**Strategies for supporting pupils with SEND in Art and Design lessons**

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| **Area of Need…** | **How we support our pupils to succeed…** |
| **Communication and Interaction** | * Ensure clear, simple instructions are given throughout the lesson
* Match your language to the language of the child
* Use of widgets on the resources
* Consider alternative methods of recording a child’s evaluation of their artwork e.g. scribed by an adult, recorded using tech
* Use a WAGOLL to support understanding for pupils where needed
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| **Cognition and Learning** | * Ensure clear, simple instructions are given throughout the lesson
* Use chunking to support cognitive load
* Pre teach specific art skills and techniques where possible
* Provide finished examples of artwork (WAGOLL)
* Use visuals or modelled examples at each stage of the making process
* Take the time to pre-teach language concepts such as paint, sketch etc
* Provide resource lists with visuals so children can recognize the tools needed for the activity
* Model how to use art tools correctly before children start an activity
* Clearly model each step of the art making process so that the outcomes at each point are clear
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| **Social Emotional and Mental Health** | * Create a classroom climate that ensures every child feels safe to make mistakes
* Provide lots of opportunities to ask questions throughout the lesson
* Ensure children understand that support is available before the lesson begins
* Ensure boundaries and expectations for the lesson are clear and consistent
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|  | * Give children jobs within the lesson so that they feel part of the class team
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| **Sensory and Physical** | * Pre teach specific art skills and techniques
* Provide children with additional time to practice specific techniques and how to use art tools
* Ensure all members of staff in the lesson are aware of any sensory needs or triggers e.g. paint, glue etc
* Give time to practice how to correctly hold a range of tools e.g. paint brush, pencil etc
* Ensure work spaces are organised and do not become cluttered
* Consider alternative methods of recording ideas or evaluating work
* Movements breaks within the lesson to aid concentration
* Support to hold tools where necessary
* Space to explore tools and techniques safely
* Additional time built in for pupils with physical needs to complete activities
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