



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

Individual Need	Here's how we can help everyone learn...
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"><li>• Praise positive behaviour at each step to support low self-esteem.</li><li>• Ensure clear instructions are given throughout the lesson.</li><li>• Provide time-limited learning breaks.</li><li>• 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).</li><li>• Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate</li><li>• A 'stress ball' or other fiddle object agreed by the SENCo may help children concentrate during the teacher input.</li></ul>
<b>Anxiety</b>	<ul style="list-style-type: none"><li>• Ensure the child knows the support available on offer before the lesson begins.</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 learning.</li><li>• 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.</li></ul>
<b>Autistic Spectrum Disorder</b>	<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 learning you are asking them to do, providing electronic alternative programmes where needed.</li><li>• Keep daily routines (e.g. seating plans) as normal as possible and consult the child beforehand if there is going to be a change - give the child options to choose from in this case.</li><li>• Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.</li></ul>

	<ul style="list-style-type: none"> <li>• Use simple, specific instructions that are clear to understand.</li> <li>• Understand your pupil's skills and where their starting place is.</li> <li>• Use art tools made of specific materials to support sensory processing.</li> </ul>
<b>Dyscalculia</b>	<ul style="list-style-type: none"> <li>• Provide concrete resources to help with line drawing and drawing to scale.</li> <li>• Ensure the child knows the support available on offer before the lesson begins.</li> </ul>
<b>Dyslexia</b>	<ul style="list-style-type: none"> <li>• Use simple, specific instructions that are clear to understand.</li> <li>• Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage.</li> <li>• Differentiate the learning objective so that the child understands what is being asked of them.</li> <li>• Model how to use art tools before setting the learning.</li> </ul>
<b>Dyspraxia</b>	<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. 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 learning.</li> <li>• Differentiate the size and scale of a project and its end result.</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage.</li> <li>• Prior to the lesson, ask the child where they'd prefer to sit.</li> <li>• If they have hearing loss in only one ear, make sure they have their 'good ear' facing the teacher where applicable.</li> <li>• Discreetly check if the child is wearing their hearing aid.</li> <li>• Remove all barriers to lip-reading. Make sure the child can clearly see the teacher.</li> <li>• Provide sign language visuals where possible.</li> </ul>
<b>Toileting Issues</b>	<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>• Sit children close to the door so they may leave the room discreetly to go to the toilet and not draw attention to themselves. Use toilet passes or prior permission as applicable.</li> <li>• Encourage children to wear protective clothes that make</li> </ul>

	<p>access to the bathroom manageable.</p> <ul style="list-style-type: none"> <li>When a school art trip is coming up, talk to the child and parents about specific needs and how they can be met.</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>Use visuals to break each stage of the lesson down into clear, manageable tasks.</li> <li>Use language that is understood by the child, or take the time to pre-teach language concepts 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>Model how to use art tools before setting the learning.</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>
<b>Speech, Language and Communication Needs</b>	<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>Use a visual timetable where necessary.</li> <li>Use visuals on resource lists.</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>
<b>Tourette Syndrome</b>	<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>
<b>Experienced Trauma</b>	<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>Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that Art is about taking risks in our work and expressing ourselves.</li> </ul>
<b>Visual Impairment</b>	<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 an activity.</li> <li>When writing, provide thicker, dark pencils to write with.</li> <li>When using pastels, avoid putting pastel colours next to each other.</li> </ul>

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- 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.
- If a child is colour-blind, we label colours on resources, ensuring we don't rely on colour alone for instructions.