

SEN & Learning Disabilities **MUSIC MAPPING**



SOCO MUSIC PROJECT

SURVEY RESULTS

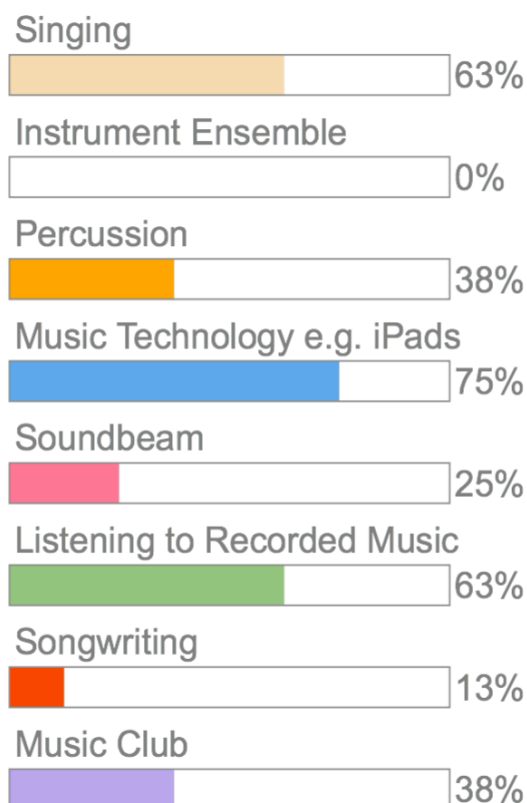
SoCo Music Project have carried out a mapping exercise to assess needs and identify opportunities to support music-making for children and young people in SEN/D settings across Hampshire.

With a primary focus to support staff in SEN/D schools, we aim to establish an important network that will provide opportunities for sharing, shadowing and innovative CPD that will increase confidence in staff to use music as a vehicle for engagement with young people in these settings.

SCHOOLS/SETTINGS THAT PARTICIPATED IN THE SURVEY:

- Rachel Maddocks
- Dove House School Academy
- Waterloo School
- The Cedar School
- The Polygon School
- The Bridge Education Centre
- Compass
- Springwell School

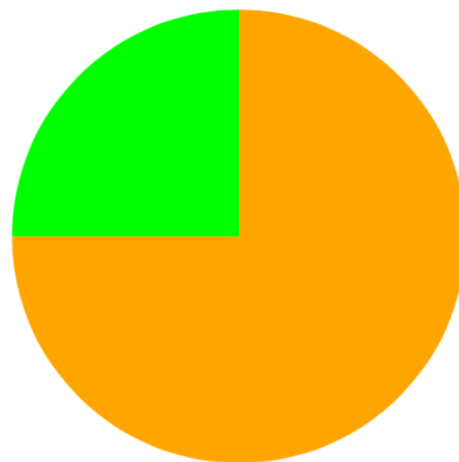
What music activities currently take place in your setting?



How regularly do you use music in your setting?

OTHER COMMENTS:

- This is music played by the staff etc
- Once a week for students involved in lessons or arts award. The rest of the students rarely other than listening to music to aid concentration during lessons
- Once a week lesson taught by staff or Sandra Simpson who comes in to teach music. Daily singing in classes and songs in assemblies that happen twice a week.



■ Daily (75%) ■ Once a Week (25%) ■ Occasionally (0%)
■ Very Rarely (0%) ■ Special Events (0%)

What music activities would you like to offer in your setting?

Singing



Instrument Ensemble



Percussion



Songwriting



After School Music Club



Music Technology



Other



OTHER COMMENTS:

- Units of work

What facilities/space/equipment do you have?



■ Don't have (38%) ■ Have but don't use (12%)
■ Use occasionally (25%) ■ Use regularly (25%)

COMPUTERS WITH MUSIC-MAKING SOFTWARE



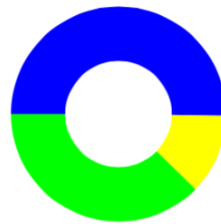
■ Don't have (25%) ■ Have but don't use (0%)
■ Use occasionally (50%) ■ Use regularly (25%)

IPADS



■ Don't have (0%) ■ Have but don't use (25%)
■ Use occasionally (25%) ■ Use regularly (50%)

INSTRUMENTS



■ Don't have (50%) ■ Have but don't use (0%)
■ Use occasionally (12%) ■ Use regularly (38%)

DEDICATED MUSIC-MAKING SPACE



■ Don't have (38%) ■ Have but don't use (12%)
■ Use occasionally (12%) ■ Use regularly (38%)

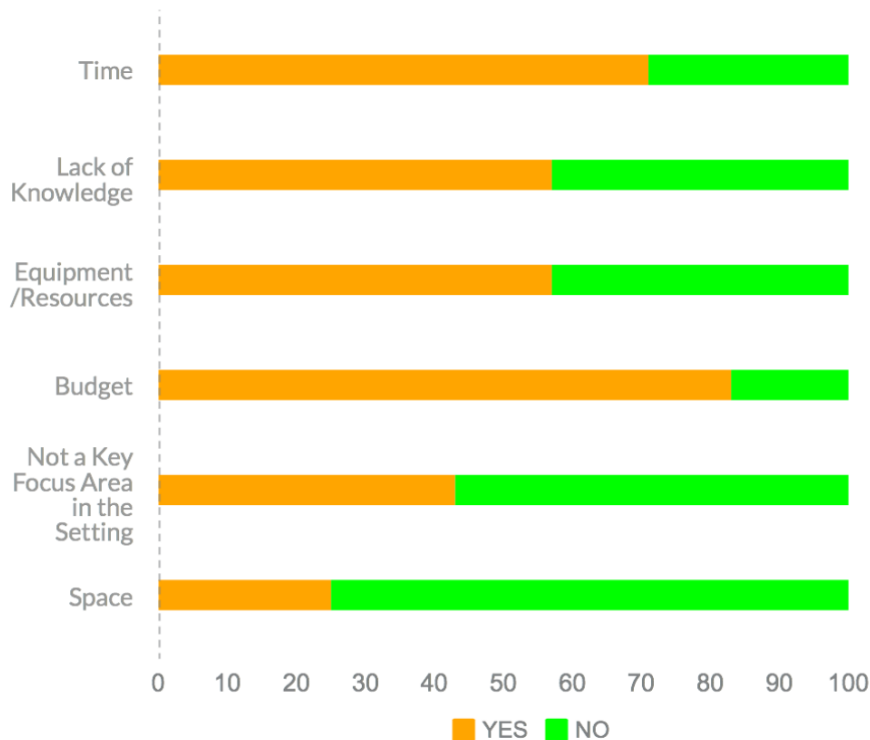
PERFORMANCE SPACE



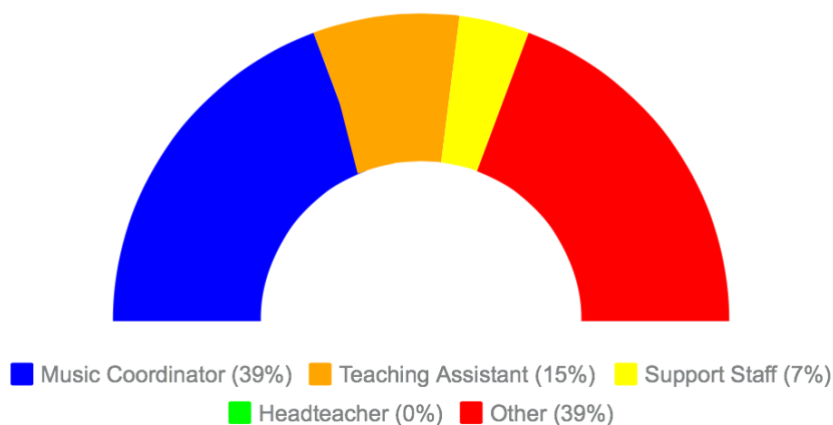
■ Don't have (63%) ■ Have but don't use (0%)
■ Use occasionally (12%) ■ Use regularly (25%)

RECORDING EQUIPMENT

What are the main challenges/barriers that you face in providing music activities in your setting?




Who in your setting is responsible for organising music activity? and/or Who in your setting is musical?



OTHER COMMENTS:

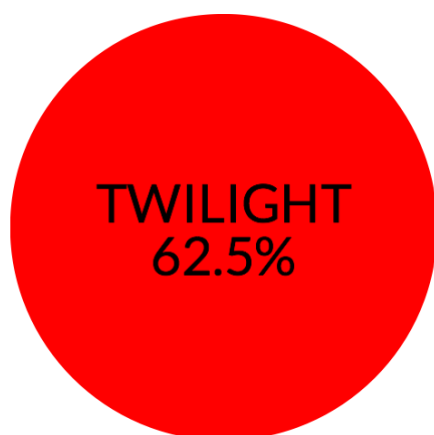

- Teacher who is in charge of music
- We are lucky enough to have a very musical teacher
- None of the teaching staff feel confident to deliver music. We had a 0.2 fte, who left in the summer. We have just appointed an instructor to work for 0.4 fte (two days per week)
- Assistant head teacher organises activities, two teachers are musical one offers guitar lessons
- Teachers planning own lessons and Sandra Simpson who is an external teacher who comes in to teach music.



What training would you be interested in to support you to deliver more music activities?

| | YES | MAYBE | NO |
|--|-----|-------|-----|
| MUSIC TECHNOLOGY (IPADS, APPS, GARAGEBAND ETC) | 80% | 20% | 0% |
| HOW TO USE MUSIC ACROSS THE CURRICULUM | 40% | 40% | 20% |
| HOW TO PLAN, STRUCTURE & LEAD MUSIC SESSIONS | 67% | 17% | 17% |
| SINGING | 50% | 33% | 17% |
| CREATIVE ENSEMBLE CO-COMPOSING & IMPROVISING | 33% | 67% | 0% |
| PERCUSSION | 86% | 14% | 0% |

We plan to hold termly SEN/D Networking sessions, what would the best times for you to attend these?



LUNCHTIMES 0% MORNINGS 0%

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