



## Strategies for supporting pupils with Special Educational Needs and Disabilities in **Music** lessons.

Individual Need	Here's how we help everyone learn...
<b>Autism Spectrum Disorder</b>	<ul style="list-style-type: none"> <li>✓ Keep daily routines (e.g. seating plans) as normal as possible and consult the child beforehand if there is going to be a change - give the child options to choose from in this case.</li> <li>✓ Allow time to process information, and don't put the child on the spot by asking questions publicly, unless you know they are comfortable with this.</li> <li>✓ Be aware that a child with autism is likely to experience sensory processing difficulties where they may be either over-responsive or under-responsive to sensory stimuli e.g. singing or noises and sounds from instruments.</li> <li>✓ Children may struggle to work in a group and prefer to work on their own.</li> <li>✓ Prepare the child for what is coming .</li> <li>✓ Provide ear defenders for those children who may be sensitive to the noise of singing or instruments.</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>✓ Pastel shades of paper and backgrounds will reduce 'glare' when reading music or following musical notations.</li> <li>✓ Use large font sizes and double line spacing where appropriate.</li> <li>✓ Avoid 'cluttered' backgrounds with lots of unnecessary images.</li> <li>✓ Colour code text or musical phrases – e.g. one colour for me to play/sing, another colour for my partner.</li> </ul>
<b>Toileting Issues</b>	<ul style="list-style-type: none"> <li>✓ Sit children close to the door so they may leave the room discreetly to go to the toilet and not draw attention to themselves.</li> <li>✓ Be aware that anxiety associated with public music performances may trigger pain or a need to go to the toilet.</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>✓ Work will be carefully planned and differentiated, and broken down into small, manageable tasks. Use picture cards and visual prompts to remind them what to do and keep children on track.</li> </ul>



	<ul style="list-style-type: none"><li>✓ Physically demonstrate what to do rather than just rely on verbal instructions.</li><li>✓ Avoid children becoming confused by giving too many instructions at once. Keep instructions simple and give specific, targeted praise so children know exactly what they are doing well.</li></ul>
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<p style="text-align: center;"><b>Speech, Language &amp; Communication Needs</b></p>	<ul style="list-style-type: none"><li>✓ Be aware of the level of language that children are using, and use a similar level when teaching to ensure understanding.</li><li>✓ Use signs, symbols and visual representations to help children's understanding and ability to follow a piece of music with different notes or instruments.</li><li>✓ Respond positively to any attempts children make at communication – not just speech.</li><li>✓ Provide opportunities to communicate in a small group and be fully involved in the activity.</li><li>✓ Use non-verbal clues to back-up what is being said e.g. gestures.</li></ul>
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