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| SEND provision in Design and Technology | |  | |
| Cognition and Learning | | Communication and Interaction | |
| Learning Challenges | Provision | Learning Challenges | Provision |
| * Accessing reading/written work   • Poor memory and recall skills  • Poor sequencing skills – understanding the steps modelled. | • 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)  • 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. | • 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. | • 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.  • 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 |
| • Videos with over stimulating or challenging themes.  • Lower than expected motor control.  • Hearing impairment  • Visual impairment  • Colour vision deficiencies. | 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. | • 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.  • Consider how textures etc might lead to sensory overload. | • 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 |





