

West Yorkshire Music Hub: Inclusion, Diversity, Equity & Access (IDEA) Strategy

Created by	WYMH Inclusion Lead, Strategic Lead & Consortium Partners	Version	V1 March 2025	Update due	
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Inclusion, Diversity, Equity & Accessibility (IDEA) Statement

West Yorkshire Music Hub (WYMH) is committed to embedding equity, diversity, and inclusion at the heart of our work, ensuring every child and young person has access to high-quality music education, regardless of background or circumstance. We actively challenge barriers to participation, foster diverse musical experiences, and create an inclusive environment where all voices are valued. Through meaningful partnerships and continuous learning, we strive to build a music education landscape that truly reflects and serves our communities.

Vision: Empowering Every Child through the Power of Music.

Our vision is to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including pathway into industry.

Mission

At WYMH, our mission is to provide high-quality, inclusive music education that fosters creativity, skill development, and a lifelong love of music for all young people. Aligned with the NPME, we are committed to ensuring every child has access to a broad range of musical experiences, from early exposure to the arts to advanced performance opportunities. Through collaboration with schools, communities, and music professionals, we strive to create a vibrant and supportive environment where every student can thrive, discover their musical potential, and contribute to a culturally rich and diverse society.

We aim to achieve this by:

- **Supporting schools and other education settings to deliver high quality music education**
- **Supporting young people to develop their musical interests and talent further, including into employment**
- **Supporting all children and young people to engage with a range of musical opportunities in and out of school**

Context

The population of West Yorkshire is ethnically diverse. The proportion of the population that identifies as White British across the region is 76.60% compared to 81% across England. Comparatively, the region reports a higher than national average (9.60%) proportion of people identifying as Asian/Asian British with 15.90%. Corroborating with this, in 2021 - the most recently published census report - 23% of the population of West Yorkshire now identifies as being from an ethnic minority (all categories excluding White), up from 18% in 2011. Across West Yorkshire, 91.3% of residents aged 3 and over spoke English as their main language which is higher than the England average (90.8%). With regards to non-UK language, Urdu is reported as the most spoken language, followed by Panjabi and Polish. Within England, 1 in 10 Urdu or Panjabi speakers reside in West Yorkshire.

What do we mean by Inclusion, Diversity, Equity & Access (IDEA)?

We believe that everyone should have equitable opportunities, access and outcomes and we are committed to creating an inclusive and welcoming environment for all where everyone feels they belong. We are making changes to our programme, organisation and communications to ensure that Inclusion, Diversity, Equity & Accessibility are at the centre of our plans and that we constantly learn and improve through review and reflection. Our understanding of IDEA in our work is:

Equity: Creating fair access to our organisation, prioritising and supporting those who face the greatest barriers to our programmes and organisation.

Diversity: Representation of people and ideas from varying cultures, backgrounds, protected characteristics and regions and celebrating difference.

Inclusion: Creating an environment where everyone feels they will be welcomed and that they belong.

***Accessibility:** A commitment for everyone to ensuring barriers to participation are limited or removed

*Musical access can be viewed through many lenses (social, physical, cultural etc.) and we recognise the importance of context around the term musical accessibility.

Where are we?

We are at the start of our collective IDEA journey, recognising that this path has no final destination; the journey itself is the goal. We have made progress and still have much to learn. This strategy and action plan demonstrates our dedication to fostering inclusion, diversity, equity, and access in all our endeavours. We acknowledge that IDEA is key priority, influencing everything we do and is everyone's responsibility.

A key priority is to ensure we are able to meet local and regional need in our offer to schools, children and young people and to increase representation across respective board, staff & freelance teachers to create a diverse and inclusive workforce. We also want to ensure we continue to provide a broad offer of support for schools building on already established networks, partnerships, expertise and needs analysis. This will allow for a higher level of consistency over the region, drawing together findings which identify cold spots, levels of engagement, quality of provision and any patterns across type of school or families of schools.

An Inclusion Lead, with relevant expertise, knowledge and lived experience, was appointed in October 2024 to provide dedicated oversight to support the development of IDEA at the hub supported by regional inclusion officers from each of the 5 consortium partners. We will continue to work together to implement this IDEA strategy and ensure that the recommendations from the IDEA Audit & Survey report and consultancy conducted by SLS 360, are taken forward. We will achieve this by sharing insights, expertise and knowledge and by setting, reviewing and monitoring progress towards key IDEA aims and outcomes.

We recognise that embedding inclusion, diversity, equity and accessibility and is an ongoing journey that requires continuous reflection, learning, and action. We are committed to listening, evolving, and working collaboratively to create a truly inclusive music education landscape where every young person feels seen, heard, and valued. Through sustained effort, meaningful partnerships, and a willingness to challenge the status quo, we will continue to improve, ensuring that our work reflects and serves the diverse communities of West Yorkshire.

West Yorkshire Music Hub IDEA Strategy & Action Plan - 2025

Strategic Aim	Activities /Tasks	Priority	Lead	Timescale	Progress	Impact/Success	Notes
Overall strategic aim.	S- Specific M – Measurable (see impact/success) A- Achievable R – Realistic T – Timebound (see timescale)	High, Medium or Low in regards to how urgent and risk of inaction.	Who will lead on the work? Name Position Group	By when? Realistic but ambitious	RAG rated: Not Started Ongoing In Progress Completed	What is the impact of this action? What does success look like? How will we measure this?	Comments & notes

Strategic Aim	Activities/Tasks	Priority (H, M or L)	Lead	Timescale	Progress (NS/O/IP/C)	How will we measure impact or success?	Notes
1. Access & Progression Ensure equitable access to opportunities for participation and engagement, fostering a sense of belonging and inclusivity among all children, regardless of their background or circumstances.	<ul style="list-style-type: none"> Identify and Address Barriers to Progression through focus groups and surveys with young people, parents, and educators to understand barriers to participation in music education. Develop and implement an action plan based on findings to remove financial, cultural, and logistical barriers. 			By Jan 2026		Track the number of participants engaged in consultations and assess themes identified. Monitor the % of action plan recommendations implemented aiming for a measurable increase in underrepresented groups.	
	<ul style="list-style-type: none"> Ongoing Community Engagement & Listening through an annual consultation forum with young musicians and families to assess the impact of inclusion efforts and identify areas for improvement. Create an online feedback mechanism where participants can continuously share challenges and ideas. 			By Jan 2026		Track attendance at consultation forums and ensure diverse representation. Assess key issues raised and measure the number of policy changes or program improvements implemented as a result. Monitor online feedback engagement levels and review the actions taken.	
	<ul style="list-style-type: none"> Eliminate Financial Barriers to Music Education by reviewing local bursary schemes and establish a sustainable funding model, working with local authorities, arts organisations, and sponsors to secure greater financial support for those who need it. 			By July 2025		Track number of students accessing free/subsidised tuition and analyse data to review distribution. Measure the total funding secured annually and evaluate whether participation rates increase as financial barriers are removed.	
	<ul style="list-style-type: none"> Improve Accessibility of Events & Performances by conducting an accessibility audit of all performance venues and implementing necessary changes to ensure inclusive access and accessible formats for event promotion. 			By Dec 2025		Track % of accessibility improvements implemented following the audit. Monitor attendance data, assess participation & collect and evaluate feedback from attendees to measure improvements in accessibility and overall experience.	

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<p>2. Youth Voice</p> <p>Empower young people to actively shape the direction of music education in West Yorkshire by embedding authentic youth voice in decision-making processes, and creating safe, inclusive spaces where young people from all backgrounds can express their ideas, experiences, and needs in music education.</p>	<ul style="list-style-type: none"> • Create a Youth Advisory Panel made up of a diverse group of young people to provide direct input into decision-making and programme development. Ensure panel membership represents a range of ages, backgrounds, and musical interests. 			By Oct 2025		Track the number of young people participating in the panel and assess diversity in representation. Evaluate the number of recommendations made by the panel and measure how many are implemented.	
	<ul style="list-style-type: none"> • Conduct termly youth consultations including surveys and focus groups, to gather feedback on existing programmes and new initiatives. Use this feedback to inform curriculum development, event planning, and resource allocation. 			By Sept 2025		Monitor the number of young people engaged in consultations and analyse feedback themes. Track the % of programme changes made in response to youth input and assess improvements in engagement and satisfaction.	
	<ul style="list-style-type: none"> • Ensure Youth Voice is Represented Across All Activities by appointing Youth Ambassadors who will champion youth perspectives within the organisation and act as a bridge between students and leadership. Provide training and support to empower them to share their views effectively. 			By Sept 2025		Track the number of Youth Ambassadors recruited and their engagement in meetings and events. Measure the number of instances where youth recommendations lead to tangible changes in policy, events, or programme.	
	<ul style="list-style-type: none"> • Increase Youth Representation in Recruitment, Leadership & Governance by creating opportunities for young people to participate in board meetings, decision-making forums, recruitment and strategic planning sessions. Establish a mentoring system to support youth representatives in leadership roles. 			By Dec 2025		Track the number of young people engaged in leadership recruitment and governance activities. Assess the impact of their contributions by evaluating the implementation of youth-led initiatives and decisions.	
	<ul style="list-style-type: none"> • Communicate the Impact of Youth Voice by developing a transparent feedback loop where young people can see how their voices are influencing decisions, using newsletters, social media updates, and reports. 			First update published Jan 2026, measure and track over 12 months		Monitor engagement with youth-focused communications (e.g., views, responses, participation in follow-up discussions). Track the % increase.	

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<p>3. Workforce Recruitment & Development</p> <p>Build a diverse & representative workforce by proactively recruiting and retaining music educators and industry professionals from underrepresented backgrounds and provide regular training on equity, diversity, and inclusion to ensure staff and practitioners develop cultural competency and inclusive teaching practices.</p>	<ul style="list-style-type: none"> • Improve Workforce Diversity to Reflect the Community by developing and implementing a <u>hub wide recruitment strategy</u> to increase representation across gender identities, ethnicities, and musical genres, ensuring the workforce reflects the diverse communities served. Set specific outreach initiatives <u>per region</u>, including partnerships with diverse networks. 			By April 2026		Track workforce demographics per region and for the hub annually and compare against local and regional data. Monitor the percentage increase in underrepresented groups hired per recruitment cycle and assess improvements in workforce diversity.	
	<ul style="list-style-type: none"> • Establish Transparent & Inclusive Recruitment by reviewing and updating recruitment processes per region to ensure transparency, accessibility and parity where possible considering individual needs. Ensure IDEA training for all panel members. 			Review of current practice by Dec 2025		Track the % of hiring panel members completing IDEA training and the impact on candidate experience. Assess this experience through post-application surveys and measure the number of accommodations requested and provided during the process.	
	<ul style="list-style-type: none"> • Ensure Job Advertisements Attract a Broad & Diverse Pool of Candidates: Review and revise job descriptions and advertisements per region to use inclusive language, clearly communicate a commitment to diversity, and highlight flexible or accessible working arrangements. Establish hub recruitment guidelines for each partner to follow. 			WYMH Recruitment Guidelines created by Sept 2025.		Continuously monitor diversity of applicant pools before and after implementing the changes. Track engagement metrics (e.g., number of applications from underrepresented groups) and assess the effectiveness of different outreach methods.	Where recruitment is governed by local authority policies and procedures, work within these frameworks while advocating for inclusive best practices.
	<ul style="list-style-type: none"> • Strengthen Workforce Development & Staff Wellbeing through the implementation of a structured CPD programme, including leadership pathways, regular IDEA training and feedback mechanisms, such as surveys and listening sessions, to ensure all team members feel valued and heard. 			Create programme of training by Sept 2025 and feedback mechanisms.		Track staff engagement and satisfaction through annual surveys, measuring improvements over time. Monitor participation and feedback from CPD sessions and professional development initiatives.	

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<p>4. Diversity of Musical Offer</p> <p>Expand and diversify the musical genres, instruments, and teaching approaches available to reflect the rich cultural heritage of West Yorkshire's communities to ensure music provision is inclusive and accessible to learners of all abilities, backgrounds, and identities.</p>	<ul style="list-style-type: none"> • Celebrate Performances of Different Genres and Cultures by developing an annual programme of concerts, showcases, and events that highlight diverse musical traditions, ensuring representation of different genres and cultures across the hub region. Promote these performances through inclusive marketing on WYMH website with a range of engagement strategies. 			Ongoing commencing Sept 2025		Track the number and diversity of performances programmed each year. Collect demographic data and feedback to assess whether events are reaching and engaging a broader community.	
	<ul style="list-style-type: none"> • Organise Multicultural Events with Multilingual Provision by delivering music events that celebrate the diversity of West Yorkshire's communities, ensuring multilingual provision in event materials and accessibility for all attendees. Partner with local cultural organisations and artists to co-create these events. 			Ongoing commencing Sept 2025		Track attendance and participation levels at multicultural events and the effectiveness of multilingual provision through audience feedback. Evaluate the impact of partnerships with cultural organisations targeting a high % of positive responses on inclusivity and accessibility.	
	<ul style="list-style-type: none"> • Diversify the Musical Offer in School Based Provision through reviewing the music curriculum offer per region to include a broader range of global music traditions, instruments, and genres, integrating culturally responsive teaching practices. Provide CPD training for educators to develop skills in teaching diverse musical styles by development initiatives, such as mentoring or training. 			Review to commence in Sept 2025 implemented by Sept 2026		Monitor changes in curriculum content and the number of educators trained in diverse music teaching. Assess student engagement and feedback on the expanded musical offer, aiming for increased participation from underrepresented communities and musical genres.	
	<ul style="list-style-type: none"> • Expand Knowledge & Understanding of Different Musical Genres by providing learning opportunities for staff, students, and the wider community to explore different musical genres together through workshops, masterclasses, and artist residencies. Develop resources that showcase global music traditions and their cultural significance. 					Track attendance and engagement in workshops and masterclasses. Collect qualitative feedback from participants on the impact of learning experiences and assess changes in the diversity of music performed and taught across the organisation.	

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5. Partnerships & Engagement Strengthen collaborations and meaningful partnerships with schools, community groups, arts organisations, and cultural institutions to embed inclusive music education across the region and co-create culturally relevant musical programmes. music education.	<ul style="list-style-type: none"> • Establish a Representative Community Voice in Decision-Making by developing a hub Community Advisory Group made up of representatives from diverse backgrounds, including young people, parents, educators, and cultural organisations, to provide input on music education and programming. Ensure the group is operational and actively contributing to strategic planning. 			Ongoing but Advisory Group established and by Jan 2026		Track the number of events featuring young people in visible leadership or ambassador roles and measure audience feedback, aiming for a high % of respondents to indicate they found the representation inspiring.	
	<ul style="list-style-type: none"> • Strengthen Collaboration Between a Range of Stakeholders by building partnerships with schools, local authorities, arts organisations, community groups, and music industry professionals to develop joint initiatives that IDEA in music education. Establish formal partnership agreements outlining shared objectives and contributions. 			By Dec 2025		Review the number and diversity of established partnerships and evaluate the effectiveness of collaborations through joint project outcomes, participation levels, and stakeholder feedback on the impact of working together.	
	<ul style="list-style-type: none"> • Support Schools and Partners with Their Inclusive Practice by providing training, resources, and consultancy support to schools and partner organisations to help them embed inclusive music education practices. 			Ongoing		Track attendance and engagement in training sessions. Assess improvements in inclusive practice through post-training evaluations and follow-up surveys with schools and partners.	
	<ul style="list-style-type: none"> • Engage Communities in Areas of Cultural Cold Spots Identify and prioritise areas with limited access to music education and engagement locally and across the hub region. Develop and implement targeted outreach programmes, including free workshops, taster sessions, and community-based performances, to increase participation in these areas. 			Identification of areas and outreach design by April 2026		Measure the number of new outreach initiatives launched and the demographics of participants engaged. Evaluate long-term impact through follow-up surveys assessing increased access to music opportunities in culturally underserved communities.	

References/Resources

1. [SLS 360 Blog – How to Write a Meaningful EDI Statement](#)
2. [What Next – Meeting Ethical & Reputational Challenges \(PHF\)](#)
3. [Youth Music I.D.E.A Framework](#)
4. [Deconstructing DEI – Lily Zheng \(2022\)](#)
5. [Of/For/By/All – Existing & Desired Communities Guide](#)
6. [Of/For/By/All – Creating a Vision of a More Inclusive, Relevant Future](#)