

SEND in Art

What is in place for teaching Art to children with SEND so they can shine as light in the world.

Cognition and Learning		Speech, Language and Communication (including ASD)	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> • Interpretation of artists' work. • Reading/studying of artists' background and styles. • The ability to understand the content of formal art lessons. • Processing difficulties. 	<p>Stem sentences – provide the language to the children so they can give opinions and know how to compare artists or artwork.</p> <p>Dual coded word mats/resources/displays to support access.</p> <p>Reduce copying from the board.</p> <p>Use of stories to support understanding, linking art to real life.</p> <p>Key words displayed.</p> <p>Use of less complex sentences in resources given.</p> <p>Writing frames if needed.</p> <p>Hover support.</p> <p>Graphic representation of work/concepts.</p>	<ul style="list-style-type: none"> • Children may struggle to communicate and express themselves. • Language difficulties may make children unable to access learning. 	<p>Providing flashcards (dual coded) for the children to point to.</p> <p>IT resources to support accessibility/alternative ways for children to record their ideas and opinions.</p> <p>Use of simple instructions – small steps (chunking).</p> <p>Careful and appropriate modelling to support understanding.</p> <p>Visual aids/timetable and dual coding.</p> <p>Videos of examples and practice.</p> <p>Glossary of terms.</p>

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> Children with visual impairments may find it difficult to see images/resources. Tactile quality of materials. Children with fine motor skills may find it difficult to use specific subject-based equipment. Children with physical needs may not be able to handle equipment or resources. 	<p>Choosing appropriate resources and manipulatives for each individual child's need.</p> <p>Font size adaptations.</p> <p>Seating considered.</p> <p>Provide additional ways to record info (video/ICT etc).</p> <p>Ensure any sensory difficulties are considered at the point of planning e.g., trigger textures, alternatives, quiet workspace.</p>	<ul style="list-style-type: none"> Low self-esteem in art abilities. Social difficulties – may struggle with group work. 	<p>Showcase different artists' work and a focus on the creation process rather than on the result.</p> <p>Teachers' language – that we are all artists.</p> <p>Open ended learning objectives – the skill not the artwork.</p> <p>Pre-teach key information so they feel prepared for the lesson and can be an 'expert'.</p> <p>Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start.</p> <p>Provide clear, specific instructions and outline expectations.</p>

Non-negotiables that need to be in place in all lessons/classrooms when teaching Art:

- 1. High challenge/low threat activities.**
- Children can **express the key learning objectives** using a range of recording methods whether written, recorded, drawn etc.
- 3. Memory aids are used**- dual coding, writing frames, word banks, learning walls etc.