

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. |
| **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 |
| **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 |
| **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 |