

# INCLUSION IN MUSIC

At Mill View Primary, we believe in the success of all pupils. We are an inclusive school and ensure there is an **equity of support** where every child receives what they need to reach their potential. Our curriculum is designed with inclusion at the heart, and our curriculum intent is therefore the same for all children.

We are acutely aware that not every child has the same starting point and that there are an abundance of factors which must be considered in order for all learners to access the learning according to their individual needs, particularly for learners with Special Educational Needs and Disabilities (SEND). We also know what not all groups have an equality of experience in our society, and we must make deliberate choices to ensure individual experience is not only represented but celebrated, particularly with reference to the Equalities Act 2010.

Therefore, whilst our curriculum intent is the same for all learners, our implementation of the curriculum may well look different for groups, classes or individuals. Our **Conscious Discipline** behaviour system ensures that all teachers understand the fundamental importance of **positive relationships** and promotion of **good learning behaviours**, reinforcing effort over outcome, within every classroom. Teachers will plan, scaffold, challenge and embed learning through activities which are amended to meet children's needs. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out in the NASEN teacher handbook to assist us in amending our implementation within Music. Examples of this, though not an exhaustive list, can be seen to the right.\*

\*These are suggestions of what may be implemented, but teachers will amend according to learners



Learning environment carefully considered - lighting, un-needed distraction, consideration of noise, physical contact with instrument for hearing impairment



Preexposure to music and instruments can help to prepare learners, give specific roles in sessions to increase engagement



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working toward a planned objective



Use digital tools, such as SeeSaw, to voice record or video responses



Provide learners with targetted resources such as note named instruments, graphic or pictoral score, identify middle C on instruments



Have a safe place to withdraw to, arranged movement breaks or 'timeout' away from learning environment



Teachers plan for rehearsal and recollection of learning in each session, beginning sessions with recap of key vocabulary learnt as well as visual word banks



Same intent, amended implementation