**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 |
| **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 |
| **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 |
| **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 |