

Adaptions for Vulnerable Pupils – Art and DT

Teachers will;

- **Set high expectations for every pupil to teach them the full curriculum, whatever their prior attainment.**
- **Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.**

(From Upper Nidderdale Primary Federation SEND Policy – Sep 2022)

- Teachers will repeat and display key information to reduce children reliance on memory.
- Mental processing and explanations of complex tasks are simplified i.e. step by steps provided.
- Teachers will provide visuals when introducing new or ambiguous language. New vocabulary will be taught explicitly.
- Pencil grips will be provided to support children with fine motor difficulties when using paint brushes.
- Work will be clearly modelled and done at a pace so that all children can ‘keep up’
- Pre-prepare resources where necessary i.e. if children are required to do a lot of cutting, provide some pre-cut items.
- Provide regular opportunities to celebrate ALL children’s work and progress, even the tiny steps.
- Planning should take account of different learning styles and include a good variety of skills: drawing, painting, printing, collage, 2D, textiles etc.
- Teachers will nurture a sense of achievement.

<https://dera.ioe.ac.uk/13796/1/informationandcommunicationtechnologyict.pdf>