St Cuthbert's Church of England Primary School

Supporting SEND Children within Art		
Cognition and Learning	Subject Challenges for SEND	Provision for SEND
	Interpretation of artists' work. Reading/studying of artists' background and styles. Cognitive difficulties – ability to understand the content of formal art lessons Processing difficulties	Stem sentences – provide the language to the children so they can give opinions and know how to compare artists or artwork. Dual Coded word mats/resources/displays to support access Use of stories to support understanding, linking art to real life Keywords displayed on working walls with images as reminder of learning. Use of shorter/less complex sentences in resources given. Writing frames where possible.
Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	Expressing themselves – opinions using verbal communication Language difficulties may mean children are unable to access the learning – understanding subject specific terminology/processing new language.	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 – talking tin lids, clicker 8, voice recording on word, videos on ipad. Use of simple instructions – small steps and use of job lists. Peer and adult modelling to support understanding

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		Dual coding - Visual aids alongside videos of examples and practice
Sensory and Physical	Subject Challenges for SEND	Provision for SEND
	Fine motor skills/physical difficulties Tactile quality of materials	Choosing appropriate resources and manipulatives for each individual child's need e.g less hard type of clay, larger brushes, chunky pencils. Provide additional ways to record info (as above) Ensure any sensory difficulties are considered at the point of planning – consider sensory needs such as touch and smells which could trigger behaviour.
SEMH	Subject Challenges for SEND	Provision for SEND
	Low self-esteem in art abilities Social difficulties – may struggle with group work	Showcase different artists' work and a focus on the creation process rather than on the end result – process rather than outcome. 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' 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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Non Negotiables that need to be in place in all lessons/classrooms when teaching art	1. Dual coded displays/resources available to all pupils. 2. Ensure outcomes are either open ended or pupils have a choice of how to present their work within that objective. 3. All pupils given a means of expressing their view and opinions whether written, recorded, drawn etc.