



Strategies for supporting pupils with Special Educational Needs and Disabilities in Art and Design lessons.

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<ul style="list-style-type: none"> Ensure clear instructions are given throughout the lesson Match your language to the language of the child Ensure there are visuals on resource lists Use visuals on resource boxes or trays Consider alternative methods of recording a child's evaluation of their artwork e.g. scribed by an adult, recorded
Cognition and Learning	<ul style="list-style-type: none"> Ensure clear instructions are given throughout the lesson Pre teach specific art skills and techniques where possible Provide finished examples of artwork 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 know which tools they will need for an 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	<ul style="list-style-type: none"> 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 Give children jobs within the lesson so that they feel part of the class team
Sensory and Physical	<ul style="list-style-type: none"> Pre teach specific art skills and techniques

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| | <ul style="list-style-type: none">• 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 |
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