GORSEWOOD PRIMARY SCHOOL

SEND IN *Art & DT*

At Gorsewood Primary School, we ensure that within our curriculum the learning is planned carefully around the needs of all the children. We expect our children to work hard and will help them to raise their aspirations and empower them to reach their full potential. Our school environment is a safe place where children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential. Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?	What adaptations and amendments are made to this subject for children with SEND?
To have high expectations and be ambitious of what our SEND children can achieve and produce during art and DT lessons. Art and DT are different ways for children to think and draw on all their learning from across the curriculum without having to use it in the traditional way. Art and DT are a chance for them to explain their own thoughts and creative ideas which isn't limited to ability. SEND children historically can achieve and sometimes exceed their peers when completing Art & DT tasks. Individual children's barriers should be considered for the specific support needed however; linking the concrete with the abstract should allow all children to explain and explore other's creative ideas as well as explaining and discussing their own.	• Visual links to keywords / art pieces / artefacts / sculptures for help recalling key parts of a design/create process. • Use of artefacts and visual images to help children to make links with the concepts / ideas linked to art/dt topic focus. • Spiral curriculum to allow children to make links to previous artists/designers/skills/techniques that they have learnt about throughout their time at school. • Mixed pairing and grouping of children to encourage conversations when discussing their own opinions or design ideas. • Revisiting the key facts / vocabulary at the start of each lesson. • Prompts and pictorial guidance for discussion lessons with visuals where appropriate. • Support with being able to share their opinions and design ideas clearly to their peers. • Adult support and guidance where needed. Spending a few minutes with our SEN children, discussing what they do understand and getting them to explain what they want to achieve by the end of their learning. • Flexibility of extending time for children with SEN. • Amending equipment used to enable full access to learning. • Using child's support plan access arrangements and quality first teaching in all lessons.