

SEND Provision - ART



Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in Art.

Communication and Interaction

Instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.

Physical demonstration.

Consider recording instructions onto a voice recorder/IPAD and giving to individual pupils to play back as required.

Key vocabulary is identified in planning and is emphasised throughout learning sessions.

Checklists/Task Lists/Task Planners and scaffolding formats are in place to help with organising work.

Flexible grouping and seating to ensure it is appropriate for the task and that the pupil can see the teacher and any visual prompts clearly.

Use of talk partners to prepare ideas for design.

Multi-sensory approaches are used to support spoken language (visual prompts, physical and visual props, concrete materials, previous examples showing artwork).

Consideration of sensory overload and cognitive overload - Access to quiet, distraction free area as required. Work station in place (as required).

Teacher and support staff employ method of communication appropriate to need.

TAs are used effectively (where available) to explain language used and to help understand activity.

Activities can be adapted to involve the use of materials that the pupil likes.

Children can see the classroom set-up prior to the lesson.

Visual stimuli are utilised e.g. drawings, pictures, photographs.

Cognition and Learning

Pre-teaching of vocabulary, key skills and ideas. Ensure key vocabulary is visible - word bank used, reduced amount of words if needed.

Repetition and revisiting of taught concepts to ensure secure knowledge. Links to prior learning are explicitly made.

Make it visual - use of pictures, diagrams, previous examples, photographs, etc.

Teach the use of art equipment so pupil can use these independently and safely.

Offer alternative methods of recording for any written work e.g. laptop, iPad voice recorder, whiteboard, occasional use of scribe, mind maps.

Adaptations for presentations (colour of background, printing out presentation, font)

Use strategies such as modelling, demonstrating and imitating to support learner in understanding the step by step processes.

Chunking of learning.

Provide a picture bank with named images of materials on alongside their uses.

Children are seated in an appropriate place to ensure they have full visual and auditory access to the lesson.

Talk partners are used to allow time for thought.

Art lessons are broken down into easily achievable steps.

Resources are labelled clearly to foster independent use.

Pupils are prepared for any visitors or visits.

Social, Emotional and Mental Health

Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models.

Provide access to sensory materials (e.g. fiddle toy) as appropriate.

Use positive approaches, identify pupil strengths and praise these.

Escape Strategy - quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour.

Be mindful of trigger points for specific children and how this may impact upon their learning.

Ensure resources for task are readily available and clearly organised.

Incorporate tasks which allow movement/sensory movement breaks into daily planning.

Use a visual timer to extend time on task/to measure time on task.

Using specific areas of interest or give a role of responsibility to raise self-esteem.

Allow to doodle/make notes/mind maps when listening.

Transition times are carefully managed, with rules explained and practiced.

Language of choice (two choices given).

Use of visuals and checklists.

Kinaesthetic approaches.

Ensure children with SEMH needs are monitored and risk assessments are made to ensure health and safety.

Use of ear defenders.

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

Calming background music can be used.

Additional adults are used effectively.

Physical and/or Sensory

Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.

Pairings should be carefully considered to facilitate the accessibility of the lesson for pupils with physical and sensory needs.

Use of wobble cushion.

Ensure pupil is seated in the most appropriate position taking into account the child's specific need.

Adapt the tools pupils are expected to use in lessons to meet individual needs.

Visual

Print resources on coloured paper.

Enlarge examples/text, ensuring quality of original document is not compromised. Magnifying glasses.

When explaining to the class, reading aloud as you write on the board.

Consider lighting within the class - natural/artificial, which is most appropriate? Is additional lighting required? Glare on whiteboard etc

Intersperse spells of visual activity with less demanding tasks.

Hearing

Make sure adult's face is always clearly visible and that everybody in the group can be seen.

Subtitles should be switched on when showing videos.

Use lots of visual and concrete resources to explain key concepts.

Check for understanding to avoid misconceptions.

Gain pupil's attention before giving important information.

Keep background noise to a minimum.
If required, consider slowing speech rate a little, keeping natural fluency.

Repeat contributions from other children as their voices may be unclear.

Divide listening time into short chunks (when possible).

Key words are written on board to provide focus to vocabulary used in introduction and conclusion.

Physical

Allow the pupil plenty of space to work, for example, where space allows, could the pupil be placed by a 'free desk'.

Ensure left and right-handed pupils are not sitting next to each other with writing hands adjacent.

Adaptations to tools used. Is specialist equipment needed/available? Triangular pencils etc