



Lostwithiel School

Strategies for supporting pupils with Special Educational Needs in DT

SOCIAL EMOTIONAL MENTAL HEALTH

Strategies for supporting learners who struggle with attention and/or lack confidence/struggle with change and transition:

- ✓ **Adult Support:** All adults who work with these children will nurture a positive, supportive, trusting relationship with them and will be available for support during the lesson. Learners can be given a particular role in the lesson to keep them engaged and promote active participation.
- ✓ **Strategies for scaffolding learning:** Learning will be adapted so that it is accessible to the child, e.g.
 - Consideration is given to potential unhelpful sources of distraction, such as over-frequent changes of task or unstructured group work.
 - Time: extra time will be given for the child to process new information and instructions with the support of visual cues.
 - Learning Environment: consider the seating arrangements to engage all learners and maximise access to resources – location of child to accommodate needs as comfortably as possible for the individual child. Consider that circles and grouped tables can be a barrier to attention on learning.
 - Pre-warning of change: Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand through a social script/the use of visuals/at the start of the day or day/s before.
 - Planned and unplanned sensory breaks will be used throughout the lesson.

Supporting resources available include:

- Now & Next boards
- Reward charts
- Home/school communication
- TIS support group/individual
- Visual timetable
- Visual timers
- Time to talk
- Social group support



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COMMUNICATION AND INTERACTION

Strategies for supporting learners who struggle to retain vocabulary and/or comprehension:

- ✓ **Adult Support:** Drip feed key vocabulary throughout the school day. Hold discussion around DT other curriculum areas to embed the language.

- ✓ **Strategies for scaffolding learning:**
 - provide visual word banks that are accessible throughout as necessary.
 - for support with the meaning of vocabulary pictorial word banks can be used.
 - provide visual aids to enable learners to identify equipment.
 - provide a word/picture bank for the learner to refer to during guided and independent activities.
 - use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.
 - Cues: Children could use a 'help card' if they feel that they need support within the classroom.
 - Children will be given time to process information and to give responses to answers.
 - Speech will be clear and slowed in delivery so that children can understand what is being said, what information is being shared and any instructions that are being given. This may be additional instructions that are given once the majority of the class have started their task.
 - Lots of opportunities will be given to communicate in either a trusted friendship pair or small group to develop confidence.
 - Positive responses and praise will be given to any attempts at communicating.
 - Adults will check the child's understanding and progress throughout the lesson.

Supporting resources available include:

- Talking tins
- Visual support materials
- PECs symbols
- Now & Next boards
- Visual timetables
- Visual support materials
- SALT support
- Makaton
- Auditory aids and monitors



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SENSORY AND PHYSICAL

Strategies for supporting learners who have sensory and/or physical issues:

- ✓ **Adult Support:** All adults who work with these children will nurture a positive, supportive, trusting relationship with them and will be available for support during the lesson. Learners can be given a particular role in the lesson to keep them engaged and promote active participation.

- ✓ **Strategies for scaffolding learning:** Ear defenders can enable learners to partake in lessons with more confidence. If learners cannot hear, opportunity can be provided for physical contact with DT resources.
 - **Learning Environment:** consideration is given to the size of the group and the fact that learners may benefit from smaller groups or individual groups. Consideration is given to the lighting in the room if learners would benefit from reduced glare on interactive whiteboards and computer screens.
 - **Pre-teach:** pupils with auditory sensitivity may find DT overwhelming at times so will be given necessary preparation prior to the lesson.
 - **Sensory breaks:** Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson to be accessed when necessary
 - **Pre-warning of change:** Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand through a social script/the use of visuals/at the start of the day or day/s before.
 - **Cues:** Children could use a 'help card' if they feel that they need support within the classroom.
 - **Differentiation:** Learning will be adapted so that it is accessible to the child and broken down in manageable steps.
 - **Time:** extra time will be given for the child to process new information and instructions with the support of visual cues.
 - TIS approach followed.



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Supporting resources available include:

- Voice activated software
- Laptops/ICT support
- Visual support materials
- Sensory diet (including regular movement breaks)
- Move and sit cushions
- Sloping desktop
- Fidgets
- Pencil grips
- Springy scissors
- Chew bangle
- Ear defenders
- Funfit type exercises



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COGNITION AND LEARNING

STRATEGIES FOR SUPPORTING LEARNERS WHO STRUGGLE TO ACCESS LESSONS BECAUSE OF LITERACY AND/OR NUMERACY BASED DIFFICULTIES AND/OR THOSE WHO REQUIRE ADDITIONAL TIME TO DEVELOP CONCEPTUAL UNDERSTANDING:

- ✓ **Adult Support:** Use of strategies like modelling, demonstrating and initiating to help learners understand concepts Small group provision. Encourage active participation through a scaffolded experience.
- ✓ **Strategies for scaffolding learning:** Provide visual aids to enable learners to identify resources, tools, materials etc. Provide pictorial representations of a composition to provide a form of non-verbal communication. Break down content into small steps. Pre-teach: individual pupils will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson e.g. puppet books/ watch a puppet show before the puppet unit.

Supporting resources available include:

- Dyslexia support resources including: coloured overlays, talking tins, talking white boards, reading rulers/catch me cards
- Task boards
- Writing frames
- Rainbow writing
- Chunking
- Pre-teach
- Post teach
- Word mats
- Talking tins
- Access to learning support materials – word lists/mats, number lines, 100 squares, maths mats
- Now & Next boards
- Visual timers
- Visual timetable
- Visual prompts