

Strategies for supporting pupils with

SEND in Art lessons.

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| **Area of Need** | **Here’s how we support everyone…** |
| **Communication & Interaction** | * Ensure clear instructions are given throughout the lesson
* Match your language to the language of the child
* Use task boards to help with the steps to achieving the outcome of the lesson.
* Ensure there are visuals (widget) on resource lists
* Use visuals (widget) on resource boxes or trays
* Consider alternative methods of recording a child’s evaluation of their artwork e.g. scribed by an adult, recorded
* Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.
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| **Cognition & Learning** | * Ensure clear instructions are given throughout the lesson
* Pre teach specific art skills and techniques where possible
* Provide finished examples of artwork (WAGOLL)
* Use visuals or modelled examples at each stage of the making process
* Take the time to pre-teach language concepts such as paint, sketch etc
* Provide resource lists with visuals so children know which tools they will need for an activity
* Model how to use art tools correctly before children start an activity
* Clearly model each step of the art making process so that the outcomes at each point are clear
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| **Social, emotional & Mental Health** | * Create a classroom climate that ensures every child feels safe to make mistakes
* Provide lots of opportunities to ask questions throughout the lesson
* Ensure children understand that support is available before the lesson begins
* Ensure boundaries and expectations for the lesson are clear and consistent
* Give children jobs within the lesson so that they feel part of the class team
* Praise positive behaviour and effort at each step to encourage high self-esteem
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| **Sensory & Physical** | * Pre teach specific art skills and techniques
* Provide children with additional time to practice specific techniques and how to use art tools
* Ensure all members of staff in the lesson are aware of any sensory needs or triggers e.g. paint, glue etc
* Consider seating arrangements for visually / hearing impaired pupils
* Consider resources e,g larger, darker pencils etc
* Ensure work spaces are organised and do not become cluttered
* Consider alternative methods of recording ideas or evaluating work
* Movements breaks within the lesson to aid concentration
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