

Art
Supporting children with SEND

Cognition & Learning		Communication & Interaction	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Following instructions</p> <p>Interpretation of artists' work.</p> <p>Reading/studying of artists' background and styles.</p> <p>The ability to understand the content of formal art lessons.</p> <p>Processing difficulties.</p>	<p>Printed step by step</p> <p>Pair with higher ability</p> <p>Using visuals</p> <p>Using videos and extra support on Kapow</p> <p>Reduce copying from the board</p> <p>Vocabulary with visuals</p> <p>Checklist</p> <p>Simple instructions</p> <p>Repeat instructions</p> <p>Peer collaboration</p>	<p>Difficulties in following multi step instructions</p> <p>Managing to access learning</p> <p>Children may struggle to communicate and express themselves.</p> <p>Language difficulties may make children unable to access learning.</p>	<p>Visuals now and next picture</p> <p>Working with partner and sharing ideas</p> <p>Providing flashcards (dual coded) for the children to point to.</p> <p>IT resources to support accessibility/alternative ways for children to record their ideas and opinions.</p> <p>Use of simple instructions – small steps (chunking).</p> <p>Careful and appropriate modelling to support understanding.</p> <p>Visual aids/timetable and dual coding.</p> <p>Videos of examples and practice. Glossary of terms</p>
Physical & Sensory		Social, Emotional & Mental Health	
Barrier	Steps to Support	Barrier	Steps to Support
<p>May not like the feel of resources</p> <p>Children with visual impairments may find it difficult to see images/resources.</p> <p>Tactile quality of materials.</p> <p>Children with fine motor skills may find it difficult to use specific subject-based equipment.</p> <p>Children with physical needs may not be able to handle equipment or resources.</p>	<p>Encouragement</p> <p>See adults and other child touch the resources</p> <p>Allow more sensory time</p> <p>Steadily increase the time and give positive praise</p> <p>Choosing appropriate resources and manipulatives for each individual child's need. Font size adaptations. Seating considered. Provide additional ways to record info (video/ICT etc). Ensure any sensory difficulties are considered at the point of planning e.g., trigger textures, alternatives, quiet workspace.</p>	<p>Low self esteem</p> <p>Low self-esteem in art abilities.</p> <p>Social difficulties – may struggle with group work.</p>	<p>Small steps to success</p> <p>Paired work with a more able child</p> <p>Brain breaks</p> <p>Calming music</p> <p>Regular emotional check ins</p> <p>Showcase different artists' work and a focus on the creation process rather than on the result.</p> <p>Teachers' language – that we are all artists. Open ended learning objectives – the skill not the artwork. Pre-teach key information so they feel prepared for the lesson and can be an 'expert'.</p> <p>Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start.</p> <p>Provide clear, specific instructions and outline expectations.</p>