

## Quality First Teaching – 4 Areas of SEND and Art and Design Specific

Communication and Interaction	
Quality First Teaching Strategies	Art and Design Specific
<ul style="list-style-type: none"> <li>• ‘Rules’ of good listening displayed, taught, modelled and regularly reinforced.</li> <li>• Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)</li> <li>• Pupil’s name or agreed cue used to gain individual’s attention – and before giving instructions</li> <li>• Instructions broken down into manageable chunks and given in the order they are to be done</li> <li>• Checklists and task lists – simple and with visual cues</li> <li>• Delivery of information slowed down with time given to allow processing</li> <li>• Pupils are given a demonstration of what is expected</li> <li>• System of visual feedback in place to show if something has been understood (e.g. thumbs up)</li> <li>• Talking partners or similar used to encourage responses</li> <li>• Classroom furniture and groupings consider whether pupils with speech &amp; communication needs can see visual prompts and the teacher</li> <li>• Access to a quiet, distraction free work station if needed</li> <li>• ‘Working walls’ to develop understanding of new vocabulary</li> <li>• Parents advised of new vocabulary so it can be reinforced at home</li> <li>• Use of visual timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Pre teach Art and Design specific vocabulary using images to accompany the words.</li> <li>• Model skills to the children so they can watch and copy or model alongside the children. Remodel to children during the lesson if needed.</li> <li>• Name the art equipment as you use it and at the start of the lesson e.g. printing roller, ink, tile, needle, thread etc.</li> <li>• Establish a routine for Art lessons and how equipment does not need to be touched until needed.</li> <li>• Use short sentences with key information e.g “roll in paint” “pick up brush”</li> <li>• Ensure lots of images and pictures are used throughout the sequence of lessons.</li> <li>• Paired work with pupil who can help understanding techniques/ vocabulary</li> <li>• Ensure new words for the lesson are focussed on and taught with images, as well as teaching vocabulary linked to the lesson objective and to the practical skills.</li> <li>• Ensure those using a pencil grip have access to this during art lessons where needed such as for the paint brush grip.</li> </ul>

<ul style="list-style-type: none"> <li>• Minimise use of abstract language</li> <li>• Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school</li> </ul>	
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Cognition and Learning	
Quality First Teaching Strategies	Art and Design Specific
<ul style="list-style-type: none"> <li>• 'Next steps' for learning derived from what the pupil can already do – referring back to earlier stages only when necessary</li> <li>• Instructions broken down into manageable chunks and given in sequence</li> <li>• Pupils encouraged to explain what they have to do to check understanding.</li> <li>• Links to prior learning explicitly made</li> <li>• Key learning points reviewed at appropriate times during and end of lesson</li> <li>• Coloured paper for worksheets and coloured background on smart board (beige)</li> <li>• Diagrams and pictures to add meaning alongside text</li> <li>• Additional time to complete tasks if necessary</li> <li>• Teach and model memory techniques</li> <li>• Minimise copying from the board – provide copies for pupil if necessary</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Give clear instructions on how to handle art equipment/resources with respect</li> <li>• Supporting children with physical needs with handling equipment.</li> <li>• Plan more time to complete projects. Ensure children know they will be given more time if they wish to.</li> <li>• Recap instructions during the lesson with clear modelling.</li> <li>• Clear modelling a step at a time to achieve best results from a piece of work and so as not to overwhelm child.</li> <li>• Use picture cards or visual timetables.</li> <li>• Repeat and model techniques slowly.</li> <li>• Demonstrate each stage visually. Consider videoing the modelling for a child to replay and follow the steps on their ipad.</li> <li>• Photo of suggested outcome to give them a skeleton to work towards- do not give children too many examples as this can be overwhelming.</li> <li>• Word mats and photos for artefacts</li> <li>• Differentiated expectations of the outcomes produced by children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use the same organised system for getting equipment out and away each lesson so children know what to expect.</li> <li>• Provide a range of drawing guides such as grids, templates and viewfinders to support children.</li> <li>• Have an 'ask not tell' approach for organising their work so artefacts don't get knocked over etc (e.g. is that the best place to leave your paint?)</li> </ul>
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Social, Emotional and Mental Health	
Quality First Teaching Strategies	Art and Design Specific
<ul style="list-style-type: none"> <li>• Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.</li> <li>• 'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)</li> <li>• Play calming music where appropriate</li> <li>• Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up</li> <li>• Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources</li> <li>• Make expectations for behaviour explicit by giving clear targets, explanations and modelling</li> <li>• Where possible, create a quiet area both for working and as a 'quiet time' zone</li> </ul>	<ul style="list-style-type: none"> <li>• Minimise distractions and cognitive load. E.g. only put out the equipment children need for that lesson.</li> <li>• Set clear rules for when children can touch resources.</li> <li>• Pre teach unfamiliar vocabulary to take away stress and anxiety</li> <li>• Give children individual spaces/work areas if needed so they have more space for their work and equipment.</li> <li>• Consider the risk points in the lesson e.g. for pupils with sensitivity to noise or smell and pre warn children this is coming up.</li> <li>• Have a focus on talking about the relaxation/mindfulness benefits to art.</li> <li>• Give the child a responsibility in the lesson to raise self-esteem</li> <li>• Allow different ways to complete the task.</li> </ul>

<ul style="list-style-type: none"><li>• Use a visual timer to measure and extend time on task – start small and praise, praise, praise</li><li>• Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary</li><li>• Ensure that tools/equipment are easily accessible and available for use.</li><li>• Use pupil's name and ensure you have their attention before giving instructions</li><li>• Chunk instructions and support with visual cues.</li><li>• Make use of different seating and grouping arrangements for different activities</li><li>• Personalise teaching where possible to reflect pupils' interests</li><li>• Communicate in a calm, clear manner</li><li>• Keep instructions, routines and rules short, precise and positive</li><li>• Listen to the pupil, giving them an opportunity to explain their behaviours.</li><li>• Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil</li><li>• Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises</li><li>• Allow pupil to have a safe place to store belongings and fiddle toys</li><li>• Ensure groupings provide positive role models</li><li>• Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet</li><li>• Use Social stories when appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Let children choose materials or themes.</li><li>• Accept verbal explanations instead of written evaluations.</li><li>• Focus on the creative process rather than identical final products.</li></ul>
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## Sensory Needs

### Quality First Teaching Strategies

#### Visual Difficulties

- Give as many first hand 'real' multi-sensory experiences as possible
- Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye
- Try out different paper/Smartboard colours to try to find best contrast
- Consider lighting – natural and artificial – which is most comfortable?
- Avoid shiny surfaces which may reflect light and cause dazzle (laminated can do this)
- Take advice from specialist teams related to font style and size
- Short spells of visual activity should be interspersed with less demanding activities
- Eliminate inessential copying from the board
- Where copying is required, ensure appropriate print size photocopy is available
- Always use verbal explanations when demonstrating to the class.
- Address the pupil by name to get their attention

### Art and Design Specific

- Check the number of resources being used and that there is not too many for sensory overload- introduce them gradually.
- Children with sensory issues may not wish to engage with touching or feeling materials. Give them time over a sequence of lessons to explore the materials and to engage with them at their own pace.
- Consider pupils with colour blindness and use word mats with colours labelled if needed.
- Have instructions with images clearly displayed either on IWB or flipchart/ ipad or printed on the table.
- Allow children to have their own space to work in if they need more space
- Ear defenders may be used for children with sensory needs around noise.
- Allow time for children to explore materials prior to the lesson.
- Make tasks accessible through pupils using, where appropriate specialist equipment, e.g. specialist scissors and cutting tools and/or generic aids, e.g. frames or adhesives to hold down pupils' work to surfaces.
- If children use a pencil grip, ensure these are used for paintbrushes etc.

- Avoid standing in front of windows – your face becomes difficult to see

### Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required
- Repeat contributions from other children – their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Divide listening time into short chunks
- Use visual symbols to support understanding

### Co-ordination

- Use chunky pencils, thick paintbrushes, or easy-grip scissors.
- Offer alternatives such as sponges, rollers, stamps, or finger painting.
- Provide textured or larger paper for easier handling.
- Use non-messy or low-sensory materials if children dislike certain textures or smells.
- Digital art (if appropriate) for children who find physical tools difficult.

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
- Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor – check chair heights Desk should be at elbow height
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Seated where there are minimal distractions e.g. away from windows and doors
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
- Break down activities into small chunks with praise for completing each part
- Ensure range of different pen/pencil grips is available
- Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
- Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.
- Equipment clearly labelled and kept in same place in class
- Allow additional time to complete tasks

