

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Interpretation of artists' work.</p> <p>Understanding of subject specific vocabulary.</p> <p>Difficulty in producing accurate pieces of writing e.g. an artist study.</p> <p>Sequencing of physical art task (knowing which steps come first)</p>	<p>Use STEM sentences to provide subject specific language in a particular format-this will enable children to accurately communicate their thoughts and opinions.</p> <p>Draw attention to subject specific vocabulary.</p> <p>Use writing frames, fill in the blanks, vocab mats, visuals to sequence etc.</p> <p>Utilise shared tasks by pairing children appropriately. Swapping roles to take turns explaining.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use STEM sentences to provide subject specific language in a particular format-this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use a reduced number of simple instructions which are supported by visuals e.g. 'cut, stick, colour.'</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using WORD.</p>
<u>Sensory and Physical</u>		<u>Social Emotional and Mental Health</u>	
<p>Fine motorskills/physical difficulties.</p>	<p>Teachers to be proactive in identifying appropriate resources and manipulatives for individual children's needs. EG some children may require cross guard pencil grips etc. or spring assisted scissors.</p>	<p>Low self-esteem in art ability.</p>	<p>Showcase different artists' work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability.</p> <p>Make use of learning objectives which focus on the specific art</p>

<p>Sensory difficulties accessing specific materials during art lessons. Eg some children may struggle to touch cotton wool due to tactile sensory problems.</p>	<p>Ensure any sensory difficulties are considered at the point of planning and alternative materials are provided to avoid sensory overload.</p>	<p>Difficulties with social skills may result in children finding group work challenging.</p>	<p>skill and not the resulting artwork.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient non-dominant children. Additional adult support can be deployed as necessary.</p> <p>Ensure children have access to usual aides such as ear defenders to reduce noise.</p>
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