Support for Pupils with SEND in Design and Technology at DFPS

Sound and light issues:

- Avoid demonstrations or discussion when machines are running
- The noise in design and technology lessons can be very uncomfortable for pupils with a hearing impairment. While a pupil is working on a practical activity allow them to switch off their aids if it is very noisy.
- Interactive whiteboards are non-reflective.

Seating:

- Consider the accessibility of demonstrations.
- Plan the demonstration area so that it is clearly laid out, uncluttered and gives all pupils a clear view.
- Height-adjustable tables, sinks and hobs make activities more accessible.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information, print off for all pupils.

Resources:

- Use systems so that items such as pencils and scissors can be found and out away in the right place easily.
- Make tasks accessible by using specialist equipment and generic aids e.g. frames
- Provide a range of drawing aids such as mats

Unfamiliar learning environments

- Pupils are prepared adequately for visits.

Displays:

- Displays are accessible, within reach, visual and tactile.
- Displays are informative and engaging visual displays.
- Be aware of potentially distracting elements of wall displays.

Multi-sensory approaches

- Prepare visual prompts, using images, photos or symbols, showing the order to carry out a sequence of activities for a particular process. Checklists allow pupils to see what they have completed, what to do next and where to finish.
- Some pupils will need to use nonvisual means to evaluate different products, to use this information to generate ideas and to become familiar with tools and other equipment. This will require extra time.

Low-arousal areas

- Low-arousal areas are planned for pupils who may need it
- Area includes only immediately relevant materials/resources to minimise distraction.

Managing group work and discussion

- Design and make assignments give pupils opportunities to work as individuals or in a team, learning from the work of others. For some pupils, e.g. those on the autistic spectrum, developing ideas with others can be challenging. Pairings and groupings need to be sensitive to this.

Teachers' communication

- Clarify technical terms that have different meanings in other contexts, for example 'knead'/'need', 'grain', 'glaze', 'form', 'saw', 'seam', etc.
- Labels placed around the room, lists of key words, posters, etc can help pupils to recognise and spell the names of important pieces of equipment.
- Ask pupils open-ended questions at first, for example to elicit original ideas and get a feel for their level of experience

ICT

In art and design, IT can:

- help pupils model ideas and design products – e.g. using graphics, computer-aided design (CAD) software or spreadsheets
- support making activities using computer-aided manufacturing (CAM) equipment such as embroidery machines, plotter/cutters etc, and
- be used to develop symbol-supported recipes or instructions.

Working with additional adults

Support could include:

- carrying out activities by following the pupil's instructions
- specific support so that pupils can engage in certain practical activities, eg translating design ideas into a drawing.
- Pupils working will use tools and equipment 'with help where needed', and without this support will not be able to achieve. For these pupils, supervision and help from an adult and/or buddy in the making stages is invaluable for them to learn and practise skills safely.
- Additional adults should promote pupils' independence by giving guidance and asking questions that enable pupils to:
- think for themselves – pupils should not always be following a designing and making process
- step by step, with the teacher/ additional adult doing most of the thinking, and
- perform tasks for themselves – there is a fine line between

Grouping pupils

- All forms of pupil grouping including pupils with SEN and/or disabilities
- Transition from whole-class to group or independent work, and back, is clearly signalled.
- Sequence of groupings is outlined for pupils.