

The following set of ideas around inclusivity and accessibility is by no means exhaustive and therefore **should not** be viewed as a checklist - instead teachers should use this document as a series of prompts that may or may not have an impact on the way that fieldwork experiences are planned and delivered.

The notes column is simply for documenting ideas that will help with fieldwork planning and not as a formal record similar to that which one would produce for a risk assessment.

Discussion point	Notes
<ul style="list-style-type: none"> • Of the students taking part in the fieldwork activity, do any have known (formally or informally) special education needs? • Can you take an opportunity to discuss these (in relation to fieldwork) with a SENCO? • Are there any students whose needs may be exacerbated by taking part in fieldwork? • Can teaching assistants / carers / parents be involved in the fieldwork planning if necessary? • Have all the needs of students been accommodated with regards to printed materials (enlargements, coloured paper etc), just as they would for classroom activities? • How might students with particular needs work with other students? • Are working buddies or groups appropriate for all students? 	
<ul style="list-style-type: none"> • Will there be an opportunity, and is it suitable, to talk to specific students / groups of students about the nature of the fieldwork from the angle of their personal access and inclusion? • Can videos and photos of the field site be used to highlight what the landscape might be like (with particular coverage of unfamiliar sights, sounds and smells)? • Have all students been made aware of the provision being made for breaks, toilet access and meals? 	
<ul style="list-style-type: none"> • How does the physical terrain at the field site vary? • Can all students access all areas of the field site physically? • Is it important that all students access all areas of the field site? • Are there practical access aids available (such as grab rails)? • Are there appropriate places to have rest stops while moving between areas if necessary? • How long might students be expected to walk / crouch / stand / kneel etc while taking part in the fieldwork? • At what point might different students feel fatigue from walking / crouching / standing / kneeling etc? • Can rest breaks be provided if necessary? 	

<ul style="list-style-type: none"> • Does the environment found at the field site allow for you (as staff) to be seen and heard effectively when giving instructions? • Is there a sheltered space available to ensure that students who have impaired hearing can hear in high winds / loud background noise? • Is there a space available (in extra light or shade as appropriate) to ensure that students who have impaired sight can see you in differing light levels? 	
<ul style="list-style-type: none"> • Are all forms of transport used to access the field site suitable for all students? • Do any students benefit at home from the use of a blue badge for parking? - can this be brought to school for use (such as in a school minibus)? • Where might transport (such as minibuses and coaches) be able to drop students off / pick them up such that ease of access to the field site is maintained for all students? • Are all students able to carry field equipment to and from the field site? • Are there ways of storing field equipment at the field site so that students do not have to carry it? 	
<ul style="list-style-type: none"> • To what extent might the fieldwork involve the use of traditionally gendered spaces such as toilets, bedrooms and changing rooms? • Is there provision already in place for students who would require or prefer the use of a neutrally gendered space? • Is there the ability to accommodate students who might prefer not to share gendered spaces (such as by providing single room accommodation)? 	
<ul style="list-style-type: none"> • What previous experience might students have of field sites / field activities that are being planned? • To what extent are students being challenged to step outside their comfort zone? • Is this level of challenge necessary as part of the whole learning experience? • How might different students react to the idea of being challenged in this way? • Is there the possibility that the field site itself, or the experiences students have there, could act as triggers for unnerving or traumatic feelings? • To what extent can students be pre-warned that these triggers are a possibility? • To what extent can students remove themselves from an activity if they feel emotionally overwhelmed? • Have students had the opportunity to voice concerns or worries before the fieldwork, (and have those concerns addressed)? 	

<ul style="list-style-type: none"> • Might some students need access to a quiet space to 'reset' emotionally if necessary? • Where might that quiet space be? • How might students indicate to staff that they need some 'time out' from fieldwork to access this space (discretely if required)? • Does the staffing ratio allow for students to separate from the group and be accompanied to the quiet space if necessary? 	
<ul style="list-style-type: none"> • Where are there toilets that can be used by students and staff? • Are the toilets clean and well stocked? • Are accessible toilets available? • Is the route to the toilets accessible for all students? • At what point during the fieldwork might access to toilets be suitably scheduled? • Is there flexibility in the planning of toilet breaks to allow for students who might require more frequent access? • Is there a strategy in place for students to let staff know that they need the toilet (discretely if required)? • Does the staffing ratio allow for students to separate from the group and be accompanied to the toilet if necessary? 	
<ul style="list-style-type: none"> • What clothing / shoes / personal equipment might students need to have in order to access the field site and the learning? • Do all students have a good understanding of what is appropriate outdoor clothing for the conditions of the field site (especially students who might be new to the UK)? • Are these things affordable to all families of the students? • To what extent can the school provide / loan these things? • What strategies can be used to ensure that these students do not feel singled out? 	
<ul style="list-style-type: none"> • What religious needs might require consideration? • Are there students who might like to use part of the day for prayer? • Where might this take place? • Can the particular needs for prayer (such as access to washing facilities or a qibla finder) be provided? • How might the need for prayer fit into the plan of the day? • How might the religious dietary needs of students be accommodated? • How might students who are fasting be best supported? 	
<ul style="list-style-type: none"> • Are there any students who might need to administer their own medicines or undertake personal self-care during the fieldwork? • What suitable (private) spaces are there for them to do this? • Do these spaces have access to washing facilities if necessary? • Might these students require help or supervision? 	