Supporting Progression" - Strategy Overview

The aim is to avoid a restrictive, linear approach to progression and to encourage a broad variety of flexible progression routes and to provide supporting and supportive opportunities at every stage. Progression underpins the ethos of every successful organisation and has relevance at every layer and in every department. Understanding that a positive approach to progress brings with it satisfaction, change, growth and success as well as challenge, is vital to ensure that it is a goal shared by everyone.

WYMH — WEST YORKSHIRE MUSIC HUB

Young People	SEND/Inclusion	Opportunities and POA	Staff – Progression and Training	Other Influencing Factors
Meeting individual need through a breadth of flexible provision and opportunity.	*Treating people differently allows us to treat them equitably. One size does not fit all.*	*Providing appropriate and varied opportunities and a structured programme of activity (POA) to inspire and nourish young people.*	*Nourishing our team, giving them fresh ideas and enabling them to grow as educators and practitioners.*	*Creating natural pathways from early years to adulthood focusing on the needs of the individual.*
Birth to Early Years and transition to:	Needs to be aligned with the WYMH **Inclusion Strategy** with continued training for the workforce	Lessons – variety of individual, small group and whole class	Regular CPDL – including SEND, Inclusion, EY, Singing, IT, Health and Safety and all aspects of Safeguarding including wellbeing support for young people	Schools: 1 - provision 2 - information and data transfer 3 - CPDL, Networks and Conferences
Key Stage 1 and transition to:		Beginner vocal and instrumental ensembles		
Key Stage 2 and transition to:	Charging policy (including Pupil Premium Support and other funded opportunities, bursaries, Young Sounds UK etc)	Ensembles for Progressing Players	Quality Teaching and Learning throughout the hub via Planning, Assessing, Monitoring	
Key Stage 3 and transition to:				Engaging with families
Key Stage 4 and on to 6th Form	Provision of instruments – adapted when necessary	Advanced Ensembles	Wellbeing of staff and trained Mental Health First Aiders available in the workplace	
Key Stage 5 and into adulthood (including pathways into the music industry)	Support with transition	Community Music Making (all age ensembles)		Psychosocial Skills: 1 - Creative Risk-taking 2 - Emotional Regulation, maturity and coping mechanisms 3 - Self-Efficacy 4 - Organisational
	Liaison with schools – access to support with practising	Performances and Festivals	Staff should feel supported by the their employer	
Working with Higher Education settings	Needs to support young people outside formal settings	Workshops, Masterclasses and Solo Opportunities	High expectations of staff as: Role Models for young people, Ambassadors and Music Champions	Role Models and appropriateness
Engaging with all backgrounds	Supported access to Ensembles	Access to CATs (YYM, Leeds Conservatoire Saturday School, Junior RNCM)		Provision of appropriate instruments.
Lifelong encouragement	Sharing of Opportunities	Signposting to live Performances from a range of Professional Musicians	Encourage teacher applications from a variety of backgrounds and traditions	Appropriate signposting
WCIL/WCIT	Support for Qualifications	**Partner Organisations** – Local, Regional, National	Expertise gaps – identify and fill	Broader skills relating to the music industry and career expectations
Working with YP in non-formal settings	CPDL for Special Schools and schools with SEND provision.	Working with partner venues and providers to encompass a range of Genres and Traditions	Utilising **Lead Schools** for further sharing of good practice	Appropriate Funding and Marketing signposting
Driving a work ethic and a focus on commitment as well as skill development	Information on musical opportunities after school age	Trips and tours	Appropriate Policies and Procedures within current legislation	
Singing Strategy	Provide focused SEND ensembles and opportunities		Reporting to parents, carers, schools and partner organisations	
Remissions Policies	Provide integrated ensembles and opportunities		Performance management and career development opportunities	
Instruments and resources	Engaging with Music Therapists			
Student Voice and Wellbeing - How do YP see and value 'progression'?	Four Areas of Need: (Including Children Looked After) 1 - SEMH needs 2 - Sensory and physical needs 3 - Cognition and Learning needs 4 - Communication and Interaction needs (Autism S & L)			

Data/Tracking

Measuring the success of the progression strategy and reflecting on strengths and opportunities, allows us to become more effective. Please use the excel spreadsheet to record your Hub update.