



Rationale for SEND pupils within Music

Music is an integral part of our broad and balanced curriculum offer which is inclusive, accessible and ambitious including for pupils with SEND. It enriches pupils' learning experiences and fosters essential Oracy skills through group performances and discussions. By encouraging collaboration and empathy, music promotes a sense of community, inspires compassion for diverse cultures, and instils the courage to express individuality and creativity.

All children can achieve at their own level in music. Children with SEND are encouraged to explore how the music of a variety of genres, and from different cultures makes them feel, and they express this through the means most suitable to their differing needs. They are encouraged to make music using tuned and untuned instruments that reflects their understanding and appreciation of a variety of stimuli that are adapted where needed.

Speaking, listening and communication: learn to - learn through - learn about.

How do we support pupils with SEND across the curriculum and particularly within Music?

Maintaining an inclusive learning environment	In Music this could look like...
<p>Our schools follow the 11 Principles of Learning and Teaching. Through these, an inclusive learning environment can be established.</p> <ul style="list-style-type: none"> ● Clear and simple instructions given and provided in different ways (spoken, broken down, visual) ● Seating positions carefully thought out through allowing for peer or adult support ● Areas of the classroom are labelled to allow for independent resourcing ● Individual resources ● Access to iPads chrome books ● Different font sizes used where necessary ● Font choices carefully considered ● Accessible, engaging display materials 	<ul style="list-style-type: none"> ● Clear tasks given and Oracy first approach ● Peer support and fostering of collaborative outcomes ● Teacher assessment that recognises the diverse need of SEND pupils, including physical, cognition and learning, sensory, social and emotional, communication and language needs ● Teacher support which is individualised where needed ● Personalised tasks and/or independent resourcing ● Extra time to repeat listening to stimulus music, to form opinions, to experiment with tuned and untuned instrument ● Visual and multisensory prompts for musical terminology, instrument names, composers and other 'fact' based learning ● fostering a can-do attitude, particularly with regards to performance, and support to express how the music makes them feel ● A spiral curriculum (revisit and revise) - At the start of the lesson, children will be revisiting the vocabulary and key facts learnt (five fantastic facts) as part of our retrieval curriculum. This will give children with SEND more time and opportunities to understand the concepts and vital knowledge they need to access the learning. ● Visual word maps - where appropriate, we will create a visual word mat for children with SEND



	<ul style="list-style-type: none"> Adaptive teaching as in other subject areas and support plans for those who may need
Multi-sensory approaches	In Music this could look like...
<ul style="list-style-type: none"> Adaptive teaching strategies are used in lessons to accommodate for all learners Alternatives offered to written recording Visual timetable Visual picture cues 	<ul style="list-style-type: none"> Summarising ideas in pictures or adapted graphic scores Musical tracing maps to support regulation and following of graphic score Visual and multisensory prompts for musical terminology, instruments names, composers and other 'fact' based learning Colour coded sheet music to highlight different sections of music Auditory sound samples of different musical styles, instruments or techniques and using apps/technology to produce layered sounds that pupils can adjust to promote understanding of harmony or rhythm Written answers being converted into auditory form Using auditory forms of evidence to develop understanding including: songs, videos, chants Multimedia resources that demonstrate musical concepts or performances Movement activities -body percussion or free movement to music, helping pupils connect physically with the rhythm and melody Instruments with varying textures Hands on activities – incorporate crafting like making simple instruments or props for children to manipulate
ICT	In Music this could look like...
<p>Accessibility features are used to include pupils with SEND as appropriate:</p> <ul style="list-style-type: none"> Pupils have access to typing programmes to develop their key skills e.g. GarageBand, PopUk Pupils can access voice-recognition software e.g. Word dictate to support recording Screen background is adapted for pupils with visual difficulties of dyslexia 	<ul style="list-style-type: none"> Use GarageBand to create music collaboratively and make the most of the visual elements Use of Seesaw blogs to share musical projects with peers or community Recording tools so that pupils can capture their musical expressions and reflect on performances
Assessment	In Music this could look like...
<ul style="list-style-type: none"> Pupils receive verbal and written feedback Teachers use targeted questioning to check and extend 	<ul style="list-style-type: none"> Evaluate through performances and record some each unit Self-assessment – Setting of personal goals and breaking these down into steps within the lesson Look at effort and improvement over time including increase in confidence or increased participation or Oracy
Adult Support	In Music this could look like...



All pupils are encouraged to be as independent as possible including pupils with SEND.

- Adult support is planned for within lesson plans.
- Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently.
- Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties.
- Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward.
- Adults offer opportunities to break down tasks into more manageable chunks.

- Adults can support adaptation within lessons for pupils with SEND including helping with instrument handling, participation and engagement
- Directed adult support enables pupils to access visual/verbal prompts to support retention.

- Experts- Inviting Music service into school for live demonstrations to inspire and engage and organisation of enhancement opportunities for all