

## SEND provision in Art and Design

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> <li>• Accessing reading/written work</li> <li>• Poor memory and recall skills</li> <li>• Recording written assessments or feedback to listening/appraising activities</li> <li>• Poor sequencing skills - understanding the steps modelled</li> </ul>	<ul style="list-style-type: none"> <li>• Use of symbols, larger print, colour coding, multi sensory reinforcement.</li> <li>• A greater emphasis on modelling and scaffolding for learning - smaller visual steps.</li> <li>• Use word banks which include pictures.</li> <li>• 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.</li> <li>• 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.</li> <li>• New learning fits into the framework of what the pupil already knows.</li> <li>• Smart grouping - pairing with a more able reader/writer.</li> <li>• Build in lots of repetition.</li> <li>• Provide opportunities for pupils to practice the techniques in their sketchbooks before their actual piece.</li> <li>• Give additional time for processing</li> <li>• Use of task boards - tick list of steps</li> <li>• Remove writing/reading expectations - use multiple choice, use pictures</li> <li>• Show examples of end pieces - back chaining</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to use expressive language</li> <li>• Understanding and using new topic vocabulary.</li> <li>• Word finding difficulties</li> <li>• Following instructions and sequences.</li> <li>• Levels of concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Use different forms of communication</li> <li>• Have pre-arranged prompts</li> <li>• Use visual support</li> <li>• Pre-teaching of new vocabulary prior to the lesson</li> <li>• Send vocabulary word mats home before the topic begins</li> <li>• Limit vocabulary to that which is necessary to ensure progress</li> <li>• Limit instructions - use short steps</li> <li>• Social stories.</li> <li>• Children are allowed time to discuss the answers to questions, and evaluate work with peers</li> <li>• Children with communication impairments are given time to think about questions before being required to respond.</li> <li>• Use real objects if possible</li> </ul>
<b>Physical and/or Sensory</b>		<b>Social, Emotional and Mental Health</b>	
<b>Learning Challenge</b>	<b>Provision</b>	<b>Learning Challenge</b>	<b>Provision</b>

- 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

- 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

- 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

- 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

