

Curriculum Intent: How we aim to meet the range of SEND needs with out teaching

“Music learning develops pupils’ critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment.” National Curriculum, QCA, 2009

To overcome potential barriers to learning in music, some pupils may need:

- help in managing the written communication aspects of music – such as the use of symbols – by using larger print, colour codes, multi-sensory reinforcement, and a greater emphasis on aural memory skills
- encouragement to use their voices expressively and to use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking
- opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or at all, and

Access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills. Modifying the curriculum and the National Strategies to match pupils’ needs Teachers have a statutory duty to modify the programmes of study (or National Strategy materials).

“Schools have a responsibility to provide a broad and balanced curriculum for all pupils.” National Curriculum, QCA, 2008 This is more than just giving pupils ‘access to the curriculum’. The curriculum is not immovable, like some building, to which pupils with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils. The statutory ‘inclusion statement’ in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

Teachers have to:

- set suitable learning challenges
- respond to pupils’ diverse learning needs, and
- overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to:

- choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or
- modify the curriculum to remove barriers so all pupils meet the same objectives

Subject: Music

1. All children have common needs—for example, the need to receive effective teaching.
2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.
3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

The following strategies are pedagogical approaches that will be used in our subject to support all students, but particularly those students with SEND. Strategies have been linked with areas of particular need but are not exclusive in supporting students with this area of need.

These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils situations.

The following will be employed alongside and in addition to the needs and strategies:

Cognition and Learning

1. Key vocabulary and terminology explained
2. Pre – teaching, scaffolding and modelling of tasks and activities to ensure achievable outcomes
3. Sufficient resources made accessible to encourage progress and knowledge
4. Home learning – support for pupils easily found, links added
5. Assessment – identify gaps and areas where support is needed.

Communication and Interaction

1. Appropriate grouping to share ideas and support
2. Aims and objectives shared with support staff to ensure understanding for everyone
3. Allowing time in lessons for pupils to go back to lesson prompts i.e. pre-recorded videos
4. Celebrate successes and promote extra – curricular activities to explore breadth of talent and skills

Social, Emotional & Mental Health

1. Singing together – known to improve mental health (singing assembly)
2. Promote different ways of learning and acceptance installed to all pupils e.g. Makaton
3. Collaborative working through the curriculum – singing, improvisation, composing, performing

Sensory and Physical

1. Seating plans to make learning inclusive
2. Utilising the space to suit sensory balance to keep pupils on task and emotionally stable
3. Technology – audio music, visual, videos, editing software

Maintaining an inclusive learning environment

Music

Sound and light issues

For example:

- background noise and reverberation are reduced
- sound field system is used, if appropriate
- glare is reduced
- there is enough light for written work
- teacher's face can be seen – avoid standing in front of light sources, eg windows
- pupils use hearing and low vision aids, where necessary, and
- video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required.

Sound and light issues

Interactive whiteboards are non-reflective to reduce glare.

Seating

Pupils' seating and the main board position are planned for the shape of the room.

Pupils can see and hear clearly, as necessary:

- the teacher
- each other, and
- the board/TV/screens.

Seating allows for peer or adult support.

There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials.

Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.

Seating

Make sure pupils have adequate space to play instruments. Younger pupils can sit on the floor, but make sure they are comfortably seated in order to play pitch instruments such as xylophones – these may need to be placed on tables.

Pupils sing better if they are standing – make provision for this at some point in the session. Where standing is difficult or impossible, encourage pupils to sit up as well as they are able.

Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.

Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

Maintaining an inclusive learning environment	Music
<p>Resources Storage systems are predictable.</p> <p>Resources are:</p> <ul style="list-style-type: none"> • accessible, eg within reach, and • labelled clearly to encourage independent use, eg using images, colour coding, large print, symbols, Braille, as appropriate. 	<p>Resources Provide access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.</p> <p>Make sure pupils are physically able to play the instruments they are asked to play. Percussion instruments can be adapted for pupils with physical disabilities. Handbells are readily available.</p>
<p>Displays Displays are:</p> <ul style="list-style-type: none"> • accessible, within reach, visual, tactile • informative, and • engaging. <p>Be aware of potentially distracting elements of wall displays.</p>	<p>Displays</p>
<p>Low-arousal areas A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/resources to minimise distraction.</p>	<p>Low-arousal areas It is desirable for pupils to come together in group music-making activities, such as singing and playing together, but some pupils with SEN and/or disabilities may get more satisfaction from individual practical work, composing activities and using ICT.</p>
<p>Health and safety Health and safety issues have been considered, eg trailing leads secured, steps and table edges marked.</p> <p>There is room for pupils with mobility difficulties to leave the site of an accident.</p> <p>Remember that pupils with an autistic spectrum disorder (ASD) may have low awareness of danger.</p>	<p>Health and safety</p>
<p>Unfamiliar learning environments Pupils are prepared adequately for visits.</p>	<p>Unfamiliar learning environments</p>

**Multi-sensory approaches,
including ICT**

Music

Multi-sensory approaches

Pupils' preferred learning styles are identified and built on:

- when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video
- for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and
- to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help.

Multi-sensory approaches

Include a number of different activities in the music lesson, such as singing, moving, playing instruments and composing.

Younger pupils respond particularly well to puppets and pictures, which add another dimension to their learning. Creating characters using different voices enhances learning about concepts such as 'timbre' and 'dynamics'.

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, eg marching on the spot while singing and then moving around and maintaining the steady beat while singing to increase the challenge.

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.

Make sensitive use of audio and video recordings to keep records of pupils' work. Always make sure pupils are comfortable with this.

Older pupils can keep their own file records using computer programs.

Multi-sensory approaches, including ICT

Music

ICT

ICT is used to support teaching and learning.

Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate, eg:

- keyboard shortcuts instead of a mouse
- sticky keys
- a foot-controlled mouse, a head-controlled mouse or a wireless mouse
- screen filters to cut down glare
- increased font sizes for screen extension – in any case, fonts used in printed material should not be smaller than 12 pt (24 pt for screen presentations)
- clear font type (normally sans serif, such as Arial or Comic Sans)
- appropriate contrast between background and text, and/or
- a talking word processor to read out text.

Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.

Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries.

ICT

In music, ICT¹ allows pupils to:

- be included in music lessons, eg look at the potential of Automulch for pupils with an ASD, Soundbeam for pupils with physical disabilities, the Cakewalk sequencer for pupils with sight impairments, and Band-in-a-box or eJay to motivate pupils with behavioural, emotional and social difficulties (BESD)
- create compositions directly on screen, eg using programs such as Cubase, Dance eJay and Sibelius Compass
- listen independently to music online, and
- undertake independent cross-curricular research topics, such as finding out about the music industry or musicians.

Working with additional adults	Music
<p>Consulting pupils Wherever possible, pupils are consulted about the kind and level of support they require.</p>	<p>Consulting pupils</p>
<p>Planning support Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly, to work independently.</p> <p>Planning should identify:</p> <ul style="list-style-type: none"> • which individuals/groups will receive support • where in the lesson pupils will need support • the type of support pupils should receive, and • when pupils should be allowed to work independently. <p>Additional adults:</p> <ul style="list-style-type: none"> • are clear about the lesson objectives • know the sequence of the lesson • understand the lesson content • know how to break tasks into more manageable chunks • are provided with key questions to encourage formative assessment, and • where appropriate, are familiar with any ICT used to support pupils. 	<p>Planning support Appropriate support should be available in whole-class instrumental and vocal work.</p> <p>Make sure additional adults are trained so they are comfortable with any ICT software and hardware being used, and understand how it can support independent learning.</p>
<p>Evaluation Additional adults report to the teacher on pupils' progress.</p> <p>The effectiveness of support is monitored and reviewed.</p>	<p>Evaluation</p>