

### ADHD

- praise positive behaviour at each step.
- Clear instructions given with clear imagery.
- Provide time limited learning breaks and movement from seat.
- Step by step instructions.
- additional time before the lesson for the child to express their ideas.
- provide art tools when necessary to avoid distractions.

At Blackwater School, all children are included in every curriculum learning. We work so hard to make sure that adaptations are in place to support each and every child.

Here are some of the examples of how we adapt our teaching to support the needs of the child. These areas of need are most appropriate to the children we have at our school. See the SEND page on the website for all curriculum adaptations.

### Autism Spectrum Disorder

- a visual timetable so the child knows what is happening.
- understanding if the child is hypo or hyper sensitive as this will help them manage sensory.
- opportunities to play/explore resources before the lesson.
- outcomes are clear with a clear end point.
- simple, specific instructions that are clear to understand.
- understand the child's skills and where their starting point is.

### Dyslexia

- Use simple, specific instructions that are clear to understand.
- Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson eg. Shading.
- differentiate learning intention so the child understands the expectations.
- model how to use art tools before setting the work.
- scaffolding some of the art modelling to support memory.

### STRATEGIES FOR SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IN:

# ART



### Dyspraxia (DCD)

- Make the most of large spaces before starting the project.
- Ensure the tools are accessible to the child.
- Provide a lesson breakdown with a clear end.
- Provide an equipment list, words or visuals.
- Model how to use the art tools.
- Differentiate the size and scale of a project and its end result.

### Speech, Language and Communication Needs

- Provide instructions that are clear, concise and match the language of the child.
- Visual support, imagery of artist, work and technique.
- Visual timetable if necessary.
- Visuals on resources list.
- Visuals on resources trays.
- Encourage evaluations to be done using pictures and child voice where possible.

### Cognition and Learning Challenges

- Use visuals to break each stage of the lesson down into clear and manageable tasks.
- Ensure there is opportunity to refer to prior learning.
- Use language the child can understand, or pre-teach language concepts including: paint, draw, sketch.
- Provide resource lists with visuals so children know what they need.
- Model how to use Art tools before setting the work.
- Physically demonstrate the lesson and expectations especially if following the work of a specific artist.
- Support children with their organisation in the lesson and model this where possible.

### Experienced Trauma

- Provide opportunities to be curious and explore the tools and resources.
- Use simple, specific instructions that are clear to understand.
- Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome.
- Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.
- 'WAGOLL' examples for children to refer to.
- Model how to use the art tools.