



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

	Strategies we will use:
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • 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. • Reward children for joining in and completing tasks - both individually and as part of a group.
Anxiety	<ul style="list-style-type: none"> • Let the child know who is there to support them. This may be a particular friend, group of friends or an adult. • 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.
Autism Spectrum Disorder	<ul style="list-style-type: none"> • 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. • Pupils may struggle to work in a group and prefer to work on their own due to communication difficulties.
Dyscalculia	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

<p>Dyspraxia</p>	<ul style="list-style-type: none"> • Ensure children have a large enough space to work in. • 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.
<p>Hearing Impairment</p>	<ul style="list-style-type: none"> • 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.
<p>Toileting Issues</p>	<ul style="list-style-type: none"> • Sit children close to the door so they may leave the room discreetly to go to the toilet and not draw attention to themselves. • When a school trip or concert is coming up, talk to the child and parents about specific needs and how they can be met.
<p>Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> • 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.
<p>Speech, Language & Communication Needs</p>	<ul style="list-style-type: none"> • Be aware of the level of language that children are using, and use a similar level when teaching to ensure understanding. • 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.
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> • 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. • Avoid asking a child <i>not</i> to do something, 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.
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> • 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). • Allow children the use of a pre-agreed breakout space when something in the classroom triggers an emotional outburst.
<p>Visual Impairment</p>	<ul style="list-style-type: none"> • 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. • Ensure children wear their prescribed glasses.