

SEND provision and adaptation in Art and Design

Proudly and joyfully, we love, live and learn as God's children



Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Interpretation of artists' work.</p> <p>Reading/studying of artists' background and styles.</p> <p>Cognitive difficulties – ability to understand the content of formal art lessons</p> <p>Processing difficulties</p>	<p>Stem sentences – provide the language to the children so they can give opinions and know how to compare artists or artwork.</p> <p>Widget word mats/resources/displays to support access</p> <p>Use of stories to support understanding, linking art to real life</p> <p>Key words displayed</p> <p>Use of shorter/fewer complex sentences in resources given</p> <p>Writing frames where possible</p>	<p>Expressing themselves – opinions using verbal communication</p> <p>Language difficulties may make children unable to access learning</p>	<p>Providing widget resources/pictorial images for the children to point to., IT resources to support accessibility/alternative ways for children to record their ideas and opinions</p> <p>Use of simple instructions – small steps</p> <p>Careful and appropriate modelling to support understanding</p> <p>Visual aids and dual coding</p> <p>Videos of examples and practice</p>
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Fine motor skills/physical difficulties</p> <p>Tactile quality of materials</p>	<p>Choosing appropriate resources and manipulatives for each individual child's need.</p> <p>Provide additional ways to record info(video/ICT etc)</p> <p>Ensure any sensory difficulties are considered at the point of planning</p>	<p>Low self-esteem in art abilities</p> <p>Social difficulties – may struggle with group work</p>	<p>Showcase different artists' work and a focus on the creation process rather than on the end result.</p> <p>Teachers languages – 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 and design:

1. Accessible pictorial displays/resources available to all pupils including widget (only if appropriate).
2. Assessment is carried out at each stage of the lesson to ensure gaps can be closed. If a child does not achieve the WALT then this must be addressed in the lesson and/or before the next lesson.
3. All pupils given a means of expressing their view and opinions whether written, recorded, drawn etc.