



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

Individual Need	Here's how we help everyone learn...
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none">✓ Praise positive behaviour at each step to support 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.
Anxiety	<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.
Autism Spectrum Disorder	<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 learning 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 pupil's skills, and where their starting place is.
Dyscalculia	<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.



	<ul style="list-style-type: none">✓ Ensure the child knows the support available on offer before the lesson begins.✓ 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.✓ 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.✓ Physically demonstrate the lesson and the expectations include designing, making and evaluating where possible.
	<ul style="list-style-type: none">✓ 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.
Speech, Language & Communication Needs	<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.
Tourette Syndrome	<ul style="list-style-type: none">✓ Provide short, simple 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.
Experienced Trauma	<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 learning, 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, remind children that D&T is about trial and error.



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.