

Adaption for children with SEND in Art

Following the expectations laid out by the SEN Code of Practise, the following adaptations are made for individuals who need something that is addition to or different from others in the class.

Area of Need	Barrier / Learning Challenge	Adaptation
Specific Learning Difficulty	Understanding new knowledge	Range of teaching strategies to support different types of learners, including: <ul style="list-style-type: none"> • Hands-on learning (children able to touch/explore). • Use of outdoor environment. • Use of ICT (videos, maps, google maps, satellites etc). • Stepped processes • Use of knowledge notes and dual coding to support understanding.
	Recording Written learning	<ul style="list-style-type: none"> • Adaptive equipment such as pencil and brush grips, specialist scissors • Scaffolded and layered compositions to enable focus on particular development of skills • Task planner to show how to tackle the process in step fashion with a clear indication of outcome for each step.
Communication and Interaction	Understanding new vocabulary	<ul style="list-style-type: none"> • Some pre-teaching of new vocabulary prior to lesson. • Liaise with Speech and Language Lead. • Limit vocabulary to that which is necessary to ensure progress. • Explicit teaching of new vocabulary • Use knowledge notes and dual coding to support understanding • New vocabulary limited to manageable number • Continuous checking of understanding of key terms/concepts
	Difficulty participating in class discussion	<ul style="list-style-type: none"> • Carefully considered groupings/pairings with adult support as appropriate.
	Communicating within lessons	<ul style="list-style-type: none"> • Think pair share before cold calling • Allow time for child to respond to questions. • Use alternative forms of responding such as mini whiteboards or partner feedback. • Give child warning if you're going to ask/ expect an answer to a question. • Use a card system for them to show when they may need support. • Give child enough warning/time to answer. • Discuss given question within small group/1:1 with an adult.
Social, Emotional and Mental Health	Sabotaging work if it's not perfect.	<ul style="list-style-type: none"> • Use of learning labels to focus on the aspects that prioritise the learning over the presentation. • Conversation before and during about their plan for execution • Use of the whoops moment for when things do not go to plan. • Encourage/praise. • Adult support if becoming dysregulated. • Use of task planner to praise each stage in the composition process. • Consider own creative space and limiting time given to each stage, with breaks in-between
	Anxiety around new experiences to celebrate Art, eg. school trips.	<ul style="list-style-type: none"> • Modifying the activity. • Talking to individuals about anxiety and what could be done to improve/help. • Social stories and clear explanations from trusted adults before new experiences to explain what will happen and provide opportunities for children to ask questions.
	Completing Work	<ul style="list-style-type: none"> • Short, sharp instructions for child to tick off when complete. • Task planners
	Low Self esteem	<ul style="list-style-type: none"> • Opportunities for children to share their work in quieter areas of classroom with their adults if they prefer. • One to one sharing.
	Challenging Behaviour.	<ul style="list-style-type: none"> • Allow movement or release breaks/ different work environments such as a wall table. • Modify activity and expectations. • Smaller groups, clear instructions, adult support.

Sensory or Physical	Visual or Hearing Impairment.	<ul style="list-style-type: none"> • Adult support and introduction to new learning areas to orientate themselves when quieter. • Demonstration of how to use equipment and use of adaptive equipment • Larger/smaller space. • Scaffolded task. • Consult with the relevant sensory support teams.
	Difficulty accessing resources effectively	<ul style="list-style-type: none"> • Resources modified as appropriate to individual need (e.g. larger spaces and scales for children to work on etc.). • Physical and sensory needs taken into consideration in advance of practical work to ensure activities are accessible. • Use of range of different resources and be considerate of sensory preferences, offering alternatives. • Options to record learning in different ways if appropriate. • Close working links with other agencies supporting individual children.