



Universal Design for Learning (UDL)

Present information in multiple ways (text, audio, visuals, spoken).

Allow students to express learning in different ways (miming playing an instrument, clapping, singing, playing).

Offer multiple means of engagement to maintain motivation and attention.

Support for Pupils with SEND in Music



Learning Environment



Arrange seating to minimize distractions.



Provide quiet areas for independent work or assessments.

Ensure materials are easily accessible.

Interactive whiteboards are non reflective to reduce glare.
Ear-defenders to be used for some pupils throughout the session.
Regular breaks for some pupils outside of the classroom.

Pupils have adequate space to play instruments.

Pupils have opportunities to stand during singing.

Seating allows all pupils in the class to communicate, respond and interact with each other and the teacher.

Additional adults provide appropriate support.

Awareness that some pupils with SEND may get more satisfaction



Flexible Assessment

Use a variety of assessment types: practical tasks; audio/video recordings, written tasks

Allow extended time or alternate formats for students who need it.

Focus on the development of skills rather than only accuracy.



Resources

Instruments have been selected to support a variety of SEND.

The pupils are physically able to play the instruments they are asked to play.



Teachers' communication

Display key words and concepts clearly

Use pupils' own work – graphic scores – as visual support. Use modelling and practical demonstration to support verbal questioning.

Modelling, demonstration and imitation help pupils begin to understand musical concepts.

Create graphic scores.

Communication/Oracy



Multi-Modal Communication

Encourage Metacognition and Reflection

Use self-assessment or peer feedback to build awareness of effective strategies.

Visual and Auditory Supports task plans and timetables

Read the words of songs to the children and encourage them to repeat them

Include a number of different activities in the music lesson, such as singing, moving, playing instruments and composing.

Physical involvement is an important aspect of music learning. Action songs and rhymes for younger pupils help pupils to begin to internalise rhythmic and pitch concepts. Make use of audio and video recordings to keep records of pupils' work.

Multi-Sensory Approaches/metacognition

Visual prompts and routines are valuable for many learners.

Ask what role each pupil has taken in a collaborative musical task and give all pupils a role in modelled and collaborative musicality.

Encouraging Self-Regulation and Metacognition

PACE model

Emotional Coaching

Teach students to plan, monitor, and evaluate their own communication.

Use self-assessment or peer feedback to build awareness of effective strategies.

Cultural and Emotional Sensitivity

Respect diverse backgrounds and learning needs.

Build positive relationships and a supportive classroom climate positive regard

Recognise effort, celebrate success house points, and encourage resilience

Unfamiliar Learning Environments

Pupils are prepared adequately for visits.
Social story for the trip or visit.

Images shared of venue or person.
Itinerary for the day shared with pupil and parents prior to visit.

Low-Arousal Areas

It is desirable for pupils to come together in group music-making activities, such as singing and playing together, but some pupils with SEND may get more satisfaction from individual practical work.

Assistive Technology

SEESAW used to record in child's preferred way of learning

Visual timers

Create compositions directly on screen using e.g. 2Compose, Garage Band and Charanga apps.

Listen independently to music online.

Flexible Grouping and Peer Support

Rotate groups so students work with different classmates.

Encourage cooperative learning, mentoring, and peer feedback.

Transition from whole-class to group or independent work, and back, is clearly signalled.