**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. |
| * 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. |
| * 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 |
| * Remembering a musical sequence | * Child has access to visual cues; piece is modified for accessibility. * Flashcards |  |  |
| * 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 |
| * 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 |
| * 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. |
| * 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 |  |  |
| * Speech sounds difficulties | * Allow thinking/processing time * Pre-warn before asking a question. * Allow opportunity to contribute. |  |  |