

Barriers to and solutions for Engagement, Progress and Achievement in MUSIC

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers • Change in classroom environment can make it hard for pupils to hear • Hearing musical pieces/instruments 	<ul style="list-style-type: none"> • Difficulty in seeing white board/adult modelling • Difficulty in seeing object or instruments due to light in the room • Difficulty navigating space 	<ul style="list-style-type: none"> • Holding the instruments/beat ers • Sitting still inhibiting learning 	<ul style="list-style-type: none"> • Recall of instructions • Memorising music • Use of specific language • Delay between instruction and task results in forgetting 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Too many rules/ instructions • Interpreting as unfair 	<ul style="list-style-type: none"> • Waiting + frustration • Fairness 	Recall of prior learning Recall of instructions Understanding rules	<ul style="list-style-type: none"> • Difficulty in taking turns and sharing • Difficulty with not Succeeding • Difficulty with boundaries
Solutions identified subject co-ordinator, SENCO and class-teacher	<ul style="list-style-type: none"> • positioning in learning space • use of communication in print/signals • Using instruments that give off vibrations for the child to feel • Using technology such as microphone when singing/playing instruments 	<ul style="list-style-type: none"> • ensure use of position of child within the classroom • use of enlarged version of the example/work. 	Ensure there are appropriate sized instruments <ul style="list-style-type: none"> • make sure that there is some easy-grip instruments/ones with bigger handles 	<ul style="list-style-type: none"> • use of pictorial representation and reduction in verbal instruction • film, photograph of routines to aid recall 	<ul style="list-style-type: none"> • clear structure of lesson with minimal periods of inactivity • absolute clarity of instruction • safe space and safe people identified for learning 	<ul style="list-style-type: none"> • Pre-teaching of rules and expectations • Careful partnerships 	Pre-teaching Pictorial representations	<ul style="list-style-type: none"> • Careful groupings • Specific rules • Work on resilience
<ul style="list-style-type: none"> • Celebration of disabled/deaf musicians can show all pupils what is possible – without this, there is a risk of exclusion • Exposure to a range of musicians from all backgrounds/cultures etc. • Ensuring that resources for session are available and differentiated if necessary 								

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Barriers identified by SENCo/Class	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers 	<ul style="list-style-type: none"> • Difficulty in ability to look at resource sheets • Difficulty in understanding musical notes on staves 	<ul style="list-style-type: none"> • Difficulty in recording in writing • Cutting out and sticking in 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • 	<ul style="list-style-type: none"> • Noise and movement – overstimulating with instruments • Sharing space and equipment with others • Understanding cause and effect 	<ul style="list-style-type: none"> • Waiting + frustration • Fairness • Organisation of resources • Maintaining attention 	<ul style="list-style-type: none"> • difficulty in understanding cause and effect • difficulty recording in a way which supports learning and retrieval 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and “air-time”
Solutions Identified by subject co-ordinator	<ul style="list-style-type: none"> • Clear Pictorial representations • Video • Vocab lists and explanations 	<ul style="list-style-type: none"> • Enlarged resources 	<ul style="list-style-type: none"> • Alternative ways of recording • Simplification of diagrams 	<ul style="list-style-type: none"> • Dual coding • Pre and re-teaching 	<ul style="list-style-type: none"> • Visual representation • Noise cancelling headphones • Having a space away from the whole class to explore the instrument/listen to the piece of music 	<ul style="list-style-type: none"> • Step by step instructions • Dual coding 	<ul style="list-style-type: none"> • Dual coding • Word banks • Alternative methods of recording 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Modelling and explanations clarity

- Clarity of instruction, explanations and modelling are crucial
- Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn
- For many pupils with SEND, it is the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons.
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating
- Music is very practical and has the ability of bringing everyone together to be creative and enjoy it- celebration of this is important to showcase this