



Inclusive strategies to
support pupils with
SEND in Music



Bebrave 

Bebrilliant 

Believe 

Cognition and learning

Memory



- ★ Use of a voice recording device such as talking tins.
- ★ Offer additional thinking time to formulate responses and act upon instructions. To support this, warning of the question/response is useful.
- ★ Offer short, personalised instructions in the correct task sequence.
- ★ Provide visuals to support vocabulary.
- ★ Limit copying. Give the pupil their own tabletop copy to highlight/interact with e.g. with music notation.
- ★ Offer pre-teaching sessions to make the unfamiliar feel familiar.

Task Organisation



- ★ Offer a visual task timeline/ task management board.
- ★ Offer a Workstation approach.
- ★ Ensure equipment is well organised and easily accessible.
- ★ Use of visual time prompt such as timers.
- ★ Tasks to be broken down into smaller, manageable steps – use of task management boards.

Concentration



- ★ Offer a visual task timeline/ task management board.
- ★ Offer frequent and planned refresh/refocus breaks built into a visual timeline.
- ★ Use of a tabletop timer to show how long the child must work for.
- ★ Ask the child to explain in their own words what they are learning/their task.
- ★ Break larger tasks into small steps and offer a motivator for successful completion of each one.
- ★ Keep focused activities short and intersperse with child-led activity.
- ★ Daily repetition of activities and routines so that they become familiar and predictable.

Information Processing



- ★ Allow additional thinking time to process and react to instructions/information.
- ★ Explore the learning style of the pupil and ensure you reflect their processing style in your teaching style and resources.
- ★ Ensure you offer a range of teaching styles within your QFT.
- ★ Verbal information to be supported with use of visuals.

Recognition and Recording



- ★ Assess whether the pupil has a gap in their learning experiences and understanding. If this is the case, ensure strategies that are implemented are interactive, multisensory and reflect early learning experiences e.g. Flashcards with picture/rhyme hooks/notes.
- ★ Use of alternative methods of recording including: use of photographs, scribing, mind maps, drawings, video or voice recordings, IT/immersive reader and dictation.
- ★ Children can dictate work using immersive reader or use technology to record notation.

Application



- ★ Offer opportunities to physically build vocabulary.
- ★ Let children access, explore and handle instruments regularly.
- ★ Ensure the range of reading materials in the setting is age appropriate and reflective of their interests.
- ★ Explore technology.
- ★ Implement opportunities for listening and appraisal to a variety of music styles and genres and share these with home to encourage a learning link.
- ★ Ensure the environment is language rich
- ★ Create sensory stories.
- ★ Provide opportunities to explore and use instruments throughout.
- ★ Have the pupil read musical notation where appropriate and use to play different tuned and untuned instruments or when singing.
- ★ Have pupils improvise and compose different genres and styles of music.
- ★ Offer opportunities for children to perform, using their voice and/or different tuned and untuned instruments.
- ★ Question child around real-life events and experiences use photographs to support this.
- ★ Practitioner to model thinking whilst reading – ‘Think out loud’ using a variety of reading searchlights e.g. pictures, context etc.
- ★ Provide a range of ways to demonstrate musical skills learnt.
- ★ Ask learners questions to check understanding.
- ★ Pre teach vocabulary Over learn vocabulary linked to topic
- ★ Rehearse listening and appraisal so children will know how to do this independently and be able to master this skill.
- ★ Encourage the pupil to produce their own compositions and perform these independently and within whole class or small groups.

Communication and Interaction

Social interaction Communication



- ★ Introduce specific my turn/your turn activities so that the pupil can work collaboratively with another to complete a task.
- ★ Time given to children to explain answers to questions posed.
- ★ Surround with positive peer role models and explicitly narrate their behaviours.
- ★ Shared signals are developed so that pupils can convey their understanding, uncertainty or need for help.
- ★ Compose and explore instruments in carefully considered groups

Verbal/non-verbal Communication



- ★ Use partner talk strategies if the child has a peer or adult that they can talk to.
- ★ Visuals to support instructions and understanding.
- ★ Use of Makaton signing if appropriate.
- ★ Encouragement to use their voice expressively.
- ★ Being aware of children's non-verbal communication such as gestures and body language.
- ★ Objects of reference to aid understanding and routine.
- ★ Alternative communication modes are used, where necessary, to meet pupils' communication needs, eg signing, Braille.

Receptive and Expressive language



- ★ Introduce pre - teaching of targeted subject specific.
- ★ Provide opportunities for overlearning vocabulary.
- ★ Make vocabulary mats available as a table top resource with supporting visuals.
- ★ My turn/ your turn approach to learning new vocabulary and definitions.

Attention



- ★ Sit the child near the front and make frequent eye contact. Consider who they are sitting next to (positive peer role model).
- ★ Reduce language. Keep instructions as short as possible. Break them into small steps and give one at a time.
- ★ Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures.
- ★ Give a synopsis of what is to come, 'the drum will make a loud noise...'
- ★ Reduce visual and noise distractions.
- ★ Gain attention through saying child's name before giving instructions.
- ★ Consider the layout of the learning environment
- ★ Introduce new instruments before lessons

Listening



- ★ Allow child extra time to process the language they are being told.
- ★ Give the child a question to ask prior to the lesson or give them an answer to a question that will be asked during the lesson. This can promote active listening. When first introduced make sure you ask the question early in the lesson, slowly, this time can be extended.
- ★ Think about seating plan to minimise distraction.
- ★ Learn music through physical contact with an instrument and/or sound source.

Social, Emotional and Mental Health

Regulation



- ★ Feelings charts.
- ★ Staff trained in emotions coaching.
- ★ Safe spaces for withdrawal.
- ★ 5-point scale charts used.
- ★ Emotions cards.
- ★ Sensory diet and use of sensory manipulatives.

Self Esteem



- ★ Encourage other pupils to compliment the target pupil. This can be introduced to the whole class via peer marking approach.
- ★ Openly acknowledge and model that it is okay to make mistakes. During adult led activities role play making a mistake and talk through how to recover.
- ★ Scaffolded learning where pupils can succeed.
- ★ Having clear success criteria so pupils can recognise success.
- ★ Task management boards.
- ★ Visual timetables.

Anxiety



- ★ 1:1 or small group reading/talk partners to help build confidence.
- ★ Task management boards.
- ★ Visual timetables.
- ★ Use of timers.
- ★ Worry monsters/jars/wellbeing-emotions plaques.
- ★ 5-point scale charts used.
- ★ Mindfulness activities.

Resilience



- ★ Re-listen to familiar songs/chants/rhymes.
- ★ Growth mindset approach.
- ★ Structured and repetitive sequences of lessons.
- ★ Visual timers.
- ★ Visual timetables.
- ★ Task management boards.
- ★ Modelling making mistakes.

Self-confidence



- ★ 1:1 or small group reading to help build confidence.
- ★ Re-listen to familiar songs/chants/rhymes.
- ★ Growth mindset approach.
- ★ Structured and repetitive sequences of lessons.
- ★ Visual timers.
- ★ Visual timetables.
- ★ Task management boards.
- ★ Modelling making mistakes.

Physical and/or Sensory needs

Fine Motor Skills



- ★ Use of alternative methods of recording including: use of photographs, scribing, mind maps, drawings, video or voice recordings, IT/immersive reader and dictation.
- ★ Pencil grips.
- ★ Writing slopes.
- ★ Enlarged writing lines or notation sheet enlarged.
- ★ Activities to help strengthen hands, ready to play an instrument.
- ★ Different writing tools e.g. larger pencil.
- ★ Alternative methods to play an instrument: use technology, apps, different instruments.

Gross Motor Skills



- ★ Include large gross motor gestures/actions as a support for remembering key content information or subject specific vocabulary.
- ★ Percussion instruments can be adapted for pupils with physical disabilities.
- ★ Handbells are readily available.
- ★ Writing slopes.
- ★ Enlarged writing lines, music sheets or notation sheets enlarged.
- ★ There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials.
- ★ Adaptive seating e.g. wobble cushion, physio chair.
- ★ Make sure pupils have adequate space to play instruments.
- ★ Access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.
- ★ Adapted technology including: keyboard shortcuts instead of a mouse, talking word processor, foot controlled mouse, listen to music online.

Hearing impairment



- ★ Provide a note taker (adult or peer) to record key information or notation.
- ★ Include opportunities for repetition in lesson time.
- ★ Appropriately placed seating within the classroom.
- ★ Use of hearing loops etc – if appropriate.
- ★ Reduced background noises within the class e.g. fans, radiators etc.
- ★ Pre teach of vocabulary.
- ★ High level of visual support for the spoken word.
- ★ Use of subtitles if watching video stimulus.

Visual Impairment



- ★ Consider producing materials for all pupils in an accessible font size (at least 14 point) and typeface (eg Arial) to reduce the amount of modification needed.
- ★ Provide electronic copies of resources (e.g. music sheet) for older pupils so they can put them into their preferred format themselves on their own computers.
- ★ Use symbols, larger print, colour codes and multi-sensory methods.
- ★ Allow work to be completed on electronic device and written feedback to be given in the same way.
- ★ Offer coloured overlays and printed materials on pastel coloured paper.
- ★ Increase line spacing (at least 1.5).
- ★ Interactive whiteboards are non-reflective to reduce glare.
- ★ Ensure there is enough light
- ★ Describe instruments as they are being used in terms of what they are made from and what they look like
- ★ Let children access instruments ahead of lessons so they can become familiar with them through touch

Sensory processing



- ★ Explore the use of different coloured overlays.
- ★ Ensure music sheets/information/notation are presented clearly and uncluttered.
- ★ Use of sensory stories.
- ★ Multi-sensory approaches to reading e.g. tapping out sounds, completing musical notation in different textures (sand, shaving foam etc).
- ★ Recognise support needed for different sensory aspects e.g. a child with a visual sensory need would benefit from reduced visuals within their text/on the flipchart etc. A child with an auditory sensory need may benefit from sitting near the door so that they can withdraw from the room if the noise level gets too high.
- ★ Individualised sensory timetables with regular sensory breaks to reduce sensory arousal.
- ★ The use of memory aids is encouraged. These can include wallcharts and posters, useful spellings, personalised dictionaries, memory cards, audio recorders and computer software.
- ★ Create opportunities for physical contact with instruments and/or sound sources if learners cannot hear sounds clearly.
- ★ Pre-expose pupils to the instrument or music to prepare them.