

SEND/EAL Provision



Subject – D&T

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

Cognition & Learning	Communication & Interaction	EAL
Pre-teach vocabulary, key skills and ideas. Ensure key vocabulary is visible around the classroom. Concrete resources to support learning. Whenever possible relate to real life experiences. Repetition and revisiting of taught concepts to ensure sticky knowledge. Fact recall etc. Make it visual – use of pictures, diagrams, photographs etc. Provide opportunities for cross curricular experiences (e.g. Science Links – electrical circuits, materials properties) Provide opportunities for children to plan, monitor and evaluate their own learning. Learning aids could include:, key word mats or IT Ensure key learning is reviewed at start and end of every session.	Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc. Allow children the opportunity to talk through their responses. Consider use of talk partners to support. Use of word wall/Science display, to reinforce and revisit key vocabulary. Emphasise key vocabulary throughout session. Ensure enough time given for each part of the instruction to be completed before next chunk is given. Use TAs effectively to help explain language and support with understanding of questions/concepts. Provide opportunities to work independently throughout session.	Pre-teach vocabulary by providing pupils with key vocabulary before each topic begins. TA or T to work with pupils to scaffold to generate ideas. Model practical activities. Encourage precise use of related language and provide lots of opportunities to reason and explain using visual prompts where necessary. Translation of key vocabulary into native language. Relate learning to real life experiences. Ensure multi step tasks are delivered in chunks.
SEMH	Sensory – Visual	Sensory – Hearing
Ensure children with SEMH needs are included in trips and clubs with appropriate support and/or adjustments. Be mindful of any trigger points for specific children and how this may impact upon their learning. Consistent and clear expectations of behaviour for learning Well organised classroom and resources	Print resources on buff or coloured paper. Follow recommendations from external practitioners and experts pertaining to the individual needs of the child. Use appropriate font sizing Use verbal explanations by the teacher/TA when modelling/	Use lots of visual and concrete resources to explain key concepts. Subtitles should be switched on when showing a video. Check for understanding to avoid misconceptions. Careful considerations for seating.

Careful consideration of seating, partners and groupings, for practical activities. Use pupils' interests where possible to promote interest. Keep instructions positive, clear and present in a calm manner.	explaining to the class, reading aloud when writing on the board Careful considerations for seating. Eliminate unnecessary copying from the board. Intersperse spells of visual activity with less demanding tasks.	Divide listening time into small chunks. Allow ample thinking and talking time. Explain any new words or technical terms, writing these words on the whiteboard
Motor Skills		
Use of technology to support learning. Consider alternative methods of recording. Use of technology to support learning. Set achievable outcomes for recorded work in lessons. Give instructions in short chunks, checking back understanding of tasks with pupils.		