**SEND in my subject area – Music**

**What is in place in your subject area for teaching that subject to children with SEND?**

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| **Cognition and Learning** | **Communication and Interaction** |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Accessing text or lyrics
 | * Provide a modified version, work in pairs or provide an audio version (using seesaw)
 | * Contributing ideas to response work or composition work may be challenging.
 | * Offer a range of formats to contribute in such as voice or video recording on seesaw.
* Use a talk partner to share ideas who can then share them with the group.
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| * Having the spoken or written language to respond to a piece of music
 | * Pupil can voice record (speech to text), work in pairs or give video response to seesaw.
* Visual cues for non-verbal pupils (options-happy,sad etc)
 | * Working in a group for response or composition work.
 | * Offer a range of formats to contribute in such as voice or video recording on seesaw.
* Use a talk partner to share ideas who can then share them with the group. Assign roles within the group if applicable.
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| * Reading music
 | * Child has the option to learn by ear.
* Code the colours of the notes and corresponding note positions on the instrument.
* Different coloured paper/overlays
 | * Impulse control
 | * Sensory breaks
* Safe space within the learning environment.
* Clear expectations in regards to use of resources.
* Use of timers where appropriate
* Fidget toy
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| * Remembering a musical sequence
 | * Child has access to visual cues; piece is modified for accessibility.
* Flashcards
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| * Remembering lyrics to a song for a performance
 | * Child can have visual cues
* Upload lyrics to seesaw
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| **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.
* Regular check-ins to ensure instructions are heard.
* Resources easily accessible
 | * Group work for composing, performing and ensemble work.
 | * Use the regular friendship group for this task.
* Regularly monitor groups
* Give them the option to perform, without any pressure.
* Allow use of fidget toys
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| * Physical disability (listening and composing and ensemble work)
 | * Provide adapted or different instrument
* Child may need transport to attend a performance or adapted seating at that venue.
* Suitable seating available
 | * Performing in a different setting other than classroom.
 | * Pre-warn of the change of venue, pre-visit to experience the venue.
* Images for now and next boards
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| * Sensitive hearing (listening and composing and ensemble work)
 | * Provide headphones, pre-warn the pupil, adapt their position within the group for the lesson. (ear defenders).
 | * 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.
* Pre-warn the pupils of performances.
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| * Visual impairment
 | * Provide personal, adapted copies of lyrics, score, images etc.
* Audio versions on seesaw.
* Alter the position of the child in class for the lesson, use verbal cues
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| * Speech sounds difficulties
 | * Allow thinking/processing time
* Pre-warn before asking a question.
* Allow opportunity to contribute.
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