

**Barriers to and solutions for Engagement, Progress and Achievement in Art/DT**

|                                                                   | <b>Hearing Impairment</b>                                                                                                                                | <b>Visual Impairment</b>                                                                                                                | <b>Dyspraxia (fine/ gross motor)</b>                                                                                                                                  | <b>Memory/ processing</b>                                                                                                                                              | <b>ASD</b>                                                                                                                                                                                                                                                                     | <b>ADHD</b>                                                                                                                                                                                           | <b>Cognition</b>                                                                                                                                                                         | <b>SEMH</b>                                                                                                                                                                                                                           |
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| <b>Barriers identified by SENCo/Class teacher</b>                 | <ul style="list-style-type: none"> <li>• Difficulty in hearing instructions</li> <li>• Vocabularly</li> <li>• Managing practical interactions</li> </ul> | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Navigating classroom</li> <li>• Managing resources and equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Managing physical resources particularly “fiddly bits” such as cutting and sewing</li> <li>• Difficulty recording</li> </ul> | <ul style="list-style-type: none"> <li>• Recall of instructions</li> <li>• Remembering key facts and vocab</li> <li>• Retaining focus</li> </ul>                       | <ul style="list-style-type: none"> <li>• Noise and movement- over stimulation</li> <li>• sharing equipment</li> <li>• amount of vocab</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>• waiting and frustration especially when art doesn’t look as planned</li> <li>• turn taking</li> <li>• maintaining attention</li> <li>• recording</li> </ul>  | <ul style="list-style-type: none"> <li>• understanding of process, language</li> <li>• retention/ application of language knowledge to task</li> <li>• remembering vocabulary</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> </ul>                                                                      |
| <b>Solutions Identified by subject lead, SENCO, Class teacher</b> | <ul style="list-style-type: none"> <li>• Positioning in classroom</li> <li>• Soundfield</li> <li>• visuals</li> </ul>                                    | <ul style="list-style-type: none"> <li>• positioning</li> <li>• adapted resources</li> <li>• pre-experience/pre-teach</li> </ul>        | <ul style="list-style-type: none"> <li>• alternative ways of recording</li> <li>• prepared resources such as pre-threaded needles, cut out resources</li> </ul>       | <ul style="list-style-type: none"> <li>• visual representation and recording</li> <li>• video and pictorial instructions</li> <li>• well prepared resources</li> </ul> | <ul style="list-style-type: none"> <li>• Own set of equipment where possible</li> <li>• Sufficient quiet space</li> <li>• Well planned transitions – ie between carpet and desk</li> <li>• Visual instruction</li> <li>• Worked examples</li> <li>• Noise defenders</li> </ul> | <ul style="list-style-type: none"> <li>• Sufficient quiet space</li> <li>• Well planned transitions – ie between carpet and desk</li> <li>• Visual instructions</li> <li>• Worked examples</li> </ul> | <ul style="list-style-type: none"> <li>• Word/definition bank</li> <li>•</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>• Clear end points</li> <li>• Clear expectations</li> <li>• Modelling and explanations clarity</li> <li>• Careful pairings</li> <li>• Own resources/working alone where appropriate</li> </ul> |

- 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