GORSEWOOD PRIMARY SCHOOL

SEND IN *Music*

At Gorsewood Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential. Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?	What adaptations and amendments are made to this subject for children with SEND?
To have high expectations and be ambitious of what our SEND children can achieve and produce during music lessons. All children can achieve, at their own level in music. Their SEND should not be considered a limiting factor, and all should be encouraged to participate fully. They should be encouraged to explore how the music of a variety of genres, and from different cultures makes them feel, and express this through the means most suitable to their differing needs. They should be encouraged to make music using tuned and untuned instruments that reflect their understanding and appreciation of a variety of stimuli that are adapted where needed.	• Extra time to repeat listening to stimulus music, to form opinions, to experiment with tuned and untuned instruments. • Visual and multisensory prompts for musical terminology, instruments names, composers and other 'fact' based learning. • Fostering a can do attitude, particularly with regards to performance, and support to express how the music makes them feel. • Spiral curriculum to allow children to make links to previous music work that they have learnt about throughout their time at school. • Mixed pairing and grouping of children to encourage conversations when discussing their own opinions or ideas. • Revisiting the key facts / vocabulary at the start of each lesson.This will give our children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning. • Visual word maps - Creating a visual word mat for our children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help our children visualise the concepts they are using in class and to help with spelling and writing activities. When relevant/applicable we will give our children the challenge of learning the meaning of a small number of words and test them throughout the week. • Support aides such as ear defenders will be available for children to use in louder lessons like drumming/percussion/composition/performance work.