



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

Individual Need	Here's how we help everyone learn...
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.
Dyslexia	<ul style="list-style-type: none"> ✓ Use simple, specific instructions that are clear to understand.

	<ul style="list-style-type: none"> ✓ Clearly teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage. ✓ Model how to use art tools before setting the learning. ✓ Model the task being expected and provide a WAGOLL (what a good one looks like) where appropriate.
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. ✓ Allow child to use the toilet discretely and make returning to their piece of work easy.
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**

- ✓ Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly.
- ✓ Use visuals where necessary.
- ✓ Model techniques and provide vocabulary alongside.