



Barriers to Learning	Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD; MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i>	Social, Emotional and Mental Health <i>Including ADHD</i>
<p>1. Cognitive and Learning Difficulties Struggling with music theory or notation (e.g. time signatures, scales). Difficulty remembering sequences (e.g. notes in a melody or steps in a composition task). Limited working memory affecting multi-step instructions.</p> <p>2. Language and Communication Needs Understanding musical terminology (especially in Italian or other languages). Difficulty following oral instructions in group performance settings. EAL learners may struggle with lyric interpretation or song writing.</p> <p>3. Sensory and Physical Needs Hearing impairment affecting pitch, rhythm, or group performance.</p>	<p>Quality First Teaching</p> <p>1. Struggling with music theory or notation Use visual aids and symbols: Simplify notation with color-coded notes, symbols. Chunk information: Break theory into manageable steps (e.g. teach note names separately from rhythm). Concrete examples: Use real instruments or sound samples to demonstrate abstract concepts like "major" vs. "minor". Consistent routines and formats.</p> <p>2. Difficulty remembering sequences. Use visual timetables or task boards: Show the order of steps visually (e.g. "1. Choose rhythm, 2. Choose notes, 3. Write melody"). Provide physical prompts. Allow for repetition and overlearning: Reinforce</p>	<p>Quality First Teaching</p> <p>1. Struggling with music theory or notation Use pictorial/graphic notation: Reinforce vocabulary regularly: Hands-on learning: Avoid notation overload: Start with basic rhythms or notes on instruments before moving to formal theory.</p> <p>2. Difficulty remembering sequences Break tasks into short chunks: Use small, sequential steps (e.g. "Clap rhythm", "Now play it") Repetition through routine: Use memory aids: Mnemonics (e.g. "FACE in the space") and rhythmic chants help anchor memory.</p> <p>3. Limited working memory Give one instruction at a time: Keep directions short and simple; pause between steps.</p>	<p>Quality First Teaching</p> <p>1. Visual Impairment (VI) Provide enlarged sheet music; use accessible digital formats. Use audio descriptions and verbal instructions for visual elements. Enable assistive technology Classroom layout kept consistent and obstacle-free.</p> <p>2. Hearing Impairment (HI) Use visual aids such as notation software. Use hearing loops via Blue tooth. Use of vibrotactile instruments (that allow feeling vibrations). Position student strategically (e.g., near teacher, lip-reading visibility).</p> <p>3. Multi-Sensory Impairment (MSI) Use of tactile and kinaesthetic learning (e.g., feeling vibrations, touch-based instruction).</p>	<p>Quality First Teaching</p> <p>1. Safe, Predictable Learning Environment Use consistent routines and clear expectations each lesson. Display lesson objectives visually and verbally. Create a calm, structured atmosphere to reduce anxiety.</p> <p>2. Flexible Assessment Allow alternative ways to participate (e.g., composing instead of performing). Celebrate progress, effort, and creativity over perfection.</p> <p>3. Supportive Relationships and Communication Build strong rapport and trust. Use restorative techniques. Provide 1:1 check-ins</p> <p>4. Differentiated Group Work Thoughtfully group students to ensure a supportive peer dynamic.</p>

<p>Vision impairment making it hard to read music notation or conductors' cues. Physical disabilities limiting access to some instruments or techniques.</p> <p>4. Social, Emotional, and Mental Health (SEMH) Needs</p> <p>Anxiety about performing in front of others or fear of making mistakes. Low confidence or self-esteem affecting participation and creativity. Difficulty with group work, turn-taking, or collaborative composition.</p> <p>5. Behavioural Challenges</p> <p>Difficulty staying focused during longer listening or composing tasks. Disruption in practical sessions affecting learning of others. Resistance to unfamiliar musical styles or techniques.</p> <p>6. Access to Resources</p> <p>No access to instruments or music technology outside school. Inability to practise at home due to environment or lack of equipment.</p>	<p>patterns through familiar songs, games. Use technology or video: Record sequences so students can watch and follow along repeatedly at their own pace.</p> <p>3. Limited working memory.</p> <p>Give one instruction at a time: Avoid overloading verbal working memory. Use pause and check-in techniques. Write down or display steps. Use modelling consistently. Physically demonstrate each step and check for understanding before students attempt it. Provide memory aids: Use rhymes, mnemonics, or graphic organisers to support memory retention (e.g. FACE and Every Good Boy Deserves Football for note names). Additional Approaches for ASD/SCLN: Reduced language load: Use simple, direct language. Sensory considerations: Provide quiet breakout spaces if loud sounds cause distress.</p>	<p>Write instructions down: Diagrams, hand gestures, or icons to reinforce verbal instructions. Model tasks first: Demonstrate each step before students attempt it. Encourage repetition: Let students rehearse each step before moving on to the next. Dyslexia: Use dyslexia-friendly fonts and off-white backgrounds. Limit reading demands. Allow extra time for reading and notating. Dyscalculia: Use real-time musical experiences.</p>	<p>Consistent routine and structure in lessons. One-on-one or small group tailored support with specialist input with multi-agency teams for support plans.</p> <p>4. Physical Disability (PD)</p> <p>Adapted instruments Use of assistive technology or software-based music creation tools Flexible seating and positioning; ensure physical accessibility of music room. Allow extra time for transitions and set-up. Use of peer support and flexible grouping to encourage collaboration. Modified curriculum focus.</p>	<p>Provide opportunities for solo work where social interaction is a challenge.</p> <p>5. Sensory-Friendly Spaces</p> <p>Offer quiet practice rooms or breakout spaces during high-stimulation tasks. Allow movement breaks or time-outs without stigma.</p> <p>6. Creative Outlets for Expression</p> <p>Use music as a tool for emotional expression. Explore music genres that reflect students' experiences and interests.</p> <p>7. Behaviour Support Plans</p> <p>Implement individual behaviour support strategies where needed. Collaborate</p>
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<p>Limited exposure to music at home affecting musical vocabulary or cultural awareness.</p> <p>7. Cultural and Linguistic Differences</p> <p>Cultural disconnect with repertoire or music styles used in the curriculum.</p> <p>Lack of representation of students' own musical heritage.</p> <p>Misunderstanding of performance conventions due to different cultural norms.</p> <p>8. Attention and Concentration Difficulties.</p> <p>Overstimulation in noisy, practical environments (e.g. rehearsals).</p> <p>Struggling to manage transitions between activities or instruments.</p> <p>9. Motivational Factors</p> <p>Perception that music is not academically valuable.</p> <p>Lack of immediate success may lead to frustration or disengagement.</p> <p>Preference for individual work vs collaborative performance tasks (or vice versa).</p>				
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<p>10. Literacy and Numeracy Barriers Difficulty reading lyrics or writing reflections and evaluations. Problems with rhythm counting and timing due to numeracy issues.</p>				
<p>Opportunities for success</p>				
<p>1.Flexible assessments. Performance, composition, listening, and music technology all offer varied ways to engage and succeed. Students can showcase strengths through alternative assessments</p> <p>2. Personalised Learning Tasks adapted to individual needs and EHCP. Scaffolding, modelling, and step-by-step guidance help build confidence. Learners can access differentiated resources</p> <p>3. Inclusive Group Work Opportunities to contribute meaningfully to ensembles regardless of ability level. Peer learning and mixed-ability grouping encourage shared success and mutual support.</p>				

<p>Students can take on a variety of roles: performer, arranger, conductor, lyricist, technician.</p> <p>4. Use of Technology</p> <p>5. Celebration of Diversity and Individual Voice</p> <p>6. Safe Spaces to Build Confidence</p> <p>7. Broader School and Community Involvement</p> <p>Inclusive performance opportunities</p> <p>Links with peripatetic music tutors to extend access to instrument tuition.</p> <p>Involvement in cross-curricular activities</p>				
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