



Trenance Learning Academy

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

Individual Need	Here's how we help everyone learn.....
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> ✓ Praise positive behaviour at each step to support low self-esteem. ✓ Ensure clear instructions are given throughout the lesson. ✓ Provide time limited learning breaks. ✓ Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation or the evaluation). ✓ Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate ✓ Provide art tools when necessary to avoid distractions during teacher input
Anxiety	<ul style="list-style-type: none"> ✓ Ensure the child knows the support available on offer before the lesson begins. ✓ Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson. ✓ Teach problem solving before the lesson, and strategies to overcome problems that might be faced. ✓ Model how to use art tools before setting the learning. ✓ Use a 'Now and Next' board to explain any changes to the routine, for example if a child will be sitting somewhere else to complete group work, manage this before it happens.
Autism Spectrum Disorder	<ul style="list-style-type: none"> ✓ Use a visual timetable so the child knows what is happening at each stage of the session/day. ✓ Understand if the child is hypo-sensitive or hypersensitive and how they will manage the learning you are asking them to do, providing electronic alternative programmes where needed. ✓ Avoid changing seating plans. ✓ Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. ✓ Use simple, specific instructions that are clear to understand. ✓ Understand your pupil's skills and where their starting place is. ✓ Use art tools made of specific materials to support sensory processing
Dyscalculia	<ul style="list-style-type: none"> ✓ Provide concrete resources to help with line drawing and drawing to scale. ✓ Ensure the child knows the support available on offer before the lesson begins
Dyslexia	<ul style="list-style-type: none"> ✓ Use simple, specific instructions that are clear to understand ✓ Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage. ✓ Differentiate the learning objective so that the child understands what is being asked of them. ✓ Model how to use art tools before setting the learning
Dyspraxia	<ul style="list-style-type: none"> ✓ Make the most of large spaces before starting projects. ✓ Ensure the tools you are using are accessible to the child. ✓ Provide a lesson breakdown, with a clear end, a tick list might be beneficial.



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	<ul style="list-style-type: none"> ✓ Provide an equipment list, words, or visuals, with the tools and materials that are needed during the lesson. ✓ Model how to use art tools before setting the learning. ✓ Differentiate the size and scale of a project and its end result
Hearing Impairment	<ul style="list-style-type: none"> ✓ Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage. ✓ Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency. ✓ Try and arrange tables in a circular shape. ✓ Provide sign language visuals where possible
Toileting Issues	<ul style="list-style-type: none"> ✓ Encourage children to use the toilet before working on a piece of artwork, as they may feel this isn't as easy when they are wearing paint clothes and covered in paint and chalk etc. ✓ Encourage children to wear protective clothes that make access to the bathroom manageable
Cognition and Learning Challenges	<ul style="list-style-type: none"> ✓ Use visuals to break each stage of the lesson down into clear, manageable tasks. ✓ Use language that is understood by the child, or take the time to pre-teach language concepts including paint, draw, sketch etc. ✓ Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently. ✓ Model how to use art tools before setting the learning. ✓ Physically demonstrate the lesson and the expectations especially if following the work of a specific artist. ✓ Support children with their organisation in the lesson and model this where possible, before the lesson begins
Speech, Language & Communication Needs	<ul style="list-style-type: none"> ✓ Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly. ✓ Use a visual timetable where necessary. ✓ Use visuals on resource lists. ✓ Use visuals on resource boxes so children know which one to access. ✓ Encourage evaluations to be done using pictures and child's voice where possible and then recorded by an adult
Tourette Syndrome	<ul style="list-style-type: none"> ✓ Provide short, simple clear instructions. ✓ Try and keep the children calm in a lesson although Art can be exciting, as this can lead to a tic. ✓ Place resources at a safe distance especially if tics are happening at the time of the lesson
Experienced Trauma	<ul style="list-style-type: none"> ✓ Provide opportunities to be curious and explore the tools and resources that children will use. ✓ Use simple, specific instructions that are clear to understand, and deliver these slowly.



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	<ul style="list-style-type: none">✓ Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that Art is about taking✓ risks in our work and expressing ourselves
Visual Impairment	<ul style="list-style-type: none">✓ Provide children with extra-large pieces of paper to work on.✓ Make sure resources are well organised and not cluttered.✓ Ensure the child is positioned in a well-lit space before beginning an activity.✓ 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 they don't strain 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

