



SEND support for Art

Barriers to Art	High Quality Teaching Strategies	Support 'additional to' or 'different'
<p>Fine motor difficulties which impact the ability to use tools for completing pieces of work.</p>	<p>Change the scale of the paper/resource e.g. make larger to accommodate motor needs.</p> <p>Provide templates where appropriate.</p> <p>Change the tool the pupils are expected to use in the lesson e.g. provide a larger paintbrush to grip, adapted scissors, pencil size.</p> <p>Consider the room organisation – do the children with motor difficulties have the space they need to move around the media/paper etc?</p> <p>Model clearly techniques for using media and show individual children again as required.</p> <p>Use tape to stick down learners' paper so they have less to control.</p>	<p>Where adult support is available provide opportunities to experiment using media before completing a piece to allow them to decide which best suits them. Sketchbooks are useful for this.</p> <p>Provide a picture bank with images of art media on alongside their names – use of a menu to select media from.</p> <p>Adapt the expectation for the task e.g. if completing an observational drawing change the item being observed to simplify.</p> <p>Follow OT/physio plans for individual children.</p>
<p>Pupils with sensory difficulties who may seek/avoid resources used in art lessons.</p>	<p>Allow movement breaks in the classroom as required.</p> <p>Change the media being used to something they prefer.</p> <p>Set clear classroom expectations for all so that the classroom remains as clean and organised as possible throughout the lesson.</p> <p>Limit the amount of media available e.g. limit paint/clay available to avoid overuse</p>	<p>Provide sensory breaks from the classroom as required.</p> <p>Pre-expose learners to materials and media ahead of the lesson to assess any possible difficulties they may face.</p> <p>Provide aprons to cover clothing</p>



<p>Learning new vocabulary and ensuring it is understood over time. e.g. style of art</p>	<p>Provide visual supports to help recall new vocabulary e.g. an image alongside the style of art.</p> <p>Refer to new vocabulary in another context of the curriculum where possible or as a comparison when learning a new technique later in the year.</p> <p>Retrieval practice at the beginning of subsequent lessons.</p>	<p>Pre-teaching key vocabulary prior to the lesson.</p>
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