



SEND Ambition and Access in Design and Technology (DT)

AMBITION

What are we aiming for children with SEND to achieve in this subject?

Be ambitious of what our SEND children can achieve. D&T is a different way for children to think and draw on all their learning from across the curriculum without having to use it in the traditional way.

Design and Technology is a popular and valuable subject for pupils with special educational needs. Knowledge and understanding are drawn from across the curriculum and helps to develop and enable numeracy, literacy and communication skills that can be applied in practical ways. This consolidates skills from other lessons and reinforces learning with positive out-comes. A broad spectrum of the D&T curriculum should be planned and delivered in order to accommodate and challenge pupils of all abilities. It may be necessary to provide specialist equipment, adapt room layouts, utilise adult helpers and allow additional time for tasks.

ACCESS

What amendments are made to the subject in order to help children with SEND to achieve?

- A spiral curriculum (revisit and revise) -At the start of your lesson, you should revisit the vocabulary and key facts you have learnt. Reinforcing the expected outcome so they have a clear idea of their journey.
- Pictorial guidance (where applicable) -enabling children to take responsibility for their own learning, building their confidence (not being held back by their ability to read and write).
- Check in -Try to spend a few minutes with these children, discussing what they do understand and getting them to explain what they want to achieve by the end of their learning.
- Flexibility of extending time for children with SEND.
- Amending equipment used to enable full access to learning. Before starting each new DT topic, consideration should be made for those pupils with SEND and the required resources prepared or purchased.

- Pupils with SEN may find designing activities problematic. Therefore, thought is required to ensure pupils can access and produce successful initial design work. For example, it's vital to offer a variety of methods of recording ideas quickly. In fact, teachers should be conscious of avoiding a rigid approach when it comes to recording and communicating design ideas and developments.

- Sensory considerations - Be mindful of sensory sensitivities or challenges that some pupils with SEND may have.

It may be important to consider if the noisy DT workspace may be challenging for some children with sensory needs. Consider the use of ear defenders or position in the classroom to help minimise distress or distraction.

- Teacher CPD - Provide DT teachers with training and professional development on inclusive teaching practices and strategies for supporting pupils with SEND.