

|                                      | Expressive Arts and Design<br>SEND Barriers to Learning in Art, Design and Technology and Music                                                                                                                                                        |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                 | Adaptive strategies to Support SEND to overcome barriers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                      | EYFS                                                                                                                                                                                                                                                   | KS1                                                                                                                                                                                                                                                                                             | KS2                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Cognition &amp; Learning</b>      | <ul style="list-style-type: none"> <li>Retaining Prior knowledge</li> <li>Reading notes</li> <li>Reading facts</li> <li>Making comparisons</li> <li>Links to maths e.g. 2D, 3D shapes</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Understanding parts/instructions e.g. when to come in, timings etc</li> <li>Topic vocabulary e.g. pitch, rhythm</li> <li>Remembering symbols</li> <li>Following multi-step instructions</li> <li>Links to maths (DT) – measuring, nets, shape</li> </ul> | <ul style="list-style-type: none"> <li>Understanding parts/instructions e.g. when to come in, timings etc</li> <li>Topic vocabulary e.g. pitch, rhythm</li> <li>Remembering symbols</li> <li>Following multi-step instructions</li> <li>Links to maths (DT) – measuring, nets, shape</li> </ul> | <ul style="list-style-type: none"> <li>Label instruments with letters/notes</li> <li>Pre-exposure to notations</li> <li>Pre-teach skills required for specific lesson</li> <li>Extra opportunity to practice</li> <li>Use of colours / pictures / graphic score for notation</li> <li>Widgit to support instructions</li> <li>Examples / modelling</li> <li>Recap previous learning</li> <li>Additional adult support</li> <li>Task planners and simplified instructions</li> <li>Extra time to complete task</li> <li>Worked examples/ images from previous lessons to support memory of knowledge/ skills</li> <li>Visual mind maps</li> <li>Oral reminders</li> <li>Photos and pre-exposure to support prior learning and artists work</li> </ul> |
| <b>Communication and Interaction</b> | <ul style="list-style-type: none"> <li>New vocabulary / language</li> <li>Making choices</li> <li>Group work</li> <li>Sensory overload</li> <li>Ability to get things wrong</li> <li>Following instructions</li> <li>Expression of feelings</li> </ul> | <ul style="list-style-type: none"> <li>ASD – over stimulating environment, increase in noise</li> <li>Improvising and choice – making own music or adaptations</li> <li>Understanding their role/part</li> <li>Waiting and turn taking</li> <li>Inflexibility of thought</li> </ul>             | <ul style="list-style-type: none"> <li>Sensory overload – noisy environment</li> <li>Change of room</li> <li>Difficulty turn taking</li> <li>Sensitivity to materials</li> <li>Acceptance of things going wrong/not working out/having to start again</li> </ul>                                | <ul style="list-style-type: none"> <li>Access to different working environment e.g. calmer, own table, own equipment</li> <li>Widgit Online for new vocab and subject specific language</li> <li>Photos from previous year group final products/pieces</li> <li>Pre-touch of materials</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                            |                                                                                                                                               | <ul style="list-style-type: none"> <li>• Lack of understanding and empathy on other's designs</li> <li>• Overwhelmed by choice</li> <li>• Group work</li> <li>• Sharing equipment</li> <li>• Understanding of language around abstract concepts</li> <li>• Inability to express themselves through art and music</li> <li>• Lack of language to describe their creations</li> <li>• Sequencing and following instructions</li> <li>• Following rules</li> </ul> | <ul style="list-style-type: none"> <li>• Group/collaborative planning and creating</li> <li>• Ability to visualise an end product – design</li> <li>• Impulsivity and following rules</li> <li>• Unable to persevere</li> <li>• Lack of empathy to ideas of others</li> <li>• Tier 3 vocabulary</li> <li>• Poor listening and attention – impacting the need to practise before final piece/result/design</li> <li>• Unable to articulate ideas</li> <li>• Making a choice</li> <li>• Unable to take final piece home (group work)</li> <li>• Reasoning and considering viewpoints of others</li> <li>• Difficulty accepting the lesson/task/activity coming to an end</li> </ul> | <ul style="list-style-type: none"> <li>• Opportunities to rehearse skills needed in lesson e.g. cutting, measuring, folding, finding music notes on a keyboard</li> <li>• Extra exploration time with new resources.</li> <li>• Now and Then approaches</li> <li>• Limit numbers of stimuli</li> <li>• Sand timer/Pre warning of time left and what is coming next</li> <li>• Sensory Breaks</li> <li>• Social Stories / Comic Strip conversations</li> <li>• Access to quieter space when needed – time out</li> <li>• Careful groupings – clear roles</li> </ul> |
| <b>Social, Emotional and Mental Health</b> | <ul style="list-style-type: none"> <li>• Self-Esteem</li> <li>• Social skills and group work</li> <li>• Anxiety</li> <li>• Sharing</li> </ul> | <ul style="list-style-type: none"> <li>• Low self-esteem/confidence</li> <li>• Lack of interest – behaviour trigger</li> <li>• Social skills/group work</li> <li>• Over-excited – not able to follow instructions and rules to keep safe</li> <li>• Wanting to do it 'their own way'</li> <li>• Anxiety - solos</li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li>• Low self-esteem/confidence</li> <li>• Lack of interest – behaviour trigger</li> <li>• Social skills/group work</li> <li>• Over-excited – not able to follow instructions and rules to keep safe</li> <li>• Wanting to do it 'their own way'</li> <li>• Anxiety - solos</li> </ul>                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Adult to tell pupil what they are doing prior to the lesson</li> <li>• Adult support and modelled, including modelling of mistakes.</li> <li>• Pre-exposure / familiarisation with techniques</li> <li>• Allocation of resources.</li> <li>• Specific roles within groups</li> <li>• Positive reinforcement</li> <li>• Check in to avoid putting on the spot i.e. do you want a solo/to share your piece?</li> </ul>                                                                                                      |

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| <b>Physical,<br/>Sensory &amp;<br/>Medical</b> | <ul style="list-style-type: none"> <li>• Motor skills – fine – holding and manipulating equipment, sketching</li> <li>• Sensory difficulties – touch of materials</li> <li>• Difficulty reading music – size</li> <li>• Medical condition e.g. eczema and allergies – touch materials and equipment</li> <li>• Sensory overload - food</li> </ul> |  | <ul style="list-style-type: none"> <li>• Medical exemptions e.g. allergies/reactions</li> <li>• Visual Impairment</li> <li>• Hearing Impairment</li> <li>• Sensory overload – food, textures, noise, materials like clay etc</li> <li>• Gross / Fine motor – being able to grip tools, playing instruments</li> </ul> | <ul style="list-style-type: none"> <li>• Creative planning – alternative materials where allergic</li> <li>• Gloves / aprons / face masks</li> <li>• Pre-teach / discussion / pre-touch</li> <li>• Small group/paired work</li> <li>• Seating arrangements</li> <li>• Adult check-in and re-modelling opportunities</li> <li>• Enlarged text/music/IWB</li> <li>• Adaptive tools and materials</li> <li>• Alternative resources e.g. use technology as replacement.</li> <li>• Stickers containing musical notations</li> </ul> |
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