

Our Vision (Overview)

At St Finbar's Catholic Primary School, we believe that every *child is an artist*. Art & Design provides opportunities for self-expression, creativity, communication, and wellbeing. Our inclusive approach ensures that all pupils can explore, create, and respond to art with confidence and pride.

"Inclusion for All in Art & Design" means:

- Every child feels safe and valued as a creator.
- Every learner can access artistic skills and processes.
- Every classroom celebrates individuality, diversity, and creative risk-taking.

Planning for inclusion

When planning units, consider:

- Process-focused – valuing experimentation over final outcomes.
- Open-ended – allowing personal interpretation and creativity.
- Practical and sensory – engaging different learning styles.
- Reflective – encouraging pupils to talk about their work and choices.

Inclusive Art & Design teaching should be:

- **Process-focused** – valuing experimentation over final outcomes.
- **Open-ended** – allowing personal interpretation and creativity.
- **Practical and sensory** – engaging different learning styles.
- **Reflective** – encouraging pupils to talk about their work and choices.

Teaching and Learning (Adaptations)

Adapt lessons to meet the needs of all learners:

- Break techniques into manageable steps.
- Model skills clearly and repeat demonstrations.
- Provide scaffolds such as templates, guides, or partial outlines where needed.
- Extend learning for confident pupils through experimentation, refinement, and independent research.

Language and Vocabulary

- Explicitly teach and revisit vocabulary such as *texture, tone, shade, pattern, form, technique*.
- Use visuals, demonstrations, and hands-on exploration to support understanding.
- Model how to talk about art using respectful and constructive language.

Supporting Additional Need

SEND

- Provide adapted tools (e.g. thicker brushes, grip aids, scissors).
- Allow additional time for exploration and completion.
- Reduce sensory overload by offering calm spaces or alternative materials.
- Break tasks into clear steps using visual supports.
- Value effort, engagement, and personal expression over technical accuracy.

EAL (English as an Additional Language)

- Use visual demonstrations rather than lengthy verbal explanations.
- Encourage pupils to discuss ideas in their home language before sharing in English.
- Provide bilingual vocabulary lists where possible.
- Focus on practical engagement and meaning rather than written evaluation.

High-Attaining Pupils

- Encourage experimentation with techniques and media.
- Introduce artist research and critical analysis.
- Support refinement and evaluation of work.
- Offer opportunities to lead, mentor, or exhibit work.
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Social, Emotional and Behavioural Needs

- Use art as a tool for emotional expression and regulation.
- Provide predictable routines and clear expectations.
- Allow choice and autonomy to support engagement.
- Celebrate creativity and individuality.

Assessment for All

Inclusive Assessment Approaches

- Focus assessment on **process, skill development, and reflection**, not comparison.
- Use observation, discussion, and self-evaluation.
- Allow pupils to explain their work verbally or visually.
- Provide feedback that is specific, encouraging, and constructive.

Our Shared Commitment

We aim to ensure that every child:

- **Express themselves creatively,**
- **Develop confidence and resilience,** and
- **Value creativity in themselves and others.**

"Art is for everyone — creativity has no limits."