

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 Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Accessing learning due to poor literacy skills</p> <p>Children may struggle to understand key concepts/recall previous learning</p>	<p>Writing frames, stem sentences 1:1 or small group support</p> <p>Key words displayed Use of shorter/less complex sentences in resources given</p> <p>Lots of retrieval opportunities and reinforcement Pre teaching of key vocab Lots of visual and opportunities to explore physical resources</p>	<p>Children may struggle to communicate and express opinions in DT</p> <p>Language difficulties may make chn unable to access learning</p>	<p>Visual words/ phrases Differentiated questioning Consider mixed ability pairing Provide different ways for children to record or express their views</p> <p>Lots of reinforcement/ repetition Use of simple instructions – small steps Careful and appropriate modelling to support understanding Video's of examples and practice</p>
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<p>Children with visual impairment may find it difficult to see images/resources</p> <p>Recording information may be difficult</p> <p>Children with fine motor difficulties may find it difficult to use specific subject based equipment</p> <p>Children with physical needs may not be able to handle equipment or resources</p>	<p>Ensure images are enlarged and accessible – use of audio description if needed</p> <p>Ensure chn are close to whiteboard/ front of class 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 double hole scissors</p> <p>Addressing individual needs when planning – if children are unable to access ensure alternative resources or equipment are sourced in advanced</p>	<p>Chn may struggle to regulate their emotions when facing a challenging activity in DT</p> <p>Chn may become frustrated/withdraw/ aggressive</p>	<p>Opportunities to work in smaller groups 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 eg fiddle toy or sensory jump bean sets to help with focus. Ensure children have learning/sensory breaks as part of the lesson</p>