

Provision Map for Arts based subjects

In planning lessons we need to consider ways of minimising or reducing barriers to learning so that all learners can fully take part and learn. In some activities, learners with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

For some activities, we may need to provide a 'parallel' activity for learners with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, learners with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Area of need	Provision/adaptations	Art/DT
Dyslexia	Working memory: • Re-cap of previous learning to enable working memory. This could be with a chart to build up each week's key learning in a very visual way. • Re-teaching of the main aspects of previously taught lessons with key information to ensure confusion does not occur. • Learning presented in small chunks. • Access to any visual aids from previous relevant learning. • Present information in a visual form with only the key information for the learner to remember. Processing time: • Additional time to talk through ideas and concepts. • Allow plenty of time for recall. • Repeat instructions using the same language New Vocabulary: • Word mats with pictorial aids if able. • Written prompts • Exaggerate new vocabulary by separating syllables • Use of mnemonics to help remember new vocabulary Multi-sensory: • Use of talk partners	• Simple digital cameras can capture the stages of an activity, the final outcomes or the sights of a visit for later reference. This will act as a 'memory-jogger' for learners who find it hard to retain information.

	• Visually draw concepts to aid understanding • Coloured overlays (also think about the colours of any IWB presentations) • Larger font where able Sequencing: • Repeat instructions and information • Sequencing frames • Written scaffolding to aid recording Recording: • Alternative methods of recording information including audio/visual to ensure key concepts are recorded. • Paired writing	
DCD	• Adaptations when motor skills are being used e.g. recording of information. • Adjustable height desks or standing desks can be used • Peer buddy within lessons • Specialist equipment available • Alternative methods of recording using audio/visual resources • Reduction of requirement to use fine motor skills such as pre-cut resources. • Pencil grips	• Use systems such as racks so that items such as pencils and scissors can be found and put away in the right place easily. • Specialist equipment such as scissors. • Use IT to support activities where learners do not have the necessary mobility and dexterity – eg using software or tools like a graphics tablet to simulate traditional drawing materials. • Use role play and drama to explore different outcomes and scenarios. Timelines can help fix events in child's mind. Teach from 'concrete' to 'abstract' by making concepts relevant to child's own experience. • specialist aids – eg talking weighing scales, jigs

		to aid cutting, templates, patterns, ready-made parts, kettletipping devices, sprung or electric scissors, and " generic aids – eg jumbo pencils if hand control is weak, non-slip mats (dycem) to hold papers, books and equipment in place, BluTac to hold small items or as a temporary fixing (eg for rulers when drawing).
Autism	• Clear sequencing of lessons • Alternative methods of recording information such as use of technology • Task Management boards • Adapted ways of teaching concepts such as diagrams, stories, acting out processes, computer simulations, concept mapping, etc. • Work in groups is sometimes challenging for children on with ASD and so support for social skills at these times will be needed. • Simple audio recorders can be used instead of written notes during investigations or field trips.	• Prep learners for different textures and sensory inputs. Use real objects related to the topic – eg for work on texture, use a range of natural objects such as clay, wool, bark, stones, shells and leaves. • Help learners explore the wider contexts through stories, film and role-play – eg creating 'sensory stories' and acting out processes. • Use starter tasks to help learners assimilate learning from the previous week with that planned for the current lesson – eg for a lesson on facial expression you could ask learners to identify faces suggesting particular emotions in a picture quiz. • Give learners real scenarios and

		design problems that are meaningful. Warn learners when they will need to be flexible, and anticipate and plan to cope with the distress this may cause some learners. For instance, a food product may take between 10 and 15 minutes to cook, and some learners may become distressed if it is not ready exactly on time.
SEMH	- Pre-teach of key concepts - The transition from whole-class to group or independent work, and back, is clearly signalled to allow time for processing. - Support to understand that other people will have different views. - Circle time discussions around different issues. - Clear expectations around behaviour when there are disagreements with others. - Silent debates where learners are requested to put their views on post it notes to share their ideas to avoid conflict. - Thrive support to focus on social skills to enable discussions. - Assign learners particular roles within discussions so they have a clear purpose in the group and keeping them focussed. - Small groups supported by an adult to facilitate conversations.	- Help learners explore the wider contexts through stories, film and role-play – eg creating ‘sensory stories’ and acting out processes. - When learners destroy work or struggle when they make mistakes, highlight the developing ideas and mistakes of professional designers and others. Show how mistakes can be corrected, to remove learners’ fear of making mistakes.
ADHD	- Standing desks - Adult support at the beginning of the lesson to ensure focus and understanding of key concepts. - Laptop to record any written work to enable the focus to be on	Use systems such as racks so that items such as pencils and scissors can be found and put

	understanding the concepts and belief systems. • Small chunks of information with key concepts in pictorial form. With limited calculations or questions on a page. • Avoid unnecessary visual stimuli. • Practical activity to remain physically active where possible. • Re-cap of previous learning to organise thoughts before the lesson. • Small tasks to ensure success. • Encourage learners to connect information or concepts being presented • Repeat directions individually • Use visual maps • Use flash cards as visual aids • Learners with ADHD tend to respond better to concrete learning experiences. They often have high levels of creativity and welcome the chance to learn independent.	away in the right place easily.
Dyscalculia	• Some learners may find the organisation of ideas into a logical way difficult and therefore will need support for this. • Adaptation of tables, data etc and support given for understanding. • Use of IT equipment to support understanding of concepts. • Use mnemonics to aid memory. • Minimise the need to copy down work from the board. Where unavoidable check it has been copied accurately. •	
Speech and Language	• Language is to be clear, unambiguous and accessible. • Key words to be written up with meanings/visual aids. • Instructions are given clearly and reinforced. • Careful preparation to ask questions in a variety of ways enabling learners with S&L	• Learners could share a mind map of ideas with a partner or with a larger group – eg on personal likes and dislikes – for a project on identity or the characteristics of

	difficulties to answer open ended questions. • Learners are allowed time to process and then answer the questions. • Adults to support learners to contribute to lessons. • Some learners will need tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction.	an art movement like Pop Art.
Moderate Learning Difficulties/Global Delay	• Tasks in short chunks to allow for processing and plenty of opportunity for embedding of learning. • Alternative ways to record their ideas such as audio/visual. • Use mind maps, bullet point lists, storyboards to record their learning. • Re-cap of previous learning to enable working memory. This could be with a chart to build up each week's key learning in a very visual way. • Learning presented in small chunks. • Access to any visual aids from previous relevant learning. • Present information in a visual form with only the key information for the learner to remember. • Scaffolded work through use of writing frames. • New vocabulary selected for the key words and explicitly taught in pre-teach. • Show the learner a practical example of what you need them to do giving concrete examples. • Simple audio recorders can be used instead of written notes during investigations or field trips.	• Drawing grids to aid work. • When learners start an art project, move from familiar ideas and themes to exploring new ideas. • Use starter tasks to help learners assimilate learning from the previous week with that planned for the current lesson – eg for a lesson on facial expression you could ask learners to identify faces suggesting particular emotions in a picture quiz.
Physical disability	• Alternative methods of recording their learning.	• Specialist equipment when needed

	Specialist equipment e.g. tactile ridges on measuring glassware for learners with a visual impairment	in relation to physical disability. specialist aids – eg talking weighing scales, jigs to aid cutting, templates, patterns, ready-made parts, kettle tipping devices, sprung or electric scissors, and generic aids – eg jumbo pencils if hand control is weak, non-slip mats (dycem) to hold papers, books and equipment in place, BluTac to hold small items or as a temporary fixing (eg for rulers when drawing).
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