



Supporting Learners with SEND in Music



<p>Creating an inclusive environment</p>	<ul style="list-style-type: none">- All SEND children have access to opportunities to engage in musical learning beyond the classroom – assemblies, musical performances, access to the music room, opportunities for peripatetic music lessons- Opportunities given throughout the school day such as during the register, phonics learning, number learning to increase children’s opportunities to hear and take part in music- Considerations given to the position of learners during music lessons to suit their sensory needs- Considerations given to whether they would be best working with the whole class, in a small group or 1:1 with an adult- Use of ICT to support if beneficial- Consideration of the physical layout of the work space ensuring that all learners can access the equipment needed in the lessons- Understanding of how learners best learn – visual, auditory, kinaesthetic- - Visual cues given to children as well as oral ones
<p>Curriculum considerations</p>	<ul style="list-style-type: none">- All learners given the opportunity to perform, listen and evaluate a wide range of music- Rhymes as chants to be used as well as songs, with lots of repetition to support learners- Correct terminology used an embedded across the school to ensure consistency- Visual cues given to represent musical terminology- Use of ICT to support learners (Chrome music lab, BBC bring the noise, Soundbeam, garage band)- - Visual resources to support the idea of notation in KS2
<p>Strategies to scaffold learning</p>	<p><u>Learners who struggle with attention:</u></p> <ul style="list-style-type: none">- Adaptations to the learning environment to maximise their ability to attend to the teacher and access resources- Pre-teach elements of the lessons to learners so they only have to attend for short amounts of time. This may just be the meaning of vocabulary.- Consider the length of teaching input- Particular roles given to children who are going to struggle with their attention

- Learners given short, manageable bursts of learning to help structure their attention

Learners who have sensory needs:

- Considerations to the size of the group they work in, to ensure that children are not overwhelmed
- The auditory element of music can be difficult for some learners, pre-exposure to music or instruments before the lesson will help children. Ear defenders can be worn in lesson if necessary
- Opportunities for learners to physically interact with instruments so they can experiment with sounds

Learners who have literacy difficulties:

- Visual aids provided to help children identify instruments, and key musical vocabulary, rather than having to read the words
- Strategies such as modelling and demonstrating used to take the literary element away
- physical, visual and graphic representations of compositions and notations

Learners who struggle to retain vocabulary:

- Pre-teaching of vocabulary and key terms before the lesson starts
- Recapping terminology at the beginning of each lesson
- Visual word banks with pictures attached to support understanding
- Key musical vocabulary referred to throughout the school day as well as just in music lessons

Learners who need additional time to support their conceptual understanding:

- Content broken down into small steps to build understanding
- Now and next cards used
- Visual timetables and success boards
- Maximised opportunities to model, demonstrate and imitate to encourage participation through a scaffolded experience.