



New Swannington Primary School Curriculum SEND Provision Map



A graduated approach to support in Art.

Communication & Interaction		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Expressing themselves and sharing their thoughts and opinions orally. EAL/ pupils may find it difficult to access resources/learning.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Talk partners Pair pupils to create opportunities for modelled conversations Use a reduced number of simple instructions which are supported by visuals e.g. ‘cut, stick, colour.’ Appropriate modelling to aid understanding by teacher or peers where appropriate. Visual prompt cards and cues Clear, simple, reduced explanations and instructions, one step at a time Additional time to process verbal information Check understanding (by asking pupil to repeat/explain) Pre – teach key vocab/adapted knowledge organisers Application of specific communication targets	Individualised Knowledge Organisers for vocab Now/next cards to break lessons into smaller chunks Now/next cards to model task then reward Opportunities for overlearning and repeated practice. Use of colourful semantics to support comprehension



New Swannington Primary School Curriculum SEND Provision Map



	All adults in school modelling correct vocab, pronunciation and grammar	
--	---	--

Cognition & Learning		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Interpretation of artists' work. Reading/studying of artists' backgrounds and styles. Understanding of subject specific vocabulary. Sequencing of physical art task (knowing which steps to complete first).	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Clear instructions, breaking down longer instructions into one step at a time Check understanding of vocab used – clarify, display and refer back to new and /or difficult vocab Pre teach key vocab Give pupil thinking time before response needed Visual clues and prompts: phonics charts and mats, word mats, working walls Collaborative working opportunities- mixed ability/pairs/talk partners Repetition, overlearning and reinforcement of skills/retrieval through display boards and	SEN passport and individualised small step targets Individualised knowledge organisers Individualised IT resources, e.g., Dictaphone/ipad/camera



New Swannington Primary School Curriculum SEND Provision Map



	sketch books to look back on previous learning. Adapted tasks Alternative recording methods: mind mapping, audio recording, posters, scribe, use of ICT Same font throughout school (Sassoon primary) Pupil seating Multi- sensory approaches Individual / desk copy of resources to annotate Dates, titles, big questions provided to avoid excessive writing Use shorter texts which are comprised of less complex, phonetically decodable sentences. Knowledge organisers Dyslexia friendly environments Check for understanding by asking pupil to repeat/explain to a response partner or adult Adult modelling Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which can be used in everyday speech e.g. 'expression.' Create word banks to demonstrate that the same word can have different meanings in different contexts.	
--	--	--



New Swannington Primary School Curriculum SEND Provision Map



	Utilise 'shared tasks' by pairing children with a learning buddy. One partner verbally explains the process of making something whilst the other asks questions. Partners swap roles and repeat the task. This will reinforce sequencing.	
--	---	--

Social, Emotional & Mental Health		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Low self-esteem in art ability. Difficulties with social skills may result in children finding group work challenging.	Showcase different artists' work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific art skill and not the resulting artwork. E.g. focus upon the shading of a sunflower rather than the accuracy of the shape of the petals. Pre-teach key information and vocabulary so that children feel prepared for the lesson and	Now/next cards to break lessons into smaller chunks Now/next cards to model task then reward Individualised rewards 'Down time' Adapted curriculum Designated workspace/area with reduced distraction/stimuli De-escalation plan (on passports) Personalised visual timetable



New Swannington Primary School Curriculum SEND Provision Map



	can share their knowledge with their peers – resulting in raised self-esteem. Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Talking tins as option to enable children to record answers.	
--	--	--

Sensory and / or Physical		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Fine motor skills/physical difficulties. Sensory difficulties accessing specific materials during Art lessons. For example, some children may find it very difficult to	Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require cross guard pencil grips/spring assisted scissors.	SEN passport and individualised small step targets Use of Makaton/PECs Use of hearing aids/radio aids Ear defenders



New Swannington Primary School Curriculum SEND Provision Map



handle a material such as cotton wool due to tactile sensory difficulties. Children with a visual impairment may find it difficult to view text/images.	Ensure any sensory difficulties are considered at the point of planning and alternative materials are provided to avoid sensory overload. E.g. replace cotton wool for polyfill stuffing. Considered pupil seating Uncluttered and well organised learning environment and materials Good quality resources Individual copies of resources Chunky pencils, pencil grips, writing slopes Use of alternative recording methods Reduce background noise Improved acoustic environment Good lighting Appropriate room temperature Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (if applicable Class Teachers will be notified). Enlarge images to appropriate sizes to aid access.	Use of individual ipad/eyeball/enlarged print resources Individualised risk assessments Specialist seating, e.g., bubble cushion Specialist equipment, e.g., writing slopes, pencil grips, weighted blanket Familiar classroom organisation Small group additional physical sessions
---	---	--