

SEND Adaptations for Design Technology (DT)

“The Design and Technology curriculum will enable children to understand the made world. This understanding will support their ability to design, make and evaluate. Children will learn that good design helps people and thoughtful design helps include people who have different needs, for example, people with disability.”

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> • Test practical tasks before a lesson to ensure the teaching of specific skills and techniques is clear for children. Sharing any difficulties that you had may support the children’s understanding/skill development. • Use of word banks to support understanding and learning of vocabulary. These could be displayed in class in a personalised version for adults to point to during whole class teaching or independent learning. Keep referring back to the vocabulary. • Start each lesson with a recap of the vocabulary previously learnt. • Pre-learning and over learning to support understanding including topic related vocabulary tick sheets so children can tick off when they feel confident in using the word. • Break the content down into small steps and allow time to step by step build up conceptual understanding. • Maximise opportunities to model, demonstrate and imitate to 	<ul style="list-style-type: none"> • Build in plenty of discussion time to ensure that children feel safe to voice their thoughts and ideas about designers, products or their own pieces of work. • Access to tools they may be using and shown how these work before the lesson. • Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces. • Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction. • Plan movement breaks and classroom jobs to allow children to move within a lesson. • DT does not always run according to a set routine so children can be prepared for the structure of a lesson by breaking it down for them into manageable chunks and explaining this in advance of the learning. Now and Next 	<ul style="list-style-type: none"> • Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration. • Ensure that instructions are clear and tasks are broken down to be achievable. • Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal. • Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening. • Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card. • Use of positive language to encourage good choice and higher self-esteem. • Teaching with empathy and understanding of the child’s needs. 	<ul style="list-style-type: none"> • Consider the practical layout of the room during DT and where the child will be to reduce feeling overwhelmed but equally be accessible to all equipment and a space which is workable for the child. • Consider if any of the DT skills being used need adapting to support fine motor skill development e.g. larger needles, scissors, tools, cooking utensils. • Start with a larger version of the medium and gradually reduce as the child’s skills increase. • Specialist equipment i.e. scissors and pencils to support fine motor skills.

<p>encourage active participation in a scaffolded manner. Keep referring to the vocabulary throughout.</p> <ul style="list-style-type: none"> • Ensure that parents are aware of the vocabulary of the DT curriculum and can support with the learning of terminology at home through research. Where this does not take place, allow the child time with an adult before the learning begins to research the DT vocabulary. • Knowledge organisers are sent home and referred to in class if applicable. • Sticky knowledge quizzes in mixed ability groups to be completed to recap important knowledge regularly. 	<p>boards could be useful for this.</p> <ul style="list-style-type: none"> • Visual words/cues/phrases. • Repetition and reinforcement. • Scaffolding skills for DT through careful and targeted questioning. • Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer. • Simple, step by step instructions verbally and then in a prompt sheet if needed. • Use of appropriate modelling to support understanding. 	<ul style="list-style-type: none"> • Allow movement breaks within the classroom for example giving out equipment or books etc. • Allow sensory/brain breaks as a break from learning. • Think about cognitive overload and the child's ability to cope with this. • Facilitating the use of different areas to do learning if the Art Room is too overwhelming during DT. 	<ul style="list-style-type: none"> • Think about whether visual or auditory stimuli needs to be altered for the child. • Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources. • Use of an iPad to support children with a visual impairment where screen sharing can occur. • Some children may prefer group learning but for some children this may be too much and practising/performing individually may be easier. • Adult or IT support may be needed. • Through pre-exposure, prior to the DT lesson, children can gain in confidence and become the 'expert' before the lesson even begins. • Consider sensory needs concerning food. Possible gloves
---	--	---	--

			<p>or tasting food beforehand.</p> <ul style="list-style-type: none">• Visual aids to help children identify key concepts.
--	--	--	--