

SEND provision in Art and Design



Hunningley Primary Academy

The best in everyone™

Part of United Learning

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> • Accessing reading/written work • Poor memory and recall skills • Recording written assessments or feedback to listening/appraising activities. • Poor sequencing skills – understanding the steps modelled. 	<ul style="list-style-type: none"> • Use of symbols, larger print, colour coding, multi sensory reinforcement. • A greater emphasis on modelling and scaffolding for learning – smaller visual steps. • Use word banks which include pictures. • A working wall showing each lesson's focus and how successive lessons or topics link together to develop a mind map, including symbols, images or objects to make it more accessible. Repeat or display important information. • Use the Kapow videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories. • New learning fits into the framework of what the pupil already knows. • Smart grouping – pairing with a more able reader/writer. • Build in lots of repetition. • Provide opportunities for pupils to practice the techniques in their sketchbooks before their actual piece. 	<ul style="list-style-type: none"> • Being able to use their voice expressively. • Understanding and using new topic vocabulary. • Lower than expected levels of expressive vocabulary 'they can't find the words' • Following instructions and sequences. • Levels of concentration for the plenary of the lesson. 	<ul style="list-style-type: none"> • Use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking. • Pre-teaching of new vocabulary prior to the lesson. • Send vocabulary word mats home before the topic begins. • Limit vocabulary to that which is necessary to ensure progress. • Social stories. • Children are allowed time to discuss the answers to questions, and evaluate work with peers. • Children with communication impairments are given time to think about questions before being required to respond.
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> • Videos with over stimulating or challenging themes. • Lower than expected motor control. • Hearing impairment • Visual impairment • Colour vision deficiencies. 	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT • Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress. 	<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others. • Working effectively as part of a group • Unable to relate and understand the reasoning behind different artists and their artwork. 	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Some children could work individually. • Pre-teaching and discussing the responses to the artwork.

	<ul style="list-style-type: none">• Ensure there is a wide range of equipment – larger paintbrushes/chunky pencils etc.	<ul style="list-style-type: none">• No resilience - feeling they aren't any good – resulting in lack of care and effort.	<ul style="list-style-type: none">• Clear rules and expectations, consistent boundaries, rewards and sanctions.• Praise the small steps and showcase their work – be proud.• Encourage the children to trial and error in their sketchbooks.
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