

Inclusion & Accessibility Guide

Mega Air – School Activities & Events

This guide outlines how school programmes at Mega Air can be adapted to support **inclusive participation**, accessibility, and student wellbeing.

It is intended to assist schools when planning for students with diverse learning, physical, social, or sensory needs as part of an Education Outside the Classroom (EOTC) activity.

1. Commitment to Inclusion

Mega Air school programmes are designed to:

- Support **inclusive participation**
- Allow for **flexibility in engagement**
- Respect **individual student needs**
- Enable schools to make **teacher-led decisions** around participation

Schools remain best placed to determine what is appropriate for individual students, and planning discussions are encouraged in advance.

2. Flexible Participation Options

Participation in activities is **not all-or-nothing**.

Depending on student needs, options may include:

- Reduced activity intensity
- Shortened participation periods
- Scheduled breaks
- Observation or non-physical roles

Students are encouraged to engage at a level that is comfortable and appropriate for them.

3. Alternative Roles

For students who may not participate fully in physical activities, alternative roles may be offered, such as:

- Timekeeper
- Scorekeeper
- Group helper
- Observer or support role

This allows students to remain included in the experience without pressure to participate beyond their comfort level.

4. Physical Accessibility Considerations

- Indoor, weather-independent environment
- Clear walkways and defined activity zones
- Seating and rest areas available
- Function room and event spaces accessible for supervised use

Specific accessibility requirements should be discussed with the school coordinator during planning.

5. Sensory Considerations

Some activities or events may involve:

- Music
- Lighting effects
- Visual screens
- Busy or energetic environments

To support students with sensory sensitivities:

- Volume levels can be moderated
- Breakout or quieter spaces may be used
- Students may step away temporarily with teacher supervision
- Participation can be adjusted or paused as needed

6. Medical & Wellbeing Support

- Schools provide relevant medical and wellbeing information in advance
- Teachers retain responsibility for medication and student health needs
- Students may take breaks or opt out if unwell or overwhelmed
- First aid support is available on site

7. Behavioural & Emotional Support

- Clear behaviour expectations are communicated to students
- Teachers retain responsibility for behaviour management
- Mega Air staff support safe activity delivery and event flow
- Activities may be paused or adjusted if required

Positive behaviour support and clear routines help students feel safe and supported.

8. Planning & Communication

Inclusive planning is most effective when:

- Student needs are identified in advance
- Teachers communicate any specific considerations during booking
- Supervision roles are clearly defined
- Students are prepared using the “What to Expect” guide

This allows the programme to be adjusted appropriately.

9. Summary

Mega Air school programmes are designed to be:

- Inclusive and adaptable
- Supportive of diverse student needs
- Delivered within a structured and supervised environment

The school retains responsibility for determining appropriate participation, supported by flexible programme delivery and venue support.