



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

Area of Need...	How we support our pupils to succeed...
Communication and Interaction	<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
Cognition and Learning	<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. • 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.
Social Emotional and Mental Health	<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



	<ul style="list-style-type: none">• 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.
Sensory and Physical	<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.