



# SEND in my subject Overview

## Subject: Art

**Intent for SEND learners:**

- Inclusive lessons to enable all children to achieve their best possible standard in Art.
- Quickly identify children who need extra support in Art lessons.
- All pupils should feel confident in participating, contributing, and achieving in Art lessons.
- For children to develop an enjoyment and enthusiasm for Art and to be able to apply the skills and techniques they have learnt.

**Universal strategies:**

- Each lesson begins with a short review of previous learning.
- Content is delivered through small steps, which children practise after each step.
- Revisit learning from previous years
- Quality first teaching
- Clear progression in planning
- Evidence of prior learning
- Working wall
- Vocabulary
- AFL Books
- Pupil voice
- Questioning

**Reasonable adjustments:**

- Remind children how to use equipment before use
- Using key vocabulary through prompts or visual aids
- Learning buddies
- Peer tutoring
- Clear/concise instructions
- Provide adapted equipment (pencil grips, larger paper)
- Differentiated Knowledge Organisers
- Break tasks into smaller, manageable steps; provide checklists or task sequences

## How we support SEND learners within our EYFS curriculum:

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<p><b>Cognition and Learning:</b></p> <p>Teacher modelling of key vocabulary with actions (paint, draw etc.)</p> <p>Opportunities to explore different media and materials in the environment</p>	<p><b>Communication and interaction (ASD):</b></p> <p>Use visual supports and or Makaton symbols for art vocabulary (e.g. light/dark, thick/ thin).</p> <p>Encourage non-verbal communication (pointing, gesturing, showing)</p> <p>Use social stories or visual sequences to prepare for messy play or sensory activities.</p> <p>Widget symbols added to specific resources</p>	<p><b>Social, emotional and mental health:</b></p> <p>Visual timetables and now/next boards.</p> <p>Targeted Teacher and/or TA support.</p> <p>Celebrate curiosity and “having a go,” reducing fear of getting things wrong.</p>	<p><b>Sensory and physical:</b></p> <p>Provide opportunities for messy play and open ended exploration of materials</p> <p>Use adaptive tools (larger brushes, triangular pencils)</p>
How we support SEND learners within our KS1 curriculum:			
<p><b>Cognition and Learning:</b></p> <ul style="list-style-type: none"> <li>• Visual cues and prompts</li> <li>• Small group targeted support – motor skills</li> <li>• Pre-teach vocabulary</li> <li>• Simplify language</li> </ul>	<p><b>Communication and interaction (ASD):</b></p> <ul style="list-style-type: none"> <li>• Peer support/ group work</li> <li>• Talk partners</li> <li>• Scaffolding</li> <li>• Simplify language</li> <li>• Now/Next boards</li> </ul>	<p><b>Social, emotional and mental health:</b></p> <ul style="list-style-type: none"> <li>• Positive praise</li> <li>• Teamwork</li> <li>• Peer support</li> <li>• Celebrate curiosity and “having a go,” reducing fear of getting things wrong.</li> </ul>	<p><b>Sensory and physical:</b></p> <ul style="list-style-type: none"> <li>• Opportunity to investigate and ‘play’ with equipment as well as examples of finished product.</li> <li>• Different equipment to support motor skills (paintbrushes, scissors etc.)</li> </ul>

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## How we support SEND learners within our KS2 curriculum:

### Cognition and Learning:

- Visual cues and prompts
- Small group targeted support – motor skills
- Pre-teach vocabulary
- Simplify language
- Itemised task lists
- Different levels of challenges available for all
- Use of gather table to support
- Visual scaffolds—word mats, labelled diagrams, step-by-step picture instructions.

### Communication and interaction (ASD):

- Peer support/ group work
- Talk partners
- Scaffolding
- Simplify language
- Now/Next boards

### Social, emotional and mental health:

- Encourage positive mindset and resilience
- Identify and respond to individual style in artwork
- Positive praise
- Teamwork
- Peer support
- Celebrate curiosity and “having a go,” reducing fear of getting things wrong.

### Sensory and physical:

- Opportunity to investigate and ‘play’ with equipment as well as examples of finished product.
- Different equipment to support motor skills (paintbrushes, scissors etc.)