

Oakdene Primary Academy



SEND Provision in Art and Design

Cognition & Learning

Communication & Interaction

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading/written work • Poor memory and recall skills • Following instructions and sequences. • Poor sequencing skills – understanding the steps modelled. 	<ul style="list-style-type: none"> • Use of symbols to support sequences. • A greater emphasis on modelling and scaffolding for learning – smaller visual steps. • Pre-teaching and discussing the responses to the artwork. • Use word banks which include pictures. • Use the Kapow videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories. • New learning fits into the framework of what the pupil already knows. • Smart grouping – pairing with a more able reader/writer. • Build in lots of repetition. • Provide opportunities for pupils to practice the techniques in their sketchbooks before their actual piece. 	<ul style="list-style-type: none"> • Understanding and using new topic vocabulary. • Lower than expected levels of expressive vocabulary 'they can't find the words' • Following instructions and sequences. • Levels of concentration for the plenary of the lesson. 	<ul style="list-style-type: none"> • Use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking. • Pre-teaching and discussing the responses to the artwork. • Children are allowed time to discuss the answers to questions, and evaluate work with peers. • Children with communication impairments are given time to think about questions before being required to respond. • Social Stories

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SEND Provision in Art and Design

Physical and/or Sensory

Social, Emotional & Mental Health

Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Videos with over stimulating or challenging themes. • Lower than expected motor control. • Hearing impairment • Visual impairment • Colour vision deficiencies. 	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT • Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress. • Ensure there is a wide range of equipment – larger paintbrushes/ chunky pencils etc. 	<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others. • Working effectively as part of a group • Unable to relate and understand the reasoning behind different artists and their artwork. • No resilience - feeling they aren't any good – resulting in lack of care and effort. 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Some children could work individually. • Pre-teaching and discussing the responses to the artwork. • Clear rules and expectations, consistent boundaries, rewards and sanctions. • Praise the small steps and showcase their work – be proud. • Encourage the children to trial and error in their sketchbooks.

Communication
& Interaction

SPLD e.g. Dyslexia
Moderate Learning Difficulties
Severe Learning Difficulties
Profound & Multiple learning difficulties



SEND
Areas of Need

Cognition
&
Learning

Dyspraxia
Physical Disability
Visual Impairment
Hearing Impairment
Multi-Sensory Impairment
Sensory Processing Disorder

Sensory and/or
Physical Needs

Social, Emotional &
Mental Health
Difficulties

Autism Spectrum Disorder (ASD)
Speech, Language & Communication Needs (SLCN)

Attention Deficit Hyperactivity Disorder (ADHD)
Attention Deficit Disorder (ADD)
Oppositional Defiance Disorder (ODD)
Depression
Anxiety
Eating Disorders
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)