

Inclusion Strategy- Barking and Dagenham Music Education Hub

What is the purpose of the strategy?

Our Inclusive Music Education Strategy will ensure that the hub recognises the unique qualities, ideas, voices and perspectives of our diverse local population. Additionally, the strategy ensures that we will provide a range of diverse and suitable musical opportunities and progression pathways for all those in contact with our service.

Context and Demographics

The London Borough of Barking and Dagenham lies 9 miles east of Central London. It is an Outer London borough within the London Riverside section of the Thames Gateway- an area designated as a national priority for urban regeneration. The borough's three main towns are Barking, Chadwell Heath and Dagenham.

Barking and Dagenham is home to 218,900 residents and saw the third-largest percentage increase in population in England from 2011-2021.¹ As a result, 31.5 percent of Barking and Dagenham's population is under 20- indicating the importance of investment in youth focused programs². There is a significant ethnic diversity in the borough with 44.9 percent of people identifying as White, 25.9% as Asian and 21.4% Black.³ We must therefore recognise these statistics and provide high levels of cultural awareness and the provision of a diverse music offer to encourage proportional engagement with our services.

Barking and Dagenham is one of the most deprived areas in the country, ranked as 20th most deprived in England and highest in London according to 2019 government statistics.⁴ As a hub, we believe that economic status should not be a barrier to the growth of musical talent in our area and will strive to provide accessible programs despite the population's economic restraints. Finally, regarding SEN status, needs are growing with 3.3% of children in our borough are registered as holding an SEN statement of need. Over 30% of these statements are diagnosed with Autism. It is our duty as a hub to provide provisions for those with registered disabilities, as we believe that everyone deserves music.⁵

¹ <https://www.ons.gov.uk/visualisations/censusareachanges/E09000002/>

² *ibid*

³ *ibid*

⁴ [/www.ons.gov.uk/visualisations/dvc1371/#/E09000002](https://www.ons.gov.uk/visualisations/dvc1371/#/E09000002)

⁵ <https://modgov.lbbd.gov.uk/Internet/documents/s150161/SEND%20Provision%20Report.pdf>

What is musical inclusion?

'Musical Inclusion is about removing barriers to ensure all children enjoy full participation in music education which supports the development and achievement of each young person based on their individual abilities, needs and interests'⁶. The hub's inclusion strategy is based on this vision.

What are the main challenges to inclusion in our area?⁷

1. **Medical conditions**- Young people challenged by educational/ physical/ sensory, lifelong conditions and complex needs.
2. **Socio-economic conditions** - Young people challenged by social and economic deprivation. This is an area of particular interest in our borough.
3. **Cultural conditions** – where issues and structures within the dominant society create inequalities due to gender, ethnicity, sexual orientation, cultural or faith-based backgrounds.
4. **Social Conditions** - Young people who live in state or foster care, refugees or subject to insecure relationships, bullying or violence.
5. **Educational conditions** - Young people with behaviors which have led to exclusion in mainstream schooling or society.

These five areas are considered our driving strategic priority groups regarding inclusion. They will be referenced within our action plan to ensure that we provide musical opportunities for all those who face significant challenge in our borough.

Capacity and Funding to provide for groups facing challenges

The hub works with funders to ensure that a sufficient percentage of funded revenue is allocated annually to specifically working with children from challenging circumstances (CCC) listed above. Due to this, the hub is committing to sustainable resourcing for inclusion and can ensure that practical application of the action plan below.

⁶ http://network.youthmusic.org.uk/sites/all/migrated_content/files_from_html/A_simple_guide_to_dev

⁷ For more information on these areas regarding the music hub, please refer to: [ELMA Inclusive Music Strategy](#)

Action plan

To provide an actionable and measurable inclusion strategy which aligns with the inclusion priorities and obstacles listed above, the music hub has an Action Plan. This plan aligns with both the priorities of our neighboring music hubs in the ELMA network and our own Barking and Dagenham focused inclusion needs.

<u>Strategic Priorities</u>	<u>Measurables</u>	<u>Dates</u>
<u>2023-2024</u>		
1. Inclusion of those with medical conditions: Actions	<ol style="list-style-type: none"> 1. The CMS will begin pilot programmes in primary ARP units to provide opportunities for all Primary and Secondary SEN groups to learn an instrument, no matter their physical, medical or educational needs 2. The CMS will offer SEN based workshops for adults spread across each year 3. The CMS will provide training for all CMS staff in working with SEN 	Annually – April 2024 and April 2025
Reflection	Feedback from SEN groups and spaces on targeted resources and adaption in plans to reflect observations and better cater programs to needs	April 2025
2. Inclusion of those with challenges related to Socio-economic conditions: Actions	<ol style="list-style-type: none"> 1. The CMS will provide cut priced classes and offers for those from lower socio-economic brackets and PP children 2. The CMS will offer workshops from multiple locations across the borough to overcome travel difficulties linked to economic status 3. The CMS will provide opportunities for socio-economically challenged young people to sit music exams 	Annually – April 2024 and April 2025
Reflection	The CMS will review its PP vs non PP uptake to ensure that those involved in CMS services are	April 2025

	socio-economically reflective of the wider borough statistics and act where this is not the case	
3.Inclusion of those across cultural barriers - Actions	<ol style="list-style-type: none"> 1. The CMS will review its world music offer to ensure that children are educated in music from numerous cultural backgrounds with particular focus on foregrounding music of black origin 2. All CMS staff will have EDI training 3. The CMS will work within the community to offer workshops and musical opportunities to target those who identify as LGBTQA+ 	Annually – April 2024 and April 2025
Reflection	The CMS will review its diversity statistics specifically around race, faith, gender and sexuality to ensure that uptake is reflective of the wider borough statistics and act where this is not the case to encourage a broad representation of residents.	April 2025
4.Inclusion of those with challenging social conditions	<ol style="list-style-type: none"> 1. The CMS will work with teams in the Young Women and Girls Fund to work with vulnerable females who may benefit from a female musical lead and deliver workshops. 2. The CMS will work with youth workers in the borough to better understand current needs of young people and use it to form future plans. 3. Continue seeking resources with the aim for developing the inclusion programme beyond 2025 	Annually – April 2024 and April 2025
	The CMS will review its uptake of LAC vs. non LAC children and the success of its work with vulnerable groups to ensure that those involved in CMS services are reflective of the	April 2025

	wider borough statistics and act where this is not the case	
5. Inclusion of those with challenging educational conditions	<ol style="list-style-type: none"> 1. The CMS will reach out to mental health teams within the council to recruit individuals for workshops. This will ensure the most vulnerable under 21s in the borough are able to access music as a tool to promote wellbeing. 2. The CMS will work with council teams including the YARM to ensure children with SEMH have opportunities to practice music in extra curricular settings. 3. Develop programme with secondary aged children at risk of exclusion 	Annually – April 2024 and April 2025
Reflection	The CMS will review its uptake of NEETs and the success of its work with these groups via feedback and surveys and adapt the offer based on observed and reported outcomes	April 2025
Final Priority: Consistency	<ol style="list-style-type: none"> 1. Continue seeking resources with the aim for developing the inclusion programme beyond 2025 	2025 onward

Key Documents / websites

- DfE (Department for Education) (2011). *The Importance of Music: a national plan for music education*. London: DfE. <https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education>.
- Lonie, D. (2013). Why music? A research rationale for making music with children and young people experiencing additional challenges, in Mullen, P. and Harrison, C. (eds.). *Reaching Out: Music education with 'hard to reach' children and young people*. London: Music Mark, 3-11.

- Mullen, P. (2011). Working with Children in Challenging Circumstances. *Conference presentation at Leading Music Education Conference*. London, Ontario, May 2011.
- Youth Music (2018). Guidance for Music Education Hubs: Developing an inclusive approach to the core and extension roles.
<http://network.youthmusic.org.uk/sites/default/files/uploads/resource/An%20inclusive%20approach%20to%20the%20core%20and%20extension%20roles.pdf>
- ONS (2021) *Census Data*.
<https://www.ons.gov.uk/visualisations/censusareachanges/E09000002/>
- LBBD (2021) *SEN Report*.
<https://modgov.lbbd.gov.uk/Internet/documents/s150161/SEND%20Provision%20Report.pdf>
- Local Government Inform (2021) *OMD In Barking and Dagenham*
https://lginform.local.gov.uk/reports/lgastandard?mod-metric=8985&mod-area=E09000002&mod-group=AllBoroughInRegion_London&mod-type=namedComparisonGroup