

Inclusion Policy: Made By Katie Green / green bean dance

1. Access to dance

green bean dance will actively seek to accommodate everyone, irrespective of age, gender, special educational needs, ability or disability, social / cultural background, ethnicity or race.

green bean dance will only refuse access to an individual:

- where it is necessary in order not to endanger the health and safety of any other individual
- where green bean dance would be prevented from offering their services to others by providing a service to that individual

2. Providing access

2.1 Anticipation: *being prepared to meet the needs of every individual*

green bean dance are committed to continually informing themselves about creative ways in which to accommodate diversity in the work place.

Before entering into a new working environment, the Company Director will contact the proposed venue in order to ascertain whether that venue is accessible to all company members/visitors/collaborators/workshop participants. When planning workshops, the Director will also seek to understand the general or specific requirements of the individuals involved in the proposed activity in order to plan more thoroughly for full participation.

This may require modification of:

- the aims of the workshop – are these attainable by all involved? Can tasks be adapted and alternatives offered as necessary?
- teaching methods – how should the aims of the workshop be demonstrated and developed? Will this require specialist aids or equipment, or support from further workshop leaders (e.g. team-teaching: a single leading figure supported by several others)? Should participants be divided into smaller groups? If so, how might these groups be selected?
- language – how can workshop leaders communicate clearly with all individuals? Will translators, signers or audio-descriptors need to be present? How can language be adapted in order to include all workshop participants?
- the timescale – has sufficient time been allowed for all individuals to develop their own ideas and, if appropriate, to feel confident performing them? What provision has been made for those who need more time, or for those who will become distracted if the workshop moves too slowly?
- the context of the workshop – how can the movement material developed in the workshop draw from the diverse experiences of those involved? How might the content

of the workshop itself challenge stereotypical views and encourage pupils to appreciate and view positively differences in others?

- managing behaviour - are the demands placed upon those in the working environment realistic? How will individuals be made aware of those demands (e.g. establishing a clear signal to stop and pay attention; teaching pupils to value and respect the contribution of others; teaching essential safety rules)?

2.2 Adaptation: *ensuring that all those involved in green bean dance workshops can achieve their full potential*

After careful planning, green bean dance members will continue to develop the workshop format in collaboration with those participating in the activity:

- Offering information in alternative formats – where all participants are offered this diversity of experience, those with special educational needs are not alienated and the process of learning is enhanced for everyone
- Allowing extra time and support in the completion of tasks so that these can be realistically achieved to the best of every individual's abilities
- Drawing all individuals in the process of creating new work – how can individuals take this opportunity to think creatively about their interests and cultural experiences, and to express these thoughts to others? How can the workshop take these specific cultural experiences into account, but also encourage individuals to think beyond what they know? What materials (music, imagery, literature) can be used as starting points for this exploration?

2.3 Informing and sharing: *incorporating the positive acknowledgement of difference into the process of developing new knowledge*

green bean dance encourage honest comment and sensitive criticism. All evaluative comments will be regarded as equally valid, and will be responded to according to the National Curriculum guidelines for inclusion (<http://curriculum.qcda.gov.uk/index.aspx>):

- all participants will be made to feel secure when giving feedback
- where necessary, individuals will be given guidance on how to contribute appropriately /advice on what could be considered inappropriate about their feedback
- stereotypical views will be challenged: pupils will be encouraged to appreciate and view positively differences in others, whether arising from race, gender, ability or disability
- participants will be encouraged to take responsibility for their actions and for their behaviour both in school and in the wider community
- all forms of bullying or harassment will be challenged

Last updated, April 2010