

Shine Brightly Curriculum



Inclusive strategies to support pupils with SEND in Art



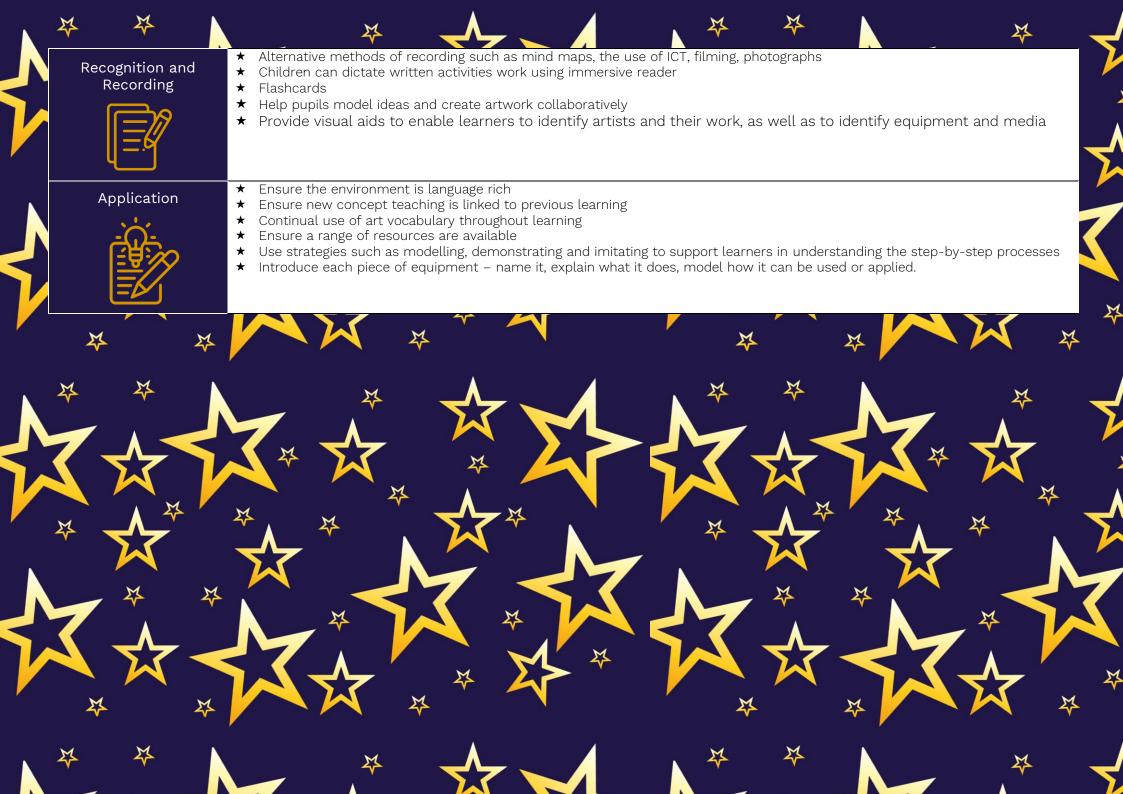


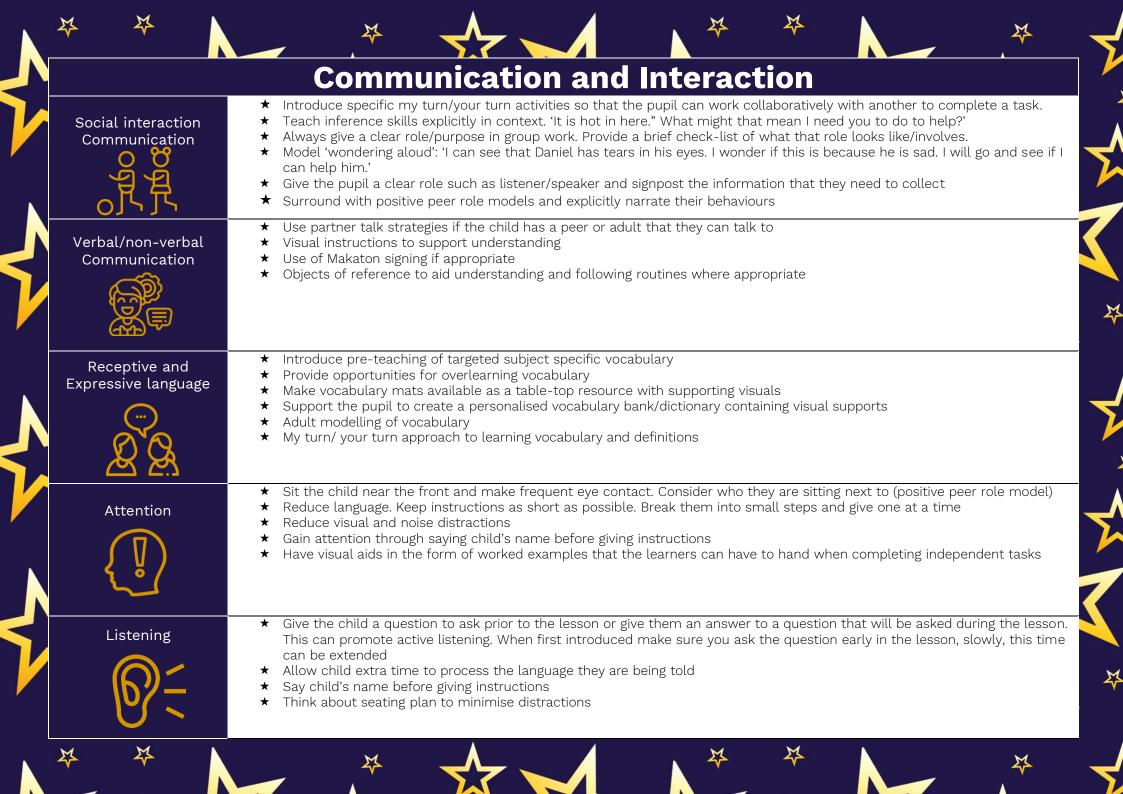
Bebrilliant

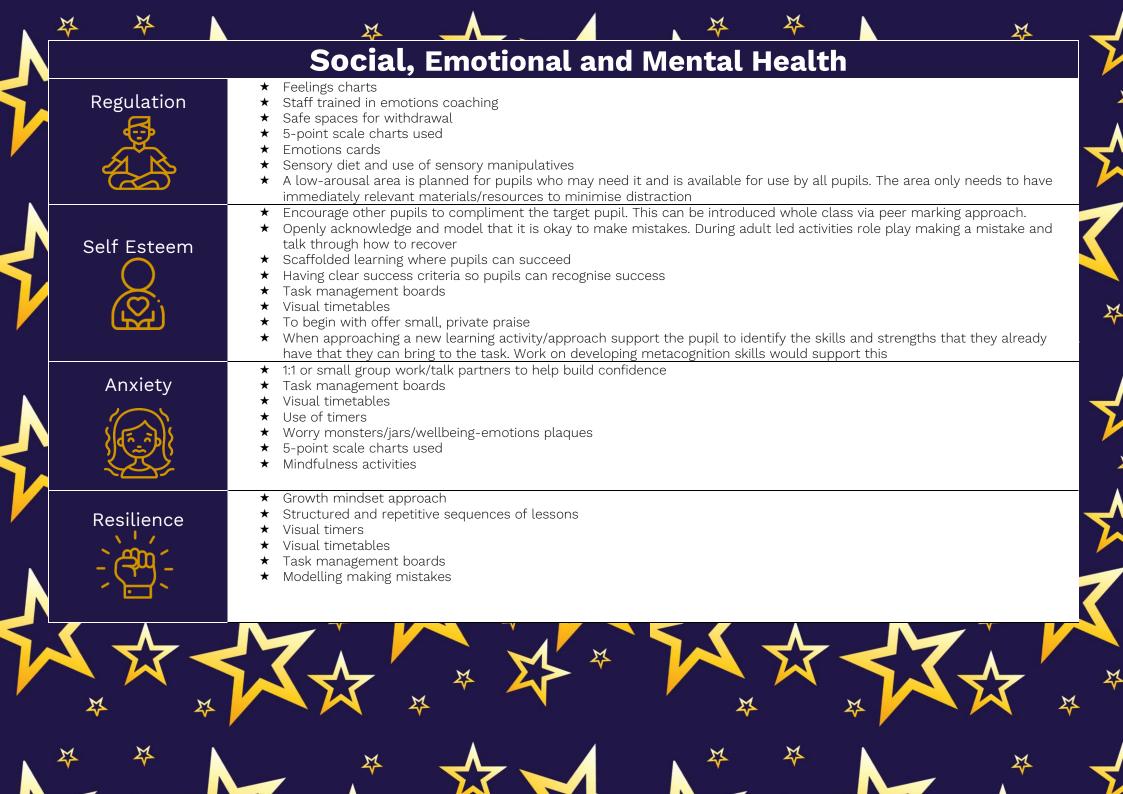


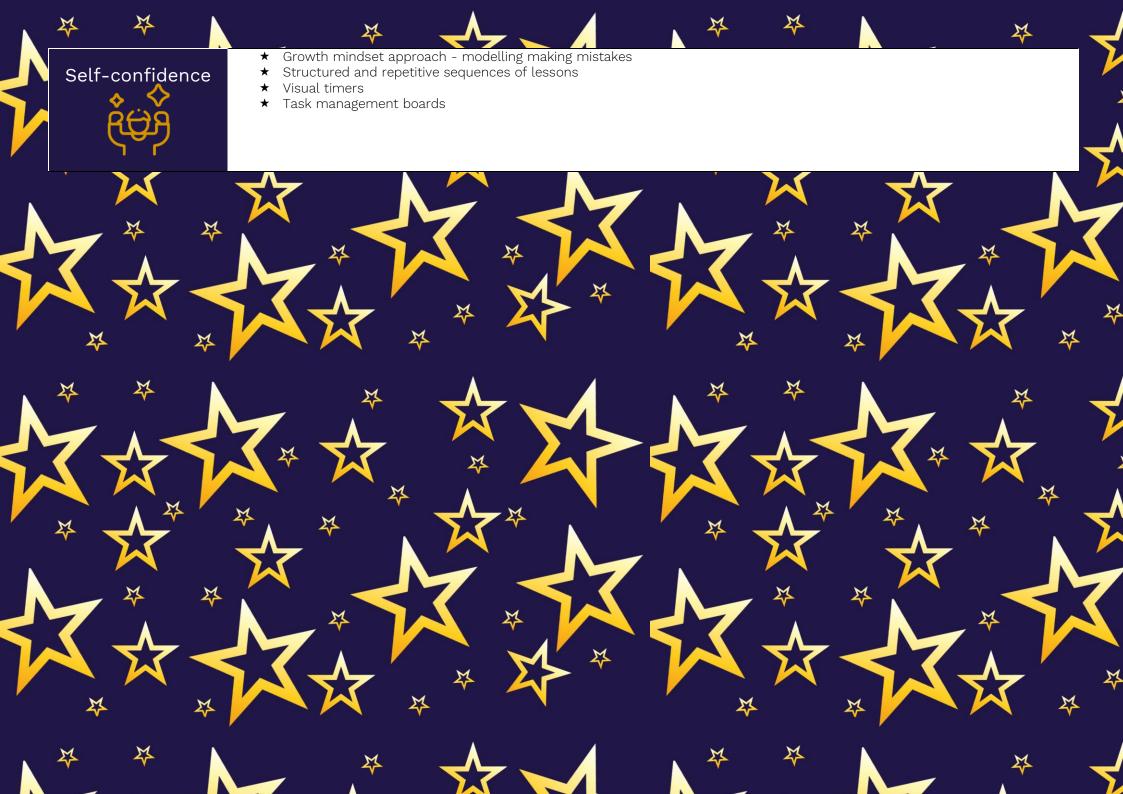


Cognition and learning ★ Offer additional thinking time to formulate responses and act upon instructions. To support this, warning of the question/ response is useful ★ Offer short, personalised instructions in the correct task sequence Memory Provide visuals to support vocabulary ★ Offer pre-teaching sessions to make the unfamiliar feel familiar Encourage to make/give the pupil a checklist/steps to success Provide equipment checklists Take photographs to record each stage of the art process to support retention of skills learnt Display step-by-step reminders of key processes Hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space ★ Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media ★ Offer a visual task timeline ★ Offer a workstation approach if appropriate Task Organisation ★ Ensure equipment is well organised and easily accessible ★ Use of visual time prompt such as timers ★ Provide equipment checklists and task management boards ★ Easily accessible equipment and resources ★ Tasks to be broken down into smaller, manageable steps – use of task management boards ★ Ensure equipment is well organised and clearly labelled; (object of reference, pictures, words) ★ Offer a visual task timeline Concentration ★ Sensory breaks built into timetable ★ Use of a tabletop timer to show how long the child has to work for ★ Ask the child to explain in their own words what they are learning/their task ★ Break larger tasks into small steps and offer a motivator for successful completion of each one Keep focused activities short and intersperse with child-led activity Daily repetition of activities and routines so that they become familiar and predictable ★ Avoid abstract contexts. Provide a range of concrete starting points, materials and techniques ★ Allow additional thinking time to process and react to instructions/information Information ★ Explore the learning style of the pupil and ensure you reflect their processing style in your teaching style and resources. Ensure **Processing** you offer a range of teaching styles within your OFT * Resources to support structure of tasks e.g. task management boards, recorded instructions, visual instructions. Individual workstations to lower visual and sensory stimuli ★ Show worked examples to support independent learning









Physical and/or Sensory needs Pencil grips Writing slops Adapted tools such as training scissors Varying sizes of equipment including pencils, paintbrushes, chalks, pastels, paper etc Finger gym activities to 'warm up' the hands before producing art work Fine Motor Skills ★ Use different mark making tools for darkness, grip and ink flow ★ Offer tools to support the correct posture for writing and drawing – wobble cushions and raised tabletops ★ Use frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place ★ Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control ★ When drawing offer chunkier graphite sticks as well as soft 'B' range pencils ★ offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times ★ Use of malleable media to strengthen fine motor skills ★ Include large gross motor gestures/actions as a support for remembering key content information or subject specific **Gross Motor** vocabulary Skills ★ Adaptive seating e.g. wobble cushion, physio chair, fidget chair bands * Room for pupils with mobility difficulties to leave the site of an accident Provide a note taker (adult or peer) to record key information Hearing Include opportunities for repetition in lesson time Appropriately placed seating within the classroom impairment ★ Use of hearing loops etc – if appropriate Reduced background noises within the class e.g. fans, radiators etc Pre teach of vocabulary High level of visual support or Makaton for the spoken word ★ Use of subtitles if watching video stimulus * Kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video Visual * Consider producing materials for all pupils in an accessible font size (at least 14 point) and typeface (eg Arial) to reduce the amount of modification needed **Impairment** ★ Provide electronic copies of resources for older pupils so they can put them into their preferred format themselves on their own computers ★ Allow work to be completed on electronic device and written feedback to be given in the same way Offer coloured overlays and printed materials on pastel coloured paper ★ Increase line spacing (at least 1.5)

