

Inclusion – Subject	
Our Curriculum INTENT	At The Leys Primary School and Nursery, we believe that art is a vital part of the education of all children, that it stimulates creativity, imagination and inventiveness. We believe that art gives our pupils the skills, concepts, and knowledge necessary for them to express responses to ideas and experiences. We also recognise Art as a vital tool to support wellbeing and will equip the children to reflect on their experiences throughout their lives. As Art stimulates thinking creatively, this is a lifelong skill that the children will need as adults. At the Leys, we aim to ensure we offer a broad, vibrant and ambitious art and design curriculum that will engage, inspire and challenge our pupils. Our curriculum provides children with the knowledge and skills to create their own works of art whilst also supporting them to think critically. Our specific aims are that all pupils: - Produce creative work, exploring their ideas and recording experiences - Become proficient in drawing, painting, sculpture and other art, craft and design techniques - Evaluate and reflect upon their own and others work - Explore great artists, craft makers and designers and understand their place in history and culture. Outcomes When the children leave The Leys in year 6 they will have used a variety of different media and techniques each year. They will be able to select, justify and use a variety of appropriate media and techniques to achieve a specific outcome. They should have a sound knowledge of a range of artists and different artistic styles and art forms, understanding how to replicate these, as well as building their knowledge and skills each year. The children will have an understanding of the uses of various mediums, their uses and be able to select appropriate tools. This will result in each child beginning to develop their own artistic style and being able to express their preferences over a variety of mediums.
SEND	

Areas of Need	Cognition and Learning <i>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and Specific Learning Difficulties (SpLD) encompassing a range of conditions including dyslexia, and dyscalculia.</i>	Communication and Interaction <i>Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic children are likely to have particular difficulties with social interaction.</i>	Physical and sensory <i>Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided and they may require additional ongoing support and equipment to access all the opportunities available to their peers. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.</i>	Social Emotional and Mental Health <i>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</i>
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Possible Barriers	• Recall of instructions • Use of specific language • Delay between instruction and task results in forgetting • Accessing learning due to poor literacy, processing or cognitive skills • Difficulties with recording numerals or applying skills Missed lessons create gaps in sequential art processes (e.g., printmaking, clay work). Reduced working memory affects recall of previously taught techniques. Difficulty keeping pace with peers may lead to incomplete outcomes. Limited access to materials at home widens skill gaps in drawing, shading, or research. Underdeveloped vocabulary affects understanding of art terminology. Working memory difficulties impact multi-step processes. Pupils with ADHD may struggle with multi-step	• Children may struggle to communicate their view and express opinions • Language and understanding difficulties • Sharing space and equipment with others • Working in a group • Abstract scenarios to Understand Poor peer relationships may affect collaborative art activities. Autistic pupils may find group critique or collaborative art tasks challenging, especially when communication relies heavily on spoken English. Pupils with ADHD may interrupt or struggle to wait during discussions, affecting turn-taking in critique. Pragmatic language differences may make interpreting instructions, humour, or figurative language in art more difficult.	• Recording information • Difficulty in hearing instructions from teacher or ideas from peers • Visual challenges of diagrams and graphs Difficulties physically completing practical lessons such as PE, art, music, DT etc. Chronic health conditions may limit stamina for practical tasks. Irregular routines may lead to missed demonstrations or safety modelling. Autistic pupils may experience sensory overload from the art room environment (textures, smells, noise), intensified when instructions are unclear due to language barriers. Pupils with ADHD may be more sensitive to movement and visual distractions.	• Difficulty in taking turns and sharing ('air-time') • Difficulty with not succeeding Children who struggle may become upset/angry/withdrawn particularly in subject areas they find more difficult. Difficulty attending school. Low sense of belonging may reduce engagement in creative tasks. Dysregulation may appear during transitions or messy activities. Emotional distress linked to absence may affect participation in expressive art. Pupils with ADHD or Autism may experience heightened anxiety when unsure of expectations due to language gaps. Low confidence may be amplified when pupils cannot express artistic ideas clearly in English. Social isolation may be more pronounced for autistic pupils navigating both language and social communication differences.
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	art processes when combined with language barriers, leading to cognitive overload. Autistic pupils may find abstract or metaphorical art language difficult, especially when English is an additional language. Limited English proficiency can mask underlying learning needs such as dyslexia or processing difficulties.			
Provision	• Key words displayed and introduced prior to lesson • Use of shorter/less complex sentences in resources given • Pictorial representation • Constant retrieval opportunities and reinforcement • Reduction in verbal instruction • Writing frames and sentence stems available • Provide modified version • Use of voice recording • Relevant choice of program • Word/definition bank	• clear structure of lesson with minimal periods of inactivity • safe space and safe people identified for learning • Pre-teaching and consistency of rules and expectations • Writing frames and sentence stems available • Discuss answer with a partner first to allow processing time • Alternative ways of expressing views e.g. white board, filmed on iPad • Ensure any written information is also explained verbally • Use of simple instructions - small steps with modelling • Visual aids and dual coding	• positioning in learning space • use of communication in print/signals • visual modelling • instruction in classroom before lesson • audio equipment • Provide additional ways to record info(video/ICT etc) • peer support • specialist and adapted equipment • Use of online resources to enable zoom in/out • Enlarged resources • Simplification of resources • Pre-prepared resources eg ready cut out images Offer adapted tools: thicker pencils, pencil grips	• Specific rules and expectations • Work on resilience • Time out/movement breaks • Have clear expectations of group work or smaller groups • Ensure consistency • Own set of equipment where possible • Ensure content being used in lesson is considered and approached in a sensitive manner • Therabands on chair legs

	• Coloured paper and 'white'boards Coloured overlays Use of a scribe or voice activated software Break multi-step art processes into short, manageable chunks with visual sequencing (photos, icons, colour-coded steps). Provide pre-modelled examples and partially completed templates to reduce cognitive load. Use dual-coded vocabulary mats for key art terms (tone, texture, composition, contrast). Offer scaffolded sketchbook pages (frames, prompts, sentence starters, guided annotation). Provide step-by-step demonstrations that remain visible throughout the lesson (live camera, printed sequence). Allow extra processing time before expecting pupils to begin practical tasks. Use timers or visual countdowns to support pupils with ADHD who struggle with pacing.	• Own set of equipment where possible Provide visual communication supports: gesture modelling, diagrams, labelled examples, and dual-coded vocabulary. Use sentence stems for critique and reflection ("I noticed...", "This creates...", "I chose to..."). Allow pupils to rehearse ideas verbally or with a partner before sharing with the group. Offer structured talk frames for group critique to reduce social pressure. Provide clear, literal instructions—avoid idioms or figurative language that may confuse autistic pupils. Use visual timers and "first-then" boards to support transitions between art stations. Allow alternative communication methods (pointing, selecting images, using symbols) for pupils who find verbal expression difficult. Model social expectations explicitly during collaborative art tasks (turn-taking, sharing tools, giving feedback). Provide quiet or low-demand roles in group work for pupils who find interaction overwhelming. Use consistent language for tools and techniques to reduce ambiguity.	Provide alternative seating or standing options (stools, wobble cushions, leaning desks). Reduce sensory overload by offering quieter workspaces, low-stimulus corners, or noise-reducing headphones. Allow pupils to opt out of triggering textures (e.g., clay, chalk) and use alternatives (air-dry foam, digital drawing). Provide tactile markers or raised outlines for pupils with VI to support shape and boundary recognition. Ensure clear pathways and uncluttered workspaces for pupils with mobility needs. Offer enlarged resources, high-contrast images, or digital zoom for pupils with VI. Use visual demonstrations rather than purely verbal explanations for pupils with hearing impairments. Provide predictable routines for material handling to reduce anxiety for autistic pupils. Allow movement breaks for pupils with ADHD or sensory regulation needs.	• Adapted seating styles e.g. standing station, gym ball, wobble cushion • Use of fiddle toy • Access to a safe space Offer opt-in sharing rather than compulsory critique to protect vulnerable pupils. Use calm, predictable routines to reduce anxiety (same seating, same order of tasks). Provide a quiet, low-demand workspace for pupils who become overwhelmed. Use art as a regulation tool: controlled mark-making, colour blending, sensory materials. Offer private feedback rather than public critique for pupils with low self-esteem. Provide clear success criteria to reduce fear of failure. Allow pupils to choose themes that feel emotionally safe (avoid forced autobiographical work). Use co-regulation strategies: calm tone, reduced language,
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	Offer alternative ways to show understanding (photographs, voice notes, labelled drawings instead of extended writing). Provide predictable routines for setting up and clearing away to support autistic pupils who rely on structure. Reduce working memory load by keeping instructions short, repeating key steps, and displaying them visually. Offer choice of outcome to reduce anxiety and support autonomy (e.g., pencil, collage, digital). Pre-teach or over-learn key techniques for pupils who need repetition (shading, blending, brush control).			modelling emotional regulation. Provide check-ins before practical tasks for pupils with trauma or attachment needs. Build in opportunities for mastery to boost confidence (guided tasks, achievable outcomes).
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Other Areas					
Areas of Need	EAL	Attendance	Pupil Premium	Trauma and Parent conflict	Young Carer
	<i>Disadvantage arises from limited English proficiency affecting access to curriculum language. Barriers include vocabulary gaps, academic</i>	<i>Disadvantage comes from missed learning and disrupted continuity. Barriers include knowledge gaps, low confidence, anxiety about</i>	<i>Disadvantage arises from socioeconomic factors that limit access to resources, enrichment and stable learning routines. Barriers include</i>	<i>Disadvantage is created by emotional distress and the impact of trauma on attention, memory and regulation. Barriers</i>	<i>Disadvantage stems from adult-level responsibilities causing fatigue and reduced capacity for learning. Barriers include tiredness, missed</i>

	<i>language difficulties, lower confidence, cultural differences, gaps in their knowledge of National Curriculum and limited parental support in English.</i>	<i>returning, reduced routines, weaker peer relationships, and increased risk of disengagement.</i>	<i>lower early language exposure, reduced cultural capital, inconsistent home learning support, financial constraints affecting participation, higher stress levels, and reduced confidence or readiness to learn.</i>	<i>include hypervigilance, emotional dysregulation, slower processing, attachment difficulties, social challenges, and instability at home.</i>	<i>homework, anxiety about home, irregular attendance, isolation, stress and limited family support for school.</i>
Possible Barriers	Limited English proficiency Academic language vs. social language gap Limited first-language literacy (or no literacy) Slow reading, misunderstanding texts Writing difficulties Cultural differences Lack of confidence / low self-esteem Social isolation / difficulties integrating Emotional stress / trauma (for some) Variation in previous educational experience Lack of subject understanding Parental engagement and home support limitations Misdiagnosis or masking of additional needs Difficulty understanding art vocabulary (tone,	Gaps in learning Difficulty keeping up with curriculum pace Reduced working memory load / cognitive overload Lower engagement and reduced motivation Anxiety about returning Poor peer relationships Low self-esteem School non attendance linked to emotional distress Dysregulated behaviour Irregular morning routines Chronic health conditions Poor physical wellbeing Missed support interventions Low sense of belonging or lack of trusted adults Perceived lack of relevance Absence may hide unmet needs	Reduced opportunity for enrichment activities Limited access to learning resources at home (books, internet-enabled devices, quiet study space) Food insecurity More frequent mobility or housing instability Underdeveloped vocabulary Limited Cultural Capital Parents may face time, confidence or resource limitations Children may internalise low expectations Financial Barriers Affecting Participation Limited access to art materials at home widening skill gaps in drawing, shading, or sketchbook development. Limited access to digital resources for artist	Struggle to sustain attention Easily distracted by noise or movement Impact on executive functioning Working memory difficulties Slowed processing speed Difficulty with problem-solving and reasoning Difficulty with transitions Gaps in learning Hypervigilance Emotional dysregulation Attachment-based difficulties Anxiety and worry Ongoing fear about home situations Low self-esteem and self-worth Negative self-narratives	Fatigue and reduced concentration Difficulty completing homework Inconsistent engagement in lessons - tiredness, stress, worry Gaps in learning Emotional exhaustion High stress levels Shame, embarrassment or fear of stigma Low self-esteem Difficulty forming or maintaining friendships/ isolation Limited participation in extracurricular activities Irregular attendance/ punctuality Limited parental engagement Fatigue reducing concentration, fine motor control, and stamina for practical tasks.

	texture, composition) due to limited English proficiency. Misunderstanding multi-step instructions, especially when delivered verbally or quickly. Struggles with annotation, critique language, and written reflection tasks. Cultural differences leading to unfamiliarity with artistic symbolism, Western art traditions, or artist references. Low confidence when sharing ideas verbally in critiques or group tasks. Social isolation affecting collaboration in practical art activities. Difficulty processing figurative or abstract language often used in art. Sensory overload in a busy art room intensified by uncertainty about expectations. Language barriers masking underlying SEND needs such as Autism, ADHD, Dyslexia or processing difficulties.	Gaps in learning from missed lessons affecting continuity in long-term art projects. Difficulty recalling previously taught techniques due to disrupted routines. Anxiety about returning to a practical subject where peers are further ahead. Reduced motivation or engagement when feeling behind or disconnected from the project narrative. Poor peer relationships affecting group tasks or shared resource use. Missed safety demonstrations leading to reduced confidence with tools and materials. Dysregulation during transitions or messy activities due to disrupted routines. Fatigue or poor physical wellbeing affecting stamina for practical tasks.	research or visual inspiration. Underdeveloped vocabulary affecting understanding of art terminology. Reduced cultural capital leading to unfamiliarity with artists, galleries, or artistic movements. Difficulty completing homework or sketchbook tasks due to lack of space, time, or support. Fatigue or stress affecting concentration and fine motor control. Internalised low expectations reducing risk-taking and creativity. Shame or embarrassment about resources affecting participation in enrichment activities.	Fight/flight/freeze responses Impulsivity Difficulty following instructions Difficulty making or keeping friendships Social withdrawal Conflict with authority Lack of co-regulation at home Hypervigilance making the sensory environment of the art room overwhelming. Emotional dysregulation triggered by open-ended, expressive, or identity-based art tasks. Difficulty trusting adults during feedback or critique due to attachment-based needs. Fight/flight/freeze responses when tasks feel challenging, messy, or unpredictable. Low self-esteem affecting willingness to share work or take creative risks. Difficulty forming or maintaining friendships impacting group art tasks. Avoidance of certain materials or textures due	Difficulty completing sketchbook homework due to caring responsibilities. Inconsistent engagement or attendance leading to gaps in long-term projects. High stress levels affecting ability to follow multi-step instructions. Emotional exhaustion reducing creativity, resilience, and risk-taking. Shame or fear of stigma limiting participation in critique or group work. Difficulty forming friendships impacting collaborative art tasks. Reduced participation in enrichment activities (clubs, trips, competitions). Anxiety about home responsibilities affecting focus during lessons.
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Provision	Key words displayed and introduced prior to lesson • Use of shorter/less complex sentences in resources given • Pictorial representation • Use of videos, songs and photographs to aid recall • Writing frames and sentence stems available (with oral rehearsal) • Provide modified version • Dual language word/definition bank or dual language dictionaries • Dual-coding and graphic organisers. • Pre-teaching key vocabulary • Opportunities for structured talk (paired talk, talk frames, modelling).	• Warm welcomes at the classroom door. • Clear routines so the child can reintegrate quickly after absence. • Positive recognition when attendance improves. • A key adult check-in at the start of lessons/day. • Recap opportunities for missed learning • Short retrieval quizzes • Knowledge organisers • Scaffolded resources to bridge missed content. • Use of pupil interests to improve buy-in. • Clear expectations with consistent routines.	• Explicit instruction and modelling. • Retrieval practice and frequent revisiting of prior knowledge. • Scaffolding: sentence stems, model texts, graphic organisers. • Targeted questioning to ensure participation. • Vocabulary teaching woven into all subjects. • Opportunities for structured talk and discussion. • Reading fluency practice and exposure to high-quality texts. • Clear success criteria and guided practice. • Regular feedback that is specific and manageable. • Providing equipment (pencils, rulers, calculators).	• Calm, predictable routines and visual timetables. • Relationship-based approach: consistent adult who checks in. • Emotionally neutral responses to dysregulation (non-escalation). • Safe space or calm corner for self-regulation. • Use of co-regulation strategies - modelling calm tone, breathing, grounding. • Pre-warning of changes/unexpected events. • Chunking tasks and offering choices to increase sense of control. • Avoiding sudden demands; using	• Flexible homework deadlines. • Understanding when the child arrives tired or distracted. • Low-pressure check-ins rather than high-pressure questioning. • Help with organisation: lists, planners, chunked tasks. • Opportunities for supported catch-up. • Access to a trusted adult for check-ins. • Peer support or buddy system to reduce isolation. • Positive reinforcement to build self-esteem. • Ensuring they know

•Slower, clearer teacher speech without oversimplifying content. •Repetition and rephrasing of instructions. Chunking tasks to remove unnecessary language load. Demonstrating tasks before asking pupils to attempt them. concrete examples Seating that supports peer modelling and interaction Use dual-coded vocabulary mats for key art terms with images, symbols and simple definitions. Provide visual step-by-step instructions for all practical processes (photos, diagrams, icons). Model techniques slowly with repetition and keep the demonstration visible throughout. Offer sentence stems for annotation and critique ("I used...", "This creates..."). Allow pupils to record ideas using drawings, labels, voice notes or	• Short, achievable tasks to rebuild confidence. Provide catch-up booklets or visual summaries of missed steps in ongoing projects. Use "mini-modelling" sessions for pupils returning after absence to rebuild confidence. Keep routines predictable so pupils know what to expect even if they've missed lessons. Offer flexible deadlines for sketchbook work or practical outcomes. Use peer buddies to help pupils reintegrate into group tasks. Provide scaffolded versions of tasks so pupils can re-enter learning at an accessible point. Break down long projects into small, achievable chunks to reduce overwhelm. Offer low-stakes warm-up tasks to rebuild engagement.	•Offering printing of homework or adaptation of tasks to be achievable at home. •Ensuring pupils are not excluded from group work or enrichment experiences. •Warm, relational approach. Provide all essential materials in school (sketchbooks, pencils, brushes, digital access). Allow pupils to complete sketchbook tasks in school time if home resources are limited. Use explicit teaching of art vocabulary and concepts to build cultural capital. Offer structured research templates for artist studies to reduce reliance on home internet access. Provide enrichment opportunities in school (artist of the week, gallery walks, mini-exhibitions). Use chunked instructions and visual scaffolds to support working memory. Provide calm, predictable routines to reduce stress	invitational language. •Regular check-ins ("How can I help you get started?"). •Acknowledging feelings without probing ("It looks like you're finding this hard; I'm here to help."). •Building trust through small, predictable interactions. •Reduced sensory overload where possible. •Opportunities for movement breaks and sensory regulation. Provide a calm, predictable environment with clear routines and visual timetables. Offer a quiet, low-stimulus workspace for pupils who become overwhelmed. Avoid forced autobiographical or emotionally exposing art tasks; offer safe alternatives. Use grounding activities such as controlled mark-making, colour blending or pattern work. Give feedback privately and gently, focusing on strengths first. Use co-regulation	how to access help privately. Offer flexible deadlines for sketchbook and project work. Provide opportunities to complete homework in school time. Use chunked tasks and visual scaffolds to support tired or overwhelmed pupils. Provide a calm, low-demand entry task at the start of lessons. Allow pupils to choose roles in group work that match their energy levels. Offer quiet spaces for pupils who need emotional decompression. Provide predictable routines and clear expectations to reduce cognitive load. Celebrate effort and progress to build self-esteem. Check in regularly to identify hidden
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	word banks instead of extended writing. Pre-teach key vocabulary or artist names in small groups. Pair pupils strategically with supportive peers for collaborative tasks. Use culturally diverse artists and examples to build relevance and connection. Reduce figurative language and give clear, literal instructions.	Provide private check-ins to reduce anxiety about being behind. Re-teach safety routines calmly and without drawing attention to absence.	and build confidence. Celebrate small successes to counter internalised low expectations. Offer choice in materials and outcomes to increase ownership and motivation.	strategies: calm tone, reduced language, modelling emotional regulation. Provide clear, step-by-step instructions to reduce anxiety. Allow pupils to opt out of group critique or share work anonymously. Avoid sensory triggers (e.g., strong smells, messy textures) unless pupils choose them.	stress or fatigue.
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Adaptive teaching key points

- Think **STEP** – Space, Task, Equipment, People
 - Pre-teach vocabulary e.g. whilst getting equipment out
 - Re-cap vocabulary and skills e.g. whilst putting equipment away at the end of the lesson
 - Celebration of disabled key people in the field can show all pupils what is possible – without this, there is a risk of exclusion
 - Clarity of instruction, explanations and visual modelling are crucial
 - Ensure resources are suitable for all
 - Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating
 - 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.
- Keep demonstrations visible throughout the lesson using a visualiser or step-by-step display.
- Use “I do – we do – you do” modelling to scaffold independence.