

Lanner Primary School

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

Individual Need	This is how we help...
Dyslexia	<ul style="list-style-type: none">• Ensuring that appropriately tinted books, overlays and whiteboards are available.• Presentation slides will avoid black font on a white background.• Using fonts such as <i>Century Gothic</i>, <i>Comic Sans</i>, <i>Arial</i> or <i>Verdana</i> on printed sheets • Information presented in numbered points or bullet points. Pictures, text boxes, diagrams, clear sub-titles and 'colour-coded text' are used to break up and or replace large sections of information.• Visual representations (diagrams, pictures, illustrations) used to support understanding in drawing techniques.• Art specific vocabulary is taught, rehearsed and reinforced.• Support through <i>WAGOLS</i> (What a good one looks like) so pupils can visualise the intended outcome. • Instructions will be broken down into smaller steps .• Slowly model the techniques being taught.• Pupils are asked to repeat back, verbally and practically, what they are required to do.• Pupils are given extra thinking and completion time.• Pre-warning pupils of questions - never "putting them on the spot".• When appropriate support pupils organisational skills with task boards. • We remove situations where pupils have to listen and draw at the same time.
DCD Developmental Coordination Disorder	Sensory Need <ul style="list-style-type: none">• Ensuring that pupils have access to the sensory equipment they need - wobble cushions, fiddle toys, Zuma chair, access to tampoline etc.• Making sure movement breaks are available throughout the Art Lesson - and are sometimes disguised, to ensure that the pupil is not embarrassed.

- We understand that pupils may find it hard to wear standard school uniform and may like to wear more relaxed fit clothing or clothes of specific textures. We are therefore aware that painting overalls may need to be adapted for DCD children.
- We understand that pupils may struggle with zips and buttons when putting on overalls, and will need help from adults or peers.
- Pupils will be pre-warned of any potential unpleasant textures which could present during practical work.

Fine & Gross Motor Skills

- When fine motor skills are inhibiting artistic expression we ensure that we differentiate the size and scale of a project and its end result.
- When practical work is planned, pupils will be pre-warned of activities and adults will model techniques and pupils will be given time to practise techniques.
- During Art practical work pupils will be pre-warned of activities and given opportunities to practise activities and use the equipment that requires fine or gross motor skills.
- Thought is given of which group would be most beneficial to the pupil, ensuring that DCD pupils can thrive alongside their peers.
- We provide
 - Different pens (roller ball) and pen grips available if needed.
 - Writing slopes.
 - Finger grip rulers.
 - Larger paint brushes.
 - Clay tools.

Organisation

- Ensure the pupils peg is away from other children's clutter and is easy to reach.
- Make sure the pupil's tray is close to their desk.
- Encourage children to limit the amount of resources on their desks at a given time.
- Task boards to help pupils remember all the equipment they need for the Art lesson.
- Pupils to sit directly facing the board / teacher.
- Clear pencil cases so pupils can see their resources.
- Visual timetables.
- Adult support is given when it is necessary to organise movements.
- Simple step by step instructions on the board or printed worksheet.

	<ul style="list-style-type: none"> • Instructions will be broken down into smaller steps • We will ask pupils to repeat back, verbally and practically, what they are required to do.
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> • Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson. • The Art lesson will be taught as part of the normal weekly routine (eg Friday afternoon is when Art is taught.) If the lesson has to me moved the pupils will be pre-warned. • Visual timetables will have reiterated the weekly routine and pre-warned the pupil of the Art lesson. • If necessary, the pupil will be pre-warned of the content of the Art lesson. • When practical work is planned, pupils will be pre-warned of activities and, if necessary, adults will model techniques and pupils will be given time to practise before the lesson starts. • Pupils will be pre-warned of any unpleasant textures, which could present during practical work. • Thought is given, prior to Art lessons of which group would me most beneficial to the pupil, to ensure that ASD pupils can thrive alongside their peers. • Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult. • If necessary learning will be adapted so that it is accessible to the child. • When visiting another location <ul style="list-style-type: none"> ○ Pre-prepare the pupils of the days events and provide a visual timetable if necessary. ○ Allow time for pupils to explore the venue, familiarise themselves and find the boundaries if necessary. ○ Allow opportunities for pupils to touch equipment in a supported manner. ○ Make sure there is an adult with a positive, supporting and trusting relationship present on the trip. • Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson.
<p>Anxiety</p>	<ul style="list-style-type: none"> • The PACE approach will be used by all adults supporting the child within the lesson. • Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be

	<p>adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure.</p> <ul style="list-style-type: none"> • Pupils will be pre-warned of any potential loud noises, unpleasant textures etc, which could present during practical work. • Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the Art session. • When practical work is planned, adults will model techniques and pupils will be given time to practise techniques. • Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand. • Children will be able to use a 'help card' or signal in a pre-agreed manner, if they feel that they need support within the classroom. • Children will be provided with a safe and familiar break out space if they need it throughout the lesson
<p>Attention Deficit Hyperactivity Disorder</p>	<ul style="list-style-type: none"> • Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the Art session. • All adults supporting the child within the classroom will have a good understanding of how best to support the child. • Any rules/expectations will be consistently implemented. • Seating arrangements will be considered carefully to minimise distractions within the Art session. • Pupils will be pre-warned of any potential unpleasant textures, which could present during practical work. • 'Time out' or 'help cards' can be used to ensure the child is able to communicate that they need to use their break out space. • Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning intention.
<p>Cognition & Learning Challenges</p>	<ul style="list-style-type: none"> • Adults to model how to use tools and art equipment before the lesson and provide opportunities for pupils to practise activities. • Simple step by step instructions verbally, on the board or printed worksheet. • Instructions will be broken down into smaller steps • Ask pupils to repeat back, verbally and practically, what they are required to do. • Extra thinking time. • Pre-warning of what question will be asked and thinking time given.

	<ul style="list-style-type: none"> • Support through WAGOLS (What a good one looks like) so pupils can visualise the intended outcome. • Pre-planned peer pairings and group support. • Break down tasks into manageable chunks and demonstrate each step as required.
Experienced Trauma	<ul style="list-style-type: none"> • The PACE approach will be used by all adults supporting the child within the lesson. • Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure. • Pupils will be pre-warned of any potential unpleasant textures which could present during practical work. • Children will be provided with a safe and familiar break out space if they need it throughout the lesson. • Adults supporting the child will have good understanding of the child's context and how best to support the child with their emotions.
Speech, Language & Communication Needs	<ul style="list-style-type: none"> • Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given. • Long sentences will be broken up into smaller, short sentences that can clearly be interpreted. • Children will be given time to process information and to give responses to answers. • Symbols, signs and visual timetables will be used to support communication. • Visual aids and word-mats to help with vocabulary. • Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence. • Positive responses will be given to any attempts at communicating. • Adults will regularly check the child's understanding throughout the lesson.
Vision Impairment	<p>If appropriate</p> <ul style="list-style-type: none"> • Adults to model how to use art equipment before the lesson and provide opportunities for pupils to practise activities.

	<ul style="list-style-type: none"> • The pupil will be seated facing the teacher. • A reading slope will be provided. • A thicker/darker pencil or paint colour, will be provided, to support the child with seeing their drawings. • Children will be given enlarged images, pictures and diagrams. • Resources will be provided in the correct font size for the child in question. • During standard lessons, school trips and visits, we provide the pupils with time and opportunity to explore any equipment through touch. • Pupils will be pre-warned of any potential unpleasant textures, which could present during practical work. • During school trips and visits, time will be taken to ensure that the pupil is familiar with their surroundings. • Pupils will be pre-warned of activities during practical work. They will be given the opportunity to try out activities with the equipment which will be used.
Hearing Impairment	<ul style="list-style-type: none"> • Minimisation of background noise. • Consideration of the most beneficial seating arrangement through consultation with the pupil. Placing the child at the front or close to the teacher or demonstration, or in the place the child feels is best for them. • An awareness that group members, teacher and TA must face the child when speaking. • Adults will discretely check that the child is wearing their hearing aid. • If necessary, provide written and pictorial instructions. • Children will be provided with key vocabulary specific to Art with technical terms explained. • Adult support to encourage discussion and sharing of ideas to build verbal skills. • During school trips and visits, time will be taken to ensure that the pupil is familiar with their surroundings. • Pupils will be pre-warned of content of practical work. They will be given the opportunity to try out activities and explore the equipment. • Pupils will be pre-warned of any potential unpleasant textures, which could present during practical work.
Toileting Issues	<ul style="list-style-type: none"> • Children will be able to leave the classroom whenever necessary. • Seating arrangements will be carefully organised so that the child can access the toilet as easily as possible.

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| | <ul style="list-style-type: none">• Allowances and provision will be considered needed when on Art trips, and when they are away from the school building. |
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