

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES LEARNING PROGRAMME

TATE MODERN AND TATE BRITAIN
SEPTEMBER 2019 - JULY 2020



END OF ACADEMIC YEAR REPORT
FOR
THE LORD LEONARD AND LADY ESTELLE WOLFSON FOUNDATION

INTRODUCTION

Thank you for your vital support of Tate's Special Education Needs and Disabilities (SEND) Learning Programme over the last academic year 2019/20. Your continued support over the years has helped ensure the programme that remains at the heart of Tate's learning strategy, more than ever during these unprecedented times.

In a challenging year, the Tate Schools and Teachers team have delivered much positive activity and welcomed 69,958 students including SEND students to Tate Modern and Tate Britain between September 2019 and 17 March 2020¹. Tate immediately adapted to the changing wider situation by furthering its online and digital offering, ensuring we continue to assist school teachers and encourage a love of art that we hope will last each child's lifetime. Your continued support has helped us to achieve this and we hope you enjoy reading about the past year's activity.

OVERVIEW

Our Schools and Teachers programme supports young people and teachers to learn about themselves and others through being with art. The Tate Schools and Teachers team are committed to supporting all young people to feel their own agency, to have a voice and to understand art to have a social function that can help them navigate their own and others' experience of being in the world. We believe that all young people have the right to this experience, and that it should not be the privilege of a few.

This year we have focused our energies on deepening Tate's work with young people. We have continued to offer options at our galleries and online that invite school students and teachers to try out new processes and introduce ways to extend and develop these back in the classroom. Activities are suitable for students of all ages and backgrounds and those with special educational needs and disabilities.



Above and front cover image: Artist-led workshops, Tate Modern, February 2020 © Tate

¹ Tate galleries were closed to the public 17 March 2020 - 27 July 2020 due to the Covid-19 pandemic

ARTIST-LED WORKSHOPS

In September 2019, Tate welcomed a new cohort of artists to lead Tate's workshops for schools. These workshops are designed to encourage students to engage with art, culture and ideas and to share their thoughts, aspirations and opinions in unique and diverse ways. They are tailored to suit each student's physical, cognitive, and sensorial needs. In total this year 105 artist-led workshops took place at Tate Modern including 15 SEND workshops, and through these 105 SEND students were able to encounter artwork alongside their teachers, in conversation with the artists in the gallery spaces. The artists selected were:

- **Beverley Bennett:** an artist-filmmaker whose practice revolves around the perpetual possibilities of drawing, performance and collaborative experiments with sound. Her work also explores the concept of the personal archive. She begins projects by adding to her archive of interviews, which develops research and further experimentation.
- **Jessica Ashman:** an animator, artist and arts educator. Ashman's work focuses on creating experimental narratives that explore gender, identity and race, using traditional animation techniques, installation and performance. Her films have been exhibited in over 60 film festivals internationally.
- **Khaleb Brooks:** a multi-disciplinary artist and researcher exploring blackness, gender and the differences between memory and history. Through painting, printmaking, performance and video he asks what tools of liberation exist when there is no agency? Additionally, he has been involved in performances at the 2019 Venice Biennale for the Taiwan Pavilion.
- **Richard Phoenix:** an artist whose current interests include imperfection, access, learning and structure, and how art and music can create spaces that remove barriers. He has experience of supporting SEND groups through his work with the learning disability arts organisation Heart n Soul as their Creative Associate.



Artist-led workshop, Tate Modern, February 2020 © Tate

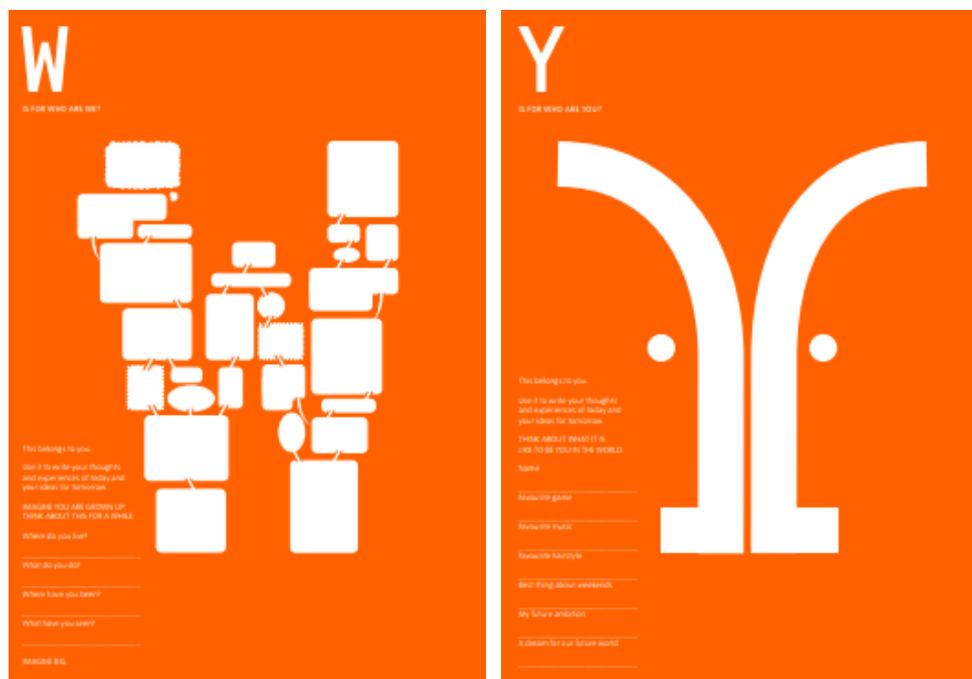
For this academic year and to coincide with the *Steve McQueen: Year 3* display in the Duveen Galleries at Tate Britain, all workshops, study days and special events that took place were hosted at Tate Modern.

SELF-LED RESOURCES

Alongside the workshop programme, 68,434 students made self-led visits to Tate Modern and Tate Britain. Students were able to use Tate's artist-designed learning resources which aim to: extend and deepen student learning in the gallery through meaningful encounters with art and artworks; support conversation through looking, thinking and participating (making, performing, listening); and engage students with art and artworks through contemporary artists' practice. The resources are designed for teachers to use their expertise and adapt the activities according to their group's needs. Questions in the resources can help teachers to frame group discussion - this could be a whole group, smaller groups or in pairs.

New resources were produced this academic year, and some were later adapted in response to Covid-19. This was driven by a wish to support students to continue to enjoy art wherever they were - they work both in school and in the home and all that is required is the activity sheet and a pencil. These included 'W is for Who Are We?' - this activity supports thinking about community, commonality and future, using imagination and drawing to foster a sense of a shared future; and 'Y is for Who Are You?' - an activity that supports thinking about identity and difference, using imagination and drawing to foster a sense of empathy and togetherness. These resources were distributed in collaboration with Arts Council England to ensure they reached those with the least resources at the time.

A 'W is for Warhol' resource was also devised with artist Raju Rage to support student engagement with the Andy Warhol exhibition (12 March – 15 November 2020, Tate Modern). The Schools and Teachers team intend to work with the artist to re-purpose the resource for broader use with the Tate collection in due course.



Self-led resource for students 'W is for Who Are We' and 'Y is for Who Are You?' produced and devised through a collaboration between artists and Tate Learning team, and distributed in collaboration with Arts Council England

KEY EVENTS AND PROJECTS

The Schools and Teachers team ran special events and projects across the year (before the gallery closure in March 2020) to reach new audiences and create exciting opportunities to connect with art, for both students and teachers. These are described below.

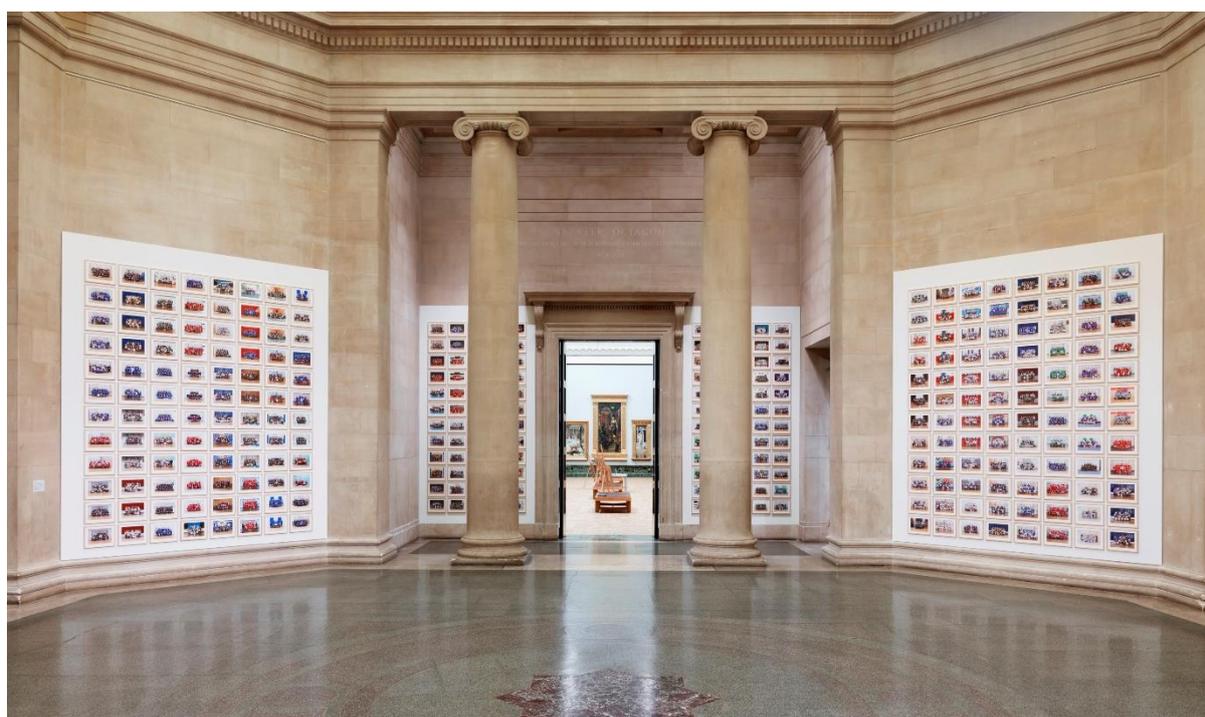
Steve McQueen: Year 3 display

A highlight of the programme this academic year has been the *Steve McQueen: Year 3* exhibition taking place since November 2019 in the Duveen Galleries at Tate Britain, which features more than a thousand Year 3 class photographs installed in a vast installation to create an epic picture of London's city pupils. 1,504 schools were photographed as part of this unique project, including 76,035 school children, 66% of London primary school children (forecasted participation was 45%) in 3,128 class photographs displayed in the exhibition.

All the pupils photographed for the artwork were invited to come and engage with the display and Tate's wider collection through a bespoke resource. The visits ran from 12 November 2019 until 17 March 2020¹ and happened every Monday-Friday during term time and accommodated 600 pupils (20 classes) per day. The total number of schools and classes who visited up until and including 17 March was an impressive 608 schools / 1363 classes / 33,450 pupils. This equals 44% of the participating classes.

There were a select number of 'Quiet Days', which welcomed 10 schools per day and were reserved for SEND schools only. There were 43 self-identified 'Special Schools' who took part in the project, and of these, 18 of them booked a visit. There was also one home school group who took part and booked a visit, and one Pupil Referral Unit group who took part. Private view evenings for teachers were also held and attended by 699 teachers across two nights in December 2019.

Tate is delighted that since the doors of our galleries re-opened to the public on Monday 27 July 2020, we have been able to extend the display of the *Year 3* project at Tate Britain until 31 January 2021.



Installation image of the Steve McQueen *Year 3* display in the Duveen galleries at Tate Britain, November 2019

TESTING TESTING TESTING (TTT)

This is Tate's on-going inclusive event series at Tate Modern, exploring what genuinely inclusive practice looks like and teaches us. This series provides a space for both disabled and non-disabled audiences to collectively test the different and multiple ways of being with art and enjoying the gallery. Working in partnership with the organisation Heart n Soul and specifically their young people's taking part group Do Your Own Thing (DYOT) and supported by the Daytrippers Foundation, TTT also invites additional contributions by both disabled and non-disabled artists.

In November 2019, the event took place in the Level 3 and 4 concourse and gallery spaces in Tate Modern's Blavatnik Building with a range of activities by DYOT, Corali Dance Company's youth group Kick Up and the artist Judith Brocklehurst. DYOT took the public on an immersive journey inspired by the *Olafur Eliasson: In real life* show and Tate's collection, where they could learn dance moves for a silent disco or relax and unwind in their very own rain room; Kick Up supported the public to create a dance inspired by the collection and perform their movements back to the artwork; and Judith Brocklehurst encouraged everyone to explore the sound of making and materials. The event ended in a joyous rave where an audience of both disabled and non-disabled people of all ages came together to celebrate inclusive practice! Close to 500 participants took part in the special afternoon event.



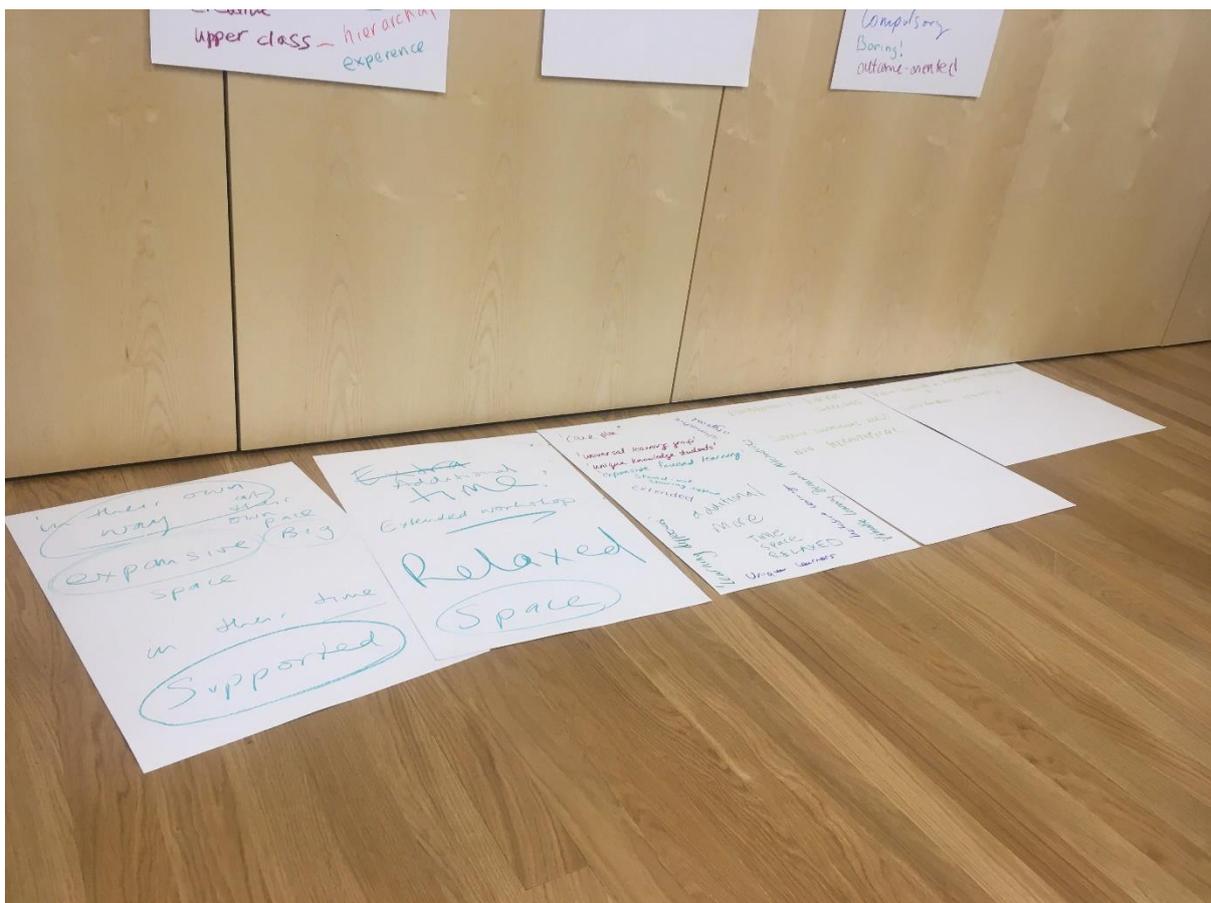
Testing Testing Testing 2019, Tate Modern. Photo © Tate (Alex Wojcik)

Artist Reflection Session on SEND

Following the artist-led workshops in the academic year 2019/20, the artists and Schools and Teachers team participated in a discussion 25 February 2020 reflecting on the term 'SEND'. This meeting was co-led by workshop artist Richard Phoenix, the artist Bill Leslie and teachers from a SEND school, and examined the terms we use around the workshop programme. It explored the ways to articulate what these workshops are and how they function.

Discussions in the round included: how to better support the planning of visits, and to communicate that to our Visitor Experience team; the training of security staff to defer to teachers' expertise and enhance their ability to de-escalate any difficult situations; how to better bridge the transition back into the classroom, so that the spaces created and ideas explored at Tate could be incorporated into the school more effectively; and the format and framing of 'Getting to Know Your Needs' forms that are sent to teachers before they visit to gather information on the groups' needs, and to gauge interests, school programming, and student preferences.

Based on these discussions and the fact that all young people engage in their own way and in their own time, it was suggested and thereafter decided, that moving forwards SEND workshops be renamed 'Relaxed Workshops.' The key things to communicate about these workshops are that the content and care are not relaxed, but that we are in fact signalling the provision of more space and care, a greater degree of flexibility and a willingness to meet young people 'where they are' in terms of their interests and experience.



Artists and the Schools and Teachers team notes from the Artist Reflection Session (c) Tate

SUPPORT FOR TEACHERS

Tate's Learning team supported the work of teachers in the arts in the last academic year through many different avenues. This included dedicated webpages for both Tate Britain (www.tate.org.uk/visit/tate-britain/school-visits-tate-britain) and Tate Modern (www.tate.org.uk/visit/tate-modern/school-visits-tate-modern) to assist teachers with planning for their school visits, and after the gallery closure in March 2020 immediately providing further resources online. Events that took place are described in further detail below.

COMMON PROJECTS

Common Projects works with 10-15 new teachers each year over the course of six sessions to develop an ongoing dialogue around art and education and the intersections between our respective practices. Common Projects affords an opportunity for teachers and learning curators to spend an extended period of time together, alongside visiting artists' voices to form a collaborative community of shared conversations, framed by the overarching question; what could happen if for one year, the classroom, gallery and studio talked to each other?

Taking the groups' interests and contexts as starting points for exploration, 13 teachers in the 2019 cohort were supported to co-curate the content for sessions alongside learning curators. Sessions responded to the group's ideas through the unique experience of having exclusive use of the gallery spaces after hours. These ideas were then extended and responded to by invited artists whose practices resonated with the teachers' interests to open the discussion further.

During lockdown Tate Schools and Teachers team supported our Common Projects Alumni group, which is made up of 35 teachers working across early years, primary, secondary and SEND settings, who had been part of the project from 2015- 2019. We shared weekly email 'care packages' during the month of May with links to resources and prompts to support their wellbeing and creativity, as individuals and vital key workers. Our 4th care package included an open invitation for the group to share their own recommendations and responses to the content, which were then compiled into a final care package sent out to everyone in July.

Teachers Forum

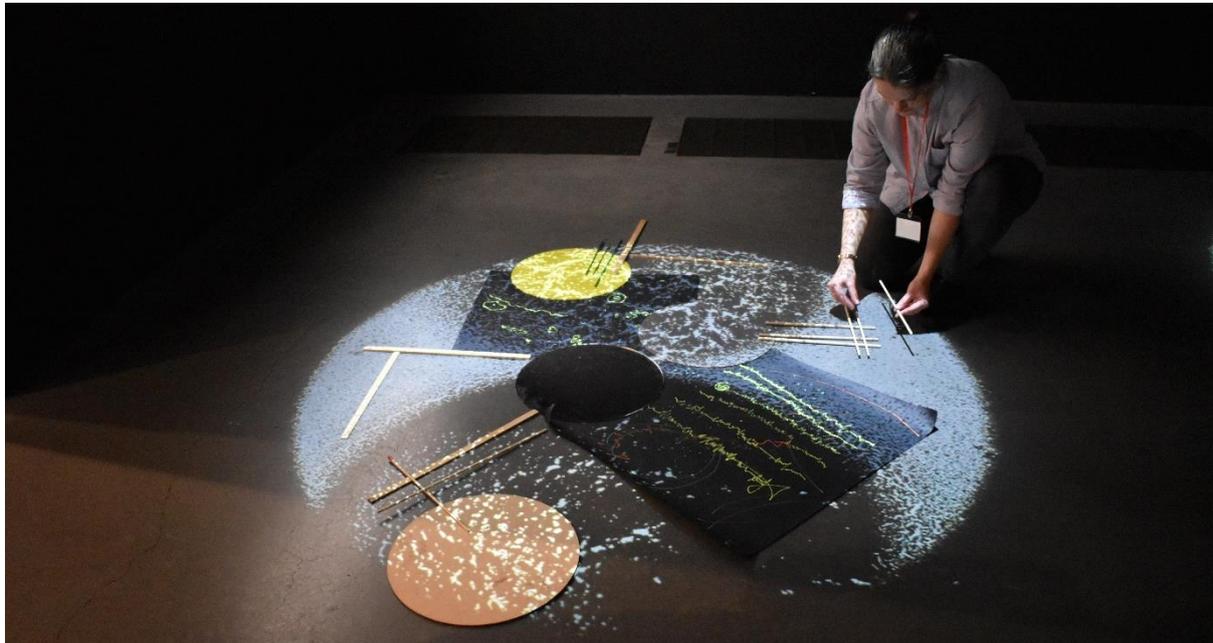
During the 2020 summer term, we formed an emergency Teachers Forum, meeting over the course of four online sessions with a group of 14 teachers working across Early Years, Primary, Secondary and SEND settings. The Teachers Forum aimed to provide a space where the Schools and Teachers team could listen to teachers, hearing directly about their experiences and those of their students to learn about the current challenges and changing landscape of teaching practice in light of the Covid-19 pandemic.

Through straw poll questions, group discussions and sharing students' responses, we gained insight into: how teachers were currently working and what online platforms they were utilising; challenges and approaches to supporting students and parents remotely; the role and space for art in their schools to support a processing of the situation; and what gallery resources and provisions would be most useful and relevant for them and their students in the next academic year.

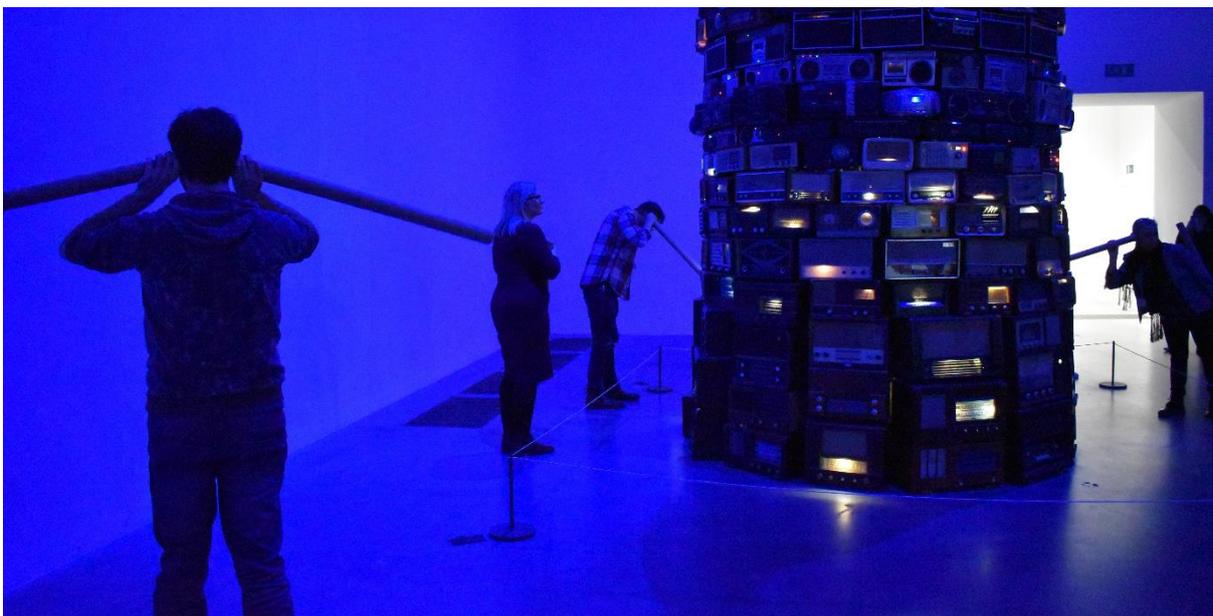
These sessions and the group's experiences, opinions and ideas have directly informed our 2020/21 schools offer, which will focus on supporting young people to reflect on and share their experiences and individual stories and histories to form a collective hope for a changed and more equitable future. Further detail on this can be found in the 'Plans for the forthcoming 2020/21 Academic Year' section later in this report.

UAL STUDY DAYS

These study days took place in November 2019 and March 2020 at Tate Modern and were in partnership with the University of the Arts London (UAL). These were designed to support teachers to develop their pupils' critical and contextual research skills, by working with a range of creative approaches in the gallery alongside practising artists and education facilitators from the UAL Awarding Body.



In November 2019, the artist Bill Leslie unpicked the notion of research, exploring with the group how students can engage with practical, collaborative, and experiential research methods and how the gallery can be used as a space to explore and conduct this. In March 2020, the artist India Harvey asked the group to consider how teachers and students can move away from linear problem-solution mindsets, towards a play-based idea of research and development. Teachers explored what is captured and lost when at play with materials and ideas, and how these processes can be transferrable across the different spaces of the classroom and gallery.



Above two images: Context and Critical Research Skills, 2019 Tate Modern. Photo (c) UAL Awarding Body

Southwark Inclusive Learning Service (SILS) Inset Day

This session in December 2019 was led by lead artist Shaun Doyle, who has been working with SILS staff since 2013, and artist India Harvey, who worked with the school for the 2018 IDENTITY project. It was aimed at SILS staff (comprising around 40 individuals working across Personal, Health, Social and Economic Education; teaching, and administration) and designed to explore the art and gallery spaces through collaborative making and shared discussion.



SILS event, December 2019 Tate Modern. Photo (c) Tate

TEACHERS' COMMENTS

Tate has been particularly pleased with the positive responses received from teachers of SEND students:

Excellent workshop and day - we will be back again. Thanks for your flexibility in working around our needs and lateness! :)

I really appreciate the fact that the Tate is made accessible to students like mine through these kinds of opportunities – that it's an inclusive learning resource.

The children had a fabulous time. All children were engaged, especially SEND children and my 'fidgeting' boys. There was no judgement (good art/drawings etc) - it was all about original or group ideas. This took the pressure off and the children felt safe sharing and articulating ideas and you covered our PSHE objectives at the same time - well done!

PLANS FOR THE FORTHCOMING 2020/21 ACADEMIC YEAR

The very specific and urgent reality of the 2020 Covid-19 crisis prompts us to reflect on Tate's Schools and Teachers team's response. We have outlined an emergency two-year strategy recognising the interconnected challenges of the global pandemic and its disproportionate impact on some communities. While lockdown has officially ended at time of writing, Covid-19 continues to determine school provision including the very real threat of a return to local lockdowns requiring a nuanced offer to SEND schools that takes home learning into consideration. School visits to the gallery remain postponed (until at least January 2021) and as a result we have effectively re-imagined the Schools and Teachers programme offer looking forward.

- **HEAR MY STORY (title tbc)** - this project will continue the legacy of the *Steve McQueen Year 3* project inviting primary school children to tell their story about their life over the last six months. These stories, from hundreds of pupils with very different tales to share, will be gathered by Tate into a collective memory of this unprecedented moment in history.
- **Making Absence Visible** - this departmental-wide initiative to create an internet radio station/programme with Tate's radio partners, will be made by and for people who for many reasons may not access the museum's digital content and are not able to physically visit for some time. We want to see how we can be of service to the communities we are a part of. This ambition to make absence visible in relation to our audiences, directly relates to the larger Tate project of decoloniality, anti-racism and inclusion, addressing the gaps, absences, biases and ghost projects in the history of collection and practice in the museum.
- **Southwark Inclusive Learning Service (SILS) IDENTITY project and research publication** - we are investigating new ways to collaborate with Pupil Referral Unit students from SILS throughout the upcoming school year, either digitally or within the school itself. Additionally, we are editing a publication that highlights the critical moments and key learnings from IDENTITY 2018, which is well-placed to examine the importance of arts provisions both in the wake of Covid-19 and in light of the increased attention being drawn to institutional racism within both galleries and schools.
- **Tate Kids** - we plan to work with Tate's Digital team to produce a number of Tate Kids Live stream workshops with artists. The sessions encourage young people to make at home alongside live online art workshops and learn about artists from Tate's collection. During the sessions, children's artworks can be sent to Tate on social media using the hashtag #TateKids, and they can also upload their work to the Tate Kids Gallery.
- **Artist-led workshops** - we hope to be able to re-commence artist-led SEND workshops as part of the Schools and Teachers programme for the 2021/22 academic year and start recruitment for these artists in Spring 2021.

THANK YOU

Tate is very thankful to you for your continued support of Tate's SEND Learning Programme over the last academic year 2019/20. You have enabled us to facilitate all this positive and important activity and to continue learning as a team around inclusive practice, from artists and from our audiences. Your gift has been a vital contribution to the experience of these children and teachers when they visited Tate Modern and Tate Britain and engaged with Tate online through the programme, and we are most grateful.

Should you require any further information, please do not hesitate to be in touch. Thank you.

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Testing Testing Testing 2019, Tate Modern. Photo © Tate (Alex Wojcik)

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