



INCLUSION, EQUITY and DIVERSITY, VALUES and PRACTICES

Definition:

Holistic - placing emphasis on personal, social and musical outcomes

Equitable – people facing the biggest barriers receive the most support

Authentic - developed with and informed by the people we do it for

Representative – the people we work with as participants and colleagues reflect our diverse society

Diverse – all musical genres, styles, practices are valued equally

Statement of Intent:

The Milton Keynes Music Service will support diverse and high-quality music making across a wide range of genres and activities, ensuring that it has an equitable offer for all young people regardless of race, gender, levels of musical talent, parental income, special needs or disabilities.

- We will work to ensure that the workforce and Music Service board truly represent the local population.
- The Music Service approach to teaching and learning will support pupil engagement and foster personal and social outcomes alongside musical ones.
- Children and Young people will have a voice in determining the Music Service offer.
- Remissions and subsidies will be in place to enable access and participation.
- Children and young people will be at the heart of their own personal development.
- The SMEP will show how the Music Service works with ALL schools.
- We will value all styles and forms of making and learning music equally.
- We will continually review our practice and work collaboratively to meet the needs of Milton Keynes.
- Inclusion will be central to our work including areas of funding, strategy, resource allocation, planning, programming, curriculum, professional development.
- We will have a team of appropriately trained professionals who are able to recognise and overcome barriers to learning and who can support learning across all genres. This may involve collaboration with partners including neighbouring Music Services.
- We will use singing, digital music tech and assistive technology to make provision more accessible or engaging.