



SEND in my subject area: Music

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Accessing text of lyrics</p> <p>Reading music</p> <p>Having the spoken or written language to respond to a piece of music</p> <p>Remembering a musical sequence</p> <p>Remembering lyrics to a song for a performance</p>	<p>Provide a modified version, work in pairs or provide an audio version (using seesaw)</p> <p>Child has the option to learn by ear. Code the colours of the notes and corresponding note positions on the instrument.</p> <p>Pupil can voice record (speech to text) , work in pairs or give video response to seesaw</p> <p>Child has access to visual cues, piece is modified for accessibility.</p> <p>Child can have visual cues</p>	<p>Contributing ideas to response work or composition work may be challenging.</p> <p>Working in a group for response or composition work.</p>	<p>Offer a range of formats to contribute in such as voice or video recording on seesaw.</p> <p>Use a talk partner to share ideas who can then share them with the group.</p> <p>Offer a range of formats to contribute in such as voice or video recording on seesaw.</p> <p>Use a talk partner to share ideas who can then share them with the group.</p>

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	Group work for composing, performing and ensemble work.	Use the regular friendship group for this task.
Sensitive hearing (listening and composing and ensemble work)	Provide headphones, pre-warn the pupil, adapt their position within the group for the lesson.	Performing in a different setting other than classroom.	Pre-warn of the change of venue, pre-visit to experience the venue.
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.	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.
Visual impairment	Provide personal, adapted copies of lyrics, score, images etc..		

Non-Negotiables that need to be in place in all lessons/classrooms when teaching Music

1. Multi-sensory approach to music
2. An opportunity for children to contribute and all their contributions to be valued
3. Dual coding and visuals to support learning