



How we help everyone shine in Art ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none">• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.• Use clear, unambiguous language and keep unnecessary information to a minimum.• Give response time for verbal questions through oracy – nest, pair, share.• Repeat back teaching using, "My turn, your turn."• Use visual timetable throughout the day.• Whole class movement break activities, which include alerting, calming and organising activities.• Make learning multi-sensory.• Use visual aids, concrete resources and equipment.• Explicitly teach new vocabulary and support using visuals.• Careful positioning of children away from distraction, near to information.• Teacher proximity to focus children for instructions to be repeated back.• All sessions to be taught with pace, changing activity regularly.• Set routines for transitions between activities.• Use, "I do, we do, you do" approach.• Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).	<ul style="list-style-type: none">• Now and next boards for specific children• Consider a child's sensory needs: understand if the child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in, providing electronic alternative programmes where needed.• Model and allow practice of how to use art tools before setting the work.• Use Art tools made of specific materials to support sensory processing.• Use of diagrams to support understanding of some concepts.• Provide concrete resources to help with line drawing and drawing to scale.• Differentiate the size and scale of a project and its end result.• Use of magnifying glasses to visually examine and analyse sources.• Ensure the tools you are using are accessible to the child.• Opportunities for movement to be identified throughout the session• The use of pictures, diagrams, clear sub-titles and 'colour-coded text' will be used to break up large sections of information• Use language that is understood by the child, or take the time to pre-teach language concepts including paint, draw, sketch etc. Use visual representations to support this (wiggit image).• Encourage evaluations to be done using pictures and child's voice where

possible and then recorded by an adult.

- Provide children with extra-large pieces of paper to work on.
- Make sure resources are well organised and not cluttered.
- When writing, provide thicker, dark pencils to write with.
- When using pastels, avoid putting pastel colours next to each other.
- When drawing or modelling, be aware of the colours that are difficult to see together (dark colours). Instead use black and white where possible because these contrast the most.
- Make sure students wear glasses if prescribed, so that they are not straining their eyes, especially as they can spend a great deal of time on one piece of art work.
- Provide enlarged artwork examples of artist work.