

## Curriculum Adaptations Art

**Nanpean Community  
Primary School  
*Nurturing Children's  
Passion to Succeed***

At Nanpean School our curriculum is designed to ensure full inclusion for all pupils.

The curriculum is adapted to cater for a wide range of need and learning styles, we personalise the learning experiences by making them accessible.

Children with SEND are included in every aspect of what our school has to offer with high expectations for all to reach desired end points

| <u>Area of Need</u>  | <u>Curriculum Adaptation</u>   |
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| <b>Broad Area of Need: Communication and Interaction</b>                         |  |
| Speech, Language and Communication Needs (SLCN)                                  | <ul style="list-style-type: none"> <li>• Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly.</li> <li>• Encourage evaluations to be done using pictures and child's voice where possible and then recorded by an adult.</li> </ul>   |
| Autism Spectrum Conditions including Asperger's Syndrome (ASD)                   | <ul style="list-style-type: none"> <li>• Understand if the child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in, providing electronic alternative programmes where needed.</li> <li>• Avoid changing seating plans.</li> <li>• Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.</li> <li>• Use simple, specific instructions that are clear to understand.</li> <li>• Understand your student's skills and where their starting place is.</li> <li>• Use Art tools made of specific materials to support sensory processing.</li> </ul> |
| Moderate / Severe / Profound and Multiple Learning Difficulties (MLD, SLD, PMLD) | <ul style="list-style-type: none"> <li>• Use language that is understood by the child.</li> <li>• Model how to use art tools before setting the work.</li> <li>• Physically demonstrate the lesson and the expectations especially if following the work of a specific artist.</li> <li>• Support children with their organisation in the lesson and model this where possible before the lesson begins.</li> </ul>  |

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| Dyslexia  | <ul style="list-style-type: none"> <li>• Support children with their organisation in the lesson and model this where possible before the lesson begins.</li> <li>• Pre-teach vocabulary linked to art that will help the child to succeed in the lesson like shading, drawing, exploring and collage.</li> </ul>  |
| Dyspraxia<br>(Developmental<br>Coordination<br>Disorder, DCD)         | <ul style="list-style-type: none"> <li>• Ensure the tools you are using are accessible to the child. Provide a lesson breakdown, with a clear end, a tick list might be beneficial.</li> <li>• Model how to use art tools before setting the work.</li> <li>• Differentiate the size and scale of a project and its end result.</li> </ul>  |
| Dyscalculia   | <ul style="list-style-type: none"> <li>• Provide concrete resources to help with line drawing and drawing to scale.</li> <li>• Ensure the child knows the support available on offer before the lesson begins.</li> </ul>   |
| <b>Broad Area of Need: Social, Emotional and Mental Health (SEMH)</b> |   |
| Trauma  | <ul style="list-style-type: none"> <li>• Provide opportunities to be curious and explore the tools and resources that children will use.</li> <li>• Use simple, specific instructions that are clear to understand, and deliver these slowly.</li> <li>• Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that art is about taking risks in our work and expressing ourselves.</li> </ul>   |
| ADHD  | <ul style="list-style-type: none"> <li>• Praise positive behaviour at each step to encourage low self-esteem.</li> <li>• Ensure clear instructions are given throughout the lesson.</li> <li>• Provide time limited learning breaks.</li> <li>• Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation or the evaluation)</li> <li>• Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate</li> <li>• Provide art tools when necessary to avoid distractions during teacher input.</li> </ul> |
| Anxiety   | <ul style="list-style-type: none"> <li>• Ensure the child knows the support available on offer before the lesson begins.</li> <li>• Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.</li> <li>• Teach problem solving before the lesson, and strategies to overcome problems that might be faced.</li> <li>• Model how to use art tools before setting the work.</li> </ul>  |
| <b>Broad Area of Need: Sensory and/or Physical Needs</b>              |   |
| Hearing Impairment<br>(HI)  | <ul style="list-style-type: none"> <li>• Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency.</li> <li>• Provide sign language visuals where possible</li> </ul>   |
| Visual Impairment (VI)  | <ul style="list-style-type: none"> <li>• Provide children with extra-large pieces of paper to work on.</li> <li>• Make sure resources are well organised and not cluttered.</li> <li>• Ensure the child is positioned in a well-lit space before beginning an activity.</li> <li>• When writing, provide thicker, dark pencils to write with.</li> </ul>  |

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|                             | <ul style="list-style-type: none"> <li>• When using pastels, avoid putting pastel colours next to each other.</li> <li>• When drawing or modelling, be aware of the colours that are difficult to see together (dark colours). Instead use black and white where possible because these contrast the most.</li> <li>• Make sure students wear glasses if prescribed, so they don't strain their eyes, especially as they can spend a great deal of time on one piece of artwork.</li> </ul> |
| Physical Disability         | <ul style="list-style-type: none"> <li>• Ensure the tools you are using are accessible to the child.</li> <li>• Model how to use art tools before setting the work.</li> <li>• Differentiate the size and scale of a project and its end result</li> </ul>  |
| Toileting / Self Care Needs | <ul style="list-style-type: none"> <li>• Children to be reminded to go to the toilet when required. (timer)</li> </ul>  |