



Subject Specific and Generic QFT Approaches – Music

Although identified within the four broad areas of need, we acknowledge that a child may demonstrate difficulty across more than one area and that a variety of strategies may be used to create personalised programmes for children with SEND. We also acknowledge that QFT is beneficial to all children, not just those with SEND.

Our SEND vision: For all children and young people with special educational needs and disabilities to dream, believe and achieve.

Communication & Interaction

Potential Barriers to Learning

- Communication, speaking and listening difficulties
- Sensory overload
- Anxiety
- Focus/concentration difficulties
- Difficulty in explaining ideas

QFT Strategies/Reasonable Adjustments

- Pictorial cues to enable sequencing and structure/visual aids such as communication in Print
- A variety of strategies for talk based activities such as paired talk, thinking time
- Use of reasonable adjustments such as fidget toys/change places in classroom
- Provide learning breaks, sensory circuits, sensory breaks, movement breaks
- Use of now/next boards, timers, visual timetables
- Small step learning, one step instructions and repetition of instructions
- Minimal use of abstract concepts and language
- Use of trips, visitors to bring learning to life and aid imagination/practical experiences
- Multi-sensory approach to enable 'sticky' learning
- Seating allows for peer or adult support.
- Well-being area is planned for pupils who may need it and is available for use by all pupils.
- The transition from whole-class to group or independent work, and back, is clear and concise.

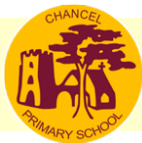


Cognition & Learning

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Retaining knowledge • Too reliant on TA/Teacher support • Dyslexic tendencies • Difficulties with task completion • Need for processing time • Need for repetition and consolidation of key vocabulary • Poor organisational skills • Difficulty in explaining ideas	• Use of mind maps to create links and 'sticky' knowledge • Use of scaffolded writing frames • A variety of assessment strategies such as quizzes. • Use of pale yellow paper/screens, coloured overlays, • Small steps learning • Use of thinking time, paired talk, no hands-up approach • Use of vocabulary lists, word banks, mnemonics, working walls with prompts and cues • Providing opportunities for over-learning and multi-sensory approaches • Links to prior learning made explicit • Scaffolded/differentiated questioning • Shared success criteria, expectations of the lesson and demonstrations • Pre-teach, small group support • Use of practical resources

Social, Emotional and Mental Health

<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Sensitive content • Withdrawn, depressed behaviours • Difficulty with social interaction • Challenging or disruptive behaviour • Low confidence/self-esteem	• Nurture provision where required • Opportunities for success and achievement built into the lesson • Encourage emotional literacy • Safe spaces provided in class • Reasonable adjustments offered – fidget toys/change places in classroom • Well being area available for children as a calm space to express themselves



<u>Physical and/or Sensory</u>	
<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Visual difficulties • Hearing difficulties • Specific physical disabilities	• Enlarged text • Position in class - close to the board/teacher, back to the light, away from background noise, facing those talking • Accessibility ensured in classroom • Access to IT equipment • Ensure correct seating and positioning • Parallel working – My turn, your turn, magnet eyes