



Strategies for supporting pupils with SEND in Music lessons.

| Individual Need | Here's how we support everyone... |
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| Attention Deficit Hyperactivity Disorder | <ul style="list-style-type: none"> • Meet the child's need for physical activity and plan music lessons with a range of moving and hands-on, practical learning activities. • Help children to manage their arousal levels but allow children 'time out' when they show they need a break from the lesson. • 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. • A 'stress ball' or other fidget object may help children concentrate and stop them using musical instruments inappropriately during a lesson. • Reward children for joining in and completing tasks - both individually and as part of a group. |
| Anxiety | <ul style="list-style-type: none"> • Sit the child where they feel most comfortable during the lesson. • Let the child know who is there to support them. This may be a particular friend, group of friends or an adult. • Be aware that anxious children may not have the confidence to perform in front of others. • Learn to spot a child's triggers, and what the child looks like in a heightened state of anxiety. |
| Autism Spectrum Disorder | <ul style="list-style-type: none"> • 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. • 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. • 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 & sounds from instruments. • Allow children to have planned and unplanned sensory breaks or use fiddle toys that won't disrupt other children when necessary. • Pupils may struggle to work in a group and prefer to work on their own due to communication difficulties. • Prepare the child for what is coming - picture cues and discussing what the lesson will be like is helpful. • Provide ear defenders for those children who may be sensitive to the noise of singing or instruments. |
| Dyscalculia | <ul style="list-style-type: none"> • Replace passive teaching methods with experiential learning for children - 'doing' will bring more interaction and success than just 'watching'. • Allow children to demonstrate and teach what they can do to others. |
| Dyslexia | <ul style="list-style-type: none"> • Different coloured paper can be provided for any written recordings • A text font size of 12 or above is used for any work sheets/PowerPoint presentations • Questions will be short with visual representations (diagrams, pictures, illustrations) to support • Avoid 'cluttered' backgrounds with lots of unnecessary images. • Colour code text or musical phrases - e.g. one colour for me to play/sing, another colour for my partner. |
| Dyspraxia | <ul style="list-style-type: none"> • Ensure children have a large enough space to work in. • Allow children extra time to practise, with movement breaks where needed. |

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| | <ul style="list-style-type: none"> • 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. • Pair children with a sensitive partner who knows what they're doing. • Clearly demonstrate how to handle equipment, and don't draw attention to the awkwardness of their movements. |
| Hearing Impairment | <ul style="list-style-type: none"> • Prior to the lesson, ask the child where they'd prefer to sit. • If they have hearing loss in only one ear, make sure they have their 'good ear' facing the teacher where applicable. • Discreetly check if the child is wearing their hearing aid. • 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. • Remove all barriers to lip-reading. Make sure the child can clearly see the teacher. • Share the lesson using a laptop with headphones or other assistive technology. • Provide lists of subject-specific vocabulary or song lyrics which children will need to know, as early as possible. |
| Toileting Issues | <ul style="list-style-type: none"> • Children will be able to leave and return to the classroom whenever necessary • A seating arrangement will be made so that the child can enter and leave the classroom discretely • Be aware that anxiety associated with public music performances may trigger pain or a need to go to the toilet. • When a school trip or concert is coming up, talk to the child and parents about specific needs and how they can be met. |
| Cognition and Learning Challenges | <ul style="list-style-type: none"> • 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. • Physically demonstrate what to do rather than just rely on verbal instructions. • 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. |
| Speech, Language & Communication Needs | <ul style="list-style-type: none"> • Be aware of the level of language that children are using and use a similar level when teaching to ensure understanding. • Use signs, symbols and visual representations to help children's understanding and ability to follow a piece of music with different notes or instruments. • Respond positively to any attempts pupils make at communication - not just speech. • Provide opportunities to communicate in a small group and be fully involved in the activity. • Use non-verbal clues to back-up what is being said e.g. gestures. |
| Tourette Syndrome | <ul style="list-style-type: none"> • Be aware that tics can be triggered by increased stress, excitement or relaxation - all of which may be brought on by music. • Ignore tics and filter out any emotional reaction to them. • Instead, listen and respond with support and understanding. • Manage other children in the room to avoid sarcasm, bullying or negative attention being drawn to a pupil's tic. • Avoid asking a child not to do something, otherwise it may quickly become their compulsion. Instead, re-demonstrate how to do something correctly. • Be sensitive to how noises & music affects a pupil's sensory processing capabilities. Find out what does and does not lead to a positive response and work with these in mind. • Provide ear defenders for those children who may be sensitive to the noise of singing or instruments. |

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| <p>Experienced Trauma</p> | <ul style="list-style-type: none"> • Understand behaviour in the context of the individual's past experiences. • Always use a non-confrontational, trauma informed approach that shows understanding and reassurance, using playfulness, acceptance, curiosity and empathy. • Actively ignore negative behaviour. Praise good behaviour and reward learning. • Incorporate opportunities for humour and laughter in music lessons (laughter reduces the traumatic response in the brain). • Adults to support and coach traumatised children in ways to calm themselves and manage their own emotions. • Allow children the use of a pre-agreed breakout space when something in the classroom triggers an emotional outburst |
| <p>Visual Impairment</p> | <ul style="list-style-type: none"> • Sit children where they have the best view of the teacher and the board/resources. • To help children who are sensitive to light and glare, use window blinds and screen-brightness controls to regulate the light in the room. • Add more light to an area if necessary. • Children may benefit from high-contrast objects and pictures. • Ensure children wear their prescribed glasses. • When using instruments, describe them as they are being used in terms of the material they are made from and what they look like. • Children could have access to the instruments before the lesson so that they become familiar with them through touch first |