



How we help everyone shine in Music ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none">• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.• Use clear, unambiguous language and keep unnecessary information to a minimum.• Give response time for verbal questions through oracy – nest, pair, share.• Repeat back teaching using, "My turn, your turn."• Use visual timetable throughout the day.• Whole class movement break activities, which include alerting, calming and organising activities.• Make learning multi-sensory.• Use visual aids, concrete resources and equipment.• Explicitly teach new vocabulary and support using visuals.• Careful positioning of children away from distraction, near to information.• Teacher proximity to focus children for instructions to be repeated back.• All sessions to be taught with pace, changing activity regularly.• Set routines for transitions between activities.• Use, "I do, we do, you do" approach.• Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).	<ul style="list-style-type: none">• Meet the child's need for physical activity and plan music lessons with a range of moving and hands-on (kinaesthetic) learning activities.• Help children to manage their arousal levels, but allow children 'time out' when they show they are in need of a break from the lesson.• Allow children time to let out their impulsiveness when handling new instruments – these may be introduced prior to the lesson so that they become familiar.• A 'stress ball' or other fiddle object agreed by the SENCO may help children concentrate and stop them using musical instruments inappropriately during a lesson.• Reward children for joining in and completing tasks – both individually and as part of a group.• Be aware that anxious children may not have the confidence to perform in front of a whole class. Consider how we can provide a performance opportunity that the child is able to manage.• Pupils may struggle to work in a group and prefer to work on their own due to communication difficulties – consider how we can support the child to positively engage within a group.• Provide ear defenders for those children who may be sensitive to the noise of singing or instruments.• Work will be carefully planned and differentiated, and broken down into small, manageable tasks.

- Use signs, symbols and visual representations to help children's understanding and ability to follow a piece of music with different notes or instruments.
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