

Cyflwynwyd yr ymateb hwn i'r [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Bil Addysg Awyr Agored Breswyl \(Cymru\)](#)

This response was submitted to the [Children, Young People and Education Committee](#) on the [Residential Outdoor Education \(Wales\) Bill](#)

ROE 25

Ymateb gan: Calvert Exmoor

Response from: Calvert Exmoor

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- One of the other non-financial issues we've found over the years that is a barrier to access is risk aversion. This can be both from the child who is uncomfortable exposing themselves to both the objective and subjective risks associated with an outdoor residential, but more often than not, it is from the parents who's understanding of risk management can lean toward prevention being the only tool to mitigate risk. I've found the most successful way of encouraging participation is to speak directly to the parents about the types of risk their children are exposed to and how that forms and integral part of their safety education as developing children.
- I would see it as the role of the provider to offer inclusive activities. A lack of appropriate clothing should be addressed by the provider to modify the activity to make it accessible, if appropriate clothing forms an integral part of PPE for the activity my view would be the provider should have it available for participants to use.
- Parents and children's anxiety is best addressed through great communication with both parties. Quite often in conversations with young people prior to courses I'll often ask what they are worried/frightened/anxious about, almost all reply citing a subjective fear like looking foolish in front of friends, fear of failure, fear of the unknown etc. whereas parents almost always cite on objective fear, like their child coming home physically injured in some way. Setting the scene at the start of a course with the children will always help the deal with the subjective fears, and a pre-trip parents evening will allow providers to explain the nature of the risks involved and how they are managed to a tolerable level but not removed completely.
- The skill set of the Instructors/facilitators/educators are the key to meeting the needs of those children who have physical or mental barriers to access. The greater the experience and knowledge of those responsible for delivery

is directly proportional to the impact of the residential intervention. CPD and upskilling in those areas is critical for the continued success of the sector.

- Specialist facilities like ours are incredibly expensive to run and aren't commercially sustainable. The staff ratio, specialist equipment, extra cpd, further legal compliance requirements etc. all make for a very high-cost operation of which, only part can be passed to the participants as they themselves face higher costs in life also. Most providers have some form of accessibility set up and can cope with one or two individuals within a group, where the problem will occur is where you have a Specialist School who want to undertake a residential and therefore the ability of them all to visit at the same time is impossible as having more than one wheelchair is going to be very likely. (We do have schools from Wales like this on our client list) In terms of what can be done, it really boils down to cash! To keep provision in Wales I'd suspect you'll need to invest into and further subsidise an existing centre to help them become more accessible for greater numbers, or look to provision in England supported by Welsh speaking staff.
- I would agree with the accuracy of your assumption that costs for those pupils with severe additional needs is approximately double, this is reflected in delivery costs in that it almost costs us double to deliver a comparable program.
- I would agree it doesn't need to be provided on one visit, however there is data to show that the development of resilience through a residential is proportional to the length, so I would avoid residential's of less than 2 nights.