

## How we help everyone shine in **Design and Technology** ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none"> <li>• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.</li> <li>• Use clear, unambiguous language and keep unnecessary information to a minimum.</li> <li>• Give response time for verbal questions through oracy – nest, pair, share.</li> <li>• Repeat back teaching using, “My turn, your turn.”</li> <li>• Use visual timetable throughout the day.</li> <li>• Whole class movement break activities, which include alerting, calming and organising activities.</li> <li>• Make learning multi-sensory.</li> <li>• Use visual aids, concrete resources and equipment.</li> <li>• Explicitly teach new vocabulary and support using visuals.</li> <li>• Careful positioning of children away from distraction, near to information.</li> <li>• Teacher proximity to focus children for instructions to be repeated back.</li> <li>• All sessions to be taught with pace, changing activity regularly.</li> <li>• Set routines for transitions between activities.</li> <li>• Use, “I do, we do, you do” approach.</li> <li>• Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).</li> </ul>	<ul style="list-style-type: none"> <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 D&amp;T tools when needed in the lesson to avoid distractions during teacher input.</li> <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>• 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 and modelled instructions that are clear to understand. Record these using a task management board (individual or whole class).</li> <li>• Provide concrete resources to help with mathematical equations, drawing to scale and planning D&amp;T projects.</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. Support this using visual representations (widgit image).</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> </ul>

	<ul style="list-style-type: none"><li>• Differentiate the size and scale of a project and its end result.</li><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><li>• Ensure that an adult checks in when the child has returned to catch up on any missed learning.</li></ul>
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