Kings Meadow Primary School
SEND / EAL Provision
ART

We offer a broad, balanced, fully sequenced and aspirational curriculum delivered via Quality First Teaching for all pupils including those with SEND/EAL. The way we adapt the curriculum for children with SEND differs for every child depending on their emerging needs.

Cognition & Learning	Communication & Interaction	EAL
Cover Sheets for each unit - Pre-teach vocabulary, key skills and concept ideas. Ensure key vocabulary is visible around the classroom/ sketchbooks Variety of concrete resources/ mediums to support learning. Leave resources/ mediums accessible in classroom during unit of learning for learning to occur independently. Repetition and revisiting of taught concepts to ensure sticky knowledge. (using Rosenshine's principles of questioning). Make learning visual – use of pictures, diagrams, photographs, videos etc. Review learning before starting next step(s): What did we learn last lesson? What have we learned today? Links to prior learning are explicitly made and ensures sticky knowledge. Visual aids for artist's work, equipment, and media. Visual word/picture banks for child/ children to refer to during activities. Use strategies such a modelling, demonstrating, and imitating to support learning in understanding the step-by-step processes. Allow time to look back through sketchbook to make connections to what they already know – to help nurture motivation. Use a range of multi-sensory approaches to learning for examples colour mixing with hands or fingers instead of with brush on to paper, using water to dilute colours when colour mixing.	Multi-sensory approach to support spoken language, such as physical and visual props, range of concrete materials etc. Allow children the opportunity to talk through their responses e.g. whole class, mixed ability groups, teacher/adult - child, child – child partner work etc. Opportunities for talking partners and real artwork, sculptures, models etc to encourage their own responses. Use of icons/ visuals to act as prompts for various stages of task/ learning. Physical demonstration/ modelling step by step process. Practical activities accompanied by visual resources e.g. videos, photos, previous examples. Visual word banks. Consider position in the classroom to maximise engagement and/or calm environment. Quiet areas (Art stations) for children to work in Individual workstations if needed. First, Now and next boards if needed. Chunking (where possible). Ask child to repeat instructions to check understanding. Breaking down instructions and repetition when needed. Share information visually as well as through discussion. Allow sufficient talk time to encourage thinking and idea sharing. Key vocabulary should be clearly displayed and used repetitively	Pre-teach vocabulary. Provide vocabulary lists related to each topic, artist. Visual support cards and word mats, visual word banks. Scaffolding to generate ideas. Physical demonstration/ modelling step by step process. Ask child to repeat instructions to check understanding. Translation of key vocabulary into native language. Allow children the opportunity to talk through their responses e.g. whole class, mixed ability groups, teacher/adult - child, child – child partner etc. Use of icons to act as prompts for various stages of task. Practical activities accompanied by visual resources e.g. videos, photos, examples. Breaking down instructions and use of repetition when needed. Share information visually as well as through discussion. Allow sufficient talk time to encourage thinking and idea sharing. Key vocabulary should be clearly displayed and used repetitively throughout lessons. Practice saying it out loud and in context. Introduce each piece of equipment (name it, explain what it does, model how it can be used or applied).

Use instant marking (verbal feedback during tasks). Ensure multi-step tasks are delivered in bitesize chunks. Task planners or visual aids with the use of pictures when starting new units of work. Use a range of appropriate resources and support needed. Model outcomes using physical outcomes and demonstrate each step. Provide clutter free work area by reducing the number of resources available at any one time as appropriate. Provide organised classroom with clear areas for resources. Share information visually as well as through discussion. Allow sufficient talk time to encourage thinking and idea sharing. Key vocabulary should be clearly displayed and used repetitively throughout lessons. Practice saying it out loud and in context. Introduce each piece of equipment (name it, explain what it does, model how it can be used or applied).	throughout lessons. Practice saying it out loud and in context. Introduce each piece of equipment (name it, explain what it does, model how it can be used or applied).	
SEMH	**Sensory – Visual**	**Sensory – Hearing**
Ensure children with SEMH needs are included in trips with appropriate support and/or adjustments. Be mindful of any trigger points for specific children and how this may impact upon their learning. Spaces for sensory and movement breaks when needed. Consistent and clear expectations (organised work space and resources). Careful consideration of seating and partners. Use pupil's interests when possible to promote interest. Keep instructions clear, positive and presented calmly Give jobs to help support learners in self-regulation. Advance warnings of changes to regular events.	Print resources on buff or coloured paper. Follow recommendations from external practitioners and experts pertaining to the individual needs of the child. Sensory and movement breaks when needed. Enlarge examples of artist's work for discussion on wipe board or print for child to see individually Carefully considered seating to ensure children can see clearly Use of larger scale pieces where necessary Enlarge examples of finished work Use lots of visual and concrete resources to explain key concepts Ensure seating is appropriate – that the pupil can see the teacher clearly be mindful of possible better hearing in one ear	Use lots of visual and concrete resources to explain key concepts. Subtitles should be switched on when showing a video. Check for understanding to avoid misconceptions. Share information visually as well as through discussion. Allow sufficient talk time to encourage thinking and idea sharing. Introduce each piece of equipment (name it, explain what it does, model how it can be used or applied). Allow thinking and talking time and clearly indicate both using visual aids. Ensure that you have the child's attention before you speak. Ensure seating is appropriate – that the pupil can see the teacher

Ensure children have adult support with potentially dangerous equipment such as sharp fabric, scissors etc. Ensure children have appropriate space to work. Always use clear simple language. Use positive approaches, identify pupil strengths and praise. Appropriate risk assessment to be carried out before practical tasks	Encourage child/ children to show if they have not understood using discrete physical resources Scaffold learning through adult support and possible templates where possible e.g. textiles – consider having half the sewing pre-stitched. Ensure children are given extra time if needed to complete tasks they may find difficult. Re-teach skills and equipment handling before they are required to use it. Using a range of larger scale pieces where necessary. Child/ children and create larger scale pieces too. Adult support using equipment Consider space considerations in the learning environment e.g. Art stations for specific equipment/ medium.	clearly be mindful of possible better hearing in one ear

Motor Skills
Consider alternative methods of recording. Use of technology to support learning. Support children to develop their fine motor skills through regular opportunities. Check equipment is well stocked and specialist equipment is available such as: Triangular pens/pencils/pencils grips, Scissor options, Sloping writing board etc. Various options for attaching material for textiles e.g. glue, staple, sew (different stitches). Use adhesives e.g. masking tape to hold down paper to tables/ sloping writing boards. Encourage to experiment with different media e.g. when drawing offer chunkier graphite sticks. When painting offer sponges, chunky paintbrushes, or fingers.