



New Swannington Primary School Curriculum SEND Provision Map



A graduated approach to support in Product Design.

Communication & Interaction		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Expressing themselves and sharing their thoughts and opinions orally. EAL pupils may find it difficult to access resources/learning.	Pair pupils to create opportunities for modelled conversations Adult modelling (sentence starters) Preparation – pre warn pupil of change in activity or lesson Visual prompt cards and cues Visual prompt/posters for good listeners/ speakers Social stories to support understanding of social situations Clear, simple, reduced explanations and instructions, one step at a time Additional time to process verbal information Check understanding (by asking pupil to repeat/explain) Talk partners Pre – teach key vocab/adapted knowledge organisers Application of specific communication targets All adults in school modelling correct vocab, pronunciation and grammar	SEN passport and individualised small step targets Makaton/PECs Individualised Knowledge Organisers for vocab Now/next cards to break lessons into smaller chunks Now/next cards to model task then reward



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	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. 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 artwork. Children could then match these flash cards to different pieces of artwork to demonstrate understanding. Teacher can use these flash cards to prompt verbal reasoning. Use a reduced number of simple instructions which are supported by visuals e.g. 'cut, stick, colour.' Appropriate modelling to aid understanding. Differentiated written resources can be supported by visuals.	
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Cognition & Learning		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children



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Interpretation of designer's work. Understanding of subject specific vocabulary. Difficulty in producing accurate pieces of writing e.g. an evaluation of a Project Design final piece. Sequencing of physical Product design task (knowing which steps to complete first).	Use pupil's name and gain eye contact before giving instructions Clear instructions, breaking down longer instructions into one step at a time Check understanding of vocab used – clarify, display and refer back to new and /or difficult vocab Pre teach key vocab Knowledge organisers Dyslexia friendly environments Check for understanding by asking pupil to repeat/explain to a response partner or adult Adult modelling Give pupil thinking time before response needed Visual clues and prompts: phonics charts and mats, word mats, working walls Collaborative working opportunities- mixed ability/pairs/talk partners Repetition, overlearning and reinforcement of skills/retrieval Adapted tasks Alternative recording methods: mind mapping, audio recording, posters, scribe, use of ICT Pencil grips, writing boards, harder pencils, left-handed equipment	SEN passport and individualised small step targets Individualised knowledge organisers Individualised IT resources, e.g., Dictaphone/ipad/camera
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	Same font throughout school (Sassoon primary) Pupil seating Multi- sensory approaches Individual / desk copy of resources to annotate Dates, titles, big questions provided to avoid excessive writing Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. 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 writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to 'hold their sentences' whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT, mind maps and talking tins.	
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	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.	
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Social, Emotional & Mental Health		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Low self-esteem in D&T ability. Difficulties with social skills may result in children finding group work challenging.	Visual and verbal prompts to reinforce rules; Be Safe, Be Kind, Be Respectful, Be Aspirational Consistent use of rewards and where necessary immediate learning opportunity driven sanctions Positive praise / reward systems, e.g., dojos /star of week/golden tickets Social seating and choice Structured routines and clear guidelines	Social stories Transition preparation/objects/tasks/timings SEN passport and individualised small step targets Access to time out areas/tents Designated workspace/area with reduced distraction/stimuli De-escalation plan (on passports) Personalised Social Stories Now/next cards to break lessons into smaller chunks Now/next cards to model task then reward



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	Time out/calming/self-regulation strategies, e.g., colouring, music and areas, e.g., den tents, the hive Movement breaks Fidget toys Calm spaces Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific art skill and not the resulting artwork. E.g. focus upon the uniform length of stitches rather than the neat cutting out of the fabric shape. Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem. Sensory breaks as required to enable children who are struggling to regulate their emotions before continuing. Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant	Individualised rewards 'Down time' Adapted curriculum Reduced / adapted timetable
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	children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.	
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Sensory and / or Physical		
Subject Challenges for SEND	Universal Provision for all children Quality First Teaching	Targeted Provision narrowing the gap /additional provision for some children
Fine motor skills/physical difficulties. Sensory difficulties accessing specific materials during Art lessons. For example, some children may find it very difficult to handle a material such as cotton wool due to tactile sensory difficulties.	Reduce background noise Calm displays Improved acoustic environment Good lighting Appropriate room temperature Considered pupil seating	SEN passport and individualised small step targets Use of Makaton/PECs Use of hearing aids/radio aids Ear defenders Use of individual ipad/eye all/enlarged print resources



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Children with a visual impairment may find it difficult to view text/images.	Uncluttered and well organised learning environment and materials Good quality resources Individual copies of resources Chunky pencils, pencil grips, writing slopes Use of alternative recording methods Adaptive curriculum, e.g., rest breaks in P.E. Forest School Consistent visuals throughout school Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require double holed scissors, enlarged sewing needles etc. Pre-teach can be used to ensure that children are confident using D&T equipment before the lesson. Ensure any sensory difficulties are considered at the point of planning and alternative materials are provided to avoid sensory overload. E.g. replace cotton wool for polyfill stuffing. Ensure that font size used in resources matches the specific font size specified- sassoan infant across whole school.	Specialist seating, e.g., bubble cushion Specialist equipment, e.g., writing slopes, pencil grips, weighted blanket Chew toys, fidget toys Individualised risk assessments Sensory audit Sensory tent/ sensory toys Small group additional physical sessions- modelling skills needed. Familiar classroom organisation
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