



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

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Ensure clear instructions are given throughout the lesson</li> <li>• Match your language to the language of the child</li> <li>• Ensure there are visuals on resource lists</li> <li>• Use visuals on resource boxes or trays</li> <li>• Consider alternative methods of recording a child's evaluation of their artwork e.g. scribed by an adult, recorded</li> </ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Ensure clear instructions are given throughout the lesson</li> <li>• Pre teach specific art skills and techniques where possible</li> <li>• Provide finished examples of artwork</li> <li>• Use visuals or modelled examples at each stage of the making process</li> <li>• Take the time to pre-teach language concepts such as paint, sketch etc</li> <li>• Provide resource lists with visuals so children know which tools they will need for an activity</li> <li>• Model how to use art tools correctly before children start an activity</li> <li>• Clearly model each step of the art making process so that the outcomes at each point are clear</li> </ul>
<b>Social Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Create a classroom climate that ensures every child feels safe to make mistakes</li> <li>• Provide lots of opportunities to ask questions throughout the lesson</li> <li>• Ensure children understand that support is available before the lesson begins</li> <li>• Ensure boundaries and expectations for the lesson are clear and consistent</li> </ul>

	<ul style="list-style-type: none"><li>• Give children jobs within the lesson so that they feel part of the class team</li></ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"><li>• Pre teach specific art skills and techniques</li><li>• Provide children with additional time to practice specific techniques and how to use art tools</li><li>• Ensure all members of staff in the lesson are aware of any sensory needs or triggers e.g. paint, glue etc</li><li>• Give time to practice how to correctly hold a range of tools e.g. paint brush, pencil etc</li><li>• Ensure work spaces are organised and do not become cluttered</li><li>• Consider alternative methods of recording ideas or evaluating work</li><li>• Movements breaks within the lesson to aid concentration</li></ul>