



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

<u>Area of Need...</u>	<u>How we support our pupils to succeed...</u>
Communication and Interaction	• Ensure clear, simple instructions are given throughout the lesson • Match your language to the language of the child • Use of widgets on the resources • Consider alternative methods of recording a child's evaluation of their artwork e.g. scribed by an adult, recorded using tech • Use a WAGOLL to support understanding for pupils where needed
Cognition and Learning	• Use visuals to break each stage of the design process down into clear, manageable tasks. • Use chunking to support cognitive load • 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. • 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.
Social Emotional and Mental Health	• 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 skill set and where their starting point is. Scaffold or differentiate as necessary to allow every pupil to succeed. • Create a classroom climate that ensures every child feels safe to make mistakes • Provide lots of opportunities to ask questions throughout the lesson • Ensure children understand that support is available before the lesson begins Ensure boundaries and expectations for the lesson are clear and consistent
Sensory and Physical	• 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 visual with the tools and materials needed during the lessons. • Model how to use D&T tools before setting the work. • Consider alternative methods of recording ideas or evaluating work • Movements breaks within the lesson to aid concentration • Support to hold tools where necessary • Space to explore tools and techniques safely • Additional time built in for pupils with physical needs to complete activities