Supporting SEND learners across the Curriculum

High Hazels Academy — The best in everyone™ — Part of United Learning

Focus area: Art

Curriculum considerations for children across all areas of SEN in Art

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing where appropriate.
- Recognising and celebrating where children with SEN are talented in this area.

Additional enhancements

- Fine motor box activities
- Write from the Start
- Gross motor group

Communication and Interaction

Key Learning Challenges:
Understanding vocabulary
Understanding instructions.
Understanding instructions for tasks.
Explaining their ideas
Potential for sensory triggers

- Breaking down instructions into small chunks,
- Providing visual reminders of instructions.
- Scaffolding language around art ' I like this painting because…
- Labelling equipment
- Provide visual prompts for each small step.
- Present art projects one step at a time
- Awareness of potential sensory triggers for children with ASC may dislike the feel/smell of certain materials

Learning and Cognition

Key Learning Challenges:
Recalling previously taught knowledge/art skills.
Working memory
Understanding vocabulary.

- Labelling equipment
- Provide visual prompts for each small step.
- Present art projects one step at a time
- Additional practise for fine/gross motor skills.
- Tick list of steps.
- Ensuring equipment is appropriate for children with limited fine motor control/manual dexterity.
- Visual/verbal reminders about using equipment safely.
- Providing multisensory learning opportunities e.g. real objects, using body in direct way, exploring natural materials.
- Mind mapping to share likes/dislikes/feelings /ideas
- Taking photos as visual prompts of art skills – review

Social, emotional and mental health

Key Learning Challenges:
Likely to have gaps due to missed learning.
Difficulties around concentration/task completion.
Emotional dysregulation.
Potential to show unsafe behaviours

- Using task planner/task chunking.
- Time framing and use of timers.
- Check ins
- Checking understanding/ small group/individual modelling
- Visual prompts
- Nurturing the use of art/drawing as a release to prevent overwhelm (where appropriate) e.g. use of sketchpad in calm box
- Being clear about safety with equipment.

Physical and Sensory

Key Learning Challenges
Physical difficulties around using equipment.
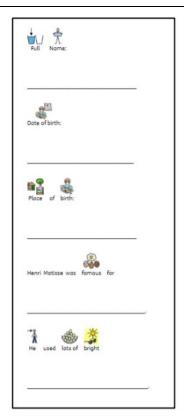Being able to hear the teaching/instructions
Visual difficulties

- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service).
- Grips, grasps and weights for pencils and brushes for fine motor support
- Adapting the tools children are working with (do children need a broader paint brush?)
- Providing a parallel activity e.g. computer simulation rather than manipulating a brush.
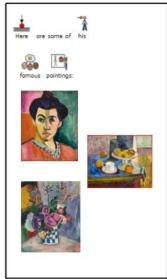- Adapted printed resources where needed.

EYFS Example	KS1 Example	KS2 Example
- Visual prompts - Labelled vocab for equipment - Small, chunked instructions. - Visual reminders for instructions. - Grips for pencils and brushes where necessary to support - Time for pupils to explore a range of materials e.g paints, colouring pencils, chalk etc 1:1 support where necessary to ensure pupils achieve success	- Visual prompts - Visual vocab related to art topic. - Small, chunked instructions - Visual reminders for instructions if necessary - Adapted printed resources - Sensory support e.g grip support for pencils or broader brushes where necessary - Adapted task where necessary allow pupils to achieve success - Verbal reflection of artwork e.g ''I liked the_____because…. I used _____ to…''	- Visual prompts and vocab to begin art project - Adapted knowledge organiser using CIP - Small, chunked instructions - Sensory support e.g grip support for pencils or broader brushes where necessary - Adapted printed resources - Adapted task where necessary allow pupils to achieve success

What does this look like in practice? (pictorial examples)

Art – Painting: Henri Matisse

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Key Objectives for this unit

Lesson 1: Write a fact file about Henri Matisse and explore his artwork.

Lesson 2: Explore complementary colours in paintings by using colour mixing.

Lesson 3: Final Piece: Develop a painting from a drawing and paint an original vase of flowers in the style of Henri Matisse.

Lesson 4: To evaluate my painting.

Biography and Gallery

Henri Matisse was a French artist.

He was born in 1869 and died in 1954.

He created colourful paintings using unrealistic colours.

Adapted knowledge organisers

Full Name:

_____

Date of birth:

_____

Place of birth:

_____

Henri Matisse was famous for

_____

He used lots of bright

_____

Adapted factfile

Here are some of his

famous paintings:

 Communication strips to make simple requests or break down instructions.

Adapted reflection

Today, I practised colour mixing the primary colours into secondary colours. The primary colours are _____, _____ and _____. The

secondary colours are _____, _____ and _____.