



# Supporting Learners with SEND in DT



<b>Creating an inclusive environment</b>	<ul style="list-style-type: none"><li>- Considerations given to the position of learners during DT lessons to suit their sensory needs</li><li>- Considerations given to whether they would be best working with the whole class, in a small group or 1:1 with an adult</li><li>- Consideration of the physical layout of the work space ensuring that all learners can access the equipment needed in the lessons</li><li>- Understanding of how learners best learn – visual, auditory, kinaesthetic</li><li>- Visual cues given to children as well as oral ones.</li></ul>
<b>Curriculum considerations</b>	<ul style="list-style-type: none"><li>- All learners given the opportunity to plan, design and create a range of projects.</li><li>- Correct terminology used and embedded across the school to ensure consistency</li><li>- Visual cues given to represent technical terminology</li></ul>
<b>Strategies to scaffold learning</b>	<p><u>Learners who struggle with attention:</u></p> <ul style="list-style-type: none"><li>- Adaptations to the learning environment to maximise their ability to attend to the teacher and access resources</li><li>- Pre-teach elements of the lessons to learners so they only have to attend for short amounts of time. This may just be the meaning of vocabulary.</li><li>- Consider the length of teaching input</li><li>- Particular roles given to children who are going to struggle with their attention</li><li>- Learners given short, manageable bursts of learning to help structure their attention</li></ul> <p><u>Learners who have sensory needs:</u></p> <ul style="list-style-type: none"><li>- Considerations to the size of the group they work in, to ensure that children are not overwhelmed</li><li>- Opportunities for learners to physically interact with equipment so they can familiarise themselves with it.</li></ul> <p><u>Learners who have literacy difficulties:</u></p> <ul style="list-style-type: none"><li>- Visual aids provided to help children identify equipment, and key vocabulary, rather than having to read the words</li></ul>

- Strategies such as modelling and demonstrating used to take the literary element away

Learners who struggle to retain vocabulary:

- Pre-teaching of vocabulary and key terms before the lesson starts
- Recapping terminology at the beginning of each lesson
- Visual word banks with pictures attached to support understanding
- Key musical vocabulary referred to throughout the school day as well as just in music lessons

Learners who need additional time to support their conceptual understanding:

- Content broken down into small steps to build understanding
- Now and next cards used
- Visual timetables and success boards
- Maximised opportunities to model, demonstrate and imitate to encourage participation through a scaffolded experience.