

Music
Supporting children with SEND

Cognition & Learning		Communication & Interaction	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Instructions</p> <p>Accessing text of lyrics</p> <p>Reading music</p> <p>Having the spoken or written language to respond to a piece of music</p> <p>Remembering a musical sequence</p> <p>Remembering lyrics to a song for a performance</p>	<p>Breaking it down into small chunks</p> <p>Repeating skills</p> <p>Cover prior learning</p> <p>Videos/Kapow videos</p> <p>Checklist</p> <p>Visual aid</p> <p>Simple instructions/Repeat instructions</p> <p>Peer collaboration</p> <p>Provide a modified version, work in pairs or provide an audio version (using Kapow). Child has the option to learn by ear. Code the colours of the notes and corresponding note positions on the instrument.</p> <p>Pupil can voice record (speech to text), work in pairs or give video response. Child has access to visual cues, piece is modified for accessibility.</p>	<p>How to put their ideas across</p> <p>Inability to share thoughts on musical instrument</p> <p>Contributing ideas to response work or composition work may be challenging.</p> <p>Working in a group for response or composition work.</p>	<p>Record on ipad, play back to them or rest of the class</p> <p>Partner work</p> <p>Scaffolding</p> <p>Offer a range of formats to contribute in such as voice or video recording.</p> <p>Use a talk partner to share ideas who can then share them with the group.</p> <p>Offer a range of formats to contribute in such as voice or video recording.</p> <p>Use a talk partner to share ideas who can then share them with the group</p>
Physical & Sensory		Social, Emotional & Mental Health	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Noise – too loud</p> <p>Coordination – struggles with gross motor skills</p> <p>Hearing impairment (listening and composing and ensemble work)/Sensitive hearing (listening and composing and ensemble work)</p> <p>Physical disability (listening and composing and ensemble work)</p> <p>Visual impairment</p>	<p>Thinking about noise levels if the child has individual items – ear defenders etc.</p> <p>Alter the position of the child in class for the lesson, use visual cues. Provide headphones, pre-warn the pupil, adapt their position within the group for the lesson. Provide adapted or different instrument Child may need transport to attend a performance or adapted seating at that venue. Provide personal, adapted copies of lyrics, score, images etc..</p>	<p>Fear of performance or not being 'good'.</p> <p>Too stimulating</p> <p>Group work for composing, performing and ensemble work. Performing in a different setting other than classroom.</p> <p>Performing in front of others as an audience.</p>	<p>Foster a culture where it is 'okay to fail' and of supporting effort not outcome.</p> <p>Rather than performing to the class – perform to a partner</p> <p>Wear ear defenders</p> <p>Use the regular friendship group for this task.</p> <p>Pre-warn of the change of venue, pre-visit to experience the venue (where appropriate). Discuss and adapt the position of the child within the ensemble or give the child another role which is backstage but still involved.</p>