



| Cognition and Learning  |   | Communication and Interaction  |  |
|---|---|--|--|
| Learning Challenges   | Provision   | Learning Challenges  | Provision  |
| <ul style="list-style-type: none"> <li>• Accessing reading/written work</li> <li>• Poor memory and recall skills</li> <li>• Poor sequencing skills – understanding the steps modelled.</li> </ul>   | <ul style="list-style-type: none"> <li>• A greater emphasis on modelling and scaffolding for learning – smaller visual steps.</li> <li>• Use the videos to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long term memories-have available on ipad for child to follow.</li> <li>• If children can read then to provide step by step instructions/visual clues if no video available.</li> <li>• New learning fits into the framework of what the pupil already knows (depends on the unit)</li> <li>• Smart grouping – pairing with a more able reader/writer.</li> <li>• Build in lots of repetition.</li> <li>• Provide opportunities for pupils to practice the techniques in the design stage before their actual piece.</li> </ul> | <ul style="list-style-type: none"> <li>• Being able to use their voice expressively.</li> <li>• Understanding and using new topic vocabulary.</li> <li>• Lower than expected levels of expressive vocabulary 'they can't find the words'</li> <li>• Following instructions and sequences.</li> <li>• Levels of concentration for the plenary of the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>• Use different forms of communication – such as gesture – to compensate for difficulties when speaking.</li> <li>• Children to record in a variety of ways e.g. video, voice, typing, scribe</li> <li>• Pre-teaching of new vocabulary prior to the lesson.</li> <li>• Limit vocabulary to that which is necessary to ensure progress.</li> <li>• Children are allowed time to discuss the answers to questions, and evaluate work with peers.</li> <li>• Children with communication impairments are given time to think about questions before being required to respond.</li> </ul> |
| Physical and/or Sensory   |   | Social, Emotional and Mental Health  |  |
| Learning Challenge  | Provision   | Learning Challenge   | Provision  |
| <ul style="list-style-type: none"> <li>• Videos with over stimulating or challenging themes.</li> <li>• Lower than expected motor control.</li> <li>• Hearing impairment</li> <li>• Visual impairment</li> <li>• Colour vision deficiencies.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT</li> <li>• Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress. (Not necessary for all units)</li> <li>• Ensure there is a wide range of equipment – scissors, adaptable equipment, variety of materials that are easy to adapt etc.</li> </ul>   | <ul style="list-style-type: none"> <li>• Understanding own thoughts and contrasting with those of others.</li> <li>• Working effectively as part of a group</li> <li>• No resilience - feeling they aren't any good – resulting in lack of care and effort and frustration.</li> </ul>   | <ul style="list-style-type: none"> <li>• Working in a small group with a trusted adult for emotional support.</li> <li>• Some children could work individually.</li> <li>• Pre-teaching and discussing the responses to the work.</li> <li>• Clear rules and expectations, consistent boundaries, rewards and sanctions.</li> <li>• Praise the small steps and showcase their work – be proud.</li> </ul>  |

- Consider how textures etc might lead to sensory overload.

- Encourage the children to trial and error in the design stage so they are secure with skills before they make a product.

