

Support for Pupils with SEND in Art

Responsive Planning



- Pupils use visual reflection tools.
- Opportunities for role play.
- Assistant teachers will work in small groups to model teamwork.
- Observe and assess pupils continuously.
- Adjust lessons based on learner needs.
- Emphasise safe risk-taking to build confidence and resilience
- Offer multiple pathways for achieving the same learning goal.
- Pupils use visual markers, videos, and diagrams.
- Tools are adapted or changed to help children with fine or gross motor needs use them safely, comfortably, and independently in Art.

Instructional Flexibility



- Flexible Grouping and varied support.
- Use pair or small-group activities to encourage collaboration.
- Rotate groups so students work with different classmates.
- Mix learners strategically to balance skill levels and promote peer-assisted learning.
- Vary questions and explanations.
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- Incorporate visual, tactile, or hands-on supports.
- *This ensures* that no child is left behind and allows every learner to engage in a way that suits them.
- Staff scaffold expectations Re listening and speaking
- Blank level 1-4 to support all learners to ask and answer questions.
- Teach students to plan, monitor, and evaluate their own learning.
- Structured speaking opportunities.
- Scaffolded oracy development.
- Allow alternative ways to demonstrate understanding (oral, written, visual, or digital).
- Use task plans to break down tasks.

Collaborative Reflection



- Work with colleagues, families, and external services.
- Reflect on what's working and adapt next steps.
- Include pupil voice wherever possible.
- Use reflection and metacognition to reflect on achievements, challenges and teamwork.
- Encourage cooperative learning, mentoring, and peer feedback.
- Inclusive assessment of communication.
- Train peers in supportive strategies to foster inclusive interaction.
- Opportunities to discuss work independently and as part of a team.
- Assistant teachers will work in small groups to model teamwork
- Use anchoring questions to promote discussion and reflection among students on their learning or group work.
- Opportunities to work independently and as part of a team.

Cultural and Emotional Sensitivity



Lessons focusing on The Gates Golden Goals	Respect diverse backgrounds and learning needs through real life role models	Use restorative approaches to support behaviour: PACE, Emotional Coaching Positive Regard	Children to look for role models and praise peers to create positive reinforcement.	Allow pupils to set personal goals for each session, fostering intrinsic motivation
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