**SEND in my subject area - Art**

**What is in place in your subject area for teaching that subject to children with SEND?**

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| **Cognition and Learning** | **Communication and Interaction** |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Interpretation of artists’ work.
 | * Give a range of examples and vocabulary to explore artists' work
* Stem sentences – provide the language to the children so they can give opinions and know how to compare artists or artwork.
 | * Expressing themselves – opinions using verbal communication
 | * Providing flashcards (dual coded) for the children to point to., IT resources to support accessibility/alternative ways for children to record their ideas and opinions.
* SeeSaw videos capturing children's opinions.
* Evidence Me observations for EYFS.
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| * Reading/studying of artists’ background and styles.
 | * Dual coded word mats/resources/displays to support access
* Use of stories to support understanding, linking art to real life.
* Dual coding images
* Colour coded sequence of learning displayed each lesson and throughout sketchbooks.
 | * Language difficulties may make children unable to access learning
 | * Use of simple instructions – small steps including visuals
* Careful and appropriate modelling to support understanding
* Visual aids and dual coding
* Videos of examples and practice
* Teacher to model skills in a sketchbook during the lesson.
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| * Cognitive difficulties – ability to understand the content of formal art lessons
 | * Key words displayed
* Use of shorter/less complex sentences in resources given
* Writing frames where possible
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| * Processing Difficulties
 | * Plenary and recap of prior learning.
* Colour coded sequence of learning displayed each lesson and throughout sketchbooks.
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| **Physical and Sensory** | **Social Emotional and Mental Health** |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Fine motor skills/physical difficulties
 | * Choosing appropriate resources and manipulatives for each individual child’s need.
* Having a range of resources available at all times in EYFS continuous provision.
* Writing slope for children with visual difficulties.
 | * Low self-esteem in art abilities
 | * Showcase different artists’ work and a focus on the creation process rather than on the end result.
* Culture created that celebrates everyone as an artist.
* 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’
* Celebrate mistakes in the art process when modelling a piece of work. Model perseverance and resilience at all times.
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| * Tactile quality of materials
 | * Provide additional ways to record info(video/ICT etc) including SeeSaw.
* Ensure any sensory difficulties are considered at the point of planning.
* Large scale activities
 | * Social difficulties – may struggle with group work
 | * Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start.
* Provide clear, specific instructions and outline expectations
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