

## Lanner Primary School

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

Individual Need	This is how we help...
<p><b>Dyslexia</b></p>	<ul style="list-style-type: none"> <li>• Ensuring that appropriately tinted books, overlays and whiteboards are available.</li> <li>• Using fonts such as <i>Century Gothic</i>, <i>Comic Sans</i>, <i>Arial</i> or <i>Verdana</i> on printed sheets</li> <li>• When feasible, presentation slides will avoid black font on a white background.</li> <li>• Visual representations (diagrams, pictures, illustrations) used to support understanding.</li> <li>• Music specific vocabulary is taught, rehearsed and reinforced.</li>   <li>• Instructions will be broken down into smaller steps and physical demonstration shown of what to do, rather than just relying on verbal instructions.</li> <li>• Pupils are asked to repeat back and demonstrate what they are required to do.</li> <li>• Pupils are given extra thinking and completion time.</li> <li>• Pre-warning pupils of questions - never "putting them on the spot".</li> <li>• When appropriate support pupils organisational skills with task boards.</li> <li>• We remove situations where pupils have to listen and write at the same time.</li> </ul>
<p><b>DCD</b> <b>Developmental</b> <b>Coordination</b> <b>Disorder</b></p>	<p><b>Sensory Need</b></p> <ul style="list-style-type: none"> <li>• Ensuring that pupils have access to the sensory equipment they need - wobble cushions, fiddle toys, Zuma chair, access to tamperette etc.</li> <li>• Making sure movement breaks are available throughout the Music Lesson - and are sometimes disguised, to ensure that the pupil is not embarrassed.</li> <li>• We understand that pupils may find it hard to wear standard school uniform and may like to wear more relaxed fit clothing or clothes of specific textures.</li> </ul> <p><b>Fine &amp; Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Allow children extra time to practise using musical instruments, with movement breaks where needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Don't choose DCD pupils to go first - they may need to pick up on cues from other children in order to process how to do something correctly.</li> <li>• Pair children with a sensitive able partner.</li> <li>• Clearly demonstrate how to handle the musical instruments.</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Instructions will be broken down into smaller steps and physical demonstration of what to do rather than just relying on verbal instructions.</li> <li>• Opportunities offered for pupils to practise using the musical instruments before the lesson.</li> <li>• Adult support is given when it is necessary to organise movements in order to play instruments.</li> <li>• Encourage children to limit the amount of resources on their desks at a given time, making sure they have a clear large space to work in.</li> <li>• Pupils to sit directly facing the board / teacher.</li> <li>• Visual timetables to alert pupil to the teaching of the music lesson.</li> <li>• Pupils asked to repeat back, and demonstrate, what they are required to do.</li> </ul>
<p><b>Autism Spectrum Disorder</b></p>	<ul style="list-style-type: none"> <li>• Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson.</li> <li>• The music lesson will be taught as part of the normal weekly routine (eg Tuesday afternoon is when Music is taught.) If the lesson has to me moved the pupils will be pre-warned.</li> <li>• Visual timetables will have reiterated the weekly routine and pre-warned the pupil of the Music lesson.</li> <li>• If necessary, the pupil will be pre-warned of the content of the Music lesson, especially if it takes an unpredictable form.</li> <li>• 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 &amp; sounds from instruments.</li> <li>• Provide ear defenders for those children who may be sensitive to the noise of singing or instruments.</li> <li>• If Music is being taught by a visiting expert, pupils will be pre-warned of activities and if necessary are given opportunities to practise activities..</li> <li>• Thought is given, prior to class based RE lessons of which group would me most beneficial to the pupil, to ensure that ASD pupils can thrive alongside their peers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult.</li> <li>• If necessary learning will be adapted so that it is accessible to the child.</li> <li>• Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson.</li> </ul>
<b>Anxiety</b>	<ul style="list-style-type: none"> <li>• The PACE approach will be used by all adults supporting the child within the lesson.</li> <li>• Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure.</li> <li>• Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the music session.</li> <li>• Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand.</li> <li>• Children will be able to use a 'help card' or signal in a pre-agreed manner, if they feel that they need support within the classroom.</li> <li>• Children will be provided with a safe and familiar break out space if they need it throughout the lesson</li> </ul>
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"> <li>• Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the music session.</li> <li>• All adults supporting the child within the classroom will have a good understanding of how best to support the child.</li> <li>• 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.</li> <li>• A 'stress ball' or another fiddle object agreed by the SENCO may help children concentrate and stop them using musical instruments inappropriately during a lesson.</li> <li>• Any rules/expectations will be consistently implemented.</li> <li>• Seating arrangements will be considered carefully to minimise distractions within the music session.</li> <li>• 'Time out' or 'help cards' can be used to ensure the child is able to communicate that they need to use their break out space.</li> <li>• Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning intention.</li> </ul>

<b>Cognition &amp; Learning Challenges</b>	<ul style="list-style-type: none"> <li>• Simple step by step instructions verbally, on the board or printed worksheet.</li> <li>• Instructions will be broken down into smaller steps and physical demonstration of what to do rather than just relying on verbal instructions.</li> <li>• Ask pupils to repeat back what they are required to do.</li> <li>• Extra thinking time.</li> <li>• Pre-warning of what question will be asked and thinking time given.</li> <li>• Pre-planned peer pairings and group support.</li> <li>• Spelling mats and word mats.</li> <li>• Break down tasks into manageable chunks and demonstrate each step as required.</li> </ul>
<b>Experienced Trauma</b>	<ul style="list-style-type: none"> <li>• The PACE approach will be used by all adults supporting the child within the lesson.</li> <li>• Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure.</li> <li>• Children will be provided with a safe and familiar break out space if they need it throughout the lesson.</li> <li>• Adults supporting the child will have good understanding of the child's context and how best to support the child with their emotions.</li> </ul>
<b>Speech, Language &amp; Communication Needs</b>	<ul style="list-style-type: none"> <li>• Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given.</li> <li>• Long sentences will be broken up into smaller, short sentences that can clearly be interpreted.</li> <li>• Instructions will be broken down into smaller steps and physical demonstration of what to do rather than just relying on verbal instructions.</li> <li>• Children will be given time to process information and practise with instruments.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children will be provided with key vocabulary specific to music with technical terms explained.</li> <li>• Symbols, signs and visual timetables will be used to support communication.</li> <li>• Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence.</li> <li>• Positive responses will be given to any attempts at communicating.</li> <li>• Adults will regularly check the child's understanding throughout the lesson.</li> </ul>
<b>Vision Impairment</b>	<p>If appropriate</p> <ul style="list-style-type: none"> <li>• The pupil will be seated facing the teacher.</li> <li>• A reading slope will be provided.</li> <li>• Consideration of classroom lighting and glare.</li> <li>• A thicker/darker pencil will be provided to support the child with reading their own writing.</li> <li>• Children will be given enlarged images, pictures and diagrams.</li> <li>• Visual aids and word-mats to help with vocabulary.</li> <li>• Resources will be provided in the correct font size for the child in question.</li> <li>• Pupils will be pre-warned of the timetable of activities will be given the opportunity to try out the instruments before the lesson.</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>• Minimisation of background noise.</li> <li>• Consideration of the most beneficial seating arrangement through consultation with the pupil. Placing the child at the front or close to the teacher or demonstration, or in the place the child feels is best for them.</li> <li>• An awareness that group members, teacher and TA must face the child when speaking.</li> <li>• Adults will discretely check that the child is wearing their hearing aid.</li> <li>• If necessary, provide written and pictorial instructions.</li> <li>• Children will be provided with key vocabulary specific to music with technical terms explained.</li> <li>• Adult support to encourage discussion and sharing of ideas to build verbal skills.</li> <li>• Pupils will be pre-warned of the timetable of activities and pupils given the opportunity to try out instruments before the lesson.</li> </ul>

<b>Toileting Issues</b>	<ul style="list-style-type: none"><li>• Children will be able to leave the classroom whenever necessary.</li><li>• Seating arrangements will be carefully organised so that the child can access the toilet as easily as possible.</li></ul>