



Strategies/Adaptations for supporting pupils with Special Educational Needs and Disabilities: In Art lessons.

SENSORY AND PHYSICAL

including: ASD/Anxiety/visual/hearing/sensory processing issues/DCD/Dyspraxia

- ✓ **Position in room** – location of child to accommodate needs as comfortably as possible for the individual child
- ✓ **Pre- teach:** individual pupils will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. Any new vocabulary will also be shared with the child before the lesson
- ✓ **Pre-warning of change:** Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand through a social script/the use of visuals/at the start of the day or day/s before
- ✓ **Cues:** Children will be able to use a 'help card' if they feel that they need support within the classroom
- ✓ **Adult Support:** All adults who work with these children will nurture a positive, supportive, trusting relationship with the them and the will be available for support during the lesson
- ✓ **Differentiation:** Learning will be adapted so that it is accessible to the child.

Anxiety:

- ✓ Ensure the child knows the support available on offer before the lesson begins.
- ✓ Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.
- ✓ Teach problem solving before the lesson, and strategies to overcome problems that might be faced.
- ✓ Model how to use art tools before setting the work.
- ✓ Use a 'Now and Next' board to explain any changes to the routine, for example if a child will be sitting somewhere else to complete group work, manage this before it happens.

Visual impairment:

- ✓ A thicker/darker pencil will be provided to support the child.
- ✓ Children will be given enlarged images, pictures and diagrams as and when needed
- ✓ Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible
- ✓ Provide children with extra-large pieces of paper to work on.
- ✓ Make sure resources are well organised and not cluttered.
- ✓ Ensure the child is positioned in a well-lit space before beginning an activity.
- ✓ When writing, provide thicker, dark pencils to write with.
- ✓ When using pastels, avoid putting pastel colours next to each other.
- ✓ When drawing or modelling, be aware of the colours that are difficult to see together (dark colours). Instead use black and white where possible because these contrast the most.
- ✓ Make sure students wear glasses if prescribed, so they don't strain their eyes, especially as they can spend a great deal of time on one piece of art work.
- ✓ Provide enlarged artwork examples of artist work.

Hearing impairment:

- ✓ Adults will discretely check that the child is wearing their hearing aid
- ✓ A discussion will take place between the adult and child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment
- ✓ Questions asked by other children will be repeated clearly and loudly so that the child is aware of any key information being shared
- ✓ Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson
- ✓ Children will be provided with key vocabulary specific to art (as and when needed) with technical terms explained. Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage.
- ✓ Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency.
- ✓ Try and arrange tables in a circular shape.
- ✓ Provide sign language visuals where possible.

Dyspraxia:

- ✓ Make the most of large spaces before starting projects.
- ✓ Ensure the tools you are using are accessible to the child.
- ✓ Provide a lesson breakdown, with a clear end, a tick list might be beneficial.
- ✓ Provide an equipment list, words, or visuals, with the tools and materials that are needed during the lesson.
- ✓ Model how to use Art tools before setting the work.
- ✓ Differentiate the size and scale of a project and its end result.

- ✓ Time will be given for the child to process new information and instructions with the support of visual cues
- ✓ Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson
- ✓ Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult
- ✓ Depending on the specific need of the child, they will be offered ear-defenders for filtering comfort
- ✓ All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational, TIS approach
- ✓ Any rules/expectations will be consistently implemented by all adults in the room with the golden rules followed.

COMMUNICATION AND INTERACTION**including: Speech and language/ASD****Speech and Language:**

- ✓ Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly.
- ✓ Use a visual timetable where necessary.
- ✓ Use visuals on resource lists.
- ✓ Use visuals on resource boxes so children know which one to access.
- ✓ Encourage evaluations to be done using pictures and child's voice where possible and then recorded by an adult.

ASD:

- ✓ Use a visual timetable so the child knows what is happening at each stage of the session/day.
- ✓ Understand if the child is hypo-sensitive or hyper-sensitive and how they will manage the sensory work you are asking them to partake in, providing electronic alternative programmes where needed.
- ✓ Provide materials and textures that they can use and understand this information before the lesson.
- ✓ Avoid changing seating plans.
- ✓ Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.
- ✓ Use simple, specific instructions that are clear to understand.
- ✓ Understand your student's skills and where their starting place is.
- ✓ Use Art tools made of specific materials to support sensory processing.

- ✓ Lots of opportunities will be given to communicate in either a trusted friendship pair or small group context to develop confidence
- ✓ Positive responses and praise will be given to any attempts at communicating
- ✓ Adults will check the child's understanding and progress throughout the lesson

COGNITION AND LEARNING

including: Dyslexia/Dyscalculia/MLD/SLD

Dyslexia:

- ✓ Use simple, specific instructions that are clear to understand.
- ✓ Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage.
- ✓ Differentiate the Learning Intention so that the child understands what is being asked of them.
- ✓ Model how to use Art tools before setting the work.

Dyspraxia:

- ✓ Make the most of large spaces before starting projects.
- ✓ Ensure the tools you are using are accessible to the child.
- ✓ Provide a lesson breakdown, with a clear end, a tick list might be beneficial.
- ✓ Provide an equipment list, words, or visuals, with the tools and materials that are needed during the lesson.
- ✓ Model how to use Art tools before setting the work.
- ✓ Differentiate the size and scale of a project and its end result.

Cognition and Learning Challenges:

- ✓ Use visuals to break each stage of the lesson down into clear, manageable tasks.
- ✓ Use language that is understood by the child, or take the time to pre-teach language concepts including paint, draw, sketch etc.
- ✓ Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently.
- ✓ Model how to use Art tools before setting the work.
- ✓ Physically demonstrate the lesson and the expectations especially if following the work of a specific artist.
- ✓ Support children with their organisation in the lesson and model this where possible, before the lesson begins.

- ✓ When there are printed sheets, adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper
- ✓ Numbered points or bullet points will be used rather than large paragraphs of writing/information

- ✓ Children will be able to use a ruler or their finger to follow writing/text when reading
- The use of pictures and diagrams will be used to break up large sections of information

SEMH

including: ASD/ADHD/TRAUMA/ATTACHMENT/

ADHD:

- ✓ Praise positive behaviour at each step to encourage low self-esteem.
- ✓ Ensure clear instructions are given throughout the lesson.
- ✓ Provide time limited learning breaks.
- ✓ Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation or the evaluation)
- ✓ Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate.
- ✓ Provide art tools when necessary to avoid distractions during teacher input.

Trauma:

- ✓ Provide opportunities to be curious and explore the tools and resources that children will use.
- ✓ Use simple, specific instructions that are clear to understand, and deliver these slowly.
- ✓ Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that Art is about taking risks in our work and expressing ourselves.

- ✓ All adults who work with these children will nurture a positive, supportive, trusting relationship with them and will be available for support during the lesson
- ✓ Learning will be adapted so that it is accessible to the child.
- ✓ Seating arrangements will be agreed with the child prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the child through a social script/the use of visuals/at the start of the day or day/s before
- ✓ Preparation for what is coming will be provided with the use of visuals if needed

- ✓ Time will be given for the child to process new information and instructions with the support of visual cues
- ✓ Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson
- ✓ Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult
- ✓ Depending on the specific need of the child, they will be offered ear-defenders for filtering comfort
- ✓ The TIS approach will be used by all adults supporting the child within the lesson
- ✓ Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure
- ✓ Children will be provided with a safe and familiar break out space if they need it throughout the lesson
- ✓ Depending on what has been agreed with the adults in the room and depending on the child's ILP, children will be able to leave the room to their safe space as and when needed. Adults supporting the child will have good understanding of how best to support the child with their emotions – they will be able to let visitors know about their need and the current strategy being used to support them for that lesson

Toileting issues:

- ✓ Encourage children to use the toilet before working on a piece of artwork, as they may feel this isn't as easy when they are wearing paint clothes and covered in paint and chalk etc.
- ✓ Encourage children to wear protective clothes that make access to the bathroom manageable.