

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

# Music



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