



## **Art SEND Adaptations**

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



"Treat others just as you want to be treated" Luke 6:31

Start with	<p>Discussion of ideas before the lesson with a pre-teach where appropriate.</p> <p>Provide art tools when necessary to avoid distractions during teacher input.</p>
Anxiety	<ul style="list-style-type: none"> <li>• Ensure the child knows the support available on offer before the lesson begins. Supporting images to sequence the lesson/ process.</li> <li>• Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.</li> <li>• Teach problem solving before the lesson, and strategies to overcome problems that might be faced.</li> <li>• Model how to use art tools before setting the work.</li> <li>• 'What a good one looks like' example for pupil to refer to.</li> <li>• Building confidence in knowing 'art is an expression' of our thoughts and feelings</li> <li>• Show different artists across the year so that children build their knowledge of different types of artist and the art they produce.</li> </ul>
Autism Spectrum Disorder	<ul style="list-style-type: none"> <li>• Use a visual timetable so the child knows what is happening at each stage of the session/day.</li> <li>• 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.</li> <li>• Opportunities to play/explore the new resources beforehand</li> <li>• Provide materials and textures that they can use and understand this information before the lesson.</li> <li>• Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. Keep example close to the child</li> <li>• Use simple, specific instructions that are clear to understand.</li> <li>• Understand your student's skills and where their starting place is.</li> </ul>

Dyscalculia	<ul style="list-style-type: none"> <li>• Provide concrete resources to help with line drawing and drawing to scale.</li> <li>• Shapes to support shape knowledge and awareness.</li> <li>• Step by step shape and scale support.</li> </ul>
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Dyslexia	<ul style="list-style-type: none"> <li>• Use simple, specific instructions that are clear to understand</li> <li>• Differentiate the Learning Intention so that the child understands what is being asked of them.</li> <li>• Model how to use Art tools before setting the work.</li> </ul>
Dyspraxia	<ul style="list-style-type: none"> <li>• Make the most of large spaces before starting projects.</li> <li>• Ensure the tools you are using are accessible to the child.</li> <li>• Provide a lesson breakdown, with a clear end, a tick list might be beneficial.</li> <li>• Provide an equipment list, words, or visuals, with the tools and materials that are needed during the lesson.</li> <li>• Model how to use Art tools before setting the work.</li> <li>• Differentiate the size and scale of a project and its end result.</li> </ul>
Hearing Impairment	<ul style="list-style-type: none"> <li>• Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency.</li> <li>• Provide sign language visuals where possible.</li> </ul>
Toileting Issues	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Encourage children to wear protective clothes that make access to the bathroom manageable.</li> </ul>
Cognition and Learning Challenges	<ul style="list-style-type: none"> <li>• Use visuals to break each stage of the lesson down into clear, manageable tasks.</li> <li>• Ensure there is opportunity to refer to prior learning.</li> <li>• Use language that is understood by the child including paint, draw, sketch etc.</li> <li>• Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently.</li> <li>• Physically demonstrate the lesson and the expectations especially if following the work of a specific artist.</li> <li>• Support children with their organisation in the lesson and model this where possible, before the lesson begins.</li> </ul>

Speech, Language + Communication Needs	<ul style="list-style-type: none"> <li>• Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly.</li> <li>• Visual support, imagery of artist, work, and technique</li> <li>• Use a visual timetable where necessary.</li> <li>• Use visuals on resource boxes so children know which one to access.</li> <li>• Encourage evaluations to be done using pictures and child's voice where possible and then recorded by an adult.</li> </ul>
Tourette Syndrome	<ul style="list-style-type: none"> <li>• Provide short, simple clear instructions.</li> <li>• Try and keep the children calm in a lesson although Art can be exciting, as this can lead to a tic.</li> <li>• Place resources at a safe distance especially if tics are happening at the time of the lesson.</li> </ul>
Experienced Trauma	<ul style="list-style-type: none"> <li>• Provide opportunities to be curious and explore the tools and resources that children will use.</li> <li>• Use simple, specific instructions that are clear to understand, and deliver these slowly.</li> <li>• Reminding children that Art is about taking risks in our work and expressing ourselves.</li> </ul>
Visual Impairment	<ul style="list-style-type: none"> <li>• Provide children with extra-large pieces of paper to work on.</li> <li>• Make sure resources are well organised and not cluttered.</li> <li>• Ensure the child is positioned in a well-lit space before beginning the activity.</li> <li>• When writing, provide thicker, dark pencils to write with.</li> <li>• When drawing or modelling be aware that some colours are hard to see next to each other e.g. dark colours.</li> <li>• Use black and white where possible as these contrast the most.</li> <li>• Make sure children wear their glasses (if prescribed)</li> <li>• Provide enlarged artwork examples of artist work.</li> </ul>