

## SEND provision and adaptation in Design Technology

*Proudly and joyfully, we love, live and learn as God's children*



<b>Cognition and Learning</b>		<b>Communication and Interaction</b>	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Accessing learning due to poor literacy skills</p> <p>Children may struggle to understand key concepts/recall previous learning</p>	<p>Writing frames, stem sentences 1:1 or small group support</p> <p>Key words displayed – dual coded Use of shorter/fewer complex sentences in resources given</p> <p>Lots of retrieval opportunities and reinforcement Pre teaching of key vocab Lots of visual and opportunities to explore physical resources</p>	<p>Children may struggle to communicate and express opinions in DT</p> <p>Language difficulties may make children unable to access learning</p>	<p>Visual words/ phrases – dual coding Differentiated questioning Consider mixed ability pairing Provided different ways for children to record or express their views</p> <p>Lots of reinforcement/ repetition Use of simple instructions – small steps Careful and appropriate modelling to support understanding Videos of examples and practice</p>
<b>Physical and sensory</b>		<b>Social Emotional and Mental Health</b>	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Children with visual impairment may find it difficult to see images/resources</p> <p>Recording information may be difficult</p> <p>Children with fine motor difficulties may find it difficult to use specific subject based equipment</p> <p>Children with physical needs may not be able to handle equipment or resources</p>	<p>Ensure images are enlarged and accessible – use of audio description if needed</p> <p>Ensure chn are close to whiteboard/ front of class Use of non-reflective paper/photos/sources</p> <p>Provide additional ways to record info (video/ICT etc)</p> <p>Ensure resources and equipment are appropriate – may require specialised equipment e.g. when cutting – use of double hole scissors</p> <p>Addressing individual needs when planning – if children are unable to access ensure alternative resources or</p>	<p>Children may struggle to regulate their emotions when facing a challenging activity in DT</p> <p>Children may become frustrated/withdraw/ aggressive</p>	<p>Opportunities to work in smaller groups Provide lots of opportunities for praise</p> <p>Children provided with a role which may not involve active participation</p> <p>Providing appropriate resources so that children can access the lesson eg fiddle toy or sensory jump bean sets to help with focus. Ensure children have learning/sensory breaks as part of the lesson</p>

	equipment are sourced in advanced		
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Non-Negotiables that need to be in place in all lessons/classrooms when teaching art and design:

1. Accessible pictorial displays/resources available to all pupils including widget (only if appropriate).
2. Assessment is carried out at each stage of the lesson to ensure gaps can be closed. If a child does not achieve the WALT, then this must be addressed in the lesson and/or before the next lesson.
3. All pupils given a means of expressing their view and opinions whether written, recorded, drawn etc.