



Strategies for supporting pupils with Special Educational Needs and Disabilities in D&T lessons.

| | Strategies we will use: |
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| Attention Deficit Hyperactivity Disorder | <ul style="list-style-type: none"> Praise positive behaviour at each step to encourage low self-esteem. Clear instructions are given throughout the lesson. Provide time limited learning breaks. Provide additional time for pupils to express their ideas with pre-teach or extensions as appropriate Provide relevant tools only when necessary to avoid distractions during teacher input. |
| Anxiety | <p>Ensure the child knows the support available before the lesson. Provide lots of opportunities to ask questions to clarify thinking and ideas during a lesson. Continue to drip feed strategies to overcome problems that might be faced during the lesson. Model how to use any tools or equipment before setting the work. Use a 'Now and Next' board to manage any changes to routine before they happen, for example if a child will be sitting somewhere else to complete group work.</p> |
| Autism Spectrum Disorder | <ul style="list-style-type: none"> Use a visual timetable so the child knows what is happening at each stage of the day. Be aware if the child is hypo-sensitive (under-sensitive to stimulation) or hyper-sensitive (extremely reactive to sensory stimulation) and understand how they will manage the sensory work you are asking them to partake in. Provide alternative programmes where needed. Provide materials and textures that they can use and understand this information before the lesson. Ensure outcomes are clear, with a clear end point to the lesson, so the children know they have reached this. Use simple, specific instructions that are clear to understand. Understand your student's skills and where their starting place is. Use tools made of specific materials to support sensory processing. Peer Adult support when necessary |
| Dyscalculia | <ul style="list-style-type: none"> Use of paired, group or adult led work to facilitate reading numbers on scales, timers and measuring equipment. Support with performing calculations to convert between units of measure and drawing and using scales on graphs. |
| | <ul style="list-style-type: none"> Use simple, specific instructions that are clear to understand. Pre-teach vocabulary linked to DT project that will help the child to |

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| Dyslexia | <p>succeed in the lesson like shading, drawing, exploring and collage.</p> <ul style="list-style-type: none"> • Differentiate the Learning Intention so that the child understands what is being asked of them. • Model how to use tools before setting the work. |
| Dyspraxia | <ul style="list-style-type: none"> • Make the most of large spaces before starting projects. • Ensure the tools you are using are accessible to the child. • If beneficial, provide a lesson breakdown, with a clear end and tick list. • Provide an equipment list, words or visuals, with the tools and materials that are needed during the lesson. • Model how to use tools before setting the work. • Differentiate the size and scale of a project and its end result. |
| Hearing Impairment | <ul style="list-style-type: none"> • Pre-teach vocabulary linked to topic that will help the child to succeed in the lesson like; shading, drawing, exploring and collage. • Ensure the child is positioned in the best place in the classroom suitable for their needs, before the start of the lesson. • Make instructions clear and concise, in a case the child lip reads, and in case of an emergency. • Try and arrange the tables in a shape where teacher can be seen by all. • Provide sign language visuals where possible. |
| Toileting Issues | <ul style="list-style-type: none"> • Encourage the children to use the toilet before working on a piece of work, as they may feel this isn't as easy when wearing painting aprons and covered in paint and chalk. • Encourage the children to wear protective clothes that make access to the bathroom management. |
| Cognition and Learning Challenges | <ul style="list-style-type: none"> • Use visuals to break each stage of the lesson down into clear, manageable tasks. • Use language that is understood by the child, or take the time to pre-teach language concepts including paint, draw sketch etc. • Provide resource lists with visuals so children know what resources they need for an activity and can begin to access them independently. • Model how to use the tools before setting the work. • Physically demonstrate the lesson and expectations especially if following the work of a specific artist. • Support children with their organisation in the lesson and model this where possible, before the lesson begins. |
| Speech, Language & Communication Needs | <ul style="list-style-type: none"> • Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly. • Use a visual timetable where necessary. • Use visuals on resource lists. • Use visuals on resource boxes so children know which one to access. • Encourage evaluations to be done using pictures and child's voice where possible and then recorded by an adult. |
| Experienced Trauma | <ul style="list-style-type: none"> • Provide opportunities to be curious and explore the tools and the resources that the children will use. • Use simple, specific instructions that are clear to understand and deliver these slowly. • Before the lesson, consider strategies for difficulties occur during the lesson and ways these can be overcome. Remind the children that D and T is about taking risks in our work and expressing ourselves. |

Visual Impairment

- Provide children with extra-large pieces of paper to work on.
- Make sure resources are well organised and not cluttered.
- Ensure the child is positioned in a well-lit space before beginning an activity.
- When writing, provide thicker, darker pencils to write with.
- When using pastels, avoid putting pastel colours next to each other.
- When drawing or modelling, be aware of the colours that are difficult to see together (dark colours). Instead use black and white where possible because these contrast the most.
- Check that students are wearing prescribed glasses so they don't strain their eyes.
- If using tools ensure adult supervision if required