



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

Individual Need	Here's how we help
<p>Attention Deficit Hyperactivity Disorder</p>	<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.
<p>Anxiety</p>	<ul style="list-style-type: none"> • Ensure the child knows the support available on offer before the lesson begins. • Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson. • Teach problem solving before the lesson, and strategies to overcome problems that might be faced in these subjects. • Model how to use D&T tools before setting the work. • 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.
<p>Autism Spectrum Disorder</p>	<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.
<p>Dyscalculia</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Provide electric measuring tools for cooking to aid independence.
Dyslexia	<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.
Dyspraxia	<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 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.
Toileting Issues	<ul style="list-style-type: none"> • 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. • Encourage children to wear protective clothes that make access to the bathroom manageable.
Cognition and Learning Challenges	<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.

	<ul style="list-style-type: none"> • 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>Speech, Language & 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>Tourette Syndrome</p>	<ul style="list-style-type: none"> • Provide short, simple and clear instructions. • Try and keep the children calm in a lesson, although D&T can be exciting, as this can lead to a tic. • Provide additional support with cutting, using looped scissors and handled rulers.
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> • Provide opportunities to be curious and explore the tools and resources that children will use. • Use simple, specific instructions that are clear to understand, and deliver these slowly. • Slowly build up the tools a child can use as they become more confident in their work, especially in regard to cooking • 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. • 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.
<p>Visual Impairment</p>	<ul style="list-style-type: none"> • 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.