

SEND in my subject area- DT

1. What is in place in your subject area for teaching that subject to children with SEND?

Cognition and Learning		Communication and Interaction	
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>Children may struggle to follow steps during making process.</p>	<p>Writing frames, stem sentences, visual and physical prompts, 1:1 or small group support.</p> <p>Key words displayed in the lesson and in floorbook – dual coded.</p> <p>Use of shorter/less complex sentences in resources given.</p> <p>Lots of retrieval opportunities and reinforcement.</p> <p>Use of knowledge organiser and floorbook.</p> <p>Pre teaching of key vocab.</p> <p>Lots of visual and opportunities to explore physical resources.</p> <p>Use photos to aid recall of process.</p> <p>Visual timetable/aids of steps.</p> <p>Small, simplified steps or diagrams.</p> <p>Checklist to check progress.</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 coded. Use photos of the making process to remind them for evaluation process.</p> <p>Differentiated questioning.</p> <p>Sentence prompts.</p> <p>Use of emotions cards.</p> <p>Offer choices to express like/dislike with words/symbols or ranking.</p> <p>Consider mixed ability pairing.</p> <p>Provided different ways for children to record or express their views.</p> <p>Lots of reinforcement/ repetition.</p> <p>Use of simple instructions – small steps.</p> <p>Careful and appropriate modelling to support understanding.</p> <p>Videos of examples and practice.</p>

			Visual prompts.
Physical and sensory		Social Emotional and Mental Health	
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 children are close to whiteboard/ front of class.</p> <p>Use of non-reflective paper/photos/sources.</p> <p>Tactile/braille resources to support use of touch sense.</p> <p>Simplified diagrams.</p> <p>Provide additional ways to record information (video/ICT etc).</p> <p>Ensure resources and equipment are appropriate – may require specialised equipment e.g. when cutting – use of double hole scissors, easy grip tools, templates, jumbo pencils, grips to hold paper.</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.</p> <p>Provide lots of opportunities for praise.</p> <p>Children provided with a role which may not involve active participation.</p> <p>1:1 or small group support to model challenging activities.</p> <p>Providing appropriate resources so that children can access the lesson e.g. fiddle toy or sensory jump bean sets to help with focus. Ensure children have learning/sensory breaks as part of the lesson.</p>

<p>Children with a sensory need such as sound may struggle with sounds during the making process.</p>	<p>equipment are sourced in advanced.</p> <p>Use of ear defenders, switch off hearing aids or use a quieter area.</p> <p>Avoid demonstrations when tools are being used.</p>		
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