Art & Design	Strategies for Supporting Children with SEND at Cubert
Area of Need…	**How we support our pupils to succeed…**
Communication and Interaction	• Ensure clear, simple instructions are given throughout the lesson • Match your language to the language of the child • Use of Widgit symbols and visuals on the resources • Consider alternative methods of recording a child's evaluation of their artwork e.g. scribed by an adult, recorded using technology • Use a worked example to support understanding for pupils where needed
Cognition and Learning	• Ensure clear, simple instructions are given throughout the lesson • Use chunking to support cognitive load • Pre teach specific art skills and techniques where possible • Provide finished examples of artwork • Use visuals or modelled examples at each stage of the making process • Take the time to pre-teach vocabulary • Provide resource lists with visuals so children can recognize the tools needed for the activity • Model how to use art tools correctly before children start an activity • Clearly model each step of the art making process so that the outcomes at each point are clear
Social Emotional and Mental Health	• Create a classroom climate that ensures every child feels safe to make mistakes • Provide lots of opportunities to ask questions throughout the lesson • Ensure children understand that support is available before the lesson begins • Ensure boundaries and expectations for the lesson are clear and consistent • Give children roles within the lesson so that they feel part of the class team
Sensory and Physical	• Pre teach specific art skills and techniques • Provide children with additional time to practice specific techniques and show them how to use art tools • Ensure all members of staff in the lesson are aware of any sensory needs or triggers e.g. paint, glue etc. • Give time to practise how to correctly hold a range of tools e.g. paint brush, pencil etc. • Ensure work spaces are organised and do not become cluttered • Consider alternative methods of recording ideas or evaluating work • Movements breaks within the lesson to aid concentration • Support to hold tools where necessary, and modify tools e.g. by shape, size, grip • Space to explore tools and techniques safely • Additional time built in for pupils with physical needs to complete activities