



## Inclusion, Diversity, Equity and Accessibility (IDEA) Strategy and Action Plan 2024-2026

### **Our Approach to IDEA**

Our IDEA strategy is a dynamic document – we acknowledge IDEA is an ongoing journey, which requires regular review and updating. LMH commits to updating and reviewing this document on an annual basis, with termly review of action plans and impact of delivery, targets and KPIs. We have used the Youth Music IDEA Framework to shape our strategy and Action Plan in the following areas:

- Vision Values and Strategy
- People and Culture
- Policies and Procedures
- Reach and Engagement
- Musical Offer
- Youth Voice
- Communications
- Partnerships and Advocacy

## Vision, Values and Strategy

### **Vision Statement**

Lancashire Music Hub (LMH) is committed to ensuring that every child and young person has access to a high quality, relevant and diverse music education. We strive to build inclusive environments that celebrate diversity, remove barriers and provide opportunities that reflect the rich cultural fabric of Lancashire and Blackpool.

We recognise that inequity and discrimination still exist, and we have a responsibility to remove barriers that young people may face throughout their musical journey, and to build a Music Hub which represents the communities we serve.

LMH recognise the work to build an inclusive, diverse, equitable and accessible Music Hub is ongoing and commit to a process of continuing data collection, evaluation, training and review with the experiences and voices of children and young people at the centre.

### **Core Values- IDEA**

**Inclusion:** Creating a welcoming environment where all feel valued and able to participate.

**Diversity:** Embracing, representing and celebrating the different backgrounds and lived experiences of Lancashire and Blackpool's young people.

**Equity:** Removing barriers to ensure fair access to musical opportunities.

**Accessibility:** Providing the necessary resources and adjustments to enable participation by all, including SEND and underrepresented groups.

The Hub Lead Organisation (HLO) for LMH is Lancashire Music Service (LMS), part of Lancashire County Council. As such, LMH aligns its strategy with Lancashire County Council's [Equality Strategy 2024-2028](#), ensuring compliance with the Equality Act 2010 and the Public Sector Equality Duty.

## People and Culture

### **Youth Voice**

Embed youth voice in decision making through our Youth Board 'Amplify' ensuring young people inform strategy and activity at all levels.

### **Recruitment and Representation**

Data has previously been identified as limited and the process for collection has now been refined. The integrity of this data will be improved annually and reported on. Analysis of our workforce demonstrates that the following groups are underrepresented among teachers working with the Hub when compared with the Lancashire and Blackpool population:

- Disabled people
- Asian or Asian British
- Black, Black British, Caribbean or African

We will proactively recruit diverse role models, particularly from underrepresented groups as identified by our workforce analysis.

We recognise recruitment challenges in many areas of the workforce and retention can be an issue, particularly teachers newer to the profession. LMH have aimed to address this through:

- Rewriting job adverts and descriptions to broaden the appeal of teaching, highlight modern music and diverse genres, and remove the requirement for formal music qualifications.

- Developing links with new higher education institutions
- Promote vacancies through new channels to reach potential candidates who might otherwise not be aware of opportunities.

### **Workforce Development**

Provide inclusion and diversity training for workforce and partners where appropriate; including specialist training on working with SEND, decolonising the music curriculum and working with diverse communities where English may be an additional language.

## **Policies and Procedure**

### **Annual Review**

This strategy will be reviewed annually to ensure ongoing relevance.

### **Data Collection**

Work will continue to build a strong dataset of engagement by demographics (ethnicity, gender, SEND status, geography and financial barriers) to inform decision making.

### **Equality Impact Assessments**

Ensure all programs and policies undergo impact assessments to identify and mitigate barriers.

## Reach and Engagement

### Lancashire



Lancashire is the fourth largest council in England and Wales, with 267,000 children and young people in a population of 1.16 million. The county consists of 14 districts (including Blackpool and Blackburn & Darwen which are unitary authorities). Perhaps Lancashire's defining characteristic is its size and diversity, with urban, rural and coastal communities spread across the 12 Districts. As well as some of England's most prosperous communities in the Ribble Valley. Lancashire also has pockets of severe deprivation in Preston, Burnley and Morecambe. The usual resident population of the Lancashire area was 1,171,339. The largest ethnic group was white (92%), with other ethnic groups making up 8% of the population. Numerically, there were over 90,000 Black, Asian and ethnic minority people in the county. Within Lancashire, Pendle and Preston had one in five people (20%) who were black or minority ethnic. In Burnley and Hyndburn the rate was 12%. In Rossendale, whilst the percentage of BME was lower than in these four districts, it was still above the rate of other districts at 6%. Similarly in Lancaster the BME population was just over 4%. The numbers of Black, Asian and Ethnically Diverse people were by far the greatest in Preston, where there were almost 28,000. In Pendle there was a BME population of 18,000. A further 11,000 and 10,000 BME people live in Burnley and Hyndburn respectively. Numbers were lower, but remain of note, in Lancaster (6,000) and Rossendale (4,200). Chorley and South Ribble had just over 3,000 BME people each.

Together there were almost 67,000 BME people in Preston, Pendle, Burnley and Hyndburn. These 67,000 people were three-quarters of the Lancashire-12 area's BME population, whereas the total population of these districts makes-up a third of the total Lancashire-12 population. A total of 147,161 children based in 604 schools, with a significant percentage (14.8%) from backgrounds where English is not the first language. There are many nursery classes attached to primary schools across. Primary schools have a mix of infant, junior and all-through primary schools (3-11 or 4-11 years) including Community, Voluntary Controlled, Voluntary-Aided (some of which offer sixth form education). Most of these are comprehensive (intake not based on academic achievement or aptitude) although there are three districts which offer selective grammar school education (Ribble Valley, Lancaster and Rossendale). Across Lancashire 30 Special

schools are maintained by the Authority. These are mainstream schools that also have extra resources to allow them to make provision for certain types of special education needs.

The largest ethnic group in Lancashire schools is Asian making up an estimated 10.8% of all pupils, with the highest proportions in the districts of Pendle (estimated 33.9%), Preston (estimated 24.6%) and Hyndburn (estimated 24.1%). The smallest ethnic group from the main groups is Chinese (estimated 0.25%). The vast majority of Gypsy/Roma and Irish Traveller pupils registered on roll with schools were resident in Lancaster (181 pupils), Hyndburn (78 pupils) and Preston (36 pupils).

## **Blackpool**

In May 2023 school census (Blackpool schools only, including specials and Education Diversity) showed:

- 17,103 pupils in reception to Y11
- 25,425 children in reception to Year 11 (10,041 in reception to Y6, 7062 in years 7 to 11, 8322 girls 46%, 8781 boys 54%)
- 2994 children with SEN Support (9%)
- 833 children with an EHCP
- 8287 children eligible for FSM (31%)
- In the period 01/04/2023 – 31/03/2024 we have 8652 pupils in receipt of pupil premium funding (34%).

In terms of multiple deprivation:

- 30% of our primary aged pupils live in the bottom 1% of LSOAs (Lower Layer Support Area) nationally. LSOAs are neighbourhoods within wards.
- 33% of our secondary aged pupils live in the bottom 1% of LSOAs nationally.
- 48% of pupils live in the bottom 10%. Nationally 10% of pupils live in the bottom 10%.

Figures can be confirmed by visiting Deprivation ([blackpooljsna.org.uk](http://blackpooljsna.org.uk)) together with information relating to the following observations:

- The 2019 index ranks Blackpool as the most deprived of 317 Local Authority areas in England, based on both the average LSOA (Lower Layer Support Area) score and concentration of deprivation measures. It is the most deprived Local Authority based on the lesser-used rank of average score measure

- Blackpool has the sixth highest proportion of LSOA's ranked in the 10% most deprived, down from seventh in 2015
- Blackpool ranks in the bottom three local authority areas across three of the seven domains, with only Barriers to Housing and Services ranked outside the bottom 25
- 39 of 94 Blackpool LSOAs are in the 10% most deprived in the country, up from 36 in 2015, with 96% of LSOA's now ranking in the bottom half of the deprivation deciles
- Blackpool continues to have no LSOA's in the 30% least deprived in the country, the same proportion as in 2015
- Eight LSOA's are ranked as less deprived than in 2015, whilst 84 LSOA's are ranked as more deprived than in 2015
- All overall measures at the Local Authority level show Blackpool has become relatively more deprived since 2007

In 2021, Blackpool specific demographics highlighted extensive deprivation (the worst in the England) and more deprived since 2007. With thousands of children living below the poverty line, a further increased number of children are living in severe poverty and with 46% of Blackpool pupils eligible for Pupil Premium and, more families with children claiming income support. Teenage pregnancy continues to be amongst the worst in the UK and our annual transient population has further increased making continuation and tracking work demanding. Free School Meal numbers increased from 25% to 31%. There has been a further increase in those recognised with SEND. Absenteeism and exclusions are very high as is the national number of self-harming children. It has the highest PRU numbers in the UK and, has the record number of children in care (twice the national average). Blackpool is in the bottom 3 national figures in health, education and income and in the bottom 20 for crime, living and environment. Through our partnership with Blackpool Council, they will provide data from residents, visitors, voluntary and community organisations. This is often provided through forums such as our LGBT Strategic Partnership, faith Forum, Disability Partnership.

### **Key Actions:**

- Establish community-specific engagement programs.
- Develop further partnerships with specialist organisations. (Such as the Amber Trust music hub pilot programme).
- Increase engagement with Looked After Children (Children Looked after in Lancashire) through signposting and targeted programs including direct work with the virtual school including musical celebration and collaboration with the LCC fostering and adoption team.
- Extend outreach programs in Blackpool, focusing on disadvantaged communities. (Use of the Hub Mobile Music Vehicle to bring live music making and opportunity directly to schools and communities).
- Continue to enhance the musical offer available to CYP who are home schooled
- Embed the musical offer to Refugee and Asylum Seeker CYP, continue work with Ukrain resettlement team.

## Musical Offer

### **Accessible Instrument Library**

Expand existing accessible instrument provision ensuring all SEND pupils have appropriate access to music making.

Any pupil that requires adaptive instruments will be provided with a suitable instrument that is bespoke to their physical impairment. We have children that are using adaptive instruments successfully in WCIT classes and beyond. We liaise with OHMI Trust to look at support when we have enquiries of this nature and either purchase, or rent, instruments from this organisation as required.

### **Modern Music and Technology Strategy**

Provide training and resources to support digital music production and contemporary styles.

### **Progression Pathways**

Ensure all musical journeys are recognised and supported, from informal learning to professional training. A thorough needs analysis has informed the updated **Progression Strategy for 2025/2026**.



## HEARD- Youth Music Model

We will ensure young people's music is always:

HEARD Model		
<a href="#">What do I need to know about inclusion? HEARD Model   Youth Music Network</a>		
An easy way to understand this is that inclusive music is music that is HEARD:		
<b>H</b>	Holistic	placing emphasis on personal, social and musical outcomes
<b>E</b>	Equitable	people facing the biggest barriers receive the most support
<b>A</b>	Authentic	developed with and informed by the people we do it for
<b>R</b>	Representative	the people we work with as participants and colleagues reflect our diverse society
<b>D</b>	Diverse	all musical genres, styles, practices are valued equally

## Youth Voice

### Amplify Youth Board

Continue regular youth board meetings, co creation and workshops to advise on curriculum, accessibility and program design. Ensure the board are able to advocate and communicate directly with decision makers, the hub board and other young people across the hub region.

The Amplify Youth Board will;

- continue to work with the Hub Strategic board to develop ideas raised.
- meet with members of the Hub Strategic Board.
- come up with new ideas and initiatives.
- help ensure youth voice is built in across the music hub.
- run events and continue to find ways to consult with a wide range of young people.
- conduct research.

- connect with other youth music boards around the country.

### **Youth Feedback Mechanisms**

Implement regular surveys and focus groups to capture experience and suggestions including at new inspiration points like instrument days and WCIT play days.

### **Youth Leadership**

Young people have a voice within their setting to shape program delivery such as the county ensembles and music centres. Young people can apply to be Yamaha Youth Ambassadors and contribute to mentoring younger musicians.

## **Communications**

LMH will ensure our Inclusion Strategy is publicly available on the homepage of our website.

Regularly share success stories and case studies to promote diversity in music education utilising our #wherewillmusictakeyou

We will engage parents, guardians, community leaders and wider stakeholders to increase participation and support.

## **Partnerships and Advocacy**

Further strengthen relationships with schools, local government and national music organisations to share best practices and funding opportunities.

Collaborate with faith and cultural groups to increase music access for specific communities.

## Financial Support

Free group lesson and ensemble membership is available per the criteria listed below.

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit

### **Support from our charity**

Our linked Charity, Friends of Lancashire County Ensembles (FLCE), offers bursaries to provide some financial support to young people in Lancashire who show an interest in or talent for music, in situations where their parent or carer's financial circumstances might not be able to meet the full cost of the activity. The fund can provide a contribution towards these costs.

Awards are made to young people aged up to their 19th birthday who either live or are educated in the administrative county of Lancashire or attend Lancashire provision from the hub region. The funding can be used towards the cost of lessons and musical activities organised by Lancashire Music Service, contribution towards the purchase of musical instruments, contribution towards the cost of an auditions for music courses at university or conservatoire, contribution towards attendance at courses, tours, workshops, concerts or other relevant events or groups, including transport costs.

The Friends of Blackpool Music Service support Blackpool Music Service in this regard.

We also signpost young people and families to national charitable assistance and partnerships.

## Inclusion Lead

The lead for inclusion for LMH is Jay Hall, he is a member of LMS Senior Management Team. As a member of the LMS he can access support from colleagues across LCC and is reviewing and updating policies.

### **Responsibilities include:**

- Oversee and manage the implementation of an equity, diversity and inclusion (ED&I) strategy for the hub.
- Develop and deliver targeted projects and provision that support our overall business plan, meet the aims of the EDI strategy and responds to the needs of children and young people.
- Improve inclusive practice across the Hub through support and training for the Music Service workforce and partners to deliver programmes.
- Work with SMT to ensure an increasing number of under-represented children and young people engage with the Hub.
- Lead on the Youth Voice programme, embedding this across the Hub.
- Work with the fundraiser to identify and access funds to support SEN/D and inclusive provision and to ensure individual support for students is signposted.
- Actively engage with national bodies and keep up to date on inclusion initiatives and developments at national, regional, and local levels including working with and learning from other music education hubs and music services.

*This document was compiled by Jay Hall in conjunction with Hub partners, the LCC Inclusion service and wider stakeholders.*

## Action Plan 2025-2026

Objective	Outcomes	Actions 2024/26	Measurement
Create progression routes for children and young people with additional needs and disabilities	Children and young people with additional needs and disabilities can access more opportunities to develop as musicians and play in ensembles	<p>Accessible technology library developed and available for schools</p> <p>Accessibility strategy group continues to reflect and review work</p> <p>Provision specifically for children and young people with additional needs and disabilities</p>	<p>Number of SEND schools engaged</p> <p>Number pupils taking part and feedback from students</p>
Improve data collection	We can measure progress towards inclusion and representation across LMH	<p>Build in collection of diversity data into school and pupil sign up process</p> <p>Collect and compile data on existing teachers, staff and students via survey</p> <p>Collect and compile data on existing schools - pupil premium, ethnicity etc</p> <p>Integrate all data into strategic action plans.</p>	Systems are in place and data is available and actions are measurable
To create authentic and accessible musical opportunities for	Children and young people currently underrepresented in music making have the opportunity to access opportunities	<p>Working party set up with representatives from Muslim communities.</p> <p>Pilot singing project run in East Lancashire</p>	<p>Number of schools and pupils taking part.</p> <p>Engagement from parents and the wider community.</p>

children and young people from Muslim Communities			Feedback from schools and stakeholders
Youth Voice is embedded at all levels and informs strategy and activity	Our programme is relevant and responsive to the needs of children and young people	<p>Amplify Youth Board continues to be supported, running regular meetings and events and informing hub leadership</p> <p>Surveys gather wider data</p> <p>Frameworks for youth voice are developed and implemented in ensembles, music centres and other out of school's settings</p>	<p>Number of CYP involved</p> <p>Evidence of youth voice at out of school settings</p> <p>Feedback from young people</p> <p>Survey responses</p>
To have more teachers able to deliver modern music and music tech	We can deliver a diverse and modern musical offer, meeting the needs of children and young people and the music industry	<p>Musician to teacher training programme pilot</p> <p>Partnerships developed with FE and HE institutions developing pathways for students into teaching</p> <p>Review of recruitment processes including where jobs are advertised</p>	Number or modern music teachers and potential teachers engaged – accessing training, applying for teaching jobs
To provide further opportunities and signposting for financial support	Cost is not a barrier to music making for any young person	<p>Linked charity bursaries made available</p> <p>Research into other organisations who support young musicians</p> <p>Webpage with details of financial support is visible and accessible. Support is referenced regularly as appropriate on communications to parents, young people, and schools as part of our communications strategy</p>	<p>Number of CYP accessing support</p> <p>Number visiting the webpage</p> <p>Number of organisations signposted through our webpage</p>

## Monitoring and Review

This plan will be reviewed annually with input from the workforce, partners and young people to ensure it remains relevant and impactful. Progress will be reviewed by the hub board in line with all smart targets.

## Lancashire Music Hub Promise

We believe music changes lives. We have a set of clear aims and a vision for our hub which together form a promise to the children and young people of Lancashire and Blackpool, and those who work with them or look after them.

Our promise is that:

- The way we run our hub programme will be young people centered.
- Our work will be driven by need and evidence.
- Regular robust data and feedback from children and young people and our stakeholders will help us shape our programme appropriately and make the case to partners and investors.
- We will allocate resources according to need and gaps in provision and acknowledge that targeted work costs more.
- We will ensure our work is accessible to all children and young people in Lancashire through multiple access points. We will work with any child who is willing, regardless of circumstances, and we will confront barriers and logistical issues with solutions. Our offer will appeal to music listeners as well as makers
- We will undertake targeted inclusion activity, by identifying and addressing gaps in provision.
- We will offer a diverse range of musical opportunities with clear and ambitious progression routes across genres.
- To deliver appropriate high-quality work, we will invest in training for our workforce and undertake quality assurance programmes.
- We will work strategically with schools and music teachers through a compelling offer, which meets their needs.
- We will embrace partnership working and the wider music offer in the County, facilitating and signposting as well as delivering.
- Our governance and management will be transparent, collaborative and entrepreneurial informed by youth voice.
- We will continue to pioneer the use of technology across our work.