

SEND Adaptions for DT

For learners with SEND, specific resources or approaches may be required to enable them to access the curriculum. Ensure you have considered what barriers learners have within a lesson and embed support strategies to help them overcome these. If a teacher holds lower expectations of a learner it can have a negative impact on a learner's achievement in the subject.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> • Use real-life experiences to support understanding • Display key vocabulary using dual coding • Recap key vocabulary regularly • Each lesson will start with a retrieval of prior learning • Immersive reader • Magnifier aids • Break content into small, manageable steps • Model processes clearly • Use visual aids and worked examples • Provide scaffolding and gradually remove it • Offer alternative ways to record work • Use checklists to support independence • Make adaptations such as supporting with cutting skills. • Use part made models so pupils focus on the skill 	<ul style="list-style-type: none"> • Build positive relationships with learners • Use children's names to gain attention • Give clear, concise instructions • Allow processing time • Listen carefully and rephrase when needed • Use visual cues and gestures • Repeat and reinforce key information • Provide structured opportunities for discussion • Use "My turn, your turn" modelling. • Provide pre-taught vocabulary and allow for, as noted in this document, alternative recording methods like video or photography instead of written notes. 	<ul style="list-style-type: none"> • Create a calm, predictable environment • Give clear expectations and routines • Use videos or practical demonstrations to reduce anxiety • Provide fidget tools where appropriate • Offer a safe space for regulation • Use positive, encouraging language • Show empathy and understanding • Include brain breaks to support focus • Provide brain breaks and calming sessions • Implement "safe" tool handling practices to build confidence 	<ul style="list-style-type: none"> • Use of appropriate tools. • Support cutting, fixing and joining skills. • Support fine motor skill development through sensory activities. • Use adapted equipment such as push-top glue bottles, vice grips for holding materials, and custom-handled saws. • Ensure workspaces are organized, uncluttered, and allow for movement • Reduce unnecessary visual stimuli • Make visuals clear and accessible • Adjust workspace layout for comfort • Consider seating preferences • Provide adapted equipment if required. • Awareness of food issues and tolerances

<ul style="list-style-type: none">• Pupils to follow given design/ recipe• Use clear visual instructions• Break tasks into small, manageable steps to avoid overwhelming working memory• Use visual checklists and "now and next" boards			<ul style="list-style-type: none">• Use colour-code tools (e.g., handles) for easy identification and use, as shown in this document, 3D printed guides to assist with cutting precision• Provide tactile materials that are easier to manipulate (e.g., soft modelling clay instead of tough clay).• Use adult support for high-risk cutting but maintain child ownership of the design.
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