



Strategies for supporting pupils with SEND in Art and Design lessons.

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<ul style="list-style-type: none"> • Ensure clear instructions are given throughout the lesson. • Match your language to the language of the child. • Ensure there are visuals on resource lists. • Use visuals on resource boxes or trays. • Consider alternative methods of recording a child's evaluation of their artwork e.g. scribed by an adult, recorded.
Cognition and Learning	<ul style="list-style-type: none"> • Ensure clear instructions are given throughout the lesson. • Pre teach specific art skills and techniques where possible. • Provide finished examples of artwork. • 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 and Mental Health	<ul style="list-style-type: none"> • 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.
Sensory and Physical	<ul style="list-style-type: none"> • 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 • Give time to practice how to correctly hold a range of tools e.g. paint brush, pencil 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