

An inclusive Music Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Reading, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
<ul style="list-style-type: none"> • Adaptive instruments. For example larger/ smaller drums • Singular glockenspiels rather than the whole set • Visual aids for louder/ quieter/ softer • Colour coded or numbered notes • Accessible percussion and low noise instruments • Ear defenders • Sound buttons for recording • Metronome for keeping beat • Interactive white board • Timers • Stage and outdoor spaces • Extensive range of instruments • Skilled music teacher 	<ul style="list-style-type: none"> • Use of movement for natural sensory breaks/ movement breaks. Such as clapping, bobbing, side stepping, nodding- body percussion opportunities • Repetition, overlearning through varied approaches • Use of tactile resources that make sound both formal musical instrument and informal musical instruments to create a range of sensory opportunities 	<ul style="list-style-type: none"> • Clear, simple instructions which are broken into small steps or chunks • Teacher will use musical cues, non verbal cues and visual cues to instruct • Teacher will model with instruments and scaffold use of instruments • Lesson recaps • Teacher will offer alternatives to access the lesson 	<ul style="list-style-type: none"> • Ongoing formative assessment during lessons • Adapted success criteria (e.g. participation, engagement) • Use of practical demonstration instead of written outcomes • Feedback tailored to individual needs • Practical assessments rather than written • Alternative instruments to assess or use of alternative representations such as colour coding for musical notes