

SEND Areas of Need: Art

Adaptations we make to teaching strategies and the learning environment, to ensure that all children have the best possible outcomes in Art:

<u>Communication & Interaction Needs</u>	<u>Cognition & Learning Needs</u>
<p>Artwork is displayed and celebrated to show pupils that their work is valued and to enhance self-esteem.</p> <p>Children are seated away from distractions in a suitable space within the classroom.</p> <p>Pre-teaching opportunities are provided to ensure children have prior knowledge and skills.</p> <p>A variety of methods are used to record work e.g. scribes, tape recorders.</p> <p>Verbal instructions are simplified, precise and direct.</p> <p>Sensitive groupings give pupils opportunities to work alone or with others.</p> <p>Interests of the pupil are identified and used to motivate.</p> <p>Activities can be adapted to involve the use of materials that the pupil likes.</p> <p>Visual stimuli are utilised e.g. drawings, pictures, photographs.</p> <p>Resources for the lesson are readily available.</p> <p>Additional adults are used effectively.</p> <p>Art lessons are broken down into easily achievable steps.</p>	<p>Artwork is displayed and celebrated to show pupils that their work is valued and to enhance self-esteem.</p> <p>Children are seated in an appropriate place to ensure they have full visual and auditory access to the lesson.</p> <p>Pre-teaching opportunities are provided to ensure children have prior knowledge and skills.</p> <p>A variety of methods are used to record work e.g. scribes, tape recorders.</p> <p>A variety of table groupings are used so that children are able to draw on each other's strengths and skills.</p> <p>Resources for the lesson are readily available.</p> <p>Working walls are used to display information visually.</p> <p>Templates are used for written tasks.</p> <p>Key vocabulary is displayed on the working wall and on word mats when writing is required.</p> <p>Teachers demonstrate, model and reinforce new skills.</p> <p>Talk partners are used to allow time for thought. Pupils are encouraged to use their oral ability and participate in class discussion.</p> <p>Additional adults are used effectively.</p> <p>Knowledge organisers are used to support the learning of key facts. These are referred to in every lesson.</p> <p>Art lessons are broken down into easily achievable steps.</p>

Social, Emotional & Mental Health Needs

Artwork is displayed and celebrated to show pupils that their work is valued and to enhance self-esteem.

Children are seated away from distractions in a suitable space within the classroom.

Pre-teaching opportunities are provided to ensure children have prior knowledge and skills.

Resources for the lesson are readily available.

A variety of methods are used to record work e.g. scribes, tape recorders.

Pupils can scribble or draw whilst teacher is speaking.

Art lessons are broken down into easily achievable steps.

Group work can be restricted to one other pupil only.

Calming background music can be used.

Knowledge organisers are used to support the learning of key facts. These are referred to in every lesson.

Additional adults are used effectively.

Sensory & Physical Needs

Artwork is displayed and celebrated to show pupils that their work is valued and to enhance self-esteem.

Children are seated in an appropriate place to ensure they have full visual and auditory access to the lesson. e.g. to ensure good visual contact for lip reading.

Pre-teaching opportunities are provided to ensure children have prior knowledge and skills.

Equipment is readily available and within easy reach.

Equipment is differentiated e.g. play doh instead of clay, thicker paint brushes, specialist scissors.

Triangular pencils and grips are used. Coloured sticky tape is used as a marker on the pencil to indicate the grip zone.

Additional adults are used effectively.

Art lessons are broken down into easily achievable steps.

A variety of table groupings are used so that children are able to draw on each other's strengths and skills.