



Disability Equality Scheme

Revised November 2007

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Preface

Celebrating diversity and working to achieve the creative potential in all our students is at the heart of the work of the Conservatoire for Dance and Drama. We know that disabled people have not always been given an equal chance to develop their talents and skill in the performing arts and through the work of our groundbreaking disability project, we have come a long way in welcoming applications from disabled students and promoting equality during their time with us.

We see the new disability equality duty as a positive encouragement to continue our effort to become the kind of institution where individual difference is respected and valued. This new duty will enable us to make a lasting difference to the experience of disabled people within the Conservatoire; not only to the lives and future careers of our disabled students, but also for our disabled employees.

Writing our disability equality scheme has given us the chance to prioritise the key actions and outcomes we want to achieve over the next three years in promoting equality for disabled people, and to plan some exciting and innovative ways to actively involve disabled people in helping us to achieve these ambitious, but realistic, goals. A key area for us is to consider how we can attract and retain a diverse staff community that reflects our goals and to create an atmosphere where all staff are comfortable in declaring themselves as disabled people.

We feel that the new Disability Equality Duty will be a positive force in breaking down some of the barriers that disabled people have traditionally faced, and enrich the lives and understanding of all of us, staff and students alike.

Paul Rummer
Chair of the Equality and Diversity Working Group

Veronica Lewis MBE
Peter James

Joint Principals

November 2007

ONE: PROMOTING DISABILITY EQUALITY

Principles and aims of the Conservatoire for Dance and Drama's Disability Equality Scheme

- 1 The Conservatoire is committed to promoting a culture which fosters and actively promotes equality and diversity. Our aim is to be an inclusive institution where individual differences are respected and valued and where everyone is able to fulfil their potential. We wish to foster a culture of equality of opportunity which goes beyond simple compliance with the legislation.
- 2 In 2006, the Conservatoire established an Equality and Diversity Working Group. The remit of this group is to consolidate this work and steer the development of best practice in equality and diversity across the Conservatoire and its affiliate schools.
- 3 Although our ultimate intention is to develop an Equality Scheme that covers the three duties: race, disability and gender equality (and any forthcoming duties on age, religion and sexuality), the Conservatoire acknowledges the Disability Rights Commission's concern that single equality schemes can sometimes result in only a superficial consideration of the distinctive experience of equality as well as the distinctive legal requirements of the three duties. The Disability Discrimination Act's requirement to make reasonable adjustments recognises that equality of opportunity for disabled people cannot be achieved merely by treating disabled and non-disabled people in the same way. The Disability Equality Duty clarifies this position by requiring public authorities to give due regard to the need to treat disabled people more favourably. This is distinct and unique to disability discrimination in equality law.
- 4 As a relatively new Higher Education Institution comprising eight affiliate schools, we acknowledge that there is still much work to be done, but this revised scheme sets out what we have done to date and our plans for the future.
- 5 This scheme will provide the essential framework for promoting and embedding disability equality in all areas of our work. This will enable us to provide a positive and lasting difference to the experiences of current and potential disabled students and those disabled people who currently are, or who would like to join us as employees. It will assist us in our aim of attracting and retaining talented staff and students and enhance our diversity and competitiveness in the changing and dynamic field of the performing arts.

Equality and Diversity Working Group

- 6 The Conservatoire has established an Equality and Diversity Working Group (E&DWG) comprising representatives of all eight affiliate schools and Conservatoire staff. This group has led on developing the Disability Equality Scheme. The working group reports directly to the Principals' Management Group. It is chaired by an affiliate principal and serviced by an Equality and

Diversity Manager who leads on these matters across the Conservatoire. The E&D Manager is a disabled person with considerable experience in this field, which has been useful to the E&DWG in drawing up, monitoring and reviewing our Disability Equality Scheme. The terms of reference for the group are attached as Appendix 1.

Principles of involvement

- 7 The DRC's Code of Practice reminds us that involvement of disabled people is particularly important because of the under-representation of disabled people in positions which determine policies and priorities in public authorities.
- 8 Developing imaginative strategies for continuing to actively involve disabled students and staff is central to our work. By involving disabled people we can work out what targets to set and in which areas. We recognise that our disabled staff, students and artists are best placed to identify barriers to equal participation and to help us develop ways in which we can put our commitment to disability equality into action.
- 9 In order to provide effective ways of involving a diverse group of disabled people to assist us in planning and implementing our action plan, we will ensure that this involvement is not superficial, that participants know about the outcomes, that anonymity will be preserved if so desired, and that it is based on the social model of disability outlined in paragraphs 20-22 below.
- 10 We recognise that both disabled and non-disabled people should be able to criticise constructively their organisation's way of working without feeling they will be penalised for doing so.
- 11 Following our involvement activities, two further disabled members of staff from affiliate schools have been co-opted onto the E&D working group to ensure appropriate representation. They will serve for an initial period of two years to be replaced by other disabled staff members. It is through this mechanism that disabled people will continue to be involved in promoting inclusive practice and in overseeing the development of policy and function. Where appropriate, members of staff from other target equality groups will be co-opted into this working group.

TWO: CONTEXT

Legislative framework

- 12 The Disability Discrimination Act 1995 (DDA) (and subsequent amendments effective from October 2004) and the DDA 2005 introduced measures to prevent discrimination against disabled people in employment and the provision of services. The Special Educational Needs Act 2001 (SENDA) amended the DDA 1995 to cover education and has been further amended, effective from 1 September 2006, under the DDA 1995 (Amendment) Act (Further and Higher Education) Regulations 2006.
- 13 The DDA uses a wide definition of a disabled person as having a physical or mental impairment which has a substantial and adverse effect on their ability to carry out normal day-to-day duties (see Appendix 2 for further definitions). Discrimination against disabled people can take place by treating them 'less favourably' than other people and by failing to make a 'reasonable adjustment' where they are placed at a 'substantial disadvantage' compared with other people for a reason relating to their disability.
- 14 The DDA 2005 introduced a new duty for the public sector effective from December 2006. This new Disability Equality Duty is also known as the Public Sector Duty or 'positive duty'. As an education provider, under the DED, we have both a general duty and specific duties.
- 15 The general duty applies to all public authorities. In carrying out their functions, they must have due regard to the need to:
 - promote equality of opportunity between disabled and non-disabled people
 - eliminate unlawful discrimination
 - eliminate (disability-related) harassment of disabled people
 - promote positive attitudes towards disabled people
 - encourage the participation of disabled people in public life
 - take steps to remove barriers which prevent disabled people from achieving equality, even when this involves treating disabled people more favourably.
- 16 The Conservatoire's Board of Governors is responsible for ensuring that the institution meets these duties. The specific duty requires us to demonstrate how we intend to intend to fulfil our general duties and to produce, publish, implement and review a Disability Equality Scheme (DES). This is because education providers are considered to have a particularly significant role in promoting equality.
- 17 The initial scheme will be revised within three years of the initial date of publication.
- 18 This duty is similar to the Race Relations (Amendment) Act in that it requires us to take an approach that shows that we are not only seeking to avoid discrimination but are actively promoting equality of opportunity for disabled people. However, the new duty goes beyond other duties in that it requires us to

clearly demonstrate that we have actively involved disabled people in all aspects of the design and development of our scheme. Involvement is an active process whereby 'stakeholders' have visible influence on the development of this scheme. Stakeholders include disabled staff and students, governors, 'friends' of the schools, audiences, visitors, and participants on short courses.

- 19 There are four different aspects to developing a DES. Higher Education Institutions (HEIs) need to:
- **Establish ways to actively involve disabled people** in both the key elements of the development of the scheme and in the continuation of the work.
 - **Gather and analyse data and information** to inform its policies. HEIs need to demonstrate that there are plans in place to collect both quantitative and qualitative data.
 - **Assess the impact of current and proposed policies, procedures and plans** by conducting a detailed and systematic analysis to see whether these might have a (differential) impact on disabled people.
 - **Develop an action plan** with realistic dates for development, completion and review.

The social model of disability

- 20 The concept of the social model of disability is central to the Conservatoire's Disability Equality Scheme.
- 21 The social model was developed by disabled people in opposition to what came to be known as the medical model of disability. The key difference between these two models is the location of the 'problem'. The medical model takes the view that the problem is located in the individual as a result of their impairment. The social model approach argues that society creates barriers that 'disable' people from participating fully and on an equal basis, and that, wherever possible, the barriers that exclude or limit the life-chances of disabled people need to be removed. The responsibility is on the authority or institution to remove these barriers and to provide appropriate support so that disabled people can achieve their full potential.
- 22 The social model approach has influenced a rights-based view of equality for disabled people and is a key tool in understanding and implementing the Disability Equality Duty. Those commissioning research and gathering information in relation to disability equality therefore need to have a solid understanding of the social model of disability.

The Conservatoire context

- 23 The Conservatoire for Dance and Drama exists to train artists who will match the world's best and, on entering their professions, shape the future of dance,

drama and circus arts. Established in 2001, the Conservatoire is a Higher Education Institution with a unique structure, comprising eight schools. All of these are small, specialist institutions, with international reputations for high quality delivery in their respective fields:

- Bristol Old Vic Theatre School (BOVTS) – joined 2003
 - Central School of Ballet (CSB) – joined 2003
 - The Circus Space (TCS) – joined 2004
 - The London Academy of Music and Dramatic Art (LAMDA) – joined 2004
 - London Contemporary Dance School (LCDS) – founding affiliate, 2001
 - Northern School of Contemporary Dance (NSCD) – joined 2003
 - Rambert School of Ballet and Contemporary Dance (RSBCD) – joined 2005
 - Royal Academy of Dramatic Art (RADA) – founding affiliate, 2001
- 24 Each of the Conservatoire schools is a separate and distinct institution that employs its own teaching staff and remains legally independent. Students are registered jointly with the Conservatoire and the individual school.
- 25 Conservatoire schools are small, specialist, vocational training institutions with international reputations for high quality delivery in their respective fields. Each affiliate has an established record of training its students to a professional standard, with an excellent success rate in the number of students gaining employment in dance, drama or circus.
- 26 As a vocational training institution, there are a number of characteristics that the Conservatoire may share with similar dance, drama and music institutions but which make it different from other higher education institutions. These are:
- all students who meet the individual Conservatoire school's criteria will be auditioned for a performance course (dance, acting, circus) or interviewed for a technical course (such as stage management, lighting or costume design). This is the cornerstone of the Conservatoire's approach to access;
 - the courses students embark upon are intense with a high number of contact hours;
 - there is substantial individual input into each student's development and student numbers are limited across the schools (no school has more than 160 funded numbers).

The Conservatoire's function and corporate governance

- 27 As noted above, the individual affiliate schools and the Conservatoire remain legally separate entities. At the point of affiliation, the eight schools each entered into a contract with the Conservatoire to deliver vocational training and education at an HE level, for which the Conservatoire makes available funding received from the Higher Education Funding Council for England (HEFCE) in relation to a specified number of funded places for UK and EU students. The relationship between the school and the Conservatoire is secured by an operating agreement which sets out the responsibilities of each of the parties.

The funding arrangements are secured by a financial memorandum which replicates that held between the Conservatoire and HEFCE.

- 28 At the point of affiliation, schools demonstrate that they meet a number of membership criteria for the Conservatoire in order to secure public funding at a premium level. Seven of the eight affiliate schools were new to the public sector on joining the Conservatoire (NSCD was already an HEI in its own right). Their progress in meeting the requirements of HE is closely monitored during the first three years of affiliation by way of an annual compliance 'stock take'. Responsibility for monitoring affiliates is then continued on an ongoing basis through the Conservatoire's internal audit service. It is important to note that the Conservatoire has been in existence for six years, during which time its student numbers have quadrupled, and that half of the eight affiliates have either just, or not yet, completed three years in higher education.
- 29 The Conservatoire holds ultimate accountability for the proper use and stewardship of the public funds it receives. It has a small administrative team and its main tasks are to:
- plan, deliberate and take decisions about the Conservatoire's development and future;
 - liaise with HEFCE over funding, reporting and other relevant matters;
 - manage the relationship with the schools (which includes matters in relation to learning and teaching, quality assurance, and equality and diversity);
 - promote the interests and establish the presence of the Conservatoire.
- 30 The activities in support of the Conservatoire's functions consist mainly of:
- deliberative meetings of a Board of Governors and its sub-committees, an Academic Board and its sub-committees, the Principals' Management Group (the executive function) and various working groups;
 - defining the vision and supporting policies and other relevant papers;
 - maintaining records;
 - data collection, data analysis, presentation and reporting;
 - financial planning and management;
 - exercising its responsibilities for assuring the quality of funded programmes;
 - facilitating joint activity between affiliate schools;
 - the administration of these activities.
- 31 The functions and activities of the Conservatoire all have an equality dimension to them. The impact that policies and procedures may have on people from different groups will be assessed as part of the wider 'impact assessment' plan outlined in Section 8.
- 32 Within the operating agreement, the Conservatoire and individual affiliate schools are mutually responsible for ensuring that discrimination does not take place. The responsibility for compliance with the enhanced duties outlined in equality legislation rests with the Conservatoire's governing body as, with the exception of NSCD, the schools are not HEIs in their own right. Accordingly, the Conservatoire's approach to meeting its statutory obligations in this area has

been to generate a policy which will apply to all schools and an action plan which encompasses them as well. Schools are currently at different stages in compliance and have specific issues in relation to race, gender and disability which may differ between them. Accordingly, the Conservatoire's approach is to make support available to assist schools in meeting the actions outlined in the Conservatoire's Equality Schemes and in ensuring compliance.

- 33 The work of the Conservatoire is, fundamentally, the work of its affiliate schools. In complying with our legal obligations by developing, carrying out and monitoring the action points described in this and our other equality schemes, the Conservatoire will, of necessity, be reporting on the work carried out by affiliate schools.
- 34 As noted in the Preface, the Conservatoire's approach to disability equality, and other equality duties is not one of mere compliance. Providing access to vocational training to talented individuals is one of the cornerstones of the Conservatoire. Through HEFCE funding at an early stage of the institution's development, the Conservatoire was able to prioritise improving provision for disabled students. From this work has grown a wider approach to equality and diversity. Of the Conservatoire's six full-time equivalent staff, one staff member (0.6 post) is the Equality and Diversity Manager and she receives support from the Administrative Director, other staff, and the Principal with responsibility for this area. Through the Equality and Diversity Manager and the Administrative Director, equality issues are considered at every board, working group and sub-committee of the institution, from the Board of Governors, Academic Board, and Principals' Management Group, to the Learning and Teaching Committee, Quality Assurance Forum, Joint Artistic group, HESA working group and, of course, the Equality and Diversity Working Group itself.

THREE: DISABLED PEOPLE: DATA

Data and information on disabled staff and students

35 As with other Higher Education Institutions, the Conservatoire collects and returns statistical information about its students and staff to the Higher Education Statistics Agency (HESA). As the Conservatoire has grown each year from 2001 with new affiliate schools joining, its method of collecting HESA data has changed along with the developing size and scope of the organisation. In order to obtain a better dataset and to be able to analyse this data across the whole Conservatoire, the organisation has recently put in place a centralised database system. This will facilitate the collection, collation, distribution and analysis of data about Conservatoire staff and students to inform our equality monitoring (see action points 9-16).

Disabled students: quantitative data

36 The Conservatoire's HESA student data in 2006-07 shows that 11.7% of its HE students indicated that they were disabled (132 out of 1,124), a decrease of 0.8% from the previous year (12.5% disabled). The number of disabled students in HE nationally was 6.1% in 2005-06, just over half the Conservatoire's figure. Of the 132 students disclosing a disability in the 06-07 figures, 74.2% identified themselves as having a Specific Learning Difficulty (SpLD) such as dyslexia. The high proportion of students with SpLDs is typical of institutions and departments that specialise in art, design or the performing arts.

37 The HESA data has allowed us to see that the proportion of disabled students receiving the Disabled Students' Allowance (DSA) is different across the affiliate schools, ranging from 17% of eligible students in receipt in one school to 78% in another. Not all disabled students may be eligible for DSA support but our analysis of the take-up has identified a need to check that all schools are providing appropriate assistance to students applying for support (see action point 29).

Table 1: Conservatoire disabled students, by descriptor

	2005/06	2006/07
Total Conservatoire students	1,126	1,124
Disabled students:		
01 Dyslexia	90	98
02 Blind/partially sighted	5	2
03 Deaf/hearing impaired	4	5
04 Wheelchair user/mobility difficulties	-	-
05 Personal Care support	-	-
06 Mental Health difficulties	2	1
10 Autistic Spectrum Disorder	-	-
07 An unseen disability, eg diabetes, epilepsy, asthma	26	18
08 Multiple disabilities	3	2
09 A disability not listed above	11	6
Total disabled students	141	132
Disabled as % of total students	12.5%	11.7%
% students receiving disabled student allowance	..	60%
% students receiving DSA as % of students disclosed as disabled	..	45.5%

Source: HESA return.

- 38 The National Council for Drama Training, which accredits vocational courses in drama collects data on application, audition/interview, offers and enrolment, including analyses by equality groups such as disability.
- 39 NCDT's data show that the Conservatoire's drama courses attract a significant number of disabled applicants: 14.3% average for acting courses and 21.8% for stage management and technical theatre. These percentages increase at the point of offers made to 15.9% for acting and 22.1% for SM/TT. The NCDT data indicate that selection processes at these two drama schools do not disadvantage disabled applicants.

Table 2: Drama school^a entry by disabled students, 2006/07

	%			
	Applicants	Interview/ auditioned	Offered	Enrolled
Acting	14.3	15.9	17.4	13.7
Stage manage/tech	21.8	22.1	22.3	31.0

^a :LAMDA and RADA only.

Source: NCDT.

- 40 Schools themselves have generally been collecting and reporting on data about disabled students for some time, but there has not necessarily been a consistent approach to the gathering, analysis and dissemination of this

information across the Conservatoire. In addition, the time-lag in the production of HESA equality data (almost two years) has meant that the data supplied have not reflected the Conservatoire's composition as it has grown. This problem has now evened out as the Conservatoire's student population has stabilised. From the 2006-07 year entry (i.e students who auditioned in 2005-06), all schools have collected data along the NCDT lines, so we can show more detailed analysis. At the point of writing (November '07), this analysis is not available, but will be shortly (see action point 26). The dance school and circus entry available for 2006-07 is outlined below.

Table 3: Dance/circus school entry by disabled students, 2006/07

	%		
	Applicants	Offered	Enrolled
TCS ^a	12	11	12 ^d
LCDS ^b	5	3	4
NSCD ^c	22	..	24 ^e

^a 2006/07.

^b 2007/08.

^c 2005/06.

^d 22% including disclosure subsequent to enrolment.

^e 30% including disclosure subsequent to enrolment.

Source: affiliate schools.

Disabled students, qualitative information

- 41 Affiliate schools collect a range of qualitative information on the experience of their students through student satisfaction surveys, annual course monitoring questionnaires and exit surveys for students just graduating. These activities are carried out individually by each of the affiliates. In some schools additional data is sought from disabled students. For example:
- a RADA surveys its students annually by means of a questionnaire; questions relating to the experience of disabled students are included. The collated responses are reported to the Programme Board. Dyslexic students have highlighted problems caused by having to come out of class to attend specialist study skills tutorials. Solutions to this problem are being investigated by RADA.
 - b CSB uses student survey forms as part of its annual course monitoring; a question is included for disabled students and those with health or personal problems asking about satisfaction with the school's awareness of their needs and willingness to make appropriate adjustments. Information from the survey is collated and used in the Programme Monitoring Report.
 - c In its annual student survey, NSCD asks students about the appropriateness and accessibility of additional learning support. Responses are analysed and included in the Programme Review and Annual Monitoring Report (PRAM), overseen by the Learning and Teaching Committee and the Academic Board.

- 42 Not all schools seek specific feedback from disabled students as part of their student satisfaction surveys. Both Rambert and LCDS will include such questions in their 2007-08 surveys. Further information on disabled students is included in Section 4.
- 43 Through our priority action points we aim to capture and disseminate examples of good practice in relation to qualitative information about the experiences of disabled students. We will also review whether the tools used (printed questionnaires, focus groups etc) are accessible to students with a range of impairments (see action points 25 and 26).

Disabled staff, quantitative data

- 44 The majority of staff within the Conservatoire are employed directly by the affiliate schools. The Conservatoire itself directly employs eight staff members. The HESA staff survey, from which the data below are taken, covers staff at the Conservatoire and its eight affiliate schools. When we say 'staff at the Conservatoire' we mean across the nine units, although the Conservatoire is employer only to a tiny fraction of these, and the legal responsibilities the Conservatoire holds must be upheld by the individual schools as employers themselves.
- 45 The Conservatoire's HESA return for 2006-07 has 575 staff across the institution. This is a headcount, rather than a full-time equivalent and many staff work fractional hours. Of the 575, six (or one percent of the workforce) have identified themselves as disabled. The Conservatoire does not collect information on the nature of impairments or disabling medical conditions, but this is held by the legal employers (the schools). We would nevertheless not disclose details in this document in order to preserve the anonymity of individuals.
- 46 This one percent is, we believe, not representative of the number of disabled staff across the organisation. Staff were invited to respond to a questionnaire as part of the disability equality work and three times the number responded to that questionnaire. While it was not clear whether the respondents had formally disclosed themselves as a disabled person to their school, half of the respondents said that they had not discussed disability-related issues with their line managers. The low disclosure figure is in keeping with the Equality Challenge Unit's analysis: "Higher Education statistics reveal that disability rates for staff in the sector (2%) are significantly lower than labour force statistics in the UK (19%), suggesting low rates of staff disclosure"¹. Conservatoire staff responding to the disabled staff questionnaire had a range of impairments including dyslexia, visual impairment, hearing impairment, and mobility/dexterity difficulties, as well as disabling medical conditions and mental health difficulties. (See Section 5 for further information.)

¹ <http://www.ecu.ac.uk/about/projects/sd.htm>

- 47 Collecting equality information at the recruitment stage is the responsibility of the individual affiliate schools. Most of the schools collect such equalities data at the point of application, but do not always follow through the full recruitment process. LAMDA and NSCD collect equalities data in relation to staff roles, applications for staff development, harassment cases and staff leaving. We have identified that our collective approach to data collection would benefit from sharing of practice and common methods (see action point 29). We must continue to be vigilant in the dissemination of such data to ensure that this does not compromise the anonymity of the individuals concerned.

Disabled staff, qualitative information

- 48 Qualitative information on the experiences of disabled staff has been obtained through involvement activities (see Section 5) and these will continue. Action Plan objectives have been developed to improve the opportunities for disabled staff to provide comments and feedback on their experiences, and for affiliates to implement strategies for improvement and change.

Action plan priorities for staff and students

- 49 The priority action points for staff and students are to:
- review the way that qualitative data is collected, reported on and used in affiliate schools and centrally, to ensure consistency, fitness for purpose and availability of robust and accurate information (action point 25);
 - review the way quantitative data on staff and students with mental health difficulties is collected and used, and establish the criteria for including people with mental health difficulties in data records (action point 25);
 - improve methods of capturing and recording qualitative data on disabled students by:
 - reviewing current methods;
 - ensuring that student surveys include specific questions on support, curriculum access, and access to social opportunities;
 - reviewing the accessibility of survey methods (action point 26).

FOUR: DISABLED STUDENTS IN AFFILIATE SCHOOLS

Disabled students: The Disability Project 2003-2006

- 50 All affiliate schools had experience of working with disabled students prior to their affiliation to the Conservatoire. For some, this was a long-standing part of their practice and for others it was something developed as part of their involvement with the Dance and Drama Awards. For the Conservatoire and its founding affiliates, LCDS and RADA, the introduction of HEFCE funding to improve provision for disabled students with, for the first time, a dedicated staff member was a significant opportunity. The project was then extended to include other schools as they joined the Conservatoire between 2003 and 2005.
- 51 The purpose of the project was to review provision, to support applicants and students, to increase awareness of training disabled students, and to develop policy and practice.
- 52 The project acknowledged that conventional academic work and written outcomes were a small part of the training offered and this was an important distinguishing feature of the Conservatoire. It was essential to consider how the practical, creative and technique aspects of the course might (differentially) affect disabled applicants and students.
- 53 The project received commendations from the Quality Assurance Agency in its 2005 Institutional Audit (identifying this as an area of good practice) and the National Disabilities Team. The latter noted that “the outcomes have created significant change in attitude and approaches to the inclusion of disabled students at all affiliate institutions. Along with this has run the development of institutional policies, procedures and practices which will embed these changes for the future.”
- 54 The improved policy, practice and outcomes include:
- regular reporting on disability issues to the Academic Board;
 - the creation of a Disability Monitoring Group to meet regularly, report on improvements and share good practice;
 - regular staff training across all affiliates including Disability Equality, Confidentiality and Disclosure, and Learning Agreements, working with students with mental health difficulties, inclusive learning and teaching for dyslexic students, dance training for students with different physical needs, and supporting deaf students in acting training;
 - actively consulting and involving disabled students in developing policy and practice through focus groups and individual interviews to establish their priorities; providing (anonymous) case studies for use in staff training, and learning more about the support needs of dyslexic students in the performance aspects of their training;

- welcoming statements in all prospectuses, giving disabled students the opportunity to disclose information;
 - procedures for contacting students and providing appropriate support at audition and interview;
 - learning agreements to cover both the contextual and practical aspects of the course;
 - improved support (including budget allocation) for dyslexic students.
- 55 The project produced two reports: an initial report on findings in 2004 and a summary report with good practice in 2006. Two publications, *Support for Disabled Students: A Guide*, September 2006, and a DVD *You Can Always Surprise Someone Just by Being Yourself* have also been produced.
- 56 The Disability Monitoring Group has become a sub-group of the Equality and Diversity Working Group. Membership includes staff from all affiliate schools who have a specific remit for supporting and improving provision for disabled students. The group meets twice a year. Reports are given from each affiliate, and specialist speakers are invited – for example experts on mental health issues, or those working with dyslexic performing arts students.

Involvement Activities during the Disability Project

- 57 Disabled students were involved in the project, for example:
- focus groups of dancers with dyslexia led to a real understanding of how specific learning difficulties impact on remembering and learning routines and sequences, and this informed staff development and practice;
 - observation of audition procedures and discussions with applicants led to altering practices with regard to sight-reading and form-filling for dyslexic students. We are now better placed to anticipate the needs of students with sensory impairments at audition – for example by providing BSL interpreters, giving information in alternative typefaces, and putting in place appropriate support in dance and drama audition workshops;
 - interviews with disabled students about the most appropriate way to meet individual needs in performing arts training led to the development of procedures to establish and review Individual Learning Agreements.

Involvement of disabled students from 2007

- 58 During the first year of implementing the Disability Equality Scheme we sought further involvement of disabled students. This work recognised that there are a number of continuing challenges for the Conservatoire in developing and embedding best practice in this area. Perhaps the most significant of these are:

- continuing actively to involve disabled students in developing this provision, particularly as our students are spread over eight affiliates and have at least 35 hours of training a week;
 - providing continued assistance to individual affiliates to improve support for disabled students and to ensure that best practice is embedded in the policy, practice and function of each affiliate and also shared across the institution;
 - the development of currently inaccessible or partly-accessible buildings to meet our target of improving access for all members of the Conservatoire community and ensure compliance with current disability discrimination legislation;
- 59 In June 2007, student views were sought through a questionnaire designed on social model principles. It asked them to describe what (if any) support they had requested and received and to list the three key priority areas that would most improve the quality of their lives as Conservatoire students. We received 24 responses from students (18% of the disabled student population) with a wide range of impairments including those with dyslexia, people with mental health difficulties, and people with sensory impairments.
- 60 All respondents to the questionnaire were invited to attend a focus group discussion (held on Saturday so as not to interrupt their training). This was attended by students from five of the eight affiliate schools and there were representatives of all the disciplines taught at the Conservatoire. The analysis of the responses and the key issues raised by disabled students have indicated the priority actions that need to be taken forward and completed in the next two years of this scheme. There is work to do in ensuring that best practice is fully embedded in the policy and functions of each affiliate and that we continue to offer a programme of staff training, particularly in the area of students with mental health difficulties.

Action plan priorities

- 61 Analysis of the responses to the questionnaires and follow-up focus group discussion and interviews (to be presented as a report to the Conservatoire Principals and from there to relevant working groups across the organisation) identified a number of priority areas. These have been included in the Years Two and Three action plan and are summarised as follows:
- E&DWG to review current student enrolment and induction procedures to ensure that the needs of disabled students are recognised and met, e.g. that disabled students understand the support available to them; know who to contact, know what conditions/impairments are included in the definition (action point 27);
 - a rolling programme of disability equality training for new staff and where appropriate, existing staff. This should include areas identified by students e.g. Learning Agreements, Confidentiality and Disclosure, and (using

- anonymous case studies) a better understanding of the support and learning needs of students with different impairments and conditions (action point 28);
- develop and implement Stage 2 of staff training programme on supporting students in applying for the Disabled Students' Allowance (action point 29);
 - ensure that topics pertinent to improving support for disabled students are included within the Conservatoire's staff seminar programme (action point 30);
 - review the way that quantitative data on students with mental health difficulties is collected and used. Establish criteria for including this group in data records (action point 25);
 - improve methods of capturing and recording qualitative data on disabled students (action point 26).

FIVE: DISABLED STAFF IN AFFILIATE SCHOOLS AND THE CONSERVATOIRE TEAM

Disabled staff: involvement activities 2007

- 62 Staff in affiliates and the Conservatoire were invited to participate in a consultation exercise similar to the student one outlined above, again through a questionnaire designed on social model principles. Some 19 responses were received including responses from staff with a range of impairments, including specific learning difficulties, mobility and sensory impairments, long-term health conditions and mental health difficulties. As with the student group, participants were invited to attend a focus group discussion and seven staff came. Those who attended, and some who could not attend, participated in follow-up telephone calls with the Equality and Diversity Manager.
- 63 We recognise the need to do more work in this area, in particular to develop good practice in relation to the recruitment, retention and progression of disabled employees, to procedures relating to confidentiality and disclosure, to making reasonable adjustments, and to the continued involvement of disabled staff in policy development and other key areas of the work of the Conservatoire and affiliate schools. We wish to encourage more disabled staff to apply for jobs, including those at management and senior management level, and to develop a climate where staff feel confident that if they disclose an impairment or condition the response will be positive, and that appropriate provision and support will be put in place. In developing policies and procedures in relation to disabled staff, our aim is to mirror and improve on the good practice that we have developed to support disabled students. It must be noted that the contractual relationships are different in relation to staff as the employer is, in the main, not the Conservatoire.

Action plan priorities

- 64 Analysis of the responses to the questionnaires and follow-up interviews (to be presented as a report to the Conservatoire Principals and from there to relevant working groups across the organisation) showed a number of priority areas which have been included in the Years Two and Three action plan:
- review recruitment procedures and provision of information to candidates to put in place best practice for staff (action point 24);
 - review data monitoring and collection within schools to provide information about the recruitment of disabled people (action point 26);
 - develop and deliver a programme of staff training for line managers in all affiliates to include information on confidentiality and disclosure. This will include using anonymous case studies developed from staff involvement activities (action point 31);
 - make available the Line Managers' Guide on best practice (published by the Employers' Forum on Disability) to all affiliates and include this guide in staff training (action point 32);

- develop and deliver a programme of staff training for line managers in all affiliate schools to include information on reasonable adjustments (action point 32);
- circulate information to all staff on the Access to Work scheme (action point 32);
- conduct research into the use of freelance experts in occupational health (action point 33);
- Involve disabled stakeholders in building/refurbishment planning groups (action point 34);
- ensure disabled staff and other stakeholders continue to be involved in the Scheme's development (action point 35).

SIX: PARTNERSHIPS AND STAKEHOLDERS

- 65 The Conservatoire is principally an organisation comprising nine units: the HEI office and the eight affiliate schools. At present, the predominant relationships of the Conservatoire itself are with other HE organisations such as the Higher Education Funding Council, the Quality Assurance Agency, the Higher Education Academy, London Universities Purchasing Consortium and networks such as MASHEIN (management of small HEIs). Agreements with Conservatoire staff, contractors and others include an obligation to abide by the Conservatoire's equality policies.
- 66 Affiliate schools have a more complex network of arrangements and partnerships. Two are part of larger organisations (London Contemporary Dance School – The Place) and The Circus Space, both of which receive Arts Council funding. RADA has a substantial commercial wing – RADA Enterprises – and a substantial proportion of LAMDA's work is as an awarding body for speech and drama qualifications.
- 67 Six of the eight affiliates have separate validating arrangements with the University of Kent, and the remaining two, BOVTS and RADA, have relationships with the University of the West of England and Kings College London respectively.
- 68 To indicate the range of school activities, we include some examples of current initiatives to improve the inclusion of their disabled stakeholders in the wider functions of the organisation in which schools sit, and some examples of the action plans each school has initiated to improve the involvement of, and provision for, disabled people. This demonstrates a history and commitment to the involvement of disabled people which extends beyond the Conservatoire's remit.

Royal Academy of Dramatic Art (RADA)

- 69 Following the detailed work on their audition procedures and a commitment to offering training to the most talented students from the widest range of backgrounds, RADA acting staff/audition panel will begin a project with Graeae in November/December 2007. Graeae is a performance company led by disabled people. It profiles the skills of actors, writers and directors with physical and sensory impairments. The aim of this project is for staff and audition panel members to engage with disabled actors and directors in order to increase their confidence and skill in auditioning disabled applicants for places on their highly competitive three year acting course.
- 70 RADA recently trained two students who were wheelchair users on its summer school courses. Staff were provided with the same briefing and guidance on inclusive practice as for those working with disabled students on full-time courses.
- 71 RADA's action plan for its wider stakeholders includes:

- commissioning a report from a disabled participant in the (fee-paying) short courses on the experience of the training and recommendations;
- a second stage access audit of the school buildings to identify areas for improving accessibility (disabled people were involved in the original development scheme).

The Circus Space (TCS)

- 72 TCS has recently completed the final stage of redevelopment of its building. Throughout the design process, TCS was committed to improving the access within the building not only in order to comply with the legislation set out in the Disability Discrimination Act and to satisfy the conditions of various funders including the Bridge House Trust, but also based on the understanding that as the CEO says “the provisions in the DDA do not just make life better for people with disabilities, they actually improve buildings for everyone.” In addition to employing a disabled access consultant, TCS successfully recruited a disabled person onto their governing body to provide continuing guidance and advice.
- 73 In 2007, TCS ran a pilot project funded by the National Lottery Awards for All scheme and TCS. The aims of this project were: to offer training in acrobatic skills to ten deaf and hard of hearing people with the longer-term aim of providing the skills needed for professional level training; to create a deaf-friendly environment at TCS with full BSL access; to develop a relationship with outside deaf and disabled arts organizations. The project leader was a deaf person and her report is currently being considered with a view to making plans for the second stage of this project.
- 74 Within their Youth Programme, TCS has identified that Circus is high on impact when working with children and young people who have learning disabilities and behavioural problems. They have data and statistics on how many of the young people on their programmes are actually “statemented”, and qualitative and anecdotal evidence which leads them to believe that there is a much larger number of young people coming to them with these difficulties than officially declared. Although this work is in its early stages, the overwhelming feedback from parents is that TCS’s approach which is not to ‘mark out’ those who may be socially excluded in other aspects of their lives, is a very positive one because, perhaps for the first time, their child is not being treated as “different”.
- 75 There are currently no artist or company development programmes specifically aimed at disabled people. However, the new Creation Studio has been built with all performers in mind and they are confident that it will be user-friendly for disabled artists. They have already played host to disabled performers from Amici Dance Theatre.

The Place/London Contemporary Dance School (LCDS)

- 76 Both The Place’s Artist Development/Learning and Access team and London Contemporary Dance School have long term connections with a number of disabled artists including CandoCo, the internationally renowned company of disabled and non-disabled dancers. In partnership with The Place’s Learning

and Access department, CandoCo runs a youth group for disabled and non-disabled dancers. For the past three years CandoCo also ran a foundation course for disabled dancers and LCDS worked closely with this programme in a number of ways. LCDS ran a number of joint learning and teaching programmes and performances with students from both organisations, including the recent Connect Project on inclusive practice and performance which led to a performance at Lilian Bayliss theatre. LCDS also hosted the graduation ceremony of the foundation course and made library facilities available to CandoCo course students.

- 77 LCDS also teaches a very successful module as part of its undergraduate course where students from the school and from the CandoCo foundation course engage in investigating inclusive practice. Until now only LCDS students have undertaken the assessment for the module. Despite considerable lobbying, not least on the part of LCDS, the CandoCo foundation course for disabled dancers no longer runs. LCDS has nonetheless maintained links with recent graduates of the programme who will be studying alongside LCDS third years on the inclusive practice module and undertaking the assessment alongside the students from LCDS. This new development enables the CandoCo graduates to study as equal partners with the LCDS students, sharing the same challenges and responsibilities. Feedback on this work is collated by both CandoCo and LCDS and this feeds into their involvement plans for the coming year.
- 78 Through its links with Camden Borough Council and the Orchestra for the Age of Enlightenment, LCDS staff and students have worked with deaf children at a Camden school, including the LCDS Director leading INSET days for staff of both schools and the orchestra.
- 79 Elsewhere in The Place, the Artist Development Department has commissioned this disabled dancer/choreographer to undertake research as part of their Choreodrome programme and to present work in the Theatre's Touch Wood Season. He has also been invited to teach on a prestigious Artists' Development course.
- 80 The Place has its own Equality and Diversity Steering Group which considers all aspects of inclusion and involvement in the organisation. A member of this group is also the school's representative on the Conservatoire's E&DWG.
- 81 LCDS/The Place action plan for its wider stakeholders includes:
- continuing to commission work by disabled dance artists/choreographers;
 - setting up a focus group for Place users, including theatre patrons;
 - improving feedback mechanisms for disabled students and other users of The Place's facilities and courses;
 - continuing to include disabled dance artists as examiners of LCDS's general provision.

SEVEN: ACCESSIBLE BUILDINGS

- 82 The Conservatoire is spread across a number of sites. Some schools are concentrated within one building, others have multiple sites themselves. A detailed explanation of the buildings and their accessibility is outlined in Appendix 5.
- 83 The Conservatoire itself rents a small office suite. Other buildings are either owned or rented by the affiliate schools many of which are actively involved in programmes of refurbishment. These will improve the accessibility of the buildings. Where there are planning or steering groups for new buildings, it is essential that disabled people are involved in every stage of this work.
- 84 The Conservatoire's broad principles for the inclusion of disabled people in the built environment are as follows:
- that disabled people should have the same access to the physical environment in which they work, study, learn and live as their non-disabled peers;
 - that the Conservatoire and its affiliate schools should have in place policies and procedures which take into account their legal responsibilities under the DDA and the needs of disabled people when any new building work or refurbishment of existing buildings is taking place;
 - that schools need to take flexible and imaginative approaches to enabling alternative means of participation where physical access is currently impossible or unreasonably difficult.
- 85 In cases where changes or developments are made to affiliate buildings but the points above are not fully taken into account, the responsibility for this rests with the governors of the affiliate school.

EIGHT: DISABILITY EQUALITY IMPACT ASSESSMENTS

What is an impact assessment?

- 86 Most things that organisations do and the decisions that they make have an impact on the work, studies and experiences of disabled people and the opportunities available to them. This impact might be positive, negative or neutral. Disability equality impact assessment provides us with a systematic and transparent way of ensuring that our activities do not disadvantage disabled people and that they promote equality and enhance the experience of the Conservatoire's disabled staff, students, visitors and members of the wider community.
- 87 The purpose of the Disability Equality impact assessment is to establish the effect of our policies, procedures, functions and practices – formal and informal, existing and planned – on disabled people. It provides a formal opportunity to review our activities and to systematically think through their impact on disabled people, and to then act on the results. This will ensure that we are not discriminating unlawfully, that any negative impact on disabled people is eliminated, that missed opportunities to promote disability equality are recognised and addressed and that, wherever possible, positive experience is enhanced.
- 88 The process of carrying out impact assessments is not an end in itself but a starting point to enable us to identify the policies, practices and functions that require development and change. Effective impact assessments require a team approach. Senior management, operational staff, teachers, disabled people and all other key members of our organisation need to be part of this process. This will help to ensure that disability equality impact assessments are part of the core business of the Conservatoire and each affiliate school.
- 89 Formal and informal disability impact assessments took place in affiliate schools throughout the Conservatoire's HEFCE disability project (2002-05) and many positive changes to improve the teaching and learning experience for disabled students are now embedded in policy and practice. For example, during the disability project an affiliate drama school conducted a disability impact assessment and as a consequence of its findings made substantial improvements to the audition process to provide equality of opportunity for disabled applicants; this is now formally embedded in its policy and practice. This policy development has led to exemplary practice, which has been used by other affiliate schools. Our Scheme will build on this work and develop a more systematic method of carrying out impact assessments that will also include disabled staff and other stakeholders.

How will impact assessments be carried out?

- 90 The Conservatoire plans to include disability equality impact assessment within a generic programme of equality impact assessment (EIA). A pan-equalities approach will also enable us to look at equality implications for those with multiple identities, for example disabled men or older disabled people. However

we are aware of the potential pitfalls in taking a multi-stranded approach to equality impact assessment and we will ensure that, through our EIA methodology, we can demonstrate how our specific disability equality impact assessment duties have been met.

- 91 A high priority for the E&DWG is to establish a thorough and systematic methodology for disability impact assessment. The seven step approach to impact assessment developed by the Learning and Skills Council (“How to carry out disability equality impact assessments”) will inform our approach:

Step 1	Map all functions, policies, procedures, and practice, both formal and informal, and allocate a lead responsibility.
Step 2	Screen each function/ policy etc. to determine priority across all the equality strands and decide whether a full EIA is required. Produce a timetable and allocate any required resources. Then for each function/ policy etc:
Step 3	Consider the evidence both quantitative (e.g. data) and qualitative (eg views and experiences of staff and students); additional evidence/ data may need to be collected to fill gaps.
Step 4	Assess whether the policy etc. has a differential impact across each of the equality strands. Determine whether there is any negative impact or where there are missed opportunities for a positive impact.
Step 5	Explore options , make decisions and where necessary revise policies and/or their implementation. Consult on any changes.
Step 6	Identify monitoring processes, eg via the E&DWG and through the affiliates’ and the Conservatoire’s academic boards.
Step 7	Publish the results within each affiliate school and within the Conservatoire.

- 92 The Conservatoire operates on a devolved structure. Learning and teaching takes place within affiliate schools which also directly employ their own staff. Schools have come into the Conservatoire with a variety of custom and practice in their policies and procedures. The Conservatoire does not seek to impose a uniform approach on its schools, but rather to ensure parity between them.
- 93 As noted, the eight affiliate schools are at different stages of development. The Conservatoire’s core staff team will support affiliates in this work by undertaking work on behalf of the whole organisation and facilitating the sharing of good practice. We will therefore map policies, assist schools in introducing policy and practice, and undertake impact assessments in areas that have been identified as priorities.
- 94 The Conservatoire’s approach to equality impact assessment will be to take overall responsibility for co-ordinating this work at the Conservatoire level. The Conservatoire does not seek to impose a uniform approach on its schools but rather to ensure parity between them. An EIA group comprising the Equality and Diversity Manager, relevant members of the E&DWG (including co-opted

disabled members) and, where appropriate, other key staff members who have responsibility for policy development in their own schools will oversee the Conservatoire's impact assessment programme. The cycle of reviewing policies will take account of institutions' own policy development, compliance with HE requirements and the cyclical round of quality assurance reviews. We see it as essential that the process of impact assessment is built into the Conservatoire's general monitoring role.

- 95 A two-stage programme is in progress to provide training for senior managers and other key staff who will be responsible for carrying forward the programme of impact assessment in each of the affiliates and on the Conservatoire team. The first stage looked at the purpose and process of EIA and the requirements in terms of the seven stages described above. In the second session participants will have the opportunity to plan for their first EIA. The training has a practical focus and, at the end of the two sessions, participants should be confident to take the lead in conducting impact assessments.
- 96 It is essential that assessments take place during the development phase of all new policies and functions. Our programme of training will support policy developers to integrate equality impact assessment into policy development. Disabled people will be involved at all stages of the assessments but particularly in the screening and prioritisation stages and in the gathering of evidence.

Outcomes of Equality Impact Assessments

- 97 Where the impact assessment process identifies an adverse impact on disabled people or demonstrates missed opportunities to promote disability equality then alternatives to that function or policy, including its implementation, will be considered. As a result, the policy or its implementation may need to be modified or changed. If a negative impact cannot be avoided in this way, then we will seek to mitigate its effect through additional measures, e.g. training. Where policies and functions are to be changed as a consequence of the assessment we will include disabled people in determining how to implement training. These new policies will later be subject to a new assessment.
- 98 The impact assessment process will also seek to identify opportunities to enhance positive impact on equality for disabled people. Where an affiliate school has identified a positive impact with respect to a particular function or policy this will be promoted and disseminated to the other affiliate schools in order to share best practice and promote equality.
- 99 The Equality and Diversity Manager and the E&DWG will have an important role in monitoring the EIA process, in collating outcomes from the affiliate schools and in the reporting and publication of results. To this end they will work with the Learning and Teaching Committee, the Quality Assurance Forum and the Academic Boards and any other appropriate committees within the Conservatoire and its affiliate schools.

100 The results of EIA will be published within each affiliate school and within the Conservatoire. Publication of EIA reports will be advertised and accessible, and will further demonstrate the Conservatoire's commitment to promote and enhance disability equality as an integral part of its mainstream activities.

Action Plan priorities

101 The action plan priorities for equality impact assessments are to:

- support affiliates in developing a core list of policies and functions for impact assessment (action point 39);
- complete the training in impact assessment (action point 40);
- determine which policies/functions are priorities for Conservatoire-led impact assessment (action point 41);
- carry out Conservatoire-led EIAs carried out on these policies/functions (action point 42);
- determine on-going programme of impact assessments (action point 43).

NINE: ACTION PLAN

102 The Conservatoire's Action Plan is the most important part of its Scheme. The Action Plan below is in two parts. First are the action points we have completed, as identified in the original scheme published in December 2006. Second are the outstanding action points from the Scheme's first year and our actions for years two and three, taking us to December 2009. We will report further on progress as part of our first annual review.

103 A budget has been allocated to allow these objectives to be fulfilled.

Year One (2006-7) actions completed

Actions	Outcome	Time-scale	Who/Progress
OBJECTIVE 1: Secure the active involvement of disabled staff in order to identify areas for change			
1	Provide briefings on DDA and DED legislation for staff and inform staff of work of the Scheme.	Staff are encouraged to be involved in the process. Staff have greater understanding of who is included in definition of disabled person.	Jan 07 HIGH E&D Manager Complete
2	Build-in ways to receive information confidentially, bearing in mind the nature and size of CDD affiliate schools Send briefing to schools to circulate through intranet, bulletins, newsletters.	Both staff who have identified themselves as disabled and staff who have not previously done so, make contact with the E&D Manager or other staff in their school. Encourage staff to participate in a number of ways: online, by confidential note or by phone.	Jan 07 E&D Manager and consider using outside consultant (to maintain confidentiality) Members of E&DWG in each school. Complete
3	Develop a social model questionnaire for disabled staff, e.g. asking them to list their top 3 priorities for improvement. Individual discussions with disabled staff who are willing to do so.	Identification of areas for change and improvement, e.g. action plan content and priorities for impact assessment.	April 07 E&D Manager Complete

Actions		Outcome	Time-scale	Who/Progress
4	<p>Arrange a forum where disabled staff from different affiliates can be invited to 'round table discussion'.</p> <p>Build in incentives to attend.</p>	<p>Identify important issues that they encounter at work and the support that they feel is required.</p> <p>Staff feel that they can give honest feedback, both positive and negative.</p>	April 07	<p>E&D Manager in liaison with affiliates.</p> <p>Complete</p>
<p>OBJECTIVE 2: Secure the active involvement of disabled students in order to identify areas for change</p>				
5	<p>Provide briefings on DDA and DED legislation for students and inform students of the work of the Scheme.</p>	<p>Students are encouraged to be involved in the process.</p> <p>Students have greater understanding of who is included in definition of disabled person.</p>	April 07	<p>E&D Manager</p> <p>Complete</p>
6	<p>Build in ways to receive information confidentially, bearing in mind the nature and size of CDD affiliate schools.</p> <p>Send briefing to schools to circulate through intranet, bulletins, newsletters.</p>	<p>Both students who have identified themselves as disabled and students who have not previously done so, make contact with the E&D Manager or other staff in their school.</p> <p>Encourage students to participate in a number of ways, e.g. by email, note or conversation.</p>	July 07	<p>E&D manager and consider using outside consultant (to maintain confidentiality)</p> <p>Members of E&DWG in each school.</p> <p>Complete</p>
7	<p>Develop a social model questionnaire for disabled students, e.g. asking them to list their top 3 priorities for improvement.</p> <p>Continue individual discussions with disabled students who are willing to do so.</p>	<p>Identification of areas for change and improvement, e.g. action plan content and priorities for impact assessment.</p>	July 07	<p>E&D Manager</p> <p>Complete</p>

Actions		Outcome	Time-scale	Who/Progress
8	Arrange a forum where disabled students from different affiliates can be invited to 'round table discussion'. Build in incentives to attend.	Identify important issues that they encounter at work and the support that they feel is required. Staff feel that they can give honest feedback, both positive and negative.	July 07	E&D Manager in liaison with affiliates. Complete
OBJECTIVE 3: Collect baseline data on disabled students				
9	Using the HESA data for 2005-06, prepare analysis of composition of the Conservatoire.	Clear picture of the Conservatoire, in accordance with HESA statistical information.	April 07	QA and Registry Manager Complete
10	Obtain any baseline data from affiliates on applications for 2005-06 to build picture (including, for example, number of students in receipt of Disabled Students' Allowance/with learning agreements).	Enhance the data obtained through HESA.	April 07	QA and Registry Manager supported by E&D Manager Complete
11	Establish agreement for collecting data about students at the point of application.	Enhanced data about applicants to inform widening participation activities.	July 07	HESA working group Complete
12	Agree requirements for future data collection and monitoring from 2007-08 onwards.	Establish protocol for what information to collect, and how it will be collated and disseminated.	July 07	HESA working group Complete
OBJECTIVE 4: Collect baseline data on disabled staff				
13	Consolidate the data contained in HESA staff-return about disabled staff.	Provides a baseline for numbers of staff who identify themselves as disabled.	March 07	QA & Registry Manager Complete

Year One (2007) outstanding actions and revised timescale

Actions	Outcome	Time-scale	Who/Progress
OBJECTIVE 3 (outstanding items): Collate baseline data on disabled students			
14	Compare position against previous years' information where possible to start analysis of progress in recruitment.	Baseline for starting future comparisons of progress in recruiting and retaining disabled students.	Dec 07 Administrative Director Initial analysis has been completed.
OBJECTIVE 4 (outstanding items): Collect baseline data on disabled staff			
15	Consult on the collection of more detailed information about staff in relation to disability and, specifically, impairment categories.	Determine whether it is possible and reasonable to collect such information and how confidentiality may be maintained.	Dec 07 Administrative Director Principals Management Group
16	Agree an approach to equality and diversity monitoring across the Conservatoire and affiliates.	Establish benchmark.	Dec 07 Administrative Director PMG
OBJECTIVE 5: Develop method for systematic assessment of the impact of Conservatoire and affiliate policies and practice on different groups ('equality impact assessment') and implement the process			
17	Develop and agree robust approach to impact assessment.	System agreed and in place.	Dec 07 E&DWG
18	Train/prepare staff in conducting impact assessment.	First staff group trained.	Dec 07 E&D Manager Administrative Director
OBJECTIVE 6: Provide information and, wherever possible, improve access for disabled people in performance venues used by affiliates			
19	Review access in performance venues currently used by	Acquire knowledge of accessibility in current performance venues used by	Ongoing Marketing group

Actions		Outcome	Time-scale	Who/Progress
	affiliates (including in-house, local and touring).	affiliates.		Comms and Projects Co-ordinator.
20	Review access information provided by school and/or performance venue.	<p>Acquire knowledge of access information provided.</p> <p>Include information on access in all printed and other information on performances. Have procedures in place to provide in accessible formats, on request.</p> <p>Provide information on access (including limitations on access, if appropriate), e.g. information on wheelchair access, hearing loops, signed performance etc.</p>	Ongoing	Marketing managers and staff responsible for outside venues.
21	Consider the feasibility of choosing accessible venues for performance wherever possible.	Everyone involved in selecting venues, e.g. artistic directors and managers of venues, become more aware of the importance of access.	Dec 2007 and ongoing	Marketing managers

Priority Action Points for Years Two (2008) and Three (2009)

Actions		Outcome	Time-scale	Who
OBJECTIVE 7: Conduct a thorough review of recruitment procedures in all schools in order to promote inclusion and provide support to disabled employees.				
22	Review HR procedure in each school.	<p>Establish how employment procedures work in the CDD and its affiliates.</p> <p>Identify areas for development.</p>	March 2008	<p>Director of Finance and Operations</p> <p>E&D Manager</p>
23	Take steps to ensure that we include a welcoming statement and a 'promoting	Improve recruitment procedures for staff in line with current provision for disabled students.	March 2008	<p>Director of F&O</p> <p>Affiliate HR staff</p>

Actions		Outcome	Time-scale	Who
	equality' statement on all our job advertisements and supporting literature.			
24	Review application procedures. Encourage disclosure in social model terms.	Bring application procedures for staff in line with current provision for disabled students.	March 2008	PMG to determine.
OBJECTIVE 9: further collection of information and data on staff and students and develop methods of using this data to promote disability equality				
25	Review the way that quantitative data on staff and students with mental health difficulties is collected and used. Establish the criteria for including people with mental health difficulties in data records.	Where appropriate, include staff and students with mental health difficulties in data records.	2008	CDD Academic Registrar E&D Manager Conservatoire Student Support Working Group
26	Improve methods of capturing and recording qualitative data on disabled students by: a) reviewing current methods b) ensuring student surveys include specific questions on support, curriculum access, access to social opportunities c) reviewing the accessibility of survey methods	Good practice can be captured and shared across affiliate schools. Disabled students feel that they have a genuine way of having their view recognised and respected and that it will lead to positive action.	2008	E&DWG E&D Manager Quality Assurance Forum
OBJECTIVE 10: implement priority issues raised by disabled students in involvement activities				
27	Review current student enrolment and induction procedures to ensure that the needs of	Systems are in place. Disabled students understand the support available to them	Review 2007 Imp. 2008	E&DWG

Actions		Outcome	Time-scale	Who
	disabled students are recognised and met.	in their school.		
28	Provide a rolling programme of disability equality training for new staff and, where appropriate, existing staff.	Staff feel more confident in understanding their responsibility in supporting disabled students, for example in the implementation of Learning Agreements.	2008 and 2009	E&D manager Freelance trainers Affiliate SMTs
29	Review and, where appropriate, improve procedures for providing advice and support for students applying for the DSA. Develop and implement Stage 2 of staff training programme on this issue.	Sharing of best practice. Procedures in place and embedded. Staff feel more confident in supporting students in this process. All students eligible for the DSA are now receiving this allowance. HESA data reflects increased uptake of DSA.	2008 2009	E&DWG Conservatoire Student Support Working Group
30	Ensure that topics pertinent to improving support for disabled students are included within the Conservatoire's staff seminar programme.	Opportunities to share knowledge and experience. Improved understanding of disabled students' needs.	Ongoing	Administrative Director Joint Artistic Group E&D Manager
OBJECTIVE 11: implement priority issues raised by disabled staff in involvement activities				
31	Develop best practice in relation to confidentiality and disclosure. Review methods of providing opportunities for staff to disclose disability-related information in a	Staff are given enhanced opportunities to disclose. Staff feel confident that this disclosure will be dealt with appropriately and that confidentiality will be maintained.	2008	Director of F&O Affiliate HR staff E&D Manager

Actions		Outcome	Time-scale	Who
	confidential setting, e.g. through work appraisal.			
32	<p>Develop and deliver a programme of staff-training for managers on supporting disabled staff and making reasonable adjustments.</p> <p>Make available to managers relevant information, e.g.</p> <ul style="list-style-type: none"> - Employers' Forum on Disability Guide for Line Managers - the Access to Work scheme 	<p>Senior and line managers are more confident in supporting disabled staff.</p> <p>Increase in numbers of disabled staff disclosing relevant information and receiving appropriate support.</p>	2009	<p>Affiliate HR staff</p> <p>Administrative Director</p> <p>E&D Manager</p>
33	Conduct research into the use of freelance experts in Occupational Health as a resource for managers and disabled staff.	Conservatoire and affiliate schools will be able to refer disabled staff to suitable expert and establish reasonable and appropriate support.	2009	<p>E&D Manager</p> <p>Affiliate HR staff</p>
34	Involve disabled staff and other stakeholders in building/refurbishment planning groups.	From the outset, access issues are incorporated into the design of buildings owned and used by schools and the Conservatoire.	2008 and 2009	PMG
35	Ensure staff continue to be involved in the Scheme's development and policy development.	Priority issues raised by disabled staff are incorporated into all Conservatoire functions and activities.	From 2008	<p>E&D Manager</p> <p>E&DWG</p>
<p>OBJECTIVE 12: developing relationships with partners, stakeholders and contractors in order to promote disability equality and improve inclusion of disabled people in the wider functions of affiliate schools</p>				
36	Affiliate schools to build on existing best practice and further develop relationships with disabled stakeholders	Inclusion of disabled people in all aspects of the work of affiliate schools and, where appropriate, in the larger organisations in which they sit.	2008 - 2009	<p>Executive and senior managements in schools;</p> <p>Affiliate access committees and departments.</p>

Actions		Outcome	Time-scale	Who
37	Improve feedback mechanisms for disabled users of affiliate buildings and facilities.	Feedback mechanisms in place Issues identified by disabled people incorporated into future plans	2008 -2009	As above
38	Conduct a mapping exercise of contractual relationships and approaches to ensure that contractors are paying due regard to disability equality.	Contractors are aware of their duties and the equality requirements of the Conservatoire.	2009	Director of F&O
OBJECTIVE 13: Implement Equality Impact Assessments on an ongoing basis				
39	Support affiliates in developing a core list of policies and functions for impact assessment.	A complete and relevant list of core policies, practices and functions in affiliate schools.	Work begun Oct 07, to complete Jan 2008	Administrative Director E&D Manager
40	Complete the training in impact assessment.	Training completed and further training identified.	Oct 07 completed & Jan 2008	EIA working group
41	Determine which policies/functions are priorities for Conservatoire-led impact assessment.	Priorities determined and timetable developed	Part 1 completed Oct 07 Part 2 Feb 2008	Relevant committees, e.g. Learning and Teaching Committee
42	Carry out Conservatoire-led EIAs carried out on these policies/functions.	EIAs conducted at Conservatoire level and positive and negative impact identified. Outcomes reported to EIA working group. Necessary changes made to policy/function in affiliate schools. Improved equality for disabled people .	2008	Executive and senior management in schools

Actions		Outcome	Time-scale	Who
43	Determine and conduct ongoing programme of EIA.	Continuation of above.	2008 and 2009	

TEN: Implementation, Monitoring and Review

Responsibility for implementation

- 104 The Conservatoire's Board of Governors is ultimately responsible for ensuring compliance with equality and diversity legislation.
- 105 The Administrative Director is the senior staff member responsible for overseeing the implementation of the Disability Equality Scheme. She reports to the Joint Principals and the Principals' Management Group. In accordance with Conservatoire practice, the Equality and Diversity Working Group is chaired by a principal, who works with Conservatoire staff and leads on equality and diversity matters across the Conservatoire. He reports to the Principals' Management Group on all progress.
- 106 Day-to-day operational responsibility is given to the Equality and Diversity Manager who will be responsible for implementing, monitoring and reviewing the Disability Equality Scheme and its action plan. The E&D Manager is a disabled person with considerable experience in managing change and promoting equality for disabled people in higher education. She reports to the Administrative Director and will liaise closely with the Chair of the E&DWG. She will also co-ordinate activity across the Conservatoire and advise affiliates on implementing the action plan.

Gathering information

- 107 Gathering and using information is a central part of the first stage of the Conservatoire's Disability Equality Scheme. There is work to be done in involving disabled people in order to gain qualitative information and collecting and analysing quantitative data. These activities are an essential part of the first year of our action plan. The information gained during this process will be used to:

- develop and inform work for the second two years of the current action plan;
- identify gaps;
- guide policy development;
- promote equality for disabled people.

- 108 The E&D manager will take responsibility for co-ordinating this process.

Measuring success

- 109 With eight affiliate schools which are legally independent, we will have to take account of the particular circumstances of the Conservatoire's structure to review and measure the success of our Scheme. Developing consistency of approach in improving provision for disabled students was central to the success of the Conservatoire's disability project and the Disability Equality Scheme will build on this good practice.

110 The Conservatoire already has structures in place to monitor, critically review and make changes to its policies and provision for disabled students. We will build on this experience to deliver the objectives set out in our action plan.

Annual reporting

111 The E&D Manager will produce an annual report on the progress of the Conservatoire's Scheme, guided by the E&D WG. This report will cover:

- the steps we have taken to fulfil our disability equality duty and to meet the targets described in our action plan;
- the results of information-gathering carried out during the year, and what we have learned;
- how we have used or plan to use this information to further develop our Scheme.

112 It is important that these annual reports are available to a wide audience. They will be circulated to all relevant committees, boards and working groups within the Conservatoire and its affiliates and will be available in printed form (in alternative formats on request) and on the CDD website.

Preparing subsequent Schemes

113 We are seeking to prepare an inclusive Equalities Scheme in the long term. The development of this scheme will take account of information we gather as part of our work on disability equality and will help us to develop priorities and identify important areas of work.

114 We intend that this scheme, and the measures we are putting in place to improve equality for disabled people, will enable us better to promote equality for all.

APPENDIX ONE

Terms of Reference of the Equality and Diversity Working Group

- 1 To steer and promote the development of best practice in equality and diversity across the Conservatoire and its affiliate schools.
- 2 To discuss, comment on and propose policies for implementation within the Conservatoire and its affiliates, where such policies are required by law.
- 3 To develop plans for implementing equality and diversity policies across the Conservatoire and its affiliate schools.
- 4 To provide advice and guidance to the Principals' Management Group on appropriate policies and strategies for implementation in relation to equality and diversity.
- 5 To act as links between affiliate schools and the Conservatoire in the development and implementation of equality and diversity policies.
- 6 To undertake work related to equality and diversity, for example assessing the impact of Conservatoire and inter-affiliate policies on people from different groups, and to share practice across the Conservatoire.

Composition

Chair: Principal designated to have responsibility for Equality and Diversity

CDD Equality and Diversity Manager

CDD Administrative Director

One representative from each affiliate school with delegated responsibility for equality and diversity in that school.

Two co-opted disabled members of staff (in addition to the current E&D Manager) and, where appropriate, members of staff from other target equality groups.

The group may seek to involve other staff members on an ad hoc basis depending on the area under discussion to ensure that it is fulfilling its responsibilities to consult as widely as possible with as diverse a group of people across the Conservatoire as possible.

The group may draw on student representatives as necessary.

The group may draw on others from outside the Conservatoire as necessary.

APPENDIX TWO

Definition Of Disability According To The Disability Discrimination Act (Extract From The Disability Rights Commission Website 'Ask DRC' 12.10.06)

What counts as disability according to the law?

The Disability Discrimination Act (DDA) protects disabled people. The Act sets out the circumstances in which a person is "disabled". It says you are disabled if you have:

- a mental or physical impairment;
- this has an adverse effect on your ability to carry out normal day-to-day activities;
- the adverse effect is substantial -the adverse effect is long-term (meaning it has lasted for 12 months, or is likely to last for more than 12 months or for the rest of your life).

There are some special provisions, for example:

- if your disability has badly affected your ability to carry out normal day-to-day activities, but doesn't any more, it will still be counted as having that effect if it is likely to do so again;
- if you have a progressive condition such as HIV or multiple sclerosis or arthritis, and it will badly affect your ability to carry out normal day-to-day activities in the future, it will be treated as having a bad effect on you now;
- past disabilities are covered.

What are "normal day-to-day activities"?

At least one of these areas must be badly affected:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- understanding of the risk of physical danger.

It's really important to think about the effect of your disability without treatment. The Act says that any treatment or correction should not be taken into account, including medical treatment or the use of a prosthesis or other aid (for example, a hearing aid). The only things which are taken into account are glasses or contact lenses. The important thing is to work out exactly how your disability affects you. Remember to

concentrate on what you can't do, or find difficult, rather than what you can do. For example, if you have a hearing disability, being unable to hold a conversation with someone talking normally in a moderately noisy place would be a bad effect. Being unable to hold a conversation in a very noisy place such as a factory floor would not. If your disability affects your mobility, being unable to travel a short journey as a passenger in a vehicle would be a bad effect. So would only being able to walk slowly or with unsteady or jerky movements. But having difficulty walking without help for about 1.5 kilometres or a mile without having to stop would not.

What does not count as a disability?

Certain conditions are not considered impairments under the DDA:

- lifestyle choices such as tattoos and non-medical piercings
- tendency to steal, set fires, and physical or sexual abuse of others
- exhibitionism and voyeurism
- hay fever, if it doesn't aggravate the effects of an existing condition
- addiction to or a dependency on alcohol, nicotine or any other substance, other than the substance being medically prescribed

APPENDIX THREE: Questionnaires for Staff and Students

The questionnaire below was circulated to students in all affiliate schools in June 2007.

A similar (slightly amended) questionnaire was sent out to all staff in March 2007:



THE DISABILITY EQUALITY DUTY 2007 – STUDENT BRIEFING AND QUESTIONNAIRE

- **Do you know about the new Disability Equality Duty?**
- **Are you willing to be involved?**
- **Are you eligible to be entered for our £100 prize draw?**

The Disability Equality Duty came into force in December 2006. It is similar to the race and gender equality duties but it also involves an additional responsibility in that it requires us to clearly demonstrate that we have **actively involved disabled people** in all aspects of the design and development of our scheme. You can read the Conservatoire's Disability Equality Scheme by going to the Conservatoire for Dance and Drama's website www.cdd.ac.uk and clicking on 'Equality and Diversity'.

This briefing is designed to get you up to date with the new legislation. The views of disabled students in our eight affiliate schools are vital to the success of this scheme so please spend a few moments reading this information, and if you think this describes you, please complete and return the questionnaire.

Involving Disabled Students

We have been working hard over the past few years to improve the support offered to disabled applicants and students. We now have information on our websites and in schools' prospectus and application forms. There is a detailed guide of the support available for disabled and dyslexic students and a DVD which shows some of our successful students performing and talking about their work. A key aim for 2007-2009 is to continue this work and to seek the views of current disabled students in order to identify specific areas we need to change or improve.

We want to ensure that:

- disabled people are encouraged to apply for courses in the affiliate schools of the Conservatoire;
- disabled students feel supported and confident that if they disclose an impairment or long-term health condition, they will be responded to in an appropriate manner and receive the support they need throughout their studies;
- specific learning support is in place for dyslexic students;
- disabled students are reassured that their views are genuinely needed and will feed into the larger process.

Do you describe yourself as a 'disabled person'?

Research shows that 52% of people who are covered by the DDA do not necessarily describe themselves as a disabled person. Does this describe you? You might have a condition or impairment that you do not usually describe in this way. If the latter is the case, there may be some support which would benefit you in your working life and to which you are entitled.

The Disability Discrimination Act (DDA) protects those people who are defined as disabled according to the definition of the Act. This definition is quite broad and includes those with a 'physical or mental impairment which has a substantial and long term adverse affect on a person's ability to carry out normal day-to-day activities.' This includes people with:

- visual, hearing and mobility impairments;
- those with specific learning difficulties, such as dyslexia and dyspraxia;
- those with enduring mental health conditions such as depression and long term disordered eating ('enduring' means of at least 6 months duration and likely to continue);
- long-term medical conditions which may be progressive such as arthritis, cancer and HIV;
- conditions which affect learning and social skills such as Asperger's Syndrome or Attention Deficit Hyperactive Disorder (ADHD);
- 'hidden' impairments or medical conditions which may fluctuate such as asthma, epilepsy or diabetes.

If you think any of the above describes you, we would be very grateful if you could take a few moments to fill in the questionnaire below. It won't take long and your ideas and experience will really help us to understand the most important issues for disabled students in the Conservatoire and its affiliate schools.

QUESTIONNAIRE

Everyone who completes and returns this questionnaire (by phone, email or in person), will be entered for a prize draw: a voucher worth £100 from either Topshop/Topman or from any of the leading bookshops!

Please complete and return this by no later than 30th May 2007

Our prize draw will take place on 4th June 2007

It is very important to us that we respect confidentiality and our final report will not include names or the identity of individual students.

Lois Keith, the Equality and Diversity Manager for the Conservatoire, will be the only person who reads these questionnaires.

There are a number of ways in which you can return your questionnaire:

1. You could email your completed form to: lois.keith@cdd.ac.uk
2. You could print out the form and post it anonymously in the pre-paid envelope you have been given, or you could send it (marked confidential) to Lois Keith, Equality

and Diversity Manager, Conservatoire for Dance and Drama, 1 – 7 Woburn Walk, London WC1H OJJ

3. You could answer the questions over the phone or in person. Telephone Lois on 020 7121 1113. If I'm not there, leave a message and contact details and I'll be in touch to set up an appointment.

Please answer the following questions in any way you like:

1. How would you describe your impairment or condition? For example you may have a visual impairment, a mobility difficulty, a history of depression which affects your life in a number of ways. Or you may have a specific learning disability such as dyslexia or dyspraxia, a long-term health condition such as asthma or diabetes, or have received a diagnosis of a condition such as cancer or HIV.

2. What day-to-day impact does your impairment or condition have on your student life?

3. Have you ever discussed disability-related issues needs with a member of staff at your school?

Yes _____

No _____

If 'yes' how would you rate the support you've been offered?

Excellent..... Good..... Satisfactory..... Poor.....

If 'no' could you say why not?

4. List three priorities that you feel would most improve the quality of your studies. Below are some examples, but please feel free to describe and explain your priorities in any way you choose. Some examples might be: *getting to and from school, physical access in school buildings, issues with confidential information, staff knowing about and understanding your particular support needs, having a*

learning agreement, applying for a disabled students' allowance, counselling or other mental health report, timetabling and other teaching issues, provision of specialist equipment.

Thank you very much for completing this confidential questionnaire. Please return it by no later than 30th May 2007. The Prize Draw will take place a few days after this.

Please fill in your contact details below or contact Lois Keith on lois.keith@cdd.ac.uk or 020 7121 1113. Every effort will be made to preserve confidentiality at all stages of this work.

Name

*Email

*Phone (please say whether daytime or evening)

*(If you are in the final year of your course, please give a permanent email address or phone number).

Are you willing to be involved in the next stages of this work?

Your ideas and experience would be very valuable in helping us to provide appropriate support to both new and existing disabled students and we would like to encourage you to:

- a) take part in a follow-up interview and/or;
- b) attend a lunchtime or after school meeting where you could discuss your views and experiences with students from other Conservatoire schools.

The interviews will be conducted by Nadia Albina. Nadia has recently graduated from the acting degree at LAMDA and she has personal experience of disability. You can see her performing and talking about her work on the CDD website.

There will be more attractive prize draws on offer to those who take part! If you are willing to be involved in either or both of these stages, please let us know and we will be in touch with you in June.

I would like to take part in the next stage of this work.....

I would not like to take part in the next stage of this work.....

APPENDIX FOUR: Accessibility of buildings within the Conservatoire for Dance and Drama

This information has been prepared by schools for inclusion in the Conservatoire's *Support for Disabled Students Guide*.

1 Conservatoire for Dance and Drama

The Conservatoire has rented administrative offices in a building in central London. This accommodation is arranged on one level, but the building is not accessible for wheelchair users. The Conservatoire plans to relocate to an accessible building by March 2009.

2 Bristol Old Vic Theatre School

Numbers **2 and 3 Downside Road** provide teaching rooms for the acting courses, wardrobe and offices. These two adjoining buildings are the main school premises. Currently only the lower floors of these buildings are wheelchair accessible. There is a wheelchair accessible toilet in 3 Downside Road and off-street parking for disabled drivers.

The **Christchurch Studios site** houses the technical courses. This is a mile from the main site. There is wheelchair access to the ground floor which houses the main live studio recording area. There is an accessible toilet in this building.

Sheene Road workshops are situated in South Bristol, two miles from main site. There is access to this building but no adapted toilet.

The School is raising funds to provide full access to Downside Road.

3 Central School of Ballet

CSB's building is arranged over five floors in Clerkenwell in central London. The ground floor is accessible for wheelchair users and those with mobility difficulties. The ground floor houses one studio, the reception, administration office and toilets on the ground floor but without an accessible toilet. The Directors' office and library, also on the ground floor, are up two steps. There is no lift to the upper floors or the basement.

Central is committed to making the building accessible to all and there is a Development Appeal in place to improve access.

There are two **public car parks** (NCP) in the vicinity of Central: one on Snow Hill and another on Hatton Gardens. No parking is permitted on Herbal Hill.

4 The Circus Space

TSC has benefited from an extensive recent refurbishment and is housed on one site in Coronet Street in East London. All areas of the school are accessible except for one small static trapeze studio. There is on-street parking for blue badge users.

5 **London Academy of Music and Dramatic Arts**

LAMDA owns two sites in West London:

Number 155 Talgarth Road is the Academy's base. The site contains nearly all the rehearsal and teaching spaces for the Academy including its own black box theatre, the LAMDA Linbury Studio and the Academy's main performance space, the MacOwan Theatre. LAMDA is committed to a redevelopment plan that will ensure the building has 98% accessibility. By using platform lifts, it is now possible to gain access to the ground floor. At present, LAMDA has only completed the first stage which provides access for only 5% of the premises. There is limited wheelchair access to ground floor teaching rooms and there is a wheelchair accessible toilet on the ground floor. There is no access at present to the basement and first floor of Talgarth Road.

Unfortunately, the current LAMDA premises are not suitable for **staff and students** who are wheelchair users. A site redevelopment is planned which will provide an accessible building for all users and the redevelopment is in the planning stage awaiting approval.

The **MacOwan Theatre** is fronted by Victorian artist studios and was developed to include the performance area. The theatre has direct ground floor access from street level to the foyer theatre stage area, auditorium, lower dressing room, lower production office, an accessible toilet and workshop. Owing to the design of the building, there is no wheelchair access to the first floor. Every effort is made to allow access to technical equipment in the MacOwan Theatre, however, restrictions may be enforced in order to meet the Health and Safety requirements of the individual, their peers, staff and members of the public. Decisions as to equipment access are made with the individual and with regard to current Health and Safety legislation. The MacOwan Theatre is approximately a 15 minute walk from the Talgarth Road site or one stop on the underground from Earls Court station.

The **Scenic Workshop** is currently in London Bridge, due to be relocated in Spring 2007.

In addition, LAMDA uses external teaching spaces:

St Philips Church is rented facility on Earls Court Road; a short distance from the MacOwan Theatre. The teaching space is primarily used for rehearsing final year productions to allow close contact with the MacOwan Theatre. There is no wheelchair access to this space.

Colet House is a rented facility next door to the Talgarth Road Site. LAMDA uses three spaces in this building. Currently, this facility is inaccessible to wheelchair users.

6 **London Contemporary Dance School**

LCDS is located at The Place in central London just five minutes from both King's Cross and Euston. There are excellent public transport links to The Place, with five tube lines and a host of bus routes and national and local rail

links stopping nearby. There are public car parks nearby and parking meters across the street, though none specifically allocated for blue badge holders.

The Place is entirely located on one site which has two entrances, both wheelchair accessible. The building was refurbished in 2001, has lifts at both entrances and is entirely wheelchair accessible except for the office of the School's Assistant Director which has several steps in its doorway. Meetings with the Assistant Director can always be arranged to be held in other rooms. There are disabled toilets on levels 1,3 and 7 on the Dukes Road side of the building and on levels 4 and 5 on the Flaxman Terrace side. There is an additional toilet on level 6 of Flaxman Terrace which is not yet operational but steps are being taken to rectify this. Additionally there are wheelchair accessible toilet and shower facilities in the staff changing rooms and additional shower facilities on level 5. Signage has been access-approved throughout.

The Place is committed to updating and improving its accessibility and has recently undergone an audit to determine areas for improvement. Minor adjustments are being made to the facilities in light of this audit.

7 Northern School of Contemporary Dance

NSCD is located in Chapeltown in Leeds. At NSCD, most of the teaching takes place in the main building and there is also use of one studio in the basement of Holy Rosary Church which is located just across the road from the main building. Both of these buildings are accessible for wheelchair users and people with mobility difficulties. The only exception to this is the balcony in the theatre and the lighting studio. There are wheelchair accessible toilets in both the main building and the church. There is Braille signage throughout the college and hearing loops are installed in two studios and one seminar room. There is good off street parking for disabled staff, students and visitors.

8 Rambert School of Ballet and Contemporary Dance

Rambert School is mainly housed in Clifton Lodge, a newly-refurbished building in Twickenham, and there are studio spaces in the nearby Violet Needham Chapel. Clifton Lodge is on two levels. The ground floor has ramped access and houses the main office, dance and performance studios, the library and an accessible toilet and shower. The first floor houses the offices of the Principal and the Head of Studies, the seminar room, IT room and staff room. There is no lift access to the first floor.

9 Royal Academy of Dramatic Art

RADA is located in central London just off Tottenham Court Road on two sites: one in Gower Street and one across the road in Chenies Street. The Academy is within easy reach of several underground stations and tube lines, close to Euston mainline station, and is on major bus routes. There are public car parks close by and there are two parking spaces for blue badge holders in Malet Street with direct access to the Gower Street building.

Gower Street is a fully accessible building that was fully refurbished in 2000. There is level access to the Academy through the main Malet Street entrance,

and there is lift access to all floors. The building houses three purpose built theatres, which includes one multi-configuration theatre seating 184, one studio theatre (the GBS theatre) located on the lower ground floor with a seating capacity of 100, and a smaller Studio theatre (John Gielgud Theatre) located on the first floor with a seating capacity of 72. Each theatre is fitted with a Senheisser infra-red audio assistance system. In addition there are accessible technical workshops, sound studios, wardrobe department and acting studios. The foyer area incorporates the box office and a bar which is open to the general public. There are accessible toilets at the rear of the foyer and on the lower ground and third floor.

The **Chenies Street** building is only a few minutes' walk from the Gower Street site, and incorporates acting studios, teaching rooms, library facilities and a canteen. These premises are undergoing refurbishment during the 2006/07 academic year, but there is ramp access into 18 Chenies Street and each floor is serviced by a lift. There is a disabled toilet on the third floor. With advance notice, it is possible for disabled students and staff who are blue badge holders to apply for a Camden Council 'green badge'. This allows you to park free and for an unlimited time in Chenies Street and the surrounding area.