



MUSIC - SEND INCLUSIVITY

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." ~ Plato



Sound and light issues

- Background noise and reverberation are reduced
- Glare on whiteboard is reduced
- Pupils use hearing and low vision aids where necessary
- Volume levels of interactive display isn't too loud
- Ear defenders/noise minimisers/ear plugs are available

Seating

- Pupils can see and hear clearly the teacher, each other and the board
- There is room for pupils with mobility difficulties to obtain their own resources
- All pupils have adequate space to play instruments; younger pupils can sit on the floor but need to be comfortably seated to play pitch instruments
- Whilst singing, children stand (where possible)

Resources

- Provide access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills
- Percussion instruments can be adapted for pupils with physical difficulties
- Ensure pupils are physically able to play the instruments
- Resources are accessible (within reach) and labelled clearly for independent use

Quiet areas

- Quiet areas are available with relevant materials/resources to minimise distractions
- Decide if some pupils (SEN) will get more satisfaction and quality from individual practical work, composing activities and/or using ICT

Multi-sensory approaches

- Include a number of different activities within the lesson. For example, singing, moving, playing instruments and composing within one
- Some pupils may respond well to puppets and pictures. Create characters using different voices as this will enhance learning concepts such as timbre, dynamics and pitch
- Physical involvement is key! Action songs and rhymes for younger pupils (moving/dancing at the same time as singing) helps pupils to internalise rhythm and pitch

ICT

- In music, ICT allows pupils to be included in lessons by being able to create compositions directly on screen, listen independently to music online and undertake independent cross curricular research topics such as researching the music industry or musicians.
- Le Cateau have a wide range of ICT apps to support within music lessons (iPads) and also have access to Charanga music website which has SEND support schemes

Inclusion for all

- Mixed ability grouping
- Transitions from whole class to group or to independent work, and back, is signalled clearly; this is particularly help for our children with ASD
- Display key words and concepts clearly
- Use pupil's own work as visual support (notation or graphic scores)
- Model, demonstrate and imitate as this can help pupils begin to understand musical concepts; this can be done without verbal instruction
- Think about the model: join in with, imitate, practise and initiate

Developing independent responsibility

- Give children opportunities to initiate and direct projects with support when necessary
- SEND children to be involved as equal contributors within group work
- When they have composed, invite them to discuss how to improve and/or continue with a particular piece of work

Motivation and memory

- Identify pupils' prior learning (could use posters, mind mapping etc.) and build on this existing knowledge and understanding
- Build in lots of repetition within a lesson
- Provide opportunities for pupils to join in all together before being invited to play/sing individually
- Teach songs by rote supports and remove need for written text. The combination of melody and words in singing help the development of memory
- Display age-appropriate reminders of musical language learnt during a lesson - can be built up over time
- Use age appropriate visual prompts for songs such as pictures and/or graphic scores

