Music development plan summary: Selworthy School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the national plan for music education:

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	
Date this summary will be reviewed	December 2026
Name of the school music lead	Briannie Vincent
Name of school leadership team member with responsibility for music (if different)	Briannie Vincent
Name of local music hub	
Name of other music education organisation(s) (if partnership in place)	In House Music Therapist

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Music forms part of the school's Arts & Creativity curriculum domain and is delivered through a progressive developmental curriculum designed specifically for learners with SEND. Learners access music through the curriculum streams that best match their developmental stage, from Exploratory and Emerging through to Pathway curriculum stream.

Music is taught discretely through three core strands:

- Listening
- Performing
- Composing

Music teaching is practical, experiential and inclusive. Learners access a range of musical resources including percussion instruments, tuned instruments, adaptive instruments, music technology, assistive technology and visual supports. Activities are adapted to ensure that all learners can participate successfully and demonstrate musical understanding in ways that are meaningful to them.

These strands are revisited throughout the year to build knowledge, skills and confidence progressively. The annual programme includes:

- Autumn Term: Performing
- Spring Term: Listening
- Summer Term: Composing

Across all phases, pupils are provided with opportunities to:

- Listen and respond to a wide range of musical styles and genres.
- Develop an understanding of pulse, rhythm, pitch, tempo and dynamics.

- Use voices, instruments and music technology to perform individually and collaboratively.
- Create and compose music through experimentation and structured composition activities.
- Express preferences, feelings and ideas through music.
- Develop communication, confidence and self-expression through musical experiences.

Music extends beyond discrete lessons and is embedded across the life of the school. Music supports communication, emotional wellbeing, sensory regulation, self-expression and social interaction. Familiar songs, musical routines and auditory cues are used throughout the school day to support engagement, anticipation, transitions and independence. For many learners, music provides an important means of communication and connection that extends beyond verbal language.

Music is also used as part of the school's wider therapeutic and wellbeing approach. Learners may access music through sensory stories, regulation activities, movement sessions, relaxation opportunities and personalised sensory programmes. These experiences support emotional development, readiness for learning and positive wellbeing outcomes.

For learners following more formal pathways, curriculum content develops towards:

- Using musical vocabulary accurately.
- Comparing and evaluating pieces of music.
- Refining compositions through feedback.
- Performing confidently to audiences.
- Analysing musical features across different traditions and styles.

Music supports wider school priorities including communication, emotional wellbeing, creativity, confidence, collaboration, community participation and preparation for adulthood. Through music, pupils develop skills in communication, self-expression, teamwork, independence and emotional regulation, supporting them to participate fully in school life and their wider communities. Learners engage with music from a range of cultures, traditions and genres, helping them develop an appreciation of diversity and broadening their cultural understanding.

Music Beyond the Classroom Curriculum

Music is enriched through opportunities to experience live and recorded performances and to engage with professional musicians. Throughout the year, pupils access performances, workshops and visiting practitioners who provide opportunities to experience music-making first hand. These experiences broaden pupils' cultural capital, introduce them to a range of musical styles and instruments, and help learners understand that music can be enjoyed, created and performed by people from all backgrounds. Opportunities are adapted so that all learners can participate meaningfully whether as performers, active listeners or audience members.

Music, Communication and Wellbeing

At Selworthy School, music is recognised as a powerful tool for communication, emotional wellbeing and self-expression. Many learners use music as an important means of expressing preferences, emotions and ideas, particularly where verbal communication may be challenging. Music activities provide regular opportunities to develop attention, turn-taking, interaction, listening skills and shared engagement, supporting wider communication targets and EHCP outcomes.

Music Therapy

Where identified through individual learner need, pupils may access music therapy or therapeutic music-based approaches as part of a broader package of support. Music therapy can provide opportunities to develop communication, interaction, emotional expression, confidence and wellbeing through structured musical engagement. Outcomes from therapeutic interventions complement the wider curriculum and support learners' personal development, communication and preparation for adulthood.

Music for Sensory Regulation and Emotional Development

Music is used throughout the school day to support sensory regulation, emotional regulation and readiness for learning through the Connect and Regulate element of our lesson pedagogy. Learners may access music through sensory stories, relaxation activities, movement sessions, transition routines, attention-building activities and personalised sensory programmes. Familiar songs, rhythms and musical cues help create predictability and support self-regulation, whilst carefully selected musical experiences can be used to energise, calm or support emotional expression depending on individual learner needs. This approach reflects the school's commitment to personalised, therapeutic and relationship-based learning.

Cultural Capital and Musical Experiences

Music contributes significantly to the school's cultural capital offer. Through listening to music from different cultures, participating in performances and celebrations,

encountering visiting musicians and experiencing live music, learners develop an appreciation of diversity and gain access to experiences that may be unfamiliar outside of school. These opportunities help broaden horizons, develop confidence and support participation in the cultural life of their local and wider communities.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

At Selworthy School, music extends beyond timetabled curriculum lessons and forms an important part of school life. Pupils access a range of musical experiences that promote communication, self-expression, wellbeing, creativity and community participation.

Music is embedded throughout the school day and is used to support engagement, transitions, sensory regulation and emotional wellbeing. Learners regularly engage in singing, musical games, sensory music activities and rhythm-based interactions within class routines, assemblies and wider school events.

Pupils are provided with opportunities to:

- Participate in whole-school singing and musical celebrations.
- Perform as part of seasonal productions, celebration events and school showcases.
- Experience live performances from visiting musicians and performers where available.
- Engage in music-making activities linked to enrichment events, cultural celebrations and themed learning experiences.
- Access music technology and a range of instruments to further develop creativity and self-expression.
- Participate in therapeutic and wellbeing-focused musical activities that support communication, confidence and emotional development.

The school recognises the important role that music can play in supporting personal development. Opportunities for collaborative music-making help pupils develop

confidence, social interaction, listening skills and teamwork, whilst providing enjoyable and meaningful opportunities to celebrate achievement and success.

Where appropriate, pupils may access additional music-based opportunities through therapeutic provision, enrichment activities, external partnerships or bespoke programmes linked to individual interests, strengths and EHCP outcomes. These opportunities are planned to ensure that all learners, regardless of need, can participate successfully and experience the benefits of musical engagement.

The school continues to develop links with external organisations, musicians and arts providers to broaden musical opportunities and increase access to live music experiences for all learners.

Co-curricular music provision is designed to complement the school's developmental curriculum and wider therapeutic approach. Opportunities are adapted to match learners' communication needs, sensory profiles and developmental stages, ensuring that every pupil can engage with music in a way that is meaningful, motivating and accessible.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

At Selworthy School, all pupils are provided with opportunities to engage in a range of musical experiences that complement classroom learning and support personal development, communication, wellbeing and cultural understanding. These experiences are designed to be accessible to all learners and are adapted to meet individual communication, sensory and developmental needs.

Throughout the academic year, pupils participate in a variety of musical experiences including:

- Whole-school singing assemblies and celebration events.
- Seasonal performances, including Christmas celebrations.
- Opportunities to perform for peers, families and members of the wider school community.
- Visits from musicians, performers and music practitioners, providing opportunities to experience live music and engage with a range of instruments, musical styles and traditions.
- Music and performance activities linked to cultural celebrations, curriculum themes and enrichment events.

- Opportunities to listen to and respond to live and recorded music from different cultures, genres and time periods.

Musical experiences are carefully planned to ensure that every learner can participate meaningfully. Pupils may engage as performers, composers, listeners, audience members, conductors, music technology users or through movement and sensory responses, depending on their strengths, interests and developmental stage.

For many learners, musical experiences provide valuable opportunities to develop confidence, communication, social interaction and self-expression. Participation in performances and shared musical events helps pupils develop a sense of achievement and belonging whilst celebrating their successes within the school community.

Music also contributes to pupils' cultural capital by enabling them to encounter a wide range of musical traditions, instruments and performance styles that they may not otherwise experience. Through these opportunities, learners develop curiosity, creativity and an appreciation of the role music plays within different communities and cultures.

The school is committed to continuing to expand opportunities for pupils to experience high-quality live music, engage with professional musicians and participate in performances both within school and, where appropriate, in the wider community.

In the future

This is about what the school is planning for subsequent years.

Curriculum Development

- Further refining progression pathways within Listening, Performing and Composing to ensure clear development of musical knowledge, skills and understanding across all developmental stages.
- Increasing opportunities for pupils to compose, record and evaluate their own music using accessible music technology.
- Continuing to strengthen links between music, communication, emotional wellbeing and preparation for adulthood.

Enrichment and Performance

- Increasing opportunities for pupils to perform for a range of audiences within school and the wider community.

- Expanding opportunities for pupils to experience high-quality live music through visiting musicians, workshops and performances.
- Developing annual whole-school music events that celebrate achievement and provide meaningful performance opportunities for all learners.
- Creating additional opportunities for collaborative music-making across primary, secondary and sixth-form phases.

Partnerships and Community Engagement

- Exploring opportunities for pupils to participate in community-based music projects and inclusive performance events.
- Developing opportunities for families to engage with and celebrate pupils' musical achievements.

Therapeutic and Inclusive Practice

- Continuing to develop the use of music to support communication, sensory regulation, emotional wellbeing and social interaction across the school.
- Expanding access to music-based therapeutic approaches and developing staff expertise in the use of music to support learning, engagement and wellbeing.
- Increasing the use of adaptive instruments and accessible music technology to ensure that all learners can participate fully in musical activities.

Preparation for Adulthood and Post-16

- Developing pathways that enable older pupils and sixth-form learners to apply musical skills in meaningful real-life contexts, such as performances, community events and enterprise activities.
- Exploring accredited music and creative arts opportunities for learners accessing more formal pathways.

Further information (optional)