Adaptations for children with SEND

Subject Area: Design and Technology

Area of Need: Cognition and Learning
• Step by step achievable outcomes • Modelling from adult or where appropriate, a peer • Ensure adequate time is given to help focus attention (e.g. model a task, then provide clear instructions to read, not both at once) • Repeat verbal commands
Area of Need: Communication and Interaction
• Pre-teaching of new vocabulary prior to lesson • Use of vocabulary word mats • Careful use of language- not overwhelming the child with the amount of content of language • Explicit teaching of new, key vocabulary • Offer quiet space to work in, if the classroom environment appears overwhelming to the child • Use of word banks and prompts to support scaffolding • Refer to topic specific vocabulary regularly throughout the session • Allowing adequate time to respond to questions, use of think/pair/share
Area of Need: Social, Emotional and Mental Health
• Where appropriate, allowing movement/ sensory breaks to help regulation. • Allow the child time to try the resources prior to the lesson, to help reduce any anxieties regarding a new experience. • Use of familiar, trusted adults to support more vulnerable children. • Smaller group during group work • Adult support (someone who knows the child well) to be aware of dysregulation is increasing, put known strategies in place to enable child to become more regulated
Area of Need: Physical and/or Sensory needs
• Demonstration of how to use equipment • Resources modified- adult support to ensure safe handling use of equipment • Adult has good understanding of child's fine and gross motor skills and the impact this may have • Awareness of sensor needs (e.g. smell/ touch) and the impact/ increased anxiety this may cause the child • Clear start and end point to the activity • Awareness of any dyspraxia tendencies that may impact the child