

SEND across the curriculum

What do we do across school to support SEND needs?

Subject:

- Art

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject?

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers regarding IEPs. Do subject specific additional resources need to be purchased? Examples:
Gem crayons/large crayons for an easy grip; squeezable scissors for easy cutting; no-spill paint cups; a variety of paintbrushes (different weights and handle sizes); desktop easels
- Ensuring we are not holding back pupil knowledge due to difficulties with other skills.
- Specific examples for different areas of need:

Cognition and Learning	Communication and Interaction	SEMH	Sensory/ Physical
<ul style="list-style-type: none"> • Give children more time if necessary. • Complete a project as a group instead of individually. • Additional adult support. • Differentiated tasks 	<ul style="list-style-type: none"> • Present and explain art projects with clear one step instructions. • Present information in a visual format. • Visual instruction prompts available. 	<ul style="list-style-type: none"> • Limit movement around the classroom. • Give a limited choice of materials. Support to organise resources. • Use numbered steps for the art lesson. • Introduce the time 	<ul style="list-style-type: none"> • Awareness of sensory needs and task/material adaptations where necessary. E.g. Use a different medium (possibly clay instead of paint). • Allow the pupils to choose where

		<p>limit for each activity and how many sessions will be in the unit.</p> <ul style="list-style-type: none"> • Additional adult support where appropriate. 	<p>and in which position they want to complete their art.</p>
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Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work.
 - Adaptions in ways they are expected to record.
- Examples: All art can be assessed based on outcome.

Are we challenging SEND pupils in this subject?

- Provide opportunities for pupils to use all their senses
- Use a wide range of materials
- Set out clear expectations and engage pupils in practical work

How do we help SEND pupils retain their knowledge?

- Knowledge organisers
- Sticky knowledge focus
- Use of knowledge pots
- Learning sequences
- Repetition
- T.A. support