



**Strategies for supporting pupils with SEND in Design and Technology lessons.**

<b><u>Area of Need...</u></b>	<b><u>How we support our pupils to succeed...</u></b>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Ensure clear, simple instructions are given throughout the lesson</li> <li>• Match your language to the language of the child</li> <li>• Use of widgets on the resources</li> <li>• Consider alternative methods of recording a child's evaluation of their artwork e.g. scribed by an adult, recorded using tech</li> <li>• Use a WAGOLL to support understanding for pupils where needed</li> </ul>
<b>Cognition and Learning</b>	<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 chunking to support cognitive load</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> <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>
<b>Social Emotional and Mental Health</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> </ul>



## St Stephen Churchtown Academy

	<ul style="list-style-type: none"><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 skill set and where their starting point is. Scaffold or differentiate as necessary to allow every pupil to succeed.</li><li>• Create a classroom climate that ensures every child feels safe to make mistakes</li><li>• Provide lots of opportunities to ask questions throughout the lesson</li><li>• Ensure children understand that support is available before the lesson begins</li></ul> <p>Ensure boundaries and expectations for the lesson are clear and consistent</p>
<b>Sensory and Physical</b>	<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 visual with the tools and materials needed during the lessons.</li><li>• Model how to use D&amp;T tools before setting the work.</li><li>• Consider alternative methods of recording ideas or evaluating work</li><li>• Movements breaks within the lesson to aid concentration</li><li>• Support to hold tools where necessary</li><li>• Space to explore tools and techniques safely</li><li>• Additional time built in for pupils with physical needs to complete activities</li></ul>