



**Madron
Daniel**
C of E SCHOOL

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

	Here's how we will help.
<i>Attention Deficit Hyperactivity Disorder</i>	<ul style="list-style-type: none">• <i>Praise positive behaviour at each step to encourage low self-esteem.</i>• <i>Ensure clear instructions are given throughout the lesson.</i>• <i>Provide time limited learning breaks.</i>• <i>Break the activity into smaller chunks with a clear intention for each part that the child can visualise and achieve.</i>• <i>Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate.</i>• <i>Provide appropriate fidget toys and if necessary wobble cushions.</i>

<p>Anxiety</p>	<ul style="list-style-type: none"> • <i>Ensure the child knows the support available on offer before the lesson begins.</i> • <i>Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.</i> • <i>Teach problem solving before the lesson, and strategies to overcome problems that might be faced in these subjects promoting a growth mindset.</i> • <i>Praise children for their attempts not just their outcomes.</i> • <i>Model how to use D&T tools before setting the work.</i> • <i>Consider a seating arrangements and discuss this with the child. Would they benefit from sitting near a trusted peer.</i>
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> • <i>Understand if your child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in. This may be particularly important when cooking.</i> • <i>Provide time limited learning breaks which should support the child's sensory needs.</i> • <i>Ensure the child is aware of their safe place is in case they become over whelmed.</i> • <i>Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. Using timers to help with transitions.</i> • <i>Use simple, specific instructions that are clear to understand.</i> • <i>Understand your student's skills, and where their starting place is.</i> • <i>Consider seating arrangements. Where can the child be with less traffic flow in the classroom?</i> • <i>Consider whether equipment is being shared or does the child their own personal set.</i>
<p>Dyscalculia</p>	<ul style="list-style-type: none"> • <i>Provide concrete resources to help with mathematical equations, drawing to scale and planning D&T projects.</i> • <i>Use technology available during the design process if required.</i> • <i>Ensure the child knows the support available on offer before the lesson begins.</i> • <i>Provide electric measuring tools for cooking to aid independence.</i>
<p>Dyslexia</p>	<ul style="list-style-type: none"> • <i>Use simple, specific instructions that are clear to understand. Consider whether these could be visual.</i> • <i>Pre-teach vocabulary linked to D&T that will help the child to succeed in the lesson like planning, designing and evaluating. Provide these as word mats.</i> • <i>Differentiate the Learning Intention so the child understands</i>

	<p><i>what is being asked of them.</i></p> <ul style="list-style-type: none"> • <i>Model how to use D&T tools before setting the work.</i> • <i>Consider how the child is going to communicate ideas. Does this need to be written?</i> • <i>If using printed resources use font size above 12 and print on pastel paper avoiding black text on white paper</i>
Dyspraxia	<ul style="list-style-type: none"> • <i>Ensure the tools you are using are accessible to the child i.e rulers with handles. Consider the risk of using tools and how they can be made safe.</i> • <i>Model how to use D&T tools before setting the work.</i> • <i>Differentiate the size and scale of a project and its end result</i> • <i>Use projects on the page to understand how children can use different processes based on their abilities to achieve the same goal.</i>
Hearing Impairment	<ul style="list-style-type: none"> • <i>Discretely check the child is wearing hearing aids and they are turned on.</i> • <i>Talk clearly and concisely in front of the child making sure light is not in their eyes from a window in case they lip read?</i> • <i>Repeat any questions or responses other children say so that they aware of key information being shared.</i> • <i>Make sure instructions are clear and concise.</i> • <i>Give instructions when the room is quieter, and be mindful of additional noise when cooking, or using loud tools like hammers.</i> • <i>Appreciate they may take longer to stop in an emergency. Will you use visual cues or stand in front of the child to give stopping instructions.</i> • <i>Pre-teach vocabulary linked to D&T that will help the child to succeed in the lesson like planning, designing and evaluating.</i>
Toileting Issues	<ul style="list-style-type: none"> • <i>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.</i> • <i>Encourage children to wear protective clothes that make access to the bathroom manageable.</i>
Cognition and Learning Challenges	<ul style="list-style-type: none"> • <i>Use visuals to break each stage of the design process down into clear, manageable tasks.</i> • <i>Use language that is understood by the child, or take the time to pre-teach language concepts including design, develop and evaluate.</i> • <i>Give children time to process information and when asking them appropriate questions</i>

	<ul style="list-style-type: none"> • <i>Provide word mats for key vocabulary</i> • <i>Model how to use D&T tools before setting the work.</i> • <i>Physically demonstrate the lesson and the expectations include designing, making and evaluating where possible.</i> • <i>Support children with their organisation in the lesson, especially when cooking to make sure they do not default from the final product.</i> • <i>When cooking, or making something provide checklists which can be ticked off.</i>
<p>Speech, Language + Communication Needs</p>	<ul style="list-style-type: none"> • <i>Provide instruction that are clear, concise and match the language of the child, delivering these instructions slowly.</i> • <i>Give children time when responding to questions, instructions and when they are communicating</i> • <i>Encourage designs and evaluations to be done using pictures and child's voice where possible and then recorded by an adult.</i> • <i>If necessary, have visuals that children can point to or talk about.</i> • <i>Pre teach appropriate vocabulary being aware that the process of learning vocabulary may need to be kinaesthetic. Share lists with parents and carers so that it can practised.</i>
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> • <i>Provide short, simple clear instructions.</i> • <i>Try and keep the children calm in a lesson, although D&T can be exciting, as this can lead to a tic.</i> • <i>Provide additional support with cutting, using looped scissors and handled rulers.</i>
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> • <i>Provide opportunities to be curious and explore the tools and resources that children will use.</i> • <i>Use simple, specific instructions that are clear to understand, and deliver these slowly.</i> • <i>Slowly build up the tools a child can use, as they become more confident in their work, especially in regard to cooking.</i> • <i>Model and remind children behavioural expectations when using tools including clay and cooking, and safe ways of using these including health and hygiene. Use visuals if needed.</i> • <i>Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that D&T is about trial and error.</i>

Visual Impairment

- 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.*
- *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.*