

## Art

### Adaptive teaching plan

Barriers to learning	Adaptations required	Resources needed
<p><b>Communication and Interaction</b>            Children may not have the language to describe artwork that they have produced or that has been produced by others</p>	<ul style="list-style-type: none"> <li>● Use clear, unambiguous language and avoid figurative speech where possible</li> <li>● Provide visual supports (symbols, images, dual-coded slides)</li> <li>● Share lesson structure and objectives at the start of the lesson</li> <li>● Give thinking time before questioning; allow rehearsal of answers</li> <li>● Support group work with clear roles and expectations</li> <li>● Step-by-step physical demonstration</li> <li>● Video instructions</li> <li>● Verbal recasting of specific vocabulary</li> </ul>	<p>Widgit online            Knowledge organisers            Pictures            Videos</p>
<p><b>Cognition and Learning</b>            Children may have difficulty remembering concepts and skills previously taught            Difficulty mastering new skills (processing difficulty)</p>	<ul style="list-style-type: none"> <li>● Pre-teach key vocabulary using word banks, images, and simple definitions</li> <li>● Provide WAGOLL of end piece and visual instructions now/next</li> <li>● Chunk tasks into clear, manageable steps with written and visual instructions (dual coding)</li> <li>● Provide writing frames for evaluations</li> </ul>	<p>Widgit symbols            Word banks / Vocabulary prompts            Knowledge organiser            Real life experiences - visits</p>

	<ul style="list-style-type: none"> <li>● Revisit key knowledge regularly using retrieval practice and recap activities</li> </ul>	
<p><b>Social, Emotional and Mental Health</b>  Confidence – fear of making mistakes or trying new things  Difficulties working with others to produce art collaboratively  Difficulties sharing resources</p>	<ul style="list-style-type: none"> <li>● Create predictable lesson routines to reduce anxiety</li> <li>● Offer choices in tasks or outcomes to increase engagement</li> <li>● Break longer activities into shorter, timed sections</li> <li>● Use positive reinforcement and clear success criteria</li> <li>● Allow movement breaks or calm spaces when needed</li> <li>● Encourage collaborative learning with supportive peer pairing</li> <li>● Adult support</li> </ul>	<p>Sensory items to prompt with focus and attention  Seating plan/paired plan</p>
<p><b>Sensory and Physical</b>  Feeling overwhelmed by new vocabulary  Sensory needs  Sensory avoidance  Hearing impairment  Visual impairment  Fine motor skills difficulties</p>	<ul style="list-style-type: none"> <li>● Ensure resources are accessible (large print, coloured overlays, dyslexia-friendly fonts)</li> <li>● Use multisensory approaches (images, videos)</li> <li>● Allow flexible seating and positioning for comfort and focus</li> <li>● Ensure classroom layout allows physical access to resources  Consider lighting, noise levels, and sensory sensitivities during lessons</li> <li>● Provide gloves/overalls to cover skin or help to keep clean</li> </ul>	<p>Wearing gloves or apron can help support with sensory needs</p> <p>Regular checks on hearing aids, that they are being worn correctly, also batteries</p> <p>Assistive technology as appropriate</p> <p>Specialised resources for each area of Art</p>