



## Strategies for supporting pupils with SEND in D and T lessons.

Area of Need...	How we support our pupils to succeed...
<b>Communication and Interaction</b>	<ul style="list-style-type: none"><li>• Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly.</li><li>• Use a visual timetable where necessary.</li><li>• Use visuals on resource lists.</li><li>• Use video clips to support modelling of tasks.</li><li>• Use visuals on resource boxes so children know which one to access.</li><li>• Encourage designs and evaluations to be done using pictures and child's voice where possible and then recorded by an adult.</li></ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"><li>• Follow a similar lesson structure and routine in all lessons.</li><li>• Use visuals to break each stage of the design process down into clear, manageable tasks.</li><li>• Use video clips to support modelling of tasks.</li><li>• Use language that is understood by the child, or take the time to pre-teach language concepts including design, develop and evaluate.</li><li>• Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently.</li><li>• Model how to use D&amp;T tools before setting the work.</li><li>• Physically demonstrate the lesson and the expectations include designing, making and evaluating where possible.</li><li>• Support children with their organisation in the lesson, especially when cooking to make sure they do not default from the final product.</li><li>• When cooking, or making something provide checklists which can be ticked off.</li></ul>
<b>Social Emotional and Mental Health</b>	<ul style="list-style-type: none"><li>• Use a visual timetable so the child knows what is happening at each stage of the day.</li><li>• Understand if your child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in.</li><li>• Provide materials and textures that they can use and understand this information before the lesson.</li><li>• Avoid changing seating plans</li><li>• Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.</li><li>• Use simple, specific instructions that are clear to understand.</li><li>• Understand your student's skills, and where their starting place is.</li><li>• Model failed prototypes and how we manage emotions around this.</li></ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"><li>• Make the most of large spaces before starting projects.</li><li>• Provide looped scissors if needed.</li><li>• Ensure the tools you are using are accessible to the child i.e rulers with handles, needles with large eyes, wool instead of cotton.</li><li>• Provide a lesson breakdown, with a clear end, a tick list might be beneficial.</li><li>• Provide an equipment list, words, or visuals, with the tools and materials needed during the lesson.</li><li>• Model how to use D&amp;T tools before setting the work.</li></ul>