



SEND / EAL Provision: Art

These strategies could be implemented to ensure pupils identified as having SEND could access the Art curriculum.

Cognition & Learning	Communication & Interaction	EAL
<p>Use a range of multi-sensory approaches to learning for example colour mixing with hands or fingers instead of with brush on to paper.</p> <p>Links to prior learning are explicitly made. Remind children that they have done similar activities previously. Ask children what they remember from those activities.</p> <p>Repetition and revisiting of taught concepts to ensure sticky knowledge.</p> <p>Use instant marking (verbal feedback during task)</p> <p>Ensure multi-step tasks are delivered in chunks.</p> <p>Pre-teach vocabulary, key skills and ideas and ensure key vocabulary is visible around the classroom.</p> <p>Task planners or visual aid with the use of pictures.</p> <p>Differentiate by resource, outcome and support level.</p> <p>Model outcomes using physical outcomes and demonstrate each step.</p> <p>Provide clutter free work area by reducing the number of</p>	<p>Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc.</p> <p>Allow children the opportunity to talk through their responses.</p> <p>Pre-teach vocabulary, key skills and ideas.</p> <p>Use flexible grouping and talk partners.</p> <p>Sensory breaks. Quiet area for children to work in.</p>	<p>Pre-teach vocabulary.</p> <p>Provide vocabulary lists related to each topic.</p> <p>Scaffolding to generate ideas.</p> <p>Modelling and frequent checks for understanding.</p> <p>Guided work initially before independent practise.</p> <p>Translation of key vocabulary into native language.</p>



<p>resources available at any one time as appropriate.</p> <p>Provide organised classroom with clear areas for resources.</p>		
SEMH	Sensory - Visual	Sensory - Hearing
<p>Ensure children with SEMH needs are monitored and risk assessments are made to ensure health and safety.</p> <p>Ensure children have adult support with potentially dangerous equipment such as sharp scissors.</p> <p>Ensure children have appropriate space to work.</p> <p>Always use clear simple language.</p> <p>Use positive approaches, identify pupil strengths and praise these.</p>	<p>Enlarge examples of artist's work for discussion on wipe board or print for child to see individually.</p> <p>Carefully considered seating to ensure children can see clearly.</p> <p>Print resources on buff or coloured paper.</p> <p>Magnifying glasses.</p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p> <p>Differentiation by outcome. Use of larger scale pieces where necessary.</p>	<p>Use lots of visual and concrete resources to explain key concepts.</p> <p>Appropriate risk assessments to be carried out before practical tasks.</p> <p>Check for understanding to avoid misconceptions.</p> <p>Ensure seating is appropriate - that the pupil can see the teacher clearly, be mindful of possible better hearing in one ear</p> <p>Ensure that you have the child's attention before you speak.</p> <p>Allow thinking and talking time and clearly indicate both using visual aids.</p> <p>Encourage children to show if they have not understood using discrete physical resources.</p>
Motor Skills		
<p>Ensure children are given extra time if needed to complete tasks they may find difficult.</p> <p>Pre-teach skills and equipment handling before they are required to use it.</p> <p>Differentiation by outcome. Use of larger scale pieces where necessary.</p> <p>Dough disco/finger gym before beginning the session.</p>		



Adult support using equipment.

Consider space considerations in the learning environment.

Check equipment is well stocked and specialist equipment is available such as:

- Triangular pens/pencils/pencil grips.
- Scissor options
- Sloping writing board etc