

SEND Adaptations for ART

“Art and Design is an essential means of creative expression that can boost self-esteem and give learners the agency needed to develop and communicate their personal ideas, observations and creations. The pedagogical approaches offered can mean that some learners can thrive in a way which is unique to them.”

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> • Test practical tasks before a lesson to ensure the teaching of specific skills and techniques is clear for children. Sharing any difficulties that you had may support the children’s understanding/skill development. • Use of word banks (and picture cards of artists or artistic concepts where necessary) to support understanding and learning of vocabulary. These could be displayed in class in a personalised version for adults to point to during whole class teaching or independent learning. Keep referring back to the vocabulary. • Start each lesson with a recap of the vocabulary previously learnt. • Pre-learning and over learning to support understanding including topic related vocabulary tick sheets so children can tick off when they feel confident in using the word. • Break the content down into small steps and allow time to 	<ul style="list-style-type: none"> • Build in plenty of discussion time to ensure that children feel safe to voice their thoughts and ideas about artist’s work or their own pieces of work. • Remind children that experimentation is part of the process and is an opportunity to develop ideas, there is no one way to create art. • Also remind them that Art is not about perfectionism in order to reduce potential frustration. • Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces. • Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction. • Plan movement breaks and classroom jobs to allow children to move within a lesson. 	<ul style="list-style-type: none"> • Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration. • Ensure that instructions are clear and tasks are broken down to be achievable. • Sketch books provide good evidence to support a child that they are developing in their skills and therefore increasing self-confidence. • Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal. • Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening. 	<ul style="list-style-type: none"> • Consider the practical layout of the room during Art and where the child will be to reduce feeling overwhelmed but equally be accessible to all equipment and a space which is workable for the child. • Consider if any of the Art techniques being used need adapting to support fine motor skill development. • Use masking tape to tape children’s paper to the table if they are struggling to hold the resources in place. • Start with a larger version of the medium and gradually reduce as the child’s skills increase. • Specialist equipment i.e. scissors and pencils to support fine motor skills. • Think about whether visual or auditory stimuli needs to be altered for the child. • Consider where children with a hearing, sensory or other impairment are sitting

<p>step by step build up conceptual understanding.</p> <ul style="list-style-type: none"> • Maximise opportunities to model, demonstrate and imitate to encourage active participation in a scaffolded manner. Keep referring to the vocabulary throughout. • Ensure that parents are aware of the vocabulary of the Art curriculum and can support with the learning of terminology at home through research. Where this does not take place, allow the child time with an adult before the learning begins to research the Art vocabulary. • Knowledge organisers are sent home and referred to in class if applicable. • Sticky knowledge quizzes in mixed ability groups to be completed to recap important knowledge regularly. 	<ul style="list-style-type: none"> • Art does not always run according to a set routine so children can be prepared for the structure of a lesson by breaking it down for them into manageable chunks and explaining this in advance of the learning. Now and Next boards could be useful for this. • Visual words/cues/phrases. • Repetition and reinforcement. • Scaffolding observational skills for Art through careful and targeted questioning. • Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer. • Simple, step by step instructions verbally and then in a prompt sheet if needed. • Use of appropriate modelling to support understanding. 	<ul style="list-style-type: none"> • Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card. • Use of positive language to encourage good choice and higher self-esteem. • Teaching with empathy and understanding of the child's needs. • Allow movement breaks within the classroom for example giving out equipment or books etc. • Allow sensory/brain breaks as a break from learning. • Think about cognitive overload and the child's ability to cope with this. • Facilitating the use of different areas to do learning if the Art Room is too overwhelming during DT. 	<p>in relation to the whiteboard or resources.</p> <ul style="list-style-type: none"> • Use of an iPad to support children with a visual impairment where screen sharing can occur. • Some children may prefer group learning but for some children this may be too much and practising/performing individually may be easier. • Adult or IT support may be needed. • Through pre-exposure, prior to the Art lesson, children can gain in confidence and become the 'expert' before the lesson even begins. • Modelling/demonstrating artistic concepts. • Visual aids to help children identify pattern, tone, colour, texture, line, shape, form and space. • Careful consideration of trips for Art, will the child need some access arrangements or physical support? Additional risk assessments may be required.
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