

SEND PROVISION IN DESIGN AND TECHNOLOGY

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

