

## School Trip Planning and Environment Checklist

This checklist has been created to include some common factors that may significantly affect the participation of students with disabilities and those without disabilities in school excursions. The checklist includes considerations for sensory sensitivities, physical access issues, executive functioning, social interaction, predictability, and autonomy.

This checklist is designed to assess a setting for all students who may use a particular space rather than for one particular student. It would be best to use this checklist in collaboration with students to assess the environment.

Note your observations and write down possible strategies to address the identified issues. Out of all the barriers/issues that have been identified, rank them according to importance. Although it would be best to address all identified barriers to participation, it may not be possible to do so in reality. Hence, it would be practical to prioritise, and tackle identified issues as much as possible.

As much as possible, involve your students in this exercise.

| Aspects to consider  | Strategies to address the issue |
|--|---------------------------------|
| <p><b>Physical environment</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Are there barriers for a student with a physical, or sensory disability? Can you identify where the student may find it difficult to move around or participate in an activity?</li><li><input type="checkbox"/> Are there accessible and clean toilets or changing facilities?</li><li><input type="checkbox"/> Does the space have highly patterned décor that can distract or cause sensory overload? E.g., curtains, walls, artwork, carpet, ceiling.</li><li><input type="checkbox"/> Are there tools and equipment to support physical/mobility and sensory needs? E.g.:<ul style="list-style-type: none"><li>○ rest areas along routes</li><li>○ ear defenders</li><li>○ sensory comfort items</li><li>○ quiet areas for breaks</li></ul></li><li><input type="checkbox"/> Are there quiet corners to retreat to for respite and rest?</li><li><input type="checkbox"/> Are there safe spaces to retreat to in situations of overwhelm or meltdown?</li><li><input type="checkbox"/> Are there places for participation with less distractions or without sensory overload?</li><li><input type="checkbox"/> Others: _____</li></ul> <p>_____</p> |                                 |

| Aspects to consider  | Strategies to address the issue |
|--|---------------------------------|
| <p><b>Lighting that may cause stress</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the space well-lit?</li> <li><input type="checkbox"/> Do the lights flicker or cast shadows?</li> <li><input type="checkbox"/> Is the lighting too intense or bright? E.g., strobe lights, spotlights, glaring lights.</li> <li><input type="checkbox"/> Is the lighting visually busy? E.g., flashing lights, rapidly changing colours.</li> <li><input type="checkbox"/> Are there shiny or reflecting surfaces?</li> <li><input type="checkbox"/> Are there students who may be sensitive to fluorescent lighting?</li> <li><input type="checkbox"/> Others: _____</li> </ul> |                                 |
| <p><b>Sounds that may cause stress or distract</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Loud noises.</li> <li><input type="checkbox"/> Sudden noises from within the space or neighbouring places.</li> <li><input type="checkbox"/> Background noise, such as a wall clock's ticking sound, operating vacuum cleaner from the next room, noise from outside the room, traffic.</li> <li><input type="checkbox"/> PA system for announcements.</li> <li><input type="checkbox"/> Others: _____</li> </ul>   |                                 |
| <p><b>Physical contact that may cause stress</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Likelihood of receiving unpredictable touch from another person. For example, limited space, activities with unpredictable movement of people or objects such as ball play.</li> <li><input type="checkbox"/> Instances or situations that may require touching things that are soft, slimy, sticky, coarse, spiky, furry, cold, etc.</li> </ul>  |                                 |
| <p><b>Time and transitions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are there effective strategies to support students during transitions between activities or locations?<br/>– support personnel or handbook</li> <li><input type="checkbox"/> Are there provisions for breaks within the daily schedule?</li> <li><input type="checkbox"/> Are there tools or strategies to help students keep track of time? E.g., visual, auditory or tactile cues, use of playlist to pace an activity.</li> </ul>  |                                 |

| Aspects to consider   | Strategies to address the issue |
|---|---------------------------------|
| <p><b>Information and Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is information presented in formats that students can easily access and understand? E.g., visuals (photos, infographics, illustrations), Braille, audio, and videos with captions, sign language.</li> </ul> <p>Including itinerary, contingency plan, information about the environment, expected routines, sensory information (e.g., noise level, crowd, lighting), transport arrangements, meal or break times, safety rules, and who to go to for help.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the place of visit have guiding tours or navigation guides in Easy Read formats or plain language? If not, can we work with the management team of the place to create one?</li> <li><input type="checkbox"/> Are there accessible communication tools to aid communication between students and third-party personnel, especially in situations of distress or emergency?</li> </ul> |                                 |
| <p><b>Choice and control</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are there opportunities to take breaks when needed? Is it clearly communicated to students that breaks are available and allowed?</li> <li><input type="checkbox"/> Do students have opportunities throughout the day to make decisions that are important to them, such as: <ul style="list-style-type: none"> <li>○ How they can self-regulate or co-regulate when they are dysregulated.</li> <li>○ Where they would like to sit in a vehicle or place.</li> <li>○ Whether they prefer to participate independently, in small/large groups, or with peer/teacher assistance.</li> <li>○ What they want to eat and drink from the menu.</li> <li>○ Which activities they'd like to join or observe, and the level of participation they're comfortable with.</li> </ul> </li> </ul>  |                                 |