

### Universal Offer

~ Adaptive teaching and flexible groupings ~ At least 1 hour Art sessions weekly (every other half term) ~ Calm, well-ventilated learning environment ~ Well-organised and uncluttered working space including meaningful displays ~ Use of visuals when learning new vocabulary and ensure opportunities for oral use eg MTTT to practise key vocabulary ~ Explicit links between previous learning and existing knowledge (CYS...last week, last month, last year?) ~ Repeated, clear and manageable instructions ~ Instant verbal feedback during the lesson ~ Knowing the child (eg seating arrangements, dominant hand adaptive resources such as scissors, grips, large paper, different sized paint brushes) ~ IWB pastel shades (not too visually stimulating/busy with words/pictures) ~ access to a range of recording equipment ~ Access to word banks for key topic vocab ~ Careful consideration of length of activities ~ Concrete resources/objects of reference/visuals ~ Cooperative Learning Structures (Kagan) ~ Promotion of 'Perfect Presentation' ~ DEAL drama ~ Explore and develop language needed to describe and discuss what pupils have observed or experienced. ~ appealing worksheets to promote perfect presentation in work ~ referral to Zones of Regulation in lessons and how a piece of Art makes you feel ~ different ways of engaging pupils ~ enable pupils to research recommended websites online ~ support other modes of research (the Tate Gallery website) ~ National Gallery's 'Take One Picture' initiative ~ AccessArt scheme of work.

### Targeted Offer

~ Generic aids, eg frames to hold down pupils' work to surfaces ~ Range of drawing aids eg different sized paint brushes and larger paper ~ Real objects related to the topic where possible which they can touch, see and smell ~ Individual task plan ~ Timers ~ Calm Boxes ~ Lap pad ~ Chewlery ~ Bean bags ~ Specialist chairs (where recommended by OT/physio) ~ Sloped aids ~ Ear defenders ~ Wobble cushions ~ Timers ~ Adults to be explicit with amount of work to be completed/ and expectation of outcome. ~ SEND Support Plan ~ One Page Profile

### Individualised Offer

~ Share planning with 1:1 staff prior to the lesson ~ Time for sensory exploration ~ Use a variety of materials and processes ~ Use the body in direct ways ~ support pupils who do not have the necessary mobility and dexterity

**Art Graduated response to SEND and children not working at age related expectations (ARE)**



#### *Our children ...*

- *Are confident and able to achieve their goals.*
- *Have their voice heard and acted upon.*
- *Enjoy good health and wellbeing.*
- *Feel safe.*
- *Feel part of our local community.*
- *Are happy and have people they can trust.*
- *Know the people who love them and care for them are enabled to do this.*