



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



<u>Individual Need</u>	<u>Strategies to promote inclusion</u>
Attention Deficit Hyperactivity Disorder (ADHD)	<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 brain breaks/movement breaks as appropriate. • 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.
Autism Spectrum Condition (ASC)	<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.
Dyslexia	<ul style="list-style-type: none"> • When using the interactive whiteboard, use light, pastel coloured background to avoid black text on a white background. • Any printed resources will be on pastel coloured paper, avoiding black font on white paper. • Individual coloured overlays used by pupils as necessary when reading texts aloud. • 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 objective so that the child understands what is being asked of them. • Model how to use Art tools before setting the work. • Label equipment with symbols and words where appropriate.
Dyspraxia	<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.

	<ul style="list-style-type: none"> • Provide adapted resources such as pencil grips, larger pencils, paintbrushes with appropriate grips, spring loaded scissors. • Allow more time for the use of tools and equipment – child may have their own to enable this rather than sharing with others.
Hearing Impairment	<ul style="list-style-type: none"> • Adults will discretely check that the child is wearing their hearing aid if required. • A discussion will take place between the adult and child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment. • Background noise will be minimised and the classroom will be a quiet, calm environment. • Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared. • Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson. • Children will be provided with key vocabulary specific to art with technical terms explained.
Toileting Needs	<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. • Encourage children to wear protective clothes that make access to the bathroom manageable. • Staff to follow guidance in pupil's intimate care plans.
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 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. • Total recall activities and low-stake quizzes are used frequently to develop cognition and learning in art and promote a deeper understanding of skills.
Speech, Language & Communication Needs	<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.
Tourette Syndrome	<ul style="list-style-type: none"> • Provide short, simple clear instructions. • Try and keep the children calm in a lesson although Art can be exciting, as this can lead to a tic. • Place resources at a safe distance especially if tics are happening at the time of the lesson.

<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Our school’s Thrive and jigsaw approach will be used by all adults supporting the child within the lesson. • Provide opportunities to be curious and explore the tools and resources that children will use. • Use simple, specific instructions that are clear to understand, and deliver these slowly. • Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, • Ensure the child knows the support available on offer before the lesson begins. • Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson. • Teach problem solving before the lesson, and strategies to overcome problems that might be faced. • Model how to use art tools before setting the work. • Where appropriate, use a ‘Now and Next’ board to explain any changes to the routine, for example if a child will be sitting somewhere else to complete group work, manage this before it happens.
<p>Visual Impairment</p>	<ul style="list-style-type: none"> • 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. • 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.