

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

Individual Need	Here's how we help everyone flourish ...
Attention Deficit Hyperactivity Disorder	✓ Praise positive behaviour at each step to encourage 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	✓ 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	✓ 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.
Dyscalculia	✓ Provide concrete resources to help with mathematical equations, drawing to scale and planning D&T projects. ✓ 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.
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. ✓ 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	✓ 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. ✓ Provide sign language visuals where possible.
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.
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. ✓ 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. ✓ When cooking, or making something the teacher may provide checklists which can be ticked off.
Speech, Language & Communication Needs	✓ Provide instruction 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.
Experienced 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.
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.