

SEND – Ambition and Access in Music

Ambition – What are we aiming for children with SEND to achieve in Music?

We are ambitious for all pupils with SEND in Music. Every child has the right to access a high-quality music education that develops musical knowledge, skills, creativity and confidence. Teachers maintain high expectations for all pupils and ensure that barriers to learning do not limit participation in musical experiences. Through practical, engaging and carefully supported learning, pupils with SEND develop as performers, listeners and musicians, gaining enjoyment from music and confidence in expressing themselves musically.

Access – What amendments are made in Music to help children with SEND to achieve?

- Music at St George's is highly practical in nature, making it accessible to a wide range of learners. In Key Stage 1, pupils develop their musical understanding through singing, rhythm work and learning to play percussion instruments. Practical exploration allows pupils to experience musical concepts directly rather than relying solely on written or abstract learning.
- In Key Stage 2, all pupils learn to play the violin. Learning is carefully structured so that pupils build skills progressively, with regular opportunities to revisit and practise previously taught techniques.
- The Music Lead works closely with visiting music teachers and meets with them regularly to discuss pupils who may require additional support. These discussions help ensure that teaching approaches are adapted appropriately and that pupils receive the support they need to succeed.
- The Music Lead and music teachers regularly review the progress of pupils, discussing individual needs and sharing effective strategies to support participation, engagement and musical development.
- Musical skills and knowledge are taught through small, manageable steps with frequent opportunities for repetition and rehearsal. This helps pupils with SEND secure learning and build confidence over time.
- Strong modelling is used throughout lessons. Teachers and music specialists demonstrate techniques, rhythms, songs and instrumental skills clearly before pupils are asked to practise independently.
- Visual supports such as diagrams, pictures, rhythm notation, videos, demonstrations and teacher modelling are used to aid understanding and memory. Singing, movement, clapping, body percussion and practical performance activities support pupils in understanding musical concepts through multiple approaches.
- When learning the violin, adaptations may include additional modelling, smaller learning steps, modified expectations for technical accuracy, extra practice opportunities, adapted positioning of the instrument, physical prompts where appropriate and increased adult support. Pupils may focus on securing key skills before progressing to more advanced techniques.
- Opportunities for paired work, ensemble playing and whole-class performance help pupils learn from others whilst developing communication, listening and teamwork skills.
- Frequent rehearsal and revisiting of previously taught songs, rhythms and instrumental techniques help strengthen long-term retention and ensure pupils with SEND can build securely on prior learning.