

# Music development plan summary: Lime Academy Forest Approach

Lime Academy Forest Approach is an all through special school for pupils aged 4-19, all of whom have an Education Health Care Plan (EHCP)

Pupils at Forest Approach will access music through different approaches that are appropriate to their learning levels. As a Trust we use a robust assessment tool titled 'Progression of Skills' to identify the pathways appropriate for our pupils' levels of learning and our music plan reflects all pathways for our school.

Within the curriculum for each pathway music is embedded within the curriculum for pre-formal (seeds) and semi-formal learners (saplings) and is more explicit for our formal learners (trees and forest)

- As part of a daily phonics session – music is used to enhance pupils learning
- Transition queues for some learners to support the understanding of the day
- Access to lessons across a range of instruments and voice
- A planned space for rehearsals and individual practice within the school day
- A termly school performance through talent shows in school
- Opportunities to enjoy live performances at least once a year

As a school our identified pupils have access to a music therapist.

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	13/09/24
Date this summary will be reviewed	July 2025
Name of the school music lead	Kirsty Butler
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	N/A
Name of other music education organisation(s) (if partnership in place)	N/A

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 for many learners is part of their daily curriculum as it is used as a way to engage them into sessions for example 'Squiggle' is used to support with the development of phonics/reading. As a school we use a topic-based approach to learning.

In terms of pathways music for pre-formal (seeds) learners will be seen to engage in music sessions delivered via an activity led curriculum focusing on their sensory and or/ physical needs. Within this pathway, learners will begin to develop the use of their voice with intonation, develop hearing skills, identify and locate source of sounds and react to rhythm through singing and percussion. Within our semi formal (saplings) pathway learners will access music sessions during their creative arts sessions, where there is a focus on supporting pupils to explore music and provide opportunities to develop skills on engagement and understanding around music. For our semi formal learners this is developed further by being able to develop memory of rhythm and percussion. Music is used as queues to support with transitions and structured music box sessions to ensure this part of the curriculum is embedded throughout non subject specific learning.

Formal (trees and forest) learners access subject specific learning therefore during creativity sessions, music understanding is developed through more formal sessions where the aim is for learners to play, perform, improvise, listen and have an understanding of music.

Music is therefore timetabled into and imbedded throughout the school's curriculum and within our seeds pathway, it will be activity led, for our saplings, trees and forest learners' they will access music through subject specific learning (creative arts and creativity).

As a form of assessment all learners will be identified with the use of Lime Academy's Progression of Skills assessment tool. Evidence will then be captured on Evidence for Learning (EfL) and will be used to assess and identify next steps for learners.

Music has a wider role in our pupils learning and is promoted through teaching and learning approaches. Some examples of this will be:

Attention Autism

Intensive Interaction

Sensory Story

Tacpac

Weekly phase assemblies

## Part B: Extra Curricular music

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

As a special school we provide a variety of different opportunities beyond the curriculum, this year we plan to ensure that our learners have access to 'Speak Up', which is a national project supporting learners to be inspired around issues that matter most to them. Music plays a key part in 'Speak Up' a project that is based on creative expression. This project will provide opportunities for pupils to work with musicians and DJs as part of their projects.

This year we will be preparing learners to complete and showcase their work at the National Theatre London.

As part of the further opportunities beyond the curriculum Forest Approach continues to plan to provide Music Therapy this will be based on the following approach:-

At Forest Approach, we facilitate both classroom and individual music therapy sessions. Primarily, these sessions are one-on-one with high-priority learners or those who have music therapy included as a requirement in their EHCP plan.

These sessions use music as a tool to connect with and enhance the learners' wellbeing. Music therapy supports social, emotional, and behavioural development, and can also assist learners with physical challenges such as mobility or sensory impairments. For many learners with autism, music serves as a valuable means of communication, particularly when social interaction and verbal communication are difficult. By fostering this form of connection, music therapy also helps to improve relational skills.

In addition, many learners utilise their music therapy sessions to achieve various forms of regulation, whether sensory or emotional. Sessions often involve improvisation with instruments and music listening. Group or classroom sessions can be particularly impactful, as they provide opportunities for classmates to engage playfully with one another. These group settings can evoke a range of emotions, from joy and excitement to relaxation, and help learners build awareness and connection with their peers

Further to this we plan to continue developing a school choir, giving pupils from different pathways the opportunity to be part of a group that is appropriate for them and ensures meaningful engagement

Overview of Extra Curricular Music Opportunities for pathways and phases		
Pathway	Phase	Extra curricula
Seeds/saplings	Primary	Music 'Makaton sing along' during assemblies. Non negotiables musical transitions  Lunchtime play - Sing along  Musical exploration - free flow
Forest/trees	Primary	No learners on this pathway in this phase
Seeds/saplings	Secondary	Lunch time choir
Forest/trees	Secondary	Lunch time choir
Seeds/saplings	6 <sup>th</sup> Form	'Speak Up' sessions
Forest/trees	6 <sup>th</sup> Form	'Speak Up' sessions

## 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.

As a special school we provide a variety of different experiences, this year we plan to ensure pupils create their own musical performances through events such as talent shows.

We plan to ensure our pupils experience different genres of music ensuring cultural representation by planning musical festivals in school to celebrate our learners.

Overview of extra-curricular music opportunities for pathways and phases

Pathway	Phase	Musical Experiences
Seeds/saplings	Primary	Pantomimes/special occasions and celebrations. African drumming workshops (black history) Identified learners receive 1-1 music therapy session.
Forest/trees	Primary	No learners on this pathway in this phase.
Seeds/saplings	Secondary	Identified learners receive 1-1 music therapy session, alongside weekly group sessions.
Forest/trees	Secondary	Weekly group sessions, talent shows, musical groups to be invited into school, visit to Queens Theatre.
Seeds/saplings	6 <sup>th</sup> Form	Identified learners receive 1-1 music therapy session, alongside weekly group sessions.
Forest/trees	6 <sup>th</sup> Form	Weekly group sessions, talent shows, musical groups to be invited into school, visit to Queens Theatre.

## In the future

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

The key areas Lime Academy Forest approach will be developing in the future are extra-curricular music and musical experiences, we are going to develop the musical offer for all pupils in the school to allow them the opportunity to continue exploring the use of musical instruments as well as wider opportunities to explore musical events of their interest. The school is aiming to plan for this part of the plan to be in place in September 2025

Seven features of high-quality music provision actions to develop these further moving forward

Seven features of high-quality music provision	What is provided now	In the future	Timeline
Music should be represented in the school leadership structure, with a designated music lead	Music lead is Assistant Head Teacher	Plan for music lead in each phase or pathway in school	September 2025
Timetabled curriculum music of at least one hour each week of the school year for Key Stages 1 and to 3	Pre-formal/semi formal learners have sessions planned with in phonics/ creativity section as well as music therapy  Formal learners have time planned within structured approach	Develop sensory musical opportunities i.e. story based  To develop music timetable for this to be more regular	September 2025  September 2025
A school choir or vocal ensemble	Available in Secondary provision		September 2025

Space for rehearsals and individual practice	Estate is limited at present; however, opportunities are on the horizon	Consider a musical garden that has shelter for learners to experience a musical space all year round.	In Academic year 2025-2026
A termly school performance (in or out of school)	Talent show once a year	Plan a termly event	July 2025
Opportunity to enjoy live performance at least once a year (in or out of school)	Pantomime and steel band	Ensure performance opportunity for all learners in school	In Academic year 2025-2026
Access to lessons across a range of instruments and voice	Limited at present	Explore lessons involving the learning of musical instruments	
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