



SEND – Ambition and Access in Music

Ambition

What are we aiming for pupils with SEND to achieve in Music?

We have high aspirations for all pupils with SEND and believe that every child can achieve and make progress within the Music curriculum. Music provides opportunities for pupils to communicate, express themselves, develop creativity and build confidence through listening, performing and composing. A pupil's SEND should not be viewed as a limitation; instead, appropriate support and adaptations should enable all pupils to participate fully and experience success.

Pupils with SEND are encouraged to explore music from a range of genres, cultures and traditions, developing their understanding of how music can communicate ideas, emotions and experiences. They are supported to listen, perform, compose and respond to music in ways that reflect their individual strengths and needs, while developing the same musical knowledge, skills and understanding as their peers.

Access

How do we adapt teaching so pupils with SEND can access and succeed in Music?

Teaching is adapted through high-quality, inclusive practice, with reasonable adjustments made to meet individual needs. Strategies may include:

- A carefully sequenced curriculum that revisits and builds upon prior learning, reinforcing key vocabulary, musical concepts and skills.
- Additional opportunities to revisit and listen to musical stimuli, allowing pupils time to develop responses, form opinions and make connections.
- Explicit modelling of musical techniques, including singing, playing instruments, composing and responding to music.
- Visual and multisensory supports, such as symbols, images, vocabulary mats and examples, to support understanding of musical terminology, instruments, composers and key concepts.
- Pre-teaching and revisiting important vocabulary to develop confidence and independence.
- Opportunities to respond to music in different ways, including verbal responses, movement, drawing, practical activities or digital methods where appropriate.
- A supportive environment that develops confidence and encourages pupils to participate in performance and composition activities.
- Regular check-ins, responsive questioning and opportunities for pupils to explain their thinking and musical choices.
- Flexible approaches to recording learning and demonstrating musical understanding.
- Additional processing time or extended time to experiment, rehearse and complete musical tasks where required.
- Consideration of sensory needs, including managing noise levels, providing appropriate preparation for louder activities and offering alternative approaches where appropriate.



- Adapted instruments, equipment or resources to enable safe participation and independence.
- Opportunities for collaborative music-making alongside peers while maintaining high expectations for all learners.

Our aim is that every pupil can access a broad and ambitious Music curriculum, develop confidence in expressing themselves through music, appreciate a wide range of musical experiences and make meaningful progress from their individual starting points.