** Adapting the curriculum for pupils with SEND in Art**

***Art is inclusive, and all pupils are given opportunity to travel the same creative journey regardless of their ability to access core lessons.***

* SEND pupils often benefit from an explicit focus and pre-teaching of disciplinary vocabulary.
* For visually impaired pupils, Art learning may necessitate audio description of images. Art may also be a tactile experience – handling real paintings and sculptures to feel the textures.
* For dyslexic pupils, artists research can be completed through visual literacy and notes can be made in sketch format, removing the reading and writing barrier.
* For pupils with fine motor difficulties, chunky tools such as pencil and paintbrushes may be provided to support grip and control. Other equipment to support access may also be used.
* Teachers may identify and break down the components of the subject curriculum into manageable chunks using an ‘I Do – You Do’ sequence to allow pupils to see a modelled technique or outcome before creating their own.
* The use of high quality a that are easily accessible often scaffold the learning for SEND pupils.