



Possible adaptations to provision for SEND learners in the classroom

Subject: Music

Subject Lead: Miss Hodgson

Date: March 2023

Adaptation to Curriculum

- *Revisit prior learning. Adding new, linking to existing and reinforcing the core knowledge associated with current topic/focussed learning from half-termly unit.*
- *Mixed ability groupings to allow peer support.*
- *Peer collaboration. Seating allows for peer or adult support.*
- *The transition from whole-class to group or independent work, and back, is clearly signalled.*
- *Whole class brain breaks.*
- *There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable – chairs and desks appropriate for age of children. Use of adjustable height tables, raised boards when needed.*
- *Pupils can see and hear clearly, including communication from the teacher, peers and interactive board/screens within the classroom. iPads are provided for those pupils for visual and hearing aids.*
- *Promotion of a calm learning environment. Appropriate noise levels dependent on task. Quiet and individual workstations used when required. Ease transitions through use of yoga upon entry after a playtime. Use of hessian/natural muted colours and materials for displays where possible, to avoid sensory overload and distraction for pupils which can be caused by classrooms that are 'too busy' with clutter and/or too much colour.*
- *Extra support through specialist Music teacher available for all throughout the year.*

Adaptation to Teaching Style/Strategy

- *Chunk learning and tasks.*
- *Key vocab and symbols written on a whiteboard as well as appropriate symbols e.g. chords/tab for ukulele.*
- *Pre-teach new vocabulary/concepts – show children particular instruments and how they are played, share snippets of music and pre-teach musical elements and terminology.*
- *WAGOLL - Provide the children with a model to ensure the teacher's expectations for the session and task are clear. Share children's successes with others.*
- *Multisensory approaches used.*
- *Practical, active learning – singing, warm-up games, movement, instruments, rehearsals and performances.*
- *Explicit instructions, single step instructions – both written and oral/recorded.*
- *Scaffolded tasks – build in support and independent parts of a task. I play, you play etc.*
- *Aids to support learning such as concrete resources, visual supports, breakdown of steps on whiteboard, music portrayed at child's level, e.g. fruits to represent notes before chords used as we progress.*
- *Provide/prewrite information which is non-essential to the learning – Date/Steps to Success already provided, music for children to follow whilst playing.*
- *High expectations for all – STS support this.*
- *Talking partners - gives children the opportunity to reflect on and discuss ideas.*
- *On the spot feedback to correct any misconceptions promptly, ensure any intervention required and move pupils forward with their learning.*



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Adaptation of Teaching Materials and Resources

- *Key vocabulary displayed on interactive whiteboards and referred to within lessons. E.g. Technical, music terminology such as pulse, rhythm, pitch, tempo, dynamics etc. Key words, meanings and symbols are highlighted, explained and regularly revisited to embed.*
- *Range of accessible writing materials such as, chunky pencils and pencil grips for pupils who need them to note down compositions and improvisations etc. and visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo.*
- *Cards when composing using notation to reduce need for drawing.*
- *Overlays provided for children that struggle reading from a white background.*
- *Sloping board to support motor control.*
- *Resources available such as pictorial word-banks, musical instruments, iPads, books, sheet music etc.*
- *Language is clear, unambiguous and accessible. Instructions are given clearly and reinforced visually, where necessary.*
- *Wording of questions is planned, avoiding complex vocabulary – careful preparation ensures all pupils have opportunities to answer open-ended questions.*
- *Adapted printed materials – font size/colour/style.*
- *Ear defenders are available to enable learners to partake in lessons with more confidence.*

Adaptation of Recording

- *Use of a scribe, notes, dictation when needed to record compositions etc.*
- *ICT can be used to offer alternatives to writing – iPads, laptops, talking tins etc.*
- *Seesaw, photos and videos.*
- *Floorbooks to record children's responses to music – e.g., through Listen and Appraise etc.*
- *Accessibility features on technology such as screen filters.*
- *Custom fonts (size, colour, style) and overlays on devices. Use of a clear font type such as Arial.*
- *Composing music on software such as Garage Band.*

Adaptation of/innovative use of Support

- *Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly, to work independently.*
- *Additional adults supporting children during teaching inputs, breaking down tasks further, simplifying instructions, use of equipment and visual supports, supporting and preparing pupils to feedback their ideas and answers.*
- *Use support staff to check in with children with SEND when working independently. Use of resources to support independent working such as visual timers.*
- *Sensory breaks incorporated into the school day for children as required to support availability for learning, staff to facilitate this. Time spent with trusted adult for emotional check-ins etc when needed.*
- *Staff adapt tasks in the lesson if children are finding work too challenging. For example, by providing extra resources, restructuring the task, providing scaffolding, recapping instructions etc.*
- *Use of Talking Partners and Kagan pairs to allow the children time to discuss their ideas and support one another before responding to the teacher.*



Possible adaptations to provision for SEND learners in the classroom

- *All children given thinking time to ensure responses from all.*
- *Support for children as a scribe, reader or prompter as required.*