

Global Studies and Overseas Study Trip – SEN guidelines

Here are some general recommendations that can be helpful for managing students with SEN on overseas study trips:

1. Pre-trip planning:

- Identify the specific needs and requirements of the students with SEN who will be participating in the trip. Ensure all trip leaders are aware of this matter.
- Communicate with the students, their parents and/or support staff (*e.g. Care Person, SEN officer, school counsellor*) to gather information about their individual needs and any necessary accommodations.
- Conduct a risk assessment to identify potential challenges and develop strategies to address them.
- Engage student buddies for closer monitoring and/or additional support if the students with SEN and buddies are open to this option.

2. Communication and support:

- Provide clear and detailed information about the trip itinerary, accommodations, transportation, and any potential challenges they may encounter. *E.g. if student is triggered by loud sounds, he/ she may choose to stay away from certain sites.*
- Trip leaders to maintain open and regular communication with the students with SEN; School Liaison Officers (LOs) with their parents and any support staff (*e.g. Care Person, SEN officer, school counsellor*) involved in their care, when necessary.
- Clearly establish a point of contact or support staff who can be reached in case of any issues or emergencies during the trip.

3. Accessibility and accommodations:

- Ensure that the accommodations and facilities at the destination are accessible for students with disabilities (mobility, visual, hearing challenges) where appropriate.
- Provide necessary assistive technology or devices that the students may require during the trip.
- Arrange for any additional support or assistance that may be needed, such as a personal caregiver or interpreter.
- Consider the impact of new environments, unfamiliar sounds, and different cultural practices on students with sensory sensitivities.
- Identify quiet spaces for students to calm down or decompress especially for students who might have sensory sensitivities.
- If students are known to SSCS, to encourage them to prepare themselves for OST by having an open discussion with their SEN officer/counsellor prior to the trip. Otherwise, Care Persons can also encourage them to seek consult with their external care/ support system prior to the trip.

4. Social and emotional support:

- Provide opportunities for social interaction and inclusion for all students, including those with social and behavioral difficulties. For example, small group interactions could be ideal for those with socializing challenges.
- Foster a supportive and inclusive environment where students feel comfortable expressing their needs and concerns. Encourage an inclusive culture of empathy and appreciation of diversity among the students participating in the trip. For example, teach students to look out and be patient with one another.
- Offer additional support or counseling for students who may experience increased anxiety or stress during the trip. SSCS staff may be contacted if urgent assistance is required.

5. Training and awareness:

- Provide training (online course: SSDF02 SEN awareness) or behaviour management training workshops for trip leaders to increase their understanding of SEN and how to support students with diverse needs.

It is important to note that these recommendations are general in nature and may need to be tailored to the specific needs and requirements of the students with SEN and the nature of the overseas study trip. It is recommended to consult with SSCS SEN team (email: sen@tp.edu.sg) for more specific guidance and support in managing students with SEN on overseas study trips.