

Supporting Every Child with SEND

DESIGN AND TECHNOLOGY

ADHD

(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.

ASD

(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.
- 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

(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

(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

(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.
- 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.

SLCN

(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.

TOURETTE

(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.

TRAUMA

(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

(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.