

## **Curriculum Intent: How we aim to meet the range of SEND needs withing our teaching**

### **Subject: Design and Technology**

To make design and technology lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using a computer simulation of a process rather than manipulating equipment.

1. All children have common needs—for example, the need to receive effective teaching.
2. Some children have specific needs that are shared with a similar group—for example, pupils with a hearing impairment need access to means of audiological support.
3. All children have individual needs—for example, pupils with a Speech and Language Disorder may benefit from pre-teaching of vocabulary and scaffolded talk opportunities.

The following strategies are pedagogical approaches that will be used in our subject to support all students, but particularly those students with SEND. Strategies have been linked with areas of particular need but are not exclusive in supporting students with this area of need.

These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils

The following will be employed alongside and in addition to the needs and strategies:

## Cognition and Learning

1. Use images and real objects to introduce new vocab
2. Physical demonstration in small steps (live modelling)
3. Additional step-by-step instructions

## Communication and Interaction

1. Use clear step by step instructions, both verbally and physically
2. Show and demonstrate equipment and processes before use
3. Encourage collaboration and consider most effective groupings and pairings to enable teamwork

## Social, Emotional & Mental Health

1. Ensure planning enables all pupils will achieve and succeed
2. Develop resilience and problem-solving, encouraging making mistakes and finding solutions to problems
3. Build awareness of mental health issues that might directly impact DT e.g. eating disorders
4. Plan activities that enable early success

## Sensory and Physical

1. Consider where to seat children- accessibility, wheelchairs
2. Hearing- physical proximity: tone & pitch of voice
3. Talk through activities with potential sensory overload: noise, smells before the lesson

## Maintaining an inclusive learning environment

Maintaining an inclusive learning environment	
Design and technology	
<p><b>Sound and light issues</b> For example:</p> <ul style="list-style-type: none"> <li>background noise and reverberation are reduced</li> <li>sound field system is used, if appropriate</li> <li>glare is reduced</li> <li>there is enough light for written work</li> <li>teacher's face can be seen – avoid standing in front of light sources, eg windows</li> <li>pupils use hearing and low vision aids, where necessary, and</li> <li>video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required.</li> </ul>	<p><b>Sound and light issues</b> Avoid demonstrations or discussion when machines are running.</p> <p>The noise in design and technology lessons can be very uncomfortable for pupils with a hearing impairment. While a pupil is working on a practical activity allow them to switch off their aids if it is very noisy (remind them to switch them on again afterwards).</p> <p>Interactive whiteboards are non-reflective to reduce glare.</p>
<p><b>Seating</b> Pupils' seating and the main board position are planned for the shape of the room.</p> <p>Pupils can see and hear clearly, as necessary:</p> <ul style="list-style-type: none"> <li>the teacher</li> <li>each other, and</li> <li>the board/TV/screens.</li> </ul> <p>Seating allows for peer or adult support.</p> <p>There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials.</p> <p>Furniture is suitable. Consider the choice of chairs and desks, eg adjustable height tables, raised boards.</p>	<p><b>Seating</b> Consider the accessibility of demonstrations.</p> <p>Plan the demonstration area so that it is clearly laid out, uncluttered and gives all pupils a clear view.</p> <p>Height-adjustable tables, sinks and hobs make activities more accessible.</p> <p>Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.</p> <p>Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.</p>

Maintaining an inclusive learning environment	
Design and technology	
<p><b>Resources</b> Storage systems are predictable.</p> <p>Resources are:</p> <ul style="list-style-type: none"> <li>accessible, eg within reach, and</li> <li>labelled clearly to encourage independent use, eg using images, colour coding, large print, symbols, Braille, as appropriate.</li> </ul>	<p><b>Resources</b> Use systems such as racks so that items such as tools can be found and put away easily.</p> <p>To make tasks accessible, pupils use, where appropriate:</p> <ul style="list-style-type: none"> <li>specialist aids – eg talking weighing scales, jigs to aid cutting, templates, patterns, ready-made parts, kettle-tipping devices, sprung or electric scissors, and</li> <li>generic aids – eg jumbo pencils if hand control is weak, non-slip mats (dycem) to hold papers, books and equipment in place, BluTac to hold small items or as a temporary fixing (eg for rulers when drawing).</li> </ul>
<p><b>Displays</b> Displays are:</p> <ul style="list-style-type: none"> <li>accessible, within reach, visual, tactile</li> <li>informative, and</li> <li>engaging.</li> </ul> <p>Be aware of potentially distracting elements of wall displays.</p>	<p><b>Displays</b></p>
<p><b>Low-arousal areas</b> A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/resources to minimise distraction.</p>	<p><b>Low-arousal areas</b></p>

Maintaining an inclusive learning environment	Design and technology
<p><b>Health and safety</b> Health and safety issues have been considered, eg trailing leads secured, steps and table edges marked.</p> <p>There is room for pupils with mobility difficulties to leave the site of an accident.</p> <p>Remember that pupils with an autistic spectrum disorder (ASD) may have low awareness of danger.</p>	<p><b>Health and safety</b> Consider the safety of demonstrations.</p> <p>Make sure pupils do not come into contact with materials they are allergic to.</p>
<p><b>Unfamiliar learning environments</b> Pupils are prepared adequately for visits.</p>	<p><b>Unfamiliar learning environments</b></p>

Multi-sensory approaches, including ICT	Design and technology
<p><b>Multi-sensory approaches</b> Pupils' preferred learning styles are identified and built on:</p> <ul style="list-style-type: none"> <li>when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video</li> <li>for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and</li> <li>to promote security and aid organisation – eg visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help.</li> </ul>	<p><b>Multi-sensory approaches</b> Prepare visual prompts, using images, photos or symbols, showing the order to carry out a sequence of activities for a particular process. Checklists allow pupils to see what they have completed, what to do next and where to finish.</p> <p>Some pupils will need to use non-visual means to evaluate different products, to use this information to generate ideas and to become familiar with tools and other equipment. This will require extra time.</p>