

Adaptations for Technology	
Cognition and Learning	
Barriers	Provision
Remembering multi step instructions.	<ul style="list-style-type: none"> • Step by step reminders of key processes using visuals or task boards. • Broken down success criteria with clear reminders. <p>Many children with learning difficulties are able to excel in art and technology therefore need to be aware of individual profile of need.</p>
Communication and Interaction	
Barriers	Provision
Understanding the vocabulary and descriptive language used.	<ul style="list-style-type: none"> • Capitalise on the opportunities to model and teach new vocabulary. If soft, allow the child to feel it and repeat back the word soft. • Provide key vocabulary for the child to choose from to scaffold their language. • Label equipment with a symbol and word (dual coding) • Allow a choice between two using choice boards or Makaton if speech is significantly delayed. Encourage the verbal response and support with repeating the vocab 'You've chosen soft – yes it is soft'.
Sensory and/or physical	
Barriers	Provision
<p>Sensory issues working with certain materials such as clay.</p> <p>Potential higher noise level/busier classroom during practical activities.</p> <p>Accessibility of the equipment.</p> <p>Child's ability to use the equipment safely</p>	<ul style="list-style-type: none"> • Use of alternative less messy equipment such as play dough • Consider pupil sensory audits and adaptations • Ensure that instructions are not given over a busy classroom so that they can be heard and understood. • Ensure that equipment is stored and put away appropriately to aid access and to avoid trips or hazards for someone visually impaired. • Provide adapted resources such as pencil grips, larger pencils, paintbrushes with appropriate grips, spring loaded scissors. • Slanted surfaces and clips to grip the paper to the surface. • Ensure that the child is near to the adult so that they can see/hear safety demonstrations. • Use hand over hand approach to support/model appropriate safety. • Allow more time for the use of tools and equipment – child may have their own to enable this rather than sharing with others.
Social, Emotional and Mental Health	
Barriers	Provision
<p>Less structured lesson format may make it harder for self-regulation behaviours.</p> <p>Focus and attention on extended pieces of work</p>	<ul style="list-style-type: none"> • Clear expectations in advance of the lesson and explanation of what is happening during the lesson. • Time out or movement breaks if needed. • Supported by resources which allow visual representation of self-regulation strategies – emotion thermometer etc. • Allow movement breaks and incorporate alternative tasks to break the activity up into smaller chunks. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.