

SEND provision in Design and Technology

Cognition and Learning		Communication and Interaction	
Learning Challenges	Provision	Learning Challenges	Provision
<ul style="list-style-type: none"> Poor memory and recall skills Poor sequencing skills – understanding the steps modelled. 	<ul style="list-style-type: none"> A greater emphasis on modelling and scaffolding for learning – smaller visual steps. Use the 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. 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 (depends on the unit) 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"> 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"> Children to record in a variety of ways e.g. video, voice, typing, scribe Pre-teaching of new vocabulary prior to the lesson. 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. (Not necessary for all units) 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 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 work. 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.

