



Supporting SEND Children within Music

Cognition and Learning	Subject Challenges for SEND	Provision for SEND
	<p>Accessing text of lyrics</p> <p>Reading music</p> <p>Having the spoken or written language to respond to a piece of music</p> <p>Remembering a musical sequence</p> <p>Remembering lyrics to a song for a performance</p>	<p>Provide a modified version, work in pairs or provide an audio version</p> <p>Child has the option to learn by ear.</p> <p>Code the colours of the notes and corresponding note positions on the instrument.</p> <p>Pupil can voice record (speech to text) ,work in pairs or give video response</p> <p>Child has access to visual cues, piece is modified for accessibility.</p> <p>Child can have visual cues</p> <p>Use of ipads</p> <p>Partners/kagan groups to support</p>
Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	<p>Contributing ideas to response work or composition work may be challenging.</p> <p>Working in a group for response or composition work.</p>	<p>Offer a range of formats to contribute in such as voice or video recording</p>



		<p>Use a talk partner/Kagan group to share ideas who can then share them with the group.</p> <p>Use of ICT/other technology/apps to communicate</p>
Sensory and Physical	Subject Challenges for SEND	Provision for SEND
	<p>Hearing impairment (listening and composing and ensemble work)</p> <p>Sensitive hearing (listening and composing and ensemble work)</p> <p>Physical disability (listening and composing and ensemble work)</p> <p>Visual impairment</p>	<p>Alter the position of the child in class for the lesson, use visual cues</p> <p>Provide headphones, pre-warn the pupil, adapt their position within the group for the lesson.</p> <p>Provide adapted or different instrument</p> <p>Child may need transport to attend a performance or adapted seating at that venue.</p> <p>Provide personal, adapted copies of lyrics, score, images etc..</p> <p>1:1 pre-teaching to prepare</p>
SEMH	Subject Challenges for SEND	Provision for SEND



	<p>Group work for composing, performing and ensemble work.</p> <p>Performing in a different setting other than classroom.</p> <p>Performing in front of others as an audience.</p>	<p>Use the regular friendship group for this task.</p> <p>Pre-warn of the change of venue, pre-visit to experience the venue.</p> <p>Discuss and adapt the position of the child within the ensemble or give the child another role which is backstage but still involved.</p> <p>Communicate with parent/carer to prepare and get guidance</p>
<p>Non Negotiables that need to be in place in all lessons/classrooms when teaching Music</p>	<p style="text-align: center;">1. Multi-sensory approach to music</p> <p style="text-align: center;">2.An opportunity for children to contribute and all their contributions to be valued</p> <p style="text-align: center;">3.Dual coding and visuals to support learning</p> <p style="text-align: center;">4. Effective communication with parents/carers through discussions and IEPs</p>	