



SEND / EAL Provision: DT

These strategies could be implemented to ensure pupils identified as having SEND could access the DT curriculum.

Cognition & Learning	Communication & Interaction	EAL
<p>Pre-teach vocabulary, key skills and ideas.</p> <p>Ensure key vocabulary is visible around the classroom.</p> <p>Concrete resources to support learning.</p> <p>Task planners</p> <p>Repetition and revisiting of taught concepts to ensure sticky knowledge. Mini quizzes/ recall of skills etc.</p> <p>Make it visual - use of pictures, diagrams, photographs etc.</p> <p>Differentiate by resource, outcome and support level.</p> <p>Model outcomes using physical outcomes and demonstrate each step.</p>	<p>Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc.</p> <p>Allow children the opportunity to talk through their responses.</p> <p>Pre-teach vocabulary, key skills and ideas.</p>	<p>Pre-teach vocabulary.</p> <p>Provide vocabulary lists related to each topic.</p> <p>Visual support and word mats.</p> <p>Scaffolding to generate ideas.</p> <p>Modelling.</p> <p>Translation of key vocabulary into native language.</p>
SEMH	Sensory - Visual	Sensory - Hearing
<p>Ensure children with SEMH needs are monitored and risk assessments are made to ensure health and safety.</p> <p>Ensure children have adult support with potentially dangerous equipment such as sharp fabric scissors and needles.</p> <p>Ensure children have appropriate space to work.</p>	<p>Enlarge examples of finished work.</p> <p>Print resources on buff or coloured paper.</p> <p>Magnifying glasses.</p> <p>Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.</p>	<p>Use lots of visual and concrete resources to explain key concepts.</p> <p>Appropriate risk assessments to be carried out before practical tasks.</p> <p>Subtitles should be switched on when showing a video.</p> <p>Check for understanding to avoid misconceptions.</p>



Motor Skills

Ensure children are given extra time if needed to complete tasks they may find difficult.

Scaffold learning through adult support and possible templates e.g. textiles- consider having half the sewing pre stitched.

Pre-teach skills and equipment handling before they are required to use it.

Adult support using equipment.

Consider space considerations in the learning environment.

Check equipment is well stocked and specialist equipment is available such as:

- Triangular pens/pencils/pencil grips.
- Scissor options
- Various options for attaching material for textiles e.g. glue, staple, sew (different stitches).
- Sloping desks etc