

Inclusion in Music

At Kelsall Primary and Nursery School we are committed to ensuring that every pupil succeeds. As an inclusive school, we prioritise equitable support, providing each child with the specific resources and assistance they need to achieve their full potential. Our curriculum is built around inclusion, ensuring that our educational goals are the same for all students.

We recognise that children start from different points and face a variety of challenges that can impact their ability to engage with learning. This is particularly important for students with Special Educational Needs and Disabilities (SEND). We also acknowledge that certain groups may experience inequalities in broader society, and we make intentional efforts to ensure these experiences are not only recognised but celebrated.

While our curriculum intent is consistent for all students, the way it is delivered may be tailored to different groups, classes, or individuals to ensure accessibility. Teachers adapt, scaffold, and challenge students to meet their unique needs, creating an inclusive and responsive learning environment.

We follow the guidance outlined in the NASEN teacher handbook to help us adapt pedagogy, the environment and curriculum to enable all children to engage with the content.

Strategies to Scaffold Learning *(taken from NASEN: Embedding Inclusive Practice)*

Attention	Sensory Needs	Literacy Difficulties	Retaining Vocabulary	Developing Conceptual Understanding
Carefully consider the layout of the learning environment to engage all learners	Allow for the fact that learners may benefit from smaller groups or individual work.	Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo.	Begin each lesson with a recap of key vocabulary learned to date.	Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding.
Pre-expose learners to the content of the lesson	Pre-exposure to music and/or instruments can help to prepare learners	Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts.	Provide visual word banks that are accessible throughout, as necessary.	Provide opportunity to enable learners to develop understanding with closer adult intervention.
Give learners a particular role in the lesson to keep them engaged and promote active participation.	Ear defenders can enable learners to partake in lessons with more confidence.		Drip-feed key vocabulary throughout the school day, rather than limiting references to specific music lessons.	Maximise opportunities to model, demonstrate and imitate in to
Arrange movement breaks or short 'time out' breaks away from the learning environment when and if necessary.	Create opportunities for physical contact with instruments and/or sound sources if learners cannot hear sounds clearly.			Encourage active participation through a scaffolded experience

