



**Lostwithiel School**

**Strategies for supporting pupils with  
Special Educational Needs in Music**

# **SOCIAL EMOTIONAL MENTAL HEALTH**

*Strategies for supporting learners who struggle with attention and/or lack confidence/struggle with change and transition:*

- ✓ **Adult Support:** All adults who work with these children will nurture a positive, supportive, trusting relationship with them and will be available for support during the lesson. Learners can be given a particular role in the lesson to keep them engaged and promote active participation.
- ✓ **Strategies for scaffolding learning:** Learning will be adapted so that it is accessible to the child, e.g.

Time: extra time will be given for the child to process new information and instructions with the support of visual cues

Learning Environment: seating arrangements will be arranged with children beforehand and be designed to engage all learners and maximise access to resources – location of child to accommodate needs as comfortably as possible for the individual child. Consider that circles and grouped tables can be a barrier to attention on learning. Children will be provided with a safe and familiar break out space if they need it throughout the lesson - Depending on what has been agreed with the adults in the room and depending on the child's ILP, children will be able to leave the room to their safe space as and when needed Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult.

Pre-warning of change: Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand through a social script/the use of visuals/at the start of the day or day/s before.

## **Supporting resources available include:**

- Now & Next boards
- Reward charts
- Home/school communication
- TIS support group/individual
- Spot cards
- Visual timetable
- Visual timers



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- Time to talk
- Social group support



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# COMMUNICATION AND INTERACTION

**Strategies for supporting learners who struggle to retain vocabulary and/or comprehension:**

- ✓ **Adult Support:** Drip-feed key vocabulary throughout the school day. Discuss the meaning of key terms in your subject to clarify the meaning of new language and make the subject accessible use visuals alongside new vocabulary to support.

- ✓ **Strategies for scaffolding learning:**

Provide...

photographs of the learners playing instruments to help with retention/recall of new learning.

pictorial word banks to support with the meaning of new language

Supporting resources available include:

- Visual support materials
- PECs symbols
- Now & Next boards
- Visual timetables
- Visual support materials
- SALT support



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# SENSORY AND PHYSICAL

Strategies for supporting learners who have sensory and/or physical issues:

✓ **Strategies for scaffolding learning:**

- ✓ Ear defenders can enable learners to partake in lessons with more confidence.
- ✓ Learning Environment: consideration is given to the size of the group and the fact that learners may benefit from smaller groups or individual groups or breaking out into smaller spaces if applicable. Consideration is given to the lighting in the room if learners would benefit from reduced glare on interactive whiteboards and computer screens.  
Sensory breaks: Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson to be accessed when necessary

- ✓ **Adult Support**: All adults who work with these children will nurture a positive, supportive, trusting relationship with them and they will be available for support during the lesson. Learners can be given a particular role in the lesson to keep them engaged and promote active participation.

**Hearing impairment**: - Adults will discretely check that the child is wearing their hearing aid - A discussion will take place between the adult and child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment - Questions asked by other children will be repeated clearly and loudly so that the child is aware of any key information being shared - Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson - Children will be provided with key vocabulary specific to music (as and when needed) with technical terms explained

**Visual impairment**: - Children will be given enlarged images, pictures and diagrams as and when needed - Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible - 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.

**Supporting resources available include:**

- Bands for chairs
- Visual support materials
- Sensory diet (including regular movement breaks)
- Move and sit cushions
- Fidgets
- Chew bangle
- Ear defenders



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# COGNITION AND LEARNING

*Strategies for supporting learners who struggle to access lessons because of literacy and/or numeracy based difficulties and/or those who require additional time to develop conceptual understanding:*

- ✓ **Adult Support:** Use of strategies like modelling, demonstrating and initiating to help learners understand concepts. Small group provision. Encourage active participation through a scaffolded experience.
- ✓ **Strategies for scaffolding learning:**  
Provide visual aids to enable learners including widget symbols. When there are printed music sheets, adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper  
Provide pictorial representations of a composition to provide a form of non-verbal communication. Break down content into small steps. Numbered points or bullet points will be used rather than large paragraphs of writing/information - Children will be able to use a ruler or their finger to follow lyrics when reading.  
Pre- teach individual pupils will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson and can access the learning. For example pre- teach of vocabulary or instrument parts.

**Supporting resources available include:**

- Dyslexia support resources including: coloured overlays, reading rulers
- Task boards
- Pre-teach
- Post-teach
- Now & Next boards
- Visual timers
- Visual timetable
- Visual prompts