



## 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"> <li>• Positive proximal praise</li> <li>• Give children different roles within the lessons e.g. let them give feedback to their peers</li> <li>• Allow performance in a smaller group is applicable</li> </ul>
Processing questions, information or instructions	<ul style="list-style-type: none"> <li>• Give opportunity to discuss the answers to questions in pairs chat</li> <li>• Visual prompts</li> <li>• Aim to keep and follow lesson structure within the lessons</li> <li>• Repetition of information and skills and recap of previous learning at the start of the lesson</li> <li>• Use of memory and visual aids</li> <li>• Break tasks into manageable chunks and steps</li> <li>• Simple visuals that avoid cognitive overload</li> </ul>
Attention and focusing	<ul style="list-style-type: none"> <li>• Create a working classroom environment that is calm and simple Eg clear routines, organised workspace</li> <li>• Use preferential seating and proximity to engage all children</li> <li>• Practical and engaging learning opportunities</li> </ul>
Sensory overload	<ul style="list-style-type: none"> <li>• Aim to keep and follow lesson structure as far as possible within the lessons</li> <li>• Allow children to have a break out space if they become overwhelmed</li> <li>• Manage individuals through planned group placement/partner work</li> </ul>
Poor gross or fine motor skills	<ul style="list-style-type: none"> <li>• Areas Identify where scaffolding, adaptation and support is needed</li> </ul>

#### 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