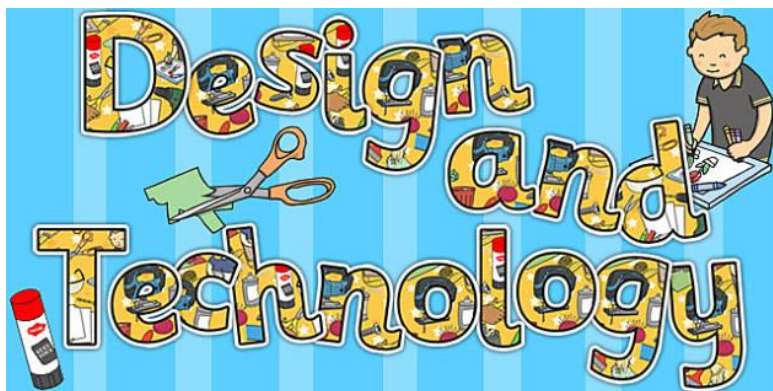


Creswell C of E
Infant and Nursery School

Design and Technology SEND Adaptations

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



	Here's how we will help:
<p>Attention Deficit Hyperactivity Disorder</p>	<ul style="list-style-type: none"> • Praise positive behaviour at each step to encourage low self-esteem. • Ensure clear instructions are given throughout the lesson. • Provide time limited learning breaks. • Break the activity into smaller chunks with a clear intention for each part that the child can visualise and achieve. • Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate. • Provide appropriate fidget tools and if necessary wobble cushions. • Teach problem solving before the lesson, and strategies to overcome problems that might be faced in these subjects promoting a growth mindset. • Praise children for their attempts not just their outcomes. • Model how to use D&T tools before setting the work. • Consider a seating arrangements and discuss this with the child. Would they benefit from sitting near a trusted peer.
<p>Anxiety</p>	<p>Ensure the child knows the support available on offer before the lesson begins.</p> <p>Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.</p>
<p>Autism Spectrum Disorder</p>	<p>Understand if your child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in. This may be particularly important when cooking.</p> <ul style="list-style-type: none"> • Provide time limited learning breaks which should support the child's sensory needs. • Ensure the child is aware of their safe place is in case they become over whelmed. • Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. • Using timers to help with transitions.

	<ul style="list-style-type: none"> • Use simple, specific instructions that are clear to understand. • Understand your student's skills, and where their starting place is. • Consider seating arrangements. Where can the child be with less traffic flow in the classroom? • Consider whether equipment is being shared or does the child their own personal set.
Dyscalculia	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Use simple, specific instructions that are clear to understand. Consider whether these could be visual. Pre-teach vocabulary linked to D&T that will help the child to succeed in the lesson like planning, designing and evaluating. Provide these as word mats. • 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. • Consider how the child is going to communicate ideas. Does this need to be written? • If using printed resources use font size above 12 and print on pastel paper avoiding black text on white paper
Dyspraxia	<ul style="list-style-type: none"> • Ensure the tools you are using are accessible to the child i.e rulers with handles. Consider the risk of using tools and how they can be made safe. • Model how to use D&T tools before setting the work. • Differentiate the size and scale of a project and its end result

	<ul style="list-style-type: none"> • Use projects on the page to understand how children can use different processes based on their abilities to achieve the same goal.
Hearing Impairment	<ul style="list-style-type: none"> • Discretely check the child is wearing hearing aids and they are turned on. • Talk clearly and concisely in front of the child making sure light is not in their eyes from a window in case they lip read? • Repeat any questions or responses other children say so that they aware of key information being shared. • Make sure instructions are clear and concise. • Give instructions when the room is quieter, and be mindful of additional noise when cooking, or using loud tools like hammers. • Appreciate they may take longer to stop in an emergency. Will you use visual cues or stand in front of the child to give stopping instructions. • Pre-teach vocabulary linked to D&T that will help the child to succeed in the lesson like planning, designing and evaluating.
Toileting Issues	<ul style="list-style-type: none"> • 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	<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. • Give children time to process information and when asking them appropriate questions. • Provide word mats for key vocabulary. • Model how to use D&T tools before setting the work.

	<ul style="list-style-type: none"> • 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.
Speech, Language + Communication Needs	<ul style="list-style-type: none"> • Provide instruction that are clear, concise and match the language of the child, delivering these instructions slowly. • Give children time when responding to questions, instructions and when they are communicating. • Encourage designs and evaluations to be done using pictures and child's voice where possible and then recorded by an adult. • If necessary, have visuals that children can point to or talk about. • Pre teach appropriate vocabulary being aware that the process of learning vocabulary may need to be kinaesthetic. Share lists with parents and carers so that it can practised.
Tourette Syndrome	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
<p>Visual Impairment</p>	<ul style="list-style-type: none"> • 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.