

Strategies for supporting pupils with Special Educational Needs and Disabilities in Art and Design lessons

Possible strategies that could be used:

Specialist equipment if needed e.g. scissors

Allow time for sensory exploration when working with new materials e.g. hessian, bubble wrap

Build up a chart to show the focus for each lesson and how successive lesson topics link together

Vocabulary pre-teach

Display step-by-step reminders of key processes

Provide art tools when necessary to avoid distractions

Clearly model using the art tools before setting the task

Allow use of ICT to support and present artist research where required

Support pupil's use of equipment especially when requiring accuracy or skill e.g. measuring

Provide additional support (if needed) when cutting and using difficult tools

Equipment list of the tools needed to complete the task and the order that they will be used

Symbols used with vocabulary banks

Sentence stems that prompt thinking for annotations in sketchbooks