

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



Individual Need	How we help...
ADHD	<ul style="list-style-type: none"> • Praise positive behaviour at each step to encourage low 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.
ASD	<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 • 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.
DCD/ Physical Impairment	<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 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 & Visual Impairment	<ul style="list-style-type: none"> • 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. • 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.

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	<ul style="list-style-type: none"> • 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.
<p>Cognition and Learning Needs</p>	<ul style="list-style-type: none"> • 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.
<p>Dyslexia/ Dyscalculia</p>	<ul style="list-style-type: none"> • 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. • Have the key vocabulary visible throughout the lesson. • 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. • 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.
<p>Speech Language and Communication Needs</p>	<ul style="list-style-type: none"> • Provide instructions 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.
<p>Gifted and Talented</p>	<ul style="list-style-type: none"> • Provide opportunities for scaling up and/or down of design ideas • Encourage children to adapt design based on working models and/or feedback • Engage in wider market research to assess what it already on the market

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	<ul style="list-style-type: none">• Greater consideration given to purpose and features of design and product• Provide a clear and reasoned rationale for decisions.