

Young Dancers Academy Accessibility Plan

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do daily activities [Equality Act 2010]. Disability covers a wide range of physical and mental impairments including physical and mobility difficulties, hearing impairments, visual impairments and specific learning difficulties including dyslexia, medical conditions, and mental health problems.

Aims

YDA is committed to a policy of equal opportunities for all students and staff. For all disabled students it aims to create an environment that enables them to participate fully in the life of the school. The object of the policy is to ensure that members of the community with disabilities have access to both facilities and a learning environment, which is, subject to the present constraints of the school, comparable to that of their non-disabled peers. YDA is a pre professional vocational school and as such it's students train at a high level in classical ballet and other forms of dance. Any student wishing to attend YDA has to successfully pass two auditions before being offered a place. During these auditions the student will be assessed on their physical capabilities. No child will be accepted into the school if the school believe that the child will not withstand the intensive training.

In order to achieve these aims, YDA will:-

- Ensure that all members of staff are made aware of this policy and the legal framework, and treat disabled people, whether staff, students or members of the public in accordance with this policy.
- Ensure that in all policies, procedures and activities, consideration is given to the means of enabling disabled students to participate in all aspects of the academic and social life of the school, according to age, needs, aptitude and ability.
- Ensure that relevant information about the school, particularly that available to prospective students, will contain clear and accurate information on the physical environment, especially access to buildings and rooms, and the human and technical support available.
- Ensure that applications from students are assessed based on their academic, vocational and social suitability for the school, and that the criteria and procedures used will not unjustifiably disadvantage or preclude applicants with disabilities. Discussions concerning the support requirements for students will be separate from assessment of suitability.
- Ensure that students with disabilities will have equal access to the full range of support services, appropriate to their needs, as are available to their non-disabled peers.

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Teaching and Learning

- The content of the curriculum will include no unnecessary barriers to access by disabled pupils.
- Teaching staff will plan and employ teaching and learning strategies, which make the delivery of the curriculum as inclusive as is reasonably possible, and, where appropriate and reasonable, adapt it to accommodate the individual requirements of disabled pupils. The curriculum will be differentiated to meet the needs of individual pupils, and teaching styles and flexible groups will reflect this approach.

Appropriate training and support for staff will be provided where necessary.

- Assessment and examination policies, practices and procedures should provide disabled pupils with the same opportunities as their peers to demonstrate the achievement of learning outcomes.
- Where studying is interrupted as a direct result of a disability-related cause, this should not unjustifiably impede a pupil's subsequent academic progress.
- The school will ensure that, where appropriate evidence is provided, that where the delayed completion of assessed work, deferral or withdrawal has been due to a disability-related cause, this is recorded in non-prejudicial terms in the relevant pupil file.

Staff The Equality Act 2010 makes it unlawful for YDA to discriminate, in the field of employment, against a disabled person for a reason that relates to the person's disability if that treatment cannot be justified. This applies not only to recruitment but all areas of employment, including terms of employment, opportunities for promotion, training, dismissals, or redundancies.

Facilities and Equipment.

YDA provides individual or small group support for students throughout the school who have been identified through an external Educational Psychologist's report, or internally assessment. Parents are invited to contribute to a child's individual education plan (IEP) and meet annually or when necessary, with the SMT. The aim of Learning Support is to integrate students as much as possible into the mainstream curriculum and encourage them to take responsibility and develop techniques to enable their own independent learning. IEP's [Individual Education Plans] are in place for students who currently have Learning Support.

Disclosure and Confidentiality

- The school is aware of its responsibilities under the Data Protection Act 2018 and the General Data Protection Regulations and will do all it can to ensure the needs of disabled staff and students are not compromised by the competing requirements of this legislation with the responsibilities it places on the school in respect of the Equality Act 2010.
- The school will endeavor to develop an environment within which individuals feel able to disclose their disability. Encouragement will be given to students and staff to disclose any disability that may have a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.
- The school will require explicit written authority for the giving of consent in respect of the processing of any sensitive personal data, which is disclosed.

Monitoring

As with all students, the school will monitor the application, admission and academic and vocational progress, and the nature of impairment of disabled students. It will operate systems to monitor and review the effectiveness of provision for students and staff with disabilities, evaluate progress and identify opportunities for enhancement. This will be done on an annual basis by the SLT [Senior Management Team].

Complaints

If a complaint arises directly or indirectly from a student's disability, in the first instance, resolution by the class teacher. If this is not possible, then a formal written complaint should be addressed to the SMT. Should the problem remain unresolved, it will then be forwarded to the Chair of Trustees, as the ultimate arbiter.

IMPROVING CURRICULUM ACCESS

AIM	ACTION	OUTCOME	TIMESCALE
<p>To ensure students with SEND make good or better progress</p>	<ul style="list-style-type: none"> • Early identification of need through effective use of appropriate assessments • Identification and implementation of appropriate personalised intervention timetables • Effective use of data and outcome of monitoring to track impact of interventions through the process of assess, track, plan, and review • Progress tracked through Steering and reported annually to Education sub-committee 	<p>Students achieving good or outstanding progress</p>	<ul style="list-style-type: none"> • On entry to the school during taster day students are assessed. Parents are asked to submit their child's latest school report and any IEPs. • During the term parents are kept informed of their child's progress. Through school reports (Autumn and Summer term) and parent consultations (Spring term) • Parents are informed that they can discuss their child's needs at any time.
<p>Improve the knowledge and skills on teaching, pastoral, and support staff in providing for the needs of students with SEND</p>	<ul style="list-style-type: none"> • Audit the additional needs of students • Skills audit and staff training needs identified 	<p>Staff become more secure in their understanding of student needs, leading to improved provision and better access to</p>	<ul style="list-style-type: none"> • Prior to admission wherever possible (as above) • December 2021

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		the curriculum for pupils with SEND	
To ensure all classrooms are optimally organised and equipped to promote the participation and independence of all pupils	<ul style="list-style-type: none"> Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms considering individual needs Purchase specialist equipment required 	The layout and access to learning and teaching classrooms are more supportive towards SEND pupils.	<ul style="list-style-type: none"> As needs are identified – extend use of supportive software
To ensure all trips and extra-curricular activities are inclusive	<ul style="list-style-type: none"> Review all plans for trips and extra-curricular activities to ensure accessible to all Make appropriate adaptations where necessary to ensure trips and extra-curricular activities are inclusive Individual risk assessments completed, and appropriate staff allocated to ensure they are inclusive 	<p>All trips and activities are organised in advance and fully approved by the DSL and directors.</p> <p>Ensuring that where appropriate reasonable adjustments have been made enabling students to participate in the trip(s)</p> <p>Appropriate risk assessments in place</p>	<ul style="list-style-type: none"> As annual programme is agreed As part of trip planning Standing item on committee agenda

<p>To identify and share, where appropriate, the medical needs of students including wellbeing and mental health and provide</p>	<ul style="list-style-type: none"> • Identified medical needs on admission • Audit medical needs and health care plans each term 	<p>Effective support put in place for pupils through a greater understanding of need</p>	<ul style="list-style-type: none"> • Prior to admission wherever possible • Start of each term
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<p>specialist training where necessary</p>	<ul style="list-style-type: none"> • Provide training for staff in understanding of identified conditions. • Provide training for specified staff in the administration of specific medicines, for example, asthma, epi-pens, ADHD medication, wellbeing, and mental health 		<ul style="list-style-type: none"> • As needed • Annual training in all staff inset
<p>To use external services to support students</p>	<ul style="list-style-type: none"> • Access external services for advice and support and then to provide ongoing advice and support as required 	<p>The environment is appropriate, and staff are well prepared to meet the needs of a student with a disability.</p> <p>Staff develop a greater understanding of disability issues through targeted CPD and links with appropriate external agencies</p>	<ul style="list-style-type: none"> • Ongoing links established

IMPROVING PHYSICAL ACCESS

AIM	ACTION	OUTCOMES	TIMESCALE
Maintain the disabled access for parents or visitors	<ul style="list-style-type: none"> • Provide access plan of building in reception area and dance studio for visitors to school 	Wheelchair friendly routes around school	<ul style="list-style-type: none"> • December 2021
Maintain safe access for SEND students and visitors with disabilities	<ul style="list-style-type: none"> • Regular monitoring of all access routes and address any obstructions / non-compliant matters • To renew on a regular basis any markings to aid visual impairment 	Routes around the site to be maintained in a safe and accessible state	<ul style="list-style-type: none"> • Termly monitoring • Termly monitoring with both planned and immediate maintenance
Plans to take into account the needs of disabled students, staff and visitors	<ul style="list-style-type: none"> • All plans and developments to ensure that SEND compliance is met. • Identify appropriate funding requirements 	<p>The site overall makes an ongoing move towards disability compliance as appropriate</p> <p>The needs of students, staff and visitors considered when planning and undertaking future improvements and refurbishments</p>	<ul style="list-style-type: none"> • Ongoing • Termly review / update through trustee meetings

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

AIM	ACTION	OUTCOMES	TIMESCALE
Ensuring availability of written material in alternative formats.	<ul style="list-style-type: none"> Explore and become aware of services for converting information into alternative formats 	If needed, the school could provide written information in alternative formats.	<ul style="list-style-type: none"> Ongoing
Ensure all staff are aware of guidance on accessible formats	<ul style="list-style-type: none"> Guidance to staff on dyslexia and accessible information 	Access arrangements in place for all tests	<ul style="list-style-type: none"> Ongoing
Ensure staff are familiar with technology and practices developed to assist SEND students	<ul style="list-style-type: none"> Clear guidance issued on the availability of technical resources and where required staff training to be implemented in their use. 	Staff have a greater familiarity with available technology and its use in supporting SEND students	<ul style="list-style-type: none"> Ongoing
Improved signage	<ul style="list-style-type: none"> Audit all signage for accessibility to the visually impaired 	Clear signage updated throughout school and ongoing.	<ul style="list-style-type: none"> Completed but to be kept under review and monitored.
Inclusive discussion of access to information in all parent/teacher meetings	<ul style="list-style-type: none"> Survey parents to check about preferred format for accessing information 	Parents able to access information in preferred user-friendly format	<ul style="list-style-type: none"> Annual review
Website is compliant with statutory regulations	<ul style="list-style-type: none"> Dedicated staff member to update and maintain website 	Information available to all electronically compliant	Ongoing