

SEND Provision for Art & Design at Austhorpe

Assess

- Identify each pupil's starting point through observation and discussion
- Use of sketchbooks to capture ideas, exploration and prior knowledge
- Assessment through conversation – talking with pupils about their ideas, choices and intentions
- Consideration of specific needs (e.g. fine motor skills, sensory, language, confidence)

Plan

- Adaptation of tasks, tools and media to remove barriers
- Pre-teaching of key vocabulary and techniques
- Planning scaffolded support and modelled steps within lessons
- Selection of appropriate stimuli, artists and source material

Do

- High-quality adaptive teaching of skills in line with the progression document
- Modelling and demonstration of techniques
- Use of practical, multi-sensory exploration of media
- Structured opportunities to practise and refine skills

Review

- Termly review with SLT
- Ongoing formative assessment through conversation and sketchbook evidence
- Reflection on growth and progression rather than a single outcome
- Adaptation of provision based on pupil response and engagement

Curriculum and Teaching Methods

Skills-Based Curriculum

- Clear progression from EYFS to Year 6 across drawing, painting, printing, textiles/collage and 3D form
- Skills broken into small, sequential steps
- Key concepts revisited and built upon each year
- Depth and consolidation valued over rushing to an outcome

Exploring & Evaluating Ideas

- Recording and exploring ideas from observation, experience and imagination
- Asking and answering questions about starting points
- Exploring the work of artists, craftspeople and designers
- Reviewing work and saying what they think and feel about it

Practical Techniques

- Hands-on use of a wide range of tools and media
- Concrete, sensory exploration before abstract or refined work
- Demonstration and guided practice of each technique
- Repetition and overlearning to embed skills

Artistic Language

- Explicit teaching of art vocabulary (e.g. tone, tint, texture, form)
- Consistent key language modelled by adults
- Sentence stems to support articulation (e.g. "I chose this because...")
- Structured talk about ideas and choices

Adaptive Teaching

- Pre-teaching of vocabulary and techniques
- Smaller, sequential steps with clear modelling
- Worked examples and guided practice
- Adapted tools (e.g. grips, larger brushes, easels) and immediate feedback

Scaffolding & Independence

- Support structured to build independence over time
- Scaffolds include:**
- Visual prompts, step-by-step cards, modelled examples, adapted resources
 - Gradual removal of scaffolds as confidence grows, encouraging pupils to make their own choices

Assessing Through Conversation

- Progress captured through dialogue, not written outcomes alone
- Conversation draws out:**
- Ideas, inspiration, exploration and research
 - Reflection, articulation, ownership and voice
 - Reduces written barriers for SEND learners

Sketchbooks

- A safe space to experiment without fear of "getting it wrong"
- Evidence of the creative journey and growth over time
- Used to gather, record and develop ideas
- Annotation supported through talk, scribing or images where needed

Wellbeing & Engagement

- Creating a safe, supportive environment
- Valuing process, effort and individuality over a "perfect" result
- Celebrating personal style and creative voice
- Building confidence and a sense of ownership

EYFS Provision

- Delivered through play-based, exploratory learning
- Rich use of colour, texture and malleable materials
- Early identification of need
- Building confidence, curiosity and fine motor control

Breadth of Study

- Working independently and collaboratively
- Projects in 2D and 3D and on different scales
- Investigating art across times, cultures and the locality
- Use of ICT to support and extend access

Assessment & Monitoring

- Ongoing and responsive
- Focus on small-step progress in skills
- Sketchbook and conversation evidence
- Regular review of support and provision

Impact and outcomes for SEND learners...

Develop secure, transferable art skills • Confident, independent creators • Make measurable progress • A strong creative voice

