

Inclusion Strategy

2023-24



Enriching lives through the power of music



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ENGLAND**



Our vision

Enriching lives through the power of music

Our values

HOLISTIC	EQUITABLE	AUTHENTIC	REPRESENTATIVE	DIVERSE
Placing emphasis on personal, social and musical outcomes	People facing the biggest barriers receive the most support	Developed with and informed by the people we do it for	Of the children, young people, and families we work with in our local communities	All musical genres, styles, practices are valued equally



We want young people across all 3 localities, who wish to access our music programmes to be able to participate, providing enjoyable activities to support their health and wellbeing. Solihull Music is committed to ensuring that access, diversity, and inclusion are the key drivers to our offer, with the voice of children and young people are at the heart of the decisions we make.

We recognise that not all groups of children and young people are represented in our current programming and over time plan to identify resources to develop inclusive, accessible, and relevant activity to meet the needs and aspirations of all children, young people and their families throughout our programming.

Our commitment

Solihull Music is committed to promoting equality of opportunity and access that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation, and any other form of discrimination. We will focus relentlessly on equity, diversity and inclusion at all levels of the organisation – being clear that musical diversity will be the driver for ensuring full access to all.

Our Inclusion strategy sets out our commitment and objectives to ensure that we will provide an environment and culture that is truly inclusive, where all stakeholders have a sense of belonging, feel valued for who they are and are supported to be the best they can be.

Over time we aim to ensure our commitment is reflected in our:

- Our vision
- Our values
- Our governance
- Our partners
- Our workforce
- Our music education offer to schools, families, and children.
- Our music curriculum
- Our approach to teaching and learning
- Our digital output and social media



This commitment is in accordance with the Equality Act 2010 which offers legal protection based on a number of characteristics.

These protected characteristics are:

- Age
- Sex
- Disability
- Ethnicity
- Gender reassignment
- Religion/Belief
- Sexual Orientation
- Marriage/Civil Partnership
- Pregnancy/Maternity



Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantage because of other characteristics and factors (including political beliefs, trade union status, criminal record, employment status, social class, home address, culture, language, HIV status, or responsibility for dependents) and will work to eliminate discrimination of any kind.

What do we mean by Equality, Equity Diversity, and Inclusion?

Equality is about ensuring that all individuals have an equal opportunity to make the most of their lives and talents

Equity is about recognising that some people or groups need additional support in order to fully participate – and providing the means for them to do so

Diversity is about the presence of difference that already exists- the different characteristics that an individual or group has that may be diverse from others.

Inclusion is about creating an environment where people feel valued, welcomed and able to contribute.



What is the purpose of our Inclusion strategy?

The strategy sets the foundations for us to build an inclusive educational culture where all children and young people are valued and recognised for their unique qualities, ideas, voices and perspectives.

The strategy is based on seeking positive answers to three key questions:

1. Do all children and young people in the hub receive a high-quality music education that is tailored to their needs, interests and abilities?
2. Do the hub's values embrace Equity, Diversity and Inclusion and does its practice promote it?
3. How well can the hub individually and collectively, recognize and overcome barriers to learning?

Our Inclusion Strategy will play a key part in establishing a long-term sustainable offer that aims over time to make sure that all children have the opportunity to make, create, enjoy and share music.



Priority 1: Embedding Inclusion

To develop cultures, policies and procedures to support inclusion across hub region and to ensure that appropriate and continuing resources are put in place to enable the Inclusion strategy to succeed

1.1	Ensure organisation has adequate expertise to set and achieve its Inclusion objectives	<ul style="list-style-type: none">• To ensure hub workforce and hub programming continues to diversify to ensure music reflects the cultures and local communities within each locality and the interests of the young people we wish to engage.• To deliver a targeted recruitment programme designed to recruit tutors with experience of working with young people who facing barriers to access, participation, and engagement (SEND)• To encourage and support existing tutors to attend Inclusion training.• To deliver a targeted recruitment programme designed to recruit tutors in contemporary genres of music and technology who can build positive relationships with young people facing barriers to access, participation, and engagement. (SEMH)
1.2	To ensure recruitment practices are inclusive and promote diversity	<ul style="list-style-type: none">• To review recruitment process cycle annually.• To review job description and job specification for all posts annually.• To ensure interview questions and format of interview sent out 5 working days in advance of interview.
1.3	To increase collaboration with key stakeholders to inform and influence needs analysis and programming.	<ul style="list-style-type: none">• Develop clear communication channels through LA links and support groups such as SENDIAS, and Solihull Parent Carer Voice• Gather views and experiences to benchmark current music provision and inform programming for children & young people in Solihull

Priority 2: Workforce development

To deliver workforce development programme on musical inclusion for hub and school workforce.

2.1	To develop knowledge, skills and awareness of Inclusion in existing and future hub workforce	<ul style="list-style-type: none"> • To deliver Inclusion training to support Solihull Music workforce to develop skills, knowledge and understanding required to ensure all voices are heard and celebrated. • Solihull Music has an organisational wide PDR target which includes developing inclusive practice • Youth Music Quality Framework and advocacy for reflective practise is embedded into hub quality assurance process. • Develop supervision programme to support all tutors working with children with SEND /SEMH/D. This will include both structured reflection time and pastoral care and supervision in recognition of the challenging nature of the work.
2.2	To support schools to review their curricular and co- curricular provision with Inclusion as a golden strand	<ul style="list-style-type: none"> • To deliver CPD for schools to raise awareness and train music teachers to develop the skills, knowledge and understanding required to ensure all voices are heard and celebrated in a global music curriculum and the wider musical community of their school. • Create a database of organisations for schools to access support and funding to remove barriers to access, participation and engagement. (e.g. Amber Trust, OHMI, Awards for Young Musicians) • To create a Inclusion network for teachers to share, support, identify and challenge barriers to inclusive practice both within the organisation and in the local communities.

Priority 3: Children , Young people and families

To increase and sustain engagement for children and young people with barriers to participation.

3.1	Expand musical opportunities and progression routes for Children and young people with SEN/D	<ul style="list-style-type: none"> • To increase number of children, young people with additional needs engaged in out of school inclusive music making activities. • Continue to gather regular feedback from participants and parent /carers to inform and improve offer.
3.2	Increase and sustain engagement for Children and Young people with SEMH/D who are experiencing a range of barriers and challenging life circumstances	<ul style="list-style-type: none"> • To develop targeted Youth Voice activity to understand barriers to young people who are experiencing a range of barriers and challenging life circumstances. • To continue to work in partnership with LA Refresh SEMH setting to deliver Trauma Informed Musical Nurture Groups for pupils at Key Stage 1 and Key Stage 2. • To deliver targeted Solihull Youth Justice and Exploitation music programme for young people who are experiencing a range of barriers and challenging life circumstances. • To work collaboratively with LA Virtual school increase number of CIC engaged in 1:1 or group instrumental lessons and music ensembles both in and out of school. • To develop creative music pathways for young people with SEMH(songwrting courses, music production in collaboration with local authority inclusion teams (e.g. Solar, SISS, Education Inclusion Team).
3.3	To increase engagement for children experiencing challenging life challenges.	<ul style="list-style-type: none"> • To develop targeted Youth Voice activity through locality networks to understand barriers to young people who are experiencing a range of barriers and challenging life circumstances. • To develop Contemporary Music (Grime/Drill) out of school offer in North Solihull. All sessions delivered FREE of charge and funded through Hub FSM allocation. • To work with locality networks to promote and raise awareness of remissions available to schools through Pupil Premium and Virtual School funding. (Awards for Young Musicians etc)