



Cranborne

Church of England
First School and Nursery

Love, Learn, Fly

Do Everything in Love 1 Corinthians 16:14

Adaptations for children with SEND

Subject Area: Music

Area of Need: Cognition and Learning

- Use of ICT (videos, apps, iPad, website links)
- Hands on learning, children able to touch and explore
- Where needed, use of visuals to support the specific language being used
- Offer range of ways to record work, group performances, video recording, scribe, iPad to record with talk to text
- Encouragement to use different forms of communication (e.g. gesture) to compensate for any difficulties when singing/ speaking
- Adult support as appropriate for individual child

Area of Need: Communication and Interaction

- Explicit teaching of new vocabulary
- New vocabulary limited to manageable number
- Continuous checking of understanding of key terms/ concepts
- Carefully considered groupings/ pairings
- 'Think, pair, share' before cold calling
- Give adequate time for child to respond to a question
- Discuss given questions with a partner, small group, adult

Area of Need: Social, Emotional and Mental Health

- Where appropriate, allowing movement/ sensory breaks to help regulation
- Use of familiar, trusted adults to support more vulnerable children
- Smaller group during GGW
- Adult support (someone who knows the child well) to be aware if dysregulation is increasing, put known strategies in place to enable child to become more regulated
- Understanding the importance of respecting the music equipment
- Encouragement/ praise given. Discreetly depending on how the child accepts praise
- Use of school behaviours system
- Use of visual timetable so child knows what is coming now/ next
- Clear explanations from trusted adults before new experiences so child is fully aware of what is happening and expectations

Area of Need: Physical and/or Sensory needs

- Demonstration of how to use equipment
- Resources modified- adult support to ensure safe handling use of equipment

- Adult has good understanding of child's fine and gross motor skills and the impact this may have when using an instrument
- Awareness of sensory needs (e.g. touch) and the impact/ increased anxiety this may cause the child
- Clear start and end point to the activity
- Where appropriate, access to adapted instruments to support difficulties with mobility or manipulative skills
- Access and sensory needs taken into account when planning productions, concerts, assemblies etc to ensure activities are accessible