South East London Music Hub

Inclusion Strategy

Inclusion

Context

Music education serves as a transformative tool for children and young people, fostering personal growth, creativity, and community engagement. Across the six boroughs represented by the Southeast Music Hubs, there is a significant push to address barriers to inclusion. For example, in Bexley, nearly 10% of students are identified as needing SEN support, and 3.5% have an EHCP. Lambeth prioritises youth-led programming, while Southwark integrates Equity, Diversity, and Inclusion (EDI) into all organisational levels. These boroughs collectively strive to deliver inclusive, high-quality music education tailored to the diverse needs of their communities. This document synthesises the strategies of Greenwich, Lambeth, Lewisham, Southwark, Bexley, and Bromley, providing a unified approach while highlighting the distinctive contributions and activities of each partner.

The six boroughs of Bexley, Lambeth, Lewisham, Southwark, Greenwich, and Bromley form a dynamic region with a population of approximately 1.6 million people, projected to grow to 1.9 million by 2030. The area is diverse, with 38% of the population identifying as Black and Asian Multi-Ethnic, and 45% when including white ethnic minorities. Collectively, the boroughs have a vibrant mix of languages, with Romanian, Panjabi, Polish, and Somali among the top non-English languages spoken.

Across the six boroughs, 28% of the population is under the age of 25, reflecting a young and active demographic. Families make up a significant proportion of households, contributing to the vibrant educational and cultural landscape.

The region includes over 350 primary and secondary schools, alongside more than 25 special schools catering to diverse needs. SEN support is a key focus, with approximately 11% of pupils receiving support and 4.2% holding an EHCP.

Education levels across the six boroughs are improving, with over 37% of residents now holding qualifications above A-levels, narrowing the gap with London averages. Schools and community programs play a critical role in supporting this upward trend.

At the end of 2020, 94% of pupils receiving SEN support were engaged in education, employment, or training, outperforming national averages. The NEET rate for this group across the boroughs is among the lowest in London, at just under 4%.

For pupils with an EHCP, participation in education or training remains strong at 92%. Key areas of support include speech and language interventions, alongside targeted mental health programs.

Around 4.2% of pupils have an EHCP, with boys representing a higher proportion at 68%. Additionally, 34% of pupils with an EHCP are eligible for free school meals.

The primary SEN needs across the six boroughs are consistent with national trends: speech, language, and communication (34%), social, emotional, and mental health (26%), and autistic spectrum disorder (21%).

Our Vision for Inclusion

South East London Music Education Hub is committed to:

- Removing barriers for underrepresented groups.
- Celebrating and promoting equality, diversity and inclusion as professional, practical, and positive issues which enrich our work.
- Embedding inclusion across all levels of music education, from programming to governance.
- Ensuring all staff understand the implications of this statement for their day-to-day work and for how they treat and support colleagues and students
- Recruiting people who have the skills to put these principles into practice.
- Championing our principles in all our communications and publications.
- Supporting our partners and stakeholders to do likewise.
- Commit to providing a secure, safe, and inclusive learning and working environment for all.
- Use the information and data we gather to inform our decisions on closing gaps and improve our practice.
- Working with all communities within London and the South East to foster good and positive relationships and improve life chances for all.

South East London Music Education Hub will:

- Provide a secure environment in which all children can flourish and achieve
- Include and value the contribution of all families to demonstrate understanding of equality and diversity
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Improve knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Make inclusion a thread that runs through all strategic and practical delivery
- Promote inclusive practices beyond own programmes and within our communities.
- Prepare children for life in a diverse society in which children can see their place in the local, regional, national and international community.
- Plan systematically to improve understanding and promotion of diversity.
- Upskill staff teams to improve their understanding of diversity through on-going staff training and including this within all induction training for staff
- Use knowledge of local areas to inform practice in terms of engagement, SEN, curriculum and safeguarding.
- Actively challenge discrimination and disadvantage.

Strategic Priorities for Implementation

Strengthening Inclusion Leadership

- Establish a shared Inclusion Lead or collaborative working group.
- Work towards a standardised framework for evaluating EDI impact across all boroughs.
- **Leveraging Resources**
- Share adaptive instruments and training resources across boroughs.
- Coordinate collaborative youth-led initiatives.
- **Centralised Data Collection**
- Partners share data for tracking demographics and participation.
- Analyse regional trends to identify gaps and opportunities.
- **Unified Workforce Policies**
- Promote consistent recruitment, induction, and CPD strategies to promote diversity and inclusion.

Core Shared Strategies and Activities

Workforce Development

- Partners focus on ensuring the workforce reflects the local population, emphasising training for working with diverse groups, including SEND and disadvantaged youth.
- Partners include Inclusion Leads in planning meetings and programs workforce-wide inclusion training.
- Partners emphasise targeted recruitment of tutors skilled in SEN/D and music technology.
- Partners provide continuous training through partnerships like London Youth and disseminate inclusive practice resources among music tutors.

Access and Participation

- Partners integrate subsidised programs and regularly audit the impact of financial support measures.
- Partners promote visibility of financial support for Pupil Premium and Looked After Children, broadening access to opportunities.
- Partners use assistive technology, such as adaptive instruments, and target funding for SEND programs.
- Partners plan to expand their stock of adaptive instruments using capital grant funding and collaborate with organisations like Drake Music for SEND inclusion.

Inclusive Programming

- Partners organise events specifically tailored for SEND students, integrating their input into programming.
- Partners prioritise diverse repertoire and youth-led programming, ensuring young people influence session design.
- Partners support pathways for SEN/D musicians to transition into mainstream ensembles.

Community Engagement

- Partners foster partnerships with schools and community organisations to enhance cultural activities and engagement.
- Partners solicit consistent youth feedback on programming.
- Partnerships with schools and specialist providers enhance inclusion for vulnerable youth, including LAC and SEND groups.
- Partners develop referral networks to reach marginalised groups.

Evaluation and Feedback

- Partners integrate EDI self-assessment tools into organisational planning.
- Partners implement the HEARD framework (Holistic, Equitable, Authentic, Representative, Diverse) for program assessment.
- Partners monitor the effectiveness of programs through comprehensive data analysis and stakeholder feedback.
- Partners conduct annual inclusion audits and uses findings to tailor CPD sessions and initiatives.

Area/priority	Ambition	Activities and Outputs	Output Measures
Culture Fostering an inclusive and respectful culture that celebrates diversity and creates a sense of belonging for all members	Hub principal partners act on their commitments to the Inclusion Strategy	Principal Partners communicate and explore the commitments in the Inclusion Strategy within their organisations. What do they mean in practice? What challenges do they present? Where would additional support be helpful?	Feedback from representatives from principal partners in Inclusion working group meeting on 20.03.25 reflecting on the meaning, challenges, and support needs related to the Inclusion Strategy commitments Number of facilitated sessions, workshops, or meetings held by partners to explore the Inclusion Strategy commitments recorded an minuted in Inclusion Working Group in June 2025
		Principal Partners share updates and	Summary of common themes or

		feedback on the above in one of the termly partner meetings.	challenges identified across partner feedback discussed in Inclusion working group and minuted June 2025
Workforce Recruiting and training a diverse and skilled workforce that reflects and caters to the communities it serves	The Hub benefits from the support and guidance of an Inclusion Working Group	Appoint Inclusion Lead Principal partners appoint local inclusions leads, forming the Inclusion Working Group 1 meeting by the end of 24/25 academic year.	Inclusion lead named in LPME for April 2025 Inclusion Working Group actions from 20.03.25 fed back and minutes at Directors meeting
	The SELMH advisory group explore workforce pathways and barriers	Schedule a workforce agenda item for the next Advisory Group meeting on 19.03.2025	Minutes from Advisory Group Meeting on 19.03.25
	The Hub workforce develops the skills to support an increased level and range of need.	Create workforce training template and circulate amongst principal patterns for input on 06.03.25 Consult further with partners and schools (via teacher networks) to understand specific inclusion training needs.	Co-created calendar of workforce training created and uploaded to shared drive Minutes from schools' networks, advisory meetings and staff briefings/training
	Hub recruitment practices evolve to attract and appoint a skilled and diverse local workforce.	Conduct recruitment practices review Principal partners to share job adverts,	Shared recruitment practice review Shared recruitment resources on shared drive by Sept 2025

		Person Specifications and Job Descriptions. Share recruitment platforms	Shared recruitment platform on shared drive by Sept 2025
Access and participation Removing barriers for under-represented groups and broadening participation	Principal partners advocate and share the support they can offer to schools and families that will remove common barriers to participation.	Benchmarking of fees and subsidies across the 6 areas. Charging and Remissions policies and Bursary details clearly visible on each individual partners website Report on number of children and young people receiving subsidies/bursaries across area	Benchmarking document created and in the shared folder 31.01.25 Published on Principal Partner websites Annual Data Return
		Principal partners offer a diverse programme of activity in 90% of special schools and alternative provisions Principal partners facilitate regional and national arts/music organisations to deliver work within special schools and alternative provisions Report on number of children and young people identifying with SEND accessing our out of school provision	Number of SEND and alternative provision setting receiving activity/ programmes/ support reported in the Inclusion Working Group and minuted Number of Arts Organisations (e.g. Drake, LSO, Open Orchestra, Sound Connections) reported in the Inclusion Working Group and minuted Annual Data Return

	Hub communications speak to, reflect, and reach communities in the broadest sense.	Conduct communications practices review Principal partners to share guides/ strategies around inclusive and accessible language Share examples of comms and marketing resources	Shared communications practice review Shared guides/ strategies on shared drive by Sept 2025 Shared examples of comms and marketing on shared drive by Sept 2025
	Hub partners are able to draw on additional support to increase/broaden participation	Inclusion Working group to create capital grant purchase plan for adaptive instruments and music technology	Purchase plan for 3rd Capital Grant payment
Diversifying opportunities Developing programming and progression pathways to take into consideration the musical identities, cultures and interests of young people in South East London	The Hub increases its holiday provision offer.	Principal Partners report on inclusive holiday provision Identify gaps in holiday provision offers and create peer to peer learning opportunities across the area	Reported in Inclusion Working Group meeting and minuted Gaps reported in working group (data collected from Holiday Activity Fund and other local area sources) and minuted. Peer visits to area activity booked by Sept 2025
	Youth Voice activity is shaping the content and/or shape of provision in all partner organisations.	Youth voice activity is captured and reported by Principal Partners as part of ongoing practice Staff are trained to facilitate meaningful	Examples provided by Principal Partners demonstrating how youth voice is gathered in their organisation – share in Executive meeting on 27.03.25

		contribution from children and young people in the design and delivery of provision	Staff feedback gathered and reported on in Inclusion Working Group meeting in June 2025
	Partner organisations and staff programme provision and content with an awareness of the need for diversity and representation.	Ensure partner organisations champion deliberate and diverse programming of provision and content with staff that broadens experiences and promotes music and musicians from a range of cultures and backgrounds.	Number of partner organisations actively implementing inclusive programming practices gathered in inclusion survey and minuted in inclusion working group Number of CPD sessions delivered to partner staff on inclusive programming All gathered in inclusion survey June 2025 and reported in inclusion working group July 2025
Governance (Creating a diverse and representative Advisory Group that has the skills and experiences to drive change)	The Advisory Group membership remains diverse and varied in skills.	Deliver the Advisory Group skills and background audit and use this information to identify any needs.	Audit sent to Advisory group and minuted in meeting in June 2025
Data collection and analysis (Improving the quality of the data we collect and hold	The Hub improves its understanding of inclusion challenges and priorities.	Review, summarise and share the information gathered from partners regarding inclusion challenges and needs.	Completion and dissemination of an inclusion survey outlining inclusion challenges, needs, and analysis of participation and workforce data from

to improve our understanding of and response to need).		Analyse participation and workforce data once submitted.	partner organisations. Survey disseminated June 2025 and reported in inclusion working group July 2025
	The Hub improves its understanding of levels of participation from distinct groups.	Enhance the quality of participation data by proactively sharing the key background information required and asking them to collect this at registration.	Number of participation data collection tools or templates shared at Executive meeting June 2025 Number of principal partners implementing the recommended data collection practices reported an minuted at inclusion working group
	The Hub gains a better understanding of workforce diversity in all partner boroughs.	Enhance the quality of workforce data by proactively sharing the key background information required and asking them to collect this at registration/ onboarding	Workforce data collection templates or resources shared at executive meeting and on shared drive Percentage of new workforce data submissions that include the requested background information share in inclusion working group

Unique Contributions and Activities by Principal Partners

Greenwich

- Commitment to tackling discrimination through the Equality Act framework.
- Emphasises community cohesion via cultural activities and positive representation in communications.
- Annual audits to ensure accessibility and equity in service delivery.

Lambeth

- Promotes youth voice through councils and youth-led activities.
- Focuses on reflective workforce practices, encouraging cultural responsiveness among staff.

Lewisham

- Maintains a strong advocacy approach for inclusive practice, disseminating findings regionally and nationally.
- Operates referral networks to connect marginalised youth with music opportunities.
- Hosts collaborative events like 'Jazz Hang' and 'Lewisham Live,' celebrating local diversity.

Southwark

- Pioneers in using adaptive technology for inclusion, such as fundraising for 15 iPads for SEND classes.
- Engages diverse youth voices via Student Councils and Working Groups.
- Provides internships and work experience opportunities, promoting youth leadership.

Bexley

- Expands adaptive instrument availability, including Skoogs and Soundbeams, in partnership with Drake Music.
- Promotes financial equity through a scholarship and bursary program.
- Runs the Bexley Music Youth Council to ensure youth voice informs strategic planning.

Bromley

- Regular CPD for staff focusing on inclusivity in SEMH, SEN/D, and PRU settings.
- Offers progression routes tailored for SEND students, including Open Orchestra and SEN Choir initiatives.
- Targets underrepresented groups through inclusive marketing and tailored programming.

Monitoring and review

This inclusion strategy is a live document, designed to develop and change over time as we work with different stakeholders to ensure it remains relevant and able to meet the changing needs and wants of the communities we serve.

The implementation of the strategy will be driven by the Inclusion Working Group and Inclusion Lead with support from Hub Advisory Group the Principal Partners, Board of Directors, and other partners as appropriate. This group will also update the strategy throughout the year as necessary and review the strategy towards the end of the academic year.

This Inclusion Strategy was recommended to both the Board of Directors (27.02.25) and Advisory Group (19.03.25) as part of the LPME.

Following recommendations from the SELMH Relationship Development Manager this strategy was updated on Thursday 20th March 2025.

Keith Sykes was named as the Inclusion Lead in February 2025.

This strategy will be reviewed at board and advisory group meetings in September 2025.

Last updated	March 2025	**Review date**	September 2025
Updated by	JS/KS/LB	**Status**	Required/mandatory