Curriculum Intent: How we aim to meet the range of SEND needs withing our teaching

Subject: Art

To make art lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using a computer simulation of a process rather than manipulating equipment.

1. All children have common needs—for example, the need to receive effective teaching.

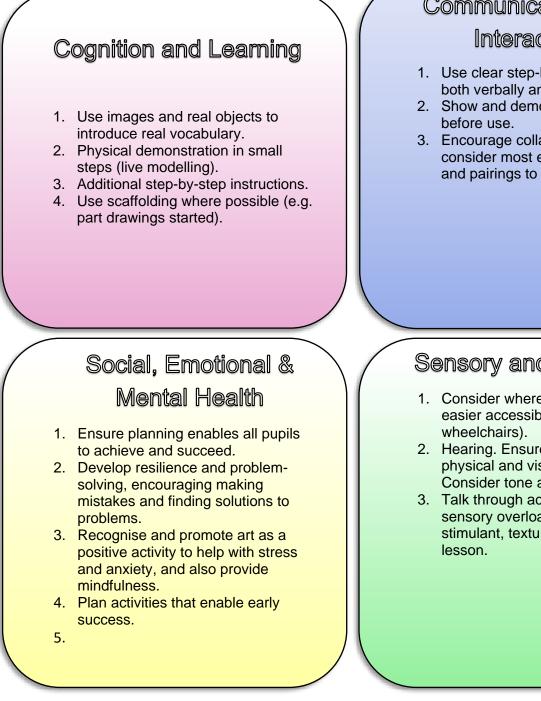
2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.

3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

The following strategies are pedagogical approaches that will be used in our subject to support all students, but particularly those students with SEND. Strategies have been linked with areas of particular need but are not exclusive in supporting students with this area of need.

These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils

The following will be employed alongside and in addition to the needs and strategies:



Communication and Interaction

- 1. Use clear step-by-step instructions, both verbally and physically.
- 2. Show and demonstrate processes
- 3. Encourage collaboration and consider most effective groupings and pairings to enable teamwork.

Sensory and Physical

- 1. Consider where to seat children for easier accessibility (e.g. anxiety,
- 2. Hearing. Ensure children are within physical and visual proximity. Consider tone and pitch of voice.
- 3. Talk through activities with potential sensory overload: colour, nature of stimulant, texture etc. before the

Maintaining an inclusive learning environment

Maintaining an inclusive learning environment	Design and technology	
Sound and light issues For example: • background noise and	Sound and light issues Avoid demonstrations or discussion when machines are running.	
 reverberation are reduced sound field system is used, if appropriate glare is reduced there is enough light for written work teacher's face can be seen – avoid standing in front of light sources, eg windows pupils use hearing and 	The noise in design and technology lessons can be very uncomfortable for pupils with a hearing impairment. While a pupil is working on a practical activity allow them to switch off their aids if it is very noisy (remind them to switch them on again afterwards). Interactive whiteboards are non-reflective to reduce glare.	Maintaining an inclusive learning environment Resources Storage systems are predictable. Resources are: accessible, eg within reach, and labelled clearly to encourage independent use, eg using images, colour coding, large
 pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing- impaired pupils and those with communication difficulties, where required. 		print, symbols, Braille, as appropriate.
Seating Pupils' seating and the main board position are planned for the shape of the room	Seating Consider the accessibility of demonstrations.	
Pupils can see and hear clearly, as necessary: • the teacher • each other, and • the board/TV/screens. Seating allows for peer or adult support.	Plan the demonstration area so that it is clearly laid out, uncluttered and gives all pupils a clear view. Height-adjustable tables, sinks and hobs make activities more accessible. Seating should allow all pupils in the class to communicate, respond	Displays Displays are: accessible, within reach, visual, tactile informative, and engaging. Be aware of potentially distracting elements of wall displays.
There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.	and interact with each other and the teacher in discussions. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.	Low-arousal areas A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/ resources to minimise distraction.

Maintaining an inclusive learning environment	Design and technology
Health and safety Health and safety issues have been considered, eg trailing leads secured, steps and table edges marked. There is room for pupils with mobility difficulties to leave the site of an accident. Remember that pupils with an autistic spectrum disorder (ASD) may have low awareness of danger.	Health and safety Consider the safety of demonstrations. Make sure pupils do not come into contact with materials they are allergic to.
Unfamiliar learning environments Pupils are prepared adequately for visits.	Unfamiliar learning environments

Multi-sensory approaches, including ICT

Multi-sensory approaches Pupils' preferred learning styles are identified and built on:

- when teaching eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audiodescribed film/video
- for recording alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and
- to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help.

Design and technology

Multi-sensory approaches

Prepare visual prompts, using images, photos or symbols, showing the order to carry out a sequence of activities for a particular process. Checklists allow pupils to see what they have completed, what to do next and where to finish.

Some pupils will need to use nonvisual means to evaluate different products, to use this information to generate ideas and to become familiar with tools and other equipment. This will require extra time.