Strategies for supporting pupils with Special Educational Needs and Disabilities in Design Technology lessons.

Individual Need	Here's how we help everyone learn…
Autism Spectrum Disorder	✓ 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 pupil's skills, and where their starting place is.

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. ✓ Quality first teaching – differentiation of the learning objective when necessary. ✓ Model how to use D&T tools before setting the work. ✓ Writing frames to help with the writing up and evaluation.
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. ✓ Allow child to use the toilet when necessary and ensure they are able to easily carry on with their project.

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. ✓ When cooking, or making something, provide checklists which can be ticked off.
Speech, Language & Communication Needs	✓ Provide instructions that are clear, concise and match thelanguage 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.