



SEND in my subject area: DT

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
Retaining information / meaning of vocabulary	<p>Discuss key vocabulary (such as strong, stable, textiles, mechanism, structures etc) - practice saying the words together</p> <p>Refer to the vocab frequently in the lesson whilst modelling and across other subject areas where appropriate</p> <p>Retrieval questions to start lessons</p> <p>Use visual/physical aids to help identify equipment and media.</p>	<p>Difficulties with processing language/following instructions</p> <p>Difficulties using language / expressing themselves</p>	<p>Simplified step by step instructions</p> <p>Model-do approach</p> <p>Use of think/pair/share</p> <p>Sentence starters / modelled language.</p> <p>My turn-Your turn</p>
Physical and Sensory		Social Emotional and Mental Health	
Subject challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with fine motor difficulties	Use sloping boards and hold down paper with masking tape where necessary	Children who struggle to maintain attention	Consider positioning in the class - do they prefer to work alone or in a group?

<p>Children with physical difficulties</p>	<p>Consider resources - use pencil grippers, wider handled or easy grip scissors, large eye / wider needles for sewing</p> <p>Ensure adequate space is given to work</p> <p>Ensure easy access to a choice of resources</p> <p>Seating plan - ensure children are seated where they can hear and see the adult</p>	<p>Children who have difficulty with transitions and routines</p> <p>Children who struggle with anxiety</p>	<p>Opportunities to move - give out pictures, materials, equipment etc</p> <p>Non-verbal reminders</p> <p>Advance preparation for how the lesson will run</p>
<p>Children with hearing difficulties</p>	<p>Picture prompts</p> <p>Adult check ins</p> <p>Adult repeat back other children's answers that may not be heard</p> <p>Seating plan - can they see</p>		<p>Now and next strategy</p> <p>Self-assessment and peer assessment</p> <p>Peer marking - buddies evaluate each other's work in relation to success criteria</p>
<p>Children with visual difficulties</p>	<p>Enlarged resources</p>		<p>Use of think/pair/share</p>