



Possible adaptations to provision for SEND learners in the classroom.

Art and Design

Possible Adaptations to ensure pupils access learning
<p>1. Evidence of adaptation to curriculum e.g. content, grouping</p> <p><u>Mixed ability</u></p> <p>Extension tasks for More Able</p> <ul style="list-style-type: none">• Explanations for their choices within Art• Linking ideas across other subjects <p><u>Seating for SEND (Art):</u> Pupils can see and hear clearly, including communication from the teacher, peers and interactive board/screens within the classroom. iPads are provided for those pupils for visual and hearing aids. Pupils have clear access for movement within the classroom to obtain resources, materials and equipment for that lesson.</p>
<p>2. Evidence of adaptation to teaching style / strategy e.g. pre-teach, chunking</p> <p>Pre-knowledge is introduced at the start of each lesson with SSA and Teacher.</p> <p>Plans are produced to show high expectations from every pupil.</p> <p>Make use of formative assessment strategies.</p> <p>Provide opportunities for children to use their own ideas and show creativity</p>
<p>3. Evidence of adaptation of teaching materials and resources e.g. font size, overlays, manipulatives</p> <p>Interactive whiteboards are non-reflective to reduce glare.</p> <p>Instructions are given clearly and reinforced visually, where necessary.</p> <p>Simple vocabulary is provided within Art lessons to allow all pupils to understand the outcome.</p> <p>Questions are prepared in different styles/levels for different pupils - careful preparation ensures all pupils have opportunities to answer open-ended questions.</p> <p>Now and Next boards, egg/digital timers, visual timetables should be evident in classrooms</p>
<p>4. Evidence of adaptation of recording</p>



Meadowhead Juniors Primary Curriculum Adaption Art and Design



e.g. scribe, use of IT

Use of iPads for SEND pupils to give verbal explanations as an alternative for scribing in sketchbooks if necessary.

5. Evidence of adaptation of / innovative use of support

e.g. focused use of support

Support from additional adults is planned to scaffold pupils' learning, allowing them, following their guidance to work independently.

Use support staff and teacher to check in with SEND children when working independently.

Staff to adapt tasks in the lesson if children are finding work too challenging. (Provide extra resources, restructure the task, provide scaffolding, recap instructions etc.)

The 'five a day principles: What is good for SEND is good for all.

