



## Strategies for supporting pupils with Special Educational Needs and Disabilities in Design Technology (DT) lessons.

Individual Need	Here's how we help everyone shine...
<p style="text-align: center;"><b>Attention Deficit Hyperactivity Disorder</b></p>	<ul style="list-style-type: none"> <li>• Praise positive behaviour at each step to build self-esteem.</li> <li>• Ensure clear instructions are given throughout the lesson.</li> <li>• Provide time limited learning breaks.</li> <li>• Ensure step-by-step instructions are given, so each child knows what part of the lesson they are working on (e.g. the design, creation or evaluation)</li> <li>• Provide additional time for pupils to express their ideas before the lesson, with a pre-teach where appropriate.</li> <li>• Provide DT tools when necessary to avoid distractions during teacher input.</li> </ul>
<p style="text-align: center;"><b>Anxiety</b></p>	<ul style="list-style-type: none"> <li>• Ensure the child knows the support available on offer before the lesson begins.</li> <li>• Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.</li> <li>• Teach problem-solving before the lesson, and strategies to overcome problems that might be faced in these subjects.</li> <li>• Model how to use DT tools before setting the work.</li> <li>• Use a 'Now and Next' board to explain any changes to the routine, e.g. if a child will be sitting somewhere else to complete group work, manage this before it happens.</li> </ul>
<p style="text-align: center;"><b>Autism Spectrum Disorder</b></p>	<ul style="list-style-type: none"> <li>• Use a visual timetable so the child knows what is happening at each stage of the day.</li> <li>• Understand your child's sensory needs (e.g. hypo-sensitive or hyper-sensitive) and consider how they will manage sensory work.</li> <li>• Provide materials and textures that they can use and understand this information before the lesson.</li> <li>• Avoid changing seating plans</li> <li>• Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.</li> <li>• Use simple, specific instructions that are clear</li> <li>• Understand your student's skills, and where their starting place is.</li> </ul>
<p style="text-align: center;"><b>Dyscalculia</b></p>	<ul style="list-style-type: none"> <li>• Provide concrete resources to help with mathematical equations, drawing to scale and planning DT projects.</li> <li>• Make a resource box for different DT project stages.</li> <li>• Use technology during the design process if required.</li> <li>• Ensure the child is aware of the support available</li> <li>• Provide electronic measuring tools for cooking to aid independence.</li> </ul>

<p><b>Dyslexia</b></p>	<ul style="list-style-type: none"> <li>• Use simple, specific instructions that are clear</li> <li>• Pre-teach vocabulary linked to DT that will help the child to succeed in the lesson like planning, designing and evaluating.</li> <li>• Differentiate the WALT so the child understands what is being asked of them.</li> <li>• Model how to use DT tools before setting the work.</li> </ul>
<p><b>Dyspraxia</b></p>	<ul style="list-style-type: none"> <li>• Make the most of large spaces before starting projects.</li> <li>• Provide looped scissors if needed.</li> <li>• Ensure the tools you are using are accessible to the child i.e. rulers with handles.</li> <li>• Provide a lesson breakdown, with a clear end (a tick list might be beneficial).</li> <li>• Provide an equipment list, words or visuals, with the tools and materials needed during the lesson.</li> <li>• Model how to use DT tools before setting the work.</li> <li>• Differentiate the size/scale of a project and its end result.</li> </ul>
<p><b>Hearing Impairment</b></p>	<ul style="list-style-type: none"> <li>• Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency.</li> <li>• Give instructions when the room is quieter, and be mindful of additional noise when cooking, or using loud tools like hammers.</li> <li>• Pre-teach DT vocabulary</li> <li>• Try and arrange tables in a circular shape.</li> <li>• Provide sign language visuals where possible.</li> <li>• Repeat questions or comments made by pupils to ensure comprehension</li> </ul>
<p><b>Toileting Issues</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Encourage children to wear protective clothes that make access to the bathroom manageable.</li> </ul>
<p><b>Cognition and Learning Challenges</b></p>	<ul style="list-style-type: none"> <li>• Use visuals to break each stage of the design process down into clear, manageable tasks.</li> <li>• Use language that is understood by the child, or take the time to pre-teach language concepts including 'design, develop and evaluate'.</li> <li>• Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently.</li> <li>• Model how to use DT tools before setting the work.</li> <li>• Physically demonstrate the lesson and the expectations include designing, making and evaluating where possible.</li> <li>• Support children with their organisation in the lesson, especially when cooking</li> <li>• When cooking, or making something provide checklists which can be ticked off.</li> </ul>

<p><b>Speech, Language &amp; Communication Needs</b></p>	<ul style="list-style-type: none"> <li>• Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly.</li> <li>• Use a visual timetable where necessary.</li> <li>• Use visuals on resource lists.</li> <li>• Use visuals on resource boxes so children know which one to access.</li> <li>• Encourage designs and evaluations to be done using pictures and child's voice where possible and then recorded by an adult.</li> </ul>
<p><b>Tourette Syndrome</b></p>	<ul style="list-style-type: none"> <li>• Provide short, simple clear instructions.</li> <li>• Try and keep the children calm in a lesson (although DT can be exciting!) as this can lead to a tic.</li> <li>• Provide additional support with cutting, using looped scissors and handled rulers.</li> </ul>
<p><b>Experienced Trauma</b></p>	<ul style="list-style-type: none"> <li>• Provide opportunities to be curious and explore the tools and resources that children will use.</li> <li>• Use simple, specific instructions that are clear to understand, and deliver these slowly.</li> <li>• Slowly build up the tools a child can use, as they become more confident in their work, especially in regard to cooking</li> <li>• Model and remind children of behavioural expectations when using tools including clay and cooking, and safe ways of using these including health and hygiene. Use visuals if needed.</li> <li>• Before the lesson, come up with strategies in case difficulties occur during the lesson, and ways these can be overcome, reminding children that DT is about trial and error.</li> </ul>
<p><b>Visual Impairment</b></p>	<ul style="list-style-type: none"> <li>• Make sure you have the child's attention before giving instructions.</li> <li>• Encourage children to verbalise their design and evaluation as well as their thoughts and feelings if possible</li> <li>• Make sure resources are well organised and not cluttered.</li> <li>• When drawing designs or writing evaluations, provide thicker, dark pencils to write with.</li> <li>• Provide enlarged examples of the work to be completed.</li> <li>• Provide children with additional time when exploring new textures and materials.</li> </ul>