

Musical Senses

The Tri-borough Music Hub (TBMH) is committed to positive change and has developed a specific focus on making what we do accessible to young people who receive sensory support – young people who are **blind or partially sighted**, have a **multi-sensory impairment**, or who are **deaf or hard of hearing**. This short document summarises our *Musical Senses* programme of work that will positively support children and young people with a broad range of interests and abilities' to better access our musical activity.

Programme Overview for Children and Young People

Our ambitions for working with children and young people with specific sensory needs is to make them think and believe, “music is for me”. We know that each child is unique with different needs. Therefore, the following outline is just that – a starting point that we shall use to then build around the needs of the child.

Target Age Range and number of pupils to be financially supported

- The funding will support **15 pupils**. We are looking to work with circa 7x pupils who are deaf or have a hearing impairment; and circa 7x pupils who are blind or partially sighted.
- Pupils in **Years 5 / 6 / 7 / 8** – those in Upper Key Stage 2, and Lower Key Stage 3 – are the target age range, as the initial beneficiaries. Pupils must attend a state-maintained school, or live, in Hammersmith & Fulham, Kensington & Chelsea, or Westminster; or pupils who are Elective Home Educated in the equivalent School year groups (5/6/7/8) who live in Hammersmith & Fulham, Kensington & Chelsea, or Westminster.
- The level of financial support provided by the TBMH is approximately **£250 per pupil, per term**, but this is not an absolute due to any specific needs that should be taken into account.
- The activity will start from **April 2022 and run until Dec 2022**. It is hoped that beyond Dec 2022, the cohort of pupils will be further financially supported but we cannot guarantee this right now.

The musical offer from the TBMH

Each of the pupil recipients have the offer:

1. To join the TBMH Saturday Music Centre (lesson, music theory class, choir/ensemble); and/or
2. To join one of the TBMH mid-week after-school choirs or instrumental groups

More information about each of these is on the next page

What we ask in return from the pupil, and their family

It is important that there is a commitment from the pupil and their family to ensure that the maximum impact is achieved. Therefore, we ask that in return for the funding:

- The pupil attends all weekly sessions (10 weeks per term) in order to support musical progress and development, and fully engages with the TBMH opportunities.
- The family helps support the musical learning through regular interactions with TBMH staff members and teachers.
- The pupil, and their family, will be invited to record their musical learning experience with the intention that a case study could be created about the impact of the Musical Senses programme to help us learn, develop, & evolve our care for pupils with sensory support.

More Information about the musical offer

- To join the *TBMH Saturday Music School (based at Latymer Upper School – MAP [HERE](#)), where each child will receive:
 - **30x minute paired instrumental lesson** each week (10 weeks per term). An individual lesson may be possible but is not guaranteed. The instruments to be learned that are being offered in the first instance are:
 - Guitar (acoustic or electric)
 - Wind (flute, clarinet, sax, oboe, bassoon)
 - Brass (trumpet, trombone, French horn, tuba)
 - Piano / Keyboard
 - Strings (violin, viola, cello, double bass)
 - Percussion (drum kit, xylophone)
 - Singing
 - **30x minute whole class music theory lesson** (practical-based)
 - **60x minute instrumental ensemble or choir**

- To join one of the existing TBMH **mid-week after-school *ensembles** that rehearse at the Lyric theatre (Hammersmith – MAP [HERE](#)), 10 weeks per term. The options are:

Choirs	Instrumental Ensembles
	<ul style="list-style-type: none"> • First Sounds, First Access to Grade 1 standard, Mondays, 4.14-5.00pm
<ul style="list-style-type: none"> • Junior Voices, Years 3-6, Thursdays 4.30-5.40pm 	<ul style="list-style-type: none"> • Breakout Band, Grade 2-4 standard, Mondays 5.15-6.15pm
<ul style="list-style-type: none"> • Next Level Voices, Years 7-13 Tuesdays 5.15-6.30pm 	<ul style="list-style-type: none"> • Symphonic band, Grade 5-8 standard Wednesdays 5.00-6.15pm

*Additional Support

- Depending on each child’s needs, additional parent/carer/adult support may be required to accompany the pupil to each lesson or mid-week ensemble. This will be determined on an individual basis.
- The Musical Senses programme will also be able to support access requirements through additionality (e.g. technology) to a certain point, again, based on the needs of the child.

If neither of the above learning options are viable, we will consider whether lessons delivered in the child’s school may be possible. However, this is not a guarantee and will require liaison with the school.

How to get involved with TBMH’s Musical Senses programme

To nominate a young person to benefit from the Musical Senses financial support, please complete [THIS ONLINE FORM](#) by midday on **Thursday 24th February**. Once the deadline has passed, the TBMH will then consider all nominations and aims to inform families by early March, ready for the Summer term (April) start. If it can be organised, the selected pupils may be invited to an open workshop in the late-Spring term or early Summer term. More information will be shared when it is known.

APPENDIX INFORMATION

Context

Since Spring of 2019 the TBMH, alongside the Royal College of Music, has led the Musically Inclusive Forum. The forum has this statement of intent: *To sustain a supportive network of organisations committed to breaking down barriers in order to support young disabled musicians' creative and musical entitlement. To achieve positive change through knowledge sharing, workforce training/development, and targeted actions.* The membership of this forum is made up of music/arts organisations, and schools, who are actively interested in organisational development to improve access to music for young disabled musicians (see list of organisations at end of this document).

Musical Senses

Within the wide spectrum of disabilities addressed by the Musically Inclusive Forum, the TBMH has developed a specific focus on making what we do accessible to young people who receive sensory support – young people who are **blind or partially sighted**, have a **multi-sensory impairment**, or who are **deaf or hard of hearing**.

This programme is supported by the TBMH's sister charity, the [Musical Boroughs Trust](#) (MBT), which is committed to improve the musical engagement of all pupils, across our three boroughs. As stated in the MBT values, *"we believe there should be no barrier to accessing music, and our work is rooted in inclusiveness and diversity, which helps to enrich learning; and we aim to adapt and innovate when necessary for the benefit of all in our communities"*.

MBT has fundraised c.£25k to support the delivery of the Musical Senses programme, meaning that the TBMH can now forge ahead with delivering against our aims and ambitions of this programme. We are grateful to the following organisations who are providing their financial support:

Three Monkeys Trust	£4,000
The Casey Trust	£1,500
St Giles and St George Trust	£3,000
Birkdale Trust for Hearing Impaired Ltd	£2,500
Scops Arts Trust	£7,990
Musical Boroughs Trust (income from online donation appeals)	£2,000
Lord Dennis Stevenson	£2,500
Tri-borough Music Hub	£2,000

There are three main parts to the Musical Senses programme.

1. **TRAINING:** Improved **organisational understanding** is required to better appreciate the specific barriers to music-making that the target groups of young people may experience. This means investing in training programmes for the workforce so that they can improve their support for these pupils. We need to work with experts who can lead this organisational change. This will impact the TBMH but also the partner organisations that it works with, and those in the Musically Inclusive Forum, and others that may engage with us in this programme.
2. **REPRESENTATION:** Working with and engaging **positive role models into the roles of music leaders**, (i.e. we work with musicians/music leaders who are deaf/hard of hearing or are blind/partially sighted). It is important that we support the approach that change will come by placing under-represented people in positions of leadership. Pupils with specific needs will be more likely to engage with an activity if they feel that there is an understanding of their needs from the team around them.
3. **OPPORTUNITY:** **Supporting this cohort of pupils with specific sensory needs** to physically come to engage with TBMH activity (ensembles - choirs and instrumental groups; Saturday Music School). As a provider of activity, we need to consider how we change our existing procedures to ensure that we are inclusive, and that all pupils who participate can do so in a meaningful and rewarding way.

Tri-borough Music Hub

Who we are

The [Tri-borough Music Hub](#) (TBMH) is the award-winning lead organisation that oversees the delivery of music education in the three West London boroughs of Hammersmith and Fulham, Kensington and Chelsea, and the City of Westminster. We work with schools, pupils, music educators and the community to provide engaging music activities for children and young people across the three boroughs. We are a centralised Local Authority service which receives core funding from the Department for Education via Arts Council England. We operate a shared-services model across three Local Authorities to deliver an expansive programme of musical learning, in and out of school.

Alongside the three Local Authorities, the TBMH Strategic Partners are two internationally renowned organisations - the Royal Albert Hall and the Royal College of Music. In addition, a dedicated and quality-assured group of delivery partner organisations, with evidence of a successful track record, work to meet the TBMH's strategic aims and positively contribute to our stakeholders. The TBMH is a music-specific service focused on high quality outcomes inclusive of all learners. It recognises the numerous benefits that music can bring to everyone from all backgrounds and in all circumstances. For more information about the work of the TBMH see annual reports [HERE](#).

Vision

Our **vision** is for every child or young person to be able to access enriching and relatable musical experiences, whatever their age, ability, or life circumstances.

Mission Statement

Our **mission** is to provide a broad range of progressive musical pathways and opportunities for all to develop a life-long love of music and realise their musical potential whilst developing their personal / social identity. We will do this by working closely in partnership with outstanding music and education organisations that are committed to our ethos. Together we will embed best-practice and implement visionary and effective models of partnership work to ensure comprehensive routes of engagement, opportunity, and progression.

TBMH Priorities

We have four service priorities which are underpinned by 5 overarching themes of all of our provision: **Inclusive — Exceptional — Inspiring — Progressive — Sustainable**

1. To support musical progression through a broad range of outstanding musical pathways for **children and young people**
2. To engage with all **schools** to enhance the delivery of an effective music curriculum by supporting access to high-quality music education opportunities
3. To provide a broad range of effective **workforce** development opportunities that enhance the quality of music education delivery
4. To support **family and community** engagement in music education through opportunities led by our diverse range of partner organisations

Music Education for All

The TBMH works hard to provide a fully inclusive service to ensure that our outputs are embedded in representation, equity, diversity, and inclusion - we aspire to be REDI. We champion the importance of Youth Voice, respond to need, and support all our learners, including our most vulnerable SEND learners. We strive to ensure that Children and young people's music is HEARD:

- **H**olistic - emphasis on personal, social and musical outcomes.
- **E**quitable - those facing the biggest barriers receive the most support.
- **A**uthentic - developed with and informed by the people we do it for.
- **R**epresentative - participants and colleagues reflect our diverse society.
- **D**iverse - all musical genres, styles, practices are valued equally.

All TBMH activity will be equitable and inclusive across all [protected characteristics](#), to allow our participants (children, young people, workforce) to genuinely feel like they belong. We will create a space where everyone has equal access to opportunities and can be themselves without fear of discrimination, prejudice, harassment, or bullying. This will ensure that a fully rounded, progressive, and innovative music education will be representative of all children, young people, families, and communities who live or go to school within our three boroughs, regardless of their backgrounds or circumstances. The TBMH is focused on 'Positive Action' and will actively challenge behaviour that threatens our values.