

**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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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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|  | * 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.
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| **Speech, Language & Communication Needs** | * 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.
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| **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.
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| **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.
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| **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.
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