

## How we support children with special educational needs or disabilities in Music

### Our vision

Our vision for Music Inclusion lies at the heart of the school's values. In Music, teachers work hard to ensure all children feel involved in Music lessons, are fully included in the learning and feel well supported so that they develop positive attitudes towards Music and make good progress.

### How we adapt our teaching in Music for children with special educational needs

Children with special educational needs or disabilities are generally taught alongside other children but lessons are adapted so that all children in the class can learn and make progress. We do this in a range of ways, however the school's approach is that, where appropriate, all children within a class are on the same journey, with some needing additional challenge whilst others may require additional support.

In Music, every class teacher plans, monitors and provides support for pupils within their class including children with special educational needs. Unless a child is working on a different curriculum, all children share the same learning objective. However for some children this will only be achievable with additional support. Examples of approaches that may be adopted in Music include:

- Using a worksheet where an adult has provided a scaffold to enable a child to get started more quickly on the important learning.
- Using visuals to assist pupils' understanding of concepts, for example for instruments or describing musical elements like Crescendo.
- Giving a child additional time, with movement breaks if necessary.
- Sharing exemplars of the expected outcomes such as work from previous years.
- Pre-teaching a concept designed to build confidence and support engagement within a lesson.
- Consider using seating plans or carpet spaces.
- Using specialist work stations within the classroom or in quieter spaces within the school.
- Using appropriate pairings or grouping, allowing children to be supported by their peers.
- Being aware of children who might find the level of noise in Music lessons overwhelming and may need quiet breaks or to wear ear defenders.
- Differentiated questioning with well-pitched questions to match a child's level of development or understanding.
- Our choirs are very inclusive and children with SEND may often be given songs home for pre-learning with their parents.
- When playing instruments the children often have a range of options to follow notation, music note names, instrumental graphics or symbols, depending on their needs and preferences.
- We are flexible when it comes to Whole Class Instrument Tuition (WICT) and sometimes swap children with SEND into their parallel class to make sure that the instrument they play best suits any special needs.
- The WCT teachers are aware of children's needs in the classroom and inept at supporting them.
- One-to-one or group support by the class teacher, a member of the education support team or a classroom volunteer.
- During assemblies and shows, some children may need a LSA to support them on the stage.
- When learning new songs, we often use actions or BSL to support the learning of lyrics/vocabulary.

To support this approach, all class teachers are able to access support from more-experienced teachers or the Special Educational Needs Coordinator (SENCo) to help them provide support for children with special educational needs.

### How we include children/young people in activities and school trips

Any trips or outings planned to enrich learning in Music always include children with special educational needs and/or disabilities. Reasonable adjustment is always made in order to include children with special educational needs. We use part of the school's budget to ensure appropriate support is provided.