



SEND provision in Art

We teach Art to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Inclusive practice should enable all children to achieve their best possible standard regardless of their ability and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning. SEND children may possibly not need the same level of support with art as with their academic work. Art could be an opportunity for them to express themselves and feel they have achieved the same as their peers, as there are no right or wrong answers. Children with SEND, may not be considered SEND in Art. All pupils should be able to feel able to participate, contribute and achieve. SEND pupils are supported in their learning through a variety of strategies. Some of these are:

Hands on learning – experimental art techniques.

- Different equipment to support motor skills (paintbrushes, scissors etc.)
- Opportunity to investigate and 'play' with equipment as well as examples of finished product.
- Clear progressive LO's
- Experimental stages in learning
- Cyclical learning – revisit prior skills
- Example created by teacher to set expectations.
- Smaller steps in learning
- Longer time scale of opportunities (lessons broken down into smaller steps)
- Labelled templates
- Step by step photographs of task