

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	Regularly Recap and recall information.	Difficulties using language / expressing themselves	Sentence starters / modelled language. Stem sentences / repetition Partner talk / Think, pair, share My turn - our turn - your turn
Difficulties understanding meaning of new vocabulary	Revisit vocabulary at the beginning of each session Provide word banks with picture prompts Emphasise vocabulary at different times – ensure children have correct meaning in different lessons e.g. ‘pitch’ in music and PE	Difficulties with processing language /following instructions	Break down content into small steps – Model teaching in small steps allowing children to practise and consolidate as they go along. Allow time to develop mastery in any one area Smaller group working Give opportunities to repeat instructions to others – give role of ‘expert’ following a pre-teach session
Literacy Skills	Provide visual aids to help identify instruments and visual concepts such as pitch and tempo Model teaching in small steps allowing children to practise and consolidate as they go along. My turn - our turn - your turn Graphic score / pictorial representations of a composition. Support the recording of notation process through scaffold, limited notes, reduced bars etc.		
Physical and Sensory		Social Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Physical difficulties	Ensure sufficient space to access equipment / perform Ensure easy access to instruments Consider physical ability to play instruments when planning and choose accordingly Sloping board or non-slip mat.	Difficulties with auditory sensitivity	Pre-exposure to the music / instruments to be included in lessons Ear defenders available Adult to allow exploration in a quiet space
Fine Motor Control difficulties	Consider access to resources – glockenspiel or xylophone, string instrument or drum, shakers or bells may be more accessible	Children who struggle to maintain attention	Consider groupings – larger groups or sitting in circles can cause barriers to concentration Pre-teach session to explore instruments/music Ensure session is structured Allow children to distribute / tidy equipment during the lesson Allow breaks /incorporate movement at points in the session
Hearing Impairment	Opportunities for physical contact with instruments/sound sources e.g. percussion, stringed, wind or brass instruments, speaker. Visual methods to support understanding. E.g clapping, notations, raised and lower hands. Hearing Loop.	Children who have difficulty with transitions and routines	Advance preparation for how the lesson will run Now and next strategy Timers to signal start and end times of a

Visual Impairment	Consider lighting – reduce the glare on whiteboards / screens. Enlarged print. Colour coded instruments to support recognition of notation. Appropriate seating. Printed slides. Individual iPad to enable access.		task Advance preparation for practical– pre-exposure to instruments/music
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