## SEND in my subject area- DT

## 1. What is in place in your subject area for teaching that subject to children with SEND

Cognition and Learning		Communication and Interaction	
Subject	Provision for SEND	Subject	Provision for SEND
Challenges for		Challenges for	
SEND		SEND	
Accessing learning	Writing frames, stem	Children may	Visual words/ phrases
due to poor literacy	sentences	struggle to	Differentiated questioning
skills	1:1 or small group support	communicate and	Consider mixed ability pairing
		express opinions in	Provide different ways for children
	Key words displayed	DT	to record or express their views
	Use of shorter/less complex		Lots of reinforcement/ repetition
Children may	sentences in resources given	Language difficulties	Use of simple instructions – small
struggle to	a contended in resources given	may make chn	steps
understand key	Lots of retrieval	unable to access	Careful and appropriate modelling
concepts/recall	opportunities and	learning	to support understanding
previous learning	reinforcement		Video's of examples and practice
	Pre teaching of key vocab		
	Lots of visual and		
	opportunities to explore		
Physics	physical resources al and sensory	Social Emoti	onal and Mental Health
Subject	Provision for SEND	Subject	Provision for SEND
Challenges for	FIGUISION TO SEND	Challenges for	FIOVISION TO SEIVE
SEND		SEND	
Children with visual	Ensure images are enlarged	Chn may struggle to	Opportunities to work in smaller
impairment may	and accessible – use of audio	regulate their	groups
find it difficult to	description if needed	emotions when	Provide lots of opportunities for
see		facing a challenging	praise
images/resources	Ensure chn are close to	activity in DT	
	whiteboard/ front of class		Children provided with a role which
Danas din a	Use of non-reflective		may not involve active participation
Recording information may be	paper/photos/sources		Providing appropriate resources so
difficult	Provide additional ways to		that children can access the lesson
difficult	record info(video/ICT etc)		eg fiddle toy or sensory jump bean
Children with fine	, , , , , , , , , , , , , , , , , , , ,		sets to help with focus. Ensure
motor difficulties		Chn may become	children have learning/sensory
may find it difficult	Ensure resources and	frustrated/withdraw/	breaks as part of the lesson
to use specific	equipment are appropriate –	aggressive	
subject based	may require specialised		
equipment	equipment e.g. when cutting  – use of double hole scissors		
Children with	- use of double fible scissors		
physical needs may	Addressing individual needs		
not be able to	when planning – if children		
handle equipment	are unable to access ensure		
or resources	alternative resources or		
	equipment are sourced in		
	advanced		