



SEN Provision in Music

This guidance should provide ideas and support for activities to provide for SEN children in music with various needs, in order that they can access the music curriculum and also demonstrate their knowledge and skills without being hampered by provision.

Additional needs
Communication and interaction: These could include difficulties in understanding speech, speech issues or lack of understanding of social rules of communication
Cognition and Learning: Children who learn at a slower pace than their peers, even with differentiation. These children could have Moderate, Severe or Specific learning difficulties.
Social, Emotional and Mental Health Difficulties: children may become withdrawn or isolated and may display challenging or disruptive behaviours. They may suffer from anxiety, depression, substance misuse, eating disorders or physical symptoms that are medically unexplained.
Sensory and or Physical Difficulties: children may need educational provision because they have a disability which prevents or hinders them from making use of the educational facilities usually provided.
Support that can be provided
<ul style="list-style-type: none">• Make sure children have adequate room to play musical instruments.• Pupils sing better when standing. If they are unable to stand, encourage children to sit up as well as they are able.• Consider individual or small group music making activities where whole class may overwhelm some children.• Multisensory approach – Include a number of different activities in the music lesson, such as singing, moving, playing.• Use a range of instruments – ensuring that children are physically able to play the instrument. Percussion instruments can be adapted for children with physical difficulties.• Use of puppets to add another dimension to their learning.• Creating characters using different voices enhances learning about concepts such as 'timbre' and 'dynamics'.• Physical involvement is an important aspect of music learning. Action songs and rhymes for younger pupils – moving or dancing at the same time as singing – help pupils to begin to internalise rhythmic and pitch concepts, eg marching on the spot while singing and then moving around and maintaining the steady beat while singing to increase the challenge.• Provide opportunities to learn about music through physical contact with an instrument and/or sound source where pupils are unable to hear sounds clearly or at all.• Provide ear defenders for children that have difficulties with very loud noises.• Modelling, demonstration and imitation help pupils begin to understand musical concepts.

- Creating 'graphic scores' or pictorial representations of compositions. Children can make up their own way (drawings and symbols) of recording their compositions
- Encourage pupils to use their voices expressively and to use different forms of communication, such as gesture, to compensate for difficulties when singing or speaking.
- Create a music-making environment for learning where pupils feel that it is good to explore, experiment and make 'mistakes'. This provides them with a context in which they understand how to develop and improve their work, rather than accepting their first offering.
- **Reducing reliance on memory** Build in lots of repetition. Play a rhythm or a 'sound shape' on an instrument for pupils to join in with. Provide opportunities for pupils to join in all together before being invited to play or sing individually. Teaching songs by rote supports memory development and removes the need for written text. The combination of melody and words in singing helps the development of memory.

Imogen Wraith, January 2023