Research evidence indicates that children with various SEN experience peer rejection, victimization and bullying which could lead to long term negative social and psychological consequences. Therefore, early and effective interventions to promote positive relationship among SEN and non-SEN children are needed. This study is a small-scale exploratory study using storytelling, dramatic play, childfriendly questionnaire, group interview, video recording and showcase to investigate the use of creative arts in fostering positive peer interaction among SEN and non-SEN children in a primary school. Participants enacted the roles of disabled children in the story of 'The Magic Drum' which aims to sensitize their empathetic understanding towards disabled children. The research process emphasized collaborative creative work, empathetic understanding and cooperation.