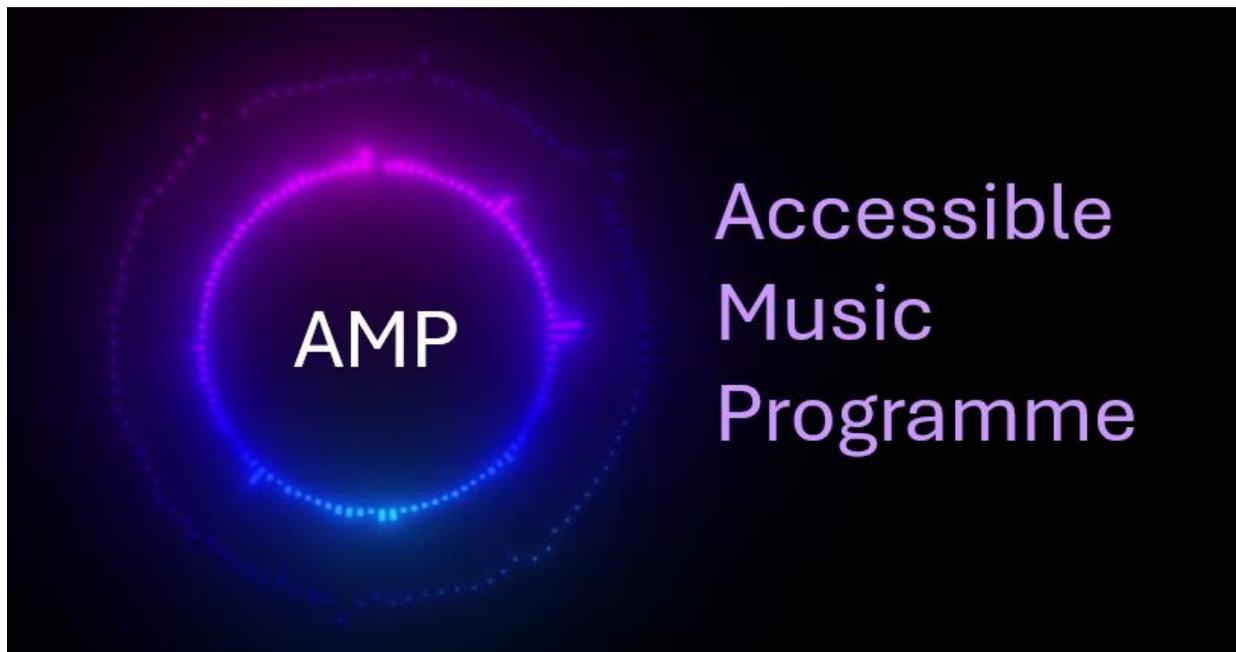


# Information pack for SEND & Alternative Provision settings



Supported using public funding by



**ARTS COUNCIL  
ENGLAND**

The [Heart of England Music Hub](#) is launching an exciting new programme designed to support the delivery of inclusive and accessible music education using music technology.

**We are seeking SEND /Alternative Provision settings to participate in this innovative initiative, which combines professional development for staff with hands-on, practical music sessions for pupils.**

### **Accessible Music Programme Focus:**

To create a network of trained practitioners with the skills and confidence to deliver accessible music-making experiences, particularly for pupils with **SEND** and/or attending **Alternative Provision** settings.

#### **Aims:**

- Establish a network of confident, skilled inclusive music technology practitioners across the Hub.
- Develop a digital resource hub with lesson plans, schemes of work, case studies, and videos.
- Raise awareness of the Hub's accessible instrument offer.
- Support accreditation pathways such as [Trinity Awards in Musical Development](#) and [AQA Unit Award Scheme](#)

#### **Benefits for participating schools and settings:**

- Access to cutting-edge music technology, including iPads, Ableton Move, and adaptive tools such as Soundbeam and Cosmo Music.
- Participation in practical projects co-designed with hub music tutors.
- Training and mentoring for staff in inclusive music-making techniques.
- Opportunities to accredit pupil learning through nationally recognised pathways.
- Contribution to a growing community of practice with regular reflection and networking sessions.

#### **Programme Structure:**

1. **Phase 1 (Summer 2026):** Training, resource launch, and induction for participating practitioners and settings.
2. **Phase 2 (Autumn 2026 – Summer 2027):** Implementation of 10 week pilot projects in schools and settings.
3. **Phase 3 (Spring/Summer 2027):** Resource development and dissemination, including video tutorials, case studies, and lesson plans for wider use.

# Accessible Music Programme resources

## 1. iPads and digital apps



Using iPads and other digital tools such as GarageBand, Chrome music Lab and Incredibox offers an exciting, approach to musical learning enabling pupils from KS2 upwards to learn how to compose, perform, and produce music.

GarageBand is a free, user-friendly app which includes a vast, built-in sound library with keyboards, guitars, and "smart instruments" that allow users to play, even without musical training. It features virtual session drummers that automatically follow along with user-created beats.

### [Learn more about iPad music apps](#)

## 2. Ableton Move



Ableton Move is a compact, standalone music-making device designed to make learning music production hands-on and engaging in the classroom. The Move allows pupils to create beats, melodies and encourages pupils to actively perform, experiment, and develop musical ideas

[Watch a video about this resource here](#)

As both a playable instrument and a creative sketchbook, Ableton Move has expressive pads which can be used to play rhythms, basslines, and melodies in real time, making it ideal for performance, ensemble work, and improvisation.

### [Learn more about Ableton Move](#)

### 3. Cosmo Music



Cosmo Music is an inclusive, interactive set of eight touch-sensitive “Cosmoids” designed to support musical exploration and skill development for learners of all abilities, particularly those with SEND.

[Watch a video about this resource here](#)

The Cosmo Music pack contains 8 colourful touch sensitive Cosmo dots which can trigger individual notes and sounds. The user can simply play notes by touching the Cosmo dots or can record sounds or patterns directly into the app to enable users to loop and layer sounds and musical ideas.

### [Learn more about Cosmo Music](#)

### 4. CMPSR



The CMPSR by Digit Music is designed to make music creation accessible, engaging, and achievable for every learner. Built around an intuitive joystick controller and supported by the Swipe accessible music app, CMPSR removes the complexity of traditional instruments, allowing students to explore melody, chords, and rhythm with simple, game-style movements.

[Watch a video about this resource here](#)

Level1

Level2

Level3

It comes with curriculum-mapped lessons, inclusive Arrow notes notation, and ready-to-use teaching resources—empowering schools to deliver modern, inclusive music education with ease, whether in mainstream or SEND settings.

### [Learn more about CMPSR, Arrow notes and Swipe](#)

## 5. Soundbeam



The Soundbeam is a fully interactive music-making system designed to enable up to twelve participants to create expressive sound through movement and accessible controls.

It includes a Soundbeam 6 touchscreen controller, four highly sensitive sensor beams with stands, eight wireless switches, loudspeakers, and a microphone, offering a rich, inclusive setup for group performance, education, and therapy.

[Watch a video about this resource here](#)

[Learn more about Sound beam here](#)

### **How can my school/setting get involved in the AMP programme?**

Schools/settings can apply to participate in AMP programme under one of the following two programmes:

#### **PROGRAMME 1: Setting led delivery programme**

This programme has a focus on music technology using iPads and other digital tools to support creative music making.

Schools/settings attend CPD sessions and develop pathways around music technology as part of their curricular/co-curricular offer.

#### **PROGRAMME 2: Co- delivery with Music Hub model**

This programme has a focus on music technology using accessible music instruments to support music making in a nurture group context.

Resources available: Ableton Move, CMPSR, Soundbeam, Cosmo Music

Schools /settings attend CPD sessions and co-design /co-deliver sessions music technology in partnership with Music Hub tutors/partners.

## PROGRAMME 1: Setting led delivery

<b>Resources:</b> iPads and other digital music apps to support creativity		
<b>Expectations</b>		
<ol style="list-style-type: none"> <li>1. School/Setting music lead attends CPD sessions for the music technology programme below facilitated by Music Hub during Summer 2026.</li> <li>2. School/Setting identifies pathways to develop music tech offer in setting.</li> <li>3. School /Setting commits a music educator to attend monthly online network meeting to share outcomes, progress and learning from pilot</li> <li>4. School/ Setting participates in CPD, evaluation and resource development</li> </ol>		
<b>Training and mentor support</b>	Provide FREE of charge by Heart of England Music Hub	
<b>Delivery of pilot</b>	This is a school/setting led programme	
<b>Pupil participation</b>	School /setting to decide on music technology offer	
<b>Resources</b>	iPads and other equipment to be purchased by participating school and setting. School/ setting contributes to development of resources for Hub resource library.	
<b>Other delivery costs</b>	No charges apply for this model other than internal delivery costs and resources which are covered by the School/ setting	
<b>CPD sessions</b>		
1. iPads and other digital music apps to support creative music making	Wednesday May 13 <sup>th</sup>  9.30-12.30pm	This session explores how we can use online technology and iPads to support creative and inclusive classroom music-making. It will cover freely available online resources as well as a selection of iPad apps.
2. Songwriting with Garageband	Wednesday May 13 <sup>th</sup>  1.15-4.15pm	This practical session introduces an accessible approach to songwriting using the GarageBand app on iPad. Suitable for complete beginners, it covers beat making, chord progressions, recording vocals, and adding effects. iPads will be provided.
3. AMP training on baseline competency, project planning and theory of inclusive practice	Wednesday 15 <sup>th</sup> July  9.30-12.30pm  1.15-4.15pm	The whole days session will cover a number of topics to support music educators including: <ul style="list-style-type: none"> <li>• Theory of inclusive practice</li> <li>• Introduction to participatory action research</li> <li>• Introduction to resource development</li> <li>• Baseline competency and self-efficacy surveys</li> <li>• Strengths-based development of personal technology 'toolbox' and project planning</li> </ul>
<a href="#"><u>Apply to take part in the setting led delivery programme here</u></a>		

## PROGRAMME 2: Co-delivery with Music Hub tutor/Partner

<b>Resources:</b> CMSPR, Ableton Move, Soundbeam, Cosmo Music, iPads		
<b>Expectations</b>		
<p>1. School/Setting commits a music educator attend minimum of 2 days of training sessions facilitated by Hub Summer 2026.</p> <p>School / setting commits a music educator to co-design and co-deliver 10-week pilot in school/setting.</p> <p>3.School/setting music educator commits to attending monthly online network meeting to share outcomes, progress and learning from pilot</p> <p>4.Schools/ Setting music educator participates in CPD, evaluation and resource development</p>		
<b>Training and mentor support</b>	Provided FREE by Heart of England Music Hub	
<b>Delivery of pilot</b>	<p>Co- design and co-delivery in partnership with Music Hub tutor</p> <p>Sessions will be delivered on Wednesdays between 1-3pm during term time.</p> <p>Sessions will be delivered run once per week for 10 weeks per term.</p> <p>Staff will be required to attend CPD and reflection sessions as per the programme timetable.</p>	
<b>Pupil participation</b>	Small group nurture sessions (max 6 pupils per group)	
<b>Resources</b>	<p>Musical instruments and equipment to be provided FREE by Heart of England Music Hub</p> <p>School/ setting practitioner contributes to co-development of resources for Hub resource library.</p>	
<b>Other delivery costs</b>	<p>Each 10-week programme = £1,200</p> <p>Heart of England Music Hub will fund 50% of costs of each programme delivered for 2025-26.</p> <p>Cost to school/setting= £600.00 per 10-week programme</p>	
<b>CPD sessions</b>		
<p><b>Introduction to Accessible instruments</b></p> <ul style="list-style-type: none"> <li>• iPad apps</li> <li>• CMPSR</li> <li>• Ableton Move</li> <li>• Soundbeam</li> <li>• Cosmo Music</li> </ul>	<p><b>Tuesday 12<sup>th</sup> May</b></p> <p><b>9.30am – 12.30pm</b></p>	<p>This session will introduce all accessible instruments to schools/settings with opportunities to get hands on with resources and understand key features. This session is suitable for all specialist settings and provide a general instruction to all AMP resources.</p>
<p><b>Accessible instruments for pupils with complex needs (PLMD, SLD)</b></p>	<p><b>Tuesday 12<sup>th</sup> May</b></p> <p><b>1-15-4.15pm</b></p>	<p>In this session participants will learn how to use the music technology in a complex needs context alongside acoustic instruments.</p>
<p><b>Introduction to Accessible</b></p>	<p><b>Tuesday 14<sup>th</sup> July</b></p>	<p>In this session participants will learn how to use the music technology with</p>

<b>instruments for pupils with Autism and SEMH needs</b> <ul style="list-style-type: none"> <li>• iPad apps</li> <li>• CMPSR</li> <li>• Ableton Move</li> </ul>	<b>9.30-12.30pm</b>	a focus SEMH needs and autism. The session will focus on the Ableton Move and CMPSR (including notation systems) and how the iPad can work alongside these resources.
<b>Creative music making with technology for pupils with SEMH settings</b>	<b>Tuesday 14th July</b>  <b>1.15-4.15pm</b>	This session will provide participants with opportunities to explore music making through group work using the CMPSR Move and iPads.
<b>AMP training for participating settings and music educators.</b>  <i><b>Please note this session is mandatory</b></i>	<b>Wednesday 15<sup>th</sup> July</b>  <b>10.00-12.30 pm</b>  <b>1-15- 4.15pm</b>	The whole days session will cover a number of topics to support music educators including: <ul style="list-style-type: none"> <li>• Theory of inclusive practice</li> <li>• Introduction to participatory action research</li> <li>• Introduction to resource development</li> <li>• Baseline competency and self-efficacy surveys</li> <li>• Strengths-based development of personal technology ‘toolbox’</li> <li>• Project planning</li> </ul>

[Apply to take part in the Co-delivery programme here](#)

# AMP programme dates Autumn 2026

## Autumn 2026

	Activity	Wednesday 1-3pm	Monthly network meeting with Ben Sellers 3.15- 4.15pm
Planning	Planning	9/9/26	Online 1
Session 1	Delivery	16/9/26	
Session 2	Delivery	23/9/26	
Session 3	Delivery	30/9/26	
Session 4	Delivery	7/10/26	Online 2
Session 5	Delivery	15/10/26	
Session 6	Delivery	22/10/26	
<b>HALF TERM</b>			
Session 7	Delivery	4/11/26	
Session 8	Delivery	11/11/26	Online 3
Session 9	Delivery	18/11/26	
Session 10	Delivery	25/11/26	
Reflection	Network meeting	2/12/26	Online 4

## Spring 2027

	Activity	Wednesday 1-3pm	Monthly network meeting 3.15- 4.15pm
Session 1	Delivery	6/1	
Session 2	Delivery	13/1	Online 5
Session 3	Delivery	20/1	
Session 4	Delivery	27/1	
Session 5	Delivery	3/2	Online 6
Session 6	Delivery	10/2	
<b>HALF TERM</b>			
Session 7	Delivery	23/2	
Session 8	Delivery	3/3	Online 7
Session 9	Delivery	10/3	
Session 10	Delivery	17/3	
Reflection	Network meeting	24/3	Online 8

## Summer 2027

	Activity	Wednesday 1-3pm	Monthly network meeting with Ben Sellers 3.15- 4.15pm
Session 1	Delivery	14/4	
Session 2	Delivery	21/4	Online 5
Session 3	Delivery	28/4	
Session 4	Delivery	5/5	

Session 5	Delivery	12/5	Online 6
Session 6	Delivery	19/5	
Session 7	Delivery	26/6	
<b>HALF TERM</b>			
Session 8	Delivery	9/6	Online 7
Session 9	Delivery	16/6	
Session 10	Delivery	23/6	
Reflection	Network meeting	30/6	Online 8

For further information on the programme or if you have a questions please contact : [info@heartofenglandmusic.com](mailto:info@heartofenglandmusic.com)

*All CPD sessions delivered for the AMP programme  
will take place at:*

Solihull Core  
Homer Road  
Solihull  
B91 3RG



# Heart of England AMP expectations

## Eligibility and Participation in AMP programme

By joining the AMP programme, all schools/settings confirm that they:

- Support children and young people with additional needs and/or barriers to accessing music education
- Are committed to inclusive practice and the use of music technology to widen access
- Have the capacity to engage meaningfully in delivery, reflection and evaluation as outlined in the selected delivery model
- Ensure pupils are supported to attend regularly across the agreed sessions
- Provide relevant contextual information (e.g. access needs, communication methods, risk considerations) to enable safe and inclusive delivery

## Staffing and Space

Schools/settings are responsible for:

- Providing a suitable, accessible space for music technology activity
- Ensuring appropriate staff are present where required for safeguarding, behaviour support or personal care
- Supporting smooth session set-up and transitions

## Professional Learning and Reflection

Participating schools/settings commit to:

- Supporting practitioner attendance at CPD sessions and online reflection meetings
- Engaging in reflective practice, including journalling and discussion
- Contributing to the development of resources, case studies, lesson ideas and feedback

This collaborative learning model is central to the programme's aims.

## Accreditation Pathways

Where accreditation (e.g. Trinity Music Awards or AQA Unit Award Scheme) is offered:

- Schools/settings agree to support evidence gathering and moderation requirements
- Accreditation routes will be agreed in advance and matched to pupil needs and capacity

## **Monitoring, Evaluation and Evidence**

Schools/settings agree to:

- Participate in evaluation activity, including surveys and feedback
- Allow the collection of anonymised data relating to participation, engagement and outcomes
- Support non-intrusive filming, photography or audio recording for training and dissemination purposes, subject to appropriate consent

## **Media, Case Studies and Dissemination**

With appropriate permissions in place, schools/settings agree to:

- Obtain appropriate consent for filming, photography or audio recording of pupils to be shared on the Heart of England Music website and social media channels.
- Contribute to written and video case studies
- Allow anonymised examples of practice to be shared via the Hub website, conferences and sector events
- Support the wider dissemination of learning to strengthen inclusive music provision regionally and nationally

## **Safeguarding and Consent**

All activity will be delivered in line with:

- Each Local Authority Music service safeguarding policy
- The school/setting's safeguarding and consent procedures

Schools/settings remain responsible for ensuring parental/carer consent is in place for participation, media use and accreditation.

## **Withdrawal or Changes to Participation**

Schools/settings should notify the Hub as early as possible if:

- They are unable to continue participation
- They encounter staffing or contextual changes which may affect delivery

The Hub reserves the right to review participation if expectations are not met or safeguarding concerns arise.

## **Shared Values**

By taking part, schools/settings commit to:

- Inclusive, strengths-based approaches to music education
- Respectful collaboration with Hub staff, practitioners and pupils
- A willingness to learn, adapt and share practice

## **Instrument and Equipment Loan: Expectations for Schools and Settings**

Where instruments, adaptive technologies or music-tech equipment are provided as part of the Accessible Music Programme, participating schools and settings agree to the following responsibilities:

### **Use and Care of Equipment**

- Equipment must be used solely for the purposes of the Accessible Music CPD Programme unless otherwise agreed in writing with Heart of England Music Hub.
- Schools/settings must ensure that all equipment is handled responsibly, stored safely, and used in an appropriate, supervised environment.
- Equipment should be kept in good working order, with any accessories or components (e.g. charging cables, cases, mounts) stored together and returned in the same condition.

### **Reporting Procedures**

- Any damage, malfunction, or loss must be reported to the Hub immediately, including a clear description of the issue and how it occurred.
- Schools/settings must not attempt repairs themselves unless specifically authorised by the Hub.

### **Liability and Charges for Damage**

- Schools/settings accept responsibility for the equipment while it is on their premises or under their supervision.
- If equipment is damaged due to misuse, negligence, or insufficient supervision, the Hub reserves the right to issue an invoice to cover repair or replacement costs.
- Where damage results from typical wear-and-tear or technical failure not caused by the school/setting, the Hub will cover repair or replacement.

## **Loan Period and Return of Equipment**

- All equipment remains the property of Heart of England Music Hub unless a separate agreement states otherwise.
- Schools/settings must ensure equipment is returned by the agreed date, in full working order, with all accessories included.
- Late return, incomplete return, or loss of components may result in additional charges.

## **Compliance with Loan Agreements**

- Access to the Hub's wider Accessible Instrument Library will require completion of a separate loan agreement, which may include a hire charge.
- Continued participation in the programme is dependent on meeting the expectations outlined above.