



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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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



Shortlanesend



	<ul style="list-style-type: none">• 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 <p>Ensure boundaries and expectations for the lesson are clear and consistent</p>
Sensory and Physical	<ul style="list-style-type: none">• 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