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 / meaning of	Revisit vocabulary at the beginning	Difficulties using language /	Sentence starters / modelled
vocabulary	of each session	expressing themselves	language.
	Provide word banks with picture		Stem sentences / repetition
	prompts		Partner talk / Think, pair, share
	Emphasise vocabulary at different		My turn-Your turn
	times – ensure children have correct		
	meaning in different lessons e.g.		
	'pitch' in music and PE	Difficulties with processing language	Break down content into small steps
		/following instructions	– model-do approach for each new
Literacy Skills	Provide visual aids to help identify		step
	instruments and visual concepts		Allow time to develop mastery in
	such as pitch and tempo		any one area
	Model – do approach in lessons		Smaller group working
	Graphic score / pictorial representations of a composition		Give opportunities to repeat
	representations of a composition		instructions to others – give role of 'expert' following a pre-teach
			session
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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	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	Look at 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
Hearing Impairment	Opportunities for physical contact with instruments/sound sources e.g. percussion, stringed, wind or brass instruments		instruments/music Ensure session is structured Assign roles to learners during the lesson e.g. allow child who has had pre-exposure to 'teach' the others
Visual Impairment	Consider lighting – reduce the glare on whiteboards / screens		about the instrument Allow children to distribute / tidy equipment during the lesson Allow breaks /incorporate movement at points in the session
		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 task Advance preparation for practical—pre-exposure to instruments/music