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

Subjects: Art and DT

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:**

1. Consider where to seat children for easier accessibility (e.g. anxiety, wheelchairs).
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 lesson.
4. Ensure planning enables all pupils to achieve and succeed.
5. Develop resilience and problem-solving, encouraging making mistakes and finding solutions to problems.
6. Recognise and promote art as a positive activity to help with stress and anxiety, and also provide mindfulness.
7. Plan activities that enable early success.

Cognition and Learning

Cognition and Learning

1. Use images and real objects to introduce real vocabulary.
2. Physical demonstration in small steps (live modelling).
3. Additional step-by-step instructions.
4. Use scaffolding where possible (e.g. part drawings started).

Sensory and Physical

Communication and Interaction

Social, Emotional & Mental Health

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

**Maintaining an inclusive learning environment**

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