



Strategies for supporting pupils with SEND in Art lessons.

Area of Need	Here's how we support everyone...
Communication & Interaction	✓ Ensure clear instructions are given throughout the lesson ✓ Match your language to the language of the child ✓ Use task boards to help with the steps to achieving the outcome of the lesson. ✓ Ensure there are visuals (widget) on resource lists ✓ Use visuals (widget) on resource boxes or trays ✓ Consider alternative methods of recording a child's evaluation of their artwork e.g. scribed by an adult, recorded ✓ Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.
Cognition & Learning	✓ Ensure clear instructions are given throughout the lesson ✓ Pre teach specific art skills and techniques where possible ✓ Provide finished examples of artwork (WAGOLL) ✓ 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 & Mental Health	✓ 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 ✓ Praise positive behaviour and effort at each step to encourage high self-esteem
Sensory & Physical	✓ 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 ✓ Consider seating arrangements for visually / hearing impaired pupils ✓ Consider resources e.g larger, darker pencils 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

