

Our Approach to SEND

A high-quality music education is the right of every pupil. It should be inclusive of all, regardless of additional needs, in both mainstream and specialist education settings. Schools should aim high with music – an individual child’s needs may make some aspects of teaching, learning and performance different, but there should be no compromise on quality provision.

(National Plan for Music Education, DfE 2022: 42)

Our Aims

- To provide and deliver high quality, well planned and engaging music lessons that are inclusive and accessible to all learners
- To ensure that all pupils have access to the **National Curriculum** for music through the **Sounds of Intent** framework
- To provide access to expertise, instruments, and technology that pupils with SEND need to learn, create, and share their music (DfE, 2022)
- To support understanding of inclusive music education and skills development among teachers, tutors, practitioners, and leaders, informed by high-quality research and evidence (DfE, 2022)
- To have high expectations for pupils with SEND to progress musically
- To support school staff to understand how music can become an important part of their school life

Why is Music Important?

- ‘Excellent music education opens opportunities, but it is not simply a means to an end: it is also an end in itself. It gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives’ (DfE, 2022: 2)
- ‘Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us’ (DfE, 2022: 7)
- ‘Music opens up a channel of communication that, unlike verbal language, lacks the capacity to command, judge or criticise....and so to threaten. Rather, making music with others creates safe interpersonal space in which thoughts and feelings can be expressed and shared (Ockelford, 2017: 208)

The National Curriculum and Sounds of Intent (SOI)

- Sol is a rigorously researched developmental framework and assessment tool for music development. It can be used for music-specific activities and can also be used within the wider curriculum
- Sol helps us to understand how children, young people and adults with SEND engage with music in different ways (www.soundsofintent.app, 2022)
- The Sol framework identifies six levels of musical development, ranging from seemingly no response to sound or music to an advanced level of musical engagement and understanding
- There are three domains of musical learning: **reactive**, **proactive** and **interactive**
- There are many resources available to support teachers and pupils that are based on the SOI framework. Details of these can be found on the separate resources page
- The **National Curriculum** can be underpinned by the **Sounds of Intent** framework to enable teachers to provide appropriate activities and opportunities for all SEND pupils

Teaching and Learning Methods

- Staff from the Music Partnership will have access to a curriculum that has been planned to cover the *National Curriculum* but is based on the principles of the *Sounds of Intent* Framework
- Lessons will be inclusive, practical, multisensory where possible and will allow pupils the opportunity to be **reactive**, **proactive**, and **interactive** in every session
- Pupils will be given space and time to respond to musical prompts and activities will be repeated to enable pupils to process the learning that is taking place
- If required, hand under hand guidance will be used with pupils as this gives the pupil control
- Formative assessment will be used in every lesson to measure progress and to adapt and differentiate teaching

Measuring Progress with Sounds of Intent

- SOI will be used to formatively assess pupils to ensure that opportunities are given for students to succeed in all areas of musical learning and are given a wide breadth of opportunity
- SOI can be used for summative assessment, using the EAX assessment matrix (Emerging, Achieving and Excelling). This can then be used to measure progress and gauge impact
- Pupils can be entered for fully accessible regulated qualifications which recognise learners' musical achievements at Sounds of Intent levels 2-6. They will be awarded through a process of ongoing observation within the setting

Partnerships and Pupil Voice

- Pupil voice is important therefore students with SEND will be given the opportunity to express their wishes regarding their own learning. This can provide them with the feeling of agency which will allow them to flourish and make musical and personal progress
- The Music Partnership can support schools by providing teaching, instruments, CPD, technology advice and wider co-curricular opportunities
- Providing pupils with the best possible music education requires schools and providers to work in partnership regarding classroom and pupil support
- The Music Partnership has developed links with several SEND music charities to ensure breadth of access and CPD for our staff

Further Opportunities

- Co-Curricular instrumental lessons for pupils that are showing an interest in a particular instrument
- Opportunity to join free ensembles outside of school where pupils can participate alongside others
- Inclusive choirs for students with SEND
- Signposting to SEND music charities to support the work that is done with the Music Partnership and within school
- Access to Live Music concerts delivered by visiting musicians