

SEND Provision- Design and Technology

Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in DT.



<u>Communication and Interaction</u>	<u>Cognition and Learning</u>
<p>Instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.</p>	<p>Pre-teaching of vocabulary, key skills and ideas Ensure key vocabulary is visible - knowledge organisers/word bank</p>
<p>Physical demonstration</p>	<p>Repetition and revisiting of taught concepts to ensure secure knowledge - mini quizzes, fact recall, etc. Links to prior learning are explicitly made.</p>
<p>Consider recording instructions onto a voice recorder/IPAD and giving to individual pupils to play back as required.</p> <p>Key vocabulary is identified in planning and is emphasised throughout learning sessions. Adapted Knowledge organisers and vocabulary mats are provided.</p>	<p>Make it visual - use of pictures, diagrams, previous examples, photographs, etc.</p> <p>Teach the use of DT equipment so pupil can use these independently and safely.</p>
<p>Checklists/Task Lists/Task Planners and scaffolding formats are in place to help with organising work.</p>	<p>Offer alternative methods of recording e.g. laptop, iPad voice recorder, whiteboard, occasional use of scribe, mind maps.</p>
<p>Flexible grouping and seating to ensure it is appropriate for the task and that the pupil can see the teacher and any visual prompts clearly.</p>	<p>Adaptations for presentations (colour of background, printing out presentation, font)</p>
<p>Use of talk partners to prepare ideas for design.</p>	<p>Prepare learning objectives in SEN pupils' books prior to session (pre-write or use labels).</p>
<p>Multi-sensory approaches are used to support spoken language (visual prompts, physical and visual props, concrete materials, previous examples showing mechanisms)</p>	<p>Using apps in lesson to support learning and knowledge (PicCollage).</p>
<p>Consideration of sensory overload and cognitive overload - Access to quiet, distraction free area as required. Work station in place (as required)</p>	<p>Using photographs and video to record work - iPad. Dictate on Microsoft Word helps with writing.</p>
<p>Teacher and support staff employ method of communication appropriate to need.</p>	<p>Use strategies such as Modelling, demonstrating and imitating to support learner in understanding the step by step processes.</p>
<p>TAs are used effectively (where available) to explain language used and to help understand questions.</p>	<p>Chunking of learning</p> <p>Provide a picture bank with named images of tools alongside their uses</p>
	<p>Be aware of food allergies during food technology and adapt the ingredients as needed.</p>

<p>Social, Emotional and Mental Health</p> <p>Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models.</p> <p>Provide access to sensory materials (e.g. fiddle toy) as appropriate.</p> <p>Use positive approaches, identify pupil strengths and praise these.</p> <p>Escape Strategy - quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour.</p>	<p>Physical and/or Sensory</p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p> <p>Pairings should be carefully considered to facilitate the accessibility of the lesson for pupils with physical and sensory needs.</p> <p>Use of wobble cushion.</p> <p>Ensure pupil is seated in the most appropriate position taking into account the child's specific need.</p> <p>Adapt the tools pupils are expected to use in lessons to meet individual needs.</p>
<p>Be mindful of trigger points for specific children and how this may impact upon their learning.</p> <p>Ensure resources for task are readily available and clearly organised.</p>	<p>Visual</p> <p>Adapted books (bold lines).</p> <p>Print resources on coloured paper.</p> <p>Enlarge examples/text, ensuring quality of original document is not compromised.</p> <p>When explaining to the class, reading aloud as you write on the board.</p>
<p>Incorporate tasks which allow movement/sensory movement breaks into daily planning.</p> <p>Use a visual timer to extend time on task/to measure time on task.</p>	<p>Consider lighting within the class - natural/artificial, which is most appropriate? Is additional lighting required? Glare on whiteboard etc</p> <p>Intersperse spells of visual activity with less demanding tasks.</p>
<p>Using specific areas of interest or give a role of responsibility to raise self-esteem.</p> <p>Allow to doodle/make notes/mind maps when listening.</p> <p>Transition times are carefully managed, with rules explained and practiced.</p>	<p>Hearing</p> <p>Make sure adult's face is always clearly visible and that everybody in the group can be seen .</p> <p>Subtitles should be switched on when videos</p> <p>Use lots of visual and concrete resources to explain key concepts</p> <p>Check for understanding to avoid misconceptions</p>
<p>Language of choice (two choices given)</p> <p>Use of visuals and Checklists</p> <p>Kinaesthetic approaches</p> <p>Ensure children with SEMH needs are monitored and risk assessments are made to ensure health and safety.</p> <p>Ensure children have adult support with potentially dangerous equipment e.g. sharp tools or ovens</p> <p>Use of ear defenders.</p>	<p>Gain pupil's attention before giving important information</p> <p>Keep background noise to a minimum</p> <p>If required, consider slowing speech rate a little, keeping natural fluency.</p> <p>Repeat contributions from other children as their voices may be unclear.</p> <p>Divide listening time into short chunks (when possible)</p> <p>Key words are written on board to provide focus to vocabulary used in introduction and conclusion</p> <p>Physical</p> <p>Allow the pupil plenty of space to work, for example, where space allows, could the pupil be placed by a 'free desk'.</p> <p>Ensure left and right-handed pupils are not sitting next to each other with writing hands adjacent.</p> <p>Adaptations to tools used. Is specialist equipment needed/available? Can pupils glue instead of sewing?</p>