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

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| **Area of Need…** | **How we support our pupils to succeed…** |
| **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 |

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|  | * 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 |