Design Technology	Strategies for Supporting Children with SEND at Sandy Hill Academy
Area of Need...	How we support our pupils to succeed...
Communication and Interaction	- 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. - Use visuals on resource boxes so children know which one to access. - Encourage designs and evaluations to be done using pictures and child's voice where possible and then recorded by an adult.
Cognition and Learning	- Use visuals to break each stage of the design process down into clear, manageable tasks. - Use language that is understood by the child or pre-teach language concepts including design, develop and evaluate. - Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently. - Model how to use tools before setting the work. - Physically demonstrate the lesson and the expectations include designing, making and evaluating where possible. - Support children with their organisation in the lesson to make sure they do not default from the final product. - Provide checklists which can be ticked off. - Have a prepared outcome to show what success looks like. - Use paired / partner work.
Social Emotional and Mental Health	- Use a visual timetable so the child knows what is happening at each stage of the day. - Understand if the child is hyposensitive or hypersensitive and how they will manage the sensory work you are asking them to take part in. - Provide materials and textures that they can use and understand this information before the lesson. - Avoid changing seating plans without warning. - Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. - Use simple, specific instructions that are clear to understand. - Understand where the pupil's starting place is.
Sensory and Physical	- Make the most of large spaces to work in. - Ensure the tools you are using are accessible to the child - rulers with handles, looped scissors. - Provide a lesson breakdown, with a clear end - a tick list may be beneficial. - Provide an equipment list, words, visuals with the tools and materials needed during the lesson. - Model how to use tools before setting the work.