

SEND/Autism Support Project

MusicLinc



Listening
Interacting
coNnecting
Communicating

Working 1-to1 with specific pupils to support the development of a range of key skills including communication, social, emotional, physical & cognitive skills through bespoke holistic music activities and intensive interaction strategies involving music.

Aims of the project:

- To support schools with the education of SEND/Autistic children within their schools in line with their PSHE curriculum.
- To work with children on a 1:1 basis, focussing on specific individual needs and linking with EHCP / personal behaviour plan targets.
- To promote and develop skills that enable children to learn, connect and engage with those that they are working alongside:
 - ◇ **Listening** – following instructions, responding to music, responding to sounds, awareness of sounds
 - ◇ **Interacting** – turn taking, initiating contact, interacting with an adult, interacting with peers
 - ◇ **Connecting** – forming relationships with adults, forming relationships with peers
 - ◇ **Communicating** – vocalising, proactively requesting using preferred means of communication, showing an interest in something, showing anticipation, use of verbal language, appropriate language used in correct context, understanding of symbols, use of symbols to support communication
 - ◇ **Social** - recognising and/or responding to their own name, making eye contact, accepting change, tolerating new people, participating in an activity, sharing with others/taking turns, waiting for their turn, responding to simple instructions
 - ◇ **Emotional** – building confidence and self-esteem, recognising and managing feelings, showing enjoyment/pleasure/smiling, appropriate responses to situations
 - ◇ **Physical** – grasping and holding objects, body awareness, hand-eye coordination, gross motor skills, fine motor skills, sensitivity to sounds.
 - ◇ **Cognitive** – improving concentration, memory, understanding of simple verbal instructions, understanding of more complex verbal instructions/questions, identifying letters, identifying numbers

Practicalities:

- Initial discussion with school staff, combined with observations of each focus child
- Individual questionnaire and further discussion between HMS practitioner and school staff to ascertain the specific needs and focus areas for each child.
- Bespoke sessions (6-10 sessions) designed around the identified specific needs of each child - change (6 - 10 sessions) to 1/2 or full term
- Each session to be led and delivered by a HMS practitioner in agreed, consistent space
- Resources and activities provided, adapted and developed as appropriate to best suit the needs of each child involved
- Follow-up questionnaire and discussion between HMS practitioner and school staff to evaluate the impact of the sessions on the child's learning and targeted needs
- HMS practitioner to provide a written impact report for schools (to include evidence of impact, and any visible progress with EHCP targets)



Hampshire
County Council



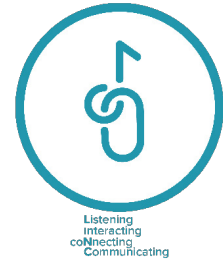
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Music Service

www.hants.gov.uk/hms

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Administration and costings:

- For ½ term £250.00 per individual child (minimum input)
- For full term £420 per individual child (anticipated input)

Costings include:

- Initial meeting with HT / SENCo
- Initial 30-minute observation & assessment with each individual to ascertain key needs and focus for support
- Bespoke planning, preparation and resources for sessions
- ½ term / full term x 30 minute 1-to-1 sessions
- Ongoing evaluation including feedback of data, progress and review of strategies used
- Final written impact report available on request (additional charges apply)