

SEND- Ambition and Access in Music

Ambition – What are we aiming for children with SENs to achieve in this subject?

All children can achieve, at their own level in music. Their SEN should not be considered a limiting factor, and all should be encouraged to participate fully.

They should be encouraged to explore how the music of a variety of genres, and from different cultures, makes them feel, and express this through the means most suitable to their differing needs. They should be encouraged to make music using tuned and untuned instruments that reflect their understanding and appreciation of a variety of stimuli that are adapted where needed.

Access – What amendments are made to the subject in order to help children with SENs to achieve?

- Extra time to repeat listening to stimulus music, to form opinions, to experiment with tuned and untuned instruments.
- Visual and multisensory prompts for musical terminology, instruments names, composers, and other 'fact' based learning
- Fostering a can-do attitude, particularly with regards to performance, and support to express how the music makes them feel.
- A spiral curriculum (revisit and revise) - At the start of your lesson, you should be revisiting the vocab and keys facts you have learnt. This will give children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning.
- Visual word maps - Create a visual word mat for your children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class and to help with spelling and writing activities. You could give these children the challenge of learning the meaning of a small number of words and test them throughout the week.
- Check in - For children with SEN, a music lesson can be overwhelming due to noise and with all the new information they are given as well as trying to comprehend ideas that may be very alien to them. Try to spend a few minutes with these children, discussing what they do understand and explaining any language, facts or ideas they are finding challenging. If noise becomes too much they may need some quiet time out.