



SEND Provision Music

Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in Music

The Four Broad Areas of Need

Cognition and Learning

Within the SEND Code of Practice, Cognition and Learning needs are defined as support for learning difficulties when children and young people learn at a slower pace than their peers, even with adapted support. Learners with SEND may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with appropriate differentiation.

Communication and Interaction

With regard to the SEND code of practice a child or young person has a communication and interaction need if they have speech, language or communication difficulties. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

SEMH

Children and young people may experience a wide range of social and emotional difficulties, which present themselves in many ways. We recognise that all behaviour is a form of communication. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or other concerning behaviour.

Physical and Sensory Needs

Referring to the SEND Code of Practice Definition children are considered to have a sensory or/and physical need if they require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
<p>Recognise that the language/vocabulary of music may be challenging for some children (for example terms specific to music such as 'dynamics or 'timbre').</p> <p>Explicitly teach the meaning of key music vocabulary in lessons. Where appropriate to need, pre-teach key musical vocabulary.</p> <p>Encouraging children to answer in full sentences, using sentence stems to support and model, including in listening activities.</p>	<p>Retrieval of previous/prior learning linking to skills in new learning.</p> <p>Pre-teaching new learning and key knowledge/facts/song words etc.</p> <p>Music displays and/or images shown on board referred to when teaching and recapping core knowledge and concepts to support recall of ideas such as notation, instrument recognition etc.</p>



<p>Use of oracy skills to allow time for children to think, generate and practice their oral responses.</p> <p>Use pictures/listening/instruments as starting points for developing the concepts and language needed to describe, discuss and explain.</p> <p>Use of visual aids, such as graphic scores, note cards, or instrument videos/pictures to support ideas and discussion.</p> <p>Use of listening sentence stems to support children to express their ideas about what they have heard and listened to.</p> <p>Teachers model musical talk and use of musical vocabulary. Pairs and group discussion opportunities.</p>	<p>Time allowed for children to explore instruments and voice in ways beyond the usual way of playing.</p> <p>Paired and group discussion to support ideas in lessons.</p> <p>Sentence stems modelled during teacher input and reinforced, particularly for listening activities (e.g. the music was 'piano' at the beginning of the piece. There was a slow crescendo until it reached 'forte' at the end of the piece)</p> <p>Opportunities for children to play and sing together in groups before being asked to do so individually.</p> <p>Modelling examples ('I do'), shared paired work ('We do') and individual practice ('You do') approach.</p>
<p><u>Social, Emotional and Mental Health</u></p>	<p><u>Physical and/or Sensory</u></p>
<p>Use of Oracy skills to allow time for children to think, generate and practise their responses in a less formal manner.</p> <p>Variety of techniques employed to choose children to answer questions including pre-warning anxious children that they will be asked to share their correct answers.</p> <p>Use of modelled examples ('I do'), shared paired work ('We do') and individual practice ('You do') approach to ensure independent practice takes place when a pupil has already gained in confidence.</p> <p>Use of whiteboards if needed for pupils who may feel anxiety about committing errors to paper.</p> <p>Teacher modelling of possible errors and 'getting stuck' to demonstrate positive attitudes towards perseverance.</p>	<p>Regular use of instruments to allow children to feel comfortable with their handling and playing.</p> <p>Suitable choices of font/backgrounds to assist readability and access for reading and written activities.</p> <p>Coloured paper used where necessary.</p> <p>Pre-teach showing/experiencing anything that may have sensory implications.</p> <p>Regular modelling to support ideas, including interactivity within lesson delivery.</p> <p>Consistent and regular use of models and representations in lesson delivery and activities (including Sparkyard) to support ideas.</p> <p>Musical written activities (composition for example) to have structures/templates pre-</p>



<p>Use of an adult scribe, turn talking and paired shared work where needed to reduce anxiety.</p> <p>Ability to work in a small group with a trusted adult for emotional support.</p> <p>Pre-teaching and discussing responses to music.</p>	<p>printed or pre-written if needs require, allowing children to focus on main task rather than copying out.</p> <p>Scribe ideas where needed.</p> <p>Provision of ear defenders or suitable quiet places to work where required to avoid sensory overload.</p> <p>Adapted instruments if required to overcome difficulties with mobility or manipulation.</p>
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