**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.
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| * 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.
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| * Recording information may be difficult
 | * Provide additional ways to record info(video/ICT etc)
* SeeSaw
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| * 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.
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