

Guidance for Fieldwork Risk Assessments
[Related to Disability & Health Conditions]

Disability/Health condition	How might this appear in a student/their work?	Reasonable adjustments that can be made/considered
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Disabilities (including sensory, communication & physical difficulties and long-term health issues)		
Autistic Spectrum Disorders (including High functioning Autism / Asperger's Syndrome)	<p>Some or all of these may apply:</p> <ul style="list-style-type: none"> • Often associated with an impairment in social communication, imagination and socialisation. • Student may be very anxious when engaging in group work/presentations. • Understands and thinks in an unusually logical way. Tends to like clear-cut right/wrong answers where outcomes are more predictable. May remember facts but not remember doing something. • Imposition of rituals, routines, and interests, on self and others, repetitive behaviour. • A general resistance to change, new projects/exam times can be especially difficult. • May result in repetitive behaviours (muttering, hand flapping, foot tapping), panic, incessant questioning. • Possible misunderstandings because may not realise other people do not know what they know or see things differently. • If not interested in some aspects of the course may not apply themselves to them or may indeed completely disregard those aspects. May have an overriding, obsessive single interest which could lead them to neglect other areas of work. • May be focused on the present and find it hard to be motivated by the future. • May take language very literally. May be confused by certain terms (e.g. leave it off, get on with it, pull yourself together) and respond inappropriately, in a way that may seem cheeky, ignorant or rude. • Inability to pick up on non-verbal cues – this includes body language, inflexion, sarcasm, irony, other people's moods and feelings, facial expression 	<ul style="list-style-type: none"> • Be prepared to meet the student before the fieldwork course starts to discuss their needs and provide as much information as possible. • Be very explicit and prescriptive in respect of rules and regulation relating to work and behaviour, assessment requirements, and deadlines. • Be consistent in approach and keep variations to a minimum • If a change is inevitable give clear, specific information as far ahead as possible. • It may take time for students with ADHD to settle into a new environment and establish new routines and strategies. It is likely to be a time of maximum anxiety. • Guide gently back on task if necessary. • If praising, say exactly what is right or appreciated, and why. • Respond immediately to bullying/harassment by others. • In group work make clear exactly what is required. Mediate to resolve disputes in calm, logical way. • Discuss with the student whether they want other students to be made aware of their condition. • Present material in a structured way. If broken into small steps, show how these come together as a whole.

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Autistic Spectrum Disorders cont'd	<ul style="list-style-type: none"> • May present a blank facial expression and avoid eye contact that can be misinterpreted as insolence or provocation. • May be particularly sensitive to perceived invasions of 'personal space'. May consequently negatively misinterpret simple actions such as an encouraging pat on the shoulder. • May have difficulty making and keeping friends. In group situations may behave in ways that seem "odd" to others or use language that is hypercorrect. May come across as arrogant, bossy, or rude. • May have difficulty understanding or communicating feelings. • May be unable to predict or understand behaviour of others, so likely to ask a lot of questions that seem obvious and unnecessary. • Problems empathising with others: may say things that distress others without seeing themselves as responsible. • May have difficulty with group work through failing to take into account the wishes, needs or planned direction of the other group members. • May have poor gross motor skills, poor co-ordination, and ungainly movement. • May want to know the exact rules and regulations that impact on work and behaviour and may be very intolerant of a lax attitude to these rules on the part of others. Rules are very important in defining boundaries and appropriate behaviours. • May have difficulty in planning, starting and (in particular) stopping work on assignments. 	<ul style="list-style-type: none"> • Use clear, unambiguous language (spoken and written) • Avoid or explain metaphors, irony etc. and interpret what others say. • Provide subject word lists, glossaries of terms and acronyms if appropriate for fieldwork. • Avoid open questions – "Is everything OK?" is likely to elicit a response of "Yes". Need to 'drill down' to get meaningful answers. • Make clear that a conversation has ended.

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Blind/Visual Impairment	<ul style="list-style-type: none"> • May become disorientated with varying light levels and unfamiliar terrain/surroundings • Difficulty in reading handouts/notes if not adjusted according to memo • May take longer to complete work/assignments • May have difficulties when working in groups (e.g. being able to see all non-verbal expressions, nods, gestures) <p>Examples of issues you may need to consider when planning fieldwork:</p> <ul style="list-style-type: none"> • Terrain and routes for walking • Light levels • Types of tasks to be undertaken • Accessibility of accommodation • Will a personal assistant or learning support assistant (LSA) be required? • Key fieldwork staff wear bright and/or reflective jacket so easily seen in emergencies • Be aware that ad hoc, impromptu or emergency instructions communicated via gesture or at a distance may not be seen. <p>Ensure that the student receives these.</p>	<ul style="list-style-type: none"> • Handouts for fieldwork provided in advance and adjusted to larger font (as per Memo) • Give students permission to record observations and other information where possible • Speakers use microphones • Do not draw unnecessary attention to students if they need to leave the area (follow up with student in private if needed) • Practical/lab support if needed • When providing verbal instructions ensure that they are concise and check that they are understood
Deaf/Hearing Impairment	<ul style="list-style-type: none"> • May miss information when communicated verbally • May have difficulties when working in groups (e.g. in noisy environments) • May experience sensory overload (in noisy environments) • May take longer to process information which could have an impact on time needed to complete work • Be aware that ad hoc, impromptu or emergency instructions may not be heard. <p>Ensure that the student receives these.</p>	<ul style="list-style-type: none"> • Handouts for fieldwork provided in advance • Give students permission to record speakers where possible • Speakers use microphones/radio aid where available. Seek advice from Disability practitioner if required. • Speakers face the student when speaking, not to cover

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Deaf/Hearing Impairment cont'd		<p>mouth when speaking and not to stand where face is in shadow</p> <ul style="list-style-type: none"> • Speaker to repeat questions/comments from the student group • Do not draw unnecessary attention to students if they need to leave the area (follow up with student in private if needed) • Provide written instructions as well as oral
Gender Dysphoria, or Gender Identity Disorder	<ul style="list-style-type: none"> • May feel uncomfortable sharing accommodation • May be uncomfortable with gender specific pronouns, i.e. he/she 	<ul style="list-style-type: none"> • When planning fieldwork/trips you may wish to discuss their particular requirements • Use terms suggested by the individual when speaking with them directly
Long-term Health Conditions		
Including: - Asthma (moderate & severe) - Allergies (moderate & severe) - Chronic Pain (e.g. physical, migraine, cluster headaches) - Chronic fatigue Syndrome - Diabetes (type1) - Digestive Disorders & GI Diseases (e.g. Irritable Bowel Syndrome, Crohn's Disease, Colitis) - Epilepsy - Hypermobility /Ehlers-Danlos Syndrome - Postural Orthostatic Tachycardia Syndrome (PoTS)	<ul style="list-style-type: none"> • Participation may be affected • May have issues with time management and planning • Concerns over work/life balance • May take longer to complete work/assignments • May feel uncomfortable sharing accommodation/toilet facilities • Difficulty/differences related to sleeping/eating/concentrating • May need to bring specialised equipment/personal items, (e.g. medication, emergency medication (e.g. EpiPen), medical equipment, special bedding) 	<ul style="list-style-type: none"> • When planning fieldwork/trips you may wish to discuss their particular requirements • May need support in time management (e.g. fieldwork assignment deadline) • Share information contained in Memo with all staff who will have contact with student • Do not draw unnecessary attention to students if they need to leave the area (follow up with student in private if needed)

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Long-term Health Conditions cont'd	<p>Examples of issues you may need to consider when planning fieldwork:</p> <ul style="list-style-type: none"> • Terrain, distance & routes for walking • Length of day • Temperature / climate / pollen count • Types of tasks to be undertaken • Accessibility/privacy of toilet facilities in accommodation and in the field • Transport of equipment • Availability of fridge for storing medication during longer fieldtrips 	<ul style="list-style-type: none"> • Provide opportunities for regular breaks for rest and/or food & fluids and/or to administer medication • Ensure appropriate dietary requirements are available for the duration of the trip • In some instances, you may want to agree on a contingency plan with the student prior to the fieldtrip to help a student manage their specific condition. This may include emergency situations, e.g. hypoglycemic attack, anaphylactic shock, seizure
Mental Health conditions (e.g. anxiety disorder; social anxiety; depression; bipolar disorder; Obsessive compulsive disorder (OCD); post-traumatic stress disorder (PTSD); borderline personality disorder/emotional unstable personality disorder; schizophrenia; eating disorders; body dysmorphic disorder)	<ul style="list-style-type: none"> • Participation may be affected • Anxiety around group work/presentations • Issues with time management and planning/may feel overwhelmed • May take longer to complete work/assignments • Difficulty sleeping/eating/concentrating • Panic attacks • May express mental distress, this may include: self-harm, suicidal thoughts, need to be alone • Self-harm is a common coping strategy used in order to manage emotions. This is particularly pertinent when a student is in an unfamiliar environment and away from support networks 	<ul style="list-style-type: none"> • Support in time management (e.g. fieldwork assignment deadline) • Provide opportunities for regular breaks • Do not draw unnecessary attention to students if they need to leave the area (follow up with student in private if needed) • Share information contained in Memo with all staff who will have contact with student • Provide detailed information of the expectation is required for group work in the fieldwork environment

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Mental Health conditions cont'd		<ul style="list-style-type: none"> • It may be beneficial for the student to be placed with familiar peers • May need to contact support networks, e.g. home, family, friends, community services (e.g. Samaritans) • In some instances, you may want to agree on a contingency plan with the student prior to the fieldtrip to help a student manage such 'things' as panic attacks, self-harm, suicidal thoughts Examples: if the student needs time alone, agree to make staff aware & agree timescale prior to leaving the area; when panic attack occurs, follow the student's personal strategies • If there is an injury relating to self-harm, treat as you would any other first aid event
Mobility issue/movement difficulty, including wheelchair /crutches users	<ul style="list-style-type: none"> • May have difficulties with accessibility in the fieldtrip location. • May be fatigued/in pain. <p>Examples of issues you may need to consider when planning fieldwork:</p> <ul style="list-style-type: none"> • Distances for walking • Terrain • Length of day • Temperature / climate • Types of tasks to be undertaken 	<ul style="list-style-type: none"> • Fieldwork organisers should have made adjustments to ensure accessibility in the field location. • Provide opportunities for regular breaks • Do not draw unnecessary attention to students if they need to leave the location (follow up with student in private if needed).

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Mobility issue/movement difficulty, including wheelchair /crutches users	<ul style="list-style-type: none"> • Accessibility of accommodation • Will a personal assistant or learning support assistant (LSA) be required? • Transport of equipment 	

Specific Learning Difficulties (SpLD)		
SpLD include the following: Dyslexia Dyspraxia Dyscalculia Dysgraphia	Some or all of these may apply: <ul style="list-style-type: none"> • Slow speed of processing • Impact on notetaking in lectures, extracting meaning from complex speech or writing • Difficulty in organising ideas and writing, but may give very good responses verbally • Lateness/missing deadlines • Clumsiness - poor awareness of the space around and poor perception of heights and distances. May sit and walk awkwardly and bump into/trip over things. • Handwriting - tend to write laboriously slowly and/or untidily and illegibly, accurate copying can be difficult. • May have difficulty handling keyboards, tools, laboratory, and cooking equipment safely. • Difficulties with spatial awareness – may have difficulties with perception of time, geographic relationships, and weight. • Difficulty organising themselves and their work - may constantly miss appointments and deadlines, may not follow instructions. 	<ul style="list-style-type: none"> • Use a range of learning and assessment styles where possible (visual, auditory and kinaesthetic) • Be patient with clumsy behaviour • Explain the structure of the day and expectations. • Make the maths real by explicitly expressing the link between the maths and real life/practical applications. • Handouts for fieldwork provided in advance • Give students permission to record observations and other information where possible • When providing verbal instructions ensure that they are concise and check that they are understood • Provide written instructions as well as oral • May need support in time management (e.g. fieldwork assignment deadline) • Share information contained in Memo with all staff who will have contact with student

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Specific Learning Difficulties (SpLD) cont'd	<ul style="list-style-type: none">Students with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures.	

This document is intended to support staff in planning fieldtrips and to complete associated risk assessments.

This is not an exhaustive guidance document. In the event that you need further clarification on appropriate adjustments, you may wish to seek advice from a Disability practitioner.