# Inclusion Strategy for SouthEast London Music Education Hub

## Introduction

Music education serves as a transformative tool for children and young people, fostering personal growth, creativity, and community engagement. Across the six boroughs represented by the Southeast Music Hubs, there is a significant push to address barriers to inclusion. For example, in Bexley, nearly 10% of students are identified as needing SEN support, and 3.5% have an EHCP. Lambeth prioritises youth-led programming, while Southwark integrates Equity, Diversity, and Inclusion (EDI) into all organisational levels. These boroughs collectively strive to deliver inclusive, high-quality music education tailored to the diverse needs of their communities. This document synthesises the strategies of Greenwich, Lambeth, Lewisham, Southwark, Bexley, and Bromley, providing a unified approach while highlighting the distinctive contributions and activities of each partner.

The six boroughs of Bexley, Lambeth, Lewisham, Southwark, Greenwich, and Bromley form a dynamic region with a population of approximately 1.6 million people, projected to grow to 1.9 million by 2030. The area is diverse, with 38% of the population identifying as Black and Asian Multi-Ethnic, and 45% when including white ethnic minorities. Collectively, the boroughs have a vibrant mix of languages, with Romanian, Panjabi, Polish, and Somali among the top non-English languages spoken.

Across the six boroughs, 28% of the population is under the age of 25, reflecting a young and active demographic. Families make up a significant proportion of households, contributing to the vibrant educational and cultural landscape.

The region includes over 350 primary and secondary schools, alongside more than 25 special schools catering to diverse needs. SEN support is a key focus, with approximately 11% of pupils receiving support and 4.2% holding an EHCP.

Education levels across the six boroughs are improving, with over 37% of residents now holding qualifications above A-levels, narrowing the gap with London averages. Schools and community programs play a critical role in supporting this upward trend.

At the end of 2020, 94% of pupils receiving SEN support were engaged in education, employment, or training, outperforming national averages. The NEET rate for this group across the boroughs is among the lowest in London, at just under 4%.

For pupils with an EHCP, participation in education or training remains strong at 92%. Key areas of support include speech and language interventions, alongside targeted mental health programs.

Around 4.2% of pupils have an EHCP, with boys representing a higher proportion at 68%. Additionally, 34% of pupils with an EHCP are eligible for free school meals.

The primary SEN needs across the six boroughs are consistent with national trends: speech, language, and communication (34%), social, emotional, and mental health (26%), and autistic spectrum disorder (21%).

## Our Vision for Inclusion

The Southeast London Music Education Hub partners share a commitment to:

* Removing barriers for underrepresented groups.
* Celebrating diversity through programming and workforce representations
* Ensuring continuous improvement through feedback, evaluation, and training.
* Embedding inclusion across all levels of music education, from programming to governance.

South East London Music Education Hub partners will:

* Provide a secure environment in which all children can flourish and achieve
* Include and value the contribution of all families to demonstrate understanding of equality and diversity
* Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
* Improve knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
* Make inclusion a thread that runs through all strategic and practical delivery
* Promote inclusive practices beyond own programmes and within our communities.
* Prepare children for life in a diverse society in which children can see their place in the local, regional, national and international community.
* Plan systematically to improve understanding and promotion of diversity.
* Upskill staff teams to improve their understanding of diversity through on-going staff training and including this within all induction training for staff
* Use knowledge of local areas to inform practice in terms of engagement, SEN, curriculum and safeguarding.
* Actively challenge discrimination and disadvantage.

**South East London Music Education Hub is committed to:**

* Promotion of equality, diversity and inclusion as professional, practical, and positive issues which enrich our work.
* Ensuring all staff understand the implications of this statement for their day-to-day work and for how they treat and support colleagues and students
* Embedding these principles in all our policies, processes, and project plans.
* Recruiting people who have the skills to put these principles into practice.
* Championing our principles in all our communications and publications.
* Supporting our partners and stakeholders to do likewise.
* Commit to providing a secure, safe, and inclusive learning and working environments for all.
* Use the information and data we gather to inform our decisions on closing gaps and improve our practice.
* Working with all communities within the London and the South East to foster good and positive relationships and improve life chances for all.

## Strategic Priorities for Implementation

* Strengthening Inclusion Leadership
	+ Establish a shared Inclusion Lead or collaborative working group.
	+ Work towards a standardised frameworks for evaluating EDI impact across all boroughs.
* Leveraging Resources
	+ Share adaptive instruments and training resources across boroughs.
	+ Coordinate collaborative youth-led initiatives.
* Centralised Data Collection
	+ Partners share data for tracking demographics and participation.
	+ Analyse regional trends to identify gaps and opportunities.
* Unified Workforce Policies
	+ Promote consistent recruitment, induction, and CPD strategies to promote diversity and inclusion.

## Core Shared Strategies and Activities

* Workforce Development
	+ Partners focus on ensuring the workforce reflects the local population, emphasising training for working with diverse groups, including SEND and disadvantaged youth.
	+ Partners include Inclusion Leads in planning meetings and programs workforce-wide inclusion training.
	+ Partners emphasise targeted recruitment of tutors skilled in SEN/D and music technology.
	+ Partners provide continuous training through partnerships like London Youth and disseminates inclusive practice resources among music tutors.
* Access and Participation
	+ Partners integrate subsidised programs and regularly audit the impact of financial support measures.
	+ Partners promote visibility of financial support for Pupil Premium and Looked After Children, broadening access to opportunities.
	+ Partners use assistive technology, such as adaptive instruments, and target funding for SEND programs.
	+ Partners plan to expand their stock of adaptive instruments using capital grant funding and collaborate with organisations like Drake Music for SEND inclusion.
* Inclusive Programming
	+ Partners organise events specifically tailored for SEND students, integrating their input into programming.
	+ Partners prioritise diverse repertoire and youth-led programming, ensuring young people influence session design.
	+ Partners support pathways for SEN/D musicians to transition into mainstream ensembles.
* Community Engagement
	+ Partners foster partnerships with schools and community organisations to enhance cultural activities and engagement.
	+ Partners solicit consistent youth feedback on programming.
	+ Partnerships with schools and specialist providers enhance inclusion for vulnerable youth, including LAC and SEND groups.
	+ Partners develop referral networks to reach marginalised groups.
* Evaluation and Feedback
	+ Partners integrate EDI self-assessment tools into organisational planning.
	+ Partners implement the HEARD framework (Holistic, Equitable, Authentic, Representative, Diverse) for program assessment.
	+ Partners monitor the effectiveness of programs through comprehensive data analysis and stakeholder feedback.
	+ Partners conduct annual inclusion audits and uses findings to tailor CPD sessions and initiatives.

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| **Area/priority** | **Ambition** | **Action** |
| 1. **Culture**

(Fostering an inclusive and respectful culture that celebrates diversity and creates a sense of belonging for all members) | Hub partners act on their commitments to the Hub culture statements. | Ask partner organisations to communicate and explore the Hub Culture statements within their organisations. What do they mean in practice? What challenges do they present?Where would additional support be helpful? |
| Partners share updates and feedback on the above in one of the termly partner meetings. |
| 1. **Workforce**

(Recruiting and training a diverse and skilled workforce that reflects and caters to the communities it serves)  | The Hub benefits from the support and guidance of an Inclusion Advisory Group | Put in place an interim arrangement for 2024-25 for an Inclusion Working Group.Include aspects of ‘Inclusion’ across planning meetings, HR meetings and forward planning meetings |
| The Hub workforce develops the skills to support an increased level and range of need. | Consult further with partners and schools (via teacher networks) to understand specific inclusion training needs. Programme and promote training opportunities in response. |
| Hub recruitment practices evolve to attract and appoint a skilled and diverse local workforce. | Conduct a ‘guided review’ of recruitment practices at a partner meeting which probes advertising, shortlisting, interviewing and induction and asks how we can better support/engage local talent. |
| 1. **Access and participation**

(Removing barriers for under-represented groups and broadening participation) | Hub partners ‘shout loudly’ about the support they can offer to schools and families that will remove common barriers to participation.  | Ask partner organisations to **increase the visibility** of the financial support they can offer schools/families towards any fees and charges and/or where provision is **free**.This should include clarifying support available to young people eligible for Pupil Premium and Looked After Children. |
| Ask partner organisations to **identify how** they are able to support young people with SEND to participate in activities. |
| Ask partner organisations to identifyif they can remove any other perceived barriers to participation *(e.g. instruments/equipment provided, complete beginners welcome, a range of times/locations available)* |
| Hub communications speak to, reflect, and reach communities in the broadest sense. | Hub partners strive to use inclusive images, language and formats in their communications and broaden the channels through which these are shared.  |
| Hub partners are able to draw on additional support to increase/broaden participation | Additional support signposted to partners, adaptive instruments scheme, other organisations (e.g. Drake Music) and tools (e.g. Youth Music).  |
| 1. **Diversifying opportunities**

(Developing programming and progression pathways to take into consideration the musical identities, cultures and interests of young people in South East London) | Young people with SEND are supported to participate in a range of activities and events. | Reflect with Hub partners on the support and opportunities they are able to offer young people with SEND to enable them to participate in activities and events.  |
| Consider whether a specific Hub SEND event, that is shaped around the needs of specific individuals and groups, is needed. |
| The Hub increases its holiday provision offer. | Ask partner organisations to consider whether they can deliver inclusive opportunities during holidays (i.e. free, equipment provided, suitable/with support for children with SEND, youth informed etc.) |
| Youth Voice activity is shaping the content and/or shape of provision in all partner organisations. | Ask partner organisations to champion youth voice activity with their staff, even at a simple level (e.g. offering choice within sessions, inviting suggestions for repertoire/activities, seeking feedback on experiences). |
| Partner organisations and staff programme provision and content with an awareness of the need for diversity and representation. | Ask partner organisations to champion deliberate and diverse programming of provision and content with staff that broadens experiences and promotes music and musicians from a range of cultures and backgrounds. |
| 1. **Governance**

(Creating a diverse and representative Advisory Group that has the skills and experiences to drive change) | The Advisory Group membership remains diverse and varied in skills. | Deliver the Advisory Group skills and background audit and use this information to identify any needs.  |
| Consider recruiting an emerging musician/artist/leader (18-25 years old) to the Advisory Group. |
| 1. **Data collection and analysis**

(Improving the quality of the data we collect and hold to improve our understanding of and response to need). | The Hub improves its understanding of inclusion challenges and priorities. | Review, summarise and share the information gathered from partners regarding inclusion challenges and needs. Analyse participation and workforce data once submitted. |
| The Hub improves its understanding of levels of participation from different groups. | Enhance the quality of participation data by proactively sharing the key background information required and asking them to collect this at registration.  |
| The Hub gains a better understanding of workforce diversity in all partner boroughs. | Enhance the quality of workforce data by proactively sharing the key background information required and asking them to collect this at registration. |

## Unique Contributions and Activities by Partner

* Greenwich
	+ Commitment to tackling discrimination through the Equality Act framework.
	+ Emphasises community cohesion via cultural activities and positive representation in communications.
	+ Annual audits to ensure accessibility and equity in service delivery.
* Lambeth
	+ Promotes youth voice through councils and youth-led activities.
	+ Focuses on reflective workforce practices, encouraging cultural responsiveness among staff.
* Lewisham
	+ Maintains a strong advocacy approach for inclusive practice, disseminating findings regionally and nationally.
	+ Operates referral networks to connect marginalised youth with music opportunities.
	+ Hosts collaborative events like 'Jass Hang' and 'Lewisham Live,' celebrating local diversity.
* Southwark
	+ Pioneers in using adaptive technology for inclusion, such as fundraising for 15 iPads for SEND classes.
	+ Engages diverse youth voices via Student Councils and Working Groups.
	+ Provides internships and work experience opportunities, promoting youth leadership.
* Bexley
	+ Expands adaptive instrument availability, including Skoogs and Soundbeams, in partnership with Drake Music.
	+ Promotes financial equity through a scholarship and bursary program.
	+ Runs the Bexley Music Youth Council to ensure youth voice informs strategic planning.
* Bromley
	+ Regular CPD for staff focusing on inclusivity in SEMH, SEN/D, and PRU settings.
	+ Offers progression routes tailored for SEND students, including Open Orchestra and SEN Choir initiatives.
	+ Targets underrepresented groups through inclusive marketing and tailored programming.

## Review

This inclusion strategy is a live document, designed to develop and change over time as we work with different stakeholders to ensure it remains relevant and able to meet the changing needs and wants of the communities we serve.

The implementation of the strategy will be driven by the Hub Advisory Group with support from the Principal Partners, members of the Board, Inclusion Lead (when appointed) and other partners as appropriate. This group will also update the strategy throughout the year as necessary and review the strategy towards the end of the academic year.

Ultimate responsibility for inclusion lies with the Hub Advisory Group, which will oversee and monitor the inclusion strategy.

## SELMEH Understanding.

**Equality Means:**

* Being valued for who and what we are.
* Achieving our professional goals and personal development counting on our collective diversity, social background, and experience to enrich what we do and how we do it.
* Not being held back in our development by anyone’s preconceptions about our abilities.
* Placing equality at the core of our employment, management, and teaching practice.
* Knowing that our organisations are a fair and just place to work and learn.
* Having a sense of identity and feeling able to express ourselves in our own way.

**Diversity Means:**

* Understanding that everyone is unique
* Celebrating the fact that our staff and students are from a wide range of social and ethnic backgrounds.
* Acknowledging that teams are stronger and more effective when we acknowledge and embrace the different views, skills, and experiences around the table.
* Consulting whenever possible and listening to different viewpoints to improve how we work as a team.
* Explaining the rationale for our decisions.

**Inclusion Means:**

* Embracing all people irrespective of race, gender, disability, or other need.
* Providing equal access and opportunities and eliminating of discrimination and intolerance.
* Encouraging collaborative decision making and encouraging staff and students to talk honestly and openly.
* Empowering staff to contribute to a positive working and learning environment that is enjoyed by all.
* Removing the need for staff to negotiate / self-promote in order to get the recognition they deserve.
* Ensuring that equality of opportunity is transparent and open to all staff and students