

Coppice Academy SEND Provision for Music



Communication and Interaction

- Communication and interaction instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.
- Key vocabulary is identified in planning and is emphasised throughout learning sessions.
- Scaffolding formats are in place to help with organising work.
- Flexible grouping and seating to ensure it is appropriate for the task. This should allow all pupils in the class to communicate, respond and interact with each other and the teacher.
- Lots of opportunities for talking partners and use of instruments.
- Consideration of sensory overload and cognitive overload – Access to quiet, distraction free area as required.
- Make sure pupils have adequate space to play instruments. Some pupils may benefit from opportunities to practise their compositions in a quieter space if available.
- Teacher and support staff employ method of communication appropriate to need.
- TAs are used effectively (where available) to explain language used and to help understand task.
- Encourage pupils to use their voices expressively and to use different forms of communication, such as gesture, to compensate for difficulties when singing or speaking.
- Much music can be shared without the need for words, but where appropriate, pupils should be encouraged to talk about their work and make use of appropriate language.
- Give pupils specific roles within lessons to aid self-esteem and support group work.

Cognition and Learning

- Pre-teaching of vocabulary, key skills and ideas.
- Ensure key vocabulary is visible – word bank
- Repetition and revisiting of taught concepts to ensure secure knowledge – recall etc. Links to prior learning are explicitly made.
- Make it visual – use of pictures, diagrams, and pictorial representations to help understanding of musical notation.
- Use pupils' own work – e.g. graphic scores – as visual support.
- Kinaesthetic approaches, see it hear, do it e.g. clapping or tapping rhythms.
- Build in lots of repetition. Play a rhythm or a 'sound shape' on an instrument for pupils to join in with.
- Use modelling and practical demonstration to support verbal questioning. Modelling, demonstration and imitation help pupils begin to understand musical concepts.
- Offer alternative methods of recording e.g. Chromebook, iPad voice recorder, whiteboard, teacher handheld recorder etc.
- Adaptations for presentations (colour of background, printing out presentation, font)
- Using photographs and video to record work – iPad so there is opportunity for repetition and recall or prior learning.
- Provide opportunities for pupils to join in all together before being invited to play or sing individually.

Social Emotional and Mental Health

- Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models.
- Provide access to sensory materials (e.g. fiddle toy) as appropriate.
- Use positive approaches, identify pupil strengths and praise these.
- Escape Strategy – quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour.
- Be mindful of trigger points for specific children and how this may impact upon their learning.
- Awareness of multisensory overload – use ear defenders or alternative work space.
- Ensure resources for task are readily available.
- Use a visual timer to show/measure time on task.
- Advance warning of changes in activity or when musical visitors are going to be working with/performing for pupils.
- Using specific areas of interest or give a role of responsibility to raise self-esteem.
- Allow to doodle/make notes/mind maps when listening.
- Transition times are carefully managed, with rules explained and practiced.
- Ear defenders or a calmer space if a child gets overwhelmed when multiple instruments are being played.

Physical and/or Sensory

- Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.
- Pairings should be carefully considered to facilitate the accessibility of the lesson for pupils with physical and sensory needs.
- Ensure pupil is seated in the most appropriate position taking into account the child's specific need.
- Make sure pupils are physically able to play the instruments they are asked to play, if possible source adapted instrument from music service to allow for pupil to fully integrate into the lesson.
- Percussion instruments can be adapted for pupils with physical disabilities.

Visual

- Print resources on coloured paper.
- Enlarge examples, ensuring quality of original document is not compromised.
- Ensure pupils have their own copy of a text or piece of music.
- When explaining to the class, reading aloud as you write on the board.
- Consider lighting within the class – natural/artificial, which is most appropriate? Is additional lighting required? Glare on whiteboard etc.
- Model how to play instruments one to one where needed.

Hearing

- Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.
- Make sure adult's face is always clearly visible and that everybody in the group can be seen.
- Subtitles should be switched on when videos/or in online activities where possible.
- Consider the most appropriate instrument choice that would enable the child to access the lessons in the most effective way.
- Provide opportunities to learn about music through physical contact with an instrument and/or sound source where pupils are unable to hear sounds clearly or at all.
- Gain pupil's attention before giving important information.
- Provide a quiet space for the group to work where possible. Keep background noise to a minimum.
- If required, consider slowing speech rate a little, keeping natural fluency.
- Repeat contributions from other children as their voices may be unclear.
- Divide listening time into short chunks (when possible)

Physical

- Ensuring classroom seating enables all children to move safely around the classroom.
- Carefully consider the specific needs of the child responding to advice from professionals regarding specific resources and instruments required during music lessons.