



Bracken Hill School

Music Policy

Author: Mrs Lakin

Policy Type: Whole School

This policy is reviewed biennially to ensure compliance with current regulations

The Governors of the school recognise that all staff play a vital role in the achievement of high standards and in providing our pupils with the best opportunities matched to their needs.

Rationale and Intent

Music education at our SEND school aims to provide an inclusive, engaging, and therapeutic learning experience that meets the diverse needs of pupils with complex learning difficulties, physical disabilities, and social, emotional, and mental health challenges. Our intent is to:

- Enable all pupils to access music as a form of communication and self-expression.
- Support emotional regulation and promote wellbeing through structured and creative musical activities.
- Develop cognitive, physical, and social skills through active participation in music.
- Foster creativity, cultural awareness, and enjoyment of music.
- Provide pathways for achievement and progression tailored to individual abilities.

Implementation

Music education is delivered through a flexible and differentiated curriculum that prioritizes accessibility and engagement. Key strategies include:

- **Inclusive Teaching Approaches:** Lessons are adapted to meet individual needs, using multi-sensory resources, assistive technology, and simplified instructions where appropriate.
- **Therapeutic Elements:** Incorporating calming activities, rhythmic exercises, and opportunities for emotional expression.
- **Practical Music-Making:** Pupils engage in singing, playing instruments, body percussion, and digital music tools to develop motor skills and coordination.
- **Collaborative Activities:** Group music-making fosters social interaction, turn-taking, and teamwork.
- **Cultural Exposure:** Pupils experience a wide range of musical genres and traditions to promote diversity and cultural appreciation.
- **Assessment and Progression:** Achievement is measured through individual targets, focusing on engagement, skill development, and personal growth rather than formal examinations.

Teaching Styles

These are varied as appropriate for the pupils' abilities and needs.

Subject Overview

Units of study for Phase 1 and 2 are linked as much as possible to the current topic, differentiated for Adventurers and Pioneers. Individual objectives are woven through the topic modules with the intent that all aspects of music are covered.

In the Explorers strand students will access music through singing and signing, where they can experience and learn Makaton signs and symbols for familiar and new songs. This provides a vehicle for them to make links between signs and songs. The goal is that students become more familiar with a bank of signs which will help them in other lessons.

When appropriate one or more of the classes contribute to main assemblies with performance and where possible on the website. The intent is also to expose students to a range of music, both live and recorded.

The key aspects of composing, performing, appraising and listening are incorporated into each theme studied and each topic also features one or more of the following elements: rhythm, pitch, tempo, dynamics, timbre and texture.

Assessment

Progress is most often measured by careful observation and questioning and by analysis of recordings of practical work. Progress is assessed by regular communication with staff who teach music, and by learning walks and lesson observation. Pupil progress is monitored within each session and recorded. The current target is always in mind when lessons are planned, and pupils have an appropriate learning objective set for each lesson to ensure that progress can be assessed.

The subject lead will observe lessons or videos of lessons at least once a year.

Resources

Policy dated: September 2025- Approved by Governing Body January 2026

There is a good range and quantity of percussion instruments, 8 electronic keyboards, acoustic, electric and bass guitars, amplifiers and microphones, access to computers, iPads and interactive software and a two-octave set of high-quality hand chimes. The hand chimes have been used to perform a variety of songs using scores created by the music lead. There is an electronic drum kit available for lessons should this be required. Several classes have benefitted from the addition of a class set of African Djembe drums, on which they have received tuition in African drumming styles. We have recently added a box of percussion instruments from around the world to enhance our multicultural approach to music.

Music Enrichment

We have recently started a signing choir with the support of a Makaton teacher. We have also enjoyed visits from a jazz ensemble and an operatic duo. The music teacher provides access to live music from time to time on the guitar and saxophone. Bracken Hill has also had input from the Inspire team at the Nottinghamshire music hub, with specialists leading sessions on digital media using iPads.

Impact

The impact of music education is evident in the following outcomes:

- **Improved Communication:** Pupils use music as a tool for expression and interaction.
- **Enhanced Emotional Wellbeing:** Music activities contribute to reduced anxiety and improved emotional regulation.
- **Development of Skills:** Pupils demonstrate progress in cognitive, motor, and social skills through active participation.
- **Increased Confidence and Self-Esteem:** Success in music fosters a sense of achievement and motivation.
- **Cultural and Creative Growth:** Pupils gain exposure to diverse musical experiences, enriching their cultural understanding.

Music education at Bracken Hill school is a vital component of the curriculum, supporting holistic development and ensuring every pupil has the opportunity to thrive through creative and meaningful engagement with music.

EVALUATION

This policy will be reviewed biennially – 2027