



Christleton Primary School

Strategies / Adaptations for supporting children with Special Educational Needs and Disabilities (SEND)

In Design and Technology lessons

Sensory and Physical

(Including: ASD, Anxiety, visual, hearing, sensory processing issues, DCD , Dyspraxia)

- ✓ **Position in room** – location of child to accommodate needs as comfortably as possible for the individual child
- ✓ **Pre- teach:** where staffing allows, individual pupils will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. Any new vocabulary will also be shared with the child before the lesson
- ✓ **Pre-warning of change:** Individuals will be alerted to any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand through a social script/the use of visuals/at the start of the day or day/s before
- ✓ **Cues:** Children will be able to use a cue in agreement with their teacher if they feel that they need support within the classroom
- ✓ **Adult Support:** All adults who work with these children will nurture a positive, supportive, trusting relationship with the them and the will be available for support during the lesson
- ✓ **Differentiation:** Learning will be adapted so that it is accessible to the child.
- ✓ **Zones of Regulation:** Consistent reference to the language around Zones of Regulation will be used to support children in communicating their emotions.

Anxiety:

- ✓ 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.
- ✓ 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.

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.

Hearing impairment:

- ✓ 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

Dyspraxia:

- ✓ 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.

COMMUNICATION AND INTERACTION

(Including: Speech and language, ASD)

Speech and Language

- ✓ 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

- ✓ 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.

ASD

- ✓ 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

COGNITION AND LEARNING including:

(Dyslexia, Dyscalculia, MLD, SLD)

Dyslexia

- ✓ 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:

- ✓ 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.

Dyscalculia

- ✓ 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.
- ✓ Provide electric measuring tools for cooking to aid independence

Cognition and Learning Challenges:

- ✓ 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.
- ✓ 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.

SEMH

(Including: ASD, ADHD, trauma, attachment)

ADHD

- ✓ Praise positive behaviour at each step to raise 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.

Trauma:

- ✓ 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.

Toileting issues:

- ✓ 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.