

Essex Music Service

Inclusion Strategy

2023 – 2026

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Glossary of Abbreviations

AMIE	A Musical Inclusive England
BAME	Black, Asian and minority Ethnicity
CCC	Children from Challenging Circumstances
CPD	Continued Professional Development
EHCP	Educational Health and Care Plan
FSM	Free School Meals
HEARD	Holistic, Equitable, Authentic, Representative, Diverse
LAC	Looked After Children
PLAC	Previously Looked After Children
SEMHD	Social, Emotional and Mental Health Difficulties
SEND	Special Education Needs and Disabilities

Glossary of terms

The Hub	The Lead partner of the Music Hub, and all its partners
Workforce	The workforce employed by the lead partner of the Hub
Partners	The organisations and individuals who deliver work for the Lead partner
Young People	All young people between 5 and 18

Introduction

Essex Music Service is the Lead Partner in Essex Music Education Hub, serving the County of Essex, excluding the unitary authorities of Thurrock and Southend. We make access to high quality music for young people and families – both in and out of school. We organise thousands of music lessons, bands and projects in all styles of music and work in partnership with professional musicians and organisations.

This strategy sets out the foundations to further build an inclusive music education culture where all children and young people are valued and recognised for their unique qualities, ideas, voices and perspectives and where they can see Essex Music Service and all other partners that make up Essex Music Education hub as providers of a range of diverse and suitable musical opportunities and progression pathways.

The intention of this document is to answer the following questions:

- What does musical inclusion mean within Essex?
- What the challenges to becoming fully inclusive?
- What are the strategic priorities for Essex Music Service as the Lead Partner in Essex Music Education Hub in terms of inclusion?

What is musical inclusion?

Musical inclusion does not have a single agreed definition; this document contains some different understandings of the term.

‘Musical Inclusion is about removing barriers to ensure all children enjoy full participation in a music education which supports the development and achievement of each young person based on their individual abilities, needs and interests’.

Dr. Phil Mullen.

Musically inclusive practice ensures that all children and young people who want to, can make music. It can only happen by embracing a wide range of genres and styles, supporting participants to achieve social and personal outcomes as well as musical ones, and having a music education workforce which can work with young people of all backgrounds, needs and interests.

What does musical inclusion involve?

Inclusion involves change. It is an unending process of increasing the learning opportunities and participation for all young people. It is an ideal to which we as a hub can continually aspire to achieve but never fully reach. Inclusion happens as soon as the process of increasing participation is started. We believe that an inclusive Hub is one that is on the move and continuing to reflect and respond to the changes around it.

What does Musical Inclusion mean in Essex?

For over 60 years, Essex Music Service has been successfully delivering musical opportunities to generations of young people throughout the county. As well as covering one of the largest geographic areas, Essex Music Service has over 220 tutors delivering work to thousands of young people involved in our weekly musical activities.

We receive funding from the Department for Education through the Arts Council England to increase our provision of excellent to young people across Essex, and support their musical journey.

Our vision for 2020 - 2030

- Our provision is inclusive with no barriers to engagement, promoting equity of access to all.
- All Essex young people aged 0-21, regardless of background or circumstances, have the opportunity to discover and develop their unique musical voice and express themselves through the language of music.
- All educational settings in Essex provide a high-quality music education which includes progression, transition between phases and effective collaboration.
- Young people can access a set of broad, rich and diverse opportunities in order to progress through their musical journey.
- Music education in Essex is integrated into the wider cultural education provision through collaboration and partnership.

Within each district of Essex, there is an established local Community Music Centre through which young people can access music education provision that will support their progression and enable them to access an increasing variety of activities including a range of music genres, music technology, music production and youth leadership.

Essex Music Service has a team of musicians and teachers who are passionate about enabling young people to experience the benefits of a high-quality music education. Not only do young people benefit musically, but we also deliver strong personal and social outcomes that come from learning a musical instrument on a weekly basis.

In our on-going journey towards becoming a fully inclusive music service, we have focused on key aspirations:

A Child Centred Approach

- Enable every young person in Essex to start and progress within their own musical journey
- Inclusion at the heart of all our work
- Ensure the voice of young people is heard and responded to
- Provide clear progression routes with supportive advice and informed guidance

Musical excellence across Essex

- Supporting schools across Key Stages with academic musical progression
- Class teachers and tutors better supported to deliver consistently high-quality music lessons

- Supportive and self-reflective professional development
- Focus on leading progression in singing across the county
- Developing the workforce to deliver new and engaging provision
- Strengthening the routes into teaching for established musicians and artists

Challenging Traditions

- Ensuring increasing access to genres and styles at a local level including rock, pop, folk and electronic music with qualifications offered where appropriate
- Support performances within schools of all genres to reflect the local communities and educate about other styles unknown to young people.
- Remain authentic in all that is delivered
- Champion new music, fusions, and musical collaborations

Developing Musical Communities

- Increasing the accessibility to music making on a local level
- Providing a safe and supportive space for young people
- Community music making that caters for local needs and interests
- Exploring the universal power of singing together
- Catering for life-long enjoyment in music

Providing life-long learning

- Increasing the investment into Early Years Foundation Stage music to deliver long term, life-long benefits
- Increasing options for learning a musical instrument from an early age
- Parent-baby classes through to adult ensembles and choirs for social prescribing, improved health and reduced loneliness
- Collaboration with other Art forms

Geography and demographics

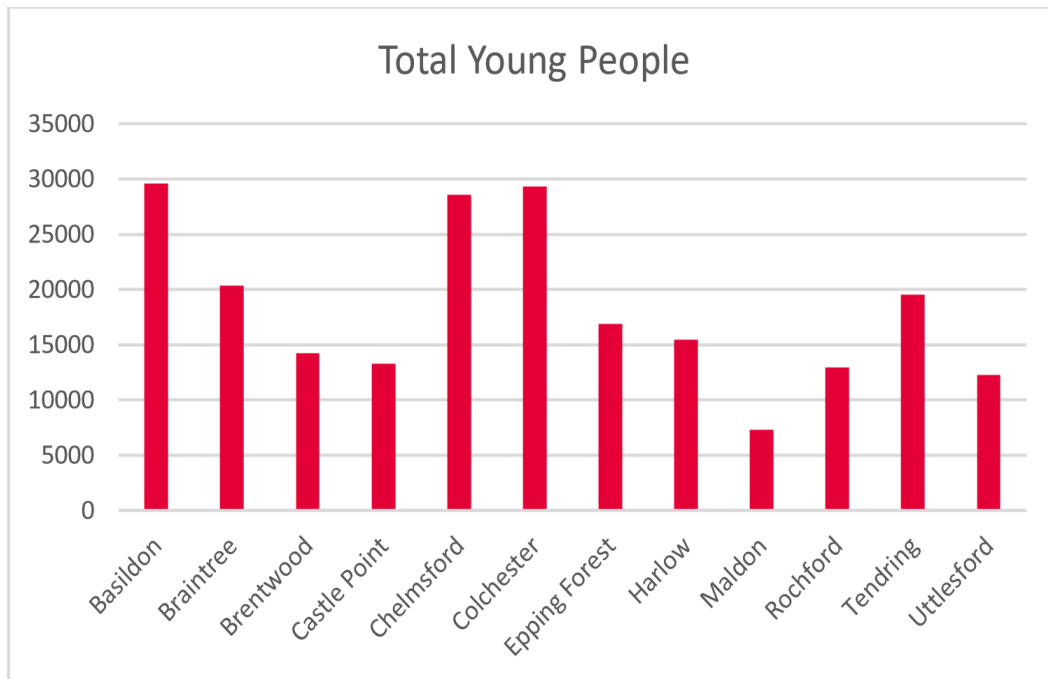
Essex is one of the largest County areas, with a high proportion of rural farmland across the County, with then focused areas of high densities of population. The administrative county has 12 districts: Basildon, Braintree, Brentwood, Castle-Point, Chelmsford, Colchester, Epping Forest, Harlow, Maldon, Rochford, Tendring and Uttlesford.

The district areas contrast significantly with each other in terms of the make-up of the population and of their demographics around prosperity and deprivation, and Essex has within its borders the most deprived ward in the County within Tendring, it has significant coastal deprivation, two areas of significant deprivation in Tendring and Basildon and due to its size, has also the barrier of rural isolation. When looking at the circumstances and needs of young people regarding music provision in the county it is crucial to bear in mind these local differences.

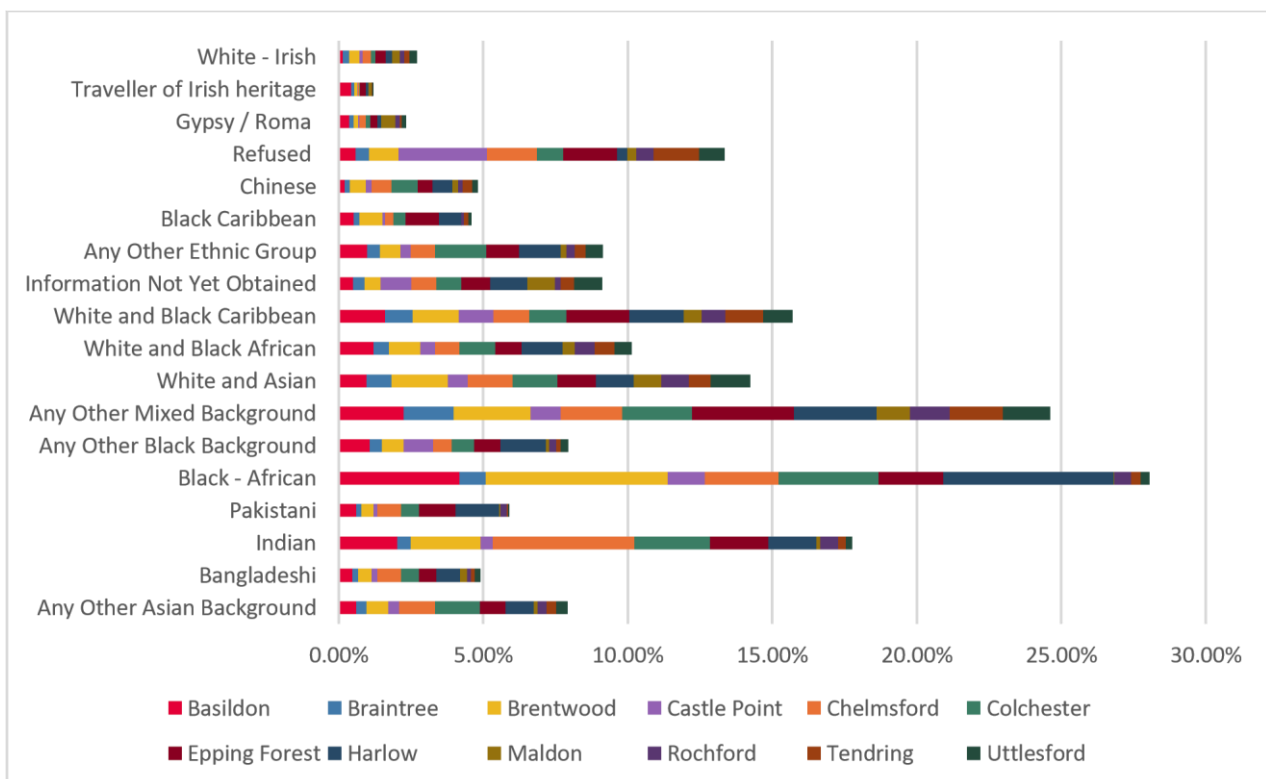
Essex continues to see significant levels of growth within its population, with the number of young people in 2022-23 being approximately 217,000. As part of the population growth, there is significant increases of diversity within the population, and across all districts of the county, after White British the next most represented ethnic group was White other. This points to the need for a music hub that becomes increasingly responsive to the differing cultural needs of each district area.



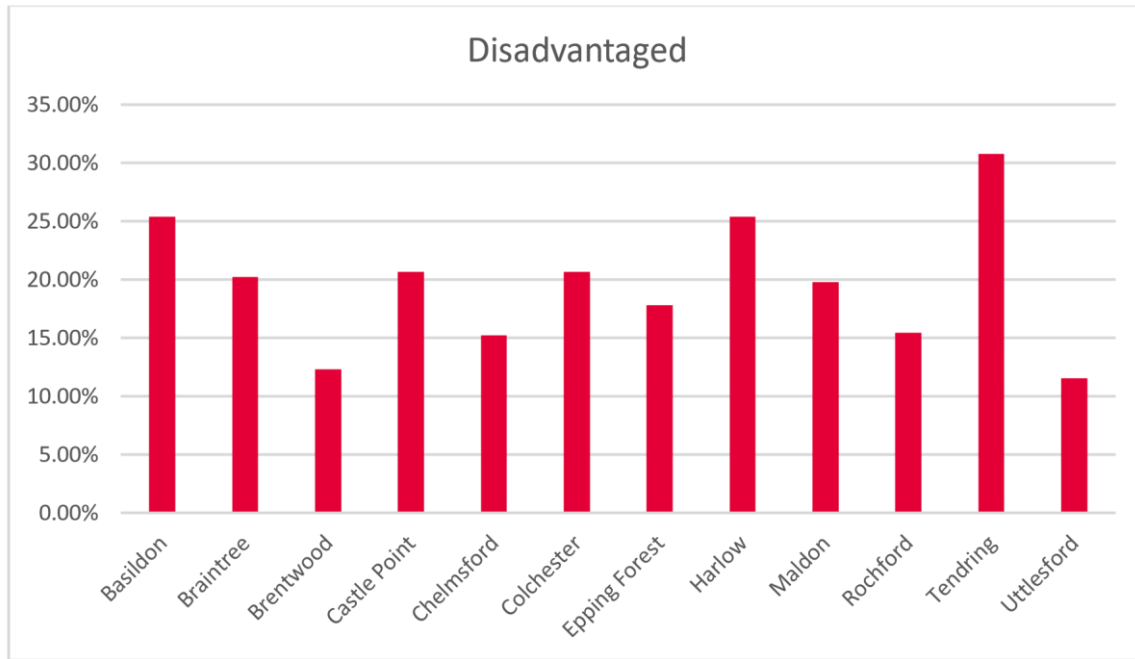
Distribution of young people in Essex



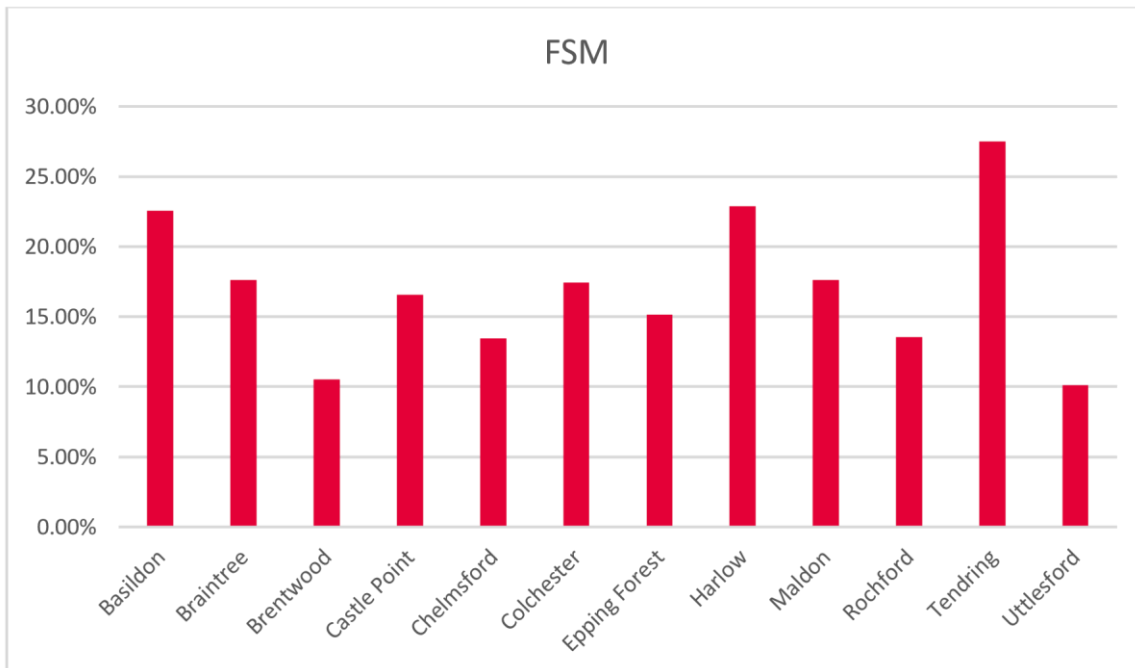
Ethnicity across Essex



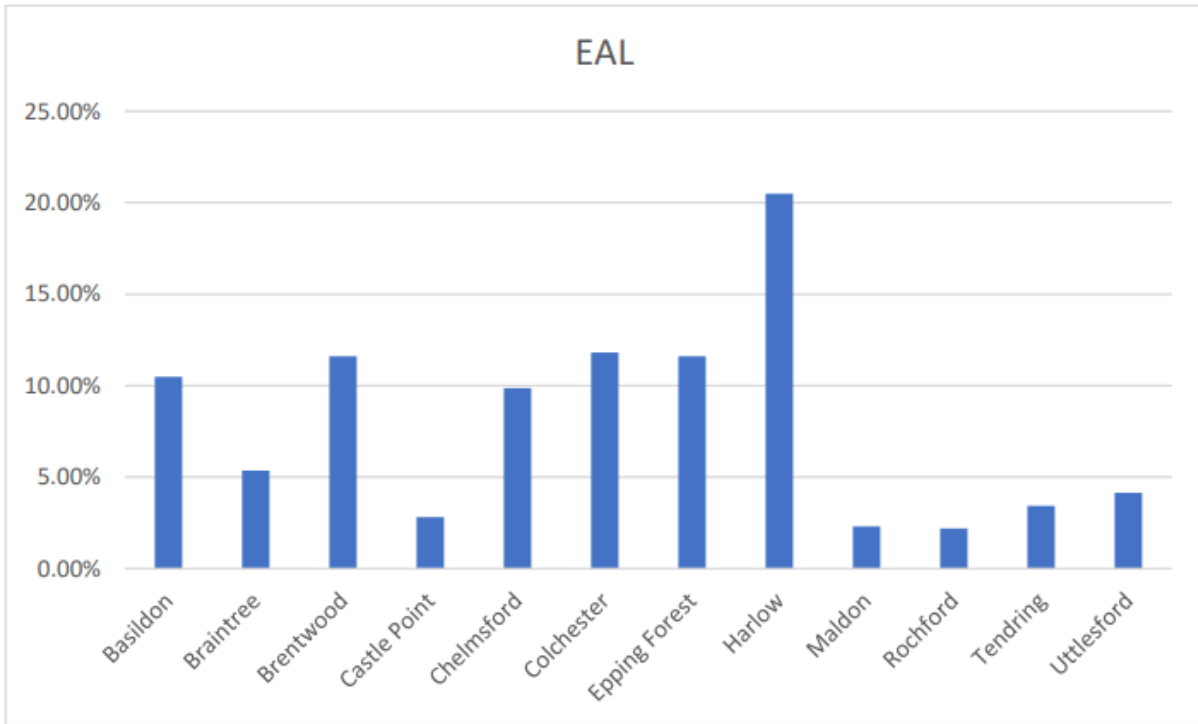
Disadvantaged by district



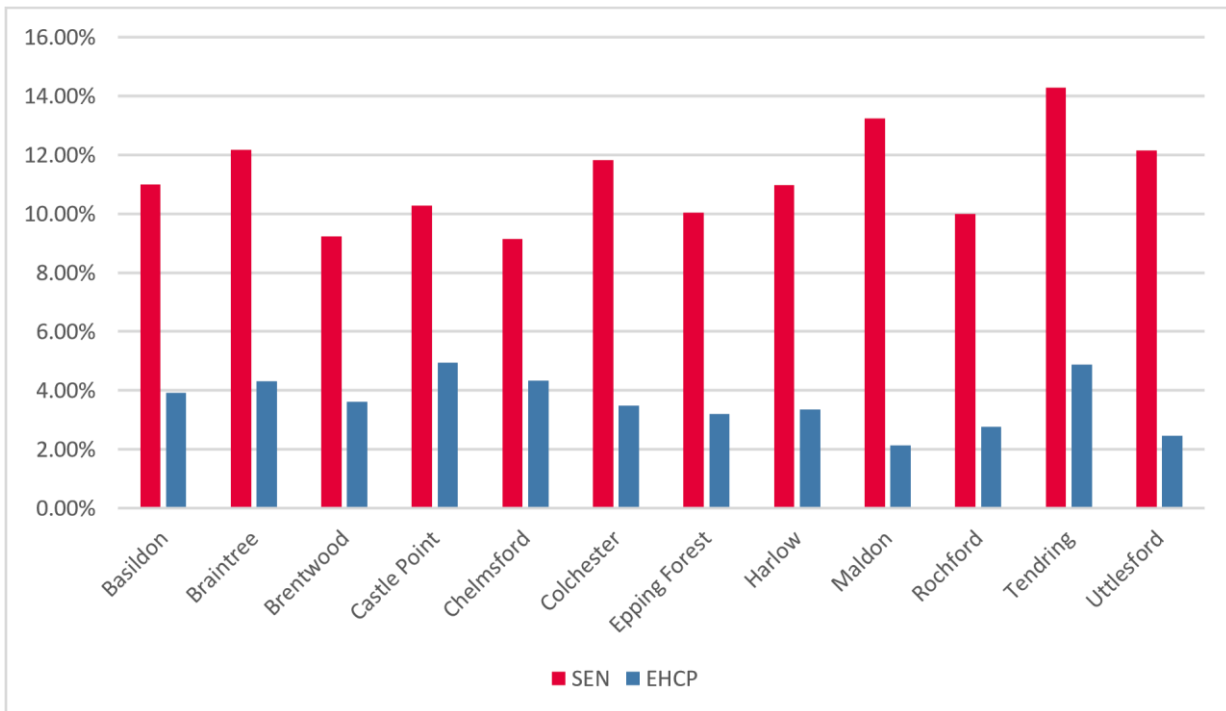
FSM eligibility by district



English as an additional Language by district



Special Educational needs by district



Inclusion Framework

The acronym HEARD, developed by the national funder Youth Music, has been adopted by all the organisations within the AMIE (Alliance for a Musically Inclusive England) group, of which Essex is a part.

It has widely been supported as a useful way for Hubs to reflect through different aspects of Inclusion, and identifies the next steps in their inclusion journey.

Holistic	placing emphasis on personal, social and musical outcomes
Equitable	people facing the biggest barriers receive the support to enable their equity with others.
Authentic	developed with and informed by the people we do it for
Representative	the people we work with as participants and colleagues reflect our local society
Diverse	all musical genres, styles, practices are valued equally

Findings through this framework

Holistic

This part of the acronym focuses on the workforce delivering on the frontline. There is some truth that musicians who come through a non-formal route into their role, are more likely to be more aware of personal and social outcomes within young people than those young people who have come through more formal routes, or who are teachers. Such individuals are often more focused on academia, grades, curricula and progression rather than delivering with an entirely holistic approach.

In Essex we have a mixed workforce, but predominantly one which has come through a formal route, or has been with the Service for many years, delivering one type of work, often through a set methodology.

While the workforce have identified that inclusive practice is the most important aim for the Service and all personnel, there is a need for developing a greater awareness of reviewing the personal and social outcomes of delivery which is encouraged through the mentoring framework.

Equitable

While there was national debate over the suggestion that most resources should go to the most vulnerable, in Essex we try and ensure that the needs of each area and the young people we serve are met through the distribution of funding.

We work with supportive partners within the Council such as the Essex Virtual School who provide additional funding which can be targeted towards areas of deprivation such as Tendring, Harlow and Basildon.

However, we are limited through capacity and Local Authority association to then apply for other funding and grow our provision further. Any such growth needs to be handled carefully and in a fully supported way to ensure that new areas of work are completed well to avoid the potential of reputational harm.

There is a need to identify further partnerships with organisations who have specialist expertise in particular areas to support the wider growth and remit of the Hub.

Authentic

‘Developed with and informed by the people we do it for’ as it is framed by Youth Music, brings in two important elements of inclusion, youth voice and shared ownership. Essex completed a Youth Voice consultation in 2018 with the support and guidance of Sound Connections, and has since made limited progress on this important area of work, limited somewhat by the pandemic. Progress in this area has been made in 2022-23 and has continued to be supported by Sound Connections in a mentoring capacity. This will continue to be a strategic priority for the Hub in the coming years.

Shared ownership is something we also will be continuing to develop through the identification and nurturing of young leaders. There will be an expectation that tutors and music leaders across our workforce will increasingly empower young people through the increasing of choice and autonomy. This has direct links with students’ wellbeing, increases their feeling of belonging (something critical for young people from challenging circumstances) and can strengthen progression across the Hub’s provision.

Representative

Framed by Youth Music as ‘the people we work with as participants and colleagues reflect our diverse society’, this is something we are seeking to improve upon as a Hub. We are aware of the characteristics of the areas we serve, as has been demonstrated in the statistic content within this document, however, our internal data does not currently include characteristics data of each participant and so we are unable to fully analyse our representative engagement within each area.

One of the key tasks for us as a Hub in the coming years is to change the make-up of the workforce so that it represents the communities that we serve, although this has to be acknowledged that this will be a highly challenging piece of work to undertake. There will also be the need for training to broaden genres and ensuring there are progression pathways for all young people within all styles of music.

Diverse

In this instance, diverse is taken to refer to the genres on offer, and this is an area of strength for the Hub, although there is still more that can be done. There is a need to ensure a diverse of vocal opportunities are offered and to ensure that Technology is more fully embraced and that some of the sub-genres related to Music Technology are evident and supported.

Essex Music Education Hub Charter

During 2022-23 Essex Music Education Hub worked as part of the IDEA Youth Music funded programme to develop our own Inclusion Charter.

What was the purpose?

Essex Music Education Hub focused on writing an Inclusion Charter to establish a set of guiding principles and commitments that as a whole organisation we can adopt, to promote Diversity, Equity and Inclusion in all the work we are involved in, and to provide a written declaration of our values and goals to striving towards inclusivity in all we do.

We also had some specific purposes to writing the Inclusion Charter. They are:

1. To demonstrate commitment

An Inclusion Charter is a public way to declare our commitment to E, D and I. It provides a statement of intent to all employees, stakeholders, and the broader community we work in that as an organisation we are actively working towards creating an inclusive and equitable environment.

2. To set clear expectations

The Charter will outline the Hub's expectation for behaviours and practices that foster inclusivity. It provides clear guidelines for how all individuals involved in delivering music education should interact with young people and each other to ensure everyone feels respected, valued, and included.

3. To guide decision making

The Charter can serve as a reference point for decision-making processes, ensuring that diversity and inclusion considerations are integrated into all aspects of our operations. It helps leaders and employees align their actions and choices with the stated values and principles.

4. To provide a framework for action

An Inclusion Charter will detail actionable steps and approaches that as a Hub we can continue to promote E,D and I. It identifies continual improvement as we collectively all work towards the aspiration fostering a sense of belonging and creating equitable opportunities.

5. To encourage accountability

By documenting a Charter which has been produced by all stakeholders feeding into the creation, we aim to establish a framework for accountability. It enables all involved in the delivery of music education to assess progress, hold everyone equally to the statements of the Charter and track the development of inclusive practices.

6. To strengthen our internal and external communication

The Charter will be shared internally with all workforce members ensuring all are aware of the commitment to E, D and I and their role within this. The Charter can also be shared with external partners, and all involved in delivering music education highlighting and defining the Hub's ambition to ensure all contribute towards a more inclusive delivery and culture across our county.

7. To inspire a culture of change

An Inclusion Charter can act as a catalyst for culture change across the Hub by providing a clear vision for all delivery and promoting dialogue and awareness. It encourages individuals to challenge biases, embrace diversity and actively contribute to a more inclusive culture across the whole Hub area.

What was the process?

We wanted to ensure that in creating an Inclusion Charter, that all involved in delivering music education across the Music Hub had opportunity to feed into this process, without necessarily being identifiable by their input and contribution.

Therefore, for the first stage of the consultation we created a set of questions that were sent out as a survey for all Hub staff and Hub partners to complete. All respondents were able to submit their responses without including their name.

For the second stage we held roundtable discussions in small groups so that all attendees could participate. Some of the themes and outcomes of the initial survey were presented at the roundtable discussions, and individuals present were then asked to challenge and refine statements so that each one truly reflected the collective view and opinion of what an aspirational statement should be. Partners as well as Hub workforce were invited to roundtable discussions so that the full broad range of experience, knowledge and engagement across our county was present within this document.

The final stage will be wide-reaching round table discussions at our 2023 Tutor Training Day to promote maximum awareness amongst our tutors before publishing the final document.

What was the outcome?

Embedded below is our draft Music Hub Inclusion Charter which contains aspirational statements detailing our belief's, aims and intentions within all the work that we deliver to ensure we continue forward on our Inclusion journey.



2023 Music Service
Inclusion Charter.pdf

Current programmes of provision

Essex Music Education Hub has made significant progress in removing barriers for young people and enabling access to music education. Current provision includes:

A Financial Assistance programme

We use Arts Council Funding to reduce the financial barrier to accessing music learning with a scheme that supports young people accessing Free School Meals, Pupil Premium Funding or who come from low-income families.

Any individuals eligible for our Financial Assistance programme can access:

- 66% reduction on in-school tuition fees
- 66% reduction on fees at Community Music Centres (1 x package only)
- 50% reduction on instrument hire scheme termly rental fees
- 66% reduction on fees for County Music Groups workshops, courses and tours
- 50% reduction for Band-It! small group Rock and Pop tuition fees and small group Learn It Together Beginner lessons

A Looked After Child provision

Thanks to generous financial support provided from Essex Virtual School, we are also able to offer all Looked After and Post Looked After Children in Essex support to access our instrumental and vocal provision and to hire an instrument.

Once Financial Assistance is awarded for LAC, this continues until the child is 18. There is an online application process, including the submission of our short application form (and subject to approval from Essex Music Service), for students in the following situations:

- Looked After Children (LAC).
- Children subject to a Special Guardianship Order (SGO).
- Children subject to a Child Arrangement Order (CAO).
- Children adopted from care.

Thanks to our partnership with The Virtual School, from September 2023, we are also able to offer all children who have a Social Worker, or who have ever had a Social Worker, free 15minute lessons weekly for the academic year.

Adaptive Instruments

To support young people with physical disabilities, we have a range of adaptive instruments to support their learning, including:

Sound boards	iPad's	Skoog's
Sound beams	Pocket trumpets	Ableton Push controllers

Strategic Priorities

Essex Music Education Hub has identified ten strategic priorities to provide a framework for its inclusion development during the period 2023 – 2025.

1. Inclusion is embedded across the hub's region. This includes deepening knowledge across Oversight Group membership, Senior Leaders and increasing is evident within work delivered.
2. A Culture of inclusion is supported by policies and procedures ensuring appropriate resources are put in place to enable the inclusion strategy to succeed.
3. Tutors and all partnered delivery organisations have appropriate and sufficient skills to deliver musically inclusive practices with all children and young people.
4. The Hub engages with schools and parents to advocate for the positive benefits of musical inclusion.
5. The work of the Hub to engage in sustainable ways with new groups of young people is expanded, including children in challenging circumstances, children with SEND and young people not in mainstream education or who are at risk of exclusion or of being involved in the youth justice system.
6. Data is used as a driver to target and plan activity, with monitoring and evaluating the level and quality of inclusion being measured.
7. Long term engagement and measurements, monitoring and informing student progression.
8. The workforce and governance of the Hub more closely reflects the makeup of the county.
9. Activities planned more closely reflect the needs and interests of young people within the area of delivery.
10. All partners share and support the same inclusion ethos and demonstrate this within their delivered work.

Action Plan

Strategic Priority 1:

Inclusion is embedded across the hub's region. This includes deepening knowledge across Oversight Group membership, Senior Leaders and increasing is evident within work delivered.

Year 1: 2023 – 24

- Music Hub Oversight group membership engage with Musical Inclusion training including:
 - o Defining and challenging musical inclusion in practice
 - o SEND, including the social model of disability o
- Trauma Perceptive Practice training
- Delivery training on the Hub Charter to all Hub workforce to support the embedding of the aspiration of the charter across the workforce
- Training delivered to middle leaders on how to develop the Inclusive practice of workforce during observations.
- Successful onboard an Inclusion Lead Officer to support the wider work of the inclusion strategy.
- Inclusion is a key part of training when inducting any new member of staff.

Year 2: 2024 – 25

- Review Oversight Group membership in light of the new Governance in place for the new Hub area
- Review partnership delivery to ensure consistency of the Inclusion Charter aspiration.
- Review progression routes for all young people reflecting on young people from challenging circumstances.
- Deliver training across the new Hub area workforce to ensure a consistency of approach, ethos and practice.
- Ensure all media channels reflect the inclusive stance of the Music Hub

Year 3: 2025 – 26

- Review and audit current Oversight group membership and develop where appropriate with inclusion in mind.
- Analyse data and critically reflect on remaining gaps and potential opportunities and update strategy.

Strategic Priority 2:

A Culture of inclusion is supported by policies and procedures ensure appropriate and continuing resources are put in place to enable the inclusion strategy to succeed.

Year 1: 2023 – 24

- Employ a full-time Inclusion Lead Officer whose responsibilities will include supporting delivery, networks, CPD deliver and programme management and delivery.
- Review the workforce recruitment approach taken to ensure that processes are inclusive and inviting to all potential applicants
- Conduct a review of workforce representation to ensure the characteristics respond to the diverse needs of the areas served.
- Use data and wider evidence to apply for further funding to support the ongoing inclusion programme
- Ringfence a proportion of the Hub's budget for investing in inclusion
- Develop an Inclusion working party from across all organisations delivering within the County.
- Inclusion to be a standing item at every Oversight group meeting

Year 2: 2024 – 25

- Review and analyse the current Inclusion work of the new hub area and review and update policies to reflect the expectations across the Hub area.
- Detail how the Inclusion working party feeds into the wider Hub governance.
- Continue to secure external funds to support the delivery of the ongoing inclusion programme.
- Ensure additional funding is ringfenced with a focus on engaging one district area of need within the Hub area.

Hold a peer-to-peer review regarding inclusion delivery, programming and comparing policies and procedures.

Year 3: 2025 – 26

- Continue to seek to secure funds to support an ongoing inclusion programme in a sustainable way through to 2030
- Review and refresh actions taken so far.

Strategic Priority 3:

Tutors have appropriate and sufficient skills to deliver musically inclusive practices with all children and young people.

Year 1: 2023 – 24

- The majority of the Music Service workforce attend CPD on developing their knowledge of musical inclusion and how this features in all their practice.
- All individuals involved in the delivery of music education within Essex Music Service to engage in training regarding the Music Hub Inclusion Charter.
- Musical inclusion training is offered within the annual CPD offer to schools.
- Core members of the Music Service, and District Lead Tutors to access training in musical inclusion.
- Reflective practice sessions to be offered during the year to Hub workforce to share practice, run both online and face-to-face.

Year 2: 2024 – 25

- Evidence of inclusion practise to be a requirement for any organisations financially supported by Essex Music Education Hub
- Increasing numbers of tutors attend the reflective sessions on inclusion to develop their practice.
- Review feedback from observations to inform future training needs.
- Musical inclusion training is embedded within the annual CPD offer to schools.

Year 3: 2025 – 26

- Review progress of induction and CPD provision and develop a modular refresher course for all staff.

Strategic Priority 4:

The Hub engages with young people, schools and parents to advocate for the positive benefits of musical inclusion. Year 1: 2023 – 24

- Consult with a broad range of young people and stakeholders on their perceptions of the inclusiveness and relevance of the Hub and what they want to see going forward.
- Review website and social media and other communications with inclusion specifically in mind.
- Update the imagery across the Music Hub website to reflect the inclusive delivery across Essex.
- In relation to the above, seek advice from SEND or other relevant music and social media specialists.
- Provide more programmes to school which also support the wellbeing benefits for all participants
- Create case studies demonstrating the outcomes achieved through the delivery of music programmes.

Year 2: 2024 – 25

- Ensure all media channels reflect the inclusive stance of the Music Hub
- Engage with and consult with parents to guide inclusive developments within the Hub.
- Consult with young people on their perceptions of inclusivity and relevance of the Hub.
- Learn and promote partners work to highlight the positive benefits of musical inclusion.

Year 3: 2025 – 26

- Consult with partners and wider stakeholders to identify progress and any relevant gaps as a focus for future years planning.

Strategic Priority 5:

The work of the hub to engage in sustainable ways with new groups of young people is expanded, including children in challenging circumstances, children with SEND and young people not in mainstream education or who are at risk of exclusion or of being involved in the youth justice system.

Year 1: 2023 – 24

- Engage with PRU and additional Education Settings within Essex and ensure approaches and work delivered is appropriate to the individual needs of the young people in the setting
- Provide a live performance provision to SEND settings across the county within their settings, as a means to engage and understand how the Hub meets the needs of each setting.
- Through the Virtual School partnership, continue to offer a music for wellbeing programme as an open and referral programme.
- Work with young people at risk of becoming excluded to use music as a tool to engage them and support them in the challenges they are facing.
- Consult with internal teams across the Council who work with and support young people at risk of serious mental health issues to identify possible music programmes that could be delivered.
- Deliver music provision within cultural venues within communities across Essex, engaging new groups of young people
- Following the launch of a programme in the previous year, increase the engagement of home-schooled children.
- Develop music tech specialist provision in one area of the county – targeting work with CCC and giving priority to engaging with young people through technology.

Year 2: 2024 – 25

- Work with MAT's with additional specialist units built to support the engagement and provision of music to young people with additional needs
- Pilot an Open Orchestra within one setting in the County as an established ensemble throughout the year. This may be with assistive technology or with traditional instruments as is appropriate.
- Continue to deliver a wellbeing programme through the Virtual School partnership, but with a focus on female engagement.

- Develop music tech specialist– targeting work with CCC and giving priority to engaging with young people through technology.
- Review and refresh bursary scheme to support progression for all young people, studying all musical styles, including tech.

Year 3: 2025 – 26

- Review programmes in terms of take-up, retention, achievement or music and personal goals and review targets within each area
- Offer a mainstream SEND programme to all schools.
- Pilot a risk of exclusion programme for primary school settings

Strategic Priority 6:

Data is used as a driver to target and plan activity, with monitoring and evaluating of the type of inclusion being measured.

Year 1: 2023 – 24

- Ensure consistent collation of data across all activity that captures FSM, Pupil Premium, LAC, those with SEND and individuals from cultural or faith background where possible.
- Expand the delivery that is included within our annual Power BI data intelligence to ensure true representation and monitoring of engagement
- Ensure clear goals are set within delivery with children in challenging circumstances.
- Review data in terms of set targets and the inclusive concept of ‘natural proportion’ within the targeted area.
- Use data to identify any additional gaps in engagement.

Year 2: 2024– 25

- Increase the access to data collection across the work delivered and seek to remove data gaps within our provision.
- Develop protocols to share data of participants working with partners so a fuller picture of engagement is understood by the Hub.
- Use data to identify ‘barrier flashpoints’ and trial activities in some of these to reduce the barrier.

Year 3: 2025 – 26

- Review held data for gaps in knowledge and understanding
- Set new targets which will demonstrate change across the whole Hub area
- Review progress of Inclusion Strategy based on data, innovation, achievements and progression.
-

Strategic Priority 7:

Long term engagement and measurements, monitoring and informing student progression.

Year 1: 2023 – 24

- Critically examine all newly developed work with children in challenging circumstances to establish:
 - 1) How this work can sustain for a year or more.
 - 2) What barriers and solutions for young people are involved in new work to access on-going work within Essex Music Service and wider partners provision, such as existing ensembles
 - 3) Seek solutions for evolving and creating new provision at a local level.
- Trial apprenticeships and mentoring programmes for ensemble and other music leaders.

Year 2: 2024 – 25

- All Hub partners should provide clear progression and also in most cases integration pathways if seeking funding or other support.
- Baseline assessment for programmes of work that are funded as interventions into school settings so that understanding of impact can be more clearly identified.
- Review progression route planning with a mindset for all categories of children in Challenging Circumstances.
- Review the role of Arts Award as a programme to develop ongoing engagement for young people within an accredited framework.

Year 3: 2025 – 26

- Review the role of industry partners to offer training and apprentice style learning programmes for young people.
- Consult with young people as to what they are seeking as long-term engagement to inform future planning.

Strategic Priority 8:

The workforce and governance of the Hub more closely reflects the makeup of the county

Year 1: 2023 – 24

- Review recruitment materials and methodology to ensure all practices are inclusive
- Target recruitment for tutors who have rap and popular music styles genre specific ability.
- Work with local partners to review their workforce makeup and explore if there are benefits in increasing the breadth of the partnership.
- Complete an audit of the governance make-up and create an action plan to address any gaps.

Year 2: 2024 – 25

- Explore the opportunity of volunteering and shadowing to increase awareness of skills required.
- Explore the possibility of bursaries to fund engagement from under-represented groups.
- Ringfence some Hub funding to work with targeted under-represented groups.
- Review and audit the new governance make-up and ensure balanced and proportionate representation.

Year 3: 2025 – 26

- Subsidise an Artist-in-residence programme to encourage both special and mainstream schools to engage with disabled musicians.
- Review training programmes and induction programmes with neighbouring Hub areas and in partnership develop region wide training programmes.
- Where appropriate, offer bursaries to underrepresented workforce to access training and support.

Strategic Priority 9:

Activities planned more closely reflect the needs and interests of young people within the area of delivery.

Year 1: 2023 – 24

- Launch the Youth Leadership with ensemble members, current and new.
- Continue to consult informally with young people.
- Establish a Young Producers programme in areas where informal consultation has begun in previous years activity.
- Young leaders are developed to assist in Music Hub workforce recruitment.
- Offer Youth Voice training to targeted workforce.

Year 2: 2024 – 25

- Youth Leadership is evident within ensemble delivery.
- Young producers are inputting on the delivery of work in their area.
- Young people present their vision to the Oversight group membership - Continued to consult with increasing numbers of young people

Year 3: 2025 – 26

- Young leaders curate and produce their own music festival
- A Youth Music Action Council is formed to inform Music Hub planning
- Young people are consulted over the strategic direction and goals of the Music Hub

Strategic Priority 10:

All partners share and support the same inclusion ethos and demonstrate this within their delivered work.

Year 1: 2023 – 24

- Share the Inclusion Charter with all partner organisations as a statement of intent
- Update partnership agreements with reference to the Inclusion Charter to ensure expectations are clear
- Invite partners to send workforce to reflection sessions and through attending our training provision to support wider development.
- Signpost partners to national research and good practice through partner newsletters.

Year 2: 2024 – 25

- Engage partners in training through the Inclusion Charter
- Complete a needs analysis of local partners to identify untapped skills and opportunities -
Review non delivery partners and share the Inclusion Charter with them.

Year 3: 2025 – 26

- Invite partner organisation workforce to attend joint reflection sessions
- Collaborate with identified local partners to develop delivery for targeted individuals
- Financially support young people to access provision through recognised and approved Hub partners.

This information is issued by: Essex County Council

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The information contained in this document
can be translated, and/or made available in
alternative formats, on request.

Published September 2023

