


Art & Design	Strategies for Supporting Children with SEND at MHA	
Area of Need...	How we support our pupils to succeed...	
Communication and Interaction	<ul style="list-style-type: none"> • Ensure clear instructions are given throughout the lesson. • Match language to the language of the child. • Ensure there are visuals on resource lists. • Use visuals on resource boxes or trays. • Consider alternative methods of recording a child's evaluation of their artwork - scribed by an adult, recorded. 	
Cognition and Learning	<ul style="list-style-type: none"> • Ensure clear instructions are given throughout the lesson. • Pre teach specific art skills and techniques where possible. • Provide finished examples of artwork. • Use visuals or modelled examples at each stage of the making process. • Take the time to pre-teach language concepts such as paint, sketch etc. • Provide resource lists with visuals so children know which tools they will need for an activity. • Model how to use art tools correctly before children start an activity. • Clearly model each step of the art making process so that the outcomes at each point are clear. • All resources around the art studio are clearly labelled with visuals. 	
Social Emotional and Mental Health	<ul style="list-style-type: none"> • Create a classroom climate that ensures every child feels safe to make mistakes. • Provide lots of opportunities to ask questions throughout the lesson. • Ensure children understand that support is available before the lesson begins. • Ensure boundaries and expectations for the lesson are clear and consistent. • Give children jobs within the lesson so that they feel part of the class team. 	
Sensory and Physical	<ul style="list-style-type: none"> • Pre teach specific art skills and techniques. • Provide children with additional time to practise specific techniques and how to use art tools. • Ensure all members of staff in the lesson are aware of any sensory needs or triggers - paint, glue etc. • Give time to practise how to correctly hold a range of tools - paint brush, pencil etc. • Ensure workspaces are organised and do not become cluttered. • Consider alternative methods of recording ideas or evaluating work. • Movements breaks within the lesson to aid concentration. 	