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| **Cognition and Learning** | | **Communication and Interaction** | |
| Subject Challenges | Provision | Subject Challenges | Provision |
| Interpretation of designer’s work.  Understanding of subject specific vocabulary.  Difficulty in producing accurate pieces of writing e.g. an evaluation of a D&T project.  Sequencing of physical art task (knowing which steps to complete first). | Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.  Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which have different meanings in other contexts. E.g. ‘knead/need, saw/saw, seam/seem.’ Use visuals to aid understanding of subject specific vocabulary. Reinforce through matching activities.  Use of vocabulary, visuals and definitions, including labelled diagrams on Learning organisers.  Use writing frames, ‘fill in the blank’ sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to ‘hold their sentences’ whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).  Utilise ‘shared tasks’ by pairing children with a learning buddy. One partner verbally explains the process of making something whilst the other asks questions. Partners swap roles and repeat the task. This will reinforce sequencing. Flow charts can be useful in visually demonstrating a specific sequence. | Expressing themselves and sharing their thoughts and opinions orally.  EAL pupils may find it difficult to access resources/learning. | Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.  Use flash cards supported by visuals to allow the children to choose adjectives to support their reasoning. E.g. children could select the word ‘bright’ to describe why they like a particular piece of artwork. Children could then match these flash cards to different pieces of artwork to demonstrate understanding. Teacher can use these flash cards to prompt verbal reasoning.  Use a reduced number of simple instructions which are supported by visuals e.g. ‘cut, stick, colour.’ Appropriate modelling to aid understanding.  Differentiated written resources can be supported by visuals and could be translated using google translate. |
| **Sensory and Physical** | | **Social Emotional and Mental Health** | |
| Subject Challenges | Provision | Subject Challenges | Provision |
| Fine motor skills/physical difficulties.  Sensory difficulties accessing specific materials during Art lessons. For example, some children may find it very difficult to handle a material such as cotton wool due to tactile sensory difficulties.  Children with a visual impairment may find it difficult to view text/images. | Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child’s need. For example, some children may require double holed scissors, enlarged sewing needles etc. Pre-teach can be used to ensure that children are confident using D&T equipment before the lesson.  Ensure any sensory difficulties are considered at the point of planning and alternative materials are provided to avoid sensory overload. E.g. replace cotton wool for polyfill stuffing.  Ensure that font size used in resources matches the specific font size specified in the child’s report provided by the Visual Impairment Team (Class Teacher will be notified if necessary). Enlarge images to appropriate sizes to aid access. | Low self-esteem in D&T ability.  Difficulties with social skills may result in children finding group work challenging. | Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability.  Make use of learning objectives which focus upon the specific art skill and not the resulting artwork. E.g. focus upon the uniform length of stitches rather than the neat cutting out of the fabric shape.  Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.  Sensory breaks as required to enable children who are struggling to regulate their emotions before continuing.  Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary.  Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time. |