



Barriers to and solutions for Engagement, Progress and Achievement in Art and Design

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor) Physical Impairment	Memory/ processing	ASC/ADHD	Speech and Language	Cognition	SEMH
Barriers	<p>Difficulty in hearing instructions from teacher/peers</p> <p>Filtering noise to hear what is important</p> <p>Focus during noisy activities</p> <p>Low self-esteem</p> <p>Difficulty with vocabulary.</p>	<p>Difficulty in producing fine detailed work</p>	<p>Difficulty in recording</p> <p>Cutting out and sticking in</p> <p>Difficulty using tools- eg brushes to do lines of different width</p> <p>Safety with tools - cutting</p>	<p>Difficulty recalling instructions</p> <p>Difficulty recalling prior learning</p>	<p>Noise and movement – overstimulating</p> <p>Sharing space and equipment with others</p> <p>Lack of interest in topics</p> <p>Sensory issues</p> <p>Maintaining attention to finish work</p>	<p>Unfamiliar vocabulary</p> <p>Following instructions</p>	<p>Difficulty in understanding cause and effect</p> <p>Difficulty recording in a way which supports learning and retrieval</p>	<p>Motivation</p> <p>Participation Team/partner work</p> <p>Sharing materials</p> <p>Confidence and fear of failure</p> <p>Work can bring up emotions</p>
Solutions	<p>Vocab lists and explanations</p> <p>Position within the class</p>	<p>Enlarged resources</p> <p>Colour aids</p>	<p>Alternative ways of recording</p> <p>Simplification of diagrams</p>	<p>Visuals to support order of working</p> <p>Repetition</p>	<p>Visual representation especially with instructions</p> <p>Focus on a particular</p>	<p>Step by step instructions</p> <p>Visuals</p>	<p>Word banks</p> <p>Alternative methods of recording</p>	<p>Clear end points</p> <p>Clear expectations</p>

	Place near the teacher for support	Modelling under visualizer	<p>Practise skills</p> <p>Step by step instructions or modelled with an adult</p> <p>Supportive partner</p> <p>Specialised equipment e.g., scissors</p> <p>Demonstrate side-by-side</p>		<p>interest if this motivates them</p> <p>Headphones</p> <p>Own equipment and own space</p> <p>Rest breaks</p> <p>Ear defenders if needed</p> <p>Be aware of sensory issues – not required to touch certain items/ textures</p> <p>Pre-warn certain textures- eg clay</p> <p>Allow time for sensory exploration</p>	Vocabulary list	<p>Group selection</p> <p>Key words list</p> <p>Knowledge Organisers</p> <p>Use of ICT</p>	<p>Modelling and explanations clarity</p> <p>Celebrate successes</p> <p>Display board work child is proud of</p> <p>Group selection</p> <p>Encouragement</p>
--	------------------------------------	----------------------------	---	--	---	-----------------	--	--