



SEND in my subject area: Art

What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Retaining information / meaning of vocabulary	<p>Discuss key vocabulary (such as pattern, colour, texture, line, shape etc) – practice saying the words together</p> <p>Provide vocab and meaning list</p> <p>Refer to the vocab frequently in the lesson whilst modelling and across other subject areas where appropriate</p> <p>Retrieval questions to start lessons</p> <p>Use visual/physical aids to help identify equipment, media and artists and their work</p>	<p>Difficulties with processing language/following instructions</p> <p>Difficulties using language / expressing themselves</p>	<p>Simplified step by step instructions</p> <p>Model-do approach</p> <p>Use of think/pair/share</p> <p>Use re-teach, revisit and regular practice to cement skills</p> <p>Sentence starters / modelled language.</p> <p>My turn-Your turn</p>
Physical and Sensory		Social Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with fine motor difficulties	<p>Use sloping boards and hold down paper with masking tape where necessary</p> <p>Consider resources – use chunkier pastels, soft 'B' range pencils, wider handled paintbrush, wider handled or</p>	Children who struggle to maintain attention	<p>Consider positioning in the class – do they prefer to work alone or in a group?</p> <p>Opportunities to move – give out pictures, materials, equipment etc</p> <p>Non-verbal reminders</p>

<p>Children with physical difficulties</p>	<p>easy grip scissors, large eye / wider needles for sewing</p> <p>Ensure adequate space is given to work</p> <p>Ensure easy access to a choice of resources</p> <p>Seating plan – ensure children are seated where they can hear and see the adult</p>	<p>Children who have difficulty with transitions and routines</p>	<p>Advance preparation for how the lesson will run</p>
<p>Children with hearing difficulties</p>	<p>Picture prompts</p> <p>Adult check ins</p>	<p>Children who struggle with anxiety</p>	<p>Now and next strategy</p> <p>Self-assessment and peer assessment</p>
<p>Children with visual difficulties</p>	<p>Adult repeat back other children's answers that may not be heard</p> <p>Seating plan – can they see</p> <p>Enlarged resources</p>		<p>Peer marking - buddies evaluate each other's work in relation to success criteria</p> <p>Use of think/pair/share</p>