



Art and design

	Hearing impairment	Visual impairment	Dyspraxia (fine/gross motor)	Memory/ processing	ASD	ADHD	Cognition	SEMH
Barriers identified by subject leader/ SENDCo/ class teacher	Difficulty in hearing instructions Vocabulary Managing practical interactions	Reading Navigating classroom Managing resources and equipment	Managing physical resources particularly 'fiddly bits' such as cutting and sewing Difficulty recording	Recall of instructions Remembering key facts and vocab Retaining focus	Nosie and movement – overstimulation Sharing equipment Amount of vocab	Waiting and frustration especially when art doesn't look as planned Turn taking Maintaining attention Recording	Understanding of process, language Retention/ application of language knowledge to task Remembering vocabulary	Motivation Participation Team/partner work Sharing materials and 'air-time'
Solutions identified by subject leader/ SENDCo/ class teacher	Positioning in classroom Soundfield Visuals	Positioning Adapted resources Pre-experience/pre-teach	Alternative ways of recording Prepared resources such as pre-threaded needles, cut-out resources	Visual representation and recording Video and pictorial instructions Well-prepared resources	Own set of equipment where possible Sufficient quiet space Well-planned transitions – i.e. between carpet and desk Visual instruction Worked examples Noise defenders	Sufficient quiet space Well-planned transitions – i.e. between carpet and desk Visual instructions Worked examples	Word/definition bank	Clear endpoints Clear expectations Modelling and explanations Clarity Careful pairings Own resources/working alone where appropriate
<ul style="list-style-type: none"> • Clarity of instruction, explanations and modelling are crucial • Ensure that the most important aspect of learning is made clear – cognitive-load theory is relevant for all pupils with SEND both in terms of what pupils see and hear, and are expected to learn • For many pupils with SEND, it is often the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons • Motivation is vital to bring about engagement – if it feels too hard or too easy, it will not be motivating 								

Please consult the SENDCo directly about identifying barriers and solutions for pupils with physical special needs, e.g. muscular dystrophy, cerebral palsy, chronic asthma and epilepsy