

Adaptations to remove potential barriers in the curriculum Subject: Music

Potential barrier	Strategies to overcome barrier
Low confidence when performing	<ul style="list-style-type: none"> • Positive proximal praise • Give children different roles within the lessons e.g. let them give feedback to their peers • Allow performance in a smaller group is applicable
Processing questions, information or instructions	<ul style="list-style-type: none"> • Give opportunity to discuss the answers to questions in pairs chat • Visual prompts • Aim to keep and follow lesson structure within the lessons • Repetition of information and skills and recap of previous learning at the start of the lesson • Use of memory and visual aids • Break tasks into manageable chunks and steps • Simple visuals that avoid cognitive overload
Attention and focusing	<ul style="list-style-type: none"> • Create a working classroom environment that is calm and simple Eg clear routines, organised workspace • Use preferential seating and proximity to engage all children • Practical and engaging learning opportunities
Sensory overload	<ul style="list-style-type: none"> • Aim to keep and follow lesson structure as far as possible within the lessons • Allow children to have a break out space if they become overwhelmed • Manage individuals through planned group placement/partner work • Allow use of ear defenders
Poor gross or fine motor skills	<ul style="list-style-type: none"> • Areas identify where scaffolding, adaptation and support is needed, offer opportunities to re-practise
For pupils believed to be Dyslexic	<p>Use of the EEF five core principles of good teaching for pupils with SEND:</p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Flexible grouping • Using technology <p>Consider pupil's learning preferences recorded in Learning toolkit.</p>

Additional strategies

- Take regular student voice about what they like/dislike most about

their lessons and respond accordingly

- **Let children choose their own challenges where possible**