

## SEND PROVISION IN DESIGN AND TECHNOLOGY

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> <li>Accessing reading/written work</li> <li>Poor memory and recall skills</li> <li>Recording written assessments or feedback to listening/appraising activities.</li> <li>Poor sequencing skills – understanding the steps modelled.</li> </ul>	<ul style="list-style-type: none"> <li>Use of symbols, larger print, colour coding, multi sensory reinforcement-widgets</li> <li>A greater emphasis on modelling and scaffolding for learning – smaller visual steps.</li> <li>Use word banks which include pictures.</li> <li>Use the Kapow videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories-have available on ipad for child to follow.</li> <li>Use text to speech on Ipad if children are working through a technology unit</li> <li>If children can read then to provide step by step instructions/visual clues if no video available.</li> <li>New learning fits into the framework of what the pupil already knows.</li> <li>Smart grouping – pairing with a more able reader/writer.</li> <li>Build in lots of repetition.</li> <li>Provide opportunities for pupils to practice the techniques in the design stage before their actual piece.</li> </ul>	<ul style="list-style-type: none"> <li>Being able to use their voice expressively.</li> <li>Understanding and using new topic vocabulary.</li> <li>Lower than expected levels of expressive vocabulary 'they can't find the words'</li> <li>Following instructions and sequences.</li> <li>Levels of concentration for the plenary of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Use different forms of communication – such as gesture – to compensate for difficulties when speaking.</li> <li>Children to record in a variety of ways e.g. video, voice, typing, scribe</li> <li>Pre-teaching of new vocabulary prior to the lesson.</li> <li>Knowledge organisers home before the topic begins-adapted for SEND</li> <li>Limit vocabulary to that which is necessary to ensure progress.</li> <li>Children are allowed time to discuss the answers to questions, and evaluate work with peers.</li> <li>Children with communication impairments are given time to think about questions before being required to respond.</li> </ul>
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	Provision	Learning Challenge	Provision
<ul style="list-style-type: none"> <li>Videos with over stimulating or challenging themes.</li> <li>Lower than expected motor control.</li> <li>Hearing impairment</li> <li>Visual impairment</li> <li>Colour vision deficiencies.</li> </ul>	<ul style="list-style-type: none"> <li>Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT</li> <li>Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress.</li> <li>Ensure there is a wide range of equipment – scissors, adaptable equipment, variety of materials that are easy to adapt etc.</li> <li>Consider how textures etc might lead to sensory overload.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding own thoughts and contrasting with those of others.</li> <li>Working effectively as part of a group</li> <li>Unable to relate and understand the reasoning behind different artists and their artwork.</li> <li>No resilience – feeling they aren't any good – resulting in lack of care and effort and frustration.</li> </ul>	<ul style="list-style-type: none"> <li>Working in a small group with a trusted adult for emotional support.</li> <li>Some children could work individually.</li> <li>Pre-teaching and discussing the responses to the artwork.</li> <li>Clear rules and expectations, consistent boundaries, rewards and sanctions.</li> <li>Praise the small steps and showcase their work – be proud.</li> <li>Encourage the children to trial and error in the design stage so they are secure with skills before they make a product.</li> </ul>

