Knutton St Mary's CE Academy - Reasonable adjustments for pupils with SEND in Art & Design

Inclusive environments –

Awareness of sound and lighting – reduce IWB screen glare

Appropriate seating – ensure accessibility during demonstrations

Accessible, labelled resources- specialist scissors, cutting tools available, aids to keep pupil's work stable

Displays are accessible, visual, tactile, informative, engaging

Availability of low-arousal areas.

Health and safety issues considered and monitored

Pupils are prepared for unfamiliar learning environments

Peer relationships –
Mixed ability grouping
Clear signalling of transition from whole-class to group or independent work
Paired or small group work
Assigned group work roles to aid group focus

Additional adults –
Pre-teaching vocabulary, concepts, processes
Scaffolding activities & use of equipment
Preparation of resources
Targeted intervention
Chunking tasks
Awareness of sensitivities, trigger points

Communication –
Clear, unambiguous language
Key words, meanings and symbols are highlighted and explained
Clear instructions accompanied with visuals
Thoughtful and careful question vocabulary
Different styles and levels of questioning to enable access for all pupils
Alternative methods to communicate when needed
Text and visual aids checked for clarity
Use of PECs.
Processing/thinking time is provided where needed

Multi-sensory approaches –
Use of ICT
Visual aids & prompts
Subtitled film/video
Alternative methods of written recording - drawing, scribing, word processing, mind maps, digital images, video, voice recording
Visual timetables, Now/Next boards
Shared signals
Concrete materials
Clear & increased font sizes
Allow time for sensory exploration
Use of real objects
Use of body in direct ways – hands and feet
Use of software
Explore websites of museums
Virtual tours of galleries

Memory/Consolidation –
Revising/revisiting taught concepts
Peer to peer explanations
Reduced pressure to remember too much information – provide prompts
Simplify explanations of complex tasks
Use of memory aids - wallcharts, posters, software
Repetition
Starter tasks to assimilate prior learning
Use of digital camera to capture stages of activity to aid memory

Assessment –
Clear learning objectives using words, pictures, symbols
Challenging learning objectives
Pupils encouraged to use own strategies
Encouraged to use dialogue
Specific feedback provided appropriately, written or verbally
Targeted questioning
View sketchbooks
Revisit mind maps
Peer discussions