

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.



<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
<p>Instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.</p> <p>Physical demonstration.</p> <p>Consider recording instructions onto a voice recorder/IPAD and giving to individual pupils to play back as required.</p> <p>Key vocabulary is identified in planning and is emphasised throughout learning sessions.</p> <p>Checklists/Task Lists/Task Planners and scaffolding formats are in place to help with organising work.</p> <p>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.</p> <p>Use of talk partners to prepare ideas for design.</p> <p>Multi-sensory approaches are used to support spoken language (visual prompts, physical and visual props, concrete materials, previous examples showing artwork).</p> <p>Consideration of sensory overload and cognitive overload - Access to quiet, distraction free area as required. Work station in place (as required).</p> <p>Teacher and support staff employ method of communication appropriate to need.</p> <p>TAs are used effectively (where available) to explain language used and to help understand activity.</p> <p>Activities can be adapted to involve the use of materials that the pupil likes.</p> <p>Children can see the classroom set-up prior to the lesson.</p> <p>Visual stimuli are utilised e.g. drawings, pictures, photographs.</p>	<p>Pre-teaching of vocabulary, key skills and ideas. Ensure key vocabulary is visible - word bank used, reduced amount of words if needed.</p> <p>Repetition and revisiting of taught concepts to ensure secure knowledge. Links to prior learning are explicitly made.</p> <p>Make it visual - use of pictures, diagrams, previous examples, photographs, etc.</p> <p>Teach the use of art equipment so pupil can use these independently and safely.</p> <p>Offer alternative methods of recording for any written work e.g. laptop, iPad voice recorder, whiteboard, occasional use of scribe, mind maps.</p> <p>Adaptations for presentations (colour of background, printing out presentation, font)</p> <p>Use strategies such as modelling, demonstrating and imitating to support learner in understanding the step by step processes.</p> <p>Chunking of learning.</p> <p>Provide a picture bank with named images of materials on alongside their uses.</p> <p>Children are seated in an appropriate place to ensure they have full visual and auditory access to the lesson.</p> <p>Talk partners are used to allow time for thought.</p> <p>Art lessons are broken down into easily achievable steps.</p> <p>Resources are labelled clearly to foster independent use.</p> <p>Pupils are prepared for any visitors or visits.</p>

<p><u>Social, Emotional and Mental Health</u></p> <p>Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models.</p> <p>Provide access to sensory materials (e.g. fiddle toy) as appropriate.</p> <p>Use positive approaches, identify pupil strengths and praise these.</p> <p>Escape Strategy - quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour.</p> <p>Be mindful of trigger points for specific children and how this may impact upon their learning.</p> <p>Ensure resources for task are readily available and clearly organised.</p> <p>Incorporate tasks which allow movement/sensory movement breaks into daily planning.</p> <p>Use a visual timer to extend time on task/to measure time on task.</p> <p>Using specific areas of interest or give a role of responsibility to raise self-esteem.</p> <p>Allow to doodle/make notes/mind maps when listening.</p> <p>Transition times are carefully managed, with rules explained and practiced.</p> <p>Language of choice (two choices given).</p> <p>Use of visuals and checklists.</p> <p>Kinaesthetic approaches.</p> <p>Ensure children with SEMH needs are monitored and risk assessments are made to ensure health and safety.</p> <p>Use of ear defenders.</p> <p>Children are seated away from distractions in a suitable space within the classroom.</p> <p>Calming background music can be used.</p> <p>Additional adults are used effectively.</p>	<p><u>Physical and/or Sensory</u></p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p> <p>Pairings should be carefully considered to facilitate the accessibility of the lesson for pupils with physical and sensory needs.</p> <p>Use of wobble cushion.</p> <p>Ensure pupil is seated in the most appropriate position taking into account the child's specific need.</p> <p>Adapt the tools pupils are expected to use in lessons to meet individual needs.</p> <p><u>Visual</u></p> <p>Print resources on coloured paper.</p> <p>Enlarge examples/text, ensuring quality of original document is not compromised. Magnifying glasses.</p> <p>When explaining to the class, reading aloud as you write on the board.</p> <p>Consider lighting within the class - natural/artificial, which is most appropriate? Is additional lighting required? Glare on whiteboard etc</p> <p>Intersperse spells of visual activity with less demanding tasks.</p> <p><u>Hearing</u></p> <p>Make sure adult's face is always clearly visible and that everybody in the group can be seen.</p> <p>Subtitles should be switched on when showing videos.</p> <p>Use lots of visual and concrete resources to explain key concepts.</p> <p>Check for understanding to avoid misconceptions.</p> <p>Gain pupil's attention before giving important information.</p> <p>Keep background noise to a minimum.</p> <p>If required, consider slowing speech rate a little, keeping natural fluency.</p> <p>Repeat contributions from other children as their voices may be unclear.</p> <p>Divide listening time into short chunks (when possible).</p> <p>Key words are written on board to provide focus to vocabulary used in introduction and conclusion.</p> <p><u>Physical</u></p> <p>Allow the pupil plenty of space to work, for example, where space allows, could the pupil be placed by a 'free desk'.</p> <p>Ensure left and right-handed pupils are not sitting next to each other with writing hands adjacent.</p> <p>Adaptations to tools used. Is specialist equipment needed/available? Triangular pencils etc</p>
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