Green Room Place (GRP) Special Educational Needs, Disabilities & Reasonable Adjustments Policy

Updated & Approved by Company Directors and Qualified Pastoral Staff on November 20th, 2026.

GREEN ROOM PLACE LTD. (GRP)

Green Room Music Summer Camp (GRMSC)

2027 Residential Programme

Venue: Stamford School, Stamford, Lincolnshire, England

Programme Dates: 19-23 July 2027

Policy Updated: 20 November 2026

Policy Status: Approved

Approved By: Green Room Place Ltd. Company Directors and Senior Pastoral & Safeguarding Team

Approval Date: 20 November 2026

Effective Date: 20 November 2026

Next Scheduled Review: Before 19 July 2027, or earlier if required

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1. Policy Statement

Green Room Place Ltd. (GRP) is committed to providing an inclusive, supportive and accessible learning environment in which students with special educational needs, disabilities and additional support requirements are treated with dignity, respect and fairness.

We believe that every young person should have the opportunity to develop their musical abilities, participate in creative activities and benefit from a positive residential experience.

Green Room Music Summer Camp (GRMSC) welcomes students from a variety of educational backgrounds and recognises that individuals may have different learning styles, physical abilities, communication needs, medical conditions and personal circumstances.

GRP is committed to identifying and reducing unnecessary barriers to participation, making reasonable adjustments where required and ensuring that the safety and wellbeing of all students remain central to its decisions.

We recognise that GRMSC is a short-term residential music programme rather than a specialist educational or therapeutic setting. Accordingly, the support available must be considered in relation to the programme's facilities, staffing arrangements, activities and the individual needs of each student.

GRP is committed to:

- Promoting equality of opportunity for students with special educational needs and disabilities.
- Considering and implementing reasonable adjustments in accordance with applicable legislation.
- Encouraging early communication with parents and guardians regarding additional support requirements.
- Assessing individual needs fairly and sensitively.
- Providing an inclusive and supportive educational environment.
- Working collaboratively with Stamford School regarding relevant accessibility and accommodation arrangements.
- Ensuring that students receive appropriate safeguarding and welfare support.
- Supporting students to participate as independently as reasonably possible.
- Protecting students from discrimination, bullying, harassment and unnecessary exclusion.
- Ensuring that decisions concerning participation are proportionate, documented and based on relevant individual circumstances.

This policy should be read alongside GRP's Safeguarding & Child Protection Policy, Equal Opportunities Policy, Health & Safety Policy, Anti-Bullying Policy and other relevant operational procedures.

2. Legal and Regulatory Framework

GRP will comply with applicable legislation concerning disability, equality, safeguarding and data protection.

Relevant legislation and guidance include:

- Equality Act 2010.
- Children Act 1989.
- Children Act 2004, where applicable.
- Children and Families Act 2014, where applicable.
- UK General Data Protection Regulation (UK GDPR).
- Data Protection Act 2018.

- Relevant Equality and Human Rights Commission guidance.
- Department for Education guidance relating to safeguarding in out-of-school settings.
- Applicable local safeguarding procedures.

2.1 Equality Act 2010

The Equality Act 2010 provides protections against unlawful disability discrimination and establishes duties to make reasonable adjustments in applicable circumstances.

GRP will consider its responsibilities under the legislation when organising admissions, teaching activities, residential arrangements and associated services.

The duty to make reasonable adjustments will be considered in advance as well as in response to individual requests.

2.2 Special Educational Needs Framework

GRP recognises that some students may have identified special educational needs, including those receiving support through their school or an Education, Health and Care Plan (EHCP).

As an independent short-term residential music programme, GRMSC does not automatically assume the statutory responsibilities of a student's regular school or local authority.

However, relevant information from existing support arrangements may be considered, with appropriate consent, when determining suitable adjustments and welfare arrangements.

The existence of an EHCP or identified special educational need will not automatically prevent a student from applying or participating.

2.3 Safeguarding Responsibilities

GRP recognises that children with disabilities or additional needs may experience particular safeguarding vulnerabilities.

Staff will remain attentive to communication barriers, dependency on adults, difficulties reporting concerns and other circumstances that may affect a student's safety.

All safeguarding concerns will be managed in accordance with GRP's Safeguarding & Child Protection Policy.

3. Scope of the Policy

This policy applies to all students attending or applying to GRMSC 2027 who may require additional educational, physical, medical, communication or welfare support.

It also applies to:

- Parents and guardians in their dealings with GRP.
- Teaching faculty and visiting lecturers.
- Teaching assistants.
- Boarding and Welfare staff.
- Company Directors and senior management.
- Contractors and volunteers.
- Other individuals involved in supporting students.

The policy covers:

- Applications, admissions and auditions.
- Educational provision.
- Learning materials and teaching methods.
- Residential accommodation.
- Student supervision and welfare.
- Accessibility of facilities.
- Medical and personal support arrangements.
- Recreational activities.
- Performances and associated events.
- Emergency planning.
- Communication with students and families.

All relevant staff are expected to understand and comply with this policy.

4. Understanding Special Educational Needs and Disabilities

GRP recognises that students may experience different types of additional needs.

These may include, but are not limited to:

4.1 Learning and Cognitive Needs

Examples may include:

- Dyslexia.
- Dyscalculia.
- Dyspraxia or Developmental Coordination Disorder.
- Difficulties with working memory.
- Processing difficulties.
- Other specific learning differences.

4.2 Neurodevelopmental Differences

Examples may include:

- Autism.
- Attention Deficit Hyperactivity Disorder (ADHD).
- Other neurodevelopmental conditions affecting learning, communication or participation.

4.3 Physical Disabilities

Students may have disabilities affecting mobility, coordination, physical stamina or access to facilities.

4.4 Sensory Impairments

Students may have:

- Hearing impairments.
- Visual impairments.
- Sensory processing differences.
- Other needs affecting how they access information or participate in activities.

4.5 Communication Needs

Students may experience difficulties with expressive communication, understanding instructions or social communication.

4.6 Social, Emotional and Mental Health Needs

Some students may require additional support in relation to:

- Anxiety.
- Emotional regulation.
- Social interaction.
- Confidence.
- Managing changes in routine.
- Other relevant emotional or psychological needs.

4.7 Medical and Health-Related Needs

Some students may have medical conditions that affect their participation, learning or residential experience.

Medical support requirements will be considered alongside GRP's Health & Safety Policy and medical procedures.

The examples above are not exhaustive.

A formal diagnosis is not always necessary for a student to require an adjustment or additional support.

Equally, students with the same diagnosis may have very different needs.

GRP will therefore consider individual circumstances rather than making assumptions based solely on a diagnosis.

5. Admissions and Applications

GRP is committed to fair and transparent admissions arrangements.

Students with special educational needs or disabilities are welcome to apply to GRMSC.

5.1 General Admissions

Applications will be considered in accordance with the published eligibility and assessment requirements of the relevant course.

A disability or special educational need will not automatically result in an application being refused.

GRP will consider reasonable adjustments to its admissions processes where required.

5.2 Disclosure of Additional Needs

Parents and guardians will be invited to provide relevant information concerning additional support needs during the application and registration process.

Information requested may include:

- Relevant learning difficulties or disabilities.
- Communication preferences.
- Mobility or accessibility requirements.
- Medical conditions.
- Sensory needs.
- Emotional or behavioural support requirements.
- Relevant medication or personal care needs.
- Existing support arrangements that may assist GRP.
- Other information necessary to plan appropriate participation and care.

Parents and guardians are encouraged to provide accurate and relevant information as early as reasonably possible.

A student will not be required to disclose unnecessary medical or diagnostic information.

However, GRP must have sufficient information to assess and plan any support arrangements necessary for safe participation.

5.3 Pre-Enrolment Discussions

Where a student has additional needs that may require specific arrangements, GRP may arrange a discussion with the parent or guardian before confirming the relevant support plan or final enrolment arrangements.

This discussion may involve the Artistic Director, Head of Boarding and Welfare, Deputy Head or another appropriate staff member.

The purpose will be to:

- Understand the student's individual needs.
- Identify potential barriers to participation.
- Consider reasonable adjustments.
- Review any relevant medical or safeguarding considerations.
- Establish whether additional planning or resources are required.
- Clarify the support that can reasonably be provided.
- Agree appropriate arrangements before the programme begins.

5.4 Admissions Decisions

Where a student's needs require additional consideration, GRP will assess the circumstances individually.

GRP will not apply blanket exclusions based on particular diagnoses, disabilities or support requirements.

Any decision that may restrict participation will be based on relevant circumstances, applicable equality obligations, available evidence, reasonable adjustments and safeguarding considerations.

Where an applicant cannot be accommodated within a particular proposed arrangement, GRP will consider reasonable alternatives before making a final decision.

6. Reasonable Adjustments

GRP is committed to considering and implementing reasonable adjustments where required by law.

Reasonable adjustments are intended to remove or reduce substantial disadvantages experienced by disabled individuals.

6.1 Types of Adjustments

Depending on individual circumstances, reasonable adjustments may include:

- Providing written instructions alongside verbal explanations.
- Allowing additional processing time.
- Adapting the presentation of learning materials.
- Providing appropriate rest breaks.
- Adjusting seating arrangements.
- Offering quieter learning environments where available.
- Adapting teaching methods.
- Modifying non-essential elements of activities.
- Adjusting the format of an assessment or audition.
- Providing suitable access arrangements.
- Supporting alternative communication methods.
- Making reasonable adjustments to residential routines.
- Considering appropriate auxiliary aids or services.

This list is illustrative and does not limit GRP's legal obligations.

6.2 Assessing Reasonableness

When considering adjustments, GRP will assess the relevant circumstances, including:

- The student's individual needs.
- The effectiveness of the proposed adjustment.
- The nature of the activity.
- The practicality of implementation.
- Available facilities and equipment.
- Staffing and supervision requirements.
- Relevant safety considerations.
- Available organisational resources.
- Whether suitable alternative arrangements exist.

Consideration of practical circumstances will not be used to avoid adjustments that are required by law.

6.3 Responsibility for Adjustments

GRP will coordinate reasonable adjustments within its operational responsibilities.

Where an adjustment involves facilities or services controlled by Stamford School, GRP will liaise with the school to establish suitable arrangements.

The division of responsibilities between GRP and Stamford School will be clarified where necessary.

6.4 Costs of Adjustments

GRP will not impose an additional charge on a disabled student for reasonable adjustments that it is legally required to provide.

Where a family requests additional optional services beyond GRP's legal obligations and normal programme provision, any proposed arrangements and associated costs will be discussed transparently and considered separately.

No additional service or charge will be imposed without appropriate agreement.

6.5 Review of Adjustments

Agreed arrangements may be reviewed where a student's needs change or where an adjustment is not operating effectively.

GRP will seek to resolve difficulties constructively and in consultation with relevant individuals.

7. Individual Support Planning

Where a student requires significant adjustments or coordinated support, GRP may prepare an Individual Support Plan.

The plan will be proportionate to the student's needs.

7.1 Purpose of the Plan

An Individual Support Plan may identify:

- Relevant educational needs.
- Agreed adjustments.
- Communication preferences.
- Medical or welfare considerations.
- Accessibility arrangements.
- Residential support needs.
- Relevant supervision requirements.
- Emergency arrangements.
- Staff responsibilities.
- Procedures for responding to difficulties.

7.2 Preparation

Plans will be developed in consultation with relevant GRP staff and, where appropriate, the student and their parent or guardian.

Existing educational or medical documentation may be considered where relevant and lawfully shared.

GRP will not routinely require full copies of sensitive documents where a relevant summary is sufficient.

7.3 Staff Access

Information from an Individual Support Plan will be shared with authorised staff only where necessary to fulfil their responsibilities.

7.4 Monitoring

Arrangements will be reviewed where necessary during the programme.

Any significant changes will be appropriately recorded and communicated.

8. Inclusive Teaching and Educational Support

GRP recognises that students may learn and respond to teaching in different ways.

Faculty will be expected to provide supportive, respectful and appropriate educational experiences.

8.1 Teaching Approaches

Where appropriate, teaching adjustments may include:

- Breaking instructions into manageable stages.
- Providing written or visual information.
- Allowing additional time for understanding instructions.
- Checking comprehension.
- Using appropriate demonstrations.
- Encouraging constructive feedback.
- Offering reasonable breaks.
- Adapting teaching methods while maintaining appropriate educational standards.

8.2 Piano Course

The Piano Course requires applicants to demonstrate a minimum standard equivalent to ABRSM Grade 5.

Students with additional needs may require adjustments relating to:

- Reading music.
- Processing instructions.
- Technical or physical limitations.
- Practice routines.
- Assessment methods.
- Sensory or concentration requirements.

Relevant adjustments will be considered while retaining the essential educational requirements of the course.

8.3 Singing Performance Course

The Singing Performance Course welcomes students with different levels of experience, including those without formal training.

Students must submit a singing assessment video as part of the audition process.

Adjustments may be considered in relation to:

- Audition arrangements.
- Communication and instruction.
- Movement or stage activities.
- Sensory sensitivities.
- Performance anxiety.
- Learning lyrics or musical material.
- Participation in group exercises.

Faculty will aim to maintain a supportive environment that promotes confidence, personal development and meaningful participation.

8.4 Music Theory Course

The Music Theory Course welcomes students with different levels of previous theoretical knowledge.

Reasonable adjustments may include:

- Alternative presentation of materials.
- Additional explanation of instructions.
- Appropriate reading or writing support.
- Reasonable rest breaks.

- Adapted learning activities.
- Suitable arrangements for internal practice assessments.

8.5 External Examinations

Where students intend to undertake an external examination, including an ABRSM Music Theory examination, the relevant examination provider's requirements will apply.

GRP may provide guidance regarding access arrangements, but cannot guarantee approval of adjustments by an external examination body.

Parents and guardians remain responsible for ensuring that any separately booked examination arrangements are completed in accordance with the examination provider's procedures.

9. Residential Accommodation and Accessibility

GRP recognises that a residential programme presents additional considerations for students with disabilities and special educational needs.

Accommodation arrangements will be coordinated by the Head of Boarding and Welfare in consultation with relevant staff and Stamford School.

9.1 Residential Facilities

GRMSC 2027 will take place at Stamford School.

GRP will liaise with Stamford School to establish the suitability of relevant facilities, including:

- Boarding accommodation.
- Bedrooms.
- Bathrooms and washing facilities.
- Teaching and rehearsal rooms.
- Dining areas.
- Communal spaces.
- Access routes.
- Emergency exits.
- Other facilities required during the programme.

GRP will not assume that all buildings or facilities are accessible without obtaining appropriate confirmation.

9.2 Room Allocations

Male and female students will be accommodated in entirely separate designated boarding areas or buildings, in accordance with GRP's residential arrangements.

Individual accommodation needs relating to disability, medical requirements, privacy or other relevant circumstances will be considered sensitively.

The Head of Boarding and Welfare will oversee room allocations and appropriate arrangements.

9.3 Accessible Accommodation

Where accessible accommodation is required, GRP will consult Stamford School regarding the availability and suitability of appropriate facilities.

Arrangements will be considered before the programme begins wherever reasonably possible.

9.4 Individual Residential Needs

Some students may require support relating to:

- Mobility.
- Personal organisation.
- Sensory sensitivities.
- Changes in routine.
- Sleep arrangements.
- Emotional regulation.
- Accessing communal facilities.
- Communication with staff.

GRP will consider suitable adjustments within the programme's established staffing and residential arrangements.

9.5 Personal Care and Specialist Support

GRMSC is not a specialist personal care or clinical residential facility.

GRP does not ordinarily provide dedicated one-to-one care workers, specialist therapeutic services or continuous individual supervision.

Where a student requires such support, GRP will discuss the circumstances with the family and consider whether reasonable arrangements can be established, including whether appropriate specialist support is necessary and can lawfully and practically be provided.

Any proposed external support worker or additional adult must be approved in advance and satisfy applicable safeguarding, insurance, suitability and accommodation requirements.

GRP will not accept unapproved accompanying adults into the residential environment.

Decisions will be made individually and in accordance with applicable legal obligations.

10. Medical Needs and Medication

GRP recognises that some students with disabilities or additional needs may also have medical conditions requiring support.

Medical arrangements will be managed in accordance with GRP's Health & Safety Policy and relevant medical procedures.

10.1 Medical Information

Parents and guardians will be asked to provide relevant medical information before the programme.

This may include:

- Diagnosed medical conditions relevant to care.
- Allergies.
- Medication requirements.
- Emergency treatment instructions.
- Relevant healthcare plans.
- Other information necessary for safe participation.

10.2 Medical Oversight

Sophie Wells - Deputy Head, Nurse, Deputy DSL & Deputy Health & Safety Officer

The Deputy Head and Nurse will coordinate relevant medical arrangements within the scope of her professional competence and the resources available during GRMSC.

10.3 Medication

Arrangements concerning medication will be agreed in advance where reasonably possible.

Relevant procedures will address:

- Authorisation and consent.
- Medication storage.
- Administration or supervision.
- Recording requirements.
- Emergency medication.
- Staff responsibilities.

GRP will not undertake medical procedures requiring specialist expertise unless appropriate arrangements and competent personnel are in place.

10.4 Emergency Medical Needs

Where a student has a medical condition requiring emergency planning, an appropriate individual plan may be prepared.

Emergency medical assistance will be sought where necessary.

11. Social, Emotional and Mental Health Support

GRP recognises that residential participation may present additional challenges for students who experience anxiety, emotional regulation difficulties, social communication differences or other relevant needs.

11.1 Welfare Support

The Boarding and Welfare team will provide appropriate pastoral support within the normal scope of the residential programme.

This may include:

- Support with settling into residential life.
- Clear explanations of routines.
- Reassurance during periods of distress.
- Opportunities to discuss concerns.
- Appropriate communication with parents or guardians.
- Adjustments to non-essential activities.
- Support with social inclusion.

11.2 Mental Health and Specialist Services

GRP does not operate as a specialist mental health treatment provider.

Staff will provide appropriate immediate support and refer concerns to relevant healthcare or safeguarding services where necessary.

Specialist counselling, therapy or psychiatric services are not included as standard elements of the programme.

11.3 Significant Support Requirements

Where a student's needs may require substantial ongoing support, GRP will discuss the circumstances with the family before enrolment arrangements are finalised.

Consideration will be given to the student's wellbeing, appropriate adjustments, available resources and relevant professional advice.

11.4 Emotional Distress During Camp

Where a student experiences significant emotional distress, staff will assess the circumstances and provide appropriate support.

Parents or guardians will be involved where necessary.

Where continued residential attendance raises serious concerns about the student's wellbeing, GRP will review the arrangements individually and consider reasonable alternatives and protective measures.

12. Behaviour, Communication and Safeguarding

GRP recognises that some students may communicate distress, frustration or additional needs in ways that differ from those of their peers.

Staff will be encouraged to consider relevant individual circumstances before making assumptions about behaviour.

12.1 Positive Behaviour Support

Where appropriate, staff may use:

- Clear and consistent expectations.
- Appropriate explanations.
- Predictable routines.
- Calm communication.
- Reasonable opportunities for breaks.
- Positive reinforcement.
- Individualised strategies agreed in advance.

12.2 Behavioural Expectations

All students must comply with reasonable behavioural and safeguarding requirements.

A disability or special educational need does not remove the need to maintain appropriate safety standards.

However, behaviour management decisions must take account of relevant disability-related needs and applicable equality obligations.

12.3 Bullying and Discrimination

GRP will not tolerate bullying, harassment or discrimination directed towards students with disabilities or additional needs.

Concerns will be addressed under the Anti-Bullying Policy, Equal Opportunities Policy and Safeguarding & Child Protection Policy, as appropriate.

12.4 Communication and Disclosure

Students must be given appropriate opportunities to raise concerns.

Where communication difficulties exist, staff will consider suitable methods to help the student express their needs or report a concern.

All safeguarding concerns must be referred appropriately.

13. Supervision and Staffing Considerations

GRP will establish suitable supervision arrangements for the residential programme.

Individual support requirements will be considered as part of admission planning and relevant risk assessments.

13.1 General Supervision

Students will receive supervision appropriate to their age, activities, environment and relevant individual circumstances.

13.2 Additional Supervision

Where a student requires additional supervision, GRP will consider whether suitable arrangements can be made through reasonable adjustments to its existing staffing arrangements or other appropriate measures.

13.3 Dedicated Individual Support

GRP does not routinely provide dedicated individual support staff for each student requiring additional assistance.

Requests for continuous one-to-one supervision or specialist support will be assessed individually.

GRP will not promise specialist staffing arrangements unless they have been appropriately assessed, agreed and confirmed.

13.4 Staff Competence

Staff must not undertake specialist procedures or support responsibilities beyond their training, competence or authorisation.

Where additional expertise is necessary, GRP will consider appropriate arrangements or professional advice.

14. Emergency Planning and Individual Risk Assessments

GRP recognises that some students may require additional planning to participate safely.

14.1 Individual Risk Assessments

Where relevant, an individual risk assessment may consider:

- Mobility and access.
- Medical needs.
- Communication requirements.
- Supervision.
- Sensory sensitivities.
- Residential safety.
- Emergency evacuation.
- Other foreseeable risks.

Assessments will identify practical measures to reduce risks and support participation.

14.2 Emergency Evacuation

GRP will work with Stamford School to understand the venue's evacuation arrangements.

Where appropriate, an individual Personal Emergency Evacuation Plan (PEEP) or equivalent arrangement will be prepared for a student requiring additional evacuation assistance.

Any required equipment, staff assistance or access arrangements must be established before the student uses the relevant facilities.

14.3 Changes During the Programme

Where a student's circumstances change during camp, relevant assessments and support arrangements will be reviewed.

14.4 Significant Safety Concerns

Where an identified risk cannot be appropriately managed through available or reasonable measures, senior management will assess the situation individually.

Any decision affecting participation must be proportionate, documented and consistent with relevant safeguarding and equality obligations.

15. Coordination with Stamford School

GRP recognises the importance of working collaboratively with Stamford School to establish suitable facilities and arrangements for students with additional needs.

15.1 Venue Information

GRP will request relevant information from Stamford School concerning:

- Accessibility of accommodation and teaching spaces.
- Available accessible bathrooms.
- Movement between buildings.
- Emergency evacuation.
- Relevant accessibility equipment.
- Venue-specific health and safety arrangements.
- Restrictions or limitations affecting particular facilities.

15.2 Responsibilities

GRP will coordinate the support and adjustments required for activities under its operational control.

Where facilities or services are provided by Stamford School, GRP will liaise with the venue to clarify responsibilities and confirm proposed arrangements.

15.3 Individual Arrangements

Where a student requires specific accessibility arrangements, GRP will seek appropriate confirmation of facility suitability before finalising the relevant support arrangements.

15.4 Venue Limitations

GRP will not make representations that particular accessible facilities, equipment or services are available unless their availability has been confirmed.

Where a proposed arrangement is not available, GRP will consider suitable alternatives in accordance with applicable equality obligations.

16. Roles and Responsibilities

16.1 Company Directors

The Directors of Green Room Place Ltd. retain overall responsibility for ensuring that appropriate arrangements are established to meet the organisation's legal and operational responsibilities towards students with special educational needs and disabilities.

Their responsibilities include:

- Ensuring that appropriate policies are maintained.
- Supporting compliance with applicable equality legislation.
- Providing suitable resources for reasonable adjustments.
- Ensuring that relevant concerns are considered fairly.
- Reviewing significant decisions affecting accessibility or participation.
- Supporting the development of appropriate operational procedures.

16.2 Artistic Director & Designated Safeguarding Lead

Will Fowler - Artistic Director, Head of Piano & Designated Safeguarding Lead (DSL)

The Artistic Director will oversee the implementation of this policy across GRMSC's educational and operational activities.

Responsibilities include:

- Promoting inclusive educational practices.
- Overseeing relevant admissions considerations.
- Supporting decisions relating to reasonable adjustments.
- Coordinating appropriate discussions with faculty.
- Ensuring that safeguarding concerns are appropriately escalated.
- Supporting the review of significant individual support requirements.
- Liaising with senior staff and parents where necessary.

16.3 Head of Boarding and Welfare

Rhiannon Bennett - Head of Boarding and Welfare, Deputy DSL & Nominated Health & Safety Officer

The Head of Boarding and Welfare will coordinate relevant residential and welfare arrangements for students with additional needs.

Responsibilities include:

- Supporting appropriate accommodation planning.
- Reviewing relevant residential support requirements.
- Coordinating welfare arrangements.
- Supporting individual risk assessments.

- Monitoring student wellbeing.
- Liaising with parents and guardians.
- Coordinating with Stamford School regarding relevant facilities.
- Referring significant concerns to the DSL.

16.4 Deputy Head & Nurse

Sophie Wells - Deputy Head, Nurse, Deputy DSL & Deputy Health & Safety Officer

The Deputy Head and Nurse will support students with relevant medical, physical and welfare requirements.

Responsibilities include:

- Reviewing relevant medical information.
- Coordinating appropriate medication arrangements.
- Supporting individual healthcare planning.
- Advising on medical considerations within professional competence.
- Assisting with risk assessments.
- Supporting students with relevant additional needs.
- Coordinating medical responses where required.

16.5 Teaching Faculty and Heads of Department

Teaching staff will be responsible for implementing appropriate educational adjustments within their roles.

They must:

- Treat students fairly and respectfully.
- Follow agreed support arrangements.
- Communicate concerns promptly.
- Adapt teaching approaches where appropriate.
- Maintain relevant educational standards.
- Avoid discriminatory assumptions or behaviour.

16.6 All Staff and Volunteers

All staff, teaching assistants, contractors and volunteers must:

- Respect the dignity and privacy of students.
- Follow agreed individual support arrangements.
- Report relevant welfare or safeguarding concerns.
- Maintain confidentiality.
- Avoid undertaking responsibilities beyond their competence.

- Cooperate with appropriate reasonable adjustments.
- Follow GRP's safeguarding and health and safety procedures.

17. Communication with Parents and Guardians

GRP recognises the importance of constructive communication with parents and guardians.

17.1 Pre-Programme Communication

Parents and guardians will be encouraged to provide relevant information about additional support requirements during the application or registration process.

Where appropriate, GRP will discuss proposed arrangements before the programme begins.

17.2 Agreed Arrangements

Significant individual adjustments or support arrangements will be documented where appropriate.

Parents and guardians will be informed of relevant responsibilities or actions required before attendance.

17.3 Changes in Circumstances

Parents and guardians are encouraged to notify GRP promptly of relevant changes to a student's needs, medication or circumstances.

17.4 Communication During Camp

GRP will communicate with parents or guardians where significant welfare concerns arise or material changes to agreed support arrangements are necessary.

Where appropriate, students will be involved in discussions concerning their own support and wellbeing.

18. Confidentiality and Data Protection

GRP recognises that information concerning disabilities, medical conditions and additional needs may be sensitive.

Such information will be handled in accordance with applicable data protection legislation, including the UK GDPR and Data Protection Act 2018.

18.1 Collection of Information

GRP will collect information that is relevant and necessary for appropriate support, accessibility, safeguarding and operational purposes.

18.2 Access to Information

Personal information will be shared only with authorised individuals who require access to fulfil legitimate responsibilities.

18.3 Sensitive Information

Information concerning diagnoses, healthcare needs or personal circumstances will be treated sensitively.

Students will not be required to disclose private information to other students.

18.4 Record-Keeping

Relevant records may include:

- Support requests.
- Agreed reasonable adjustments.
- Individual Support Plans.
- Risk assessments.
- Medical arrangements.
- Relevant parental communications.
- Decisions and reviews.

Records will be maintained securely and in accordance with GRP's Privacy Policy and applicable retention requirements.

19. Concerns, Complaints and Appeals

Parents, guardians and students may raise concerns where they believe appropriate consideration has not been given to additional needs or reasonable adjustments.

Concerns may relate to:

- Admissions arrangements.
- Accessibility.
- Teaching adjustments.
- Residential support.
- Disability discrimination.
- Agreed individual support.
- Other matters arising under this policy.

19.1 Initial Concerns

Concerns should ordinarily be raised with the Artistic Director, Head of Boarding and Welfare or an appropriate senior member of staff.

19.2 Formal Complaints

Formal complaints may be submitted in accordance with GRP's Complaints Policy.

Email: info@greenroomplace.com

19.3 Complaints Involving the Artistic Director

Where a complaint concerns the Artistic Director, the matter will be referred to Rhiannon Bennett in accordance with GRP's Complaints Policy, subject to the relevant independence and conflict-of-interest arrangements.

19.4 Safeguarding Concerns

Where a concern involves the safety or welfare of a child, GRP's Safeguarding & Child Protection Policy must be followed.

Safeguarding concerns must not be delayed by an ordinary complaints investigation.

19.5 External Rights

Nothing in this policy prevents individuals from seeking independent advice or exercising applicable statutory rights.

20. Monitoring and Policy Review

GRP will monitor the effectiveness of this policy and review its arrangements to identify potential improvements.

Monitoring may include:

- Reviewing reasonable adjustment requests.
- Considering feedback from students and parents.
- Reviewing accessibility concerns.
- Evaluating individual support arrangements.
- Identifying recurring barriers to participation.
- Reviewing relevant incidents or complaints.
- Liaising with Stamford School regarding appropriate facilities.

This policy will be reviewed at least annually and before each residential programme.

Additional reviews may take place following:

- Changes to legislation or guidance.
- Significant accessibility concerns.
- Changes to the venue or programme.
- Relevant safeguarding incidents.
- Changes to staffing or operational arrangements.
- Recommendations arising from individual reviews.

GRP is committed to improving accessibility and inclusion while maintaining appropriate educational, residential and safeguarding standards.

21. Policy Approval

This Special Educational Needs, Disabilities & Reasonable Adjustments Policy has been prepared for Green Room Music Summer Camp 2027 and will be submitted for approval by the Directors of Green Room Place Ltd.

Following approval, this policy will apply to all relevant GRP activities associated with the programme.

All staff members, visiting faculty, teaching assistants, contractors and volunteers are expected to familiarise themselves with and comply with its provisions.

GRP is committed to ensuring that students with special educational needs, disabilities and additional support requirements are treated fairly, supported appropriately and provided with meaningful opportunities to participate in the educational and residential experience offered by GRMSC.

GREEN ROOM PLACE LTD.

Green Room Music Summer Camp (GRMSC)

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Email: info@greenroomplace.com

Website: www.greenroomplace.com

Designated Safeguarding Lead: Will Fowler

Email: willfowler@greenroomplace.com

Deputy Designated Safeguarding Leads: Rhiannon Bennett and Sophie Wells

The safety, dignity and wellbeing of every child are central to Green Room Place Ltd.'s educational and residential activities.