



Inclusion Support Strategies for the Curriculum – Music

Cognition and Learning	
Learning Challenge	Provision
Understanding the task	<ul style="list-style-type: none"> • Repetition. • Adult support – pictures/cards of task. • Bigger space. • Working with other children who model activity as well.
Recording learning	<ul style="list-style-type: none"> • Range of ways to record work incl. verbally, group performances, use of ICT, writing frames, scribes. • Adult support as appropriate for individual child. • Help in managing the written communication aspects of music – such as the use of symbols – by using larger print, colour codes, multi-sensory reinforcement, and a greater emphasis on aural memory skills. • Encouragement to use their voice expressively and to use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking.

Communication and Interaction	
Learning Challenge	Provision
Understanding and using new vocabulary correctly (knowledge vocabulary and skills vocabulary)	<ul style="list-style-type: none"> • Explicit teaching of new vocabulary. • New vocabulary displayed with visual aids, tactile, as appropriate. • New vocabulary limited to a manageable number. • Use recordings for children to visually appraise – make sure children are comfortable with this.
Difficulty participating in class discussion/performances	<ul style="list-style-type: none"> • Carefully considered groupings/pairings with adult support as appropriate. • Encourage and build in elements of a performance that are accessible, e.g., movement alongside singing.
Inclusive learning environment	<ul style="list-style-type: none"> • Storage systems are predictable. Resources are accessible, e.g., within reach, and labelled clearly to encourage independent use.

Social, Emotional, Mental Health	
Learning Challenge	Provision
Anxiety around new experiences to celebrate music, especially class assemblies, Christmas and other performances	<ul style="list-style-type: none"> • Social stories and clear explanations from trusted adults before new experiences to explain what will happen and provide opportunities for children to ask questions. • Opportunities to share their work in different ways, behind scenes, pre-recorded, quieter areas of school with their adults if they prefer. • Shared signals for stopping etc.



Low self-esteem and/or refusal to join in	<ul style="list-style-type: none"> • Choose manageable activities that the child can succeed at without too much pressure being put on them. • Opportunities for children to share their achievements with parents (look at my learning, class assemblies etc). • Normal school procedures for praise and encouragement.
Challenging behaviour	<ul style="list-style-type: none"> • Allow movement or release breaks/different work environments. • Adult support.

Sensory and Physical	
Learning Challenge	Provision
Physical impairment	<ul style="list-style-type: none"> • Access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills. • Differentiated support when learning whole-class instruments, e.g., reduced number of notes or chords. • Adult support. • Modified tasks.
Visual impairment	<ul style="list-style-type: none"> • Adult support. • Walkthrough of equipment using touch. • Larger/smaller space. • Differentiated task.
Hearing impairment	<ul style="list-style-type: none"> • Clear physical instruction/modelling. • Opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or at all.
Sensitive to noise	<ul style="list-style-type: none"> • Smaller groups.