



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

Individual Need	Here's how we help everyone shine...
<b>Attention Deficit Hyperactivity Disorder</b>	<ul style="list-style-type: none"><li>□ Praise positive behaviour at each step to encourage low 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. (For example, the design, the creation or the evaluation)</li><li>□ Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate.</li><li>□ Provide D&amp;T tools when necessary to avoid distractions during teacher input.</li></ul>
<b>Anxiety</b>	<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 D&amp;T tools before setting the work.</li><li>□ Use a 'Now and Next' board to explain any changes to the routine, for example if a child will be sitting somewhere else to complete group work, manage this before it happens.</li></ul>
<b>Autism Spectrum Disorder</b>	<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 if your child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in.</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 to understand.</li><li>□ Understand your student's skills, and where their starting place is.</li></ul>

<p><b>Dyscalculia</b></p>	<ul style="list-style-type: none"> <li>□ Provide concrete resources to help with mathematical equations, drawing to scale and planning D&amp;T projects.</li> <li>□ Make a resource box for different D&amp;T project stages.</li> <li>□ Use technology available during the design process if required.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Ensure the child knows the support available on offer before the lesson begins.</li> <li>□ Provide electric 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 to understand.</li> <li>□ Pre-teach vocabulary linked to D&amp;T that will help the child to succeed in the lesson like planning, designing and evaluating.</li> <li>□ Differentiate the Learning Intention so the child understands what is being asked of them.</li> <li>□ Model how to use D&amp;T 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 D&amp;T tools before setting the work.</li> <li>□ Differentiate the size and 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 vocabulary linked to D&amp;T that will help the child to succeed in the lesson like planning, designing and evaluating.</li> <li>□ Try and arrange tables in a circular shape.</li> <li>□ Provide sign language visuals where possible.</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 D&amp;T tools before setting the work.</li> <li>□ Physically demonstrate the lesson and the expectations include designing, making and evaluating where possible.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Support children with their organisation in the lesson, especially when cooking to make sure they do not default from the final product.</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 instruction 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 D&amp;T 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 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 for if difficulties occur during the lesson, and ways these can be overcome, reminding children that D&amp;T is about trial and error.</li> </ul>

**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.