

## ADHD

- Ear defenders available
- Allow movement opportunities and 'time out' where needed
- Practical approaches and use kinaesthetic learning methods
- Use of fiddle toys, wobble cushions, fidget feet etc.

## ASD

- Allow additional processing time and repeat instructions where needed
- Planned and unplanned sensory breaks
- Use of ear defenders, fiddle toys etc.
- Picture cues & visuals

## Cognition and Learning Needs

- Task/instruction to be broken down in to manageable 'chunks'
- Visuals used to support spoken word
- Assistive technology/ alternative methods of recording
- Reduce written or reading elements of the lesson

## Dyspraxia / Physical Impairment

- Ensure children have enough space to work in
- Clear demonstration and repetition of how to use the equipment
- Adaptions to equipment

## Strategies to support children in Music



## Dyslexia / Dyscalculia

- Practical based learning opportunities
- Use of coloured paper and overlays for reading and recording work
- Use of task management boards to support completion of the task

## Hearing and Visual Impairment

- Adapted equipment and/or assistive technology
- Awareness of where children are placed within the classroom e.g. next to the teacher
- Additional adult support

## Speech, Language and Communication Needs

- Reduce language & use of visuals to support spoken word
- Task management boards
- Use of widgets and Communication in Print

## Gifted and Talented

- Encourage further research of musicians relevant to task
- Challenge with new techniques and provide information on creative external provision they could attend
- Deeper questioning techniques to be used