



Modifying the curriculum to support pupils' needs in Art

Planning for pupils with SEND is part of the planning that we do for all pupils at Mandale Mill Primary School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them. Any personal targets a pupil has can inform this planning. At times, it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources.

We feel that is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEND have to gain access. It is there to be changed, to make reasonable adjustments, where necessary, to include all pupils. We do this by setting suitable learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment for particular individuals, and groups of pupils.

Maintaining an inclusive learning environment when teaching Art at Mandale Mill Primary School
Sound and Light Teacher's face can be seen – avoid standing in front of light sources, e.g. windows 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. Consideration given with any visual impairments including colour deficiency.
Seating Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions. Avoid the need for copying lots of information from the board. For example, notes on interactive whiteboards can be printed off for all pupils. Be aware of fine motor skill difficulties and where children will require additional space to freely record. Think about seating for children who are left handed to ensure their arms are not restricted. Consider children who may need sensory input from wobble cushions or benefit from movement breaks.
Resources Make sure art resources, models and photographs are accessible and labelled clearly. Range of resources available for children with fine motor difficulties or physical difficulties. Pencil grips and different thickness pencils to be used for children who have fine motor difficulties.
Multi-sensory approaches Build on pupils' preferred learning styles when explaining concepts, using different media – e.g.: using an iPad to explore an artist rather than on the IWB. Use photographs and audio descriptions to describe patterns, processes and key features from an artist

Sound and Light

Teacher's face can be seen – avoid standing in front of light sources, e.g. windows
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. Consideration given with any visual impairments including colour deficiency.

Seating

Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
Avoid the need for copying lots of information from the board. For example, notes on interactive whiteboards can be printed off for all pupils.
Be aware of fine motor skill difficulties and where children will require additional space to freely record.
Think about seating for children who are left handed to ensure their arms are not restricted.
Consider children who may need sensory input from wobble cushions or benefit from movement breaks.

Resources

Make sure art resources, models and photographs are accessible and labelled clearly.
Range of resources available for children with fine motor difficulties or physical difficulties.
Pencil grips and different thickness pencils to be used for children who have fine motor difficulties.

Multi-sensory approaches

Build on pupils' preferred learning styles when explaining concepts, using different media – e.g.: using an iPad to explore an artist rather than on the IWB.
Use photographs and audio descriptions to describe patterns, processes and key features from an artist

ICT

Teachers can maximise the impact of using ICT in art by:

Supporting pupils using ICT with effective teacher intervention, e.g.: – using Microsoft Word/Text to Speak to structure written work, cut and paste material.

Use voice recording/ video for presentation

Pre-record instructions so children can re-visit

Using the interactive whiteboard to include pupils in whole-class activities – pupils with mobility difficulties can contribute using tablets or other electronic devices.

Planning Support

The pre-teaching of important subject specific vocabulary, concepts and/or processes, where appropriate.

Pre-teaching for some pupils in important art vocabulary, concepts and/or processes

How to 'scaffold' pupils' use of equipment, especially for complex tasks and for tasks requiring accuracy or skill.

Writing frames and cloze exercises (where key vocabulary is missing) – which can be helpful for some pupils.

Vocabulary and key word posters/sheets

Transitions

Transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum.

Use of 'team stop' and '1,2,3' from RWI to be used as this is consistent throughout school.

Teachers' communication

Recognise that the language of key artists may be challenging for many pupils – for example:

The specific art use of everyday words such as 'pattern, colour, tone, texture, line, shape, form and space' which can create barriers for many pupils because of their abstract nature.

Comparisons between artists can create barriers for pupils with communication impairments, including pupils on the autism spectrum, because of the language needed to conceptualise how an artist or image is the same as or different from something else.

Plan to teach new language explicitly.

Give pupils opportunities to answer open-ended questions – e.g. "Why did the artist use this method?" Take care with using analogies, including, for example, the use of cartoon imagery to illustrate social issues.

Supporting reliance on memory

Images can also be used to build a visual record.

Pupil Teacher interaction

Asking questions and expecting an immediate response often results in silence.

Think-pair-share can be a useful technique for promoting speech in art lessons:

Think – give pupils initial time to think and jot down some thoughts

Pair – they share their thoughts with a partner

Share – they share their ideas with the class.

This need only take a few minutes