



Supporting Learners with SEND in Art and Design



<p>Creating an inclusive environment</p>	<ul style="list-style-type: none">- SEND learners have access to the profound effect that art and design can give them, not only through developing knowledge of art and its associated practices but, in addition, the cultivation of self-confidence that the nurturing of creativity can bring- Consideration given to the layout of the room and seating, enabling pupils to have the appropriate space to work, in a group or individually, whichever is most suitable and access resources and appropriate placement for auditory devices- Consideration of sound and light issues with background noise and reverberation reduced, appropriate lighting, interactive whiteboards are non-reflective to reduce glare- Build in plenty of discussion time where all learners feel safe to voice their ideas- Explain how experimentation is an opportunity to develop ideas and that there is not one correct way to do this- Provide a variety of model examples to support learners and develop their skills and confidence- As part of planning, always test a practical task before a lesson, as this can pinpoint techniques which may need adapting for specific learners, this could be done as a separate pre-teach session to help prepare learners for the lesson experience
<p>Curriculum considerations</p>	<ul style="list-style-type: none">- Art and design teaching and learning should offer progression of knowledge through a range of pedagogical approaches, access a wide range of processes, such as drawing, painting, sculpture, printmaking, collage, textile and digital art- The opportunity to learn about a range of artists, craft makers, designers and architects from across the genres, as well as across the wider historical and contemporary cultural world- Opportunities should be given to develop ideas, experiment with techniques and processes, and present their findings through evaluating their own work and that of others- Opportunities for sketchbooks to be used to capture these learning journeys- Consideration of cross-curricular opportunities

Strategies to scaffold learning

Learners who struggle with attention:

- Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions
- Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages
- Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson, perhaps the work of the artist they are learning about or an example of the kind of outcomes they will produce. This will support learners to engage in the processes
- Give time for learners to look back through their sketchbook to make connections to what they already know, which in turn can nurture motivation
- Allow movement breaks if and when necessary and give learners classroom jobs such as handing out a resource. This will support learners who struggle with self-regulation
- All learners should clean and tidy away the equipment they have used and time for this needs to be built into lessons, as it is a useful tool for encouraging independence as well as managing transitions

Learners who have sensory needs:

- When teaching use visual, tactile, auditory and kinaesthetic approaches
- Allow time for sensory exploration, using a variety of materials and processes to make images and artefacts
- Use real objects related to the topic, enabling children to explore the properties through touching, seeing and smelling
- Provide supporting resources for textual sensitivities. Eg. wrapping chalk pastel in a paper towel, blending using cotton wool rather than fingers

Learners who have literacy difficulties:

- Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media
- Provide a word and/or picture bank for the learner to refer to during guided and independent activities
- Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes

Learners who struggle to retain vocabulary

- Learners will hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space. Discuss and display any key vocabulary together with its meaning. Practise saying them together
- Provide visual word banks that are accessible to learners
- Ensure that vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling

Learners with fine motor skills:

- Consider using frames or adhesive (eg.masking tape) that hold down learner's work to surfaces in cases where learners struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control
- Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times
- Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy-grip scissors can be a useful aid
- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough

Learners who need additional time to develop conceptual understanding

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach
- Showing outcomes from the previous lesson's work can be a useful memory aid
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks

Strategies to scaffold learning across all year groups for practical art lessons:

- *Share information visually as well as through discussion*
- *Allow sufficient talk time to encourage thinking and idea sharing*
- *Key vocabulary should be clearly displayed and used repetitively throughout lessons*
- *Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied*
- *Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. It is important for the teacher's thought processes to be shared aloud*
- *Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate*
- *Support learners to develop their fine motor skills through regular opportunities*