



Supporting SEND Children within Design Technology

Cognition and Learning	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</p> <p>1:1 or small group support - TA support /Kagan group support</p> <p>Consider key words displayed – dual coded if appropriate</p> <p>Consider use of shorter/less complex sentences in resources given – if appropriate</p> <p>Lots of retrieval opportunities and reinforcement</p> <p>Pre teaching of key vocabulary – knowledge organisers</p> <p>Lots of visuals and opportunities to explore physical/practical resources</p>
Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	<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. Videos of examples and practise</p> <p>Differentiated questioning – teacher</p> <p>Consider mixed ability pairing – Kagan</p>



		<p>Provided different ways for children to record or express their views e.g. scribed or visual shorthand</p> <p>Lots of reinforcement/ repetition. Use of simple instructions – small steps or now/next board</p> <p>Careful and appropriate modelling to support understanding.</p>
Sensory and Physical	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>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 equipment are sourced in advanced</p>
SEMH	Subject Challenges for SEND	Provision for SEND



	<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>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>
<p>Non Negotiables that need to be in place in all lessons/classrooms when teaching DT</p>	<p>1. Dual coded displays/adapted resources available to all pupils.</p> <p>2. Ensure outcomes are either open ended or pupils have a choice of how to present their work within that objective. Options of how to present could be reduced.</p> <p>3. All pupils given a means of expressing their view and opinions whether written, recorded, drawn etc.</p> <p>4. Effective communication with parents/carers through discussions and IEPs</p>	