



SEND / EAL Provision: Music

These strategies could be implemented to ensure pupils identified as having SEND could access the Music curriculum.

Cognition & Learning	Communication & Interaction	EAL
<p>Pre-teach vocabulary, key skills and ideas.</p> <p>Ensure key vocabulary is visible around the classroom (interrelated dimensions)</p> <p>Learning aids such as ICT/IWB resources on Kapow Primary</p> <p>Concrete resources to support learning.</p> <p>Key vocabulary reinforced throughout the session - i.e pitch, tempo, dynamics.</p> <p>Repetition and revisiting of taught concepts to ensure sticky knowledge. Mini quizzes/ recall of skills etc. Asking children to explain.</p> <p>Make it visual - use of pictures, diagrams, photographs etc.</p> <p>Use a range of multisensory resources.</p> <p>Explicit links to prior learning.</p> <p>Model outcomes using physical outcomes and demonstrate each step.</p>	<p>Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc.</p> <p>Allow children the opportunity to talk through their responses.</p> <p>Pre-teach vocabulary, key skills and ideas.</p> <p>Talk partners are used to develop responses.</p> <p>Outcomes are modelled and demonstrated.</p> <p>Display good listening rules and expectations for listening in music lessons.</p> <p>Use music word walls throughout lessons and reinforce vocabulary.</p> <p>Noise levels in music lessons are closely monitored and class know expectations.</p> <p>Quiet space and ear defenders can be used in music lessons if noise becomes overwhelming.</p>	<p>Pre-teach vocabulary and revisit each lesson.</p> <p>Provide vocabulary lists related to each topic. Display on music display and reference during listen and appraise sessions.</p> <p>Visual support and word mats.</p> <p>Scaffolding to generate ideas.</p> <p>Modelling of how to do something (play an instrument)</p> <p>Translation of key vocabulary into native language.</p>
SEMH	Sensory - Visual	Sensory - Hearing
<p>Ensure children with SEMH needs are monitored and risk assessments are made to ensure health and safety.</p>	<p>Print resources on buff or coloured paper (sheet music or lyrics).</p>	<p>Use lots of visual and concrete resources to explain key concepts.</p>

<p>Ensure children have adult support with potentially dangerous equipment (such as music trolley, musical instruments)</p> <p>Ensure children have appropriate space to work.</p> <p>Say exactly what you want the children to do.</p> <p>Give a role or responsibility (The child could be the conductor).</p>	<p>Suitable size font if reading words or notes off the board.</p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p> <p>Ensure pupil is seated in the most appropriate position (to see the whiteboard/Smartboard, teaching staff) taking into account levels of vision in each eye especially if modelling instrument playing.</p>	<p>Ensure full attention before starting to speak.</p> <p>Divide listening time into short chunks.</p> <p>Keep background noise to a minimum whilst talking and make sure there's a clear time for talking and clear time for playing/listening.</p> <p>Use visual cues such as stop and start during the time when playing instruments.</p> <p>Subtitles should be switched on when showing a video.</p> <p>Check for understanding to avoid misconceptions.</p> <p>Encourage child to ask if they have not heard something correctly.</p> <p>Ensure volume of the music is appropriate.</p>
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Motor Skills

Ensure children are given extra time if needed to complete tasks they may find difficult.

Scaffold learning through adult support e.g. playing an instrument.

Pre-teach skills and equipment handling before they are required to use it i.e. beaters, instruments.

Adult support using equipment.

Consider space considerations in the learning environment.

Break down activities into small chunks with praise for completing each part if learning a song or something similar.

Check equipment is well stocked and specialist equipment is available if necessary.

