



# SEND in my subject Overview

Subject: DT			
<b>Intent for SEND learners:</b> <ul style="list-style-type: none"> <li>• Inclusive lessons to enable all children to achieve their best possible standard in DT.</li> <li>• Develop a sense of curiosity for how things work</li> <li>• Build confidence to communicate ideas confidently through the design and construction of products</li> <li>• For children to develop an enjoyment and enthusiasm for DT and to be able to apply the skills and techniques they have learnt.</li> </ul>			
<b>Universal strategies:</b> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Clear progression in planning</li> <li>• Evidence of prior learning</li> <li>• Working wall</li> <li>• Vocabulary</li> <li>• Assessment tool</li> <li>• Teaching/learning styles (kinaesthetic)</li> <li>• Evidence of planning and evaluation</li> <li>• Pupil voice</li> <li>• Questioning</li> </ul>		<b>Reasonable adjustments:</b> <ul style="list-style-type: none"> <li>• Pre-teach subject specific vocabulary – (plan, evaluate, analyse, modify)</li> <li>• Small group interventions</li> <li>• Peer tutoring</li> <li>• Differentiated recording</li> <li>• Clear/concise instructions</li> <li>• Provide adapted equipment</li> <li>• Differentiated Knowledge Organisers</li> <li>• Break tasks into smaller, manageable steps; provide checklists or task sequences</li> </ul>	
How we support SEND learners within our EYFS curriculum:			
<b>Cognition and Learning:</b> <ul style="list-style-type: none"> <li>• Teacher modelling</li> <li>• Photo instructions and visual aids</li> </ul>	<b>Communication and interaction (ASD):</b> <ul style="list-style-type: none"> <li>• Use visual supports and or Makaton symbols for DT vocabulary</li> </ul>	<b>Social, emotional and mental health:</b> <ul style="list-style-type: none"> <li>• Targeted Teacher/ TA support</li> <li>• Now and Next boards</li> <li>• Celebrate “have a go” attitude</li> </ul>	<b>Sensory and physical:</b> <p>Provide opportunities for messy play and open ended exploration of materials</p>

## SEND in my subject Overview

<ul style="list-style-type: none"> <li>• Opportunities for children to explore different media and materials in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage non-verbal communication (pointing, gesturing, showing)</li> <li>• Widget symbols added to specific resources</li> <li>• Resources clearly labelled and accessible for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback</li> </ul>	<p>Use adaptive tools (variety of scissor types, pencil grips)</p>
--	---	---	--

**How we support SEND learners within our KS1 curriculum:**

<p><b>Cognition and Learning:</b></p> <ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• Pre-teach vocabulary</li> <li>• Simplify language</li> <li>• Individual timeline/task lists</li> <li>• Tailored group interventions</li> <li>• Scribe (evaluation)</li> <li>• Visual prompts and picture instructions</li> <li>• </li> </ul>	<p><b>Communication and interaction (ASD):</b></p> <ul style="list-style-type: none"> <li>• Peer support</li> <li>• Talk partners</li> <li>• Adult led discussion</li> <li>• Now/Next boards</li> <li>• Simplify language</li> </ul>	<p><b>Social, emotional and mental health:</b></p> <ul style="list-style-type: none"> <li>• Positive praise and reinforcement</li> <li>• Identify and respond to preferred learning styles</li> <li>• Personalised approach to rewards/motivation</li> <li>• Celebrate curiosity and “having a go,” reducing fear of getting things wrong.</li> </ul>	<p><b>Sensory and physical:</b></p> <ul style="list-style-type: none"> <li>• Opportunity to investigate and ‘play’ with equipment as well as examples of finished product.</li> <li>• Different equipment to support motor skills (paintbrushes, scissors etc.)</li> </ul>
---	--	---	--

## SEND in my subject Overview

How we support SEND learners within our KS2 curriculum:			
<p><b>Cognition and Learning:</b></p> <ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• Pre-teach vocabulary</li> <li>• Simplify language</li> <li>• Individual timeline/task lists</li> <li>• Tailored group interventions</li> <li>• Scribe (evaluation)</li> <li>• Visual prompts and picture instructions</li> <li>• I-pad to capture pupil comments and evaluation</li> </ul>	<p><b>Communication and interaction (ASD):</b></p> <ul style="list-style-type: none"> <li>• Peer support/ group work</li> <li>• Talk partners</li> <li>• Scaffolding</li> <li>• Simplify language</li> <li>• Now/Next boards</li> </ul>	<p><b>Social, emotional and mental health:</b></p> <ul style="list-style-type: none"> <li>• Positive praise and reinforcement</li> <li>• Identify and respond to preferred learning styles</li> <li>• Personalised approach to rewards/motivation</li> <li>• Teamwork</li> <li>• Peer support</li> <li>• Celebrate curiosity and “having a go,” reducing fear of getting things wrong.</li> </ul>	<p><b>Sensory and physical:</b></p> <ul style="list-style-type: none"> <li>• Opportunity to investigate and ‘play’ with equipment as well as examples of finished product.</li> <li>• Different equipment to support motor skills (paintbrushes, scissors etc.)</li> </ul>