**Summary of Activity: SEND**

Supported by John Lyon’s Charity | Delivered by Musical Boroughs Trust & TBMH

Thanks to the generous funding from John Lyon’s Charity, TBMH has been able to significantly develop its SEND provision.

This includes appointing a SEND Strategic Inclusion Lead (2 days/week) to implement a vision across six key strands:

**1. CPD (Continuing Professional Development)**

* Aimed to upskill the workforce through inclusive practice CPD events.
* Resulted in increased SEND understanding and engagement from tutors and partner organisations (e.g., RCM mentors trained via Inclusive CPD now working on Makaton Choir).

**2. Inclusive Delivery & Resources**

* Resources developed with multiple access points to support different needs, enabling greater enjoyment and participation.
* Example: Materials for “Music Makes Me” incorporated visual aids and Makaton signing.

**3. Representation**

* Both workforce and young people represented in planning and delivery.
* Pupils involved in co-production of projects such as Music Makes You, strengthening Youth Voice and providing positive role models.

**4. Inclusive Celebrations & Events**

* Bespoke, accessible events created collaboratively to celebrate young people in meaningful, equitable ways.
* Notable examples include Music Makes Me and the Makaton Choir Showcase at Royal Albert Hall.

**5. Sector Engagement**

* TBMH contributed to wider discourse on SEND inclusion, hosting CPD events and convening the first Musical Senses Round Table (May 2025).
* This brought together 40+ educators and professionals to identify actionable priorities for VI/HoH inclusive music-making.

**6. Legacy**

* Ensured sustainability through creation of a songbank, ongoing projects, resource sharing, and school partnerships.
* Pupil-led creations now embedded in choirs and classroom music across the hub.

**KEY PROGRAMMES**

**Music Makes Me (2023)**

A large-scale inclusive event at the Royal Albert Hall, featuring:

* 1,090 performers including 165 SEND pupils (16%)
* Inclusive delivery with Makaton, visual aids, and regulation-focused songs
* Resulted in increased confidence and representation

*“Celebrated the strengths of the young people.”*

**Music Makes You (2024–2025)**

Follow-up songwriting project in 10 schools (5 in 2024, 5 in 2025), with:

* Pupil co-creation, CPD for staff, and tailored musical support
* Songs now part of hub-wide repertoire; several include Makaton resources

2025 Schools: Barlby Primary, College Park George Eliot, Jack Tizard, Cambridge School, St Edwards. *“It’s Going to Be Bright” (composed in 2024) now used in Makaton Choir.*

**Makaton Choir (2023–2025)**

Pilot for inclusive signing choir across SEND schools, now expanding:

* Focus on music, communication, and emotional/social development
* Includes RCM mentors, SoundAbout access, and cross-school collaboration
* Performance alternatives (videos) ensure accessibility

May 2024 Highlight: Performed at West London Inclusive Arts Festival at the Royal Albert Hall (*songs included “Three Little Birds” and “Today is Going to Be Bright”)*

Dec 2024: Launch of the Makaton Choir Hub with video resources, tutorials, and lyrics.

Ongoing 2025: Schools encouraged to submit videos to grow the virtual choir community.

**Musical Senses (2022–2025)**

Music programme for Blind/VI and HoH/Deaf young musicians:

* Run in partnership with RCM, ABRSM, Youth Music, Audiovisibility, JLC
* Workshop leaders and tutors reflect participants’ lived experiences

**2024 Highlights:**

* 3-day programme with composition, songwriting, and collaborative work
* Final sharing included performances from participants and professionals (e.g., Deaf Rave, Bobby Goulder)

**May 2025 Launch:**

* 26 young musicians registered
* Workshops (May 31–June 1) at RCM with VI/HoH tutors and mentors
* Ends with sharing concerts
* First-ever Musical Senses Round Table brought 40+ stakeholders together for sector-wide reflection and planning

**5 Key Takeaways from Musical Senses Round Table:**

1. Start Early with accessible learning
2. Embrace tech & aural skills
3. Train educators with lived-experience CPD
4. Build community through inclusive music
5. Plan long-term with sustained, connected provision

**Musical Senses Roundtable feedback and actions**

On 19th May 2025, TBMH in partnership with ABRSM together 40 amazing people for our first **Musical Senses Round Table** at the Royal Albert Hall—including partners from ABRSM, RNIB, Audiovisability, Deaf Rave, Amber Trust, and many more. We had real, honest conversations about how to make music more accessible for Blind/Visually Impaired and Deaf/Hard of Hearing young people. From early learning and Braille music to using tech, creative approaches, and championing Deaf role models, it was all about making music more inclusive and meaningful and connecting professionals for future change! Photos from the event can be found [HERE](https://flic.kr/s/aHBqjCeGZ2). To keep the conversation going, the TBMH have created two LinkedIn groups that people are warmly invited to join, and the report from the Roundtable event can be found in those groups:

· Musical Senses Blind/VI Network: [**https://lnkd.in/eM58RV26**](https://lnkd.in/eM58RV26)

· Musical Senses Deaf/Hoh Network: [**https://lnkd.in/ejYMRRY6**](https://lnkd.in/ejYMRRY6)

**Musical Senses 2025 - Young People Activity**

Musical Senses 2025 took place at the Royal College of Music on 31 May and 1 June, bringing together 26 Blind/Visually Impaired and Deaf/Hard of Hearing young people for two unforgettable days of music-making, creativity and connection. Led by inspiring workshop leaders who themselves are Blind/VI and Deaf/HoH, participants explored, wrote, and performed original music while building lasting friendships. The event culminated in two bespoke concerts for families, celebrating each young person's talent and voice. Delivered in partnership with ABRSM, RCM, John Lyon’s Charity, Audiovisibility, Tri-borough Music Trust and more. Musical Senses 2025 was a joyful celebration of music and community, showing how shared creativity can bring people together across all experiences.

**Musical Senses Resources**

#### Our specialist workshop leads and tutors have created bespoke resources to be used in the continuation of professional development and learning for our staff, tutors, and partners. These are available here, click on the links:

* [**Advice for working with HoH Musicians**](https://www.triboroughmusichub.org/media/6397/advice-for-working-with-hoh-musicians.docx)
* [**Deaf Awareness sheet**](https://www.triboroughmusichub.org/media/6398/deaf-awareness-sheet.pdf)
* [**Support Workers Guide Assisting Visually Impaired Educators at TBMH**](https://www.triboroughmusichub.org/media/6399/support-workers-guide-assisting-visually-impaired-educators-at-tbmh.pdf)

#### **Challenges Faced By Visually Impaired Musicians in Orchestras**

#### As part of our commitment to growing representation we have been fortunate to work with Paula Chavez (and her sister, Fabiana) for the past three years, both of whom are blind musicians and music educators. They teach curriculum music in schools, piano lessons at our Saturday Music School, and support our out of school ensembles. Paula has written a really candid and insightful piece of work which we feel is important for us to share more widely in order to raise awareness and build inclusivity in the work of music education. You can read Paula’s article by clicking on the links below:

* [**Word Version**](https://www.triboroughmusichub.org/media/6088/challenges-faced-by-visually-impaired-musicians-in-orchestras.docx)
* [**PDF Version**](https://www.triboroughmusichub.org/media/6089/challenges-faced-by-visually-impaired-musicians-in-orchestras.pdf)

**INCLUSIVE DELIVERY & CPD SUMMARY**

**Inclusive Performance and Resource Delivery:**  
TBMH ensured all major events (e.g., *Music Makes Me*, *Christmas Festival*) were accessible through visual resources and Makaton signing, supporting emotional well-being and engagement for SEND pupils. The Hub provided differentiated entry points, including video submissions, to enable wider participation from schools such as Queensmill and The Village at All Souls. Strategic collaboration with composers ensured accessible event content.

**Partnerships and Support:**  
TBMH has built strong links between schools and organisations including Live Music Now, In-deep Therapy, Aurora Orchestra, English Folk Dance and Song Society and English National Opera, facilitating inclusive projects and music therapy across multiple SEND and mainstream schools. RCM students, including mentors like Rosie Gill, have been placed in SEND schools, supporting inclusive ensembles and choirs.

**CPD and Workforce Development:**  
Across the year, TBMH ran targeted CPD for partners, tutors, and schools on inclusive strategies (e.g., trauma-informed practice, Makaton use, online resource accessibility). Events included keynote speakers, practical sessions, and student voices, such as Gabby from Queensmill. The *Building Musical Pathways for All* series reached over 150 educators

and supported practice-sharing across four music hubs.

**SEND-Focused Initiatives:**  
Key programs include *Musical Senses* (led by Blind/VI or Deaf/HoH musicians), the *Makaton Pilot*, and *Music Makes You*. The inclusive approach has led to increased SEND school participation and meaningful performance outcomes, with students such as Laurence Mossner (neurodiverse pianist) featured in major showcases.

**Free resources:**

· KS3-5 Teaching and Learning Resources

*o* ***Music Production*** *–*[***HERE***](https://drive.google.com/file/d/1Bt9-DSeKK8istqA-cMUI1-FGYcie2xsx/view?usp=sharing)

*o* ***Song writing*** *–*[***HERE***](https://drive.google.com/file/d/13-NetyH7YM96jKD5t5fvuq-j485oOgrR/view?usp=sharing)

*o* ***Hip-Hop*** *–*[***HERE***](https://drive.google.com/file/d/1Sqo9WcRZX9bfTRVazI18rqutTYKALe31/view?usp=sharing)

o **Teaching young people with SEND additional resources** [**HERE**](https://drive.google.com/file/d/1zqi3FwWpaPEGXKhvoLJnCSnpNe5h7be3/view?usp=sharing)

**Universal School Support Documents:**

All have Inclusion running through them.

The LWMH Has prepared the following FREE support documents, all available [HERE](https://www.lwmh.org.uk/documents).

1. **Music Curriculum Self-Evaluation Tool –** [**HERE**](https://drive.google.com/file/d/1CzHh9VeGpxS4DGW8_zv2Gwg3lgpWJtN1/view?usp=sharing)

· *Answer the prompt questions and you will be able to get a clearer picture of where your schools may sit within a framework of Silver/Gold/Platinum which tallies with the Artsmark framework.*

· *A free interactive EYFS self-assessment tool is also available – click* [***HERE***](https://www.triboroughmusichub.org/self-evaluation-tool/)

2. **Creating your own School/Setting Music Policy –** [**HERE**](https://docs.google.com/document/d/1gCg6LYJDISG947cZAdoYllbmzH2VllKY/edit?usp=sharing&ouid=103126983957736014144&rtpof=true&sd=true)

· *Answer the prompt questions and you will be able to present a summarised description about how music is delivered in your school*

3. **Writing a School Music Development Plan –** [**HERE**](https://docs.google.com/document/d/1eeS4OHTNBFTj0N_8h_MyO31WVU5m0tn2/edit?usp=sharing&ouid=103126983957736014144&rtpof=true&sd=true)

· *This will help you shape your own SMDP to reflect your curriculum offer*

4. **Model Music Curriculum Overview/Summary –** [**HERE**](https://drive.google.com/file/d/1u_0Y8_WaaOyERur4uWMSNSXD15ruAKJ2/view?usp=sharing)

· *This summarises how the MMC’s approach might support your curriculum design*

5. **Ofsted handbook music curriculum guidance for schools (2024 Update) –** [**HERE**](https://docs.google.com/document/d/1mzVRsIJ7Xk5_rYTHrytUfOD4zI-HKTYT/edit?usp=sharing&ouid=103126983957736014144&rtpof=true&sd=true)

· *This summarises key aspects of the Education Inspection Framework, with suggested questions for schools/settings to consider in reference to a quality music education provision*

**WORK EXPERIENCE & REPRESENTATION**

TBMH hosted two work experience placements from Action on Disability, supported inclusive festival events like WLIAF, and delivered CPD to external hubs (Camden, Richmond, Wiltshire, Surrey), extending its leadership in inclusive practice across the region.

**DIGITAL LINKS**

**Music Makes Me (27 June 2023)**

Nearly 1,100 students performed at the Royal Albert Hall in a neurodiversity-focused event co-produced by the Tri-borough Music Hub and the Hall’s Engagement team. The performance celebrated inclusive practices and featured 21 original pieces (17 co-created with students), BSL interpretation, and multimedia elements. Watch:

* [Event Day Documentary](https://vimeo.com/843187100?share=copy)
* [Full performance](https://vimeo.com/843172310)
* Listen: [School songs on SoundCloud](https://on.soundcloud.com/mRVmgTs3LSkvpdLMA)

**Building Musical Pathways CPD**

An Instagram video showcasing inclusive CPD practice. Watch: [Instagram video](https://www.instagram.com/p/C56YDpPoYtd/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==)

**Musical Senses**

An inclusive schools programme to enhance sensory and musical learning.  
More info: [Musical Senses page](https://www.triboroughmusichub.org/school-services/musical-senses) / Watch: [2024 video](https://vimeo.com/1008353260)

**Christmas Festival SEND Performance**

A festive, inclusive performance for SEND pupils.  
Watch: [Video link and resources](https://vimeo.com/908181698)

**A ‘Perfect’ Day with Ed Sheeran (15 May 2024)**

As part of the West London Inclusive Arts Festival (WLIAF), Ed Sheeran joined SEND students for a sing-and-sign of *Perfect*, then visited The Rhythm Studio to support young musicians. Watch/Read More:

* [Tri-borough Music Hub Instagram](https://www.instagram.com/)
* [The Rhythm Studio Instagram](https://www.instagram.com/)
* [Royal Albert Hall Press Release](https://www.royalalberthall.com/)

WLIAF is a long-running inclusive arts festival led by the Federation of Westminster Special Schools and supported by cultural partners and John Lyon's Charity. Learn more / become a signatory: [Cultural Inclusion Manifesto](https://culturalinclusion.uk/)

[**Singing With Meaning**](https://www.triboroughmusichub.org/out-of-school-music-tuition-25-26/singing-with-meaning-send-vocal-resource/) **– Vocal Resource & YouTube Channel**

A free resource of 20 original songs designed to help pupils with emotional regulation and transitions, widely used across schools. YouTube channel: [Singing With Meaning](https://www.youtube.com/@egmusic6344) - Popular track: "Calm Down Song" with 23k+ views.

**Performance events showcasing SEND Learners**

* [LAURENCE MOSSNER](https://vimeo.com/932426172?share=copy) - Solo Piano, (20:48): ‘Clair de Lune’ by Claude Debussy
* [Dionysios Mataragkas](https://vimeo.com/1080193185?share=copy) - Solo Piano (37:53): A Tribute to Robert Garcia Morillo, Alberto Ginastera; and (38:48): Sonata in A, W. A. Mozart.
* Genesis Brown:
  + Future Sounds 2024: Star Performer – Video [**HERE**](https://vimeo.com/927965098)
    - Original Song: *Better and Better* (from start)
    - Cover Song: *Billie Jean* (at 3 mins 30 seconds)
  + Performance at Christmas Singing Festival – Video [**HERE**](https://vimeo.com/1041083949)
    - *For Once in my Life* (at 11 mins 20 seconds)

**Impact Summary**  
Through this strategic and inclusive approach, over 165 SEND pupils have directly participated in large-scale music-making events, with many more engaged in tailored programmes and classroom activities. Workforce development has reached over 150 educators, and inclusive resources are now embedded across multiple schools and choirs. This work has raised the profile of SEND inclusion regionally, fostered long-term partnerships, and empowered young people as co-creators and performers.