



## **SEND Curriculum Access Statement**

### **Intent at Western Road School**

In our school, exciting and engaging learning takes place. Every pupil has access to a broad, balanced and creative curriculum. We set high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments. Our curriculum is based on the school's values and developing pupils' awareness of how they learn best as individuals. This is further underpinned with understanding of their own physical and mental wellbeing which is interwoven throughout the curriculum. The emphasis is on learning from first-hand experience and existing knowledge, developing skills, knowledge and understanding in practical and relevant contexts, with an awareness of how they are learning. In all subject areas, teachers at Western Road School will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

### **Intent at Western Road School for Art**

Being an Artist at Western Road means;

1. Exploring our creativity: We explore our ideas and record our experiences using and developing different mediums and techniques. We want our children to experiment with paints, photography, collage, fine art drawing, ceramics, sculpture, textiles and other media to increase awareness of different kinds of art, craft and design.
2. Become proficient in using different mediums to create and communicate: We develop technical skills to improve their mastery of art and design techniques including drawing, painting, sculpture and other art, craft and design techniques such as printing, collage and textiles.
3. Evaluate and analyse creative works: Art & Design involves a lot of analysis and evaluation of creative works. We will do this by:
  - Exploring different creative works such as the work of other artists (historical and contemporary)

- Using and evaluating secondary sources such as information books, websites and documentaries.

- Creating questions for analysing and evaluating.

- Debating and discussing different creative works using the language of art, craft and design. This will support and guide us to be able to understand, appreciate and critique our own work, as well as the work of our peers.

4. Explore and appreciate the work of different artists: By the time we leave school, we should:

- Have a good understanding of the technical vocabulary used in art, craft and design.

- Have an understanding of the historical and cultural developments of different art forms.

- Have knowledge about the work and impact of a range of artists, craft makers, architects and designers from history, describing the differences and similarities between different practices and disciplines, and making links to their own work.

- Have links with/ visited different galleries.

5. Developing our preferences, likes and dislikes. As artists we should have opinions about art and develop our own preferences. We should be able to communicate and articulate our opinions using artistic vocabulary, further developing our oracy skills.

6. Sharing and producing art work. We want our school to be an environment that celebrates art. Through progression of skills, we want to share the creative journey of our art work. Whether in class, display boards, gallery events or even producing our work for community projects, we want our art work to enhance and improve our environment. We will create sketch books to record observations, annotations and evaluations, using them to review and revisit ideas.

### **Curriculum Access**

It is our aim that by the time **EVERY** child leaves Western Road Primary School, they have experienced a wide range of visual arts and hopefully found an area that is meaningful and engaging to them. This might be through drawing, making, designing or talking about artwork.

To achieve this, it's important that we create as many different kinds of opportunities as possible and a range of accessible activities. Our Art curriculum provides a balanced, yet rich offering with progression of knowledge and skills woven throughout. This is from years of successful planning and engaging topics.

Teachers will help pupils with SEND to overcome any barriers to participating and learning by making 'reasonable adjustments' needed to include all pupils. We strongly believe art should be accessed by every pupil. To make sure the lessons are inclusive, teachers will

anticipate what barriers to taking part and learning may post for pupils with SEND. Some modifications or adjustments will be make or small steps provided so that the child can achieve and access the learning goal.