

Adaptations for Music	
Cognition and Learning	
Barriers	Provision
Difficulties following or reading music.  Retention of long pieces of music for performance	<ul style="list-style-type: none"> <li>• Support with colour coding of notes or providing the written letter to assist with music reading.</li> <li>• Opportunities for overlearning and repetition.</li> <li>• Child provided with their own music to listen to in advance of the lesson or listen to at home.</li> </ul> <p>NB many children with learning difficulties are able to excel in Music and therefore need to be aware of individual profile of need.</p>
Communication and Interaction	
Barriers	Provision
Learning of new vocabulary/technical vocabulary.	<ul style="list-style-type: none"> <li>• Explicit teaching of new and technical vocabulary.</li> <li>• New vocabulary displayed with visual aids, symbols, and demonstrations to illustrate the meaning.</li> <li>• Use recordings for children to demonstrate their knowledge rather than explaining it) for example can demonstrate and record change in volume or pitch rather than trying to explain it)</li> <li>• Carefully considered groupings/pairings</li> </ul>
Sensory and/or physical	
Barriers	Provision
Noise sensitivity – either through hearing aids or due to sensory processing difficulties. Access to the instruments	<ul style="list-style-type: none"> <li>• Child to be prompted to adjust hearing aids/radio aid if applicable.</li> <li>• Ear defenders for children who will find the noise level difficult.</li> <li>• Warning of any loud or unexpected noises (clashing symbols etc)</li> <li>• Consider pupil sensory audits and adaptations</li> <li>• Access to adapted instruments (can be home-made adaptations to assist with grip etc)</li> <li>• Use of technological musical solutions to overcome physical barriers.</li> <li>• Liaison with outside agencies regarding specialist support and appropriate noise levels for hearing impaired children.</li> </ul>
Social, Emotional and Mental Health	
Barriers	Provision
Anxiety about new or different experiences or having to perform. Difficulty regulating behaviour or coping with others who are not regulating their behaviour in a noisy/busy environment.	<ul style="list-style-type: none"> <li>• Social stories and clear explanations before new experiences to explain what will happen and provide opportunities for children to ask questions.</li> <li>• Opportunities to share their work in different ways, (behind scenes, pre-recorded, quieter areas of school.)</li> <li>• Shared signals for stopping which are pre-agreed at the start of the lesson to provide security for the child.</li> <li>• Visual cards for child to show that they are feeling overwhelmed.</li> </ul> <p>Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.</p> <ul style="list-style-type: none"> <li>• Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.</li> </ul>