



SEND Provision in Design & Technology 2024-25

Area of Need: Cognition and Learning	
Challenges	Provision for SEND pupils
<ul style="list-style-type: none"> • Accessing reading / written work • Poor memory and recall skills • Poor sequencing skills - understanding the steps modelled. 	<ul style="list-style-type: none"> • A greater emphasis on modelling and scaffolding for learning – smaller visual steps. • Use of videos to share expectations using step by step sequences – not having to rely on their short, or long term memories • Provide step by step instructions/visual clues if no video available. • New learning builds on previous learning / sticky knowledge • 'Smart' grouping – pairing children with a more able reader/writer. • Build in lots of repetition. • Provide opportunities for pupils to practice the techniques in the design stage before their actual piece.

Area of Need: Communication and Interaction	
Challenges	Provision for SEND pupils
<ul style="list-style-type: none"> • Being able to use their voice expressively. • Understanding and using new topic vocabulary. • Lower than expected levels of expressive vocabulary 'they can't find the words' • Following instructions and sequences. • Levels of concentration for the plenary of the lesson. 	<ul style="list-style-type: none"> • Use different forms of communication – such as gesture and visual cues. • Children to record in a variety of ways e.g. video / teacher scribing • Pre-teaching of new vocabulary prior to the lesson. • Limit vocabulary to that which is necessary to ensure progress. • Children allowed time to discuss the answers to questions and evaluate work with their peers. • Children with communication difficulties are given time to think

	about questions before being required to respond.
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Area of Need: Social, Emotional & Mental Health	
Challenges	Provision for SEND pupils
<ul style="list-style-type: none"> Understanding own thoughts and contrasting with those of others. Working effectively as part of a group Lack of resilience - feeling they aren't any good. This could result in lack of care and effort and/or frustration. 	<ul style="list-style-type: none"> Working in a small group with a trusted adult for emotional support. Some children could work individually. Pre-teaching and discussing the responses to the work. Clear rules and expectations, consistent boundaries, rewards and sanctions. Praise the small steps and showcase their work – be proud. Encourage the children to trial and error in the design stage so they are secure with skills before they make a product.

Area of Need: Physical & Sensory	
Challenges	Provision for SEND pupils
<ul style="list-style-type: none"> Videos with over stimulating or challenging themes. Lower than expected fine motor control. Hearing impairment Visual impairment Colour vision deficiencies Sensory overload relating to conditions associated with ASD/ADHD 	<ul style="list-style-type: none"> Provide sources and themes which are matched to the needs of the child. i.e. enlarged resources/visuals/IT where appropriate Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in Provide an effective way for a child to communicate any distress. Ensure there is a wide range of equipment – scissors, adaptable equipment, variety of materials that are easy to adapt etc. Consider how textures / foods might lead to sensory overload.