

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



Individual Need	How we help...
<b>ADHD</b>	<ul style="list-style-type: none"> <li>• Meet the child's need for physical activity and plan music lessons with a range of moving and hands-on (kinaesthetic) learning activities.</li> <li>• Help children to manage their arousal levels, but allow children 'time out' when they show they need a break from the lesson.</li> <li>• Allow children time to let out their impulsiveness when handling new instruments – these may be introduced prior to the lesson so that they become familiar.</li> <li>• A 'stress ball' or another fiddle object agreed by the SENCO may help children concentrate and stop them using musical instruments inappropriately during a lesson.</li> <li>• Reward children for joining in and completing tasks – both individually and as part of a group.</li> </ul>
<b>ASD</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 &amp; sounds from instruments.</li> <li>• Allow children to have planned and unplanned sensory breaks or use fiddle toys that won't disrupt other children when necessary.</li> <li>• Pupils may struggle to work in a group and prefer to work on their own due to communication difficulties.</li> <li>• Prepare the child for what is coming – picture cues and discussing what the lesson will be like is helpful.</li> <li>• Provide ear defenders for those children who may be sensitive to the noise of singing or instruments.</li> </ul>
<b>DCD/ Physical Impairment</b>	<ul style="list-style-type: none"> <li>• Ensure children have a large enough space to work in.</li> <li>• Allow children extra time to practise, with movement breaks where needed.</li> <li>• Don't choose these children to go first – they may need to pick up on cues from other children in order to process how to do something correctly.</li> <li>• Pair children with a sensitive partner who knows what they're doing.</li> <li>• Clearly demonstrate how to handle equipment, and don't draw attention to the awkwardness of their movements.</li> </ul>
<b>Hearing &amp; Visual Impairment</b>	<ul style="list-style-type: none"> <li>• Prior to the lesson, ask the child where they'd prefer to sit.</li> <li>• If they have hearing loss in only one ear, make sure they have their 'good ear' facing the teacher where applicable.</li> <li>• Discreetly check if the child is wearing their hearing aid.</li> <li>• Clearly demonstrate or play sounds that are loud enough to hear. Repeat any questions asked by other students in the class before giving a response, as a hearing-impaired child may not have heard them.</li> <li>• Remove all barriers to lip-reading. Make sure the child can clearly see the teacher.</li> </ul>

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



Individual Need	How we help...
	<ul style="list-style-type: none"> <li>• Share the lesson using a laptop with headphones or other assistive technology if required.</li> <li>• Provide lists of subject-specific vocabulary or song lyrics which children will need to know, as early as possible.</li> <li>• Sit children where they have the best view of the teacher and the board/resources.</li> <li>• To help children who are sensitive to light and glare, use window blinds and screen-brightness controls to regulate the light in the room.</li> <li>• Add more light to an area if necessary.</li> <li>• Children may benefit from high-contrast objects and pictures.</li> <li>• Ensure children wear their prescribed glasses.</li> <li>• When using instruments, describe them as they are being used in terms of the material they are made from and what they look like.</li> <li>• Children could have access to the instruments before the lesson so that they become familiar with them through touch first.</li> </ul>
<p><b>Cognition and Learning Needs</b></p>	<ul style="list-style-type: none"> <li>• Work will be carefully planned and differentiated, and</li> <li>• broken down into small, manageable tasks.</li> <li>• Use picture cards and visual prompts to remind them what to do and keep children on track.</li> <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>
<p><b>Dyslexia/ Dyscalculia</b></p>	<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> <li>• Replace passive teaching methods with experiential learning for children – 'doing' will bring more interaction and success than just 'watching'.</li> <li>• Allow children to demonstrate and teach what they can do to others.</li> </ul>
<p><b>Speech Language and 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 pupils 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>

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



Individual Need	How we help...
<b>Gifted and Talented</b>	<ul style="list-style-type: none"><li>• Encourage children who show particular musical ability to continue/take up instrumental lessons or join ensemble activities.</li><li>• Ensure parents are aware of extra-curricular musical activities.</li><li>• Provide children with higher levels of existing knowledge/skills with additional challenges (eg play/sing a harmony, use staff notation to record their composition, or answer more detailed/challenging music theory questions.)</li><li>• Seek support from music specialist to inform appropriate challenges if necessary.</li></ul>