

Hawkesley - SEND Offer Music

We believe that all learners should participate in Music, as research shows that all abilities – especially SEND – benefit from the experience of a broad and balanced curriculum. We do not take learners (of any ability) out of music lessons for timetabled interventions, as this would lead to a considerable amount of learning lost.

As most of our Music lessons (Y2 – 6) are led by an external expert teacher, this means that the class teacher can offer additional support to SEND learners throughout the lessons. As musical skills and knowledge differ to other subjects, we do not make any assumptions to learners' ability to music, based on their ability in other lessons such as Maths or English. This is because there are often significant differences in all levels of learners' abilities, to those assessed in core subjects. We believe that every child has an unlimited amount of learning and provide the opportunity for all to thrive and 'Let Their Light Shine'. Below are some reasonable adjustments, additional provision and adaptive teaching examples that can be made to help different SEND learners achieve in Music:

Cognition & Learning	Sensory & Physical Needs
<ul style="list-style-type: none"> • Visual learning approaches used when reading, following, or playing Music. (Pictures of fingering patterns, letter names, musical notation). • Focus on 'hinge knowledge', the core components and vocabulary of Music. • Retrieval practice woven into the Long-Term Planning to allow recall opportunities of previous learning. • Half-termly reteach lessons addressing misconceptions or GAPS in learning identified in assessments. • 2xteacher present in lessons (External expert & Class Teacher), extra 1:1 adult support in lesson. 	<ul style="list-style-type: none"> • Option to wear ear defenders to soften the volume of instruments. • Seating adjustments made to help with the acoustics of the room and volume levels or for physical accessibility. • Option of alternate use of a tuned percussion instrument when wind/brass instruments are causing discomfort or distress in the lips or facial muscles. • Regular practical opportunities to develop gross motor skills. • Ensure easy access to resources or instruments, front of the line positioning to avoid collisions with other enthusiastic children.
Communication & Interaction	Social, Emotional and Mental Health Difficulties
<ul style="list-style-type: none"> • Access to a mini whiteboard to record, share thoughts and responses. • Illustrations and images used to support new ideas/vocabulary shared. • Use of additional adult in lessons to provide 'check-ins' with pupils. • Direct feedback given if classroom conversation rules and expectations are disrupted. • Varied and regular, low-stakes opportunities to share thoughts and feelings. • Pupil provided time to say what they want to say and don't interrupt or finish their sentences. • Ask questions with yes/no, short responses. • Mixed ability peer and small group work opportunities. 	<ul style="list-style-type: none"> • Creative opportunities use to guide self-expression through improvisation, composition and performance. • Emotion coaching for children whose emotions are triggered by certain types of music or variances in lyrics. • Mini brain-breaks, or teacher-jobs, offered to pupils who need a moment away from the lesson to reset before returning to learning. • Access to a safe and quiet space to calm or seek refuge in during times of distress. • Learning Mentor available to speak to if distressed. • Regular learning routines and methods of teaching are standardised throughout school. • Adjustments for individuals anxious about performances.