

## How we help everyone shine in **Music** ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none"> <li>• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.</li> <li>• Use clear, unambiguous language and keep unnecessary information to a minimum.</li> <li>• Give response time for verbal questions through oracy – nest, pair, share.</li> <li>• Repeat back teaching using, “My turn, your turn.”</li> <li>• Use visual timetable throughout the day.</li> <li>• Whole class movement break activities, which include alerting, calming and organising activities.</li> <li>• Make learning multi-sensory.</li> <li>• Use visual aids, concrete resources and equipment.</li> <li>• Explicitly teach new vocabulary and support using visuals.</li> <li>• Careful positioning of children away from distraction, near to information.</li> <li>• Teacher proximity to focus children for instructions to be repeated back.</li> <li>• All sessions to be taught with pace, changing activity regularly.</li> <li>• Set routines for transitions between activities.</li> <li>• Use, “I do, we do, you do” approach.</li> <li>• Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).</li> </ul>	<ul style="list-style-type: none"> <li>• Meet the child's need for physical activity and plan music lessons with a range of moving and hands-on (kinaesthetic) learning activities.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Reward children for joining in and completing tasks – both individually and as part of a group.</li> <li>• 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.</li> <li>• 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.</li> <li>• Provide ear defenders for those children who may be sensitive to the noise of singing or instruments.</li> <li>• Work will be carefully planned and differentiated, and broken down into small, manageable tasks.</li> </ul>

	<ul style="list-style-type: none"><li>• Use signs, symbols and visual representations to help children's understanding and ability to follow a piece of music with different notes or instruments.</li><li>•</li></ul>
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