

SEND across the curriculum

What do we do across school to support SEND needs?

Subject: Design Technology

As a subject leader, how do you ensure the needs of SEND pupils are met within your subject?

- Awareness of who is on the SEND register/numbers and needs across school.
- Liaison with SENDCo.
- Discussions with class teachers regarding IEPs/LSPs. Do subject specific additional resources need to be purchased? Examples: Differentiation in planning is essential to effectively support children with SEND in DT. In planning, teachers/HLTAs must ensure appropriate support for children with SEND and plan for appropriate support when using tools, art resources and craft materials.
- Ensure **familiarity**- DT lessons follow similar patterns and all involve aspects that appeal to a variety of learning styles.
- **Participation**- Many DT tasks require group and paired working, giving all children the opportunity to work in a scenario requiring peer learning.
- **Support**- DT activities focused on the physical making of designs should be supported 'one to one', with appropriate independence encouraged where appropriate.
- **Physical tasks**- 'Unplugged' learning opportunities give children the chance to explore concepts involved to ask questions. This can be of great benefit to children with specific social and communication needs as it allows them to use a range of sensory experiences in their learning (touch, sound, sight).
- **Progression**- Using our model of 'design, make evaluate' splits tasks into structured smaller steps that build towards achieving an overall objective. Our sketch books provide 'on the spot' progress information.
- **Range**- A range of teaching approaches and materials enable our pupils to access all learning opportunities in DT. These include; colourful and engaging support materials, video screenshots, relatable PowerPoint's/themes and a progressive recording sketch book, providing a whole school assessment record for each child.
- **Variety**- DT topics are varied and link to wider subject skills where possible. This further fosters our school ethos of providing a broad and balanced curriculum.

- We ensure we are not holding back pupil knowledge due to difficulties with other skills.

Specific examples for different areas of need:

Cognition & Learning	
Barriers	Provision
<ul style="list-style-type: none"> • Remembering multi step instructions. 	<ul style="list-style-type: none"> • Step by step reminders of key processes using visuals or task boards. • Broken down success criteria with clear reminders. • Pre-teaching <p>Many children with learning difficulties are able to excel in art and technology therefore need to be aware of individual profile of need.</p>
Communication & Interaction	
Barriers	Provision
<ul style="list-style-type: none"> • Understanding the vocabulary and descriptive language used. 	<ul style="list-style-type: none"> • Capitalise on the opportunities to model and teach new vocabulary. If soft, allow the child to feel it and repeat back the word soft. • Provide key vocabulary for the child to choose from to scaffold their language. • Label equipment with a symbol and word (dual coding) • Allow a choice between two using choice boards or Makaton if speech is significantly delayed. Encourage the verbal response and support with repeating the vocab 'You've chosen soft - yes it is soft'. • Vocabulary books to refer to prior to each new topic and each lesson (pre-teach the key vocabulary).
Social, Emotional & Mental Health (SEMH)	
Barriers	Provision

<ul style="list-style-type: none"> • Less structured lesson format may make it harder for self-regulation behaviours. • Focus and attention on extended pieces of work 	<ul style="list-style-type: none"> • Clear expectations in advance of the lesson and explanation of what is happening during the lesson. • Time out or movement breaks if needed. • Supported by resources which allow visual representation of self-regulation strategies – emotion thermometer etc. • Allow movement breaks and incorporate alternative tasks to break the activity up into smaller chunks. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.
Physical and/or Sensory	
Barriers	Provision
<ul style="list-style-type: none"> • Sensory issues working with certain materials such as clay. • Potential higher noise level/busier classroom during practical activities. • Accessibility of the equipment. • Child's ability to use the equipment safely 	<ul style="list-style-type: none"> • Use of alternative less messy equipment such as play dough • Consider pupil sensory audits and adaptations

Are assessments based on knowledge rather than scores in tests and ability to record work? How?

- Discussions with pupils, alongside their work.
- Adaptations in ways they are expected to record. Examples: creative tasks are open to interpretation; skills progression should focus on the needs of the individual and target ways to support their needs in DT. For example, ensuring appropriate support to manipulate clay/ shade with different pencils/ use craft tools. Support may come from pencil grips on paint brushes, pencils etc or

may focus on targeted adult support for a particular task (e.g. manipulating clay into a particular shape/texture).

Are we challenging SEND pupils in this subject?

- Skill progression documents allow us to pin point DT skills and support children to achieve them in their school journey. Targets from a higher/lower age range can help to support differentiation in DT.

How do we help SEND pupils retain their knowledge?

- Knowledge organisers
- Sticky knowledge focus
- Use of knowledge pots
- Learning sequences
- Repetition
- T.A. support
- Skill progression documents