

Hawkesley - SEND Offer Design Technology

All teachers will need to plan and prepare the delivery of each block and consider specific activities, or the delivery, may need to be adjusted to ensure all SEND pupils are able to access the materials and participate in the lesson. We aim for all DT lessons and modules to be accessible to all pupils. Pre-teaching of design vocabulary provides all children with the opportunity to demonstrate an understanding of subject specific language and to apply to the later skill. The use of knowledge notes provides visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Visual aids are added to provide extra support.

Cognition & Learning

- Pupils encouraged to explain what they have to do to check understanding.
- Links to prior learning made.
- Class teacher models the steps to learning to show the expectations.
- Small steps to be given to make workload manageable.
- Resources readily available for children to access and use during the lesson.
- Additional time can be given to complete plans, designs, and final products.
- Children to be given a space to complete work – inside or outside of the classroom.

Sensory & Physical Needs

- Ensure that children have enough space to complete plans, designs, and final products.
- Specific resources to be available on tables, with all children able to access these during the lesson.
- Show children resources before the lesson – allows children time to use resources and check for sensory overload.
- Class teachers to model how to use resources.
- Allow more time to create their plans, designs, and final products.
- Use visual cues to aid children – allow them to know what's coming next.

Communication & Interaction

- Shared understanding and expectations of good listening displayed, taught, modelled, and regularly reinforced.
- Delivery of information slowed down with time given to allow processing.
- Pre-teaching of vocabulary or new knowledge to allow time to process new information.
- Chunk learning – learning broken down into small steps.
- Pupils are encouraged and shown how to seek clarification.
- Adults support used effectively to explain and support pupils.

Social, Emotional and Mental Health Difficulties

- Take time to praise pupils' strengths.
- Lots of positive praise given.
- Constructive feedback – a model should be given to show how to improve work.
- Give opportunities for children to demonstrate their skills to maintain self-confidence.
- Children will be given lots of opportunities to physically create their pieces.
- Give breaks between tasks.
- Use of a calm space to complete plans, designs, and final products – inside or outside of the classroom.