



## **SEND at Edgbarrow School**

### **Subject: MUSIC**

#### **Intent**

- It is our intent that pupils with special educational needs/disabilities (SEN/D) follow the same curriculum, learn alongside their peers and achieve similar outcomes.
- In addition, they may benefit from additional opportunities in the lessons and in the co-curricular activities that are arranged especially for them.

#### **Implementation**

As a result of extensive in-house training we are confident that all teachers are effective teachers of pupils with SEN/D and that pupils should be withdrawn from mainstream lessons only when there is a clear rationale for doing so and all relevant stakeholders have been fully consulted.

Consequently, within our subject area, pupils with SEN/D may be:

- All SOWs have graduated levels of work available so that all students can achieve from whatever their starting level and ability.
- Pupils are positioned in the seating plan both physically and in proximity to teacher/LSA/peers in a way that best suits them.
- HI and VI pupils are accommodated as far as possible with tech or use of an appropriate space for practical. Notation is sent to be modified so that VI pupils can access.
- Group work in Music provides many pupils with a chance to interact at a good level with peers as there are varieties of levels at which to contribute.
- Co-curricular activities are open to all, and each year these attract a variety of participants, including SEND pupils.
- Have specific risk assessments put in place for them when going on trips/productions

#### **Impact**

Impact is demonstrated across our subject area in the following ways:

- Many pupils with additional needs can excel in Music as it gives opportunities for creativity which are not restricted by reading or writing limitations.
- The practical, active nature of the subject will often suit pupils with less academic attention spans, while at the same time providing practice in concentration to achieve a long-term goal. We find that pupils will do this because of the enjoyment or reward of learning to perform either familiar music or something that they have created themselves.
- The Music BTEC at both levels are courses designed to prepare pupils for next stages in a very overt way. The Level 2 is a solid basis for Level 3, both in subject matter and ways of working, and both courses provide real-world insight in working in the music industry or in jobs with similar skill sets.
- The positive emotional impacts of making music (performing and composing) and listening to music is often welcomed by pupils with complex needs, both academic and emotional.



- Participation in co-curricular activities give demonstrable benefits for social interaction with other pupils and staff right across the school; a chance to learn new skills; an increase in confidence as pupils' strengths and skills are used and valued.
- Participation in concerts, competitions and the annual school production gives all students the opportunity to access and be part of a live production including those who want to perform and those that want to work behind the scenes.