

## Music development plan summary: Doubletrees School

Doubletrees school is an SEND school for learners aged 2-19 with severe or profound and multiple learning difficulties. It is an academy converter school with the Special Partnership Trust. Our learners all have an EHCP, they are complex, diverse and we take a personalised learning approach to our curriculum. We make adaptations to ensure that learning is accessible to all. Our pupils work well in small nurturing groups with opportunities for 1:1 learning where needed.

We have three learning pathways within school: Engagement, Exploration and Discovery. In Engagement, a pre-formal learning pathway, learners follow the Engagement Model. The Exploration cohort is a semi-formal learning pathway, where learners access the pre-requisites to learning and the early stages of the National Curriculum. In Discovery pathway, learners access the National curriculum through more formal learning opportunities. We have an EYFS and Upper School Post 14 provision.

Music is highly evident across the school. We use it as part of our daily routines, within lessons and in therapy. We offer a range of approaches including Atmospheric, Sensology and Positive touch sessions. We aim to create a learning environment that empowers students to become creative and imaginative explorers in Music. Giving them access to a range of musical styles, instruments and experiences. Our core values are achieve, belong, communicate, develop and enjoy. With these values, we aim to inspire and develop Musical skill and engagement so that our learners continue to explore music in their future lives after Doubletrees.

### Overview

| Detail                                                                             | Information                  |
|------------------------------------------------------------------------------------|------------------------------|
| Academic year that this summary covers                                             | 2026- 2027                   |
| Date this summary was published                                                    | September 2026               |
| Date this summary will be reviewed                                                 | July 2027                    |
| Name of the school music lead                                                      | Josephine Conac              |
| Name of school leadership team member with responsibility for music (if different) | Lou Doyle                    |
| Name of local music hub                                                            | Hall for Cornwall            |
| Name of other music education organisation(s) (if partnership in place)            | Cornwall Music Service Trust |

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 is embedded in our planning and delivered through Charanga in our classes that access the curriculum. These classes teach Music lessons for at least 6 weeks of every term. Charanga units have been written into the long-term plan to ensure a range of opportunities and progression of key skills are available throughout the learner's time at school and to avoid repetition. Many of these classes also have time allocated on their timetable for sing and sign opportunities delivered through singing hands, Charanga resources or Melody Signs amongst others.

We use Sounds of Intent assessment to assess all our learner's musical engagement level. We also use the adapted version of SOI for EYFS in our early years classes. We use Soundabout at the appropriate SOI levels with huge success in our pre-formal classes. In our pre formal classes we also deliver Multi-sensory music sessions, Sensology, Soundbaths, Positive touch and Atmospherics.

We have a school Makaton choir which gathers weekly and has historically performed both internally at our Christmas fayre in front of parents and staff and publicly at the Keay theatre in St Austell.

## **Part B: Co-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.

Open orchestra has been running for three years at Doubletrees with help and guidance from Sinne Brock from the Cornwall Music Service Trust. We meet regularly with Steve Hawker from the CSMT who advises on funding and the running of the orchestra. We have built up slowly to a larger orchestra and had both lower and upper school members take part over the past year. They have performed internally for other classes.

A new opportunity this year is the Sing and Play project funded by Arts Council England run through the Hall for Cornwall which Sinne Brock will head up alongside EYFS teachers in our EYFS classes. We look forward to this new collaboration.

Our rehearsals for choir take place in our large hall space and this hall booking is prioritised to ensure that choir does take place weekly. Our orchestra takes place in the library and others are advised not to interrupt the session which works well. We use the library for music therapy sessions funded by Cornwall music Service Trust. We also use the library for individual music tuition with Sinne Brock on a Tuesday. This has been heavily subsidised this year for learners with free school meals and an EHCP which made the lessons very popular.

Due to the nature of our school we do not have individual practice rooms but learners are encouraged to choose musical instruments as a choice article in their classrooms. There are HOP bags, full of learner's favourite items which, often have instruments in, instruments are available to reach for in most classrooms or learners have environmental symbols available which mean they can ask for a drum or other instrument. Many of our learners use whistles or drums to regulate and calm themselves when distressed or dysregulated these are available in accessible drawers or offered to learners when they need them.

This year we had several staff bringing in new instruments to share with their classes and many learners enjoyed having a go as well. We also enjoyed performances from locals who let us try their instruments.

## 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.

We love performances and visitors at Doubletrees and this year we have hosted the following:

- Apollo, a string quartet from the Royal College of Music organised by the Boconnoc music festival who performed to the whole school
- Graham at Drums4fun assisted by volunteers and an ex pupil gave us all a workshop to enjoy in Artsweek
- Chris Avery guitarist gave us an interactive guitar concert
- Chapel Street Ensemble – a string quartet who have returned numerous times
- We all enjoyed Rock music workshops with the RockSteady Music Company.
- We had a Snow White Pantomime from MandM theatre in our school hall

- and a multi sensory performance from Moonbeam Theatre which transported our PMLD learners to Space, two totally different performances which provided something for everyone.

## In the future

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

Open orchestra, individual music tuition and music therapy are all set up to continue in September although there has been an admin change and our new hub for Arts Council England is through the Hall for Cornwall rather than the AsOne Hub. Charanga subscription will continue and next year everyone will start to complete their sounds of intent assessments again. We gained an Artsmark Silver Award two years ago and the judges were interested and impressed to hear that we use the SOI method of assessment and look forward to hearing more about it. We have found the biggest most important benefit is that it has helped us to better understand our learner's reactive, proactive and interactive levels of engagement with music and sound. This has enabled us to better plan for them when differentiating and preparing resources in music, phonics, communication and speaking & listening lessons. This year we have applied and been accepted to start the Artsmark process again so that we can continue to improve on our Arts provision including music at the school.