

## SEND Curriculum Access Statement for Music

### High Expectations

At Southover, we have high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments.

In all subject areas, teachers at Southover will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

Assessment will always tell us what the children know in a particular subject regardless of their reading or writing skills.

### Music High Expectations

All children will have equal access to music lessons and achieve their full potential regardless of their ability. Music allows children to experience success at many levels, to express themselves musically, to enjoy opportunities for reflection and to respond to a range of musical activities in ways that take learning beyond the class room. Children enjoy positive experiences of performing in a group and have extra curricular opportunities to extend their interests.

### Curriculum Access

Able children:

- Lead rhythm warm-ups and activities
- Lead a group when singing in parts
- Bring own instruments to school to use in lessons (where appropriate eg composing)
- Encourage to join extra-curricular music groups eg orchestra

Children who need support:

- If singing too loudly or out of tune, position them near stronger singers and remind them that they should be able to hear the person next to them; keep them near you so that they can tune into your voice
- Keep it simple - eg keep the beat rather than a complex rhythm to help them gain confidence; ask them to play the first note of a bar only rather than a whole melody or harmony; limit the number of notes you give them eg 1 chime bar
- Ukulele - give them the root note of a chord to play rather than the whole chord

Sensory needs:

- If a child is noise sensitive and finds some aspects of music uncomfortable, position them at the side of singing ensembles and other musical activities and offer ear defenders if needed
- Consider opportunities for responding to music with movement and using movements to accompany singing