

Jnderstanding instructions for tasks.

Explaining their ideas

concentration/task completion.

Difficulties

earning

Emotional dysregulation.

Potential to show unsafe

behaviours

Jnderstanding instructions.

Understanding vocabulary

Likely to have gaps due to missed

Key Learning Challenges:

Learning Challenges:

sensory triggers

fо

Potential

awareness of danger.

High Hazels Academy Supporting SEND learners across the Curriculum

Recalling previously taught

Physical difficulties around using

to hear the

able 1

Being a

equipment.

teaching/instructions

Visual difficulties

Key Learning Challenges

knowledge/d+t skills.

Working memory

awareness of danger

Key Learning Challenges:

Focus area: Design and Technology

Curriculum considerations for children across all areas of SEN in D+T

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing where appropriate.
 - Recognising and celebrating where children with SEN are talented in this area.

Additional enhancements

- -Fine motor box activities
- -Write from the Start
- -Gross motor group

Communication and Interaction

- Breaking down instructions into small chunks,
- Scaffolding language around art 'I like this painting
- Labelling equipment
- Provide visual prompts for each small step.
- Present art projects one step at a time
- Awareness of potential sensory triggers for children with ASC may dislike the feel/smell of certain materials

Learning and Cognition

- Provide visual prompts for each small step.
- Present art projects one step at a time
- Additional practise for fine/gross motor skills.
- Tick list/visuals of steps.
- Ensuring equipment is appropriate for children with limited fine motor control/manual dexterity.
- Visual/verbal reminders about using equipment safely.
- Providing multisensory learning opportunities e.g. real objects, using body in direct way, exploring natural materials.
- Use backward chaining and show examples of finished product.
- Additional time

- Providing visual reminders of instructions.
- because...

- Use visuals to explain safety with equipment.

- Using task planner/task chunking.
- Time framing and use of timers.
- Checking understanding/small group/individual modelling
- Visual prompts
- Being clear about safety with equipment.
- Backward chaining allowing children to experience success.

Physical and Sensory

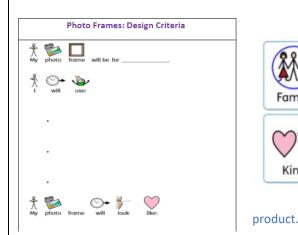
- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service).
- Aids to support learning e.g. jumbo pencils if hand control is weak, non-slip mats (dycem) to hold papers, books and equipment in place, BluTac to hold small items or as a temporary fixing (eg for rulers when drawing)
- Providing a parallel activity e.g. computer simulation rather than manipulating a brush.
- Adapted printed resources where needed.
- Additional time

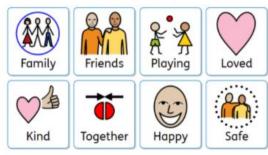
Social, emotional and mental health

- Check ins

EYFS Example KS1 Example KS2 Example Visual prompts for each step Visual prompts for each step Steps and instructions chunked Provision of a range of practical and Vocab displayed visually using CIP to Adapted knowledge organisers using CIP concrete resources and extended time for understand safety of equipment Visual prompts for each step tasks Steps and instructions chunked Adapted printed resources when needed Visual aids and vocabulary Adapted printed resources where needed Scaffolding language around designing and Opportunities for multi-sensory learning evaluation - "I want to make...I like Simplified task where necessary to allow about my (product), Next time, I would Visual reminders pupils to achieve success change..." • Scaffolding language around designing and Labelled equipment evaluation - "I want to make...I like Physical and sensory provision where about my (product)" necessary

What does this look like in practice? (pictorial examples):





What is Community to you?

LKS2 Adapted printed resource where pupils with the

are given time to think about their product, given visual

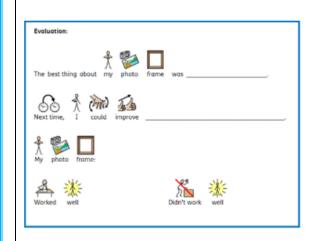
choose their equipment using visual aids or ideas.

vocab and draw a picture to visualise their

For this project of creating a lantern

theme of community, pupils were

vocab to choose and mind-map their





A LKS2 adapted resource using CIP for children to reflect and evaluate their product.