



SEND support for DT

Barriers to DT	High Quality Teaching Strategies	Support additional to or different
<p>Fine / Gross motor difficulties which may impact a learner's ability to access a task.</p>	<ul style="list-style-type: none"> • Adapt the tool the pupils are expected to use in the lesson – wider handled knives / saws for cutting. Thicker needles / grips for sewing. • Consider the room organisation – do the children with motor difficulties have the space they need to move around the media. • Model clearly techniques for using tools and components and show individual children again as required. Chunk the modelling own into sections so children are given time to process the action. • Show an example of a completed task from the year before. Provide templates where appropriate to allow pupils to follow. 	<ul style="list-style-type: none"> • Provide opportunities to experiment using media before completing a task to allow them to decide which best suits them. • Provide a picture / vocabulary bank with images of tools on alongside their names and uses. • Adapt the expectation for the task e.g. prepare some resources in advance or fewer ingredients in food technology.
<p>Pupil safety</p>	<ul style="list-style-type: none"> • Clear modelling and expectations set to ensure pupils have a clear knowledge of how to use tools safely to make a mechanism. • Children to follow clear / simple picture instructions to show how to use the tool. • Work in small groups where possible. • Work with a peer who is skilled at using the tool. 	<ul style="list-style-type: none"> • Remove tools or provide clear adult support when using tools which may cause injury when making a particular mechanism e.g hack saw, glue gun etc...
<p>Difficulties understanding new vocabulary</p>	<ul style="list-style-type: none"> • Word banks in booklets. • Provide visual supports to help recall new vocabulary e.g. an image of a mechanism and finished product. • Refer to new vocabulary in another context of the curriculum where possible or as a comparison when learning a new technique later in the year. There will be links with science, ICT, Maths etc... The curriculum is planned so the children will be revisiting the language over the year. • Retrieval practice at the beginning of subsequent lessons. 	<ul style="list-style-type: none"> • Adapted booklet – simplified version – with images. • Pre-teaching key vocabulary prior to the lesson.



<p>Literacy difficulties which may impact a learner's abilities to follow written instructions / record work</p>	<ul style="list-style-type: none">• Provide lots of different opportunities for children to record in a number of different ways:<ul style="list-style-type: none">○ Drawings / sketches○ Talking tins / scribes○ Use of images / numbers to record.○ Use word banks for children to select words from to use in their recordings. • Provide key words sheets, flow charts and visual instructions sheets which explain a process in a step-by-step manner.	<ul style="list-style-type: none">• Adapted booklets. • TA to scribe when necessary.
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