

Supporting children with SEND in Design & Technology



Cognition & Learning		Communication & Interaction	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Accessing learning due to poor literacy skills e.g. instructional language, reading recipes, poor basic mathematical skills.</p> <p>Children may struggle to understand key concepts/recall previous learning.</p> <p>Children may struggle to follow steps during making process.</p> <p>Working memory</p> <p>Understanding vocabulary.</p> <p>Low awareness of danger</p>	<p>Provide visual prompts for each small step.</p> <p>Present art projects one step at a time</p> <p>Additional practise for fine/gross motor skills.</p> <p>Tick list/visuals of steps.</p> <p>Ensuring equipment is appropriate for children with limited fine motor control/manual dexterity.</p> <p>Visual/verbal reminders about using equipment safely.</p> <p>Providing multisensory learning opportunities e.g. real objects, using body in direct way, exploring natural materials.</p> <p>Use backward chaining and show examples of finished product.</p> <p>Additional time and opportunity to work in smaller group or in quiet area.</p>	<p>Children may struggle to communicate and express opinions in DT.</p> <p>Group work may be a challenge</p> <p>Language difficulties may make children unable to access learning.</p> <p>Understanding vocabulary</p> <p>Understanding instructions.</p> <p>Explaining their ideas</p> <p>Potential for sensory triggers</p> <p>Low awareness of danger</p>	<p>Use photos/videos using the Kapow scheme to remind children of steps. for evaluation process.</p> <p>Breaking down instructions into small chunks,</p> <p>Providing visual reminders of instructions.</p> <p>Scaffolding language around work ' I like this structure because...</p> <p>Labelling equipment</p> <p>Provide visual prompts for each small step.</p> <p>Awareness of potential sensory triggers</p> <p>Use visuals to explain safety with equipment.</p>



Physical & Sensory		Social, Emotional & Mental Health	
Barrier	Steps to Support	Barrier	Steps to Support
<p>Children with visual impairment may find it difficult to see images/resources.</p> <p>Recording information may be difficult.</p> <p>Children with fine motor difficulties may find it difficult to use specific subject based equipment.</p> <p>Children with physical needs may not be able to handle equipment or resources.</p>	<p>Ensure images are enlarged and accessible – use of audio description if needed.</p> <p>Ensure children are close to whiteboard/ front of class.</p> <p>Use of non-reflective paper/photos/sources.</p> <p>Simplified diagrams. Provide additional ways to record information (video/ICT etc).</p> <p>Ensure resources and equipment are appropriate – may require specialised equipment e.g. when cutting – use of double hole scissors, easy grip tools, templates, jumbo pencils.</p> <p>Addressing individual needs when planning – if children are unable to access ensure alternative resources or equipment are sourced in advanced.</p> <p>Use of ear defenders, switch off hearing aids or use a quieter area. Avoid demonstrations when tools are being used.</p>	<p>Children may struggle to regulate their emotions when facing a challenging/hands-on/over stimulating activity.</p> <p>Children may become frustrated/withdraw.</p> <p>Opportunities to work in smaller groups.</p> <p>Provide lots of opportunities for praise.</p> <p>Children provided with a role which may not involve active participation.</p> <p>1:1 or small group support to model challenging activities.</p>	<p>Opportunities to work in smaller groups.</p> <p>Children provided with a role which may not involve active participation.</p> <p>1:1 or small group support to model challenging activities.</p> <p>Providing appropriate resources so that children can access the lesson e.g. fiddle toy or brain breaks to help with focus.</p> <p>Use of timers to complete task.</p> <p>Being clear about safety with equipment.</p> <p>Backward chaining – allowing children to experience success.</p>