



Soundabout and Music Education Hubs



Using music to unlock the potential of people with complex learning disabilities

What is Soundabout?

Soundabout is a national music education charity that has pioneered the use of music, rhythm and sound to give disabled children and adults a voice, and a way to express themselves and be listened to. Soundabout works to empower school staff to have the confidence to make music interactively with their pupils with complex learning disabilities.

What do we do?

We aim to provide training in the use of interactive music techniques so as to enable young people with disabilities who might otherwise be excluded from music-making, as well as their teachers or carers, to enjoy communicating through patterns of sound and silence, thus motivating them to develop other core learning, listening and communication skills.

We work in partnership with Music Education Hubs to support the delivery of the core and extension roles outlined in the National Plan for Music Education (NPME). We do this through a sustainable and effective CPD training program tailor-made to meet the diverse requirements and training needs of Music Education Hubs.

What can we offer Music Education Hubs?

There are a number of different ways that we partner Music Education Hubs, which we can shape to fit the needs of your schools and teachers, built around these three key areas:

- **Establishing the need** - *(Scoping / Delivering NPME Core Role 3 – ensure that high quality teaching is available either individually or in groups in and / or out of school, that meets the needs of all children and young people, including those with special educational needs and disabilities. Collecting data on the progression of children and young people with PMLD, SLD)*
 - We work with you to:
 - determine current practice and the quality of the music education in teaching and learning for pupils with SLD and PMLD.
 - identify clear progression routes for the holistic development of young people with PMLD/ SLD.
 - develop and deliver on your inclusion strategy.
- **Developing confidence in students and teaching staff** as part of the inclusion strategy- *(Delivery / Delivering NPME Core 4 & Extension role 1 & 3 –Develop a singing strategy to ensure that every pupil is involved in singing regularly and that choirs and other vocal ensembles are*

available in the area for pupils with PMLD, SLD. Offer CPD to school staff, particularly in supporting schools to deliver music in the curriculum.)

- We provide whole class, pupil-led interactive music-making sessions to empower and build confidence in teaching and support staff working with pupils with PMLD, SLD.
- We also offer creative and effective ideas to include all children in large-scale music experiences.
- **Leaving a legacy (Co-ordination and Facilitation) Delivering NPME Extension role 1 – Offer Continuous professional development to school staff, particularly in supporting schools to deliver music in the curriculum) –**
 - We partner with you to:
 - offer CPD to special school staff supporting them to deliver music in the curriculum that meets the needs of pupils with PMLD, SLD.
 - support the Music Education Hubs to develop networks for staff working in special schools to reduce isolation, share good practice, establish centers of learning and facilitate a peer support network.
 - Develop HUB staff to work with special schools within the area thereby establishing a legacy of inclusion for pupils with PMLD

Models of delivery & costs

Recognising the diversity of needs across hubs and schools, we offer a number of training models and modules, from which we can create a bespoke package for your needs.

For the most effective outcome, Soundabout recommends that the setting identifies a Peripatetic teacher from the Hub and a member of the teaching staff from the school, who will become the Soundabout champions, expected to 'shadow' the practitioner during the duration of the project. We believe this model of training leaves a lasting legacy in the Hub and surrounding special and mainstream schools.

Duration of our projects:

In addition to one off CPD training modules outlined below which take place over full day/half day or dawn/twilight sessions, we have found that best practice is to work in partnership.

- One term (10 - 12 weeks, one day a week)
- One year or two years' projects (39 - 78 weeks, one a day a week)

Fee breakdown:

Full day training (9 – 3pm for 6 hours), cost for full day £600 for one practitioner, resources and one day follow up

Half day training (9 – 12pm for 3 hours), cost for half day training £350 for one practitioner, resources and online follow up

Twilight sessions post full day / half day sessions (2 hours 3.30 – 5.30pm), cost included in full / half day training

Dawn sessions pre full day / half day session (2 hours, 7.30 – 9.30pm) cost included in full / half day training

Stand alone *Twilight* sessions (3 hours, 3.30 – 5.30pm) cost £200

Soundabout Training Modules:

Each course can be offered as a whole day, half a day or as part of a full day twilight / dawn session.

25 musical activities that work: Soundabout's tools and techniques

An introduction to Soundabout's tools and techniques for teaching staff working with children with profound and multiple learning disabilities. This practical and interactive workshop introduces the learners to the Soundabout principles, including the effective use of silence, timing and observation to create the best environment and encourage engagement. The workshop also demonstrates how teaching staff can enable the pupils to lead the learning experience.

The Creative use of Resonance Boards with Children / People with PMLD, SLD, SEN & Autism

Resonance boards are a focal point for Soundabout activities and are invaluable for bringing a group together. With children sitting or lying on or around them, staff and children can create sound and rhythm games together and build sound conversations. If children lie on the board, they can feel the sound resonating through their whole body.

This module covers the use of resonance boards in music sessions and its importance in developing communication for children with PMLD when working with small group, one to one and as a part of a creative activity.

Understanding music and autism

This module provides an understanding of autism and gives practical examples of music can be used effectively to communicate with and improve the lives of children with autism. The modules also give useful ideas as to how music can be used effectively in the development of people with low functioning autism.

Devising and running creative music sessions for young people with PMLD, SLD, Autism

An analysis of the role of the facilitator in practical music making and a discussion of the role of music in children's personal development. The module also enables the staff to develop an increasing awareness of how their practice impacts on the pupils.

Music, assessment and the Sounds of Intent framework

This module takes the learner through the Sounds of Intent (SoI) Assessment Framework giving an overview of how to use it for assessing musical development in children and adults at differing levels of musical abilities. The module outlines how music can be used to promote and assess children's musical and personal development.

Sounds Modern: Soundabout, music and technology

A) Skoog and Music

An introduction to the use of the SKOOG as a tool for interaction, A communication and musical development for children and young people with PMLD, SLD, Complex LD.

B) Simple Soundbeam

A comprehensive review of the appropriate use of Soundbeam 2 & Soundbeam 5 giving a simple and easy-to-manage approach to setting up and using the equipment. The module also guides you through the planning and maintenance of effective sessions including troubleshooting and staying motivated.

C) Using iPads with people with PMLD, SLD and ASD

An exploration of apps that can be used in connection with the Sounds of Intent assessment framework and a discussion of how they can be used within music groups. The workshop gives the opportunity to share good practice.

Creative music within multi-sensory environments for people with SEND

Simple improvised music making using a range of instruments, voice and sound effects. This module stimulates the creation of multi-sensory environments that inspire and encourage interaction. It also highlights the role of the leader in how to plan and deliver simple and effective music sessions that encourage interaction and help develop the personal and social skills of each participant.

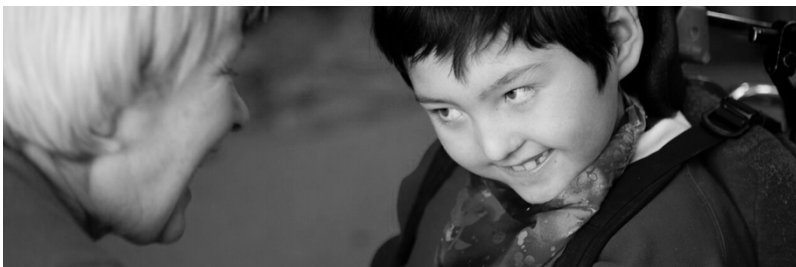
Music-making in the early years

This module begins with the use of musical starting points to promote self-expression and intentionality, recommending tools and resources for encouraging engagement, interaction and self-awareness. This course also provides training in the theory of musical development in the early years (with an emphasis on Sounds of Intent in the Early Years) and practical music-making ideas for children under 5, including those with disabilities and special needs.

Sounds Wild: Music making in a natural outdoor environment

Music and nature to inspire and instil a sense of wonder and appreciation of the natural environment, encouraging and providing opportunities for interactive participation that focuses on raising self-esteem, creating a sense of belonging, making choices and increasing the sense of autonomy to influence what happens.

In addition, we offer children, young people and adults with their families and carers regular community sessions which encourage absolutely everyone to take part in their own way in a relaxed and friendly environment. Once again, all these sessions are led and developed by our highly skilled music practitioners.



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