

Lanner Primary School

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

Individual Need	This is how we help...
<p>Dyslexia</p>	<ul style="list-style-type: none"> ● Providing a range of ways for pupils to show their learning, not relying just on writing to demonstrate substantive and disciplinary knowledge in Design Technology. <ul style="list-style-type: none"> ○ Alternative recording methods could include: access to a computer, photographs, diagrams and drawings, labels to stick onto pictures, interactive worksheets, posters, presentations, verbal contributions, Teacher / TA observations, matching and sorting activities, cloze. ● Ensuring that appropriately tinted books, overlays and whiteboards are available. ● Using fonts such as <i>Century Gothic</i>, <i>Comic Sans</i>, <i>Arial</i> or <i>Verdana</i> on printed sheets ● Presentation slides will avoid black font on a white background. ● Large close formatted paragraphs of information is avoided, with information being presented in numbered points or bullet points. ● Pictures, text boxes, diagrams, clear sub-titles and 'colour-coded text' are used to break up and or replace large sections of information. ● Visual representations (diagrams, pictures, illustrations) used to support understanding. ● Design Technology specific vocabulary is taught, rehearsed and reinforced. ● Instructions will be broken down into smaller steps ● Pupils are asked to repeat back what they are required to do. ● Pupils are given extra thinking and completion time. ● Pre-warning pupils of questions - never "putting them on the spot". ● When appropriate support pupils organisational skills with task boards. ● We understand that pupils with dyslexic tendencies may find it hard to organise information on diagrams, graphs, flow charts, spider diagrams and tables. If necessary, we will modify the task, for example by providing a blank table or graph, to ensure success. ● We understand that pupils may find it tricky to complete pre-printed tables. We therefore make sure boxes and tables are big enough to easily write in. ● We minimise situations where pupils have to listen and write at the same time.
<p>DCD</p>	<p>Sensory Need</p>

Developmental Coordination Disorder

- Ensuring that pupils have access to the sensory equipment they need - wobble cushions, fiddle toys, Zuma chair, access to trampette etc.
- Making sure movement breaks are available throughout the Design Technology Lesson - and are sometimes disguised, to ensure that the pupil is not embarrassed.
- We understand that pupils may find it hard to wear standard school uniform and may like to wear more relaxed fit clothing or clothes of specific textures.
- Pupils will be pre-warned of any potential loud noises, unpleasant textures etc, which could present during practical work.

Fine & Gross Motor Skills

- When fine motor skills are inhibiting legible handwriting we make sure that written work is not the primary communicator / evidence of substantive and disciplinary knowledge in Design Technology.
 - Alternative recording methods could include: access to a computer, dictation software, clicker, photographs, diagrams and drawings, labels to stick onto pictures, interactive worksheets, posters, presentations, verbal contributions, Teacher / TA observations, matching and sorting activities, cloze.
- We understand that pupils with DCD tendencies may find it hard to organise information on diagrams, maps flow charts, spider diagrams and tables. If necessary, we will modify the task, for example by providing a blank table or mind map, enlarging tables, worksheets and diagrams to ensure success.
- When practical work is planned, pupils will be pre-warned of activities and, if necessary, adults will model techniques and pupils will be given time to practise techniques.
- During Design Technology practical work pupils will be pre-warned of activities and given opportunities to practise activities and use the equipment that requires fine or gross motor skills.
- Thought is given of which group would be most beneficial to the pupil, ensuring that DCD pupils can thrive alongside their peers.
- We provide
 - Different pens (roller ball) and pen grips available if needed.
 - Writing slopes.
 - Finger grip rulers.
- During practical activities we provide appropriate differentiated equipment
 - Knives with larger handles.
 - Needles with larger eyes when hand stitching, or access to sewing machine instead.

	<p>Organisation</p> <ul style="list-style-type: none"> ● Ensure the pupils' peg is away from other children's clutter and is easy to reach. ● Make sure the pupil's tray is close to their desk. ● Encourage children to limit the amount of resources on their desks at a given time. ● Pupils to sit directly facing the board / teacher. ● Visual timetable in class every day. ● Adult support is given when it is necessary to organise movements. ● Simple step by step instructions on the board or printed worksheet. ● Instructions will be broken down into smaller steps- success criterias ● We will ask pupils to repeat back what they are required to do.
<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> ● Adults who have a positive, supportive, trusting relationship with the child will be available to support during the lesson. ● The Design Technology lesson will be taught as part of the normal weekly routine (eg Thursday afternoon is when Design Technology is taught.) If the lesson has to be moved the pupils will be pre-warned. ● Visual timetables will have reiterated the weekly routine and pre-warned the pupil of the Design Technology lesson. ● If necessary, the pupil will be pre-warned of the content of the Design Technology lesson. ● When practical work is planned, pupils will be pre-warned of activities and, if necessary, adults will model techniques and pupils will be given time to practise before the lesson starts. ● Pupils will be pre-warned of any potential loud noises, unpleasant textures etc, which could present during practical work. ● Thought is given, prior to Design Technology lessons of which group would be most beneficial to the pupil, to ensure that ASD pupils can thrive alongside their peers. ● Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult. ● If necessary learning will be adapted so that it is accessible to the child. ● Providing a range of ways for pupils to show their learning, not relying just on writing to demonstrate substantive and disciplinary knowledge in Design Technology. <ul style="list-style-type: none"> ○ Alternative recording methods could include: access to a computer, photographs, diagrams and drawings, labels to stick onto pictures, interactive worksheets, posters, presentations, verbal contributions, Teacher / TA observations, matching and sorting activities, cloze

	<ul style="list-style-type: none"> ● When visiting another location <ul style="list-style-type: none"> ○ Pre-prepare the pupils of the day's events and provide a visual timetable if necessary. ○ Allow time for pupils to explore the venue, familiarise themselves and find the boundaries if necessary. ○ Allow opportunities for pupils to touch equipment in a supported manner. ○ Make sure there is an adult with a positive, supporting and trusting relationship present on the trip. ● Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson.
Anxiety	<ul style="list-style-type: none"> ● The PACE approach will be used by all adults supporting the child within the lesson. ● Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure. ● Pupils will be pre-warned of any potential loud noises, unpleasant textures etc, which could present during practical work. ● Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the Design Technology session. ● When practical work is planned, adults will model techniques and pupils will be given time to practise techniques. ● Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand. ● Children will be able to use a 'help card' or signal in a pre-agreed manner, if they feel that they need support within the classroom. ● Children will be provided with a safe and familiar break out space if they need it throughout the lesson
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> ● Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the Design Technology session. ● All adults supporting the child within the classroom will have a good understanding of how best to support the child. ● Any rules/expectations will be consistently implemented. ● Seating arrangements will be considered carefully to minimise distractions within the Design Technology session. ● Pupils will be pre-warned of any potential loud noises, unpleasant textures etc, which could present during practical work. ● Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning intention.

<p>Cognition & Learning Challenges</p>	<ul style="list-style-type: none"> ● Adults to model how to use tools before the lesson and provide opportunities for pupils to practise activities. ● Simple step by step instructions verbally, on the board or printed worksheet. ● Instructions will be broken down into smaller steps ● Ask pupils to repeat back what they are required to do. ● Extra thinking time. ● Pre-warning of what question will be asked and thinking time given. ● Providing a range of ways for the pupil to show their learning, not relying just on writing to demonstrate substantive and disciplinary knowledge in Design Technology. <ul style="list-style-type: none"> ○ Alternative recording methods could include: access to a computer, photographs, diagrams and drawings, labels to stick onto pictures, interactive worksheets, posters, presentations, verbal contributions, Teacher / TA observations, matching and sorting activities, cloze. ● Writing support, such as sentence stems, WAGOLLS (What a good one looks like) and writing frames for longer pieces. ● Pre-planned peer pairings and group support. ● Spelling mats and word mats. ● Large close formatted paragraphs of information is avoided, with information being presented in numbered points or bullet points ● Concrete resources and visual representations will be given to the child to support the learning of new information. ● Break down tasks into manageable chunks and demonstrate each step as required.
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> ● The PACE approach will be used by all adults supporting the child within the lesson. ● Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure. ● Pupils will be pre-warned of any potential loud noises, unpleasant textures etc, which could present during practical work. ● Children will be provided with a safe and familiar break out space if they need it throughout the lesson. ● Adults supporting the child will have good understanding of the child's context and how best to support the child with their emotions.

Speech, Language & Communication Needs	<ul style="list-style-type: none"> ● Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given. ● Long sentences will be broken up into smaller, short sentences that can clearly be interpreted. ● Children will be given time to process information and to give responses to answers. ● Symbols, signs and visual timetables will be used to support communication. ● Visual aids and word-mats to help with vocabulary. ● Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence. ● Positive responses will be given to any attempts at communicating. ● Adults will regularly check the child's understanding throughout the lesson.
Vision Impairment	<p>If appropriate</p> <ul style="list-style-type: none"> ● Adults to model how to use tools before the lesson and provide opportunities for pupils to practise activities. ● The pupil will be seated facing the teacher. ● A reading slope will be provided. ● A thicker/darker pencil will be provided to support the child with reading their own writing. ● Children will be given enlarged images, pictures and diagrams. ● Resources will be provided in the correct font size for the child in question. ● During standard lessons, school trips and visits, we provide the pupils with time and opportunity to explore any equipment through touch. ● Pupils will be pre-warned of any potential loud noises, unpleasant textures etc, which could present during practical work. ● During school trips and visits, time will be taken to ensure that the pupil is familiar with their surroundings. ● Pupils will be pre-warned of activities during practical work. They will be given the opportunity to try out activities with the equipment which will be used.
Hearing Impairment	<ul style="list-style-type: none"> ● Minimisation of background noise. ● Consideration of the most beneficial seating arrangement through consultation with the pupil. Placing the child at the front or close to the teacher or demonstration, or in the place the child feels is best for them.

	<ul style="list-style-type: none"> ● An awareness that group members, teacher and TA must face the child when speaking. ● Adults will discretely check that the child is wearing their hearing aid. ● If necessary, provide written and pictorial instructions. ● Children will be provided with key vocabulary specific to Design Technology with technical terms explained. ● Adult support to encourage discussion and sharing of ideas to build verbal skills. ● During school trips and visits, time will be taken to ensure that the pupil is familiar with their surroundings. ● Pupils will be pre-warned of content of practical work. They will be given the opportunity to try out activities and explore the equipment. ● Pupils will be pre-warned of any potential loud noises, unpleasant textures etc, which could present during practical work.
Toileting Issues	<ul style="list-style-type: none"> ● Children will be able to leave the classroom whenever necessary. ● Seating arrangements will be carefully organised so that the child can access the toilet as easily as possible. ● Allowances and provision will be considered needed when on Design Technology trips, and when they are away from the school building.