

Strategies for supporting pupils with Special Educational Needs and Disabilities in **Music** lessons.

Individual Need	Here's how we help everyone flourish...
Attention Deficit Hyperactivity Disorder	✓ Meet the child's need for physical activity and plan music lessons with a range of moving and hands-on (kinaesthetic) learning activities. ✓ Help children to manage their arousal levels, but allow children 'time out' when they show they are in need of 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 fiddle 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. ✓ TA support ✓ Quiet space available as needed.
Anxiety	✓ Sit the child where they feel most comfortable during the lesson. ✓ Visuals as needed. ✓ TA support if needed. ✓ 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. ✓ Quiet area next to music room.
Autism Spectrum Disorder	✓ Keep daily routines 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. Visuals, Now & Next.

	✓ Provide ear defenders for those children who may be sensitive to the noise of singing or instruments.
Dyscalculia	✓ 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	✓ Pastel shades of paper and backgrounds will reduce ‘glare’ when reading music or following musical notations. ✓ Use large font sizes and double line spacing where appropriate. ✓ 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	✓ Ensure children have a large enough space to work in. ✓ Allow children extra time to practise, with movement breaks where needed. ✓ 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. ✓ Range of sizes of instruments.
Hearing Impairment	✓ 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. ✓ allow to leave if too noisy. ✓ Provide lists of subject-specific vocabulary or song lyrics which children will need to know, as early as possible.
Toileting Issues	✓ Sit children close to the door so they may leave the room discreetly to go to the toilet and not draw attention to themselves. ✓ 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	✓ Work will be carefully planned and differentiated, and broken down into small, manageable tasks.

Challenges

✓ 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. ✓ Pre-teach as needed.
Speech, Language & Communication Needs	✓ 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. ✓ Pre-teach new vocabulary.
Tourette Syndrome	✓ 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 <i>not</i> 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.
Experienced Trauma	✓ 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. ✓ TA for any fight/flight response.
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	✓ Allow children the use of a pre-agreed breakout space when something in the classroom triggers an emotional outburst.
Visual Impairment	✓ 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.

