

## Strategies for supporting pupils with SEND in Art lessons.



Key Stage 1	Key Stage 2
<p>Key Stage 1 builds upon what was learnt in EYFS with further opportunities given to develop fine motor skills, experiment with a broader range of media and become more independent artists. There should be regular opportunities for learners to practise their fine motor skills through making using a variety of media, as well as regular opportunities to experiment, for example mixing primary colours. Practical activities should be accompanied by visual resources including videos, photos or examples of artwork. Additionally, any new vocabulary should be introduced, displayed and used in context by adults regularly. Equipment should be broad-based, so that all can access the lesson. Independence should be nurtured. Although sketchbooks are not mandatory until Key Stage 2, they are beneficial to use throughout the primary phase and all learners will enjoy using them.</p>	<p>Key Stage 2 builds upon and expands learners' knowledge of art and design, providing them further opportunities to learn the subject. Sketchbooks are used to record observations and experiment with ideas; all learners benefit from being taught and modelled how to use a sketchbook, including annotations, sketches, collages, mock-up and final outcomes. The contextual side of art is expanded upon to include architects in the range of artists and designers. Learners will start to develop an appreciation of artists and designers as they look at similar and different ways artists have worked across time and contexts. Learners will continue to experiment and revisit art and design techniques and methods to improve their mastery allowing them to be confident with their experimentation and expression of ideas.</p>

Individual need	Steps to support
<p><b>Attention Deficit Hyperactivity Disorder</b></p>	<ul style="list-style-type: none"> <li>• Praise positive behaviour at each step to encourage high self-esteem.</li> <li>• Ensure clear instructions are given throughout the lesson.</li> <li>• Provide time limited learning breaks.</li> <li>• Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation or the evaluation)</li> <li>• Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate</li> <li>• Provide art tools when necessary to avoid distractions during teacher input.</li> </ul>
<p><b>Anxiety</b></p>	<ul style="list-style-type: none"> <li>• Ensure the child knows the support available on offer before the lesson begins.</li> <li>• Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.</li> <li>• Teach problem solving before the lesson, and strategies to overcome problems that might be faced.</li> <li>• Model how to use art tools before setting the work.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use a 'Now and Next' board to explain any changes to the routine, for example if a child will be sitting somewhere else to complete group work, manage this before it happens.</li> </ul>
<b>Autism Spectrum Disorder</b>	<ul style="list-style-type: none"> <li>• Use a visual timetable so the child knows what is happening at each stage of the session/day.</li> <li>• Understand if the child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in, providing electronic alternative programmes where needed.</li> <li>• Avoid changing seating plans.</li> <li>• Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.</li> <li>• Use simple, specific instructions that are clear to understand.</li> <li>• Understand your student's skills and where their starting place is.</li> <li>• Use Art tools made of specific materials to support sensory processing.</li> </ul>
<b>Dyscalculia</b>	<ul style="list-style-type: none"> <li>• Provide concrete resources to help with line drawing and drawing to scale.</li> <li>• Ensure the child knows the support available on offer before the lesson begins.</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>• Use simple, specific instructions that are clear to understand.</li> <li>• Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage.</li> <li>• Differentiate the Learning Intention so that the child understands what is being asked of them.</li> <li>• Model how to use Art tools before setting the work</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>• Make the most of large spaces before starting projects.</li> <li>• Ensure the tools you are using are accessible to the child.</li> <li>• Provide a lesson breakdown, with a clear end, a tick list might be beneficial.</li> <li>• Provide an equipment list, words, or visuals, with the tools and materials that are needed during the lesson.</li> <li>• Model how to use Art tools before setting the work.</li> <li>• Differentiate the size and scale of a project and its end result.</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary linked to Art that will help the child to succeed in the</li> </ul>

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	<p>lesson like shading, drawing, exploring and collage.</p> <ul style="list-style-type: none"> <li>• Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency.</li> <li>• Try and arrange tables in a circular shape.</li> <li>• Provide sign language visuals where possible.</li> </ul>
<b>Toileting</b>	<ul style="list-style-type: none"> <li>• Encourage children to use the toilet before working on a piece of artwork, as they may feel this isn't as easy when they are wearing paint clothes and covered in paint and chalk etc.</li> <li>• Encourage children to wear protective clothes that make access to the bathroom manageable.</li> </ul>
<b>Literacy Challenges</b>	<ul style="list-style-type: none"> <li>• Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media.</li> <li>• Provide a word and/or picture bank for the learner to refer to during guided and independent activities.</li> <li>• Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.</li> </ul>
<b>Retaining Vocabulary</b>	<ul style="list-style-type: none"> <li>• Learners will hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space. Discuss and display any key vocabulary together with its meaning. Practise saying them together.</li> <li>• Provide visual word banks that are accessible to the learners.</li> <li>• Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>• Use visuals to break each stage of the lesson down into clear, manageable tasks.</li> <li>• Use language that is understood by the child, or take the time to pre-teach language concepts including paint, draw, sketch etc.</li> <li>• Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently.</li> <li>• Model how to use Art tools before setting the work.</li> <li>• Physically demonstrate the lesson and the expectations especially if following the work of a specific artist.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Support children with their organisation in the lesson and model this where possible, before the lesson begins.</li> </ul>
<b>Speech, Language &amp; Communication Needs</b>	<ul style="list-style-type: none"> <li>• Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly.</li> <li>• Use a visual timetable where necessary.</li> <li>• Use visuals on resource lists.</li> <li>• Use visuals on resource boxes so children know which one to access.</li> <li>• Encourage evaluations to be done using pictures and child's voice where possible and then recorded by an adult.</li> </ul>
<b>Fine motor challenges</b>	<ul style="list-style-type: none"> <li>• • Consider using frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place.</li> <li>• Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.</li> <li>• Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.</li> <li>• Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.</li> <li>• Extra provision using malleable media such as clay or air dough</li> </ul>
<b>Tourette Syndrome</b>	<ul style="list-style-type: none"> <li>• Provide short, simple clear instructions.</li> <li>• Try and keep the children calm in a lesson although Art can be exciting, as this can lead to a tic.</li> <li>• Place resources at a safe distance especially if tics are happening at the time of the lesson.</li> </ul>
<b>Experienced Trauma</b>	<ul style="list-style-type: none"> <li>• Provide opportunities to be curious and explore the tools and resources that children will use.</li> <li>• Use simple, specific instructions that are clear to understand, and deliver these slowly.</li> </ul>

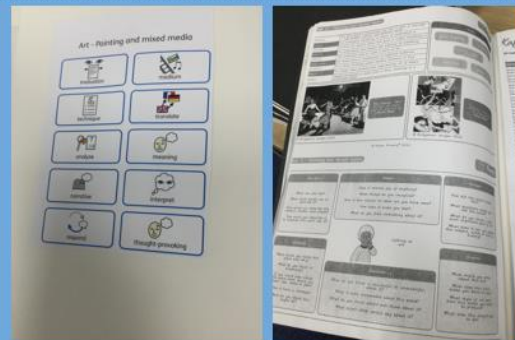
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	<ul style="list-style-type: none"> <li>• Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that Art is about taking risks in our work and expressing ourselves.</li> </ul>
<p><b>Visual Impairment</b></p>	<ul style="list-style-type: none"> <li>• Provide children with extra-large pieces of paper to work on.</li> <li>• Make sure resources are well organised and not cluttered.</li> <li>• Ensure the child is positioned in a well-lit space before beginning an activity.</li> <li>• When writing, provide thicker, dark pencils to write with.</li> <li>• When using pastels, avoid putting pastel colours next to each other.</li> <li>• When drawing or modelling, be aware of the colours that are difficult to see together (dark colours). Instead use black and white where possible because these contrast the most.</li> <li>• Make sure students wear glasses if prescribed, so they don't strain their eyes, especially as they can spend a great deal of time on one piece of art work.</li> <li>• Provide enlarged artwork examples of artist work.</li> </ul>

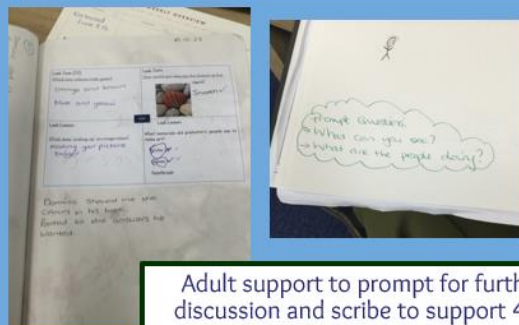
## What does SEND support look like in sketchbooks?



Catch up support for children with low attendance. Scribed answers and extra adult support.



Use of widget visuals and Kapow knowledge sheets to support understanding.



Adult support to prompt for further discussion and scribe to support 4B4 recap learning.