



## SEND Ambition and Access in Art & Design

### AMBITION

#### *What are we aiming for children with SEND to achieve in Art?*

We are ambitious about what our children with SEND can achieve. We take into consideration their barriers to learning but do not let these limit their opportunities. Art is a different way for children to think and draw on all their learning from across the curriculum without having to use it in the traditional way. SEND children historically can achieve and sometimes exceed their peers when completing Art tasks.

Physical disabilities can make holding art materials and tools difficult and may affect the learner's ability to control how they manipulate materials. This has the potential to be a source of frustration, so the tools available need careful consideration. Visual differences can impact how learners perceive their own artwork and that of others. Sensory sensitivities, particularly around touch, can impact a learner's enjoyment of and engagement with art and design activities.

### ACCESS

#### *What amendments can be made to help children with SEND achieve in Art?*

- A spiral curriculum (revisit and revise). At the start of a lesson, staff should revisit the vocabulary and key facts already learned.
- Reinforcing the expected outcome so learners have a clear idea of their journey.
- Pictorial guidance (where applicable) enables children to take responsibility for their own learning, building their confidence (not being held back by their ability to read and write).
- Check in with learners. Try to spend a few minutes with these children, discussing what they understand and getting them to explain what they want to achieve by the end of their learning.
- Flexibility of extending time for children with SEND.
- Amending equipment used to enable full access to learning.

#### *How can we create an inclusive environment for Art and Design?*

- For learners with physical disabilities, ensure that there is appropriate space to work. Adapted equipment may be needed. Wider paintbrushes or pencils may increase the level of control that the learner is able to have, and a polystyrene ball on the end of a paintbrush

can be used for those with limited movement. Eye gaze technology can be used to create artwork, and creating artworks on a bigger scale may be easier than small canvases.

- Be aware of learners' sensory needs and consider when alternative materials or tools may be needed. Clay can be a particularly challenging material for those with tactile sensory avoidant behaviours; plasticine or air-drying clay might be a better option. Be aware of other sensory triggers eg the smell of paints, the dustiness of chalk and charcoal, and general classroom noise, which can be louder in creative lessons.
- Encourage a culture of experimentation, with no single correct way to do something. Art is a great opportunity to allow learners the freedom to explore, create and develop new skills and confidence. Provide opportunities for 'process art' ie open ended use of materials and inspiration with no expectation of the end result.
- Provide visual word banks to support understanding and recall of key vocabulary.
- Some learners may benefit from pre-exposure to the content of the lesson so that they are aware of how much time will be spent on talking/listening versus practical activity, what materials will be used, and what to expect in the lesson.
- Allow movement breaks where needed.
- Consider whether group work or individual work is better for learners. There are benefits to both but some learners find it hard to work in a group and may prefer their own space and independence. Others may benefit from working with peers to support them in areas that they find more difficult, and to build a sense of success, teamwork, and confidence in their creative ability.