

Our Lady of Perpetual Succour Catholic Primary School



ART and D&T SEND Curriculum statement of intent.

At Our Lady of Perpetual Succour Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued, so they are able to become confident, independent learners.

We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential.

Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?

Art and D&T continues to play an important role for learners with SEND - rehearsing and embedding the practical skills and being able to develop their creativity and imagination to lead independent and fulfilling lives.

Art and D&T lessons provide an inclusive environment where learners have the opportunity of new experiences and develop resilience through experimentation.





What adaptations and amendments are made to this subject for children with SEND?

- Emphasise a child's areas of strength and ability when completing activities. This will help build confidence and increase the likelihood of their learning experience being successful.
- Use of appropriate language at the level for the child to understand. Consider the communication supports and strategies the child currently needs and how these can be utilised to help get the most out of the resource.
- Consider the child's gross and fine motor skills and whether they currently need physical support aids to facilitate their learning.
- Consider the learning style of the child and how their skills and strengths impact upon this. Do they learn better when things are presented to them visually, orally, through tactile experience, or a combination of all senses? Try and provide new information in the style(s) which best meets their needs and consolidate the child's learning through a range of visual, auditory and kinaesthetic cues.
- Being aware of learners' sensory needs and consider alternative materials or tools may need to be offered. Clay can be a particularly challenging material for those with tactile sensory avoidant behaviours - plasticine or air-drying clay might be a palatable option.
- Being aware of other sensory triggers - the smell of paints, the dustiness of chalk and charcoal, and general classroom noise, which can be louder in creative lessons.
- Build in frequent positive progress and feedback points within a task and regularly check on the child's understanding of the activity.
- If appropriate, try to develop co-operation and learning amongst children by sharing tasks and responsibilities within a small group of pupils who are helped to work together towards a shared goal or outcome.
- Some learners may benefit from pre-exposure to the content of the lesson so that they are aware of how much time will be spent on talking/listening versus practical activity, what materials will be used, and what to expect to achieve in the lesson.
- Allow movement breaks where needed.
- Consider whether group work or individual work is better for your learners. There are benefits to both, but whereas some learners find it hard to work in a group and may prefer their own space and independence, others may benefit from

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working with peers to support them in areas that they find more difficult, and to build a sense of success, teamwork, and confidence in their creative ability.

- Encourage a culture of experimentation, with no one right way to do something. Art is a great opportunity to allow your learners the freedom to explore, create and develop new skills and confidence. Provide opportunities for 'process art' - open ended use of materials and inspiration with no expectation of the end result.
- Using a wide range of activities/materials. Adapting resources if needed.
- Helping pupils to manage their behaviour by setting out clear expectations and engaging them in practical work which ensures success.
- Nurturing a sense of achievement.
- Acknowledging and celebrating even tiny steps of progress.
- Utilising TA/1-1 adult support.
- Providing a word or picture bank for children to refer to during guided and independent activities (for example when learning about an artist).
- Use of scissors – Adapting to wider handled scissors in the Early Years if children have poor fine motor skills.
- Pre-expose children to the content of the lesson/final piece of work to support children's understanding of what they are making and to engage them more in the processes.
- Give time for children to look back in the Art sketchbooks to make connections about what they already know/have learnt, which in turn can nurture motivation.
- Allow movement breaks if and when necessary and give children classroom jobs such as handing out art resources. This will support children who struggle with self-regulation.
- Provide opportunities for small group learning (pre-teach). This will support children and allow time to ask questions and explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of the process, allowing children to develop their understanding through a step-by-step approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that children can have to hand when completing independent tasks.

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