A snapshot of SEN support in Art

EEF – 5 A Day Adaptive Teaching Strategies

EI – Explicit Instruction MS – Metacognitive strategies S – Scaffolding FG – Flexible Grouping T – Technology

Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly EI	Encourage independence using a task planner where activities are chunked. EI	Provide opportunities to be curious and explore the tools and resources that children will use where appropriate. S	Adapted surfaces to ensure maximum access/ raised work surfaces where appropriate. S
Use visual/labels on resource boxes so children know which one to access. S	Model how to use Art tools before setting the work. EI	Model how to use art tools before setting the work. EI	Partial or full assistance (hand over hand or hand under hand assistance) where appropriate. S
Encourage independence using a task planner where activities are chunked. S	Prior learning and skills are revisited. MS	Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate. EI	Well organised and non-cluttered resources. S
Key vocabulary talked through. EI	Make sure seating plans are well thought out. FG		All equipment and resources are clearly labelled so they can be easily accessed. S
Provide art tools when necessary to avoid distractions during teacher input. MS	Model how to use Art tools before setting the work. EI		Provide enlarged examples of the work to be completed. S

Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation or the evaluation) EI	Physically demonstrate the lesson and the expectations especially if following the work of a specific artist. EI		
Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate. MS	Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate. S		