**SEND and Art at Lache**

**Our SEND Art Statement:**

We ensure that we don't adopt a one-size- fits all approach to our SEND provision in Art. We make adaptations according to the children's individual needs. We use targetted teaching approaches for example using identifiable subject matter when working with abstract ideas.

Nasen states that ‘Art and design is an essential means of creative expression that can boost self-esteem and give learners the agency needed to develop and communicate their personal ideas, observations, and creations. It lends learners opportunities to develop both individually and collaboratively’, and that, ‘art and design naturally encourages learners to problem solve, to be self-critical, to make decisions and to take risks within their learning. The encouragement of self-expression and exploration supports learners to embrace ‘the happy accident’ and ‘learn through their mistakes’.’

**What our practice looks like for our SEND Pupils:**

1. For learners with physical disabilities, we ensure that there is appropriate space to work. Adapted equipment may be needed. Wider paintbrushes or pencils to increase the level of control that the learner is able to have; creating artworks on a bigger scale may be easier than small canvases.
2. We ensure staff are mindful of learners’ sensory needs, and consider when 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.
3. We encourage a culture of experimentation, with no one right way to do something. We allow our 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.
4. Provide visual word banks to support understanding and recall of key vocabulary.
5. 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.
6. Allow movement breaks where needed.
7. We consider whether group work or individual work is better for our learners.
8. Provide a range of drawing aids such as grids, templates and viewfinders for transcription.
9. Use real objects related to the topic − which they can touch, see and smell. These can be used to bring out ideas and feelings and can be displayed and/or photographed.
10. Plan opportunities to stop the whole class working during the main phase to share their progress and clarify the learning for the next stage. This might include holding up examples of pupils’ work and using focused questioning to guide formative assessment.