Strategies to support children in Design & Technology

ADHD

- Provide D&T tools when necessary to avoid distractions during teacher input
- Visual instructions and safety rules
- Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate

ASD

- Use a visual timetable and now & next boards
- Understand hypo-sensitive and hypersensitivities and how they will mange the sensory work you are asking them to partake in
- Provide children with a range of materials and textures
- Ear defenders available

Cognition and Learning Needs

- Use visuals to break each stage of the design process down in to clear, manageable tasks
- Use appropriate language and concepts
- When cooking, or making something provide checklists which can be ticked off

Dyspraxia / Physical Impairment

- Provide an equipment list, words, or visuals with the tools and materials needed during the lesson
- Model how to use D&T tools before setting the work
- Ensure the tools are accessible to the child i.e. rulers with handles

Dyslexia / Dyscalculia

- Provide concrete resources to help with mathematical equations, drawing to scale and planning D&T projects
- Visual cues
- Use of digital resourcse, including text to speech technology, where appropriate

Hearing and Visual Impairment

- Make sure instructions are clear and concise
- Give instructions when the room is quieter, and be aware of additional noise
- Provide visuals where possible
- Pre-teach vocabulary linked to topic

Speech, Language and Communication Needs

- 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 and boxes

Gifted and Talented

- Provide extra challenges
- Introduce the next progression of tools and materials
- Encourage additional evaluation and adaption of designs
- Give opportunity to present ideas to peers

SKY primary
+ eden project nursery