

## Inclusion Policy for the Delivery of Music in Schools

*‘Having the opportunity to study and explore music is not a privilege; it is a vital part of a broad and ambitious curriculum’*

**Right Hon Nick Gibb MP Minister of State for School Standards**

### The Music Faculty’s Commitment to Inclusion in Schools

We will strive to ensure that

- All children and young people who want to can make music
- We work with young people of all backgrounds, needs and interests
- We make musical accessible to all by embracing a wide range of genres and styles from different times and places
- We will adapt our work to promote ‘cultural inclusion’ in order to highlight music made or enjoyed in the school’s locality
- The well-being of the young people we work with is of the highest importance to us
- We use a range of teaching methods in order to cater for different learning styles (e.g. visual, aural and kinaesthetic/individual, pair, group and whole class work)
- Our work is differentiated and presented as ‘scaffolded’ sequences of achievable tasks
- Neuro-diverse children or those with physical, cognitive or emotional difficulties have access to the curriculum
- We consult class teachers, Music Leaders and if necessary, Special Needs Co-ordinators in order to do the best for all young people in the classroom
- If asked, we provide music groups to nurture those children with complex needs, communication difficulties, or issues with identity life circumstances/background or behaviour and emotional difficulties.
- We work in all schools e.g. all areas of Milton Keynes, Special Schools and Primary Referral Units
- We use assistive technology where appropriate e.g. ipads or develop our programmes of study flexibly in order to include all young people
- We provide projects in and out of school for all children but in particular, those children with SEMHD, those who are at risk of exclusion and those who are in most need of creative input e.g. young carers, EAL children, Looked After Children and those who are homeless.
- Our teachers receive regular and training on inclusion and diversity
- Our projects are inclusive, diverse and accessible to all
- Our Music Subject Leaders’ Meetings are open to all schools and reflect our commitment to inclusion and diversity

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***‘Musical Inclusion is about removing barriers to ensure all children enjoy full participation in a music education which supports the development and achievement of each young person based on their individual abilities, needs and interests’.*** – Dr.

Phil Mullen

### **The School’s Commitment to Inclusion in Schools**

Schools should strive to ensure that

- All children are given equal access to music education
- Children engage with music from a wide range of cultures, genres, time and places.
- The cultural identity of the school and its community is at the heart of music-making e.g. choice of songs and nursery rhymes; music played in assembly visiting musicians,
- All children who wish to, are actively encouraged to take up instrumental lessons (The Pupil Premium and Music Faculty instrumental bursaries can be used to support these))
- Those children with learning needs do not receive intervention sessions at a time which prevents them from accessing music sessions
- Visiting teachers are informed of any physical changes/adaptations that need to be made to the classroom/instruments in order to cater for those with diverse needs (e.g. seating, lighting, adapting or using different instruments)
- Visiting teachers are made aware of changes that might need to be made to the delivery of the lesson (e.g. using more visual stimuli, scaffolding tasks carefully, using more non-verbal instructions)
- Visiting teachers are aware of particularly successful behavioural strategies used with individual children (e.g. rewards and sanctions, no eye contact, creating a ‘safe space’ by not asking a child questions or to perform)
- Visiting teachers are aware of who to ask for guidance in order to create an environment where all children learn
- Visiting teachers are made aware of children with emotional, social, behavioural, cognitive and physical needs before their first visit in order that planning can be appropriate and accessible to all.

***‘Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.’***

**The National Curriculum for England: Music Programmes of Study**

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