



ROYAL
BALLET
SCHOOL

SETTING THE STANDARD

ACCESSIBILITY POLICY & PLAN

SEPTEMBER 2025

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ACCESSIBILITY POLICY

Introduction

The Royal Ballet School acknowledges its responsibilities under the Special Education Needs and Disability Act 2001 (SENDA) and the Equalities Act 2010 and seeks to offer reasonable access to the School for any students, members of staff, Governors, volunteers or visitors with any form of disability.

The School's SEND policy indicates how the School aims to provide equal access to the curriculum for students, especially those with Special Educational Needs or who are 'Gifted and Talented'.

This policy should be read in conjunction with the following School policies:

- Special Educational Needs and Disability (SEND)
- Teaching of English as an Additional language (EAL)
- Admissions
- The Boarding Principles and Suitability Policy (where appropriate)?

The Royal Ballet School admits students for their excellence or potential for excellence in classical ballet. It therefore operates a "permitted form of selection". This exception to the usual anti-discrimination rules is found in Schedule 11, Part 3, Paragraph 8 of the Equality Act 2010:

Disability discrimination: Permitted form of selection

(1) A person does not contravene section 85(1), so far as relating to disability, only by applying a permitted form of selection.

(2) In relation to England and Wales, a permitted form of selection is -

(c) in the case of an independent educational institution, arrangements which provide for some, or all of its pupils, to be selected by reference to general or a special ability or aptitude, with a view to admitting only pupils of high ability or aptitude.

This Disability Access Plan therefore aims to show how the School seeks to give access to any disabled members of staff, Governors, volunteers or visitors and to students disabled by illness or injury. The current plan runs from 1st September 2025 to 31st August 2028.

Definition of Disability

The following documents have informed the School's understanding of disability.

- a) Introduction to: "Schools and the Disability Equality Duty in England and Wales, Guidance for Governors, Head teachers, teaching and support staff working in schools in England and Wales." <http://www.dotheduty.org/files/Primaryandsecondaryeducation.doc>
- b) "Accessible Schools: Summary Guidance" http://www.teachernet.gov.uk/_doc/2215/Accessible_Schools.pdf
- c) Office for Disability Issues www.odi.gov.uk/
- d) Equality and Human Rights Commission <http://www.equalityhumanrights.com/en/Pages/default.aspx>

The guidance documents referred to above state that: "Reference to 'disabled people' includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including: cancer; diabetes; epilepsy; HIV; multiple sclerosis; hearing or sight impairments; mobility difficulties; people with mental health conditions or learning difficulties/disabilities."

Review

The School carries out an access audit to identify potential barriers to access in all areas of School life together with recommended improvements, including:

- The physical environment
- The provision of auxiliary aids and services
- Teaching and learning strategies
- The curriculum
- Staff training

- The culture and ethics of the School
- The provision of written information.

The School aims to:

- Review and improve the School's arrangements for accessible information
- Use the routine refurbishment and maintenance/equipment budgets to improve the physical environment of the School
- Allocate adequate resources to accessibility
- Keep the accessibility plan under review and revise it as necessary in the business planning cycle
- Welcome accessible complaints whereby disabled people can make improvement suggestions and request assistance.

Physical Access to School buildings

White Lodge

In some areas of White Lodge, access is complicated by the layout of the historic buildings. However, major improvements were made in 2016 with the construction of easily accessible new disabled and general toilet facilities just off the main reception area. Disabled access is catered for in the Margot Fonteyn Theatre area with a lift and disabled toilet facility.

In 2017 major work was undertaken on the car park improving the surface and adding dedicated disabled parking bays.

In 2019 the School installed a motorised door to one of the office areas. This allowed for improved access for a disabled member of staff. The School also purchased (with the aid of a Disabled Funding Grant) new IT and office equipment for the member of staff

Upper School

Once inside Upper School access is good, with the lift serving all floors and provision of two disabled toilet facilities. Specifying emergency procedures is vital.

Aud Jebsen Hall

The new 1st and 2nd Year Upper School student accommodation at Pimlico has been built to meet DDA standards within the constraints allowed for a Grade 2 Listed Building. There is a lift to all floors, safe fire refuges for disabled users and a disabled toilet on the Ground floor for injured students or visitors to the house.

Jebsen House

Improvement to access to Jebsen House (the 3rd Year student accommodation) is also constrained by its Grade 2 Listed Building status and the fact that it is a leased building not under the School's direct control.

Action Plan 1st September 2025 to 31st August 2028

Attached below.

Accessibility Three Year Action Plan 1st September 2025 to 31st August 2028

Aim	Action	Responsibility	Timescale	Outcome
Access to all School events (Open Days, performances etc.) available to all who wish to attend	<p>School invitations (Open Days, performances etc.) to include wording requesting information in advance of any special requirements e.g. wheelchair access</p> <p>Accessibility information added to website for general information and when advertising any special events/performances held at one of the School sites</p> <p>Regular review to continually improve the physical access to the School</p>	Director of Audiences & Communications	Ongoing	Access to all School events for those who wish to attend.
All prospective students have the best opportunity to enter the School	Audition letters to ask parents to inform the school of any diagnosed disability / medical condition for which special provision needs to be made. During audition School staff get a thorough	Head of Admissions, Academic and Artistic staff	Prior to admission	All students who meet required artistic standard can access the School provided that the School can meet any additional needs. For complex cases where there is uncertainty of being able

	understanding of need and School's ability to support			to provide the requisite support a trial placement will be agreed with the parents (and local authority where applicable).
To ensure students with SEND, EAL make good or better progress	<p>Early identification of need through effective use of baseline data and appropriate assessment</p> <p>Identification and implementation of personalised intervention</p> <p>Student requirements shared with all staff who require the information</p> <p>Effective use of data and outcome of monitoring to track impact of interventions</p> <p>Progress reported to Academic & Student Welfare Committee</p>	Academic & Artistic staff	<p>Reviewed regularly pre and post assessment.</p> <p>Annual post-assessment (artistic and academic) analysis and reporting</p>	Improvement in the outcomes of students.

Improve the knowledge and skills of academic, artistic and pastoral staff in providing for the needs of students with SEND, EAL.	Audit additional needs of students Skills audit and staff training needs identified	Academic & Principal, academic, artistic and pastoral staff	Prior to admission where possible. Ongoing for student's time at the School	Staff become more secure in their understanding of student needs leading to improved provision and better access to School curriculum.
To identify and share the medical needs of students including wellbeing and mental health and provide specialist training where necessary	Identify medical needs on admission Audit medical needs and health care plans regularly Provide training for staff in understanding identified conditions Provide training for staff in the administration of specific medicines e.g. epi-pens, wellbeing and mental health	School healthcare team, academic, artistic and pastoral teams.	Prior to admission Start of each term As needed Inset training	Effective support plan in place through a greater understanding of need.
Disabled parking spaces in White Lodge car park	Site team to ensure spaces remain vacant so spaces can be accessed if required	Site team to ensure spaces remain vacant so spaces can be accessed if required	Site team to ensure spaces remain vacant so spaces can be accessed if required	Head of site operations to monitor usage to see if more spaces required