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**Strategies for supporting pupils with SEND in Design and Technology lessons.**

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| **Individual Need** | **Here’s how we support everyone…** |
| **Attention Deficit Hyperactivity Disorder** | * Praise positive behaviour at each step to encourage high self-esteem. * Ensure clear instructions are given throughout the lesson. * Provide time limited learning breaks. * Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation or the evaluation) * Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate. * Provide D&T tools when necessary to avoid distractions during teacher input. |
| **Anxiety** | * Ensure the child knows the support available on offer before the lesson begins. * Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson. * Teach problem solving before the lesson, and strategies to overcome problems that might be faced in these subjects. * Model how to use D&T tools before setting the work. * Use a ‘Now and Next’ board to explain any changes to the routine, for example if a child will be sitting somewhere else to complete group work, manage this before it happens. |
| **Autism Spectrum Disorder** | * Use a visual timetable so the child knows what is happening at each stage of the day. * Understand if your child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in. * Provide materials and textures that they can use and understand this information before the lesson. * Avoid changing seating plans * Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. * Use simple, specific instructions that are clear to understand. * Understand your student’s skills, and where their starting place is. |
| **Dyscalculia** | * Provide concrete resources to help with mathematical equations, drawing to scale and planning D&T projects. * Make a resource box for different D&T project stages. * Use technology available during the design process if required. |

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|  | * Ensure the child knows the support available on offer before the lesson begins. * Provide electric measuring tools for cooking to aid independence. |
| **Dyslexia** | * Use simple, specific instructions that are clear to understand. * Pre-teach vocabulary linked to D&T that will help the child to succeed in the lesson like planning, designing and evaluating. * Differentiate the Learning Intention so the child understands what is being asked of them. * Model how to use D&T tools before setting the work. |
| **Dyspraxia** | * Make the most of large spaces before starting projects. * Provide looped scissors if needed. * Ensure the tools you are using are accessible to the child i.e. rulers with handles. * Provide a lesson breakdown, with a clear end, a tick list might be beneficial. * Provide an equipment list, words, or visuals, with the tools and materials needed during the lesson. * Model how to use D&T tools before setting the work. * Differentiate the size and scale of a project and its end result. |
| **Hearing Impairment** | * Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency. * Give instructions when the room is quieter, and be mindful of additional noise when cooking, or using loud tools like hammers. * Pre-teach vocabulary linked to D&T that will help the child to succeed in the lesson like planning, designing and evaluating. * Try and arrange tables in a circular shape. * Provide sign language visuals where possible. |
| **Toileting Issues** | * Encourage children to use the toilet before working on a project, as they may feel this isn’t as easy when they are wearing protective clothes and covered in clay/glue/cooking ingredients etc. * Encourage children to wear protective clothes that make access to the bathroom manageable. |
| **Cognition and Learning Challenges** | * Use visuals to break each stage of the design process down into clear, manageable tasks. * Use language that is understood by the child, or take the time to pre-teach language concepts including design, develop and evaluate. * Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently. * Model how to use D&T tools before setting the work. * Physically demonstrate the lesson and the expectations include designing, making and evaluating where possible. |

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| **Speech, Language & Communication Needs** | * Support children with their organisation in the lesson, especially when cooking to make sure they do not default from the final product. * When cooking, or making something provide checklists which can be ticked off. |
|  | * Provide instruction that are clear, concise and match the language of the child, delivering these instructions slowly. * Use a visual timetable where necessary. * Use visuals on resource lists. * Use visuals on resource boxes so children know which one to access. * Encourage designs and evaluations to be done using pictures and child’s voice where possible and then recorded by an adult. |
| **Tourette Syndrome** | * Provide short, simple clear instructions. * Try and keep the children calm in a lesson, although D&T can be exciting, as this can lead to a tic. * Provide additional support with cutting, using looped scissors and handled rulers. |
| **Experienced Trauma** | * Provide opportunities to be curious and explore the tools and resources that children will use. * Use simple, specific instructions that are clear to understand, and deliver these slowly. * Slowly build up the tools a child can use, as they become more confident in their work, especially in regard to cooking * Model and remind children behavioural expectations when using tools including clay and cooking, and safe ways of using these including health and hygiene. Use visuals if needed. * Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that D&T is about trial and error. |
| **Visual Impairment** | * Make sure you have the child’s attention before giving instructions. * Encourage children to verbalise their design and evaluation as well as their thoughts and feelings if possible * Make sure resources are well organised and not cluttered. * When drawing designs or writing evaluations, provide thicker, dark pencils to write with. * Provide enlarged examples of the work to be completed. * Provide children with additional time when exploring new textures and materials. |