



Inclusive Music Education

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The remit of Music Education Hubs:

- Ensure that every child aged 5 to 18 has the opportunity to learn a musical instrument
- Provide opportunities to play in ensembles and to perform
- Ensure that progression routes are available and affordable for all young people
- Develop a singing strategy to ensure that every child is singing regularly
- Offer CPD to school staff, particularly in supporting schools to deliver the music curriculum
- Provide access to high quality music experiences for pupils working with professional musicians

Challenges:

- The pandemic has widened the gap for disadvantaged children and families
- Schools focusing on core subjects for catch-up lessons means there is a risk that music education is cut out of the curriculum completely
- Higher risks associated with singing and playing brass and wind instruments has had a detrimental impact
- Students have missed out on the social and wellbeing benefits that learning an instrument can bring
- Music must not remain a privilege few can afford

Model Music Curriculum

Key Highlights:

- Music Education Hubs are expressly mentioned
- First Access (Whole Class Instrumental Tuition) is recommended for Years 3 or 4
- Lays out clearly how much music curriculum teaching should take place at each Key Stage:

KS1	Minimum of 1 hour
KS2	Minimum of 1 hour

Musical Inclusion

‘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

Local Context:

- There is a very mixed picture of deprivation across Berkshire and often there are large differences in levels of deprivation within one UA.
- In Reading almost 28% of geographic areas are in the 30% most deprived in the country.
- In 2018 the NSPCC published a report claiming that not enough is being done to plan mental healthcare for an estimated 29,308 children who are being abused in the county. Of that number, an estimated 15,018 vulnerable children were being abused in the Berkshire West Clinical Commissioning Group (CCG) area, which covers Reading, Berkshire, Wokingham and West Berkshire.
- Children with SEND alone make up 15% of the national school population

Berkshire Maestros Inclusion Strategy 2021 – 2025

Strategic Outcomes:

- **Strategic Priority 1** - Both the make-up of the team and the music offered by the hub has diversified to more closely reflect the diverse cultures represented within the county and the interests of the young people the hub wishes to engage
- **Strategic Priority 2** - Cultures, policies, procedures and resources are put in place to support inclusion and to ensure that appropriate and continuing resources are secured to enable the inclusion strategy to succeed.
- **Strategic Priority 3** - The workforce has appropriate and sufficient skills to deliver musically inclusive practices and appropriate musical and creative development with all children and young people.
- **Strategic priority 4** - There is a widely held perception of the hub as one that embraces and foregrounds inclusion and diversity. The hub has used a partnership building approach to engage with a range of new partners in the county and has engaged with schools, parents and communities to advocate for the positive benefits of musical inclusion. In addition the hub has reviewed and updated its communications with regard to inclusion.
- **Strategic priority 5** - The work of the hub to engage in sustainable ways with new groups of children in challenging circumstances has expanded.
- **Strategic priority 6** - The offer for children with SEND has been expanded, building on current good practice.

Berkshire Maestros Inclusion Strategy 2021 – 2024

Strategic Outcomes:

- **Strategic priority 7** - The hub has increased and sustained engagement with children with SEMHD, including those at risk of school exclusion or at risk of becoming involved in the youth justice system.
- **Strategic priority 8** - Data is used as a driver for inclusion.
- **Strategic Priority 9** - There is an increased emphasis on a move to long-term engagement in music and a culture of progression for all children (including those in challenging circumstances).
- **Strategic Priority 10** - Monitoring and evaluating the quality of inclusion across the hub is embedded and influences future strategy.
- **Strategic Priority 11** - The ensemble programme has been critically reviewed and updated to further develop inclusion and progression for all children and young people
- **Strategic Priority 12** - The hub has considered its geographic spread and ensured that as far as possible, provision is balanced across all regions of the county.

Final Thoughts

‘Music is the great uniter, an incredible force, something that people who differ on everything and anything else can have in common’

<https://berkshiremaestros.org.uk/music/music-for-all/>

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