SEND IN DESIGN TECHNOLOGY

QUALITY FIRST TEACHING IN DESIGN TECHNOLOGY

- language is clear, unambiguous and accessible
- key words. meanings and symbols are highlighted, explained and written up
- instructions are given clearly and reinforced visually
- wording of questions is planned carefully
- questions are prepared in different styles and levels
- alternative communication modes are used where necessary
- where appropriate children are allowed time to discuss answers in pairs
- time to think, time to explain and respect responses to questions
- additional adults used effectively and appropriately to support pupils

SEND STRATEGIES TEACHERS' COMMUNICATION

- clarify technical terms that have different meanings in other contexts for example, need/knead, grain, glaze, form, saw, seam etc
- labels placed around the room, list of key words. posters etc, can help pupils to recognise and spell the names of important pieces of equipment
- flow diagrams of key processes, time lines or design prompts with graphics may be helpful
- ask pupils open-ended questions at first, for example to elicit original ideas and get a feel for their level of experience

SEND STRATEGIES GENERAL

- working walls - accessible, clear, adding new knowledge and vocabulary
- story maps - bring ideas and tricky concepts to life by drawing them out together
- using photographs and audio can help children with learning about events - makes things less abstract and more real
- writing slopes can help children with handwriting difficulties
- break down tasks into smaller chunks or disclose one task at a time can ease cognitive load

SEND STRATEGIES PUPILS' COMMUNICATION

- pupils could contribute to product evaluation, where appropriate, using simple choice cards with words and/or symbols, for example like/dislike, simple ranking or recording sheets