



Supporting SEND Children within Art

Cognition and Learning	Subject Challenges for SEND	Provision for SEND
	<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 and use of knowledge organisers– 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</p> <p>Use of stories to support understanding, linking art to real life</p> <p>Keywords displayed on working walls with images as reminder of learning.</p> <p>Use of shorter/less complex sentences in resources given.</p> <p>Writing frames where possible.</p>
Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	<p>Expressing themselves – opinions using verbal communication</p> <p>Language difficulties may mean children unable to access the learning – understanding subject specific terminology/processing new language.</p>	<p>Providing flashcards (dual coded) for the children to point to.</p> <p>IT resources to support accessibility/alternative ways for children to record their ideas and opinions – talking tin lids, clicker 8, voice recording on word, videos on ipad.</p> <p>Use of simple instructions – small steps and use of job lists.</p>



		<p>Peer and adult modelling to support understanding. Demonstrations by teacher or video on Kapow.</p> <p>Visual aids on Kapow and dual coding alongside videos of examples and practice</p>
Sensory and Physical	Subject Challenges for SEND	Provision for SEND
	<p>Fine motor skills/physical difficulties</p> <p>Tactile quality of materials</p>	<p>Choosing appropriate resources and manipulatives for each individual child's need e.g. less hard type of clay, larger brushes, and chunky pencils.</p> <p>Provide additional ways to record info (as above). Consider altering position of paper/ media e.g. stand up easel or slope.</p> <p>Ensure any sensory difficulties are considered at the point of planning – consider sensory needs such as touch and smells which could trigger behaviour.</p>
SEMH	Subject Challenges for SEND	Provision for SEND
	<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 – process rather than outcome.</p> <p>Teachers language – that we are all artists.</p> <p>Open ended learning objectives – the skill not the artwork.</p>



		<p>Pre-teach key information so they feel prepared for the lesson and can be an 'expert'</p> <p>Carefully consider seating/buddy system/Kagan structure, ensure those who need additional adult support have access to this particularly at the start.</p> <p>Provide clear, specific instructions and outline expectations.</p> <p>Make use of differentiation and extension opportunities suggested by Kapow.</p>
Non Negotiables that need to be in place in all lessons/classrooms when teaching art	<ol style="list-style-type: none">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.4. Effective communication with parents/carers through discussions and IEPs	