



Subject Specific and Generic QFT Approaches – Art

Although identified within the four broad areas of need, we acknowledge that a child may demonstrate difficulty across more than one area and that a variety of strategies may be used to create personalised programmes for children with SEND. We also acknowledge that QFT is beneficial to all children, not just those with SEND.

Our SEND vision: For all children and young people with special educational needs and disabilities to dream, believe and achieve.

Communication & Interaction

Potential Barriers to Learning

- Communication, speaking and listening difficulties
- Sensory overload
- Anxiety
- Focus/concentration difficulties
- Difficulty in explaining ideas
- Difficulty making links between artists and theirs/others work

QFT Strategies/Reasonable Adjustments

- A variety of strategies for talk based activities such as paired talk, thinking time
- Use of reasonable adjustments such as fidget toys/change places in classroom
- Provide learning breaks, sensory circuits, sensory breaks, movement breaks
- Use of now/next boards, timers, visual timetables
- Scaffolded writing frames
- Small step learning, one step instructions and repetition of instructions
- Multi-sensory approach to enable 'sticky' learning
- Pictorial cues
- Key vocabulary displayed and visuals of key concepts given
- Minimal use of abstract concepts and language
- Symbols to minimise written or speaking barriers



Social, Emotional and Mental Health

Potential Barriers to Learning

- Withdrawn, depressed behaviours
- Difficulty with social interaction
- Challenging or disruptive behaviour
- Low confidence/self-esteem

QFT Strategies/Reasonable Adjustments

- Nurture provision where required
- Opportunities for success and achievement built into the lesson
- Encourage emotional literacy
- Safe spaces provided in class
- Reasonable adjustments offered – worry worms, fidget toys, stress balls
- Parallel working – I do, you do

Cognition & Learning

Potential Barriers to Learning

- Retaining knowledge
- Too reliant on TA/Teacher support
- Dysgraphia
- Difficulties with task completion
- Need for processing time
- Need for repetition and consolidation of key vocabulary
- Poor organisational skills
- Difficulty in explaining ideas

QFT Strategies/Reasonable Adjustments

- A variety of ways in which to record and demonstrate knowledge e.g. through art, drama, music, dance interpretation, digital voice recording, word processing
- Knowledge organisers with golden nuggets highlighted
- A variety of assessment strategies such as quizzes
- Use of pale yellow paper/screens, coloured overlays,
- Small steps learning
- Use of thinking time, paired talk
- Providing opportunities for over-learning and multi-sensory approaches
- Use of vocabulary lists, word banks, mnemonics, working walls with prompts and cues
- Providing opportunities for over-learning and multi-sensory approaches
- Scaffolded/differentiated questioning and lesson content
- Shared success criteria, expectations of the lesson
- Live demonstrations or video tutorials
- Pre-teach, small group support
- Symbols to minimise written or speaking barriers
- Targeted questioning
- Parallel working – My turn, your turn, magnet eyes



<u>Physical and/or Sensory</u>	
<u>Potential Barriers to Learning</u>	<u>QFT Strategies/Reasonable Adjustments</u>
• Visual difficulties • Hearing difficulties • Specific physical disabilities	• Enlarged text and pictures • Position in class - close to the board/teacher, back to the light, away from background noise, facing those talking • Accessibility ensured in classroom • Specific learning aids provided, such as desk mounts, specialised stationery • Access to IT equipment • Modified equipment e.g. gloves, specific tools • Ensure correct seating and positioning • Parallel working – My turn, your turn, magnet eyes