

<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>
<p>Interpretation of designer's work.</p> <p>Understanding of subject specific vocabulary.</p> <p>Difficulty in producing accurate pieces of writing e.g. an evaluation of a D&amp;T project.</p> <p>Sequencing of physical art task (knowing which steps to complete first).</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which have different meanings in other contexts. E.g. 'knead/need, saw/saw, seam/seem.' Use visuals via Widgit Online to aid understanding of subject specific vocabulary. Reinforce through matching activities.</p> <p>Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).</p> <p>Utilise 'shared tasks' by pairing children with a learning buddy. One partner verbally explains the process of making something whilst the other asks questions. Partners swap roles and repeat the task. This will reinforce sequencing. Flow charts can be useful in visually demonstrating a specific sequence.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use flash cards supported by visuals to allow the children to choose adjectives to support their reasoning, e.g. children could select the word 'bright' to describe why they like a particular piece of D&amp;T work. Children could then match these flash cards to different pieces of D&amp;T work to demonstrate understanding. Teacher can use these flash cards to prompt verbal reasoning.</p> <p>Use a reduced number of simple instructions which are supported by visuals e.g. 'cut, stick, colour.' Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p>