SEND provision in Design and Technology

Hunningley Primary Academy
The best in everyone™
Part of United Learning

Cognition and Learning		Communication and Interaction	
Learning Challenges	**Provision**	**Learning Challenges**	**Provision**
• Accessing reading/written work • Poor memory and recall skills • Poor sequencing skills – understanding the steps modelled.	• A greater emphasis on modelling and scaffolding for learning – smaller visual steps. • Use the videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories-have available on ipad for child to follow. • If children can read then to provide step by step instructions/visual clues if no video available. • New learning fits into the framework of what the pupil already knows (depends on the unit) • Smart grouping – pairing 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.	• 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.	• Use different forms of communication – such as gesture – to compensate for difficulties when speaking. • Children to record in a variety of ways e.g. video, voice, typing, scribe • Pre-teaching of new vocabulary prior to the lesson. • Limit vocabulary to that which is necessary to ensure progress. • Children are allowed time to discuss the answers to questions, and evaluate work with peers. • Children with communication impairments are given time to think about questions before being required to respond.
Physical and/or Sensory		Social, Emotional and Mental Health	
Learning Challenge	**Provision**	**Learning Challenge**	**Provision**
• Videos with over stimulating or challenging themes. • Lower than expected motor control. • Hearing impairment • Visual impairment • Colour vision deficiencies.	• Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT • Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress. (Not necessary for all units) • Ensure there is a wide range of equipment – scissors, adaptable equipment, variety of materials that are easy to adapt etc.	• Understanding own thoughts and contrasting with those of others. • Working effectively as part of a group • No resilience - feeling they aren't any good – resulting in lack of care and effort and frustration.	• 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.

	Consider how textures etc might lead to sensory overload.		Encourage the children to trial and error in the design stage so they are secure with skills before they make a product.

Autism Spectrum Condition (ASC)
Speech, Language & Communication Needs (SLCN)

Communication & interaction

SPLD e.g. dyslexia
Severe learning difficulties
Moderate learning difficulties
Profound and multiple learning difficulties

Social, emotional and mental health difficulties

SEND 4 Broad Areas

Cognition & learning

Attention Deficit Hyperactivity Disorder (ADHD)
Depression
Anxiety
Eating Disorders
Attention Deficit Disorder (ADD)
Self Harm
Behavioural, Emotional and Social Difficulties (BESD)

Sensory & or physical needs

Visual impairment
Hearing impairment
Physical disability
Sensory processing
Multi-Sensory Impairment
Dyspraxia