



SEND in my subject area: Music

What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Retaining information / meaning of vocabulary	Discuss and revisit vocabulary at the beginning of each session	Difficulties using language / expressing themselves	Sentence starters / modelled language.
Literacy Skills	Emphasise vocabulary throughout lessons		My turn-Your turn
	Provide visual aids to help identify instruments and the inter-related dimensions of music eg. pulse, rhythm, pitch etc.	Difficulties with processing language /following instructions	Break down content into small steps - model-do approach for each new step
	Adult scribe		Allow time to develop mastery in any one area
			Repetition - reteach, revisit and practise
Physical and Sensory		Social Emotional and Mental Health	

Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Physical difficulties</p> <p>Fine Motor Control difficulties</p>	<p>Ensure sufficient space to access equipment / perform</p> <p>Ensure easy access to instruments</p> <p>Consider physical ability to play instruments when planning and choose accordingly</p> <p>Accessible instruments - eg. use of different types of bells depending on suitability (hand bells, stick bells)</p> <p>Adult scribe when composing in written form (graphic score or notation)</p>	<p>Difficulties with auditory sensitivity</p> <p>Children who struggle to maintain attention</p>	<p>Pre-exposure to the music / instruments to be included in lessons</p> <p>Ear defenders available Adult to allow exploration of instruments in a quiet space</p> <p>Consider position of children and groupings - sat on the carpet, in a circle, at tables, standing</p> <p>Allow children to distribute / collect in instruments during the lesson</p> <p>Active/practical lessons</p>
<p>Hearing Impairment</p>	<p>Opportunities for physical contact with instruments/sound sources e.g. percussion instruments</p> <p>Position of child near musical source</p>	<p>Children who have difficulty with transitions and routines</p>	<p>Opportunities to move eg. moving to the beat, body percussion, crouching low, stretching high for pitch</p> <p>Advance preparation for how the lesson will run</p>

<p>Visual Impairment</p>	<p>Vocab/picture prompts</p> <p>Use of hand signals and gestures</p> <p>Position of child to teacher</p> <p>Larger print/notation</p> <p>Consider lighting - reduce the glare on whiteboards / screens</p>		<p>Now and next strategy</p> <p>Advance preparation for practical- pre-exposure to instruments/music</p>
--------------------------	--	--	--