



EMPOWERING PEOPLE WITH
LEARNING DISABILITIES

Magpie Dance Quality Framework

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What we do

Magpie Dance provides high quality contemporary dance experiences, supporting people with learning disabilities to develop dance skills, build their artistic voice and meaningfully engage in mainstream public, arts and professional communities through a lifelong engagement with dance.

How we do it – People, Access, Challenge, Excellence (PACE)

We strive for a world where a learning disability is no barrier to personal and artistic success in dance. Our mission is to enable people with learning disabilities to reach their full personal, social and artistic potential through dance. To achieve this, our values focus on **People** first, **Accessibility** and participation, **Challenging** perceptions and achieving artistic and professional **Excellence**.

This framework aims to reflect and create good practice in service provision for participants with learning disabilities. Importantly, it informs the work we do, defining what we mean by excellence in inclusive dance practice and articulating progression routes and anticipated outcomes.

Section 1 - Our Inclusive Practice

This section sets out our ethos and the environments we work within to ensure our dance sessions are delivered to the highest of standards.

1a. Participant Centred Sessions

Session Input

- S1** | Activities are engaging and inspiring and enable participants to achieve their full potential
- S2** | The dance learning and participation process is communicated clearly to participants and adapted to individual needs
- S3** | Sessions are delivered as collective learning and co-creation experiences. Participants are supported and support each other to develop and excel
- S4** | The session is delivered through clear verbal and nonverbal communication. The participants views and their input are integral to the session
- S5** | Participants are supported to progress their dance, leadership, communication and social skills
- S6** | Participants are supported to broaden their dance and technical vocabulary in order to strengthen their expression
- S7** | All sessions are accompanied by live music from professional musicians who work responsively to participants' ideas

1a. Participant Centred Sessions

	Participant Experience	Session Input
P1	The participant experiences dance within the wider context of their life. The participant's artistic identity and ambitions are recognised and encouraged	S1
P2	The participant experiences inclusive and equal engagement regardless of their disability	S2
P3	The participant's personal progress is the measure of individual achievement and excellence	S3
P4	The participant's needs and any additional pastoral or other support needs are identified and managed by the lead facilitator	S1 S2 S3 S4
P5	The participant's wider skills development are nurtured by the facilitator	S5
P6	The participant is supported to engage with live music accompanying sessions	S5 S6 S7

1 b. Inclusive and Accessible Environments

Environment

Input

E1

Sessions are delivered within appropriate ratios (See individual sessions below) and include a lead facilitator, assistant facilitator and musician. Sessions may also include volunteers, trainees, peer mentors, carers and support workers

The lead and assistant facilitators have appropriate dance qualifications or experience and inclusive practice competence. Facilitators are both able teachers and inspirational role models. Facilitators and volunteers are appropriately insured and have enhanced DBS checks in place. They are all trained in the Magpie Dance methodology

E2

We ensure the physical space is safe, accessible and comfortable for engaging and stimulating dance sessions with appropriate and sufficient materials and equipment available to make it comfortable and appropriate for participants' needs.

Sessions are designed and delivered to meet the participant's needs and individual progression taking into account individual participant responses and contributions to the session.

E3

The duration of each session and depth of engagement are appropriate to achieve the intended outcomes.

The lead facilitator reflects on their practice and routinely takes time after the session for self-evaluation.

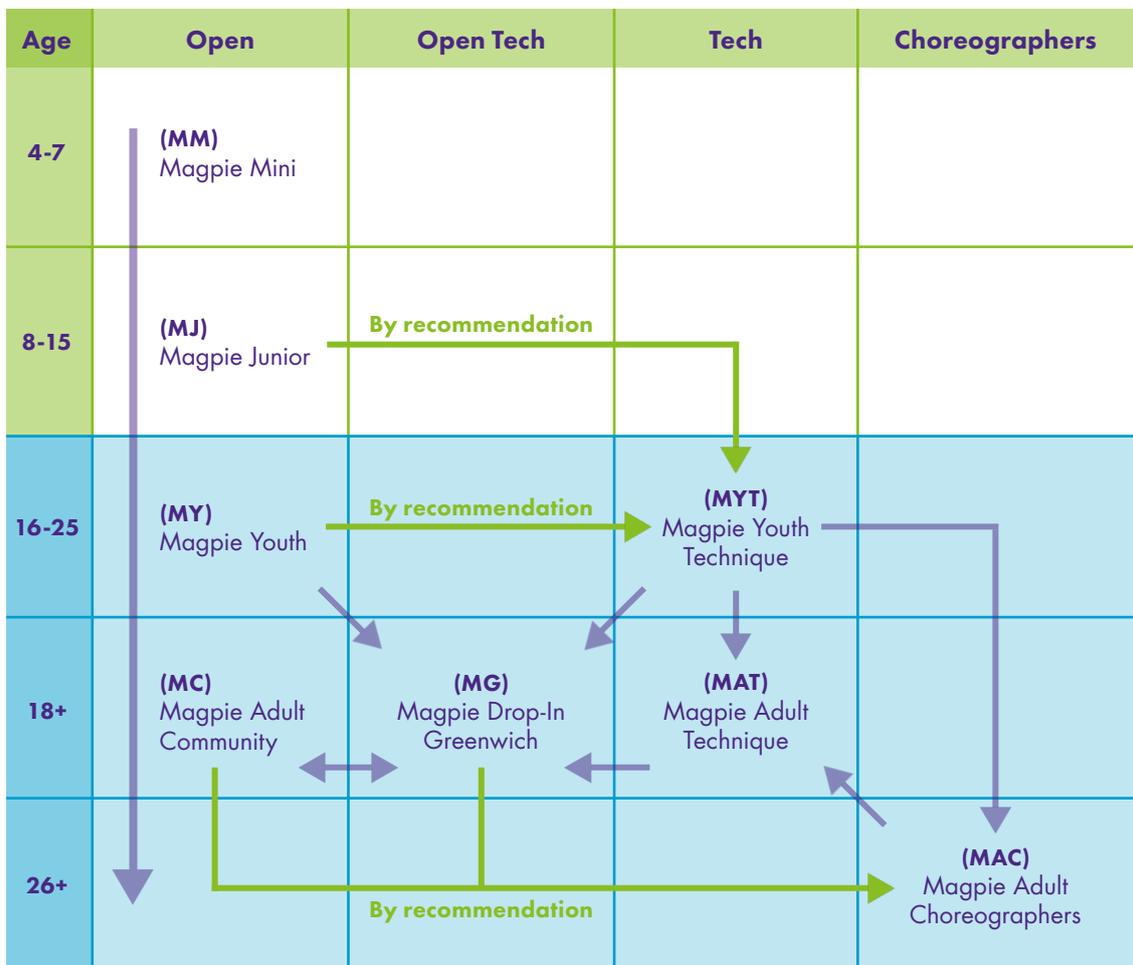
Session activities are monitored in accordance with Magpie Dance's participant outcome and participant input scaling at end of term.

Section 2 – Progression Routes

This section sets out the contents of our dance sessions, how we deliver them, the anticipated outcomes and how we monitor individual progress.

2a. Dance Programmes

The flowchart below provides an illustration of the Magpie Dance progression routes. Maximum capacity for each session is 15 to 30 dependant on age and need.



= Magpie Intensive Training (MIT)*

*Minimum of 3 sessions per week, including tech session

2a. Dance Programmes

MM - Magpie Mini (age 4 - 7)

MM sessions are for children with learning disabilities and their parent / carer. These sessions engage young participants in active learning through dance to develop and achieve measurable life skills through dance.

MJ - Magpie Junior (age 8-15)

MJ sessions are for children with learning disabilities. These sessions engage young participants in active learning to develop and achieve measurable life skills through dance.

MY - Magpie Youth (age 16-25)

MY sessions are for young people with learning disabilities. These sessions engage participants in active learning to develop and achieve measurable life skills through dance.

MYT - Magpie Youth Technique (age 12-25)

MYT sessions are for children and young people with learning disabilities who have shown an aptitude and commitment to dance. These sessions engage participants in high quality, inclusive contemporary dance technique involving active learning to develop and achieve measurable dance and life skills, creative and professional progression in dance.

MC - Magpie Adult Community (age 18+)

MC sessions are for adults with learning disabilities offering regular and accessible dance classes enabling participants and their support workers to engage in active learning of measurable life skills through dance.

MG - Magpie Drop-in Greenwich (age 18+)

MG sessions are for adults with and without learning disabilities who want to develop contemporary dance technique within a professional and inclusive setting.

2a. Dance Programmes

MAT - Magpie Adult Technique (age 18+)

MAT sessions are for adults with learning disabilities who have shown an aptitude and commitment to dance. These sessions engage participants in high quality, inclusive ballet/contemporary dance technique involving active learning to develop and achieve measurable dance and life skills, creative and professional progression in dance.

MAC - Magpie Adult Choreographers (age 26+)

MAC sessions are for adults with learning disabilities who have shown an aptitude and commitment to dance. These sessions focus on performance and engage participants in peer-to-peer learning and choreographic techniques which involve active learning to develop and achieve measurable dance and life skills, creative and professional progression in dance.

MHO - Magpie Health Oxleas (age 18+)

MHO sessions are for adults with learning disabilities and their supporting healthcare professionals (including Support Workers, Occupational Therapists, Speech and Language Therapists and Psychologists) enabling access to dance classes as a regular physical, creative and skills building activity. Participants engage in active learning of life skills through dance. Sessions are delivered in three Oxleas NHS Trust settings:

Atlas House:

A medium secure specialist inpatient service for people with learning disabilities and co-existing complex social and health conditions such as challenging behaviours, mental health needs, neuro development needs and offending behaviours.

Tall Trees:

A day service for people with learning disabilities and co-existing severe challenging behaviours and/or Autistic Spectrum Disorders.

TOPS (The Older People's Service):

A day service for people with learning disabilities and complex health needs and/or dementia. (This is a seated class).

2b. Participant Outcomes

Participant Outcome (PO)	Participant Input (PI)	Magpie Dance Sessions	Evaluation Method
<p>PO1 - Increased coordination, technical and creative skills in contemporary and other dance styles</p>	<p>PI 1 - Participant develops new and lifelong creative skills at their own pace</p> <p>PI 2 - Participant actively learns and develops contemporary dance technique</p>	<p>MM, MAC, MC, MHO, MG, MJ, MY, MYT</p> <p>MAT, MAC, MYT</p>	<ul style="list-style-type: none"> • Individual progress score (termly) • Case study (one participant/termly) • Participant feedback (termly) • Family/carer (annual)
<p>PO2 - Improved communication, collaboration and cooperation skills</p>	<p>PI 3 - Participant contributes and shares ideas with their peers</p> <p>PI 4 - Participant responds to live music / interacts with the musician accompanying the session</p> <p>PI 5 - Participant instructs the musician accompanying the session</p> <p>PI 6 - Participant has the opportunity to work with a variety of partners on joint projects including other artists, organisations and industry professionals (musician, visiting artist, choreographer, etc)</p>	<p>MM, MAC, MC, MHO, MG, MJ, MY, MYT</p> <p>MM, MAT, MAC, MC, MHO, MG, MJ, MY, MYT</p> <p>MAC</p> <p>MAT, MAC, MYT, MY</p>	<ul style="list-style-type: none"> • Individual progress score (termly) • Case study (one participant/termly) • Participant feedback (termly) • Family/carer (annual)

2b. Participant Outcomes

Participant Outcome (PO)	Participant Input (PI)	Magpie Dance Sessions	Evaluation Method
PO3 - Improved physical health and mental wellbeing	PI 7 - Participant maintains physical movement in a safe and appropriate way throughout the session	MM, MAT, MAC, MC, MHO, MG, MJ, MY, MYT	<ul style="list-style-type: none"> • Individual progress score (termly) • Case study (one participant/termly) • Participant feedback (termly) • Family/carer (annual)
	PI 8 - Participant learns and practices movement techniques that improve flexibility and overall fitness	MM, MAT, MAC, MC, MHO, MG, MJ, MY, MYT	
	PI 9 - Participant uses various props and equipment to stimulate movement	MM, MHO	
PO4 - Increased confidence and self esteem	PI 10 - Participant has the opportunity to lead part of the session	MM, MC, MHO, MJ, MY, MAC	<ul style="list-style-type: none"> • Individual progress score (termly) • Case study (one participant/termly) • Participant feedback (termly) • Family/carer (annual)
	PI 11 - Participant evaluates each session	MM, MC, MHO, MG, MJ, MY	
	PI 12 - Participant evaluates each session and creative project as a whole	MAT, MAC, MYT	
	PI 13 - Participant has opportunity to perform to varied audiences in varied venues	MM, MAT, MAC, MC, MJ, MY, MYT	

2b. Participant Outcomes

Participant Outcome (PO)	Participant Input (PI)	Magpie Dance Sessions	Evaluation Method
<p>PO5 - Improved social interactions with peers and reduced social isolation</p>	<p>PI 14 - Participant engages in positive interactions with other participants and Magpie Dance staff</p>	<p>MM, MAT, MAC, MC, MHO, MG, MJ, MY, MYT</p>	<ul style="list-style-type: none"> • Individual progress score (termly) • Case study (one participant/termly) • Participant feedback (termly) • Family/carer (annual)
	<p>PI 15 - Participant develops trust and friendships through supportive, safe and regular contact with peers</p>	<p>MM, MAT, MAC, MC, MG, MJ, MY, MYT</p>	
<p>PO6 - Increased leadership skills including Improved technical and creative skills as choreographers</p>	<p>PI 16 - Participant engages with non-disabled dancers in an open and integrated session</p>	<p>MG</p>	<ul style="list-style-type: none"> • Individual progress score (termly) • Case study (one participant/termly) • Participant feedback (termly) • Family/carer (annual)
	<p>PI 17 - Participant creates and leads a technical exercise for the group (peer to peer learning)</p>	<p>MAC</p>	
	<p>PI 18 - Participant choreographs and rehearses a new group dance piece and performs it to an invited audience</p>	<p>MM, MAT, MAC, MJ, MY, MYT</p>	

2c. Participant Monitoring

Monitoring of each participant is undertaken by our facilitators at the end of each term. This monitoring is done through capturing quantitative and qualitative information against two performance measures:

1. Participant Outcome - This measures each participant's individual progress and personal achievement against the six Magpie Dance participant outcomes. Outcomes are scaled from a minimum of 0 and a maximum of 5. Each participant begins at 0.

PO Scaling

Session Input

0

Participant shows no improvement. No change in the PO observed on any week - may be indicative of regression.

1

Participant is consistent in maintaining good personal level of attainment each week. Has neither improved nor regressed.

2

Participant shows slight improvement. Improvement in PO observed some weeks.

3

Participant shows good improvement. Improvement in PO observed most weeks.

4

Participant shows significant improvement. Improvement in PO observed every week.

5

Participant shows exceptional improvement. A high standard of Improvement in PO observed every week.

2c. Participant Monitoring

2. Participant Input - This measures the participant's attainment of a specific session input expected to have been achieved during the term.

PI Scaling	Criteria
0	Not attained
1	Partially Attained
2	Fully Attained
N/A	Not applicable or not covered in the term

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