



Adaptive Practice in DT

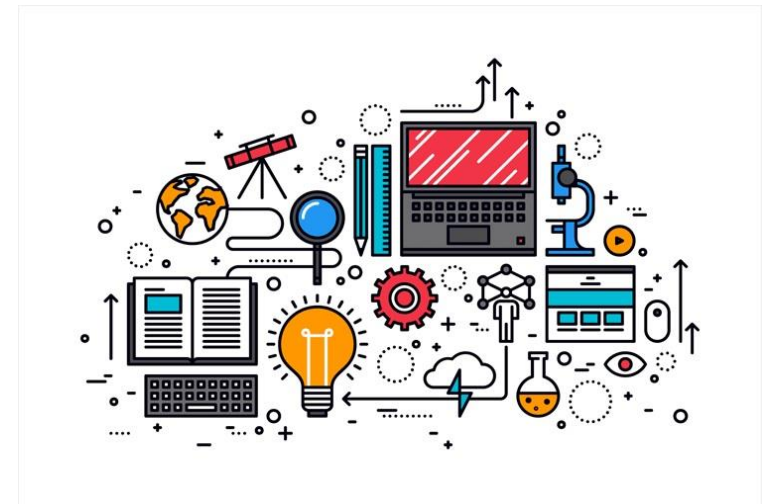
What is in place in your subject area for teaching that subject to children with SEND?

Non-negotiables that need to be in place in all lessons/classrooms when teaching DT:

Physical needs are catered for e.g. through adapting the equipment or using specialised equipment
Instructions presented in alternative ways for those who struggle to understand verbal instructions
The importance of resilience, growth mindset, self-belief and confidence to be referred to frequently

Universal Strategies

- Explaining how to use equipment before use
- Health and safety
- Expectations of every lesson
- Giving instructions step by step
- Structure of a lesson – warm up, main lesson and cool down
- Using key vocabulary
- Learning objective shared with class/group
- Reflect on their own progress and others at the end of each lesson
- Implement the 4 Core Concepts



Adaptive Practice in DT

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Pupils with SEND are supported in their learning through a variety of strategies; some of these are outlined in the tables below:

Quality First Teaching			
Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
- Attend School training on Autism, Dyslexia, emotional difficulties, visual impairments, attachment, etc - Look at delivery / differentiation / groupings - Communication / visual aids / signs & symbols used - Assess regularly and look at progress - Ask advice of colleagues - Take to Pupil Progress meeting - Implement appropriate intervention – record on Whole School Provision Map - Assess impact of intervention / booster / pre-learning - Make sure child has access to aids I.E. writing slope / personal laptop / monitor, etc that have been given to them - Work around transitions - Refer to Speech & Language therapist if needed - Check that room is Dyslexia/Autism, etc friendly - If concerned about Dyslexia, speak to SENCo	- Visual timetable – class/individual/now & next board - Look at reasonable adjustments on SALT - Communication supported with Makaton and/or signs and symbols - Extra time for some activities/modified and clear expectations - Meet and greet and pre-warning of changes - Rewards and sanctions supported with visual signs/symbols/photographs - Clear instructions - Social stories to communicate expectations clearly 'Safe' stories - Personalised targets - Utilising personal interests – in work or club set up - Home/School dialogue, versions with symbols/other languages - Nurture type interventions - Emotional prompts/fiddlers/ear defenders/wobble cushions - Own work space – within the classroom or outside - Nurture time over lunch/playground buddy - Responsibilities to give sense of purpose and improve self-esteem - Timers, if appropriate - Use resources from Early Year Autism Toolkit	<u>Behaviour</u> - Follow the School Behaviour Policy - Look at reasonable adjustments E.G. behaviour chart, monitoring chart - Record more serious behaviour incidents on CPOMS - Teach on certain behaviours in PSHE lessons - Ask advice of colleagues - Ask advice of line managers - Year group/KS leader can advise/observe - Observe the behaviour strategies of colleagues - Work around transitions – Pupil Passport and Social Stories - Individual charts and rewards - Use de-escalation techniques - Communication used and visual aids - If a high emotional health concern go to Emotional health route <u>Emotional</u> - Set aside time to talk to the child - Speak to Learning Mentor - Encourage children to use a 'Worry Box' - Speak to others that know child - Refer to reasonable adjustments in SEN Class File - Use emotional resilience resources in the classroom/PSHE lessons - Work around transitions – Vulnerable Pupil Passport - See line manager to raise at a Pupil Progress meeting - Peer mentoring – if it is a parental concern that is driving this forward, the see – class/individual/Now & Then board	- Discuss with parents - Work around transitions – Pupil Passport - Make sure medicines/EpiPens/Inhalers are in date - Make sure CPOMS and Integris is updated with new medical information School Nurse/GP/Health Visitor - Keep copies of correspondence that is passed on to you safe. If there is a condition discuss with line manager. If a Care Plan may be needed, please in relevant section in Class SEN folder - Line manager can seek advice from SENCo/parents/health professional. Implement Care Plan for the child - Keep the Care Plan in the class SEN folder - Inform all appropriate staff in school - Follow only what it says on the Care Plan - Do they need to be on the SEN Register? If the Care Plan becomes out of date/isn't possible to implement - Inform parents - Health Professional to update Plan - Multi-agency meeting

What is in place in your subject area for teaching that subject to children with SEND?

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
Accessing of learning due to poor literacy or cognitive skills. Children may struggle to remember information/facts/previous learning.	Visual aids e.g. key words, photos of designer's work and dual coding images displayed.	Children may struggle to communicate their view and express opinions of designer's work.	Ensure modelling and sentence stems are used e.g. I like the way they used charcoal because...Next time they need to improve...

	Use of shorter/less complex sentences in resources given to avoid cognitive overload. Chunking information. Be clear with 'introduce, explain, model' approach. Instructions in a step-by-step approach (my turn, your turn). Word banks and pictures of designer's work printed for tables. Lots of links to importance in wider world, drawing on real life context. Lots of retrieval opportunities and reinforcement. Apply new vocab into lots of different contexts. Using key vocabulary through prompts, actions or visual aids. Talk about their learning to their peers and Teacher. Reflect on their own progress at the end of each lesson. Revisit previous learning. Talk to their partner. Working in small groups. Variety of different models and real-life examples. Use of visualiser to model. Opportunities for pre-teaching. Personal learning objectives – specific and achievable. Repeat 'how to' videos twice for more processing time. Time to explore and create. Small group/1:1 modelling.	Language difficulties may make children unable to access learning.	Allow children to discuss their answer with a partner first to allow processing time. Provide alternative ways of expressing views e.g. written on a white board. Ensure any written information is explained verbally too. Use of simple instructions – small steps with modelling. Visual aids and dual coding on displays and knowledge organisers. Videos and modelling to demonstrate key skills. Resources clearly labelled using images, large print, symbols or colour coded. Displays accessible and within reach. Sensitive and organised pairing.
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<u>Physical and Sensory</u>		<u>Social Emotional and Mental Health</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
Children with visual impairment may find it difficult to see IWB or resources provided. Recording information may be difficult.	Provide multi-sensory resources and ensure those with visual difficulties have the visual verbally described. Provide additional ways to record info (video/ICT etc).	Children who struggle in DT may become upset/angry/withdrawn particularly in subject areas they find more difficult.	Ensure children know in advance what the key skills of the lesson will be. Provide children with jobs e.g. handing out resources to boost their confidence.

Children with fine motor or gross motor difficulties may find it difficult to use specific DT equipment. Children who might not be able access some DT equipment due to physical impairments. Children may feel overwhelmed by noise levels.	Addressing individual needs on a lesson by lesson basis – those with PD – how can you ensure they are included in the lesson based on their ability? Ensure alternative equipment or support is provided. Brain breaks if necessary. Positive feedback. Ear defenders if needed. Warnings before music/sound comes on. Classroom layout is accessible – some children may need more space. Pre-teach fine motor skills if necessary. Tape paper to the table to minimise movement of resources. Multi-sensory approach having a range of materials for tactile exploration. Adapted scissors, bigger sewing needles, pencil grips or different material thickness.		Have clear expectations. Emotion check ins throughout if necessary. Play calming music to reduce sense of overwhelm. Use of time out to self-regulate. Use of rewards (house points etc) to reward in the moment. Reinforce that there is no right or wrong – everyone is a designer and creator!
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