



**making
music**

**WELCOMING AND INCLUDING
NEW PEOPLE IN YOUR BAND**

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What we'll cover

PART ONE

- Access and inclusion principles - 5 mins
- Identifying barriers - 15 mins
- Removing barriers - 10 mins

PART TWO

- INCLUDE programme: working in depth with four leisure-time music groups - 20 mins



ACCESS AND INCLUSION PRINCIPLES

Access and Inclusion - a definition

The work that creates
accessible and inclusive activity

Accessible - any barriers that would prevent a person attending and fully participating are removed.

Inclusive - all people are included equally and everyone feels welcome and valued.

Equality, Diversity and Inclusion

A principle and an end goal

Equality - Fairness, equality of opportunity without discrimination

Diversity - Respecting and celebrating difference, reflecting your community

Inclusion - Everyone is welcome and valued

Benefits of taking action

Prevent discrimination: an organisation's responsibility

Encourage recruitment: welcoming new valuable participants

Improve retention: current participants, changing circumstances

Everyone benefits: all participants, family, friends, neighbours, community

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85018/private-clubs.pdf

Who takes the action?

Committee / Board - set policies and provide leadership

Organisers - identify/remove barriers

Leaders - carry out identified actions

Everyone - adapt your behaviour



IDENTIFYING BARRIERS

The social model of disability

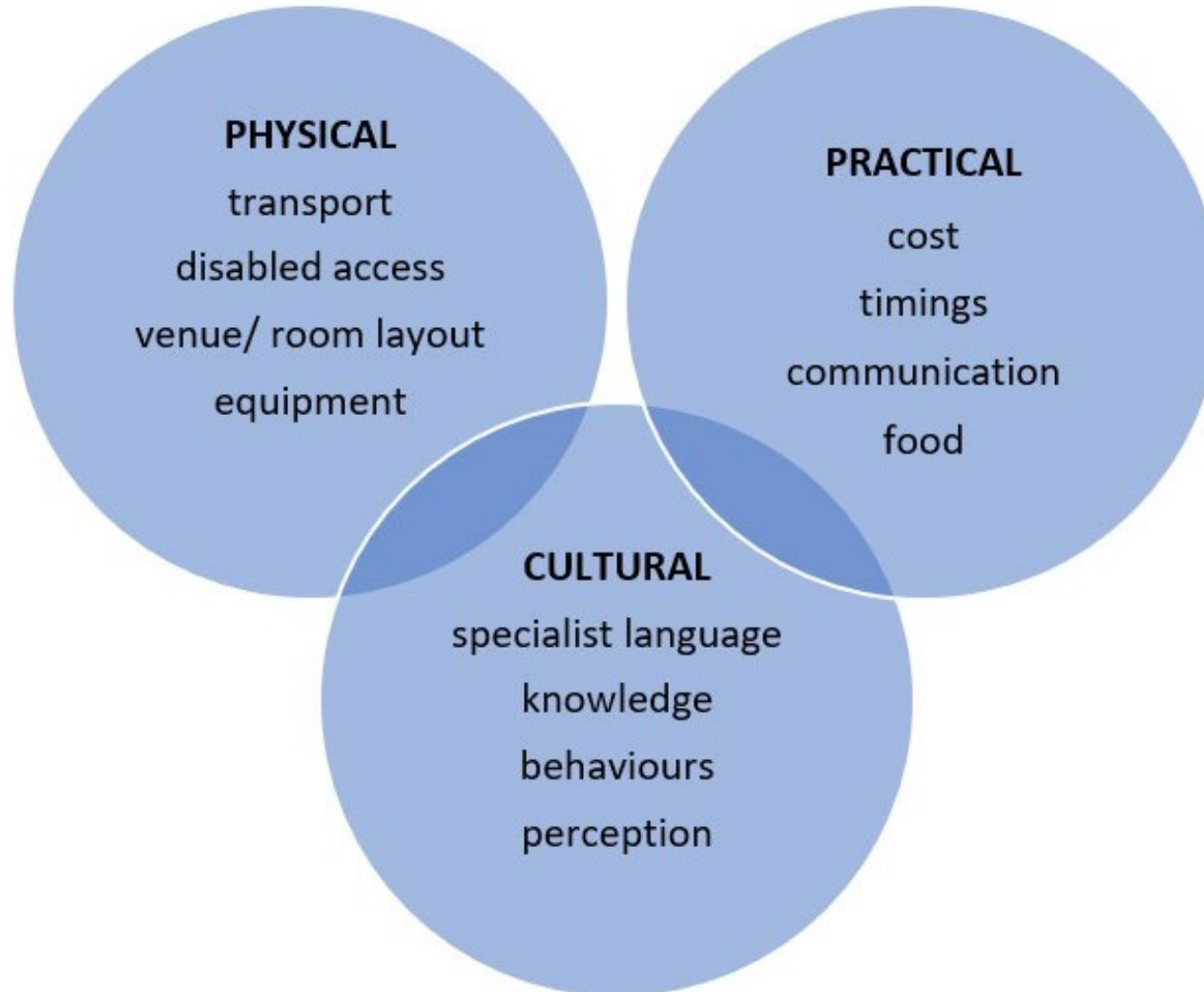
“The model says that people are disabled by barriers in society, not by their impairment or difference. Barriers can be physical, like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference...

The social model helps us recognise barriers that make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice and control.”

SCOPE - disability equality charity

<https://www.scope.org.uk/about-us/social-model-of-disability/>

What could be a barrier?



Who is disadvantaged by barriers?

Protected characteristics - groups protected under the Equalities Act

Age, Disability, Gender reassignment (trans), Marriage/civil partnership, Pregnancy and maternity, Race (ethnicity), Religion or belief, Sex (gender), Sexual orientation

Other characteristics - *low income, caring responsibilities, neurodiversities*

What are the benefits - and limitations - of defining these characteristics?

Example 1

Barrier

The hall we use is on the edge of town

Why is that a barrier?

Hard to get to on public transport

Hard to find for the first time

Who might it be a barrier for?

Person who has impaired mobility / anxiety / low income / is new to town

Example 2

Barrier

We have an information sheet to give people who come for the first time

Why is that a barrier?

Some people cannot read it and won't receive this important information

Who might it be a barrier for?

Person who is visually impaired/dyslexic / doesn't read English / can't hold the sheet

Why identify the barrier not the challenge?

- You can take action to address or remove the barrier
- You can be specific about the barriers you address
- This approach respects a person's right to privacy
- And allows a person to have control over their environment

Common barriers to arts participation

I don't have time - TIME /TIMING /FLEXIBILITY (20%)

They are too expensive - COST (23%)

I have a health problem/disability - DISABILITY (14%)

I don't know what is available - INFORMATION (6%)

I don't have anyone to go with - ISOLATION (4.5%)

They are difficult to get to - VENUE /TRAVEL /TIME (4%)

I would feel out of place - CULTURAL (3.5%)

From DCMS Participation survey 2023/24 (excluding answers - I'm not interested and No reason in particular)

<https://www.gov.uk/government/statistics/participation-survey-2023-24-annual-publication/main-report-for-the-participation-survey-may-2023-to-march-2024>

How people talk about barriers

"I might need to miss a week, is that OK?"

"I can't pay for a full term up front"

"I don't know if I can get in to the venue"

"I don't want to come on my own"

"Will it be too hard for me?"

<https://www.creative-lives.org/breaking-down-barriers>

From Voluntary Arts - Breaking down barriers to participation

How do you find out about barriers?

Ask participants

Ask people with lived experience

- Are there any barriers to you taking part fully in this activity?
- What adjustments could we make to enable you to take part fully?

“We are committed to making sure everyone can access our events and feels included”

How? - focussed questions

Do you have any dietary requirements?

- Vegetarian
- Vegan
- Dairy free
- Gluten free
- Food allergies
- Religious restrictions
- Other: _____

We use sheet music in rehearsals. If you would find this difficult, how can we help?

- Provide a large print version
- Provide a digital copy in advance
- Provide an audio recording of my part
- Support to learn to read music (or improve)
- Other...

When?

When you're designing events: access and inclusion audit / risk assessment

Assign as a role or sub-group. Consult experts: individuals with lived experience and organisations. Use empathy and imagination.

Pre-attendance survey

On application forms, welcome emails, ticketing sites

For ongoing / repeat events -

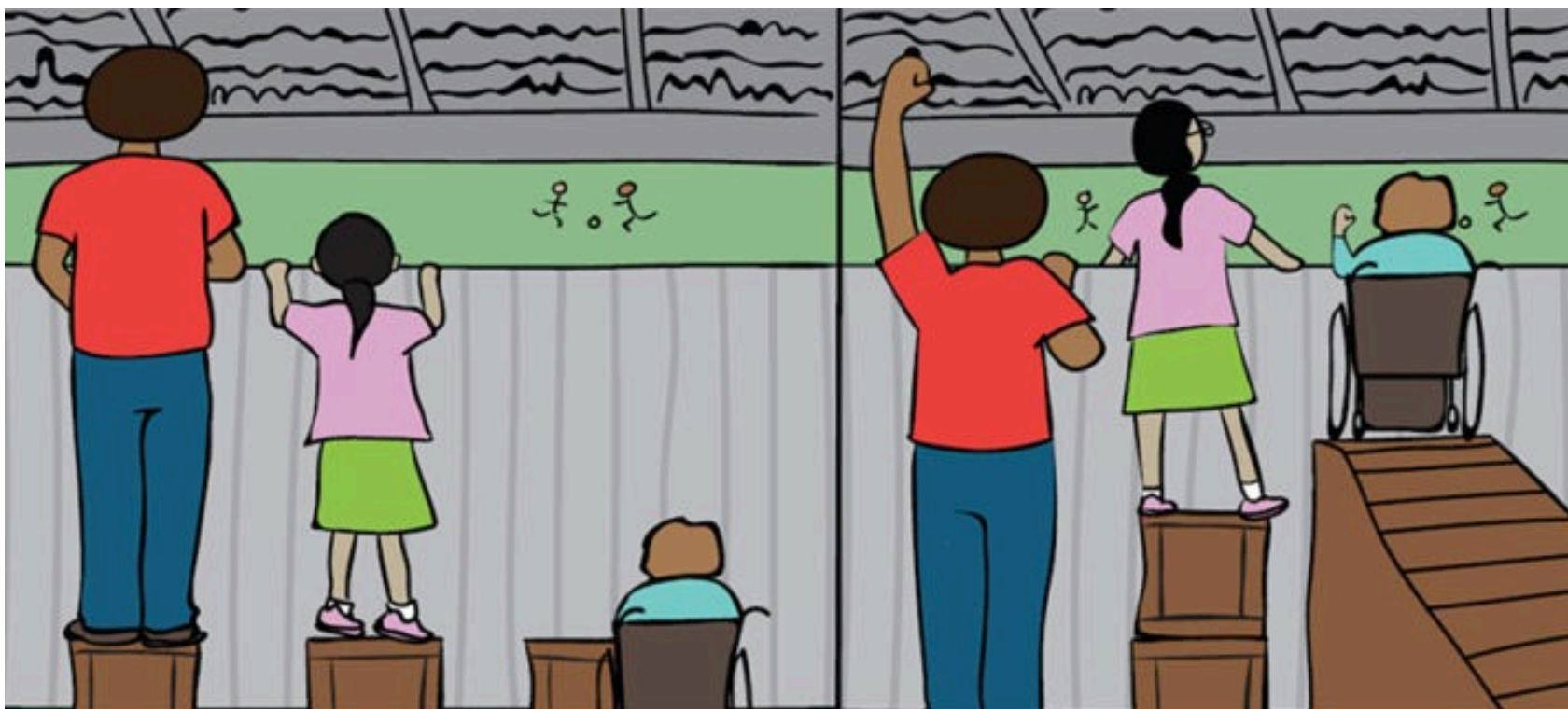
Annual A&I review, participant surveys, A&I leads known and easy to contact



REMOVING BARRIERS

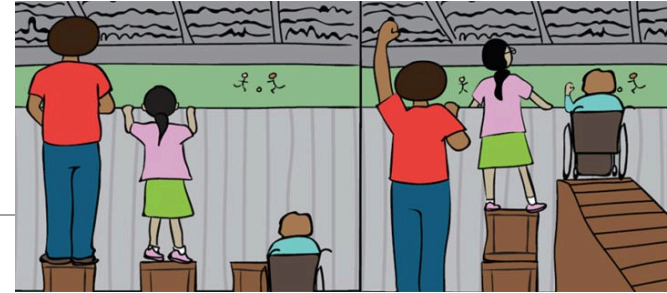
Removing barriers

Person centred solutions



Removing barriers

Equality and Equity



Equality means each individual or group of people is given the same resources or opportunities.

Equity recognises that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

What do we need to tackle a barrier?

<https://www.euansguide.com/campaigns/top-tips-for-music-venues/>

<https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/organisations/dementia-friendly-environment-checklist>

<https://attitudeiseverything.org.uk/industry/all-of-our-resources/>

Knowledge

Respect the knowledge of the person experiencing the barrier.

Info by representative organisations: e.g. Euan's Guide, Alzheimer's Society

Creativity and flexibility

Explore your own solutions, unique to your group and the person

Embrace change

Whole group support

Talk to whole group about A&I approach - regularly

Ask people to do small specific tasks

A reasonable adjustment?

What's 'reasonable' will depend on each situation. Consider if the adjustment:

- will remove or reduce the disadvantage
- is practical to make
- is affordable
- could create a barrier for someone else

Red lines – Pink lines?

You CAN - protect the character of your group. You CAN'T additionally discriminate.

Auditions and skill requirements > pink?

- Suggest a skill level not a grade level (e.g. Grade 6 or equivalent)
- Allow people to submit audition videos not live audition
- Give support to up-skill
- Start a beginners' session

Example 2

Barrier

We have an information sheet to give people who come for the first time

Solutions

In pre-attendance survey, person tells you they use a screen reader - you supply info digitally

New protocol - send information as a text document with the welcome email so people can make their own adaptations.

Person met by buddy at the door - buddy shares information and answers questions

First step - a welcoming start

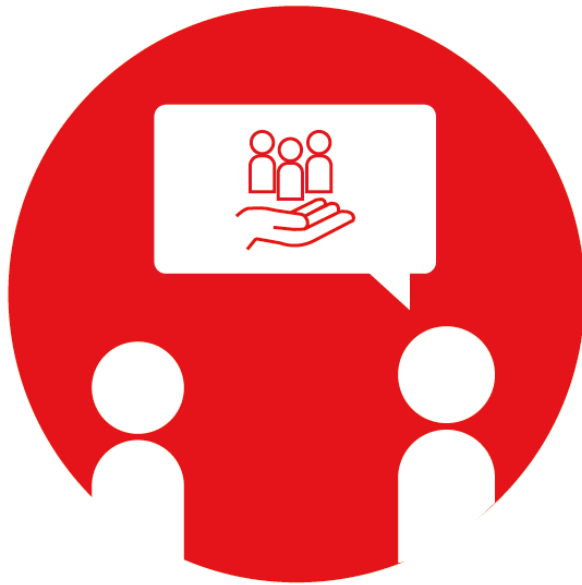
Ask about barriers at first contact and communicate solutions

Welcome info - digital/printable. Include access information.

Buddies - Welcome at the door, induction, direct contact for queries

[Access and Inclusion: Welcoming new people by building diversity and inclusion | Making Music](#)

Communicate your approach



Write an access and inclusion aim - and put it on all your comms

Provide an access guide - website / ticketing site / welcome pack

Diverse and inclusive images

Celebrations - Dementia Action Week, Pride Month, cultural festivals