



Music SEND Curriculum statement of intent.

At Our Lady of Perpetual Succour Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued, so they are able to become confident, independent learners.

We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential.

Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?

All children can achieve, at their own level in music. Their SEND should not be considered a limiting factor, and all should be encouraged to participate fully.

They should be encouraged to explore how the music of a variety of genres, and from different cultures makes them feel, and express this through the means most suitable to their differing needs. They should be encouraged to make music using tuned and untuned instruments that reflect their understanding and appreciation of a variety of stimuli that are adapted where needed



What adaptations and amendments are made to this subject for children with SEND?

- A spiral curriculum (revisit and revise). At the start of each lesson, we are revisiting the vocabulary and key facts children have learnt. This will give children with SEND more time and opportunities to understand the concepts and vital knowledge they need to access the learning.
- Emphasise a child's areas of strength and ability when completing activities. This will help build confidence and increase the likelihood of their learning experience being successful.
- Use of appropriate language at the level for the child to understand. Consider the communication supports and strategies the child currently needs and how these can be utilised to help get the most out of the resource.
- Does the environment or setting need to be modified to help facilitate the child's learning? Consider the roles other people can play, including those outside of the school setting (such as key family members), in building upon any new skills introduced in school to help strengthen learning across settings.
- Do any physical tasks need to be modified to complete the proposed activities? Consider the child's gross and fine motor skills and whether they currently need physical support aids to facilitate their learning.
- Consider the learning style of the child and how their skills and strengths impact upon this. Do they learn better when things are presented to them visually, orally, through tactile experience, or a combination of all senses? Try and provide new information in the style(s) which best meets their needs and consolidate the child's learning through a range of visual, auditory and kinaesthetic cues.
- Build in frequent positive progress and feedback points within a task and regularly check on the child's understanding of the activity.
- Adapt tasks by breaking them down into small, manageable chunks, keeping steps short, concise and unambiguous. If appropriate, try to develop co-operation and learning amongst children by sharing tasks and responsibilities within a small group of pupils who are helped to work together towards a shared goal or outcome.
- Helping pupils to manage their behaviour by setting out clear expectations and engaging them in practical work which ensures success.
- Use of ear defenders to help children to cope with the volume in these lessons.
- Nurturing a sense of achievement.
- Acknowledging and celebrating even tiny steps of progress.
- Utilising TA/1-1 adult support.

'We learn to love everyone as Jesus loves us'

