

## **Adaptions for Vulnerable Pupils – Music**

**Teachers will;**

- **Set high expectations for every pupil to teach them the full curriculum, whatever their prior attainment.**
- **Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.**

**(From Upper Nidderdale Primary Federation SEND Policy – Sep 2022)**

**'A high quality music education is the right of every pupil. It should be inclusive of all, regardless of additional needs.'** The Power of Music to change lives – (DfE June 2022)

- ❖ **To make music lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities may pose for pupils with particular SEN and/or disabilities.**
- ❖ **Teachers will ensure that pupils are physically able to play the instruments that they have been asked to play. Percussion instruments can be adapted.**
- ❖ **Teachers will be aware of any sensory needs**
- ❖ **Teachers will ensure that objectives are support the written communication aspects of music – such as the use of symbols – by suing larger print, colour codes, multi-sensory reinforcement and a greater emphasis on developing aural memory skills.**
- ❖ **Teachers/subject leaders will explore access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.**
- ❖ **Teachers should ensure that there is a low-arousal area for pupils who may need it. Whilst it is desirable for pupils to come together to make music, some SEN pupils may benefit from opportunities to work alone or in a smaller group without as much sensory overload. Ear defenders may also be made available for pupils with sensory needs.**
- ❖ **Teachers will offer alternatives to written recording i.e. drawing, mind maps, visual prompts, digital images etc.**
- ❖ **Teachers should use pre-teaching for key words, technical vocabulary and symbols to ensure that all pupils have a clear understanding and are able to access the lesson.**
- ❖ **Teachers will recap learning from the previous lesson so that the amount of material to be remembered is reduced. Repeat/display important information.**
- ❖ **Teachers can access SEND Freestyle. This library brings together bespoke versions of the most popular Charanga resources. These are lighter versions that can provide a seamless pathway into the main Freestyle sections, acting as pre-teach.**
- ❖ **Charanga also offers a signed song collection as an additional way to access the music curriculum.**
- ❖ **Music education for pupils with SEND must be long term provision, sustained, rehearsed and nurtured carefully through effective personal interaction and collaboration.**