

SEND across the curriculum

What do we do across school to support SEND needs?

Subject:

- Art

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject? (Consider planning and delivery)

- Maintaining an inclusive learning environment – making adaptations so SEND children are included within the MTP and CTs to read the plans prior to the lesson to adapt for the SEND children in their class
- Multi-sensory approaches e.g. visual pictures/videos of small steps to success along with verbal teacher talk and written instructions (WAGOLLS)
- Including information and communication technology e.g. using IPADs for photography
- Working with additional adults (teacher or TA for further modelling)
- Managing peer relationships (ensuring SEND children with SEMH are happy with their seat in the classroom, which partner and group they work with)
- Adult-pupil communication (Clear, concise instructions for children to follow)
- Assessment for learning (On the spot adaptations e.g. squeezable scissors, larger paper e.g. A3 instead of A4 etc.)
- Memory/consolidation (Use of working wall throughout the art unit so children can refer to the knowledge organiser, key artists, key vocabulary and wagoll examples of disciplinary work)
- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers regarding IEPs/LSPs. Do subject specific additional resources need to be purchased? Examples:
Gem crayons/large crayons for an easy grip; squeezable scissors for easy cutting; no-spill paint cups; a variety of paintbrushes (different weights and handle sizes); desktop easels
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.

Specific examples for the different areas of need

Cognition & Learning	
Barriers	Provision

Remembering multi-step instructions Retention and understanding of key vocabulary	Clear, concise instructions given Step by step reminders of key processes using visual prompts as WAGOLLS for the process Broken down SC with clear reminders Complete a task/activity with a partner or adult Adapted task e.g. 3 steps instead of 5 Pre-teaching of key vocabulary
Communication & Interaction	
Barriers	Provision
Understanding the vocabulary and descriptive language used	Model and teach new vocabulary (use of pre-teach vocabulary books) Language in a visual format Use of working wall to display language e.g. knowledge organisers with visual representations
Social, Emotional & Mental Health (SEMH)	
Barriers	Provision
Less structured lesson format may make it harder for self-regulation behaviours Focus and attention on extended pieces of work	Clear expectations and explanation of what is happening before and during the lesson Movement breaks/time out Tasks broken up into chunks Limit movement around the classroom Time limits for each activity/task
Physical and/or Sensory	
Barriers	Provision
Sensory issues e.g. how the different materials may feel Potential higher noise level/busier classroom Accessibility of resources Child's ability to use equipment/resources safely	Consider sensory adaptations e.g. a different material Instructions given to a calm classroom in a clear, concise way Equipment/resources spilt up into groups so there is less movement and no trip/slip hazards More time given to use tools and equipment Adult support Use of ear defenders

Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work

- Adaptations in ways they are expected to record e.g. adults scribing
- Use of AFL within the lesson e.g. allowing more time or a different medium to support with the LO
- Assessed on outcome

How are we challenging SEND pupils in this subject?

- Provide opportunities for pupils to use all their senses
- Use a wide range of materials
- Set out clear expectations and engage pupils in practical work
- Encourage participation in extra-curricular events/competitions

How do we help SEND pupils retain their knowledge?

- Knowledge organisers
- Sticky knowledge focus
- Use of vocabulary pots
- Repetition
- TA or class teacher support e.g. writing words in vocabulary books