(Updated September 2024)

SEND and Challenge in Art and Design & Technology at Broughton

SEND

Timetabling – Each class has the same timetabled art/D&T session every week.

Environment – Children remain in their own classrooms for art/D&T sessions so they are familiar with the seating arrangements, resources available and layout of the environment. Many classrooms have hessian-back display boards to reduce visual noise and all classrooms have low-arousal areas (class libraries) with cushions etc. is available for any children who need a time-out.

Teaching – PowerPoints and resources are displayed/printed onto blue/green backgrounds as much as possible to reduce the amount of black on white. Multi-sensory approaches are adopted including drawings, videos, mind maps etc. along with a range of disciplines taught to enable children with different strengths to shine e.g. digital art and textiles. Activities are linked to topics and other areas of learning to build continuity within a half-term and links to real-world examples are used as often as possible.

High expectations – Promoting positive attitudes to learning to ensure all children work towards and achieve the same learning objectives, while maintaining flexibility for those children who may need an activity adapting to suit their needs. When planning units, the subject lead details adaptation options to be included as and when suitable for different children e.g. less success criteria steps or a greater focus on vocabulary.

Tools and materials – Some children may not be able to use certain materials without adaptations e.g. use of gloves when working with clay, not being able to use charcoal (or other scratchy tools) etc. This assessment is ongoing and teachers build up good relationships with children in order to acknowledge where such needs or barriers to learning may occur.

Progression – Prior knowledge and vocabulary checks take place at the beginning of a unit to help children remember previously learnt skills and knowledge. These are stuck into books for children to refer back to throughout the unit. Units of work are carefully planned to ensure children access any required prior knowledge before working on small component steps which they can then apply to their own creative work towards the end of a unit.

Sticky knowledge – Starter 'Retrieval Grid' practice takes place at the beginning of most lessons to encourage children to remember content from the past week (for one point), the past term (for three points) and the past year (for five points). Children discuss in mixed-ability pairs or alone if this suits the needs of particular children more effectively. The formal elements of art and our chosen art periods and artists/designers/architects are also displayed in each classroom to help embed into long term memory.

Assessment – Consistent verbal feedback during lessons to ensure children are praised on their efforts and personal achievements (e.g. concentration when drawing for a greater period of time than usual, using different paints than the ones normally comfortable with etc.), rather than the final outcome. Al children (including those with SEND) complete end-of-unit assessments each half term and these can be done as a class, (often in Year 1), in small groups or individually using a mix of words, sketches or a combination of both depending on the needs of the child.

Teacher knowledge – Most art/D&T sessions are taught by the subject leader across school. This means a greater understanding of the children in each class and the ability to plan for and adapt to additional needs.

Challenge

While art can be notoriously tricky to judge due to its subjective and creative nature, we strive to encourage and challenge our more confident artists at Broughton. The subject lead plans challenge options into each lesson which may include one or more of the following:

- Encourage greater depth and knowledge when researching artists and key art periods.
- Make informed judgements and offer personal opinions about workers of art with justifications (appropriate to the year group).
- Use studied processes (e.g. printmaking) and adapt to create their own individual artwork with their own ideas.
- Include a greater range of media and materials within their artwork and demonstrate a higher level of technical skill (e.g. using shading techniques or using tone to draw 3D objects).
- Analyse their own work more rigorously and identify strengths and weaknesses to develop on future projects.
- Show greater independence when working and show resilience by taking risks in their creativity.

More confident and interested artists may also express an interest in art beyond the classroom e.g. through competitions, extra-curricular clubs etc.