



SEND Provision in Art 2024-25

Area of Need: Cognition and Learning	
Challenges	Provision for SEND pupils
<ul style="list-style-type: none"> Poor memory and recall skills Poor sequencing skills - understanding the steps. 	<ul style="list-style-type: none"> A greater emphasis on modelling and scaffolding for learning – smaller visual steps. Provide step by step instructions/visual clues Break down tasks into small steps Build in lots of repetition. Provide opportunities for pupils to practice the techniques

Area of Need: Communication and Interaction	
Challenges	Provision for SEND pupils
<ul style="list-style-type: none"> Being able to use their voice expressively. Understanding and using new vocabulary linked to topic Lower than expected levels of expressive vocabulary 'they can't find the words' Following instructions and Sequences. 	<ul style="list-style-type: none"> Use different forms of communication – such as gesture and visual cues. Pre-teaching of new vocabulary prior to the lesson. Limit vocabulary to that which is necessary to ensure progress. Children allowed time to discuss the answers to questions and evaluate work with their peers. Children with communication difficulties are given time to think about questions before being required to respond.

Area of Need: Social, Emotional & Mental Health	
Challenges	Provision for SEND pupils
<ul style="list-style-type: none"> • Understanding own thoughts and contrasting with those of others. • Working effectively as part of a group • Lack of resilience - feeling they aren't any good. This could result in lack of care and effort and/or frustration. 	<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 work. • Clear rules and expectations, consistent boundaries, rewards and sanctions. • Praise the small steps and showcase their work • Allow time if pupils need extra time • Allowing repetition when a pupil discovers success. • Use art as a support if pupils find pleasure from using art resources.

Area of Need: Physical & Sensory	
Challenges	Provision for SEND pupils
<p>Lower than expected fine motor control. Hearing impairment</p> <ul style="list-style-type: none"> • Visual impairment • Colour vision deficiencies • Sensory overload relating to conditions associated with ASD/ADHD 	<ul style="list-style-type: none"> • Provide sources and themes which are matched to the needs of the child. i.e. enlarged resources/visuals/IT where appropriate • Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in • Provide an effective way for a child to communicate any distress. • Ensure there is a wide range of equipment – scissors, adaptable equipment, variety of materials that are easy to adapt etc • Provide extra time should it be needed