

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



Individual Need	How we help...
<p>ADHD</p>	<ul style="list-style-type: none"> • Praise positive behaviour at each step to encourage 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.
<p>ASD</p>	<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 sensory work you are asking them to partake in, 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 the child's skills and where their starting place is. • Use Art tools made of specific materials to support sensory processing.
<p>DCD/ Physical Impairment</p>	<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. • 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 work. • Differentiate the size and scale of a project and its end result.
<p>Hearing & Visual Impairment</p>	<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. • 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.

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Individual Need	How we help...
	<ul style="list-style-type: none"> • 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.
<p>Cognition and Learning Needs</p>	<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 work. • 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.
<p>Dyslexia/ Dyscalculia</p>	<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. 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 – have the vocabulary visible. • Differentiate the Learning Intention so that the child understands what is being asked of them. • Model how to use Art tools before setting the work.
<p>Speech Language and Communication Needs</p>	<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.
<p>Gifted and Talented</p>	<ul style="list-style-type: none"> • Provide challenge through a wide range of artists and artistic periods to inspire individual style • Publish art through art galleries in and outside of school • Visit local art studios to inspire art as a career choice • Make links with the university • Use local artists within our school to develop our school environment and promote art in all ways • Provide opportunities for reflection and assessment with the opportunity to redraft any artwork