



## Rationale for SEND pupils within Art

At the Federation of Ripley Endowed, Kettlesing Felliscliffe and Beckwithshaw Community Primary schools, our Art curriculum structured through the Kapow framework, is designed to be inclusive, accessible and ambitious for all pupils, including those with Special Educational Needs and Disabilities (SEND). It promotes an inclusive and supportive environment where students can explore their creativity while fostering a strong sense of community, compassion, and courage.

We aim to nurture pupils' creativity, imagination and visual literacy, encouraging them to think like artists and designers. The intention is for pupils to develop the confidence to experiment, express ideas and communicate meaning through visual and tactile media. We promote an appreciation of art as a powerful form of human expression, helping pupils to understand its role across different cultures, time periods and creative industries. It encourages children to value originality, take creative risks and reflect critically on their own work and that of others. Through various artistic expressions, students will engage with important themes that promote understanding and connection among diverse perspectives.

### **Speaking, listening and communication: learn to - learn through - learn about.**

#### How do we support pupils with SEND across the curriculum and particularly within Art?

Maintaining an inclusive learning environment	In Art this could look like...
<p>Our schools follow the 11 Principles of Learning and Teaching. Through these, an inclusive learning environment can be established.</p> <ul style="list-style-type: none"> <li>● Clear and simple instructions given and provided in different ways (spoken, broken down, visual)</li> <li>● Seating positions carefully thought through allowing for peer or adult support</li> <li>● Areas of the classroom are labelled to allow for independent resourcing</li> <li>● Individual resources</li> <li>● Access to iPads &amp; laptops</li> <li>● Different font size used where necessary</li> <li>● Font choices carefully considered – especially in EYFS using Little Wandle script</li> </ul>	<ul style="list-style-type: none"> <li>● Clear tasks given</li> <li>● Peer assessment</li> <li>● Peer support</li> <li>● Teacher assessment</li> <li>● Teacher support</li> <li>● Personalised task</li> <li>● Independent resourcing</li> <li>● <b>Opportunities for collaborative and independent learning</b> – allowing pupils to work at their own pace while building confidence and independence.</li> </ul>
Multi-sensory approaches	In Art this could look like...



<ul style="list-style-type: none"> <li>• Adaptive teaching strategies are used in lessons to accommodate for all learners</li> <li>• Visual timetable</li> <li>• Visual picture cues</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tactile and Tactile Exploration:</b> Using materials with diverse textures (clay, fabrics, sand, textured paints) to stimulate touch, particularly beneficial for sensory learners.</li> <li>• <b>Kinesthetic Movement:</b> Incorporating movement-based activities, such as drawing on large surfaces, using gestures, or making interactive art, to link physical action with visual outcomes.</li> <li>• <b>Auditory Integration:</b> Using music, soundscapes, or sound-making instruments while producing art to create a specific atmosphere or inspire, connecting sound to visual expression.</li> <li>• <b>Visual Techniques:</b> Utilizing high-contrast visuals, interactive, or digital tools alongside physical materials, offering different avenues for understanding.</li> <li>• <b>Slow Looking:</b> Engaging in focused,, prolonged observation of objects or artwork to deeply explore details and provoke sensory-based descriptive vocabulary.</li> </ul>
ICT	In Art this could look like...
<p>Accessibility features are used to include pupils with SEND as appropriate:</p> <ul style="list-style-type: none"> <li>• Pupils can access voice-recognition software e.g. Word dictate to support recording</li> <li>• Screen background is adapted for pupils with visual difficulties of dyslexia</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Digital Painting &amp; Drawing Apps:</b> Tools like 2paint and Paint3D allow students to create art without the physical constraints of traditional materials, assisting those with fine motor or coordination difficulties.</li> <li>• <b>Alternative Input Devices:</b> Tablets and touchscreens reduce the need for fine pencil control. Mouse settings, such as increased pointer speed or reduced click requirements, can be adjusted for easier navigation.</li> <li>• <b>Voice-Recording/Text Software:</b> Tools like Dragon Dictate (or similar tablet dictation) enable students to verbally explain their art, supporting those with writing difficulties.</li> <li>• <b>Visual Supports &amp; Digital Storytelling:</b> Interactive whiteboards allow for large-format, step-by-step modelling of art techniques, which is crucial for learners with visual or cognitive difficulties.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Photography &amp; Digital Documentation:</b> Using iPads or cameras to document progress aids in reflection and allows students to capture their work easily.</li> <li>• <b>Sensory and High-Contrast Tools:</b> Adjusting screen contrast, using colored overlays, or utilizing software that allows for simple, bold mark-making can support pupils with visual impairments.</li> </ul>
Assessment	In Art this could look like...
<ul style="list-style-type: none"> <li>• Pupils receive verbal and written feedback</li> <li>• Teachers use targeted questioning to check and extend.</li> <li>• Retrieval practice</li> <li>• Interactive activities</li> <li>• Pupils access an end of topic quiz to assess their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Questioning</b> – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.</li> <li>• <b>Observation</b> – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.</li> <li>• <b>Discussion and peer interaction</b> – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.</li> <li>• <b>Lesson pauses</b> – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.</li> <li>• <b>Retrieval practice</b> – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.</li> <li>• <b>Use of success criteria</b> – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.</li> <li>• <b>Short reflections in the Wrapping up</b> – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.</li> </ul>
Adult Support	In Art this could look like...
All pupils are encouraged to be as independent as possible including pupils with SEND.	<ul style="list-style-type: none"> <li>• Adults can support adaptation within lessons for pupils with SEND.</li> </ul>



- Adult support is planned for within lesson plans.
- Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently.
- Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties.
- Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward.
- Adults offer opportunities to break down tasks into more manageable chunks.

- Directed adult support enables pupils to access visual/verbal prompts to support retention.
- **Scaffolding** – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- **Clear instructions and structured tasks** – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.