**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. |
| * 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. |
| * 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 |  |  |
| * 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. |
| * 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 |