



Strategies to remove potential barriers in the curriculum Subject: Art

Potential barrier	Strategies to overcome barrier
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> - Pre-teach key vocabulary, then ensure multiple and regular exposure to these words. - Display vocabulary in classroom - Word mats with key vocabulary
Difficulty reading	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Art lessons to follow teaching sequence to keep consistency - Visual timetable
Needing extra time to process questions	<ul style="list-style-type: none"> - Always allow for plenty of thinking/talking/practise time before asking children to comment or do
Reducing reliance on memory	<ul style="list-style-type: none"> - Use of teacher modelling 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	<ul style="list-style-type: none"> - 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