

Support SEND Pupils in Art

Barriers to Art	High Quality Teaching Strategies	Support 'additional to' or 'different'
Fine motor difficulties which impact the ability to use tools for completing pieces of work.	<p>Change the scale of the paper/resource e.g. make larger to accommodate motor needs.</p> <p>Provide templates where appropriate</p> <p>Change the tool the pupils are expected to use in the lesson e.g. provide a larger paintbrush to grip, adapted scissors, pencil size</p> <p>Consider the room organisation – do the children with motor difficulties have the space they need to move around the media/paper etc?</p> <p>Model clearly techniques for using media and show individual children again as required.</p> <p>Use tape to stick down learners' paper so they have less to control.</p>	<p>Where adult support is available provide opportunities to experiment using media before completing a piece to allow them to decide which best suits them. Sketchbooks are useful for this.</p> <p>Provide a picture bank with images of art media on alongside their names – use of a menu to select media from.</p> <p>Adapt the expectation for the task e.g. if completing an observational drawing change the item being observed to simplify.</p> <p>Follow OT/physio plans for individual children.</p>
Pupils with sensory difficulties who may seek/avoid resources used in art lessons.	<p>Allow movement breaks in the classroom as required.</p> <p>Change the media being used to something they prefer.</p> <p>Set clear classroom expectations for all so that the classroom remains as clean and organised as possible throughout the lesson.</p> <p>Limit the amount of media available e.g. limit paint/clay available to avoid overuse.</p>	<p>Provide sensory breaks from the classroom as required.</p> <p>Pre-expose learners to materials and media ahead of the lesson to assess any possible difficulties they may face.</p> <p>Provide aprons to cover clothing</p>
Learning new vocabulary and ensuring it is understood over time. e.g. style of art	<p>Provide visual supports to help recall new vocabulary e.g. an image alongside the style of art.</p> <p>Refer to new vocabulary in another context of the curriculum where possible or as a comparison when learning a new technique later in the year.</p> <p>Retrieval practice at the beginning of subsequent lessons.</p>	<p>Pre-teaching key vocabulary prior to the lesson.</p>