

SEND in my subject area: Art / DT

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	Discuss key vocabulary (such as pattern, colour, tone, texture, line, shape, form, space etc) – practice saying the words together Pre-teach session for vocabulary Provide vocab and meaning list Refer to the vocab frequently in the lesson whilst modelling and across other subject areas where appropriate Retrieval questions to start lessons	Difficulties with processing language/following instructions	Simplified step by step instructions Model-do approach Use visuals to remind Use of think/pair/share Use sketch book to remind of concepts and skills taught previously
Literacy Skills	Use visual aids to help identify equipment, media and artists and their work	Difficulties using language / expressing themselves	Sentence starters / modelled language. Stem sentences / repetition Partner talk / Think, pair, share My turn-Your turn

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</p> <p>Hold down paper with masking tape</p> <p>Consider resources – use chunkier pastels, soft 'B' range pencils, wider handled paintbrush, wider handled or easy grip scissors, use of fingers to paint or a sponge rather than a paintbrush, Large eye / wider needles for sewing</p> <p>Explore resources in a pre-teach session to allow child to find which is most comfortable</p>	Children who struggle to maintain attention	<p>Consider positioning in the class – do they prefer to work alone or in a group? Can older learners access a quiet space?</p> <p>Opportunities to move – give out pictures, materials, equipment etc</p> <p>Non-verbal reminders</p> <p>Seating plans</p>
Children with physical difficulties	<p>Ensure adequate space is given to work</p> <p>Ensure easy access to a choice of resources</p>	Children who have difficulty with transitions and routines	<p>Advance preparation for how the lesson will run</p> <p>Now and next strategy</p> <p>Advance preparation for practical activities – ensure they are aware of the equipment and expectations</p>
Children with hearing difficulties	<p>Seating plan – ensure children are seated where they can hear and see the adult</p> <p>Picture prompts</p> <p>Adult check ins</p> <p>Adult repeat back other children's answers that may not be heard</p>	Children who struggle with anxiety	<p>Self-assessment and peer assessment</p> <p>Peer marking - buddies evaluate each other's work in relation to success criteria (careful pairing needed)</p> <p>Use of think/pair/share</p> <p>Frequently look through sketch book for what we have done well</p>
Children with visual difficulties	<p>Seating plan – can they see</p> <p>Enlarged resources</p> <p>Physical resources – can they feel the properties of the 2-d shape before drawing</p>		

