St Cuthbert's Church of England Primary School

Supporting SEND Children within Design Technology		
Cognition and Learning	Subject Challenges for SEND	Provision for SEND
	Accessing learning due to poor literacy skills Children may struggle to understand key concepts/recall previous learning	Writing frames, stem sentences 1:1 or small group support Key words displayed – dual coded Use of shorter/less complex sentences in resources given Lots of retrieval opportunities and reinforcement Pre teaching of key vocabulary Lots of visuals and opportunities to explore physical/practical resources
Communication and Interaction	Subject Challenges for SEND	Provision for SEND
	Children may struggle to communicate and express opinions in DT Language difficulties may make children unable to access learning	Visual words/ phrases – dual coding. Videos of examples and practise Differentiated questioning Consider mixed ability pairing Provided different ways for children to record or express their views Lots of reinforcement/ repetition. Use of simple instructions – small steps Careful and appropriate modelling to support understanding.

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Sensory and Physical	Subject Challenges for SEND	Provision for SEND
	Children with visual impairment may find it difficult to see images/resources Recording information may be difficult 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 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 Provide additional ways to record info(video/ICT etc) Ensure resources and equipment are appropriate – may require specialised equipment e.g. when cutting – use of double hole scissors Addressing individual needs when planning – if children are unable to access ensure alternative resources or equipment are sourced in advance
SEMH	Subject Challenges for SEND	Provision for SEND
	Children may struggle to regulate their emotions when facing a challenging activity in DT Children may become frustrated/withdraw/ aggressive	Opportunities to work in smaller groups Provide lots of opportunities for praise Children provided with a role which may not involve active participation 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
Non Negotiables that need to be in place in all lessons/classrooms when teaching DT	1. Dual coded displays/adapted resources available to all pupils. 2. Ensure outcomes are either open ended or pupils have a choice of how to present their work within that objective. 3. All pupils given a means of expressing their view and opinions whether written, recorded, drawn etc.	

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