

Plan summary

The Place, London Contemporary Dance School

Summary of 2026/27 - 2029/30 access and participation plan

What is an access and participation plan?

An access and participation sets out how higher education providers will meaningfully and effectively improve the equality of opportunity for underrepresented groups, as determined by the Office for Students, to access, succeed in and progress from higher education.

You can see the full Access and Participation Plan for London Contemporary Dance School at [Access and Inclusivity | The Place](#)

Key points

We are a small and specialist provider located in the heart of London with a student body of approximately 250. London Contemporary Dance School sits within the wider context of The Place, a vibrant centre for dance whose broader activities continue to enrich the student experience and sets it apart as a leader in UK dance training.

As a small specialist provider, limited data sets restrict the depth of our analysis, though we have included meaningful findings and are committed to improving our evidence base.

In relation to our specialist provision, wider sector challenges, including the devaluation of the arts and the decline of publicly funded outreach programmes, restrict access to dance training disproportionately affecting our target groups. Our intervention strategy responds directly to them.

The focus of our 2026-2029 Access and Participation Plan is to continue the work started in our previous Access and Participation plan to support access to our provision for students from disadvantaged and underrepresented backgrounds. This new plan also includes an increased and enhanced approach to evaluating our activity, to learn lessons from ourselves and the wider sector to continue to provide the best support for the students who need it most.

See pages 1 – 5 of the Access and Participation Plan for more information.

Fees we charge

Full time undergraduate courses for UK students: £9,790 (note: fees may increase in line with OfS guidance)

Please see link for more information on fees [Fees and Funding | The Place](#)

Financial help available

London Contemporary Dance School provides a range of financial support to students. For current students we offer the Student Fund and LCDS Bursaries, including the Care Leavers Bursary.

Financial support can be found here: [Fees and Funding | The Place](#) and see page 19 – 22 and 30 of the Access and Participation Plan for more information.

Information for students

Students, parents and carers are made aware of these funding opportunities at the point of application and during key information events, such as open days, admissions workshops, offer-holder sessions and newsletters.

See pages 19 – 20 of the Access and Participation Plan for more information.

What we are aiming to achieve

Our plan outlines the work we will undertake to increase access to address risks to equality of opportunity. We will address structural barriers through targeted outreach, financial support, and partnerships with schools, colleges, and dance organisations.

We recognise that this work is a long-term commitment and as such all our targets are set with an eight-year end goal.

1. Aim: increase the proportion of students from the most disadvantaged backgrounds using the Index of Multiple Deprivation (Quintiles 1 and 2) areas enrolling on our courses, to a 4 year aggregated target of 32.1% by 2029/30
2. Aim: increase the proportion of students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities) enrolling at LCDS, to a 4 year aggregated target of 26.3% of our intake by 2029/30
3. Aim: increase the proportion of students who identify as Male enrolling at LCDS, to a 4 year aggregated target of 15.8% of our intake by 2029/30

See pages 10-22 of the Access and Participation Plan for more information.

What we are doing to address keys risks to equality of opportunity

In order to achieve our targets, we have developed 3 intervention strategies to address risks to equality of opportunity and achieve our objectives. These are:

1. **National Partnership Programme**, a bespoke programme which allows young people to experience and understand pathways into Dance Higher Education and includes activities such as workshops, visits, summer school scholarships, curtain raisers
2. **Collaborative Male Identifying Project** aimed at addressing the reduction of male identifying students entering into Higher Education dance training through a programme of activities delivered in partnership with 4 other dance conservatoires
3. **Financial support** through the LCDS Bursaries and Student Fund

See pages 10-22 of the Access and Participation Plan for more information.

How students can get involved

Students were central in shaping the Access and Participation Plan through a paid Focus Group made up of 15 students from diverse underrepresented backgrounds, who met termly to share their experiences of barriers and advise on proposed interventions. Their insights—ranging from limited access to dance opportunities to low confidence and lack of guidance—have informed several elements of the plan, including travel bursaries for Admissions Workshops, increased student presence and more representative staffing in outreach, and clearer guidance for applications. LCDS will continue this collaboration by introducing a rolling cohort of first-year students who will act as Access and Participation Ambassadors, contributing to outreach, peer support, and the ongoing development, delivery and evaluation of our activities.

See pages 25-27 of the Access and Participation Plan for more information.

Evaluation – how we will measure what we have achieved

LCDS ensures our Access and Participation work is evidence-informed by embedding evaluation into activity design through Theory of Change models, improved data capture, and guidance from Office for Students and the SEER service from Applied Inspiration [Specialist Evidence Evaluation & Research](#). Evaluation of interventions will use mixed-method approaches, triangulated data, and alignment with the Office for Students' Standards of Evidence to assess both process and impact. Working with SEER and strategic partners strengthens the robustness of our evaluation, supports shared learning, and enables us to adapt activities in response to emerging findings.

We will regularly publish our findings in line with our publication plan, to share our key learnings with the broader sector. This may be through calls for papers at conferences, submissions to academic journals or simply published on our website.

See pages 27-29 of the access and participation plan for more information.

Contact details for further information

Please contact Andrea Barzey andrea.barzey@theplace.org.uk for more information.