



## St Mary's C of E School

"DON'T LET ANYONE LOOK DOWN ON YOU  
BECAUSE YOU ARE YOUNG. BE AN EXAMPLE TO  
ALL BELIEVERS IN WHAT YOU SAY, IN THE WAY  
YOU LIVE, IN YOUR LOVE, YOUR FAITH AND YOUR PURITY."  
1 TIMOTHY 4:12

## THE SUNRISE CURRICULUM

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

	<i>Here's how we will help.</i>
<i>Attention Deficit Hyperactivity Disorder</i>	<ul style="list-style-type: none"><li>• Praise positive behaviour at each step to encourage low self-esteem.</li><li>• Ensure clear instructions are given throughout the lesson.</li><li>• Provide time limited learning breaks.</li><li>• Break the activity into smaller chunks with a clear intention for each part that the child can visualise and achieve.</li><li>• Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate.</li><li>• Provide appropriate fidget toys and if necessary wobble cushions.</li></ul>

<h2>Anxiety</h2>	<ul style="list-style-type: none"> <li>• Ensure the child knows the support available on offer before the lesson begins.</li> <li>• Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson.</li> <li>• Teach problem solving before the lesson, and strategies to overcome problems that might be faced in these subjects promoting a growth mindset.</li> <li>• Praise children for their attempts not just their outcomes.</li> <li>• Model how to use D&amp;T tools before setting the work.</li> <li>• Consider a seating arrangements and discuss this with the child. Would they benefit from sitting near a trusted peer.</li> </ul>
<h2>Autism Spectrum Disorder</h2>	<ul style="list-style-type: none"> <li>• Understand if your child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in. This may be particularly important when cooking.</li> <li>• Provide time limited learning breaks which should support the child's sensory needs.</li> <li>• Ensure the child is aware of their safe place is in case they become over whelmed.</li> <li>• Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. Using timers to help with transitions.</li> <li>• Use simple, specific instructions that are clear to understand.</li> <li>• Understand your student's skills, and where their starting place is.</li> <li>• Consider seating arrangements. Where can the child be with less traffic flow in the classroom?</li> <li>• Consider whether equipment is being shared or does the child their own personal set.</li> </ul>
<h2>Dyscalculia</h2>	<ul style="list-style-type: none"> <li>• Provide concrete resources to help with mathematical equations, drawing to scale and planning D&amp;T projects.</li> <li>• Use technology available during the design process if required.</li> <li>• Ensure the child knows the support available on offer before the lesson begins.</li> <li>• Provide electric measuring tools for cooking to aid independence.</li> </ul>
<h2>Dyslexia</h2>	<ul style="list-style-type: none"> <li>• Use simple, specific instructions that are clear to understand. Consider whether these could be visual.</li> <li>• Pre-teach vocabulary linked to D&amp;T that will help the child to succeed in the lesson like planning, designing and evaluating. Provide these as word mats.</li> <li>• Differentiate the Learning Intention so the child understands</li> </ul>

	<p>what is being asked of them.</p> <ul style="list-style-type: none"> <li>• Model how to use D&amp;T tools before setting the work.</li> <li>• Consider how the child is going to communicate ideas. Does this need to be written?</li> <li>• If using printed resources use font size above 12 and print on pastel paper avoiding black text on white paper</li> </ul>
<b>Dyspraxia</b>	<ul style="list-style-type: none"> <li>• Ensure the tools you are using are accessible to the child i.e rulers with handles. Consider the risk of using tools and how they can be made safe.</li> <li>• Model how to use D&amp;T tools before setting the work.</li> <li>• Differentiate the size and scale of a project and its end result</li> <li>• Use projects on the page to understand how children can use different processes based on their abilities to achieve the same goal.</li> </ul>
<b>Hearing Impairment</b>	<ul style="list-style-type: none"> <li>• Discretely check the child is wearing hearing aids and they are turned on.</li> <li>• Talk clearly and concisely in front of the child making sure light is not in their eyes from a window in case they lip read?</li> <li>• Repeat any questions or responses other children say so that they aware of key information being shared.</li> <li>• Make sure instructions are clear and concise.</li> <li>• Give instructions when the room is quieter, and be mindful of additional noise when cooking, or using loud tools like hammers.</li> <li>• Appreciate they may take longer to stop in an emergency. Will you use visual cues or stand in front of the child to give stopping instructions.</li> <li>• Pre-teach vocabulary linked to D&amp;T that will help the child to succeed in the lesson like planning, designing and evaluating.</li> </ul>
<b>Toileting Issues</b>	<ul style="list-style-type: none"> <li>• Encourage children to use the toilet before working on a project, as they may feel this isn't as easy when they are wearing protective clothes and covered in clay/glue/cooking ingredients etc.</li> <li>• Encourage children to wear protective clothes that make access to the bathroom manageable.</li> </ul>
<b>Cognition and Learning Challenges</b>	<ul style="list-style-type: none"> <li>• Use visuals to break each stage of the design process down into clear, manageable tasks.</li> <li>• Use language that is understood by the child, or take the time to pre-teach language concepts including design, develop and evaluate.</li> <li>• Give children time to process information and when asking them appropriate questions</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide word mats for key vocabulary</li> <li>• Model how to use D&amp;T tools before setting the work.</li> <li>• Physically demonstrate the lesson and the expectations include designing, making and evaluating where possible.</li> <li>• Support children with their organisation in the lesson, especially when cooking to make sure they do not default from the final product.</li> <li>• When cooking, or making something provide checklists which can be ticked off.</li> </ul>
<p>Speech, Language + Communication Needs</p>	<ul style="list-style-type: none"> <li>• Provide instruction that are clear, concise and match the language of the child, delivering these instructions slowly.</li> <li>• Give children time when responding to questions, instructions and when they are communicating</li> <li>• Encourage designs and evaluations to be done using pictures and child's voice where possible and then recorded by an adult.</li> <li>• If necessary, have visuals that children can point to or talk about.</li> <li>• Pre teach appropriate vocabulary being aware that the process of learning vocabulary may need to be kinaesthetic. Share lists with parents and carers so that it can practised.</li> </ul>
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> <li>• Provide short, simple clear instructions.</li> <li>• Try and keep the children calm in a lesson, although D&amp;T can be exciting, as this can lead to a tic.</li> <li>• Provide additional support with cutting, using looped scissors and handled rulers.</li> </ul>
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> <li>• Provide opportunities to be curious and explore the tools and resources that children will use.</li> <li>• Use simple, specific instructions that are clear to understand, and deliver these slowly.</li> <li>• Slowly build up the tools a child can use, as they become more confident in their work, especially in regard to cooking.</li> <li>• Model and remind children behavioural expectations when using tools including clay and cooking, and safe ways of using these including health and hygiene. Use visuals if needed.</li> <li>• Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that D&amp;T is about trial and error.</li> </ul>

## Visual Impairment

- *Make sure you have the child's attention before giving instructions.*
- *Encourage children to verbalise their design and evaluation as well as their thoughts and feelings if possible.*
- *Make sure resources are well organised and not cluttered.*
- *When drawing designs or writing evaluations, provide thicker, dark pencils to write with.*
- *Provide enlarged examples of the work to be completed.*
- *Provide children with additional time when exploring new textures and materials.*