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
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| **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.
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| **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
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