



Focus area: Design and Technology

Curriculum considerations for children across all areas of SEN in D+T

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing where appropriate.
- Recognising and celebrating where children with SEN are talented in this area.

Additional enhancements

- Fine motor box activities
- Write from the Start
- Gross motor group

Key Learning Challenges:

Understanding vocabulary
Understanding instructions.
Understanding instructions for tasks.
Explaining their ideas
Potential for sensory triggers
Low awareness of danger.

Communication and Interaction

- Breaking down instructions into small chunks,
- Providing visual reminders of instructions.
- Scaffolding language around art ' I like this painting because...
- Labelling equipment
- Provide visual prompts for each small step.
- Present art projects one step at a time
- Awareness of potential sensory triggers for children with ASC may dislike the feel/smell of certain materials
- Use visuals to explain safety with equipment.

Key Learning Challenges:

Recalling previously taught knowledge/d+t skills.
Working memory
Understanding vocabulary.
Low awareness of danger

Learning and Cognition

- Provide visual prompts for each small step.
- Present art projects one step at a time
- Additional practise for fine/gross motor skills.
- Tick list/visuals of steps.
- Ensuring equipment is appropriate for children with limited fine motor control/manual dexterity.
- Visual/verbal reminders about using equipment safely.
- Providing multisensory learning opportunities e.g. real objects, using body in direct way, exploring natural materials.
- Use backward chaining and show examples of finished product.
- Additional time

Key Learning Challenges:

Likely to have gaps due to missed learning.
Difficulties around concentration/task completion.
Emotional dysregulation.
Potential to show unsafe behaviours

Social, emotional and mental health

- Using task planner/task chunking.
- Time framing and use of timers.
- Check ins
- Checking understanding/ small group/individual modelling
- Visual prompts
- Being clear about safety with equipment.
- Backward chaining – allowing children to experience success.

Key Learning Challenges

Physical difficulties around using equipment.
Being able to hear the teaching/instructions
Visual difficulties

Physical and Sensory

- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service).
- Aids to support learning e.g. 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)
- Providing a parallel activity e.g. computer simulation rather than manipulating a brush.
- Adapted printed resources where needed.
- Additional time

EYFS Example	KS1 Example	KS2 Example
<ul style="list-style-type: none"> • Visual prompts for each step • Provision of a range of practical and concrete resources and extended time for tasks • Visual aids and vocabulary • Opportunities for multi-sensory learning • Visual reminders • Labelled equipment • Physical and sensory provision where necessary 	<ul style="list-style-type: none"> • Visual prompts for each step • Vocab displayed visually using CIP to understand safety of equipment • Steps and instructions chunked • Adapted printed resources where needed • Simplified task where necessary to allow pupils to achieve success • Scaffolding language around designing and evaluation - <i>“I want to make...I like _____ about my (product)”</i> 	<ul style="list-style-type: none"> • Steps and instructions chunked • Adapted knowledge organisers using CIP • Visual prompts for each step • Adapted printed resources when needed • Scaffolding language around designing and evaluation - <i>“I want to make...I like _____ about my (product), Next time, I would change...”</i>

What does this look like in practice? (pictorial examples):

Photo Frames: Design Criteria

What is Community to you?

product.

LKS2 Adapted printed resource where pupils **with the**

are given time to think about their product, **given visual**

choose their equipment using visual aids or **ideas.**




vocab and draw a picture to visualise their

For this project of creating a lantern




theme of community, pupils were



vocab to choose and mind-map their

Evaluation:

The best thing about  my  photo  frame was _____





   
Next time, I could improve _____

  
My photo frame:

   
Worked well Didn't work well

Evaluation:

The best thing about  my  lantern was colourful

   
Next time, I could improve stickiness

 
My lantern:

    
Worked well Did not work well ✓

A LKS2 adapted resource using CIP for children to reflect and evaluate their product.