

Risk Assessments for Practical Activities in Dance and Drama → Students with Additional Needs

	1. Visual Impairment	2a. Hearing Impairment	3. Motor Coordination	4. Attention & Impulsivity	5. Language Needs
Common Risk Areas	<p>1.1) Reading safety signage 1.2) Understanding instructions / safety procedures demonstrated visually 1.3) Movement around the studio – avoiding trip hazards</p>	<p>2.1) Hearing instructions and safety procedures explained verbally 2.2) Hearing music or command given by the teacher/instructor</p>	<p>3.1) Engaging safely in classes which require partner work 3.2) Moving safely around the studio 3.3) putting on dance wear etc. – having correctly tied shoe laces) 3.4) Safely carrying items across the studio</p>	<p>*Applies specifically to students formally diagnosed as ADHD and BESD and ASD.</p> <p>4.1) Remembering instructions and safety procedures 4.2) Remembering to wear the correct dance wear which may impact safety 4.3) Safe movement around the studio 4.4) Concentrating in a noisy environment 4.6) Concentrating / remaining calm in a warm/hot environment</p>	<p>5.1) Understanding instructions and safety procedures explained verbally 5.2) Reading safety signage 5.3) Communicating any concerns and/or raising an alarm with staff</p>
		<p>2b. Noise Sensitivity</p> <p>Some students - particularly those with Hearing Aids and/or those formally identified as ASD / Autistic - may experience pain / discomfort at loud music – and in turn become distressed and disorientated.</p>			
Planned Responses	<ul style="list-style-type: none"> - Place with supportive peers - Assign another student or dance assistant to assist with specific tasks and/or to continuously monitor - Enlarged signage / labels. - Braille signage / labels where appropriate (on advice of SEN Coordinator / Sensory Support Service). 	<ul style="list-style-type: none"> - Place with supportive peers - Assign another student or dance assistant to assist with specific tasks and/or to continuously monitor - Ask student to repeat back instructions - Ask student to talk through and model a practical task - Visual signage / labels - Provide with ear plugs - Pre-prepare for noises 	<ul style="list-style-type: none"> - Place with supportive peers - Assign another student or dance assistant to assist with specific tasks and/or to continuously monitor - Provide any equipment that can support with stabilising (such as a barre or chair) - Check any clothing is correctly worn - Use of adapted equipment where appropriate 	<ul style="list-style-type: none"> - Ask student to repeat back instructions - Assign another student or dance assistant to assist with specific tasks and/or to continuously monitor - Regularly remind / prompt student on next steps - Consider providing ear protectors/plugs - Use of checklists for routines / equipment 	<ul style="list-style-type: none"> - Place with supportive peers - Assign another student or dance assistant to assist with specific tasks and/or to continuously monitor - Ask student to repeat back instructions - Regularly remind / prompt student on next steps - Visual signage / labels - Translated instructions for common foreign languages - Use of checklists in their own language for routines / equipment

Additional Needs Risk Assessment

Name of Dance or Drama School:

Name of Manager/Owner (person undertaking this assessment):

Name of Child :

Name of Parent/Carer:

Age of Child:

Description of Additional Need(s):

Disciplines undertaken:

Risk Assessment written by:

Dated:

Student with Additional Needs	
Additional Need	Control Measure/Planned Response