

## Somerset's Music Education Hub

### SFS Equality, Diversity and Inclusion (EDI) Strategy 2022 - 2025

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|---|---|
| 1 | <p><b>Statement:</b></p> <p><i>“Every child and young person is unique and barriers to participation can be removed”.</i></p> <p>This is the positivity at the heart of this strategy. Sound Foundation Somerset (SFS) is wholeheartedly committed to ensuring that each and every child and young person regardless of background and circumstance is able to:</p> <ul style="list-style-type: none"> <li>• Access and participate fully in our lessons &amp; activities;</li> <li>• Make progress along their own individual musical journeys;</li> <li>• Have meaningful &amp; positive experiences of the highest quality.</li> </ul>   |
| 2 | <p><b>What we will do:</b></p> <p>Our inclusion strategy identifies and respond to potential barriers to participation, including financial, those driven by location and social mobility, communication and those which are social, emotional, and physical. It also includes our approach to supporting pupils with SEND and those eligible for the Pupil Premium:</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Lead by example ensuring all our own governance and workforce processes, including recruitment, align with this Strategy;</li> <li>• Train all staff on EDI, raise awareness and provide regular updates on strategy progress;</li> <li>• Maintain focus on EDI including building in regular checks on activity at Board level;</li> <li>• Connect with regional EDI focus groups;</li> <li>• Support the vision, recommendations and outcomes of the new Somerset SEND Strategy including:             <ol style="list-style-type: none"> <li>1. Develop and communicate a clear vision and strategy with children and</li> </ol> </li> </ul> |

young people's outcomes at its heart;

2. Be ambitious and aspirational for children with additional needs from the start and put children and young people centre stage;
  3. Build an environment of trust and collaboration by improving the quality and regularity of the dialogue with children, families, and professionals;
  4. Strengthen the local area data set to identify local need, inform performance, address early identification, and measure outcomes;
  5. Develop a system wide/ integrated universal early help offer for social, emotional, and mental health (SEMH) and autism;
  6. Develop a clear understanding of the resources available and how they are accessed by both professionals and parents, building on the lived experiences of parents;
  7. Improve the level of understanding within the wider workforce of the partnership regarding neurodevelopment;
  8. Embed (and resource) the Graduated Response approach;
  9. Continue to strengthen the voice of children and young people to raise aspirations and evaluate success;
  10. Develop a comprehensive SEND partnership workforce strategy.
- Publish our charging and remissions policies;
  - Signpost those experiencing financial barriers to participation to other local and national bursary and financial support programmes designed for young people;
  - Expand our bursary offer to remove barriers to participation and work with businesses to seek sponsorship to be able to increase the reach of bursary support;
  - Adopt the "Sounds of Intent" as progression framework for Early Years and SEND;
  - Appoint a Hub Inclusion Lead by 2024;
  - Appoint Area Inclusion Champions;
  - Work more closely with appointed SENCOs within schools;
  - Request that music activity and tuition is made integral to the EHCP framework and where appropriate is included within the bespoke support for a pupil;
  - Continue to commission a diverse, current and high quality offer which includes musical genres from within our marginalised communities, eg travellers, refugees as well as others not recorded in Somerset;
  - Where possible provide additional support for and target activity at areas of high deprivation, areas identified under Levelling Up and Priority Places programmes and at those schools with a high proportion of vulnerable pupils on roll;
  - Strive to remove barriers through identifying needs and working with specialist agencies and organisations to putting the appropriate support in place;
  - Offer advice and support to schools around how to use Pupil Premium to support music learning;
  - Strive to leverage additional funding from wider revenue sources to support disadvantaged children and young people through our commissioning process and wider partnership working.

## Definitions of EDI and what it means for Music Education

### **Equality & Equity:**

Equality means treating everyone fairly. It means each individual or group of people is given the same resources or opportunities. It is not about treating everyone the same, but making sure that nobody is disadvantaged by barriers. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. WE must ensure equity before we can achieve equality.

Equality for Sound Foundation Somerset means offering a diverse range of musical tuition, activity and experience, enabling all voices to be heard, working to maximise opportunities for all children and young people in Somerset and equity means working to remove the barriers to enable meaningful engagement and participation in these activities.

### **Diversity:**

Diversity describes the fact that everyone is unique. This uniqueness should be recognised, respected and valued.

Diversity for Sound Foundation Somerset means recognising, respecting and valuing all individuals regardless of background, circumstance or protected characteristic and ensuring that as wide a range of musical genres as possible is included within our offer.

### **Inclusion:**

Inclusion means everyone is included, everyone is welcome, and means fostering an environment where everyone can participate in the way they wish.

Inclusion for Sound Foundation Somerset means supporting, encouraging and enabling participation and engagement, and responding to the needs of children and young people, their families, schools, staff and the wider communities to realise positive outcomes.

### **Unconscious Bias:**

Unconscious bias is where decisions or judgements are made based on our prior experience, attitudes and beliefs. These may not be right or reasonable. Sound Foundation will always factor in ways of avoiding unconscious bias within its decision making processes.

### **Social Model of Disability**

“I have a disability but I am not disabled”

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|          | <p>The social model of disability is a way of thinking about disability, created by disabled people. It is different than the medical definition of disability. In this model, disability is something that is created by physical barriers in the environment.</p> <p>Just as in other areas of life, it is the physical barriers to a person’s impairment which prevent meaningful participation in music. Sound Foundation Somerset will strive to remove these barriers through identifying needs and working with specialist agencies and organisations to putting the appropriate support in place.</p>   |
| <p>4</p> | <p><b>Background and Context:</b></p> <p><b>EDI in Law</b></p> <p>As a publicly funded body, Sound Foundation Somerset must ensure that it complies with The Equality Act 2010. This Act is about ensuring that people are treated fairly at all times and it protects people from discrimination, harassment and victimisation. The equality duty covers nine equality strands which are known as protected characteristics. These are:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender reassignment</li> <li>• Race / ethnicity</li> <li>• Religion or belief</li> <li>• Sex</li> <li>• Sexual orientation</li> <li>• Pregnancy and maternity</li> <li>• Marriage and civil partnership (with regard to eliminating unlawful discrimination in employment)</li> </ul> <p>It is unlawful to discriminate against a person because of a protected characteristic, because they are wrongly perceived to have a particular characteristic or due to their association with someone with a protected characteristic.</p> <p><b>EDI and the National Plan for Music Education (NPME)</b></p> <p>The DfE’s “The power of music to change lives: a national plan for music education” was published in March 2022. This Plan builds on the DfE’s model music curriculum and the original national plan for music education, published in 2011 and sets out the government’s vision to enable <b>all children and young people in England</b> to:</p> <ul style="list-style-type: none"> <li>• learn to sing, play an instrument and create music together; and</li> <li>• have the opportunity to progress their musical interests and talents, including professionally.</li> </ul> <p>The new Plan sets out how music hubs will help achieve this vision by 2030, emphasising the importance of partnerships between education settings, music hubs, music organisations working with young people and the music industry. It recognises that a dynamic and inclusive music education offer for all children and young people</p> |

cannot be provided by one single organisation and requires partnership working to succeed.

It sets out a number of reforms to the Music Hubs which will support increased participation by and inclusion of children with SEND in music.

The key reforms include:

- the creation of a national Hub centre of excellence for inclusion, to support and upskill local Hubs so they can design and deliver inclusive music education, with opportunities for children and young people with SEND and support for schools teaching children and young people with SEND;
- a requirement that every Hub nominate a named individual lead for inclusion within the partnership, with the appropriate skills to ensure the Hub partnership is providing sufficient opportunity and support for children with SEND;
- a requirement that every Music Hub publish an inclusion strategy which will form part of its Local Plan for Music Education.

Inclusion is central to the work of a music hub and as such becomes one of its five strategic functions. There is rightly a very strong focus on inclusivity and inclusion running throughout the new Plan which states:

- *“A high-quality music education is the right of every pupil. It should be inclusive of all, regardless of additional needs, in both mainstream and specialist education settings;*
- *“Music education for pupils with SEND must be a long-term provision, sustained, rehearsed and nurtured carefully through effective personal interaction and collaboration, trust and time”;*
- *“Schools should not only actively include children with SEND in music teaching, but should also consider where music opportunities could be led by pupils with SEND”;*
- *“Schools should consider whether they could helpfully cover greater inclusion of pupils with SEND in the school’s musical life. They should be willing to challenge any pre-conceptions they might have about the musical potential of a child with particular needs and should discuss adjustments with their pupils, and, where appropriate, their parents and carers. Adjustments could range from differentiating resources to providing specific equipment, adaptation or technology to ensure music is accessible”;*
- *“Music Hubs should support schools with identifying the best instruments for their pupils and sourcing them at an affordable cost, working with partners across the country”;*
- *“Teachers should also consider how they can make disabled role models visible to pupils. These could be their peers or previous students, taking lead roles in school*

ensembles and performances, for example, or highlighting the successes of musicians who have disabilities themselves. Equally, school leadership and music teams should consider how they can bring in disabled musicians, music leaders and music educators, or disability specialist or disabled-led organisations, to help train their staff and build an inclusive musical offer”;

- “Teachers in special schools should also be clear about the distinct forms and benefits of music education and music therapy... Children in specialist SEND settings should not miss out on an accessible provision of curriculum music”;
- “Music technology can play a helpful role in supporting children with SEND. There are a range of assistive technologies that provide opportunities for children with SEND”;

The Plan also makes reference to Alternative provision (AP) is educational provision for children of compulsory school age who are unable to attend mainstream or special schools and who would not otherwise receive suitable education for any reason, for example, due to illness, behaviour or exclusion. In this respect, the NPME states:

- “The AP cohort face many obstacles that prevent them from accessing and progressing in education. Pupils in AP are more likely to be disengaged, have high levels of disadvantage and have multiple social, behavioural and mental health issues. Over 80% of children and young people in AP have special educational needs. Although music is not a requirement in the AP curriculum, we know that it can be a very effective resource. All APs should consider how they can use music as part of the curriculum and how it can play a valuable role in young people’s education and well-being. Music in these settings can lead to young people learning new skills, working and creating together, help build confidence and can be used for social and personal development”.

Music on offer in AP may help to meet a child or young person’s interests or ambitions and provide opportunities that will help them develop the necessary experiences and skills to achieve their goals.

From 2024 onwards, all Music Hub lead organisations should have a designated Inclusion

Lead, a named individual within the partnership who is trained to support the Hub’s work to broaden access, including work with special schools, support for children with SEND in local mainstream settings, and work directly with children with SEND and their parents and carers. The Inclusion Lead should also work to support children otherwise excluded from music education for reasons such as financial circumstance, or who are being educated outside of mainstream school. This named lead should strategically plan accessible provision and connect with the national Hub centre of excellence for inclusion.

From autumn 2024, one music hub nationally will be appointed and funded as a national centre of excellence for Inclusion. Its role will be:

- To model best practice in inclusive music-making, including but not limited to opportunities for children and young people with SEND, and provide support to the national network of Hubs through the dissemination of resources and training;
- To appoint national Lead Special Schools for Music, in line with the local Lead Schools appointed by each Hub, and national Lead Alternative Provision settings for music;
- To act as a point of support and help with specific questions arising at local level, and help connect local Hubs to national initiatives and organisations;
- To facilitate access to stocks of adaptive instruments, including through brokering partnerships between local Hubs and national providers.

### **EDI in Somerset**

The Somerset SEND Partnership (which includes Somerset Council, NHS Somerset, Somerset Parent Carer Forum, education providers ranging from Early Years to FE, Healthwatch, The Unstoppables - Somerset's Youth Voice for SEND - and Voluntary, community, Faith and Social Enterprise groups) published Somerset's new SEND Strategy in 2023. Drawn from extensive consultation with SEND discussion groups which included parents/carers and children and young people, it sets out how services will be delivered and led over the next three years (2023-26). Sound Foundation Somerset as part of the Local Authority intends to support the content of this strategy, through its own delivery and training.

Standard version: [SCC - Public - Somerset SEND Strategy.pdf - All Documents \(sharepoint.com\)](#)

Easy read version: [SCC - Public - Somerset SEND Strategy - Easy Read version.pdf - All Documents \(sharepoint.com\)](#)

The SEND vision has come from the families and young people themselves. It is very simple, but powerful:

**“We want to be able to move through the world without having to force our way through it”.**

There are 4 improvement themes which have come from the consultation

- Working together
- Getting help as early as possible
- Access to the right support and provision
- Preparing for the future

Sound Foundation Somerset will work to the following “ACHIEVE” key factors which children and young people with SEND and their families have said are crucial to living a happy life:

Ambitious – pursue my interests and aspirations

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|---|---|
|   | <p>Connected – have relationships with people who are important to me<br/>         Healthy – access health and wellbeing support when I need it<br/>         Informed – make informed choices<br/>         Educated – access education and opportunities for lifelong learning<br/>         Valued – be heard, have choices and have control over my life<br/>         Employed – or have access to money</p> <p>These are underpinned by 3 things all of which align with the content of the new NPME:</p> <p><b>Empowerment, Early Intervention and Collaboration.</b></p> <p>In addition, Somerset Local Authority as an organisation has an Equality &amp; Diversity Statement which can be found here:</p> <p><a href="#">SCC - Public - Equalities Policy-2019-V2.pdf - All Documents (sharepoint.com)</a></p>  |
| 5 | <p><b>Somerset Data</b></p> <p>Somerset Local Authority is data rich about its schools including measures of pupil vulnerability and attainment which the Hub will use to target engagement and support. See Appendix A for an overview on population, deprivation, social mobility, ethnicity languages spoken, and pupil numbers.</p> <p>Arising from the Government’s Levelling Up initiative, Somerset has recently been identified as one of the new ‘Education Investment Areas’. These areas will benefit from targeted investment, support and action that help children from all backgrounds and areas to succeed at the very highest levels. They will be prioritised as the location for new specialist sixth-form free schools where there is limited provision to ensure talented children from disadvantaged backgrounds have access to the highest standard of education this country offers.</p>  |
| 6 | <p><b>Our Current Activity</b></p> <p>Sound Foundation Somerset provides a wide range of musical tuition and activities all of which are inclusive and cover mainstream schools, special schools and alternative provision (AP). There is also activity which is specifically targeted at young people who are NEET (Not in Employment, Education or Training), for Young Carers as well as those within Autistic Resource Bases (ASD).</p> <p><b>Key Principles for Delivery:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that the hub offers music teaching and learning for all children and young people can make music, whatever their background or circumstances;</li> <li>• To embrace all styles and genres of music and thinking more broadly to make delivery creative and cross-curricular, not just about music;</li> <li>• Creating equal access to music-making and performing, ensuring where appropriate that music technology is utilised in terms of a creative vehicle for learners, especially those with severe and complex physical disability;</li> </ul> |



- Providing the right support and opportunities so that young people can progress on their individual journey;
- Recognising that there is no “one size fits all” for music making within SEND;
- To support music leaders through empowerment and ensuring non specialist staff have the right skills and resources to help each young person fulfil their potential; Often even specialist musicians and music leaders do not have much experience of working in SEN/D settings. Conversely, SEND staff are often not musicians, and they might not feel comfortable teaching music in the classroom and may not have the necessary skill set;
- To ensure that external staff working with SEND pupils are supplied with information to know their learners in order to provide the most appropriate service/activity;
- Ensure staff teaching have access to high quality SEND focussed on line resources eg: Charanga has developed a set of SEN/D-focused online resources. These include listening, composing and performing exercises, and fully adaptable lesson plans;
- To ensure that SEND pupils have a voice and are able to feedback how they are feeling about their musical experiences;
- To ensure inclusive practice of delivery partners is assessed as part of the Quality Assurance process.

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**Our Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis**

| Strengths   | Weaknesses  |
|---|---|
| <ul style="list-style-type: none"> <li>• Diverse offer which covers most vulnerable groups;</li> <li>• Able to commission those with specialist knowledge to deliver where required;</li> <li>• All activities are inclusive;</li> <li>• There is a very strong core offer for CYP with high vulnerability and SEND – Open Orchestras, Live Music Now also for Autism Bases, My Tunes, Outthere2, Young Carers.</li> <li>• Bursaries for GYAT and travel to live performances.</li> </ul> | <ul style="list-style-type: none"> <li>• Insufficient joining of mainstream and SEND in ensembles and performance;</li> <li>• Shared knowledge of the Somerset picture and equal understanding of EDI across the delivery partners;</li> <li>• No Inclusion Lead yet appointed;</li> <li>• In depth knowledge of SEND and Pupil Premium CYP in schools;</li> <li>• We know that our activities do not reach 100% of Children &amp; Young People – see threats;</li> <li>• No formal link with LA SEND colleagues in supporting EHCP and SEND processes</li> </ul> |
| Opportunities   | Threats   |
| <ul style="list-style-type: none"> <li>• Further collaborative working with SEND, NHS and Social Care colleagues within SCC as part of the new SEND strategy 2022/25;</li> <li>• Working across SW region and national Hubs to share best practice;</li> </ul>  | <ul style="list-style-type: none"> <li>• Barriers to participation:               <ul style="list-style-type: none"> <li>○ Funding and cost of living;</li> <li>○ School, Academy Trust and Governing Body decisions;</li> <li>○ demography/geography.</li> </ul> </li> </ul>   |

- Internal training from specialist partners;
- “Education Investment Area” status.

## APPENDIX A

### **The Somerset Picture: Overview on population, deprivation, social mobility, ethnicity languages spoken, pupil numbers:**

The population of Somerset is 571,600 (Source: 2021 Census) which is an increase of around 41,600 people since 2011. This is a rise of 7.8% since 2011 and a 36.9% rise in 40 years since 1981. The age bands with the highest population are 50-54 and 55-59. There were 84,700 people in their 50s accounting for nearly 15% of the total population. Somerset has an aging population with people retiring to the West Country in increasing numbers; three quarters of the population growth between 2011 and 2021 was in the 65+ age range. In fact, the life expectancy in Somerset is 84, which is some 17 years older than what is deemed to be a healthy life expectancy. Conversely, many young people are leaving the area to pursue education and employment opportunities elsewhere and both trends appear to be accelerating faster than anticipated.

At January 2023 there were 72,603 children educated in 265 state-funded schools and academies (including early years children in school run nursery classes). 20.5% of pupils are recorded as eligible for free school meals - a rise of 1.8% percentage points since October 2021 - whilst 9.3% of pupils have a first language other than English - up from 8%. 13.8% of the school population is classified as belonging to an ethnic group other than White British (Jan 2023 School Census) which represents an increase of 2.1% on previous year's figures.

There were 551 children looked after by Somerset as at year ending 31 March 2022 (a rate of 50 per 10,000 children aged under 18 years). This compared to a national rate of 70 per 10,000 children.

(Source: DFE 'Children looked after in England including adoption: 2021 to 2022' from return SSDA 903).

Somerset generally is better than the national average in terms of overall levels of deprivation. Since 2015 there has been a slight shift towards greater deprivation in Somerset relative to the rest of England, particularly in relation to the quality of housing.

The number of ‘highly deprived’ neighbourhoods in Somerset (categorised as being within the 20% most deprived in England) increased to 29 in IMD (Indices of Multiple Deprivation) 2019, up from 25 at the time of IMD 2015. Around 47,000 Somerset residents now live in a neighbourhood (LSOA) identified as one of the 20% most deprived in England. The highest levels of deprivation are found within the county’s larger urban areas. The most deprived area of Somerset is the Highbridge South West area of Sedgemoor. The least deprived area is in the Sampson’s Wood area of Yeovil,

which falls within the 1% least deprived in England. Children in Somerset face greater income deprivation than older people. (Source: Somerset Intelligence.org.uk)

Over the last ten years, Somerset’s population has become more diverse in its ethnicity but still remains predominantly white British (91%). The following table shows the 2021 census data by ethnicity expressed as numbers, as a percentage of the total Somerset population and compared to the percentages UK-wide. Significant variations of greater than 50% against the UK percentages have been highlighted:

**Key:**

|                                    |  |                                 |  |
|------------------------------------|--|---------------------------------|--|
| 50% lower than national percentage |  | Higher than national percentage |  |
|------------------------------------|--|---------------------------------|--|

| Ethnicity  | Number within Somerset Population | Percentage of Total Somerset Population | Percentage within Total Population of England & Wales |
|--|-----------------------------------|---|---|
| Asian, Asian British or Asian Welsh: Bangladeshi                       | 683                               | 0.12                                    | 1.08  |
| Asian, Asian British or Asian Welsh: Chinese                           | 1663                              | 0.29                                    | 0.75  |
| Asian, Asian British or Asian Welsh: Indian                            | 2947                              | 0.52                                    | 3.13  |
| Asian, Asian British or Asian Welsh: Pakistani                         | 331                               | 0.06                                    | 2.66  |
| Asian, Asian British or Asian Welsh: Other Asian                       | 3034                              | 0.53                                    | 1.63  |
| Black, Black British, Black Welsh, Caribbean or African: African       | 1658                              | 0.29                                    | 2.50  |
| Black, Black British, Black Welsh, Caribbean or African: Caribbean     | 457                               | 0.08                                    | 1.05  |
| Black, Black British, Black Welsh, Caribbean or African: Other Black   | 321                               | 0.06                                    | 0.50  |
| Mixed or Multiple ethnic groups: White and Asian                       | 2448                              | 0.43                                    | 0.82  |
| Mixed or Multiple ethnic groups: White and Black African               | 1215                              | 0.21                                    | 0.42  |
| Mixed or Multiple ethnic groups: White and Black Caribbean             | 1561                              | 0.27                                    | 0.86  |
| Mixed or Multiple ethnic groups: Other Mixed or Multiple ethnic groups | 1913                              | 0.33                                    | 0.78  |
| White: English, Welsh, Scottish, Northern Irish or British             | 521829                            | 91.30                                   | 74.42   |
| White: Irish   | 2631                              | 0.46                                    | 0.85  |
| White: Gypsy or Irish Traveller  | 809                               | 0.14                                    | 0.11  |
| White: Roma  | 507                               | 0.09                                    | 0.17  |
| White: Other White   | 25071                             | 4.39                                    | 6.15  |

|  |                |               |               |
|--|----------------|---------------|---------------|
| Other ethnic group: Arab                   | 377            | 0.07          | 0.56          |
| Other ethnic group: Any other ethnic group | 2092           | 0.37          | 1.55          |
| <b>TOTAL</b>                               | <b>571,547</b> | <b>100.00</b> | <b>100.00</b> |

A total of 83 different languages are found within the communities of Somerset, including 172 people whose main language is signing. After English, the most widely spoken languages are Polish (6614), Romanian (3583), Portuguese (2064), Lithuanian (966), Malayalam (733), Tagalog or Filipino (602), Spanish (580), French (568), Hungarian (558) and Bulgarian (548). This data is unlikely to include all of the Ukrainian refugees in Somerset as the total of Ukrainian speakers is only 32.

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