

Inclusivity in Music

<p>At Watton Westfield Infant and Nursery School and Watton Junior School, we provide adaptations and support within each curriculum area to enable a fully inclusive environment.</p> <p>We aim to minimise, overcome, and remove barriers so that all pupils can fully take part and learn in a Safe Meaningful, Inclusive Learning Environment. SMILE 😊</p>	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Time to verbally rehearse answer, • Use of talk partners or turn-talk-tell, • Use of adult to model and scaffold communication skills, • Use of visuals – gestures and pictures to support understanding, • Pre-teaching, • Talking postcards, • PECS/Sign-a-long, • Using instruments to communicate and build confidence to stand up in front of peers and adults. Initially in small groups and build to whole class/school as confidence grows. 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Pre-teaching, • Working wall – musical vocabulary • Breaking down learning into small chunks, • Modelling, guided practice and scaffolding, • Sufficient thinking time, • Large notation/ musical scores • Coloured or buff paper.
<p>EAL</p> <ul style="list-style-type: none"> • Listening to a range of music from around the world. • Translate musical vocabulary • Visuals, • Bilingual word mats, • Allow them to write in their own language, • Task adapted to focus on skills they need, • If possible, pair them up with another native speaker, 	<p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> • Breaking down learning into small chunks, • Allowing ample processing time, • Brain breaks, • Alternative methods of recording, • Quiet/safe areas, • Adapted tasks to fit their needs and interests, • Adult check-ins, • Time-out cards, • Fiddle toys, • Ear defenders, • Use of emotions faces 	<p>Physical and Sensory</p> <ul style="list-style-type: none"> • Fidget toys • Brain breaks, • Quiet places, • Consider the seating plan/work area, • Coloured paper and backgrounds/overlays, • Adapting learning to interests, • Awareness of heat, light etc • PECS/Sign-a-long, • Alternative types of instruments that the child can use • Children given the opportunity to use the instruments to improvise and express themselves

	<ul style="list-style-type: none">• Additional time to listen to music and reflect on how the music makes them feel.• Playing calm, relaxing music to settle children,	<ul style="list-style-type: none">• Music through headphones
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