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	• 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	• 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	• 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.
Sensory and Physical	• 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.