



Cranborne

Church of England
First School and Nursery

Love, Learn, Fly

Do Everything in Love 1 Corinthians 16:14

Adaptations for children with SEND

Subject Area: Art

Area of Need: Cognition and Learning

- Use of outdoor environment
- Multi-sensory, hands-on learning
- Use of ICT (videos, maps, google maps, satellites)
- Stepped processes
- Chunking key information
- Where necessary, adapted equipment (e.g. specialist scissors)
- Scaffolding – focus on particular development of skills
- Clear task planners, so the children are clear on each step and the expected outcome

Area of Need: Communication and Interaction

- Pre-teaching of new vocabulary prior to lesson
- Use of vocabulary word mats
- Explicit teaching of new vocabulary
- Checking understanding of key vocabulary
- Use of think/pair/share
- Allow adequate processing time
- Offer alternative forms of responding (e.g. using a whiteboard)
- Carefully considered groupings, with use of adult support where appropriate
- Adequate warning and time given if you are wanting children to respond
- Where appropriate with specific individual C&I need, new vocabulary limited

Area of Need: Social, Emotional and Mental Health

- Allow movement/sensory breaks where needed
- Adult support to offer breaks, before any dysregulations become extreme
- Use of 'now' and 'next' so task is broken down and small steps can be achieved
- Clear instructions and the use of visuals to not overwhelm with the amount of language
- Encourage/praise – know the child, this may be more effective if done discretely
- Use of 'to do' list, children can tick off/cross out when a task has been completed to support a sense of achievement
- Use of trusted adults
- Predictable, familiar classroom routine even though the topic may be new
- Children to be able to work on a table towards the back of the classroom, near a door so they do not feel overwhelmed by others or trapped in the classroom
- Carefully chosen groupings/pairings
- Clear, unambiguous instructions
- Where needed, use of motivated special interest to help incentivise the task

Area of Need: Physical and/or Sensory needs

- Scaffold task
- Demonstration of how to use equipment
- Resources modified (e.g. all text to be N18 as recommended by VSS)
- Ensure activities are safe and accessible
- If appropriate, options to record learning in different ways
- Depending on individual need, specific support and advice from HSS/VSS specialist teachers
- Adults to regularly check in to ensure the child has understood the task but enabling independence during the task