

## How we help everyone shine in **Art** ...

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

	<p>possible and then recorded by an adult.</p> <ul style="list-style-type: none"><li>• Provide children with extra-large pieces of paper to work on.</li><li>• Make sure resources are well organised and not cluttered.</li><li>• When writing, provide thicker, dark pencils to write with.</li><li>• When using pastels, avoid putting pastel colours next to each other.</li><li>• 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.</li><li>• 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.</li><li>• Provide enlarged artwork examples of artist work.</li></ul>
--	--