



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

- Differentiate the size and scale of a project and its end result.
- 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.
- Ensure that an adult checks in when the child has returned to catch up on any missed learning.