

**SEND in my subject area: Music**

<b>Cognition and Learning</b>		<b>Communication and Interaction</b>	
<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
<p>Accessing text of lyrics</p> <p>Reading music</p> <p>Having the spoken or written language to respond to a piece of music</p> <p>Remembering a musical sequence</p> <p>Remembering lyrics to a song for a performance</p>	<p>Provide a modified version, work in pairs or provide an audio version. Lots of opportunity to learn by ear through lots of repetition.</p> <p>Child has the option to learn by ear. Code the colours of the notes and corresponding note positions on the instrument. Flash cards given and practised in lesson with all children to aid recall when learning an instrument.</p> <p>Pupil can voice record, use devices (Chromebooks, iPads), work in pairs or give video response.</p> <p>Child has access to visual cues; piece is modified for accessibility where appropriate.</p> <p>Child can have visual cues/actions etc..</p>	<p>Contributing ideas to response work or composition work may be challenging.</p> <p>Working in a group for response or composition work.</p> <p>Working in a group for response or composition work.</p>	<p>Offer a range of formats to contribute on such as voice or video recording, typing on a Chromebook or iPad.</p> <p>Use a talk partner to share ideas who can then share them with the group.</p> <p>Offer a range of formats to contribute on such as voice or video recording, typing on a Chromebook or iPad.</p> <p>Use a talk partner to share ideas who can then share them with the group.</p> <p>Where appropriate, allowing the child to work alone (if this is preferred).</p>

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Hearing impairment (listening and composing and ensemble work)	Alter the position of the child in class for the lesson, use visual cues.	Group work for composing, performing and ensemble work.	Use the regular friendship group for this task. Allow children to choose their own groups where appropriate.
Sensitive hearing (listening and composing and ensemble work)	Provide headphones where needed, pre-warn the pupil, adapt their position within the group for the lesson.	Performing in a different setting other than classroom when appropriate.	Pre-warn of the change of venue, pre-visit to experience the venue where appropriate, or show pictures if this is not.
Physical disability (listening and composing and ensemble work)	Give sensory breaks where appropriate. Have a designated safe space a child can go to if they are feeling over-stimulated.	Performing in front of others as an audience.	Discuss and adapt the position of the child within the ensemble or give the child another role which is backstage but still involved.
Visual impairment	Provide adapted or different instrument where appropriate.  Child may need transport to attend a performance or adapted seating at that venue.		When needed and where appropriate, allow the child to perform separately (or in their group) without the class audience.
	Adapted copies of lyrics, score, images etc. where appropriate.		

### Non-Negotiables that need to be in place in all lessons/classrooms when teaching Music

1. A multi-sensory approach to music.
2. An opportunity for children to contribute and all their contributions to be valued.
3. Dual coding and visuals to support learning.