

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

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers identified by SENCO/Class teacher	<ul style="list-style-type: none"> Identifying sounds Unfamiliar sounds Difficulty coping with multiple sounds 	<ul style="list-style-type: none"> Seeing resources Seeing conductor 	<ul style="list-style-type: none"> Using instruments Physical movements/ actions 	<ul style="list-style-type: none"> Remembering/ recalling new vocab Remembering and processing instructions 	<ul style="list-style-type: none"> Noise and movement- over stimulation sharing equipment amount of vocab 	<ul style="list-style-type: none"> Remembering/ recall new vocab 	<ul style="list-style-type: none"> understanding of process, language retention/ application of language knowledge to task vocabulary 	<ul style="list-style-type: none"> Motivation Participation Team/partner work Sharing instruments and “air-time”
Solutions Identified by subject lead, SENCO, Class teacher	<ul style="list-style-type: none"> External advice Amplification Audio resources /headphones 	<ul style="list-style-type: none"> Enlarged resources Subtitles used on videos Using blue worksheets (or whichever colour helps) audible or tactile beat 	<ul style="list-style-type: none"> Adapted instruments Additional clear, physical guidance on how to move/play 	<ul style="list-style-type: none"> Using actions where possible Instruction frames 	<ul style="list-style-type: none"> Sufficient quiet space Well planned transitions – ie between carpet and desk Visual instructions Noise defenders 	<ul style="list-style-type: none"> Using actions and movement where possible and appropriate 	<ul style="list-style-type: none"> Word/definition bank Sufficient quiet space Well planned transitions – ie between carpet and desk 	<ul style="list-style-type: none"> Clear end points Clear expectations Modelling and explanations Careful pairings Own instruments where appropriate

- 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 often 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