



## Barriers to and solutions for Engagement, Progress and Achievement in Art and Design

- Clarity of instruction, explanations and modelling are crucial
- Support **motor planning** for children with certain types of SEN
- Provide **explicit skill teaching** for those who need it
- Ensure that children can see success
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating
- Adapt to go with interests of the children
- Children could be especially talented in art of course

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC/ADHD	Speech and Language	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> <li>• Difficulty in hearing instructions from teacher/peers</li> <li>• Filtering noise to hear what is important</li> <li>• Focus during noisy activities</li> <li>• Low self esteem</li> <li>• Difficulty with vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in producing fine detailed work</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in recording</li> <li>• Cutting out and sticking in</li> <li>• Difficulty using tools- eg brushes to do lines of different width</li> <li>• Safety with tools - cutting</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty recalling instructions</li> <li>• Difficulty recalling prior learning</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and movement – overstimulating</li> <li>• Sharing space and equipment with others</li> <li>• Lack of interest in topics</li> <li>• Sensory issues</li> <li>• Maintaining attention to finish work</li> </ul>	<ul style="list-style-type: none"> <li>• Unfamiliar vocabulary</li> <li>• Following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in understanding cause and effect</li> <li>• Difficulty recording in a way which supports learning and retrieval</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Participation</li> <li>• Team/partner work</li> <li>• Sharing materials and “air-time”</li> <li>• Confidence and fear of failure</li> <li>• Work can bring up emotions</li> </ul>



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Solutions Identified by subject co-ordinator	<ul style="list-style-type: none"> <li>• Vocab lists and explanations</li> <li>• Position within the class</li> <li>• Place near the teacher for support</li> </ul>	<ul style="list-style-type: none"> <li>• Enlarged resources</li> <li>• Colour aids</li> <li>• Modelling under visualizer</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative ways of recording</li> <li>• Simplification of diagrams</li> <li>• Practise skills</li> <li>• Step by step instructions or modelled with an adult</li> <li>• Supportive partner</li> <li>• Specialised equipment e.g., scissors</li> <li>• Demonstrate side-by-side</li> </ul>	<ul style="list-style-type: none"> <li>• Visuals to support order of working</li> <li>• Repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Visual representation especially with instructions</li> <li>• Focus on a particular interest if this motivates them</li> <li>• Headphones</li> <li>• Own equipment and own space</li> <li>• Rest breaks</li> <li>• Ear defenders if needed</li> <li>• Be aware of sensory issues – not required to touch certain items/ textures</li> <li>• Pre-warn certain textures- eg clay</li> <li>• Allow time for sensory exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Step by step instructions</li> <li>• Visuals</li> <li>• Vocabulary list</li> </ul>	<ul style="list-style-type: none"> <li>• Word banks</li> <li>• Alternative methods of recording</li> <li>• Group selection</li> <li>• Key words list</li> <li>• Use of ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Clear end points</li> <li>• Clear expectations</li> <li>• Modelling and explanations clarity</li> <li>• Celebrate successes</li> <li>• Display board work child is proud of</li> <li>• Group selection</li> <li>• encouragement</li> </ul>