



Timbertree Academy

The best in everyone™

Part of United Learning

SEND provision in Music

| Cognition and Learning | | Communication and Interaction | |
|--|--|---|--|
| Learning Challenges | Provision | Learning Challenges | Provision |
| <ul style="list-style-type: none"> • Accessing reading/ written work • Poor memory and recall skills • Recording written assessments or feedback to listening/ appraising activities. • Poor sequencing skills | <ul style="list-style-type: none"> • Use of symbols, larger print, colour coding, multi-sensory reinforcement and a greater emphasis on aural memory skills. 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. • Use word banks which include pictures. • A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information. • Use of ICT to reduce the need for pupils to rely on their short- or long-term memories. • New learning fits into the framework of what the pupil already knows. • A range of sources of assessment, including individual pupils' successes in the lessons taking account of their oral contributions • Smart grouping: pairing with a more able reader/writer. • Build in lots of repetition. | <ul style="list-style-type: none"> • Using their voice expressively • Understanding and using new topic vocabulary • Lower than expected levels of expressive vocabulary – 'they can't find the words' • Following instructions and sequences | <ul style="list-style-type: none"> • Use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking • Pre-teaching of new vocabulary prior to lesson. • Send vocabulary word mats home before the topic begins. • Limit vocabulary to that which is necessary to ensure progress. • Social stories • Children are allowed time to discuss the answers to questions with peers • Children with communication impairments are given time to think about questions before being required to respond |

- Provide opportunities for pupils to join in all together before being invited to play or sing individually.

| Physical and/or Sensory | | Social, Emotional and Mental Health | |
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| Learning Challenge | Provision | Learning Challenge | Provision |
| <ul style="list-style-type: none"> • Videos or pieces of music with overstimulating or challenging themes • Poor motor control • Hearing impairment • Visual impairment • Overly sensitive to sound/ noise | <ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T • Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress • Use of subtitles where necessary • Opportunities to learn about music through physical contact with an instrument and/or sound source • Access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills | <ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others • Working effectively as part of a group • Unable to relate to the different emotional responses of music | <ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Some children could work individually • Pre teaching and discussing the responses to the music • Clear rules and expectations, consistent boundaries, rewards and sanctions |

