



## Adaptations to remove potential barriers in the curriculum

### Subject: Art

Potential barrier	Strategies to overcome barrier
Difficulty with retraining vocabulary	- Consider pre-teaching key vocabulary, or include in Word Aware, then ensure multiple and regular exposure to these words - Word mats with key vocabulary using Widget
Difficulty reading	- Partner with a child who can read key information to them - Work in a smaller group with a TA
Children who struggle with change and transition	- Art lessons to follow Kapow teaching sequence to keep consistency - Visual timetable to show when Art lessons will occur - Art taught in a block at the end of each first half term in autumn, spring and summer so children know when it will occur
Needing extra time to process questions	- Always allow for plenty of thinking/talking/practise time before asking children to comment or do
Reducing reliance on memory	- Use of Kapow film clips to show models and examples of what the children could do (giving options 'this' or 'that') - Make sure they understand the task and the expectations - Be prepared to go over something multiple times - Use clear short instructions
Children who struggle with fine/gross motor skills	- Use adapted tools (scissors, pencils) - Use large paper and take photograph/stick into sketchbooks

#### Additional strategies

- Check understanding through careful questioning, asking children to explain to a partner or applying skills/knowledge to a different context
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied