

SEND/EAL Provision



Subject - Art

These strategies could be implemented to ensure pupils identified as having SEND could access the Art curriculum.

Cognition & Learning	Communication & Interaction	EAL
Pre teach vocabulary, key skills and ideas. Ensure key vocabulary is shared in a variety of ways. Concrete resources to support learning. Leave resources accessible in classroom for overlearning to occur independently. Repetition and revisiting of taught skills – time to explore and experiment in sketchbooks Make it visual – use of pictures, diagrams, photographs annotations Provide opportunities for cross curricular experiences	Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc. Allow children the opportunity to talk through their responses. Lots of opportunities for talking partners and real artefacts to encourage 'awe' and 'wonder' responses. Practical demonstrations of skills by staff.	Pre-teach vocabulary. Provide vocabulary lists related to each topic/skill. Visual support and copies of pictures/photographs. Scaffolding to generate ideas ion sketchbooks. Modelling. Translation of key vocabulary.
SEMH	Sensory – Visual	Sensory – Hearing
Ensure children with SEMH needs are included in trips with appropriate support and/or adjustments. Be mindful of any trigger points for specific children and how this may impact upon their learning. Talk about and provide support around the subject of Art.	Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.	Use lots of visual and concrete resources to support skills. Subtitles should be switched on when showing a video. Check for understanding to avoid misconceptions.
Motor Skills		
Consider alternative art and design based resources. Use of technology to support learning.		