

SEND across the curriculum

What do we do across school to support SEND needs?

Subject:

- Music

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject? (Consider planning and delivery)

- Ear defenders where needed for louder sessions
- Range of instruments covered and taught to suit all abilities
- Equal opportunities for all the children in relation to music lessons
- Enrichments for all children to support music
- Sensory instruments and sessions to support SEND children
- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers regarding IEPs. Do subject specific additional resources need to be purchased? Examples: boom stands; stick bag.
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.

Specific examples for the different areas of need

Cognition & Learning	
Barriers	Provision
<p>Difficulties following or reading music.</p> <p>Retention of long pieces of music for performance</p> <p>Understanding and retention of key vocabulary</p>	<ul style="list-style-type: none"> • Support with colour coding of notes or providing the written letter to assist with music reading. • Opportunities for overlearning and repetition. • Pre-teaching of any new vocabulary (individual book for this) • Child provided with their own music to listen to in advance of the lesson or listen to at home. <p>N.B. many children with learning difficulties are able to excel in Music and therefore need to be aware of individual profile of need.</p>
Communication & Interaction	
Barriers	Provision

<p>Learning of new vocabulary/technical vocabulary.</p>	<ul style="list-style-type: none"> • Explicit teaching of new and technical vocabulary. • New vocabulary displayed with visual aids, symbols, and demonstrations to illustrate the meaning. • Pre-teaching of any new vocabulary (individual book for this) • Use recordings for children to demonstrate their knowledge rather than explaining it) for example can demonstrate and record change in volume or pitch rather than trying to explain it) • Carefully considered groupings/pairings
<p>Social, Emotional & Mental Health (SEMH)</p>	
<p>Barriers</p>	<p>Provision</p>
<p>Anxiety about new or different experiences or having to perform.</p> <p>Difficulty regulating behaviour or coping with others who are not regulating their behaviour in a noisy/busy environment.</p>	<ul style="list-style-type: none"> • Social stories and clear explanations before new experiences to explain what will happen and provide opportunities for children to ask questions. • Opportunities to share their work in different ways, (behind scenes, pre-recorded, quieter areas of school.) • Shared signals for stopping, which are pre-agreed at the start of the lesson to provide security for the child. • Visual cards for child to show that they are feeling overwhelmed. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.
<p>Physical and/or Sensory</p>	
<p>Barriers</p>	<p>Provision</p>
<p>Noise sensitivity – either through hearing aids or due to sensory processing difficulties.</p> <p>Access to the instruments</p>	<ul style="list-style-type: none"> • Child to be prompted to adjust hearing aids/radio aid if applicable. • Ear defenders for children who will find the noise level difficult. • Warning of any loud or unexpected noises (clashing symbols etc) • Consider pupil sensory audits and adaptations • Access to adapted instruments (can be home-made adaptations to assist with grip etc)

	<ul style="list-style-type: none"> • Use of technological musical solutions to overcome physical barriers. • Liaison with outside agencies regarding specialist support and appropriate noise levels for hearing impaired children.
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Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work.
- Adaptions in ways they are expected to record. Examples: All children are only expected to perform their songs at whichever ability level that they can (on a glockenspiel, or recorder, or singing, or chanting, etc.) and this is to be recorded on the iPad and then uploaded onto the evidence folder on Charanga. No written work is required for music assessments.

How are we challenging SEND pupils in this subject?

- All children are encouraged to always try their best in music, SEND or otherwise. There are SEND plans available for every unit delivered from the Charanga schemes so any child who is on the SEND register can have their lessons easily adapted to their abilities and needs in music.

How do we help SEND pupils retain their knowledge?

- Knowledge organisers
- Sticky knowledge focus
- Learning sequences
- Repetition
- Regular revisiting of key vocabulary
- T.A. support