



New Swannington Primary School Curriculum SEND Provision Map



A graduated approach to support in Music

Communication & Interaction		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Instructions of tasks.	Instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.	Use a reduced number of simple instructions which are supported by visuals. LSA support where necessary. Encourage children to use their voices expressively and to use different forms of communication such as gestures to support singing or speaking.
Introduction and use of new vocabulary.	Key vocabulary is identified in planning and is emphasised throughout learning sessions. Adapted Knowledge Organisers and vocabulary mats to be provided.	Adapted Knowledge Organisers and vocabulary maps to be provided.
Grouping of children.	Flexible grouping and seating to ensure it is appropriate for the task.	Flexible grouping should allow all pupils in the class to communicate, respond and interact with each other and the teacher. Oracy practice in place to support speaking to others.



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Consideration of sensory and/or cognitive overload.	Observe children to be aware of overload.	Access to quiet, distraction free area as required.
Space to play instruments.	Ensure that children have space to play instruments.	Some pupils may benefit from opportunities to practise their compositions in quieter space if available.

Cognition & Learning		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Use of musical vocabulary	Ensure that key vocabulary is visible.	Pre-teaching of vocabulary. Make use of Knowledge Organisers and vocabulary maps.
Retrieval of previous learning.	Repetition and revisiting of taught concepts to ensure secure knowledge. This is in place using the Leicestershire Music Hub, which ensures a spiral curriculum. Retrieval practice and use of visual aids.	Use modelling and practical demonstration to support verbal questioning. Modelling, demonstration and imitation helps pupils begin to understand musical concepts. Use of Knowledge Organisers and vocabulary maps. Singing Assemblies to support retrieval and use of vocabulary in context.



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Use of musical notation.		Use of visual aids to support: pictures, diagrams and pictorial representations. Use of children's own work could be shown to support understanding. Use kinaesthetic approaches, for example clapping/tapping out rhythms. Build in a lot of repetition. Play a rhythm or a 'sound shape' on an instrument for pupils to join. Offer alternatives methods of recording e.g. laptop, iPad, voice recorder, whiteboards.
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Social, Emotional & Mental Health		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children



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Working in groups.	Ensure groupings are varied and supported.	Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models.
Anxiety during input of lessons.	Quality First Teaching in place to support all children.	Provide access to sensory materials (e.g. fiddle toys) as appropriate.
Struggle with perceived unsuccessful lesson.	Praise effort.	Use positive approaches, identify pupil strengths and praise these. Offer an escape strategy, such as quiet place to reduce anxiety. Use as a proactive strategy before challenging behaviour. Be mindful of trigger points for specific children and how this may impact upon their learning. Using specific areas of interest or give a role of responsibility to raise self-esteem.
Loudness of musical instruments.	Ensure space is available for children to spread out when necessary.	Awareness of multisensory overload. Use of ear defenders or alternative work space.

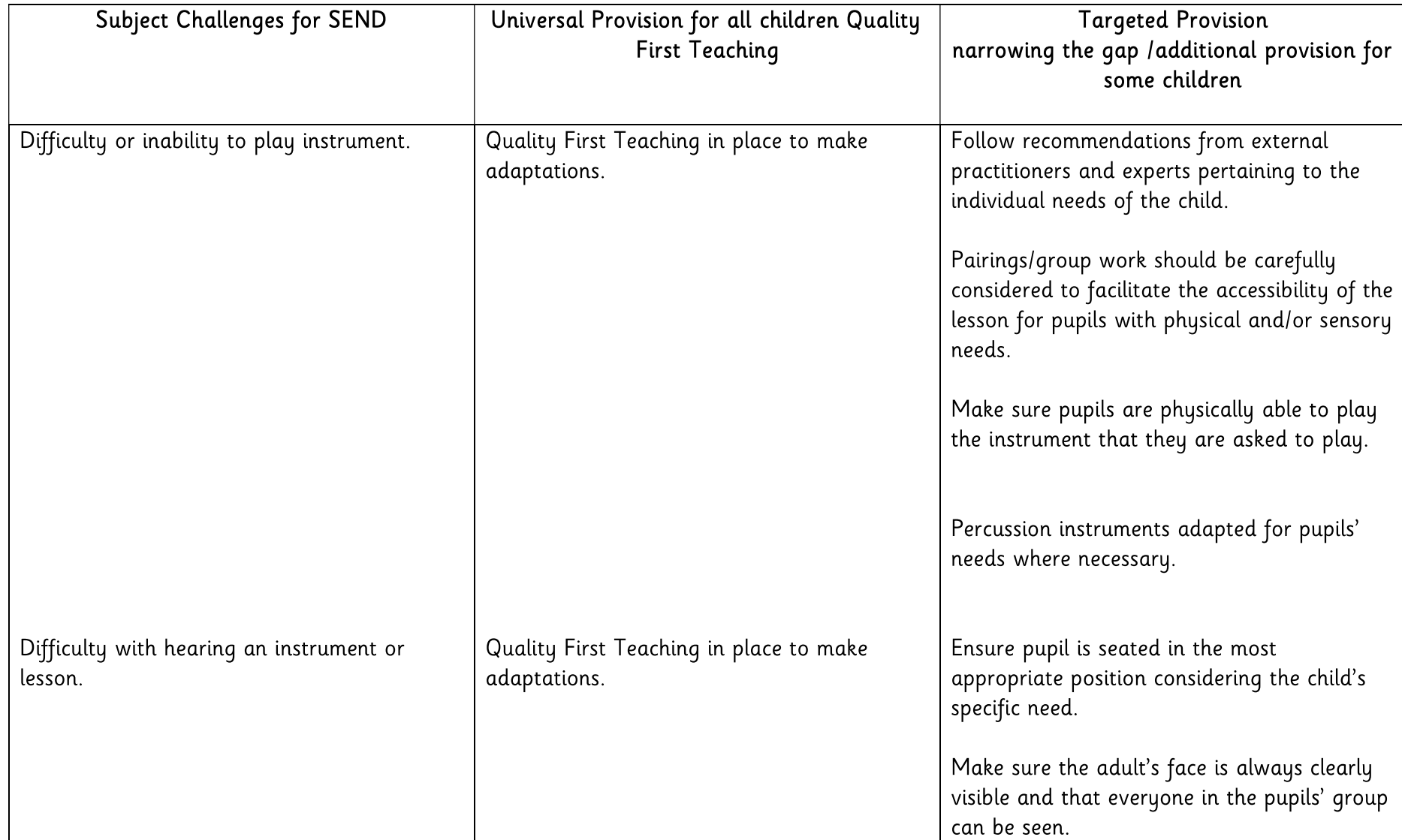


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Difficulty sitting through lesson.		Avoid frequent changing of tasks and ensure there are calm periods within the lesson. Incorporate tasks which allow movement/sensory movement breaks into music planning. Use a visual timer to extend time on tasks or to measure time on task.
Difficulty when assembly includes musical visitors.	Discuss changes of routines.	Advance warning of changes to regular events and routines. Opportunities to pre-meet visitors if possible. Transition times are carefully managed, with rules explained and practiced.

Sensory and / or Physical





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		Subtitles should be switched on when using videos. Consider the most appropriate instrument choice that would enable to child to access the lessons in the most effective manner. Provide opportunities to learn about music through physical contact with and instrument and/or sound source. Gain pupil's attention before giving important information. Provide a quiet space for the group to work where possible. Keep background noise to a minimum. Repeat contributions from other children as their voices may be unclear. Divide listening time into short chunks when possible.
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