

Adaptations for children with SEND in Music

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none"> ● Pre-teach new vocabulary ● Identify key vocabulary being taught and ensure understanding ● Children given copies of what is on board so that they are not required to copy ● Repetition of teaching of key vocabulary to ensure overlearned ● Key vocab displayed and gone over ● Build on existing learning – what did we learn last week, what will we learn next? ● Use of photos, video and comment s n post its to record understanding ● Key learning points reviewed ● Alternative ways to show understanding – use of visuals to finish sentences, drawings, diagrams, mind maps, discussion ● Coloured background when using whiteboard 	<ul style="list-style-type: none"> ● Now and Next boards ● Checklists to help with organisation ● Structured routine in the lesson ● Use of visuals and actions for songs ● Regularly model the use of key vocabulary in sentences so that learners can hear them being used in the correct context. ● Use questioning to recap the meaning of key terminology on a regular basis and actively encourage learners to apply terms in class discussion and written work, so that they become part of the learner's everyday language. ● Instructions in manageable chunks ● Slow down delivery to allow processing time – time to talk ● Display key vocabulary on a working wall for learners to access each lesson or display terms that will be used in the lesson on the board for learners to refer to. ● Speech frames given to support ● Talk partners used ● Different roles given to children in collaborative work, particularly in composition work
Sensory and Physical Needs	Social, Emotional and mental Health difficulties
<ul style="list-style-type: none"> ● Careful seating arrangements ● Visual: Coloured background when using whiteboard ● Appropriate print size used and text read out for child where needed ● Hearing: Careful seating ● Repeat contributions from other children during ● Repeat instructions to the child ● More thinking time given ● Slow down speech to ensure key points heard and processed ● Music groups spread out across classroom and outdoor areas 	<ul style="list-style-type: none"> ● Now and Next boards ● Clear behaviour expectations modelled by teachers ● Use of social stories and comic strip conversations ● Role play to act out scenarios ● Provide all learners with planned movement breaks in lesson routines. ● Break down instructions- checklists to help them attend to the task independently. ● Pre-warn children when listening to loud or unpredictable music ● Headphones available

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| <ul style="list-style-type: none">● Performance: children given opportunity to perform their music to each other● Support with writing where needed: writing frame, lined paper | <ul style="list-style-type: none">● Quiet space to go to if children struggle with noise level● Wobble cushions to support sitting during listening time |
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