To the Education and Culture Committee  
Submission from **musicALL project, hazelwoodVISION**  
Evidence Response - Third and Private Sectors

- Our inclusive music project has tapped into the third sector through the charity attached to our school to fund music tuition and a music development officer post. This has had an undoubted impact on raising attainment. Children and young people with additional support for learning (ASL) needs now have access to many more high quality opportunities than they had previously. They have regular access to professional tutors and are learning drumming and singing, and regularly perform in public. Untapped talent is being realised and developed and this involvement in music is creating benefits and raising attainment not just in music, but in many other areas of the curriculum such as an increase in meaningful language and communication skills and improved health and wellbeing across many areas.

- The approach of many third sector organisations is useful in many ways in raising attainment because some ask for specific short and long term outcomes. This provides focus and requires careful thought and planning. They often require clear descriptors of the work to be carried out. Working in this way often helps to build a vision and framework for moving forward and can encourage ‘out of the box’ and innovative thinking. It is important however that these plans are not set in stone and that there is flexibility to respond to the lead of the young people involved.

- In my view the full potential of the third and private sectors in raising attainment is not being fully realised – there is much more to be done and gained from drawing on wider community experience, building partnerships and working together with external organisations. All the stakeholders can benefit from these partnerships and everyone’s horizons are widened.

- There is more to be done in recognising the value of third sector input in enabling pupils to have wider achievements other than exam results – this is especially crucial in the ASL sector of education where many talents and abilities are often missed and cannot be measured by examination. Just because a young person cannot sit a meaningful exam i.e. an exam that is going to lead to further education of their choosing does not mean they don’t have talent and ability that can be further developed as they enter adulthood. – leading to a meaningful adult life. Many of the parents of the children and young people involved in our project are appreciating that their child or young person has a talent and that their talent is being realised and developed through the opportunities afforded by the project - much of it funded by third sector organisations. Parents talk about the positive impact on extended families and the fact that they are seeing their child achieving things they never thought would be possible.

- We aim to ensure that our project reaches children from the age of two and a half right through to working with young adults after they’ve left school. Many young people with ASL needs only begin to realise their potential as
they are about to leave school. After school and as they enter their adult life the meaningful choices available to them are very limited.