

**SEND in my subject area: Art**

**What is in place in your subject area for teaching that subject to children with SEND**

<b>Cognition and Learning</b>		<b>Communication and Interaction</b>	
<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>	<b>Subject Challenges for SEND</b>	<b>Provision for SEND</b>
<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>Dual coded word mats/ resources/ displays to support access/key words or vocabulary emphasised. Text presented clearly – bullet points, clear font, headings.</p> <p>Use of stories to support understanding, linking art to real life.</p> <p>Links to prior learning explicitly made /retrieval practice integrated into lessons.</p> <p>Key learning points reviewed throughout lesson.</p> <p>Writing frames where possible.</p> <p>Pupils encouraged to explain what they have to do to check understanding.</p>	<p>Expressing themselves – opinions using verbal communication.</p> <p>Language difficulties may make children unable to access learning.</p>	<p>Providing flashcards (dual coded) for the children to point to, IT resources to support accessibility/alternative ways for children to record their ideas and opinions.</p> <p>Interactive strategies eg. whiteboards to hold up answers.</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> <p>Multi-sensory approaches used to support spoken language eg. Symbols/pictures/concrete apparatus/artefacts/role-play.</p> <p>Use of key words/vocabulary emphasised when speaking.</p> <p>Prompt cards used to support understanding.</p> <p>Talking partners used.</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 tools, resources and manipulatives for each individual child's need. Provide additional ways to record info or produce art work. (video/speech recording/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. Teacher's language – that we are all artists. Emphasise positives in front of others to develop children's self-confidence. Open ended learning objectives – the skill not the artwork. Pre-teach key information so they feel prepared for the lesson and can be an 'expert'. Learning buddies/B's before me.</p> <p>Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start. Provide clear, specific instructions and outline expectations. Moving around/sensory breaks.</p>

**Non-Negotiables that need to be in place in all lessons/classrooms when teaching art:**

1. Dual coded displays/resources available to all pupils.
2. Ensure outcomes are either open ended or pupils have a choice of how to present their work within that objective.
3. All pupils given a means of expressing their view and opinions whether written, recorded, drawn etc.