

**Alverton Primary School**  
**Supporting Pupils with Special Educational Needs and Disabilities in Music**

All children can achieve at their own level in music. Their SEND should not be considered a limiting factor, and all should be encouraged to participate fully.

They should be encouraged to explore how the music of a variety of genres, and from different cultures makes them feel, and express this through the means most suitable to their differing needs.

They should be encouraged to make music using tuned and untuned instruments that reflect their understanding and appreciation of a variety of stimuli that are adapted where needed.

**Key Points**

- Teaching and learning is structured to support all pupils, including those with SEND, reinforce and build on core knowledge.
- The Ofsted Research Review emphasises the importance of pre-teaching key prior learning; our lesson structure ensures that core knowledge from each and prior units are continually revisited.
- All our pupils with SEND have their own 'Two Page Profile' highlighting further subject specific adaptations to support learning of individual pupils. Examples of possible individual adaptations for each area of need are given below.
- Use of iPads to support learning and teaching. For example, Showbie in KS2 and the Advantage Project in Y5/6. All pupils have their own iPad which allows pupils to be included in music lessons through the vast array of programmes available. The use of technology improves accessibility for SEND pupils in a variety of ways. For example by: providing audiobooks or read-aloud technology for students who struggle with reading; allowing students to use speech-to-text software to complete written assignments, utilising apps that support visual learning through images and videos.
- Teaching & learning are enriched by the use of multi-sensory experiences - e.g. visits, use of different sources & artefacts
- Teachers receive regular training in different areas of need; our CPD in Music includes a focus on how to support pupils with SEND.
- We provide enrichment for pupils to extend their knowledge, understanding, skills and enjoyment of music.

**Across the areas of need:**

- Appropriate support will be given in whole-class instrumental and vocal work as needed; we pair pupils to support each other or seat a child near an adult so that they are available to support if needed.
- Key words and concepts are clearly displayed.
- Modelling and practical demonstration are used.
- We celebrate "mistakes" as opportunities to learn, explore and experiment.
- Opportunities are provided for pupils to join in all together before being invited to play or sing individually.
- Teaching songs by rote supports memory development and removes the need for written text.

### **Building on prior learning**

- Lessons are structured to support pupils with by revisiting, reinforcing & building on identified core knowledge.
- We use the Music Express and Charanga schemes of work, the structure of which incorporates a great deal of repetition and each lesson begins with a recap of previous skills. Lessons build on each other, constantly reinforcing the concepts being taught.
- Pre-teaching of concepts and vocabulary included for pupils with SEND as appropriate.
- Skill Builders, which can be repeated as often as are needed, build progression through small steps.
- We film performances during lessons and watch them at the start of the next lesson which gives pupils an immediate recall of skills previously learned.

### **Using music to support pupils with SEND**

- We offer a range of singing and instrumental opportunities for children with SEND. Our music specialist works with small groups identified by class teachers for ukulele, song writing/ keyboard and digital music. We track these sessions and discuss the impact with the pupil and teachers.
- We use additional music sessions to provide pastoral support.
- The music room and resources are used by the Nursery and EYFS pupils with SEND for a multi-sensory experience.
- We have a music therapist who is working with a child in the EYFS.

## **Subject Specific Adaptations across the Four Areas of Need**

### **Communication and Interaction**

#### **Speech and Language / Communication**

Use alternative forms of communication to communicate understanding.

#### **ASD**

Pre-teach abstract concepts and vocabulary.

### **Cognition and Learning**

#### **MLD/SMLD/PMLD**

- Use auditory strategies.
- Use pictures and symbols as representatives of information.
- Use iPads and other IT devices to promote collaboration, allow access to work and produce outcomes.

#### **Dyslexia**

- Use pictures and symbols as representatives of information.
- Use writing frames / sentence starters is appropriate.

- Use iPads and other IT devices to promote collaboration, allow access to work and produce outcomes.

### **Dyspraxia**

- Provision of space / special equipment.
- Pre-part preparation of worksheets etc.
- Adapt equipment / expectations for when motor skills used.

### **Dyscalculia**

- Adapt information given and support to check understanding.

## **Social, Emotional and Mental Health Difficulties**

### **Trauma**

- Pre-teach concepts.
- Use small groups and assign particular roles.

### **ADHD**

Strategies apply to all learning:

- Employ practical tasks where possible.
- Chunk tasks.
- Use pictorial support.

### **Anxiety**

Strategies apply to all learning:

- Build trusting relationships.
- Allow children to work alone (they may find group work more challenging).

### **Tourette's**

Strategies apply to all learning:

- Be aware of tics and don't draw attention to them.

## **Sensory and / or Physical Needs**

### **Hearing / Multi-Sensory Impairment**

- Pre-teach vocabulary.
- Use multiple modes of presentation of information.
- Include a number of different activities in the music lesson, such as singing, moving, playing instruments and composing.
- Physical involvement is an important aspect of music learning. Action songs and rhymes for younger pupils – moving or dancing at the same time as singing – help pupils to begin to internalise rhythmic and pitch concepts.
- Provide opportunities to learn about music through physical contact with an instrument and/or sound source where pupils are unable to hear sounds clearly or at all.
- Establish the beat and give instructions before any music is played.

- Do not work in a room that has an echo.
- Take the student's lead on which instruments they are comfortable playing.
- Try to teach music as part of a smaller group.
- Noise cancelling headphones are used for children who struggle with loud noises in singing assemblies or lessons and there is always the opportunity to sit out for a bit if parts of a lesson are predicted to be a bit noisy.

### **Visual / Multi-Sensory Impairment**

- Multi-sensory learning experiences
- Include a number of different activities in the music lesson, such as singing, moving, playing instruments and composing.
- Physical involvement is an important aspect of music learning. Action songs and rhymes for younger pupils – moving or dancing at the same time as singing – help pupils to begin to internalise rhythmic and pitch concepts.
- Magnification technology (this can be done on an iPad).
- Audio description.
- In group work, get the players to sit close to each other and start with a game of passing a rhythm around the group so that everybody knows each other by their instruments' sound, not just by sight.
- When playing percussion instruments, offer shorter beaters, or one beater instead of two.
- Use of modified stave notation or Braille music.

### **Physical Disability**

- Adaptions made according to the specific needs of the pupil.
- If pupils are standing to sing or play and this is difficult or impossible, pupils are encouraged to sit up as well as they are able.
- Ensure pupils have adequate space to play instruments.

### **Toileting**

- General adaptions according to the child's individual needs.