

Barriers to and solutions for Engagement, Progress and Achievement in Music

- Use of word banks support understanding of **new vocabulary** for **all children**
- Clarity of instruction, explanations and modelling are crucial
- Some children with SEN maybe overwhelmed by noise, some may thrive and enjoy
- Allow children to shine if this is a strength and use as a motivator

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASC/ADHD	Speech and language	Cognition and Learning	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Emotional needs if hard to hear others may feel excluded 	<ul style="list-style-type: none"> • May struggle with contrasting colours on the board or follow musically notation. 	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Difficulty crossing the mid-line with some instruments • Difficulty keeping time/rhythm • Harder to build muscle memory needed for some instruments • difficulty in learning songs/ words by heart 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning • Difficulty working quickly with peers and “keeping up “ with them when performing 	<ul style="list-style-type: none"> • Difficulty recording • Concentration span • Safety regarding impulsive behaviour • Difficulties sharing • Noise and movement – overstimulating or overwhelming • Sharing space and equipment with others • Waiting + frustration 	<ul style="list-style-type: none"> • Understanding instructions and language • Articulation in singing 	<ul style="list-style-type: none"> • difficulty in understanding instructions • difficulty recording • difficulty in learning songs/ words by heart • difficulty in reading fast enough for singing 	<ul style="list-style-type: none"> • Participation • Team/partner work/ collaboration • Sharing materials. • Emotional response to music reminds child of difficult things

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Solutions Identified by subject co-ordinator, SENCO, Class teacher	<ul style="list-style-type: none"> Headphones if noise sensitive Pictorial representations Vocab lists and explanations Position within the class Checking right levels with any hearing aid equipment 	<ul style="list-style-type: none"> Enlarged resources/ label them clearly Knowledge/graphic organisers Training for staff seating 	<ul style="list-style-type: none"> Knowledge/graphic organisers Alternative ways of recording Physical support with instruments-support, with rhythm especially Work alongside child when modelling instrument Chance to repeat so as to build muscle memory Learning an instrument can build 	<ul style="list-style-type: none"> Graphical organisers Re-teaching to build memory Build in repetition within lesson Visual prompts 	<ul style="list-style-type: none"> Visual representation Graphical organisers Ear defenders if needed Step by step instructions Extra supervision may be needed if available Own space and instrument available Pre-negotiate where is best in the room to work. Time out if needed Low arousal areas may be needed in the room for some. Visual timers for when to stop. 	<ul style="list-style-type: none"> Visual prompts for instructions Pre-teach and practise words for songs Display key words Encourage pupils to use their voices in different ways – loud soft etc 	<ul style="list-style-type: none"> Knowledge/graphic organisers Word banks- key words Visual prompts Alternative methods of recording Support for understanding instructions Pre-teach and practise words for songs, especially those with reading difficulty Multi-sensory approach- eg actions or marching while singing. Use mind maps to assess prior learning and add to this as they build on their knowledge/ understanding. 	<ul style="list-style-type: none"> Singing is recognised to build self-esteem Clear expectations Modelling and explanations clarity Groupings need to be carefully chosen-supportive partners Pre-warn any potential issues Clear plan for when and where child can talk about any difficult emotions that have been triggered. Timers for when to stop accept that they may not want to join in and not draw attention to it

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