

Potential barriers and possible strategies to overcome these for learners with SEND in Music

	Cognition & Learning	Communication & Interaction	Social, emotional & mental health	Physical, sensory & medical
Examples	<p>Includes specific learning difficulties e.g. dyslexia, dyscalculia</p> <p>This applies to pupils working 'significantly below year group expectations' e.g. previous KS</p>	<p>Disordered language development</p> <p>Speech disorders</p> <p>Social interaction difficulties, including ASC</p>	<p>May struggle with emotional awareness/regulation, lack social skills</p> <p>Music/ performance anxiety which impacts resilience and self-esteem</p> <p>Selective mutism</p>	<p>Visual/hearing impairments</p> <p>Physical disabilities</p>
Possible barriers to learning in music	<p>Difficulties with reading music.</p> <p>Difficulties in recognising chord patterns and transferring that to an instrument.</p>	<p>Knowing how to play together as a whole group, which requires communication and interaction with each other and the conductor (class teacher).</p>	<p>Fear of performing and getting it wrong (stage fright).</p>	<p>Loud noises (instruments).</p> <p>Problems with coordination and dexterity.</p> <p>Stamina when playing certain instruments (e.g. brass instruments).</p>
Suggested strategies and support	<p>Coloured stickers on instruments to help children recognise the different notes and letter names.</p> <p>Boomwhackers and xylophones have the same colours for each notes- children could use coloured cards/lego to build notes up and create a piece. Coloured sweets to match the colours of the notes?</p> <p>Teach things physically, e.g. children jumping up and down</p>	<p>Music is a universal language that everyone can learn to speak to some level. Children can be encouraged to respond to music by clapping, singing, moving etc as a form of communication.</p> <p>Teach the children non-verbal musical cues as instructions/greetings.</p> <p>Children to listen and copy back short phrases at a time.</p>	<p>Whole class performances with no audience to start with.</p> <p>Performing just to your partner or your table whilst everyone else is doing the same.</p>	<p>Some instruments can be accessed via music technology, e.g. a virtual keyboard on an iPad.</p> <p>Raised stickers on instruments so children can learn by touch.</p> <p>Using body percussion and every day objects as instruments, e.g. chair drumming.</p> <p>Ear defenders for children with noise sensitivity.</p>

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	<p>steps for scales and changes in pitch.</p> <p>Peg notes up on a line in order, or up steps or set out on the floor.</p> <p>Graphic scores instead of staff notation.</p> <p>Charanga shows the notes with colour coordination and letter names as well as the staff notation, which moves along as the children play.</p>	<p>Class teacher to assume role of conductor and teach children to watch and know when to come in.</p>		<p>Using alternatives to percussion instruments, e.g. hitting something soft like a cushion with a drumstick instead of a drum.</p> <p>Completing music in smaller groups so it is calmer.</p>
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