

# SEND in my subject area: Art and Design

What is in place in your subject area for teaching that subject to children with SEND?

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Retaining information	Retrieval questions to start lessons Regular recall sessions planned in. Learning broken down into small steps of learning.	Difficulties with processing language/following instructions	Simplified step by step instructions Model-do approach Use visuals to remind Use of think/pair/share My turn – our turn – your turn Use sketch book to remind of concepts and skills taught previously.
Difficulty understanding the meaning of vocabulary	Discuss key vocabulary (such as pattern, colour, tone, texture, line, shape, form, space etc) – practice saying the words together Provide vocab and meaning list Refer to the vocab frequently in the lesson whilst modelling and across other subject areas where appropriate. Retrieval questions to start lessons	Difficulties using language / expressing themselves	Sentence starters / modelled language. Stem sentences / repetition Partner talk / Think, pair, share My turn- out turn - your turn
Literacy Skills	Use visual aids to help identify equipment, media and artists and their work. Provide word mats. In print used for communication. Use of overlays.		
Physical and Sensory		Social Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with fine motor difficulties	Use sloping boards Consider resources – use chunkier pastels, soft ‘B’ range pencils, wider handled paintbrush, wider handled or easy grip scissors, pencil grips, use of fingers to paint or a sponge rather than a paintbrush, large eye.	Children who struggle to maintain attention	Consider positioning in the class – do they prefer to work alone or in a group? Can older learners access a quiet space? Opportunities to move – give out pictures, materials, equipment etc Non-verbal reminders Seating plans Resources such as: fidget toys, wobble cushions, resistance bands
Children with physical difficulties	Ensure adequate space is given to work Ensure easy access to a choice of resources Non- slip mats	Children who have difficulty with transitions and routines	Advance preparation for how the lesson will run Now and next strategy Advance preparation for practical activities – ensure they are aware of the equipment and expectations
Children with hearing difficulties	Seating plan – ensure children are seated where they can hear and see the adult Picture prompts Adult check ins Adult repeat back other children’s answers that may not be heard Hearing loop	Children who struggle with anxiety	Self-assessment and peer assessment Peer marking - buddies evaluate each other’s work in relation to success criteria (careful pairing needed) Use of think/pair/share Frequently look through sketch book for what we have done well
Children with visual difficulties	Seating plan – can they see Enlarged resources Physical resources – can they feel the properties of the 2-d shape before drawing		

Sensory Touch Issues	Sensory breaks Consider using gloves or consider alternative media Regular hand washing		
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