

SEND Curriculum Access Statement for Art

High Expectations

At Southover, we have high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments.

In all subject areas, teachers at Southover will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

Assessment will always tell us what the children know in a particular subject regardless of their reading or writing skills.

Art - High Expectations

All children are entitled to an art education and art can be a subject where children thrive regardless of their reading/writing, and talents are celebrated.

Curriculum Access

Recognise that pupils may need more time to practise and embed a skill or develop their ideas and creative response.

Recognise that the language of art may be challenging for many pupils, terms such as tone, shade, perspective, and verbalising what may be communicated visually and emotionally by an artwork.

Children may need to work to a different scale, either larger or smaller depending on their needs.

Art has a spiral curriculum - children will revisit and revise previous learning.

Materials and media are accessible and labelled clearly so children can make appropriate choices.

Material and media should be modelled as necessary then children given time to explore and practise using them.

Learning should be scaffolded with further modelling as necessary before and throughout a task.

If necessary tools or materials can be adjusted to suit sensory/motor issues.

Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.

Identify risk points in the lesson for pupils with sensory needs.