

| Ambition – What are we aiming for children with SENs to achieve in this subject? | Access – What amendments are made to the subject in order to help children with SENDs to achieve? |
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| <p>Be ambitious of what our SEND children can achieve. Art and DT are different ways for children to think and draw on all their learning from across the curriculum without having to use it in the traditional way. SEN children historically can achieve and sometimes exceed their peers when completing Art & DT tasks.</p> | <p><u>Strategies to scaffold Learning</u> How can I support learners who struggle to access lessons because of literacy difficulties?</p> <ul style="list-style-type: none"> • Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media. • Provide a word and/or picture bank for the learner to refer to during guided and independent activities. • Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes. <p><u>How can I support learners who struggle to retain vocabulary?</u></p> <ul style="list-style-type: none"> • Learners will hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space. Discuss and display any key vocabulary together with its meaning. Practise saying them together. • Provide visual word banks that are accessible to the learners. • Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling. <p><u>How can I support learners who struggle with fine motor skills?</u></p> <ul style="list-style-type: none"> • Consider using frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control. • Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times. <p>Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.</p> <ul style="list-style-type: none"> • Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough. <p><u>How can I support learners who struggle with attention?</u></p> <ul style="list-style-type: none"> • Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions. • Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages. • Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson, perhaps the work of an |

artist they are learning about or an example of the kind of outcomes they will produce. This will support learners to engage in the processes.

- Giving time for learners to look back through their sketchbook to make connections to what they already know, which in turn can help nurture motivation.
- Allow movement breaks if and when necessary and give learners classroom jobs such as handing out a resource. This will support learners who struggle with self-regulation.
- All learners should routinely clean and tidy away the equipment they have used and time for this needs to be built into lessons, as it is a useful tool for encouraging independence as well as managing transitions.

How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

These strategies scaffold learning across all year groups for practical art lessons:

- *Share information visually as well as through discussion.*
- *Allow sufficient talk time to encourage thinking and idea sharing.*
- *Key vocabulary should be clearly displayed and used repetitively throughout lessons.*
- *Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied.*
- *Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. It is important the teachers' thought processes are shared aloud.*
- *Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.*
- *Support learners to develop their fine motor skills through regular opportunities.*