Agreed taster date (if applicable)		Agreed start date	
Time of arrival (please state if different on different days)		Time of departure (please state if different on different days)	
If relevant, EHCP Coordinator email		If relevant, LAC Adviser email	
If relevant, YOT keyworker email		If relevant, social worker/FSP email	
<b>AIMS AND OUTCOMES</b>			
<b>Provide the 3 key objectives of this placement below</b>			
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			
<b>Aims</b>	<ul style="list-style-type: none"> <li>○ How do the objectives meet the curriculum provision of this young person?</li> <li>○ If the aims are social/emotional, will any baseline tests be completed at the beginning and then during/at the end of the placement to demonstrate progress</li> <li>○ If relevant, please provide any current levels in core subjects</li> </ul>		
<b>Progress</b>	<ul style="list-style-type: none"> <li>○ How will the AP setting communicate progress? (format/regularity) To whom?</li> <li>○ If progress is not evident, what steps will be taken?</li> <li>○ How will all parties ensure that progress is shared with other relevant professionals?</li> </ul>		

	<ul style="list-style-type: none"> <li>○ Does the setting have a shared drive which the school contact can access to view progress?</li> <li>○ Will the young person be working towards any qualifications? If so, provide detail, with expected levels and completion timeframes</li> <li>○ Agree dates and times when the school can visit the young person in the setting</li> <li>○ Agree that the school may carry out unplanned visits to the young person in the setting</li> </ul>
<b>Careers</b>	<ul style="list-style-type: none"> <li>○ If in KS4 (Y10-13), how will this placement contribute to post-16/18 planning for this young person?</li> <li>○ Will any careers advice be provided during this placement?</li> <li>○ Will the placement involve any work experience?</li> <li>○ How will progress during work experience be recorded?</li> <li>○ How will this be shared?</li> </ul>
<b>SEND/LAC/Health/YOT information</b>	
<b>Core information</b> What are the key needs for this young person?	<ul style="list-style-type: none"> <li>○ Bullet point the key needs here</li> <li>○ Does the young person require additional adult support? Will this be provided by the school? (</li> <li>○ If so, what are their contact details?</li> <li>○ Bullet point the basics of what staff need to know (this can be expanded in detail if required)</li> </ul>
<b>EHCP/PEP/ILP/BSP targets</b>	<ul style="list-style-type: none"> <li>○ Bullet point any relevant targets from the pupil's EHCP, PEP, Personal Learning Plan or Behaviour Support Plan</li> <li>○ If relevant, list key targets related to SEMH</li> <li>○ How will this placement support the pupil to achieve these targets?</li> <li>○ Will AP colleagues be invited to reviews as appropriate? If so, please provide dates and times if known</li> </ul>
<b>English as an additional language</b>	<ul style="list-style-type: none"> <li>○ If the pupil speaks a language other than English as their first language, which languages are spoken at home?</li> <li>○ Will the pupil require any additional support?</li> <li>○ How will this be provided?</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>○ Does this young person have an Individual Healthcare Plan?</li> <li>○ Is there any other relevant health information?</li> <li>○ Does the young person have an inhaler/EpiPen/other health equipment?</li> <li>○ Does the young person take any medication during the day?</li> <li>○ Does this require secure storage?</li> <li>○ Are staff at the AP trained in Administration of Medication?</li> <li>○ If so – it must be provided to the setting in the original box with dosage instructions (not a cut out blister pack)</li> <li>○ Does the young person have any access requirements?</li> </ul>
<b>GP contact details</b>	<ul style="list-style-type: none"> <li>○ Please provide the name of the pupil's GP, surgery address and telephone number</li> </ul>
<b>YOT</b>	<ul style="list-style-type: none"> <li>○ If the young person has a YOT worker, please add their contact details here.</li> <li>○ Have they been notified of this placement?</li> <li>○ Have you checked in with the YOT worker to ensure that the setting is advisable on a given day (e.g., to avoid mixing with known associates if inappropriate)?</li> </ul>
<b>SAFEGUARDING</b>	

<b>Attendance</b>	<ul style="list-style-type: none"> <li>○ Please document how and when attendance at the AP setting will be communicated to the school</li> <li>○ Agreed day/time (e.g., by 9am every Monday and Wednesday)</li> <li>○ Method (e.g., by email to the key contact/school pastoral lead/attendance lead)</li> <li>○ Provide relevant email addresses/telephone numbers and name/role of key contact</li> </ul>		
<b>Procedures for non-attendance</b>	<ul style="list-style-type: none"> <li>○ If the young person has not arrived by (insert time), the following will take place (this list is to be adapted by the school):</li> <li>○ School informed as per the agreement above</li> <li>○ Telephone call to the young person's parent/carer (school responsibility)</li> <li>○ School to implement its own attendance procedures from this point</li> </ul>		
<b>School Designated Safeguarding Lead name</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;"><b>School Designated Safeguarding Lead email and telephone</b></td> </tr> </table>		<b>School Designated Safeguarding Lead email and telephone</b>
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<b>Agreed process for the recording and informing of a safeguarding concern</b>	<ul style="list-style-type: none"> <li>○ Has the AP setting shared a copy of its safeguarding record form?</li> <li>○ Is there any safeguarding information that the AP setting needs to know in advance of a placement?</li> <li>○ Has a Risk Assessment been completed?</li> <li>○ Method of communication – detail how concerns will be shared and with whom (e.g., DSL contact, as above, via email using the school's safeguarding template/access to shared drive etc.)</li> <li>○ How will the AP setting log the concern?</li> <li>○ Who will follow this up? When? How?</li> </ul>		
<b>General</b>	<ul style="list-style-type: none"> <li>○ Has the school checked the AP setting's own safeguarding policy?</li> <li>○ Has the school checked that the young person will not be mixing with post-16 students/adults who are not staff, while at the setting?</li> <li>○ Will any of the provision take place off-site? Will this require an additional risk assessment or consent form?</li> </ul>		
<b>Photo consent</b>	<ul style="list-style-type: none"> <li>○ Is photo consent required?</li> <li>○ Does the school or AP setting have consent to share photographs of this young person on social media/on their website/in the press?</li> <li>○ Will additional consent be checked if needed (e.g., for a special event)?</li> </ul>		
<b>BEHAVIOUR/RISK ASSESSMENT</b>			
<b>Expectations</b>	<p style="text-align: center;"><i>Summarise here the expected behaviour from the young person, e.g.</i></p> <ul style="list-style-type: none"> <li>○ XX will arrive on time</li> <li>○ XX will not smoke on site</li> <li>○ XX will complete all work to the best of their ability</li> <li>○ XX will follow instructions etc.</li> </ul>		
<b>Policy</b>	<ul style="list-style-type: none"> <li>○ Has the school checked the Behaviour policy/expectations of the setting?</li> <li>○ If the young person attends more than 1 AP setting, are the expectations different? What are the potential consequences of this?</li> <li>○ What is the setting's policy around smoking?</li> <li>○ What is the policy on leaving the AP site?</li> <li>○ Has the AP setting shared its use of sanctions with the school (if relevant)?</li> <li>○ How often (and to whom) will the AP setting report back to the school on the young person's behaviour?</li> </ul>		

	<ul style="list-style-type: none"> <li>○ <i>Has the school shared its behaviour system with the AP setting and is it possible for the setting to contribute to this (e.g., issuing a 'positive' point). Provide detail of how this will be communicated.</i></li> <li>○ <i>Is there a rewards policy? Has this been shared? Will the pupil be able to transfer rewards between AP and school (so that they are not disadvantaged by not being at school for 1-2 days per week)?</i></li> <li>○ <i>Have all policies been effectively shared and agreed with the young person? If so – by whom and when?</i></li> </ul>		
<b>EQUIPMENT/USE OF MACHINERY/TOOLS</b>			
<b>Equipment</b>	<ul style="list-style-type: none"> <li>○ <i>Provide detail of what will be required ahead of the placement/what the AP setting will provide/if funding is required etc. (e.g., hard hats, appropriate footwear etc.)</i></li> <li>○ <i>Are there any specific clothing requirements?</i></li> <li>○ <i>Does hair need to be tied back?</i></li> <li>○ <i>Is jewellery permitted?</i></li> <li>○ <i>Does the AP setting maintain logs to evidence that young people have received appropriate training?</i></li> </ul>		
<b>Use of machinery/tools/digital equipment</b>	<ul style="list-style-type: none"> <li>○ <i>Has an appropriate risk assessment with regard to the use of tools, machinery and/or digital equipment been agreed?</i></li> <li>○ <i>What is the induction process?</i></li> <li>○ <i>What will be the staffing ratios at the setting?</i></li> </ul>		
<b>Animals</b>	<ul style="list-style-type: none"> <li>○ <i>If relevant, how will the young person receive appropriate induction in handling/assisting with animals?</i></li> <li>○ <i>Is any appropriate clothing required?</i></li> <li>○ <i>Are there any health risks associated with contact with animals (e.g., allergies)?</i></li> </ul>		
<b>PRACTICALITIES</b>			
<b>Transport</b>	<ul style="list-style-type: none"> <li>○ <i>How will the young person travel to and from the AP setting</i></li> <li>○ <i>If by taxi, what are the key contact details for the taxi company?</i></li> <li>○ <i>If via another adult not named above – provide contact details</i></li> <li>○ <i>If transport is not available on a given day, what steps will be taken?</i></li> </ul>		
<b>Lunch/snacks</b>	<ul style="list-style-type: none"> <li>○ <i>Are snacks/lunch provided?</i></li> <li>○ <i>If the young person receives Free School Meals, how will the school ensure that lunch is provided? (e.g., if a packed lunch is provided at school, but the young person is travelling direct from home)</i></li> <li>○ <i>Does the young person have any food allergies/dietary requirements?</i></li> <li>○ <i>Is there a setting policy (e.g., no nuts on site etc.)?</i></li> <li>○ <i>Is there a tuck shop and/or vending machine on site? What is provided? Will the young person require cash?</i></li> <li>○ <i>Is drinking water provided on site?</i></li> </ul>		
<b>Signatures</b>			
<p>We, the named persons below certify that we are authorised to refer the young person named and accept the terms of business as agreed with the referring school.</p> <p>We confirm that all details are current, correct and that all relevant information has been shared.</p> <p>We also agree to inform relevant parties (named below) of any changes in circumstance/support needs in writing/via email.</p>			
AP contact/lead		Date	
School Key Contact		Date	
School Senior Leader		Date	

Other professional (name/role)		Date	
A completed copy of this form will be shared with	<ul style="list-style-type: none"> <li>○ <i>School</i></li> <li>○ <i>AP Provider</i></li> <li>○ <i>Other professionals (where relevant)</i></li> </ul>		