

Inclusion Strategy 2023-2024

Cumbria Music Education Hub (updated 12/23)

Strategy Overview

Following a consultation led by Dr. Phil Mullen in 2021, Cumbria Music Hub adopted a 12-point Inclusion Strategy to be implemented in the timeframe 2022-2026. An Inclusion Lead for the Hub was appointed in January 2023. The Hub Manager, Inclusion Lead and Advisory Board will work with all Hub Partners to implement, monitor and review the Inclusion Strategy.

The purpose of the Inclusion Strategy is to ensure a standardised level of inclusive practice across the Hub area, to support expansion of best practice and to support all partners to identify areas for further development.

Associated documents

- Cumbria Music Hub Local Plan for Music Education (LPME), Needs Analysis, SMART Objectives and Programme of Activity
- Cumbria Music Hub [Charging and Remissions Policy](#)
- Cumbria Music Hub Workforce Development Plan and CPD Offer – available in LPME
- Cumbria Music Hub Instrument Stock and Management Plan – available in LPME
- Cumbria Music Hub Quality and Impact Framework – available in LPME

Equality Act 2010

Guided by the Equality Act 2010, Cumbria Music Hub will actively address discrimination and barriers often faced by those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

CMH works to identify and understand the particular barriers to musical participation that may be faced by the young people in our catchment, such as geography and lack of access to transport, special educational needs (SEN) or children living in challenging circumstances (CCC). Following the undertaking of a needs analysis in 2023, we seek to identify more specific barriers and ways in which we will actively address them.

Cumbria Music Hub is committed to promoting Inclusion, Diversity, Access and Equity among and for our colleagues and partners as well as the young people we work with.

Hub Inclusion Lead Responsibilities

Our Hub Inclusion Lead Officer is Isobel Mortimer. She is passionate about the role and has a detailed understanding of Inclusion across the county and substantial experience of supporting schools in areas of socio-economic deprivation and rural isolation.

Their roles and responsibilities are clearly defined and support our response to the area needs analysis, working effectively with partners to direct resources to where focussed and tailored work streams and development pathways are required.

The Inclusion Lead will be responsible for:

- awareness raising and training within the Music Services and to offer this to Partner organisations
- promoting excellent practice among partners

Supported using public funding by

- developing, implementing and monitoring the Hub’s Inclusion policy, strategies and action plans in partnership with the Hub Manager and Hub Advisory Board
- building relationships with marginalised and under-represented communities
- developing projects, services and products to address Inclusion deficits and to benefit children and young people most at risk of exclusion from, and low engagement with, Hub activities
- reporting to the HLO and Hub board and completing quarterly returns
- representing the Hub externally
- lead on Local and National partnerships to enhance and develop inclusion work within the Hub communicate frequently with local, regional and national Inclusion networking groups
- implementing learning and best practice from elsewhere
- sharing good practices and successes in Cumbria, regionally, and nationally.

Strategic Areas of Focus 2022-2026

- **Strengthening the culture of inclusive practice within CMH**
 - Embedding training in inclusion, unconscious bias and reflective practice
 - Developing and integrating pathways for Youth Voice and involving young people in decision-making across the Hub.
- **Building connections with Hub partners and organisations supporting young people**
 - Developing diverse, accessible and high-quality progression pathways for all within and between Hub partners
 - Sharing knowledge and resources to understand and reduce barriers to musical participation.
- **Monitoring and evaluating inclusive practice**
 - Integrating systems for monitoring engagement and progression
 - Identifying areas of under-representation and barriers to participation.
- **Inclusion-focused delivery projects**
 - Developing new and existing programmes with inclusion at the forefront of the design and delivery
 - Development of projects in target areas and with specific groups of young people.

Strategic Priorities 2022-2026

1	Inclusion is embedded across the hub area. The hub has worked with a range of partners to develop a strong collective vision for inclusion.
2	Cultures, policies and procedures are created to support inclusion and to ensure that appropriate and continuing resources are put in place to enable the inclusion strategy to succeed.
3	The hub team and other deliverers have appropriate and sufficient skills, knowledge and understanding (i.e. an inclusive mind-set) to deliver musically inclusive practices and appropriate musical and creative development with all children and young people.
4	There is a widely held perception of the hub as one that embraces and foregrounds inclusion and diversity. The hub has engaged with schools and parents to advocate for the positive benefits of musical inclusion and has used a partnership building approach to engage community groups. In addition the hub has reviewed and updated its

	communications and website with regard to inclusion.
5	The work of the hub to engage in sustainable ways with new groups of children in challenging circumstances has expanded. This will include a substantial out of school and out of school hours programme.
6	The offer for children with SEND has been expanded, with some emphasis on performance, recording and celebratory opportunities.
7	The hub has increased and sustained engagement with children with SEMHD, with the following main areas of focus: Those young people at risk of and with mental health problems, especially those affected by the isolation and trauma of Covid and those excluded from school and at risk of school exclusion.
8	Data is used as a driver for inclusion.
9	There is an increased engagement with the music of different cultural communities within Cumbria and also music genres favoured by young people. The team has diversified to reflect this.
10	Monitoring and evaluating the quality of inclusion across the hub is embedded and influences future strategy.
11	The ensemble programme and the role of music centres have been critically reviewed and updated, looking at purpose, philosophy and pedagogy, take-up, and progression, in order to further develop inclusion and progression for all children and young people.
12	Activities will seek to more closely reflect the needs and interests of young people, with particular emphasis placed on youth voice, diversification of genre and shared ownership.

Support for children and young people eligible for Pupil Premium, Children Looked After and young people with SEMD and SEND

CMH will continue to build on the range of initiatives and policies which make support and resources available for children eligible for Pupil Premium, Children Looked After, and children with SEMHD and SEND.

Remissions for activities and instrument hire are currently offered by several Hub partners. Going forwards, all partners will implement a remissions policy – including access to instruments - and training in inclusive practice, including supporting children with SEND.

Partnerships with schools and organisations supporting young people from these groups will ensure that they are signposted and supported to participate.

Support will necessarily be responsive to participant need, but strategies include:

- Accessibility of activity locations: DDA compliance, public transport and proximity
- Awareness of neurodiversity, SEND and potential adjustments
- Cost: a range of affordable activities, targeted remissions and provision designed to further reduce financial barriers
- Engaging with local and national organisations to develop provision using adaptive and electronic instruments
- Training in trauma-informed practice

Building on research and best practice

The Inclusion Strategy will be informed by:

- An ongoing audit of current practice across the Hub area to understand needs and strengths in provision
- Participation in action research such as the Nurture Group project initiated by Changing Tracks
- Consultation and collaboration with Hub partners
- Findings from conferences, current literature and external CPD
- Participation in national and regional networks of inclusive practitioners

Actions for 2023-2024

IL = Inclusion Lead

HM = Hub Manager

AB = Advisory Board

Strategic Priority	Actions	Responsible
1. Inclusion is embedded across the hub area. The hub has worked with a range of partners to develop a strong collective vision for inclusion.	Develop and offer inclusion toolbox to schools and music organisations in the local area including: <ol style="list-style-type: none"> 1) Statement of inclusive values and practices 2) Resources for inclusive practice, including diverse repertoire and musical inclusion in mainstream schools 3) Self-evaluation tools for practitioners and schools (see Priority 10) 	IL
	Embed inclusion processes across the hub: ensemble criteria, SLAs, partnership agreements, remission policies	IL+AB
2. Cultures, policies and procedures are created to support inclusion and to ensure that appropriate and continuing resources are put in place to enable the inclusion strategy to succeed.	Develop systems for data collection and monitoring, and for monitoring progression pathways Hub partners take on responsibility to: <ol style="list-style-type: none"> 1) Provide data on who is engaged 2) Have clear progression routes provided to all young people 3) Ensure all of their teams undertake some inclusion training where appropriate 	IL
	Continue to audit inclusive work across Cumbria to identify needs and avoid repetition.	IL
3. The hub team and other deliverers have appropriate	Inclusion-focused CPD and induction training to be implemented by all Hub partners,	IL+AB

Strategic Priority	Actions	Responsible
<p>and sufficient skills, knowledge and understanding (i.e. an inclusive mind-set) to deliver musically inclusive practices and appropriate musical and creative development with all children and young people.</p>	<p>including social model of disability, protected characteristics, self-evaluation tool if appropriate</p> <p>Training sessions in attachment and trauma provided for music leaders interested and/or working in relevant settings</p>	<p>IL</p>
<p>4. There is a widely held perception of the hub as one that embraces and foregrounds inclusion and diversity. The hub has engaged with schools and parents to advocate for the positive benefits of musical inclusion and has used a partnership building approach to engage community groups. In addition the hub has reviewed and updated its communications and website with regard to inclusion.</p>	<p>Events and offers emphasising inclusion e.g. intercultural music projects, music and wellbeing days highlighted and signposted</p> <p>Social media and website highlights access, inclusion and diversity including access needs and remissions policies</p> <p>Best practice highlighted and celebrated (see Priority 10)</p> <p>Take steps to diversify Hub board/advisory group</p>	<p>IL + Comms Manager</p> <p>IL + Comms Manager</p> <p>IL + Comms Manager</p> <p>AB</p>
<p>5. The work of the hub to engage in sustainable ways with new groups of children in challenging circumstances has expanded. This will include a substantial out of school and out of school hours programme.</p>	<p>Begin to develop mobile creative-based Early Years team and family sessions, including those tailored for LAC and adoptive families</p> <p>Develop targeted events and offers in lower-income and engagement priority areas e.g. West Coast Rap days, Barrow Carnival Band</p> <p>Plan for future work with groups of CCC – young carers, refugees and asylum seekers, LAC, NEET; develop partnerships with organisations supporting these groups</p>	<p>IL</p> <p>IL</p> <p>IL</p>
<p>6. The offer for children with SEND has been expanded, with some emphasis on performance, recording and celebratory opportunities.</p>	<p>Review and revise offer to special schools and resource provision schools; develop relationships to identify CPD and provision needs</p> <p>Critically review opportunities across Hub in order to identify areas to develop with</p>	<p>IL</p> <p>IL</p>

Strategic Priority	Actions	Responsible
	<p>regards to access, diversity and progression for children with SEND (see also Priority 2)</p> <p>Plan new delivery projects focused on identified needs e.g. music tech, Open Orchestras, and Inclusive Ensemble</p>	<p>IL</p>
<p>7. The hub has increased and sustained engagement with children with SEMHD, with the following main areas of focus: Those young people at risk of and with mental health problems, especially those affected by the isolation and trauma of Covid and those excluded from school and at risk of school exclusion.</p>	<p>Continue to develop Nurture Group programme using trauma-informed practice to support young people at risk of educational or social exclusion</p> <p>Examine partnership possibilities with alternative education providers and offers for home educated young people; focus on early help strategy, fixed term exclusions</p> <p>Training for working with young people with SEMHD made available to hub partners</p>	<p>IL</p> <p>IL</p> <p>IL</p>
<p>8. Data is used as a driver for inclusion.</p>	<p>Establish clear system for data collection and collation for different CCC groups by Music Hub Partners.</p> <p>Discuss and decide on targets for inclusion: reflecting demographics, overall reach vs progression, ensembles, events, music centres etc. (See Priority 10)</p>	<p>IL/AB</p> <p>AB + Hub partners</p>
<p>9. There is an increased engagement with the music of different cultural communities within Cumbria and also music genres favoured by young people. The team has diversified to reflect this.</p>	<p>Share toolbox signposting diverse genre and cultural music resources with schools and hub partners</p> <p>Identify and develop relationships with possible partners for cultural music projects; identify potential music leaders from diverse backgrounds</p> <p>Develop intercultural music programme for delivery in schools; vocal and events programme updated to represent diverse genres</p> <p>Begin to develop brass and percussion 'streetband' offer</p>	<p>IL</p> <p>IL</p> <p>IL + Hub Events Leads</p> <p>IL</p>
<p>10. Monitoring and evaluating the quality of inclusion across the hub is embedded and influences future strategy.</p>	<p>Develop inclusive practice framework and self-evaluation tool to share with practitioners and schools. Scheme could include training/mentoring offer and logo/certification for participating schools</p>	<p>IL</p>

Strategic Priority	Actions	Responsible
	<p>and partners; celebrating and highlighting best practice (see Priority 4).</p> <p>Research pathways where delivery partners can gather appropriate data on children in challenging circumstances, and if appropriate add this monitoring as a requirement for any funding support (see Priority 8)</p>	<p>IL/AB</p>
<p>11. The ensemble programme and the role of music centres have been critically reviewed and updated, looking at purpose, philosophy and pedagogy, take-up, and progression, in order to further develop inclusion and progression for all children and young people.</p>	<p>Continue review of music centres and ensembles in regard to inclusive practice and participation levels</p> <p>Develop Music Centre network/meetings to share ideas, successes, support development of inclusive work; include partner centres such as Sunbeams and Soundwaves</p> <p>Hub partners to review and integrate progression pathways as far as possible, considering progression between organisations</p> <p>Critically review progression pathways across all Hub partner activities to ensure provision for all; identify any areas in need of development</p> <p>Identify barriers to participation/progression in music centres and begin work to remove these</p> <p>Continue to pilot inclusive and accessible creative groups in Barrow and Kendal</p>	<p>IL</p> <p>IL</p> <p>Hub partners</p> <p>IL</p> <p>IL</p> <p>IL</p>
<p>12. Activities will seek to more closely reflect the needs and interests of young people, with particular emphasis placed on youth voice, diversification of genre and shared ownership.</p>	<p>Continue development of Youth Advisory Board:</p> <ol style="list-style-type: none"> 1) Youth Music Action Day to identify needs and kickstart recruitment process 2) Recruitment to YAB led by young people 3) Begin meetings/projects initiated by young people <p>Highlight shared ownership, creative input & empowering activities in inclusion toolkit</p>	<p>IL</p> <p>IL</p>

Remissions Policy

Cumbria Music Hub is a collective of partner organisations working together to realise the aspirations of the National Plan for Music Education across the county of Cumbria. As the Hub Lead Organisation (HLO) Westmorland and Furness Music Service encourages requires our partner organisations to have a remission policy for their activities with Children and Young People. Each delivery partner will have developed their own policy which will be independent of Westmorland and Furness Council's policies. Parents/carers should request details from each individual organisation.

Cumbria Music Hub Ethos

Cumbria Music Hub partners commit to the ethos that cost should never be a barrier to a child who wants to learn music or take part in musical activities. Our remission policy offers subsidies for those who are eligible. Payment plans can be provided upon request to families engaging in services from the HLO.

Schools have a statutory responsibility to ensure no child is disadvantaged and will have their own remission policy for music lessons in school.

Remissions can be applied to the following Cumbria Music Hub services:

- **Music Centres and County Ensembles:** 50% reduction, for Children in Care (LAC) 100%
- **Instrument Lease Scheme (ILS):** one off annual payment of £12

Remissions Criteria

For children applying to hire an instrument or to join a music centre, managed by CMH HLO, remissions can be applied to the fees if you meet one of the following criteria:

- Evidence of child in receipt of Free School Meals
- Income Support
- Income based Jobseeker's Allowance
- Income related Employment and Support Allowance
- Guarantee element of State Pension Credit
- If you are supported under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit (provided you are not eligible for Working Tax Credit and have an annual gross income, as assessed by HM Revenues & Customs, that does not exceed £16,190)
- Working Tax Credit (provided you have an annual net earned income of no more than £7,400 (£616.67 per month), as assessed by earnings from up to three of your most recent assessment periods)
- Children in Care (LAC) will receive remissions for all CMH activities at 100%.

Please Note: You do not qualify for fee remission if you are in receipt of any working tax credit.

How to apply for remissions

For activities managed through Westmorland and Furness Council Music Service:

- Please check the remissions box on the relevant online form. If you are not able to complete our online form we can send you a paper application form. Please phone 01900 706089 to request this.
- you will need to provide documentary evidence to support how you meet the remission criteria.
- A list of acceptable evidence documents can be provided to you upon request (see separate document)
- On receipt of appropriate evidence CMH will confirm remissions

How often do I need to apply?

- All remission applications are valid for the current academic year.
- A new application will be required every new academic year (September to August)
- Please let us know if you cease to be eligible for remissions

In-school Instrumental Tuition

For children receiving instrumental tuition in school, it is the responsibility of individual schools to ensure a remission policy is in place to provide access to in-school instrumental tuition.

Schools buy back services from the Music Service and sets a cost to parents in consultation with their governors and as such, subsumes the responsibility of remissions.