

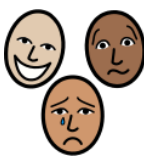





SEND in ART



Potential Barriers to Learning

 <p>Cognition and Learning</p> <ul style="list-style-type: none"> • Processing and following multi-step instructions • Understanding abstract concepts • Difficulty with imaginative work • Working memory • Organisation of equipment 	 <p>Communication and Interaction</p> <ul style="list-style-type: none"> • Understanding abstract vocabulary and concepts • Understanding and using subject specific vocabulary • Processing and following multi-step instructions
 <p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> • Low self-esteem • Expressing feelings through art • The need for 'perfection' • Change in routine for art days 	 <p>Sensory, Physical, Medical Needs</p> <ul style="list-style-type: none"> • Fine motor skills • Visual or spatial awareness • Colour blindness • Visual hypersensitivity • Hypersensitivity to different materials



Strategies to Overcome Barriers



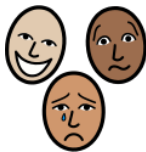
Cognition and Learning

- Providing concrete objects/ images to support understanding
- Repetition of key points
- Task boards / visuals of step by step instructions
- Peer support
- Instructions broken down



Communication and Interaction

- Visuals and actions to support vocabulary
- Explicit instruction including visuals
- Clear modelling and narration
- Word mats or vocabulary on the working wall
- Task boards



Social, Emotional and Mental Health

- Pre-warning of tasks
- Lots of encouragement and praise given
- Modelling 'getting it wrong' and how we cope with that
- Breaks within learning
- Visual timetables



Sensory, Physical, Medical Needs

- Exposure to different textures and materials
- Alternative materials available
- Pen grips, chunky pencils etc
- Easy access to washing hands