

Music Development Plan



Pride
Passion
Partnership
Professionalism
Positivity

1. Purpose

- Ensure the school meets DfE requirements for music entitlement.
- Provide accessible, low-pressure, emotionally safe music experiences aligned with trauma-informed practice.
- Integrate music into the therapeutic ethos and SEMH support model.

2. Core Principles (Trauma-Informed & SEMH-Aligned)

- Offer choice, flexibility, and opt-in opportunities.
- Avoid performance pressure; focus on regulation, confidence, and expression.
- Prioritize relationship-based delivery (familiar adults, consistent structures).
- Embed sensory-friendly, predictable routines.
- Create psychologically safe, non-judgmental environments for music engagement.

3. Strategic Objectives (DfE-Aligned)

1. Provide regular opportunities for pupils to listen, create, and perform in a way that suits SEMH needs.
2. Ensure a broad and balanced curriculum with music available across the year (thematic days).
3. Increase staff confidence through simple training and practical resources.
4. Establish links with external music specialists and local cultural partners.

4. Implementation Plan

A. Curriculum Integration Without a Weekly Music Lesson

- Introduce short, low-demand music sessions within existing subjects (e.g., soundscapes in English, rhythm in PE, music for emotional regulation in PSHE).
- Use music for sensory regulation: calm background instrumental music, drumming for grounding, sound-based transitions.
- Termly themed music projects (6–8 weeks) embedded into class timetables without becoming high-pressure lessons.

B. Therapeutic Music Activities

- Weekly optional “music exploration” drop-in session:
 - Instruments available for sensory use (drums, chimes, keyboards).
 - Activities led by a trained TA or visiting musician.
- Music for emotional expression:
 - Build simple soundscapes representing emotions.
 - Lyric-writing or beat-making for self-expression.
- Trauma-informed regulation tools:
 - Drumming circles with predictable patterns.
 - Breathing-to-music tools.

C. Enrichment & Cultural Capital

- Half-termly live music experiences (visiting musicians, community groups).
- Annual music theme week with inclusive, sensory-friendly activities.
- Opportunities to join local inclusive music projects (e.g., Music Hubs, charity partners).

5. Staffing & Training

- CPD session for staff on:
 - trauma-informed music practice
 - facilitating safe musical play
 - non-specialist music activity packs
- Collaborate with the local Music Education Hub for:
 - specialist sessions
 - instrument loans
 - training
- Identify a “Music Lead” (may be a teacher or therapeutic practitioner).

6. Resources Required

- Starter set of durable, low-noise, sensory-friendly instruments.
- Simple digital tools (tablet apps for beat-making, virtual instruments).
- Music exploration corner in a regulation room or nurture base.
- CPD funding and Music Hub partnership.

7. Assessment & Progress Monitoring

- Use qualitative, SEMH-focused indicators:
 - engagement levels
 - confidence and self-expression
 - emotional regulation improvements
 - ability to work with others
- Track students’ participation and skill development with simple, short observational notes.
- No high-stakes performance expectations.

8. Safeguarding & Inclusion

- Provide quiet alternatives for overstimulated pupils.
- Avoid performance demands; offer small-group or one-to-one options.
- Allow sensory tools (ear defenders, movement breaks).
- Ensure pupil voice shapes the music offer.

9. Annual Timeline (Example)

Autumn Term

- Launch staff CPD
- Begin delivery at specific times during the term (thematic days) drop-in music exploration
- Introduce cross-curricular soundscapes

Spring Term

- Partner with Music Hub
- Start a 6-week visiting musician project
- Host a small, optional sharing event

Summer Term

- Music theme week
- Review and update provision
- Purchase additional resources based on pupil interest

10. Review & Reporting

- Termly review of participation, wellbeing impact, and staff feedback.
- Update SLT and governors on progress towards DfE expectations.
- Adjust offer based on pupil needs, triggers, and therapeutic priorities.