**SEND in my subject area - DT**

**What is in place in your subject area for teaching that subject to children with SEND?**

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| **Cognition and Learning** | | **Communication and Interaction** | |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Accessing learning due to poor literacy skills | * Writing frames, stem sentences * 1:1 or small group support * Key words displayed – dual coded * Use of shorter/less complex sentences in resources given. * Pre teaching of key vocabulary. * Word bank with key words. | * Children may struggle to communicate and express opinions in DT | * Visual words/ phrases – dual coding * Differentiated questioning * Consider mixed ability pairing and buddying up children. * Consider seating plan. * Provided different ways for children to record or express their views including SeeSaw. |
| * Children may struggle to understand key concepts/recall previous learning | * Lots of retrieval opportunities and reinforcement * Pre teaching of key vocab * Lots of visual and opportunities to explore physical resources. * Dual coding with images and facts. | * Language difficulties may make children unable to access learning | * Overlearning/repetition * Use of simple instructions – small steps including visuals * Careful and appropriate modelling to support understanding * Videos of examples and practice * ‘I say, you say’ mantra is embedded in learning |

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| **Physical and Sensory** | | **Social Emotional and Mental Health** | |
| **Subject Challenges for SEND** | **Provision for SEND** | **Subject Challenges for SEND** | **Provision for SEND** |
| * Children with visual impairment/visual stress may find it difficult to see images/resources | * Ensure images are enlarged and accessible – use of audio description if needed * Ensure children are close to whiteboard/ front of class * Use of non-reflective paper/photos/sources * Use of coloured overlays if needed. * Use the appropriate coloured paper for individual needs. * Alternative books, resources to meet individual needs. * Addressing individual needs when planning – if children are unable to access ensure alternative resources or equipment are sourced in advance. * Smaller groups of 1-2-1 if needed. | * Children may struggle to regulate their emotions when facing a challenging activity in DT | * Opportunities to work in smaller groups * Children provided with a role which may not involve active participation * Praise and use of Class charts points for perseverance and resilience. * Providing appropriate resources so that children can access the lesson eg fiddle toy to help with focus. Ensure children have learning/sensory breaks as part of the lesson. * Additional resources sourced prior to the lesson. * Pre-teaching/ warning of the activities that will be covered. * Consider seating plan / further peer support. |
| * Recording information may be difficult | * Provide additional ways to record info(video/ICT etc) * SeeSaw |  |  |
| * Children with fine motor difficulties may find it difficult to use specific subject based equipment * Children with physical needs may not be able to handle equipment or resources | * Ensure resources and equipment are appropriate – may require specialised equipment e.g. when cutting – use of double hole scissors. * Alternative resources and materials available based on individual needs. |  |  |