

Our Rationale for SEND pupils within Art and Design

At St. Luke's Catholic Primary School, we believe that a high-quality, inclusive art provision builds and develops self-belief and confidence in children and young people. For many pupils with special educational needs/disabilities, art and design is a subject in which pupils have the same starting point as their peers.

Art and Design gives pupils opportunities to:

- Explore and create - enabling pupils to develop and express their ideas using a range of tools/techniques.
- Understand and evaluate - reflecting upon the work of popular artists, their peers and their own creations.
- Making choices - developing critical thinking about purpose, tools, techniques and challenging perceptions and ideas.
- Seeing themselves as artists.

How do we support pupils with SEND across the curriculum and particularly within Art and Design?

Maintaining an inclusive curriculum learning environment	Art and Design adaptations:
<p><u>Sound and Light:</u></p> <ul style="list-style-type: none"> • Background noise is limited for all pupils including pupils with Hearing Impairment. • Screen glare is reduced from the interactive boards. • The teacher's face can be seen and is visible for all. • Pupils have access to hearing and low vision aids. 	
<p><u>Seating:</u></p> <ul style="list-style-type: none"> • All pupils can see and hear clearly. • Seating positions are taken into consideration for children with a disability. • Seating allows for peer support or adult support. • Seating allows room for pupils with mobility issues. 	<ul style="list-style-type: none"> • Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access. • Pupils are seated close to teacher/teaching assistant to ensure that they have access to additional support.

<ul style="list-style-type: none"> • Furniture is suitable. Adjustable height tables are used where appropriate; sloping boards utilised. 	<ul style="list-style-type: none"> • Seating in the class allows all pupils to communicate, respond and interact with each other and the teacher in discussions.
<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Storage systems are predictable for SEND pupils. • Areas of the classroom are labelled to encourage independent use, e.g. using images, colour coding, large print, symbols. • The classroom has a range of accessible materials including: <ul style="list-style-type: none"> • Chunky pencils • Different coloured crayons. • Individual whiteboards. • Different types of pens for writing in different contexts. • Pencil grips for pupils who need them. • Access to iPad/laptops • Use of additional mice for pupils with mobility issues when using the laptop for computer-based art programmes. • Ensure that font size/type is in line with school policy. • Background colours of the whiteboard is considered for pupils with dyslexia. • Reading material is varied and encourages pupils to access. • Table top resources to support independence including: word banks, visual cues, dictionaries, 	<ul style="list-style-type: none"> • Art and Design storage systems are easily identifiable and easy to access for all pupils where appropriate. • Tasks are made accessible using specialist equipment including specialist scissors, cutting tools, different styles of pencils, paintbrushes. • Generic frames are used to help children hold down their work. • Within art, drawing aids such as grids, templates, viewfinders are available.
<p><u>Displays:</u></p> <ul style="list-style-type: none"> • Displays are: <ul style="list-style-type: none"> • Accessible, within reach, visual and tactile where appropriate. • Pupil led. 	<ul style="list-style-type: none"> • Visual displays are used to scaffold, engage and inform and to support pupils within teaching and learning opportunities to 'learn more and remember more'.

<ul style="list-style-type: none"> • Informative and displays current learning. • Engaging for pupils. • Demonstrates the process of pupil learning. • Vocabulary rich. • Demonstrates key questioning. 	<ul style="list-style-type: none"> • Pupils art and design work are displayed to enhance pupil sense of achievement.
<p><u>Multi-sensory approaches:</u></p> <ul style="list-style-type: none"> • Teaching takes into account pupils' different learning styles. Visual, auditory and kinaesthetic approaches are used such as supporting teacher talk with visual aids. • Alternatives to written recording is offered e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording. • Visual timetables are used to support pupil organisations and security. • Visual picture cues are used to support routines. • Shared signals are developed between pupils and staff to establish security when there is uncertainty. • Now/Next cues are used to support pupil retention. • Practical equipment is used to secure pupil understanding prior to moving onto abstract concepts. • 	<ul style="list-style-type: none"> • Pupils are given additional time to explore materials, tools and resources in order to process their purpose and use. • Real objects relating to the Cornerstones projects are used so pupils can see, touch, feel and smell and develops their sense of choice and independence when completing their own art and design projects. • Pupils are given the opportunity to see tools and equipment being used by an adult prior to their activity. • Visual scaffolding, reminders and prompts are used to show pupils with processing difficulties how to safely use art and design equipment. • Pupils with fine motor control difficulties are encouraged to use hands and other more accessible objects to create their outcome.
<p><u>ICT:</u></p> <ul style="list-style-type: none"> • Accessibility features are used to include pupils with SEND as appropriate: • Pupils have access to typing programmes to develop their key skills and touch typing e.g. Nessy. • Pupils can access voice-recognition software e.g. Word dictate or Dragon Dictate to support recording. 	<ul style="list-style-type: none"> • Pupils who have mobility/dexterity difficulties can access software to stimulate traditional materials and techniques e.g. 2paint, Paint3D. • Pupils can use cameras to photograph images where they cannot draw them.

<ul style="list-style-type: none"> • Screen filters are used to cut down glare. • Font size is considered for worksheets (Size 12 or more); screen presentations (Size 20 or more) • Font type follows school's presentation policy. • Screen background is adapted for pupils with visual difficulties of dyslexia. • 	
<p><u>Adult deployment and support:</u></p> <ul style="list-style-type: none"> • All pupils are encouraged to be as independent as possible including pupils with SEND. • Adult support is planned for within lesson plans. • Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently. • Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties. • Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward. • Adults offer opportunities to break down tasks into more manageable chunks. • Adults provide key questions to encourage pupil understanding, secure concepts and encourage assessment. 	<ul style="list-style-type: none"> • Adults can support adaptation within lessons for pupils with SEND. • Directed adult support enables pupils to access visual/verbal prompts to support retention. • Pupils can be supported when using equipment and tools. Additional scaffolding can be given to support processing of techniques.
<p><u>Teacher communication:</u></p> <ul style="list-style-type: none"> • Teacher language is clear and accessible. • Key words, meanings and symbols are explained. 	<ul style="list-style-type: none"> • Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning.

<ul style="list-style-type: none"> • Instructions are given clearly and reinforced visually where necessary. • Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND. • Alternative communication modes are utilised to meet pupil need e.g. signing, braille. • Text, visual aids are checked for clarity and accessibility for all pupils including pupils with SEND. 	<ul style="list-style-type: none"> • Specific use of language vocabulary may include: expression, tone, texture, shade, print, impressionism, technique, strokes. •
<p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Pupil targets are within books. • Pupils can articulate their targets and show evidence of working towards their targets within their work. • Pupils can articulate their starting point within a curriculum area. • Pupils can articulate their learning through their Cornerstones projects. • Close the Gap is used across the curriculum to feedback learning to all pupils. • Targeted questioning enables teachers to check and extend understanding. 	<ul style="list-style-type: none"> • Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress. • Pupils are encouraged to express their art and design skills through multi-sensory approaches and techniques. • Sketch books over time are used to establish progress for all pupils including pupils with SEND.
<p><u>Memory/Consolidation/Retention:</u></p> <ul style="list-style-type: none"> • Cornerstones projects motivate, engage and inspire learning and enable pupils to build upon their knowledge and understanding within a context. • New learning is explained within the context of the Cornerstone focus and what the pupil already knows. • Information taught is concise. 	<ul style="list-style-type: none"> • To reduce the reliance upon working memory, digital resources are used to remind pupils and help pupils to reflect upon their prior learning. • Sketchbooks are used to enable pupils to refer back to their prior learning.

- Visual or concrete (real) materials are used to reinforce learning through sensory channels.
- Explanations are clear, concise and simplified where needed.
- The use of memory aids are encouraged e.g, displays, working walls, dictionaries, spelling cues, key questions, table top resources, visual cues.
- Adults are utilised to support retention through pre/over learning, simplification of instruction/concept.
- Encourage pupils to develop their own ways of remembering key information e.g. mnemonic.

- Digital images/recordings can be used to capture/ display step-by-step processed which pupils can refer back to during the lesson.
- Art and design vocabulary is displayed within the classroom environment and referred to throughout the lesson.