



Bryn St Peter's Primary School

Art and Design Policy

Intent

At Bryn St Peter's Primary School, we believe that Art and Design is a vital part of children's education and a key contributor to their personal development. Our intent is to:

- Foster creativity, imagination, and self-expression in all pupils.
- Provide rich opportunities for pupils to explore, experiment, and respond to the world around them through a range of media and techniques.
- Teach pupils about significant artists, designers, and craftspeople from a wide range of cultures and time periods, inspiring them to see themselves as artists and makers.
- Develop resilience, problem-solving skills, and the ability to evaluate and refine work overtime.
- Ensure that every pupil, including those with special educational needs and/or disabilities (SEND), can access and succeed in Art and Design through adaptive teaching, personalised support, and inclusive resources.

Implementation

Art and Design is taught in line with the National Curriculum, following a carefully sequenced programme of study that develops skills, knowledge, and techniques progressively from EYFS to Year 6. At Bryn St Peter's, we implement our intent through:

Curriculum Design

Units of work are planned around the core strands of drawing, painting, sculpture, collage, printmaking, textiles, and digital media. Skills are revisited and built upon each year to ensure depth and progression.

Teaching and Learning

Teachers provide clear demonstrations, scaffolded tasks, and opportunities for guided and independent practice. Pupils are encouraged to explore, take risks, and express individuality in their work.

Adaptive Teaching and SEND Support by Strand

- **Drawing**
 - Use of adapted tools such as easy-grip pencils, charcoal sticks, or thick markers.
 - Visual step-by-step guides, stencils, and tracing frames to support fine motor control.
 - Sensory approaches (e.g. drawing in sand, on textured paper, or with water brushes) to encourage participation.
- **Painting**
 - Larger-handled brushes, paint sticks, and sponges for accessibility.
 - Simplified or colour-coded palettes for clarity.
 - Alternative media (e.g. digital painting apps) for pupils with sensory sensitivities.
 - Scaffolding through pre-drawn outlines or guided painting tasks.
- **Sculpture and 3D Work**
 - Lightweight, malleable materials (e.g. air-dry clay, plasticine, foam) provided for ease of use.
 - Adaptive tools such as child-safe cutters, rolling pins, and moulds.
 - Opportunities to collaborate on group sculptures to reduce physical demand.
 - Step-by-step photo instructions and model examples to support task structure.
- **Collage and Mixed Media**
 - Access to pre-cut shapes, tactile resources, and large-scale materials.
 - Wide choice of textures and sensory-friendly materials to encourage exploration.
 - Tools such as glue rollers or easy-grip applicators to promote independence.
 - Focus on creative choices and exploration, not precision, when assessing outcomes.
- **Printmaking**
 - Larger rollers, sponges, and stampers provided as alternatives.
 - Templates and pre-made stamps used to reduce complexity.

- Focus on simple repeated patterns where detailed printing may not be accessible.
- **Textiles**
 - Large-hole or plastic needles, weaving frames, and pre-threaded materials for accessibility.
 - Pre-cut fabrics and prepared resources to support independence.
 - Alternative creative routes (e.g. gluing or sticking fabrics rather than stitching).
- **Digital Media**
 - iPads and accessible apps to create digital artwork with reduced fine motor demand.
 - Use of styluses, touchscreens, and assistive technologies for inclusion.
 - Digital options provided as a way for pupils to achieve high-quality outcomes and build confidence.

Enrichment Opportunities

Pupils engage in gallery visits, workshops with visiting artists, and whole-school creative projects to widen their cultural capital. SEND pupils are supported to access these opportunities through pre-teaching, visual aids, and adult support.

Environment

Art is celebrated across the school with displays that showcase a diverse range of pupils' work, fostering pride and ownership. Displays include work from all learners, reflecting personalised progress and achievement.

Impact

The impact of our Art and Design curriculum at Bryn St Peter's is that pupils:

- Develop a love of art and creativity, seeing it as a valuable way to communicate and express themselves.
- Acquire and refine practical skills in a range of artistic media, enabling them to create purposeful and imaginative work.
- Understand the contributions of artists, designers, and craftspeople across cultures and history.
- Build confidence, resilience, and critical thinking skills through reflecting on their own work and that of others.

- Achieve well relative to their individual starting points, including pupils with SEND, who demonstrate progress through personalised outcomes, increased confidence, and engagement in the creative process.

Regular monitoring (through pupil voice, sketchbook reviews, and teacher assessment) ensures that teaching remains inclusive, adaptive, and high-quality for all learners.

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Art and Design Policy - Staff Guidance Appendix

Practical strategies for adaptive teaching and SEND inclusion

General Approaches for All Lessons

- Provide clear, step-by-step instructions supported by visuals, modelling, and worked examples.
 - Break tasks into smaller, manageable stages with regular check-ins.
 - Use visual timetables, success criteria, and "finished examples" to support understanding.
 - Allow additional processing time and celebrate effort as well as final outcomes.
 - Provide choices of tools and materials so pupils can select what works best for them.
 - Ensure seating arrangements and classroom layout support accessibility and independence.
 - Build in opportunities for peer collaboration and support.
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Strand-Specific Strategies

Drawing

- Offer a choice of thick, soft, or easy-grip pencils, crayons, and charcoal sticks.
- Use tracing paper, stencils, or light boxes to reduce barriers.
- Encourage mark-making in alternative formats (sand trays, large-scale floor/wall drawings).
- Provide pencil grips for pupils with fine motor difficulties.

Painting

- Provide large brushes, sponges, paint sticks, or rollers for accessibility.
- Use colour-coded palettes or pre-dispensed paint pots to reduce confusion.
- Allow use of digital painting apps where appropriate.
- Scaffold tasks with outlines, guided shapes, or templates.
- Provide aprons and tactile-friendly alternatives to reduce sensory discomfort.

Sculpture and 3D Work

- Offer lightweight and malleable materials such as foam, clay, or plasticine.
- Provide adaptive tools (rolling pins, moulds, plastic cutters).
- Encourage group sculpture projects to reduce physical demand.
- Display photo step-by-step guides alongside teacher demonstrations.

Collage and Mixed Media

- Provide pre-cut shapes, textured papers, and large-scale pieces to reduce fine motor strain.
- Use glue sticks, rollers, or Velcro-backed resources for accessibility.
- Focus success criteria on exploration and creativity, not neatness or precision.
- Offer a range of sensory-friendly materials (fabric, foil, textured card).

Printmaking

- Provide large stampers, rollers, or sponges for easier handling.
- Allow use of templates or pre-made stamps.
- Scaffold with simple repeat patterns before progressing to complex prints.
- Use foam sheets or textured blocks for tactile engagement.

Textiles

- Offer large-hole or plastic needles, pre-threaded options, or weaving frames.
- Pre-cut fabrics and prepare materials in advance.
- Provide alternatives such as gluing or sticking textiles for those unable to stitch.
- Encourage tactile exploration of fabrics and textures.

Digital Media

- Provide access to iPads, tablets, or interactive whiteboards with creative apps.
 - Use styluses, touchscreens, or voice control to reduce barriers.
 - Scaffold learning with tutorials, templates, and accessible software.
 - Use digital work as an alternative way for pupils to express creativity when traditional methods are challenging.
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Assessment and Feedback

- Assess progress against **individual starting points**, not only age-related expectations.
 - Use sketchbooks as a space for exploration and reflection, not only polished work.
 - Give feedback that highlights effort, creativity, and progress, not just technical skill.
 - Celebrate diverse outcomes through displays, assemblies, and exhibitions.
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Supporting SEND in Enrichment and Beyond

- Pre-teach vocabulary and key concepts before gallery visits or workshops.
 - Use visual aids, simplified guides, and adult support during trips.
 - Offer quiet spaces or breaks for pupils with sensory needs.
 - Ensure visiting artists are briefed about inclusion and adaptive approaches.
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