

Adaptations to remove potential barriers in the curriculum

Subject: Art

Potential barrier	Strategies to overcome barrier
Difficulty with retraining vocabulary	<ul style="list-style-type: none"> - Consider pre-teaching key vocabulary, then ensure multiple and regular exposure to these words. - Word mats with key vocabulary – could include using In Print symbols
Difficulty reading	<ul style="list-style-type: none"> - Partner with a child who can read key information to them - Work in a smaller group with an adult
Children who struggle with change and transition	<ul style="list-style-type: none"> - Art lessons to follow teaching sequence to keep consistency, with a similar lesson structure - Visual timetable to show when Art lessons will occur - Art taught in a block so children know when it will occur
Needing extra time to process questions	<ul style="list-style-type: none"> - Always allow for plenty of thinking/talking/practice time before asking children to comment or do - Use of talk partners before feeding back to the class
Reducing reliance on memory	<ul style="list-style-type: none"> - Use of film clips to show models and examples of what the children could do (giving options 'this' or 'that') - Make sure they understand the task and the expectations - Be prepared to go over something multiple times - Use clear short instructions - Showing exemplars from the Kapow units to support children visually to see the finished outcome - Use of the visualiser to model, scaffold and refer to throughout
Children who struggle with fine/gross motor skills	<ul style="list-style-type: none"> - Use adapted tools (scissors, pencils) - Use large paper and take photograph/stick into sketchbooks - Finger grips to use on paintbrushes and pencils etc. - Practice mark making in sketch books before applying to the finished product
For pupils believed to be Dyslexic	<p>Use of the EEF five core principles of good teaching for pupils with SEND:</p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Flexible grouping • Using technology <p>Consider pupil's learning preferences recorded in Learning toolkit.</p>

Additional strategies

- Check understanding through careful questioning, asking children to explain to a partner or applying skills/knowledge to a different context
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied