

Potential barriers and possible strategies to overcome these for learners with SEND- Art & Design

	Cognition & Learning	Communication & Interaction	Social, emotional & mental health	Physical, sensory & medical
Examples	<p>Includes specific learning difficulties e.g. dyslexia, dyscalculia</p> <p>This applies to pupils working 'significantly below year group expectations' e.g. previous KS</p>	<p>Disordered language development</p> <p>Speech disorders</p> <p>Social interaction difficulties, including ASC</p>	<p>May struggle with emotional awareness/regulation, lack social skills</p> <p>Art/ Design anxiety which impacts resilience and self-esteem</p> <p>Selective mutism</p>	<p>Visual/hearing impairments</p> <p>Physical disabilities</p>
Potential barriers to learning in maths	<p>Processing speed</p> <p>May forget previous learning</p> <p>Struggles to apply knowledge of concepts to new situations</p> <p>Lack of understanding of time-historic artistic periods of time.</p>	<p>Problems with artistic vocabulary and artist references</p> <p>Inability to verbalise art processes or to describe art</p> <p>Possible sensory issues with art mediums, cooking ingredients, tools</p> <p>May struggle to record learning</p>	<p>The speed of some parts of lessons may produce anxiety</p> <p>Anxiety having art work evaluated and discussed by others</p> <p>Belief they can't do something or capture a 'realistic' image can cause anxiety and frustration</p>	<p>May be unable to use certain tools or materials</p> <p>Visual impairment would limit ability to observe and discuss artworks</p> <p>Colour blindness may affect understanding of the colour wheel</p> <p>Possible sensory issues with art mediums, cooking ingredients, tools</p>
Suggested strategies and support	<p>Pre-teaching concepts</p> <p>Small steps of learning used</p> <p>Lessons broken into manageable chunks</p> <p>Frequent retrieval practice</p>	<p>Small steps of learning used (WR – but these can be broken down into even smaller steps)</p> <p>Lessons broken into manageable chunks (teacher model, shared practice, individual practice,</p>	<p>Use of open-ended investigation type questions</p> <p>Small steps of learning used (WR – but these can be broken down into even smaller steps)</p>	<p>Use of interactive technology that can be used in the design, sketching, painting process</p> <p>Specific modifications for example, if a child has specific sensory difficulty with textures, like wet</p>

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	<p>Delivering instructions one by one. A photographic guide of instructions can allow the child to work at their own pace (works well in cooking lessons)</p> <p>Flexible pairings and groupings to allow some peer support and independence</p> <p>Pre-topic checks of previous learning. Use of the art dictionary to aid pupil memory</p> <p>Using grids, templates and view finders can help a child to focus on a smaller section of an art work, rather than being over stimulated/ distracted by a larger image</p>	<p>plenary, repeat) – frequent brain breaks</p> <p>Frequent retrieval practice</p> <p>Delivering instructions one by one</p> <p>Visual scaffolds of procedures provided</p> <p>Makaton images used to label equipment and processes where needed</p> <p>When working and recording in sketchbooks etc, consider other ways of recording that may help the child and make it easier for them. E.g. scribe what the child describes, drawings, mind maps for ideas, digital images, voice recordings</p> <p>Pre-visits especially when visiting galleries or carrying out activities that are not held in the normal places. Booklets with images can also be used to discuss what they may expect</p>	<p>Lessons broken into manageable chunks (teacher model, shared practice, individual practice, plenary, repeat)</p> <p>Flexible pairings and groupings to allow some peer support and independence</p> <p>Delivering instructions one by one</p> <p>Visual scaffolds of procedures provided</p> <p>Pre-visits especially when visiting galleries or carrying out activities that are not held in the normal places. Booklets with images can also be used to discuss what they may expect</p>	<p>clay, an alternative such as plasticine, blue tac will be used</p> <p>Keep formative assessment/ record use of equipment</p> <p>Consider seating, natural lighting in class</p> <p>Artworks to be printed and enlarged to help individual focus on specific details</p> <p>ICT and IPADS can be used as an alternative to designing and sketching. Using tools such as the 'fill' option can help save time and assist children with physical difficulties</p> <p>Controlled risks - consider what may cause a problem for a child with sensory needs. Can we reduce the impact it will have on them? e.g. When drilling, supply ear defenders or make sure the child is away from cooking ingredients they may find unpleasant and consider ventilation</p> <p>Record sensory issues in the back of art dictionary. Pass on to new teachers</p>
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