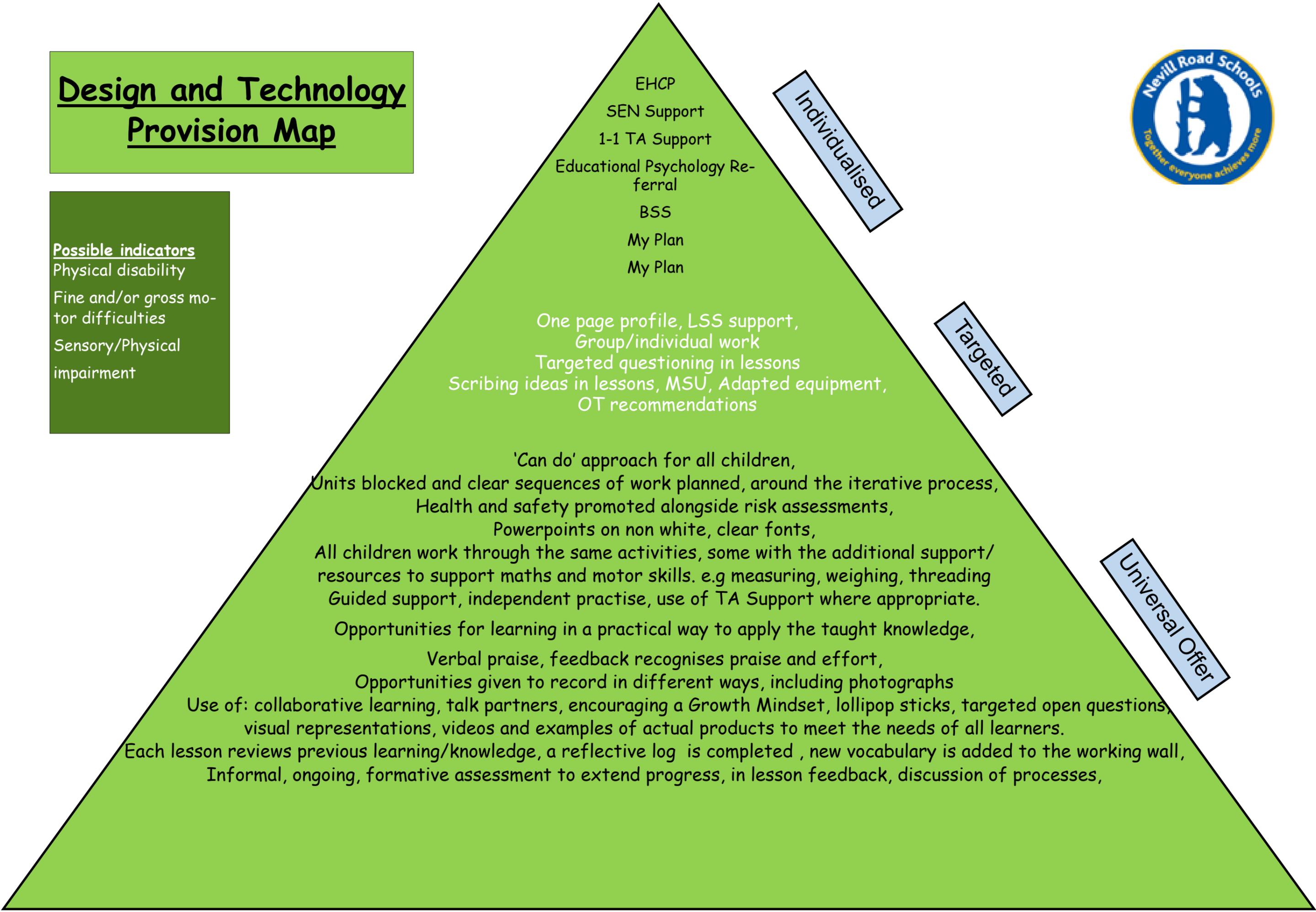


# Design and Technology Provision Map



## Possible indicators

Physical disability  
Fine and/or gross motor difficulties  
Sensory/Physical impairment



EHCP  
SEN Support  
1-1 TA Support  
Educational Psychology Referral  
BSS  
My Plan  
My Plan

Individualised

One page profile, LSS support,  
Group/individual work  
Targeted questioning in lessons  
Scribing ideas in lessons, MSU, Adapted equipment,  
OT recommendations

Targeted

'Can do' approach for all children,  
Units blocked and clear sequences of work planned, around the iterative process,  
Health and safety promoted alongside risk assessments,  
Powerpoints on non white, clear fonts,  
All children work through the same activities, some with the additional support/  
resources to support maths and motor skills. e.g measuring, weighing, threading  
Guided support, independent practise, use of TA Support where appropriate.  
Opportunities for learning in a practical way to apply the taught knowledge,  
Verbal praise, feedback recognises praise and effort,  
Opportunities given to record in different ways, including photographs  
Use of: collaborative learning, talk partners, encouraging a Growth Mindset, lollipop sticks, targeted open questions,  
visual representations, videos and examples of actual products to meet the needs of all learners.  
Each lesson reviews previous learning/knowledge, a reflective log is completed, new vocabulary is added to the working wall,  
Informal, ongoing, formative assessment to extend progress, in lesson feedback, discussion of processes,

Universal Offer