



Music

	Hearing impairment	Visual impairment	Dyspraxia (fine/gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers identified by subject leader/ SENDCo/ class teacher	Identifying sounds Unfamiliar sounds	Seeing resources	Using instruments Physical movements/ actions	Remembering/ recalling new vocab	Noise and movement – overstimulation Sharing equipment Amount of vocab	Remembering/ recall new vocab	Understanding of process, language Retention/ application of language knowledge to task Vocabulary	Motivation Participation Team/partner work Sharing instruments and 'air-time'
Solutions identified by subject leader/ SENDCo/ class teacher	External advice Amplification Audio resources/ headphones	Enlarged resources Subtitles used on videos Using blue worksheets (or whichever colour helps)	Adapted instruments	Using actions where possible	Sufficient quiet space Well-planned transitions – i.e. between carpet and desk Visual instructions Noise defenders	Using actions where possible	Word/definition bank Sufficient quiet space Well-planned transitions – i.e. between carpet and desk	Clear endpoints Clear expectations Modelling and explanations Careful pairings Own instruments where appropriate
<ul style="list-style-type: none"> • 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 								

Please consult the SENDCo directly about identifying barriers and solutions for pupils with physical special needs, e.g. muscular dystrophy, cerebral palsy, chronic asthma and epilepsy