

Whole-School Music Development Plan

1. Strategic Intent: Why Music Looks Like This at Warren Wood

Music at Warren Wood School is inclusive by design, ambitious by intent, and adaptive by pathway. It ensures that every pupil — regardless of communication method, cognition, or sensory profile — accesses the statutory music curriculum in a way that is meaningful, motivating and progressive.

We recognise that pupils with SEND:

- do not always access music through notation first
- build understanding through sound, movement, repetition, emotion and interaction
- require time, consistency and choice to develop musical agency

Therefore, our music curriculum:

- begins with experience and sensory engagement
- develops into intentional musical behaviour
- progresses towards structured musical understanding

This approach reflects pupils' varied starting points in communication, regulation and cognition, ensuring that musical learning is accessible, cumulative and meaningful over time.

2. Statutory Compliance & National Alignment

The curriculum is fully aligned with:

- Department for Education National Curriculum for Music (KS1–KS2)
- SEND Code of Practice
- Engagement Model
- SOLAR Steps
- National Curriculum Outcomes (Formal Pathway)

National Curriculum Strands → SEND Translation

Perform	Vocalisation, singing, movement, instrument play, group participation
Compose	Sound exploration, improvisation, pattern-making, graphic scoring
Listen & Appraise	Sensory listening, comparison, emotional response, vocabulary
Musical Understanding	Pulse, tempo, dynamics, structure, cause-and-effect

3. Curriculum Drivers: Embedded, Measurable, Evidenced

Communication

Music is a primary communication tool, not an add-on.

- AAC boards used for sound choices, likes/dislikes, tempo and mood
- Makaton embedded for song routines and performance cues
- Turn-taking, anticipation and interaction explicitly planned
- Call-and-response strategies used across all pathways

Evidence: video clips, annotated photos, symbol selections, pupil vocalisations

Independence

Pupils develop musical agency through structured choice and autonomy.

- Selecting instruments independently
- Initiating sound-making or movement
- Managing equipment with reduced adult support
- Performing with increasing confidence

Evidence: independence scales, fading prompts, performance participation

Emotional Regulation

Music is a regulated intervention, not incidental.

- Calming playlists used during transitions
- Upbeat music for alerting and engagement
- Emotion-based sound exploration (loud/quiet, fast/slow)
- Reflection on how music makes us feel

Evidence: behaviour logs, regulation plans, engagement model observations

Preparation for Life

Music supports belonging, culture and future participation.

- Exposure to a wide range of genres and cultures
- Performing for others
- Participating in shared events and routines
- Understanding music as leisure, communication and work

Evidence: performances, enrichment logs, community links

4. Curriculum Provision & Progression

Progression is vertical (year-on-year) and horizontal (across strands).

Pathway	Musical Development Focus
Pre-Formal	Sensory engagement, cause-and-effect, shared attention
Informal	Intentional sound-making, repetition, anticipation
Semi-Formal	Pattern, structure, turn-taking, expressive control
Formal	Pulse, rhythm, dynamics, structure, notation awareness

5. Implementation & Development Action Plan

Area	Current Provision	Action	Success Criteria / Evidence	Timescale	Lead
Curriculum Design	2-year topic-based curriculum	Publish EYFS–UKS2 progression map with vocabulary ladders	Progression map ratified by SLT and referenced in MTPs	Autumn	Music Lead

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Pathway Mapping	Clear but implicit	Make pathway expectations explicit in all MTPs	All MTPs show pathway-specific outcomes	Spring 1	Curriculum Lead / Music Lead
Weekly Music	1 lesson per week	Add expressive movement / singing session	Timetables show two music sessions weekly	Spring 2	Teachers
Inclusion	Visuals and sensory tools	Introduce switch-access instruments and adapted technology	Pupils access music via alternative inputs	Ongoing	Inclusion Lead
Cross-Curricular	History and English links	Embed PSHE themes (identity, regulation, belonging)	PSHE links visible in planning	Autumn-Spring	Subject Leads

6. Singing Strategy

Singing is prioritised as:

- the most accessible musical instrument
- a powerful communication bridge
- a core regulation tool

Development Detail

Focus	Outstanding Practice
Assemblies	Visual song boards, signing, repetition
Repertoire	Seasonal, cultural, multilingual
Vocal Warm-Ups	Breathing, echoing, pitch play
Confidence	Solo/paired/group opportunities

7. Enrichment, Performance & Cultural Capital

Music is lived, not contained

Area	Outstanding Enhancement
Performances	Termly class sharing + whole-school events
Community	Arts groups, performances by local groups
Partnerships	Formal Music Hub partnership, Musicians in residence
SEND Arts	CPD via Drake Music, Sing Up, Charanga

8. Resources, CPD & Sustainability

Resource Development

- Sensory percussion
- World instruments
- Digital sound tools
- Switch-adapted devices

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CPD Focus

- Inclusive music pedagogy
- Using music for regulation
- Assessment through engagement

Outcome: confident staff, consistent delivery, reduced reliance on specialists

9. Assessment, Monitoring & Impact

Monitoring is regular, triangulated and acted upon. Monitoring outcomes directly inform curriculum refinement, CPD priorities and resourcing decisions

Area	Evidence
Engagement	Engagement Model observations
Progress	SOLAR Steps, expressive outcomes
Independence	Prompt reduction tracking
Coverage	Annual curriculum audit

10. Quality Assurance & Risk Management

These actions are reviewed termly by the Music Lead and reported through curriculum leadership meetings

Potential Risks

- Staff confidence variance
- Over-sensory overload
- Inconsistent delivery

Mitigation

- CPD cycles
- Clear routines and lesson structures
- Music Lead coaching & modelling

11. What “Outstanding” Looks Like in Music

- ✓ All pupils access statutory music meaningfully
- ✓ Progress is visible, evidenced and celebrated
- ✓ Staff confidently articulate why music looks this way
- ✓ Music supports communication, regulation and independence
- ✓ Pupils experience joy, identity and belonging through music