

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

- Clarity of instruction, explanations and modelling are crucial
- Be aware of safety with the use of materials
- 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

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Focus during noisy activities • Low self esteem • Difficulty with vocabulary. 	<ul style="list-style-type: none"> • Difficulty in reading grid references • Reading compasses • Staff expertise 	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Cutting out and sticking in 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect • Interest in topics • Sensory issues 	<ul style="list-style-type: none"> • Waiting + frustration • Fairness • Organisation of resources • Maintaining attention 	<ul style="list-style-type: none"> • difficulty in understanding cause and effect • difficulty recording in a way which supports learning and retrieval 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and “air-time” • Confidence and fear of failure



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Solutions Identified by subject co-ordinator	<ul style="list-style-type: none"> • Pictorial representations • Video • Vocab lists and explanations • Position within the class • Place near the teacher for support 	<ul style="list-style-type: none"> • Enlarged resources • Knowledge organisers • Technology if needed • Training for staff • Colour aids 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams • Practise skills • Step by step instructions or modelled with an adult • Supportive partner • Specialised equipment e.g., scissors 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Dual coding • Pre and reteaching • Visuals • Repetition 	<ul style="list-style-type: none"> • Visual representation • Knowledge/graphic organisers • Focus on a particular interest if this motivates them • Headphones • Calming music • Own equipment • Own space • Rest breaks • Ear defenders if needed • Be aware of sensory issues – do not force to touch certain items 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Step by step instructions • Visuals • Pre-teaching of skills 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Dual coding • Word banks • Alternative methods of recording 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Modelling and explanations clarity • Celebrate successes • Display board

