



An Inclusive Design and Technology Curriculum

Planning Inclusive Lessons

DT gives learners a real sense of achievement. They benefit from experiencing their own progress and taking responsibility for their own learning. They enjoy the practical application of their ideas. Plus, their personal engagement with the tasks improves attention span, patience, persistence and commitment.

Potential barriers to learning for individuals should be balanced alongside a pathway to ensure these learners can actively participate in the best possible way. Learners with SEND often find designing activities problematic. It is also important to offer a variety of recording methods.

Creating an Inclusive Environment

Seating

- Learner's seating and the main position are planned for the shape of the room.
- Consider the accessibility of demonstrations.
- Seating positions should allow all learners to communicate, respond and interact with each other and the teacher in discussions.
- Consider seating arrangements to minimise distractions.
- Learners who experiences fine motor difficulties require a larger space to work.
- Furniture is suitable and learners have the equipment they require e.g. sloping board, foot block.

Sound and Light Issues

- The noise in DT lessons can be uncomfortable for those learners with hearing impairments.
- Learners use hearing and low vision aids where necessary.
- The teacher's face can be seen- avoid standing in front of light sources.
- Video presentations have subtitles for deaf, hearing impaired and those with communication difficulties.



Resources

- Provide specialist equipment-specialist scissors and cutting tools and generic aids- jumbo pencils if hand control is weak, non-clip mats (Dycem) to hold papers, books and equipment in place, BluTak to hold small items or as a temporary fixing (e.g. rulers when drawing).
- Provide generic aids, e.g. frames or adhesives to secure a learner's work.
- Provide a range of drawing aids such as grids, templates and viewfinders for transcription.

Multi-sensory Approaches

- Prepare visual prompts, using images, photo's or symbols, showing the order to carry out the sequence of activities for a process.
- Provide checklists to allow learners to see what they have completed, what to do next and where to finish.

Low-arousal Areas

- Art lessons can be overwhelming for some learners due to the changing nature of the lessons- allow learners time and space if overwhelmed.
- A low-arousal area (quiet area with calming, sensory resources) is available for planned and unplanned sensory breaks.
- Allow learning breaks as required.

Health and Safety

- Remember that some learners may have a low awareness of danger.
- Identify risk points in the lesson or visits.
- Ensure that learners do not come into contact with materials they are allergic to.

Unfamiliar learning environment

- Ensure that learners are adequately prepared for visits.



Design and Technology Curriculum Considerations for SEND

Strategies to Scaffold Learning

How can I support learners who struggle to access lessons due to cognition and learning difficulties?

- Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.
- Use visuals to break each stage of the design process into clear, manageable tasks.
- Use language that is understood by the learner.

How can I support learners who struggle to retain vocabulary?

- Pre-teach language concepts such as design, develop and evaluate.
- Discuss and display key vocabulary with its meaning.
- Provide learners with a word bank of key terms and a visual list of resources that they can refer to during lessons.
- Refer to language regularly during lessons and, where applicable, throughout the day, as this will embed the vocabulary and build stronger links and associations.

How can I support learners who have sensory issues?

- Understand if the learner is hypo-sensitive or hyper-sensitive and how to manage their needs.
- Provide materials and textures that they can use and understand before the lesson.
- Use art tools made of specific materials to support sensory processing.
- Ensure a low arousal area is available for those learners who may need it.

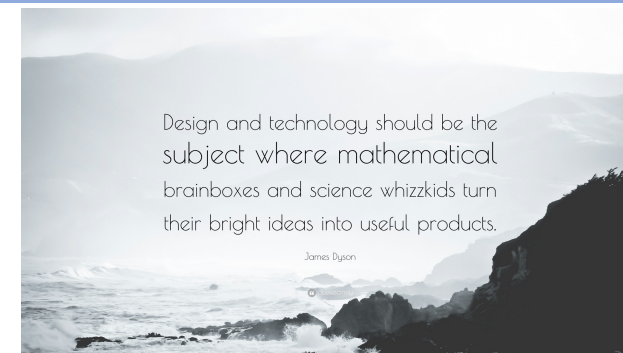
How can I support learners who struggle with attention?

- Ensure clear step-by-step instructions are shared. Provide tools when necessary to avoid distractions during teacher input.
- Ensure that all adults in the lesson know the learners well and can recognise when to intervene/ enforce rules.
- Plan movement breaks and classroom jobs for individual learners.



How can I support learners who need additional time to develop conceptual understanding?

- Provide pre-teaching opportunities for learners to become familiar with vocabulary prior to the lesson, to support their access and engagement in whole-class teaching.
- Provide opportunities for small group learning either before or during the lesson. These opportunities are part of the repetition process.
- Take time to model and demonstrate each element of a process.
- Provide visual aids in the form of worked examples.



How can I support learners who experience anxiety?

- Model the use of art tools beforehand.
- Teach problem solving before the lesson, and strategies to overcome problems that might be faced.
- Use a 'Now and Next' board to explain any changes to the routine.

How can I support learners who struggle to access lessons due to fine motor difficulties?

- Engaging in a DT project can help to build fine motor skills.
- Consider using frames or adhesives (e.g. masking tape) to secure a learner's work.
- Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
- Ensure that tools used are accessible to the learners, e.g. a ruler with a handle, looped scissors.
- Model how to use the tools before setting the task.
- Differentiate the size and scale of a project and its end result.