



Adaptive Teaching for Children with SEND in Art and Design

Implications for Teaching and Learning in Art

As a general principle, we maintain high expectations of all children. It should not be assumed that children on the SEND register are less capable of achieving the expected standard in any curriculum area. However, teachers should consider the following reasonable adjustments in order to ensure that all children are able to access the content of this curriculum area as, 'All children have a right to an education' Article 28.

Area of need	Communication and Interaction - ASC	Communication and Interaction – S&L	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
<p>Adaptive Teaching Techniques to Consider:</p>	<p>Sufficient quiet/calm spaces in which to focus. Well planned transitions between carpet and work station.</p> <p>Visual representations Provide clarity of expectations of end product – provide worked examples.</p> <p>Pre-exposure to new media or techniques to ensure time for exploration in a safe way suited to their sensory needs.</p>	<p>Now and Next boards.</p> <p>Visual representations of task. Discuss and display any key vocabulary together with its meaning.</p> <p>Use of Makaton when introducing new vocabulary such as when using new tools and equipment.</p>	<p>Practical activities should be accompanied by visual resources which could include videos, photos or examples of artwork.</p> <p>Word/definition bank</p> <p>Pre-teach of vocabulary</p> <p>Use of sentence stems to scaffold evaluations of own work and the work of others.</p> <p>Provide a variety of model examples to support learners and develop their skills and confidence.</p>	<p>Clear End Points</p> <p>Clear expectations and modelling and to provide clarity Careful pairings when working with a partner.</p> <p>Provide own resources /opportunities to work alone where appropriate.</p> <p>Allow extra time to reflect and express in their own way as appropriate.</p> <p>Remove any feelings of pressure by providing pre-exposure to new</p>	<p>Alternative ways of recording</p> <p>Prepared resources such as pre-cut out templates etc Encourage pupils to experiment with different media, for example when drawing, offer chunkier graphite sticks as well as soft 'B' range pencils.</p> <p>Consider offering a range of painting application media – e.g. a sponge instead of a brush or may even use their fingers at times.</p> <p>Support grip and control of equipment by offering chunky pencils/paintbrushes/alternative scissors such as those with wider handles or those that can be squeezed rather than opened and shut.</p>

			<p>Embed the concept that experimentation is an opportunity to develop ideas and that there is not one correct way to do this in order to remove fear of doing things wrong.</p> <p>Giving time to pupils to look back through their artbook to make connections to what they already know, which in turn can help nurture motivation.</p> <p>Take time to model and demonstrate each element of a process, allowing pupils to develop their understanding through a step- by-step approach.</p>	<p>media or techniques to ensure time for exploration in a safe way suited to their own needs.</p>	<p>Consider using frames or adhesives (e.g., masking tape) that hold down pupils' work to surfaces in cases where pupils may struggle to hold a resource in place.</p> <p>Provide pupils with larger scale materials to work on and gradually decrease the scale as they acquire greater control.</p>
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