

SEND in Art and Design at Robin Hood Primary School

Art and Design lessons aim to have an inclusive learning environment that caters to the different needs of the pupils. 'Know thy pupils'...John Hattie. By being informed and well-planned, lessons should provide all pupils with a creative learning environment where they can flourish.

Children are asked to stay in their seats when in the Studio with the materials they need 'at hand' as space is tight. When activities are planned that need more collaboration or space, art and design lessons will take place in a more suitable environment such as the classroom, hall or outside space.

We take a proactive, systematic and comprehensive approach to promoting disability equality and eliminating discrimination by ensuring the inclusivity of the art and artists we study.

Cognition and Learning	
Subject Challenges for SEND	Provision for SEND
Understanding of instructions	Instructions are kept concise and always accompanied with visual cues. Opportunities for children to have a go and then consolidate instructions by checking their understanding. Consider the literal interpretation of the ASD pupil.
Reliance on memory for instruction	As above but clear stepped instructions given with a list of steps to follow.
Memory and consolidation	Written statement for activity prepared by teacher and stuck in sketchbooks to enable children to be clear on What? Why? How? Activities are planned in sequences, giving time for exploration of ideas as well as skills.
Communication and Interaction	
Subject Challenges for SEND	Provision for SEND
English as an additional language	Children to have 'demonstrated' instructions with visual cues that they can follow. Ensure children are monitored for misunderstandings and given extra guidance as needed.
Hearing impairment/learning delay	Children given extra guidance as needed including the use of signs and symbols to aid communication. Ensure closeness to pupil and orientation when speaking.
Physical and sensory	
Subject Challenges for SEND	Provision for SEND
Sensory overload	Know which children have sensory difficulties and mitigate the impact of these for each activity (E.g. will not touch chalk pastels. Can use alternative media or use a glove). The Studio is not great for acoustics for children that struggle with aural sensitivities. They can use ear defenders or be sat near the doorway. In cases of extreme discomfort an individual child can 'spill out' into the outdoor area or the sofa outside the Studio.

Physical disabilities	Lights flickering – On occasions, the lights can flicker. If this happens we can either work with some lights on or no lights.
Allergy awareness	Physical disabilities will be catered for on an individual basis. Each class has a class context sheet where these are identified. The teacher will then plan with these individual pupils in mind.
Refer to the class context for any allergy issues within the lessons.	
Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND
Identified children with low emotional resilience	Some children with identified needs – such as behaviour difficulties – may benefit from changes in activities or working with selected others or rest breaks.
Identified children with challenging behaviours	Some high-profile children will have a personalised strategy in place, in cases of challenging behaviours, that is additional to the school’s behaviour policy. This will be followed by all adults.