

ADHD

- Ensure clear step by step instructions are given throughout the lesson
- Provide time limited sensory breaks
- Fiddle toys, wobble cushions, fidget feet used to support concentration

ASD

- Visual timetables
- Provide materials and textures prior to lesson
- Use simple, specific, clear instructions
- Understand whether they are hypo-sensitive or hypersensitive and how they will manage the sensory elements of the lesson

Cognition and Learning Needs

- Use visuals to break each stage of the lesson down in to clear manageable parts
- Pre-teach skills & vocabulary
- Provide resources with visuals so children know what they will need each lesson

Dyspraxia / Physical Impairment

- Differentiate the size and scale of a project
- Ensure tools you are using are accessible
- Writing slop to support posture
- Assistive technology used where appropriate

Strategies to support children in Art



Dyslexia / Dyscalculia

- Pre-teach specific vocabulary to support with lesson
- Provide concrete resources to help with line drawing and drawing to scale
- Provide alternative methods of recording ideas
- Assistive technology used to read tasks/instructions

Hearing and Visual Impairment

- Coloured resources labelled with the name of the colour or talking pegs/tins
- Pre-teach subject specific vocabulary
- Resources are well-organised
- Provide enlarged artwork examples

Speech, Language and Communication Needs

- Use a visual timetable, task management boards etc.
- Provide visual aids for resources
- Provide clear, concise and tailored instructions to support needs
- Encourage evaluations to be completed using pictures and adult's voice if necessary

Gifted and Talented

- Encourage further exploration by researching artists relevant to learning
- Challenge with new materials and techniques
- Provide information on creative external outlets that they could attend