



SEND provision in Music

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading/written work • Poor memory and recall skills • Recording written work or feedback to listening/appraising activities • Poor sequencing skills – understanding the steps modelled • Linking learning • Reading musical symbols 	<ul style="list-style-type: none"> • Use of symbols, larger print, colour coding, multi sensory reinforcement. • Use of overlays, coloured paper • A greater emphasis on modelling and scaffolding for learning – smaller visual steps. • Use word banks/vocabulary mats which include pictures. • A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information. • Use videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories. • New learning fits into the framework of what the pupil already knows – explicit links to prior learning • Smart grouping – pairing with a more able reader/writer. • Build in lots of repetition. • Give additional time for processing • Use of task boards – tick list of steps • Alternative methods of recording – drawing, voice recording, typing, mind maps, symbols, use of a scribe, matching activity, sticking activity, missing words • Minimise copying from the board 	<ul style="list-style-type: none"> • Being able to use expressive language • Understanding and using new topic vocabulary. • Word finding difficulties • Following instructions and sequences. • Levels of concentration • Retention of new vocabulary 	<ul style="list-style-type: none"> • Use different forms of communication • Have pre-arranged prompts • Use visual support • Pre-teaching of new vocabulary prior to the lesson • Send vocabulary word mats home before the topic begins • Limit vocabulary to that which is necessary to ensure progress • Limit instructions – use short steps • Social stories. • Children are allowed time to discuss the answers to questions, and evaluate work with peers • Children with communication impairments are given time to think about questions before being required to respond. • Prompt cards to help with understanding of question words • Word finding strategies • Pre teaching of lyrics • Songs with repetition • Working with untuned instruments • Use of puppets, characters to support language and understanding

	<ul style="list-style-type: none"> • Pre teaching of vocabulary, lyrics, texts • Adapt how musical notation is represented • Use of visual support • Additional time to practise • Songs with repetition • Working with untuned instruments • Vertical concepts • Teaching songs by rote supports memory development - The combination of melody and words in singing helps the development of memory. 		
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> • Difficulties with fine and gross motor skills • Difficulties with planning • Organisational skills • Hearing impairment • Visual impairment • Colour vision deficiencies • Physical needs • Sensory overload 	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child • Adapted instruments • Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress • Use of hand over hand • Consider seating position for hearing/vision impaired pupils • Consider lighting/blinds • Multi-sensory learning • Reduce need to copy from board (visual impairment) • Allow the child plenty of space to work • Gain pupil's attention before important information is given • Working with untuned instruments • Pre teaching of the pulse • Moving helps pupils to begin to internalise rhythmic and pitch concepts eg marching 	<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others • Working effectively as part of a group • No resilience - feeling they aren't any good – resulting in lack of care and effort • Difficulty concentrating and maintaining attention to a task • Difficulties sitting still • Hypervigilance • Over stimulated 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Pre-teaching • Clear rules and expectations, consistent boundaries, rewards and sanctions. • Praise the small steps and showcase their work – be proud. • Visual support • Task boards • Movement breaks • Use of fiddle toys/wobble cushions • Provide opportunities for multi-sensory learning • Use of safe space • The transition from whole-class to group or independent work, and back, is clearly signalled. • Bespoke pre-arrangements with parents, pupils and staff around performances and performing to an audience for

			those with additional needs. Alternative options available to still be part of the audience (technical, stage management etc)
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