



SEND provision in Art and Design

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading/written work • Poor memory and recall skills • Recording written assessments or feedback to listening/appraising activities • Poor sequencing skills – understanding the steps modelled 	<ul style="list-style-type: none"> • Use of symbols, larger print, colour coding, multi sensory reinforcement. • A greater emphasis on modelling and scaffolding for learning – smaller visual steps. • Use word banks which include pictures. • A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information. • Use 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. • Give additional time for processing • Use of task boards – tick list of steps • Remove writing/reading expectations – use multiple choice, use pictures • Show examples of end pieces – back chaining 	<ul style="list-style-type: none"> • Being able to use expressive language • Understanding and using new topic vocabulary. • Word finding difficulties • Following instructions and sequences. • Levels of concentration 	<ul style="list-style-type: none"> • Use different forms of communication • Have pre-arranged prompts • Use visual support • Pre-teaching of new vocabulary prior to the lesson • Send vocabulary word mats home before the topic begins • Limit vocabulary to that which is necessary to ensure progress • Limit instructions – use short steps • Social stories. • 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. • Use real objects if possible
Physical and/or Sensory		Social, Emotional and Mental Health	

Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> • Videos with over stimulating or challenging themes • Difficulties with fine and gross motor skills • Difficulties with planning • Organisational skills • Hearing impairment • Visual impairment • Colour vision deficiencies • Physical needs 	<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 • Adapted equipment • Use of hand over hand • Consider seating position for hearing/vision impaired pupils • Consider lighting/blinds • Multi-sensory learning • Reduce need to copy from board (visual impairment) • Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other • Allow the child plenty of space to work • Gain pupil's attention before important information is given • Keep background noise to a minimum • Allow time for sensory exploration 	<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 • Difficulty concentrating and maintaining attention to a task • Difficulties sitting still • Hypervigilance 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • 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 • Chunking work into smaller steps • Task boards • Movement breaks • Use of fiddle toys/wobble cushions • Provide opportunities for multi-sensory learning • Ensure tools are easily accessible • Use of sandtimers • Use of safe space

