

SEND in DT

What is in place for teaching DT to children with SEND so they can shine as lights in the world.

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> • Accessing learning due to poor literacy skills. • Children may struggle to understand key concepts/recall previous learning. 	<p>Writing frames, stem sentences 1:1 or small group support.</p> <p>Hover support.</p> <p>Key words displayed – dual coded.</p> <p>Use of less complex sentences in resources given.</p> <p>Lots of retrieval opportunities and reinforcement.</p> <p>Pre-teaching of key vocab.</p> <p>Lots of visual and opportunities to explore physical resources.</p> <p>Examples of what good looks like.</p> <p>Reduce copying from the board.</p> <p>Task planner.</p>	<ul style="list-style-type: none"> • Children may struggle to communicate and express opinions in DT. • Language difficulties may make children unable to access learning. 	<p>Visual words/ phrases – dual coding.</p> <p>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 (chunking).</p> <p>Careful and appropriate modelling to support understanding.</p> <p>Videos of examples and practice.</p> <p>Glossary of technical terms.</p> <p>Retrieval strategies used.</p>

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> Children with visual impairment may find it difficult to see images/resources. Recording information may be difficult. Children with fine motor difficulties may find it difficult to use specific subject-based equipment. Children with physical needs may not be able to handle equipment or resources. 	<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 squeeze scissors.</p> <p>Addressing individual needs when planning – if children are unable to access ensure alternative resources or equipment are sourced in advance.</p>	<ul style="list-style-type: none"> Children may struggle to regulate their emotions when facing a challenging activity. Children may become frustrated/withdraw/aggressive. 	<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 e.g., fiddle toy or wobble cushion to help with focus.</p> <p>Ensure children have learning/sensory breaks as part of the lesson.</p> <p>Cue in by name.</p>

Non negotiables that need to be in place for all lessons/classrooms when teaching DT:

- High challenge/low threat activities.**
- Children can **express the key learning objectives** using a range of recording methods whether written, recorded, drawn etc.
- Memory aids** are used- dual coding, writing frames, word banks, learning walls etc.