SEND Areas of Need – Design Technology

Adaptations we make to teaching strategies and the learning environment, to ensure that all children have the best possible outcomes in Design and Technology.

Communication & Interaction Needs	**Cognition & Learning Needs**
The Design Technology learning journey is displayed on the wall to allow for ease of access to refer back to previous learning, in a uniformed way, like all curriculum areas in all classrooms. The planning structure is carried out for all Design Technology lessons, across St. Andrew's: **Lesson one**- Investigate and evaluative activities **Lesson two**- focused tasks – e.g: looking at examples of levers **Lesson three/four**- design product **Lesson five/six-** make product **Lesson seven-** evaluate product Design Technology teaching and learning is delivered in a variety of ways to engage all learners and to over-come possible barriers e.g. scaffolded tasks, group tasks, paired tasks, photographic evidence, teacher-led demonstrations, video tutorials, designing and making. Groupings are considered with paired tasks, independent task and group tasks with various roles that are inclusive of all learners. Partner talk is carried out throughout all lessons to support all learners and build confidence. Demonstrations are used regularly during each unit of work to engage all learners and to learn by doing. Resources are laid out, with the children gathering their own, with partner to allow for support but increasing independence.	Work, photographs and examples are shared in our classroom area. Key vocabulary is displayed and built upon each week for reference and to gradually build scientific language lesson on lesson. Specific Design and Technology resources are laid out clearly, with demonstration from class teachers if necessary, to ensure all learners are able to use with ease. Subject specific words are built upon lesson on lesson. Each learner has a suitable shoulder partner to support where required and to allow independence to build and increase over time when using equipment or accessing DT specific tasks. All Design Technology lessons include the use of ICT with videos, simulations, demonstrations and visual PowerPoints to support all learners. Various recording methods are used e.g. scaffolded tasks, group tasks, paired tasks, photographic evidence, demonstrations, making and evaluating.

Social, Emotional & Mental Health Needs	**Sensory & Physical Needs**
Work, photographs and examples are shared in our classroom area to celebrate our St Andrew's designers. The planning structure is carried out for all Design Technology lessons, across St. Andrew's: **Lesson one**- Investigate and evaluative activities **Lesson two**- focused tasks – e.g: looking at examples of levers **Lesson three/four**- design product **Lesson five/six-** make product **Lesson seven-** evaluate product Design Technology follows a consistent scheme across all year groups. Children are encouraged to take ownership of the necessary Design Technology equipment needed and to work towards their end product with a specific purpose and user. Specific Design Technology resources are laid out clearly, with demonstration from online tutorials and class teachers if necessary, to ensure all learners are able to use with ease and confidence. Partner talk is carried out throughout all lessons to support all learners and build confidence. Groupings are considered with paired tasks, independent task and group tasks with various roles that are inclusive of all learners, with like minded supportive peers to bring out the best in all learners. Demonstrations are used regularly, during each unit of work, to engage all learners and to act as a model to encourage all pupils to feel confident to carry out the making stage.	Children are seated in an appropriate place to ensure they have full visual and auditory access to the lesson. Children's DT work is celebrated in the environment to show work is valued and enhance self-esteem e.g display work. Pre-teaching opportunities are provided to ensure children have prior knowledge and skills. Equipment is readily available and within easy reach. Design and Technology lessons are broken down into easily achievable steps. A variety of table groupings are used so that children are able to draw on each other's strengths and skills.