Music Development Plan Summary:

Ladywood School

Detail	Information
Academic year that this summary covers	2026/2027
Date this summary was published	16/11/2026
Date this summary will be reviewed	October 2027
Name of the School Music Lead	Dean Simons & Jake Riley
Name of the school leadership team member with responsibility for music	Jake Riley, Kevin Chadwick, Lauren Allum (Overseen by Dean Simons)
Name of local music hub	Bolton Music Service

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

At Ladywood School, music has an important role in providing children with an engaging, accessible and meaningful curriculum that supports both their musical development and their wider personal growth. As a specialist SEND school, music offers children opportunities to communicate, express themselves, explore their senses and develop rich and meaningful relationships with others, regardless of their individual starting points or communication needs. The purpose of music teaching is not simply to develop musical knowledge, but to empower every pupil to experience enjoyment, achievement and success. Ladywood use ALFA (Aspirational Learning For All) music provider. We have been working with them to create a bespoke music curriculum tailored to the various needs of our children at Ladywood, creating a personalised journey for each child. Our music providers utilise their methodology alongside our existing curriculum to formulate our ever-evolving Music curriculum offer. To track targets, staff use picture evidence and video evidence with a QR code to record children's progress and assess what they have completed.

Music provision should reflect Ladywood's commitment to personalised learning and prepare pupils for greater independence, participation and engagement with the world around them. Each child has one music session a week. Many children access an additional choir session. Through carefully adapted musical activities, pupils can develop their awareness of sound, rhythm, pulse, pitch and tempo, while building important skills such as attention, listening, turn-taking, choice-making and collaboration. For children who communicate non-verbally or use alternative communication systems, music can also provide valuable opportunities to express preferences and interact with others in an inspiring and purposeful context.

Part B: Cross-curricular music

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

At Ladywood School, cross-curricular music provides pupils with opportunities to develop their confidence, communication and social skills beyond timetabled lessons. Festive Christmas performances and choir opportunities, both in and outside of school, allow pupils to share their achievements, work collaboratively across many core and foundational areas and experience the enjoyment of performing to an audience. These experiences promote a sense of belonging, encourage positive relationships and celebrate each pupil's individual contribution, regardless of their level of need. At Ladywood, we have had the installation of an enhanced audio system in the hall to support with future performances in the school's main hall space.

Music is also used across other curriculum areas to support learning in an engaging and accessible way. Songs, rhymes and rhythm help reinforce vocabulary, counting, language learning and memory, while movement and musical activities encourage physical coordination and creative expression. These opportunities at Ladywood allow children to revisit key skills, like following our total communication approach and engage with learning through practical, multisensory experiences. Ultimately, cross-curricular music supports Ladywood's commitment to personalised learning, ensuring pupils develop confidence, independence and a sense of achievement whilst enjoying music as a subject.

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.

At Ladywood, we have strong links to the local community and wider community. All children are given opportunities to experience and participate in live music through variety of events such as; The ALFA Christmas performance (Based across Manchester and Bolton, our children perform songs alongside mainstream schools), choir performances, the Rock-Kidz event, Wild and Free activities and external band visits to school. These experiences enable our children to celebrate their achievements, share their musical talents with families and the wider school community. Performing together encourages teamwork, listening and a sense of belonging. For Ladywood's unique range of children, these activities can be adapted to individual needs, promoting inclusion, sensory engagement, self-expression and enjoyment, while ensuring every child has the opportunity to participate and experience success.

In the future

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

Looking ahead, Ladywood School will continue to develop and refine its music curriculum in collaboration with ALFA, adapting our approach as we identify what works best for our children. Through ongoing reflection, staff feedback, pupil voice and observation of children's engagement and progress, we aim to create a curriculum that is accessible, meaningful and tailored to our various range of SEND needs. We will continue to develop children's musical skills, creativity and performance opportunities, ensuring that music supports wider outcomes such as communication, confidence, social interaction and independence.

By working alongside ALFA and continually evaluating our provision, we aim to build on children's individual strengths, respond to their needs and provide the best possible opportunities for every child to experience success, reach their potential and develop a lifelong enjoyment of music. We will also be exploring the use of assessment tools that are being used to check children's understanding and knowledge, so they can believe and achieve anything they want to, linking to their future aspirations. Furthermore, we will provide staff with ongoing CPD with AFLA as our curriculum changes and evolves over time.