

Adaptive Strategies in DT

As with all children, our aim at St Leonard's is to have Quality First teaching. This means that all children should be accessing our Design Technology units within the whole class teaching.

For some SEND children this may mean an additional risk assessment, specialist equipment, additional communication support and one-to-one support.

Where relevant, learning for all pupils should be differentiated by expectation, support, questioning and child-led end product.

For any child who is found to be gifted and talented in any of the Design Technology areas, this should be encouraged with building on skills and learning, along with additional challenges to self-reflect and extend.

Broad Overview

Inclusion & Equality in Design and Technology	
Whole School	Clear instructions Pre-teaching Preparation for lesson (now/next) Opportunities to practice; opportunities to make a mistake in a safe space Equipment - Change the resources (specific scissors, pencil grips) Labelled colouring pencils (when children are colour blind) Use of Knowledge Organisers Adult support Key Person studied are from different backgrounds
Early Years	Focused interventions and continuous provision to develop gross and fine motor control required for Expressive Art and Design. Application of skills and time to practice throughout the day (indoors and out) Varying levels of hands on activity, to suit sensory needs.

	Additional levels of visual aids. Focused continuous provision to develop skills; application of skills and time to practice throughout the day (indoors and out). Widgit signs used to introduce new vocabulary and used to confirm existing vocabulary.
KS1	Focused interventions to develop gross and fine motor control Supported with thicker paint brush, pencil and grip scissors. Sometimes given extra pictures and examples for ideas. Sometimes given extra space and time to complete their work. Visuals
KS2	Additional support with fine motor activities Step by step instructions Regular adult checks in to encourage participations Visuals

Inclusive strategies in Design Technology

Lessons have low entry but high ceiling

Lesson starters in DT are designed to activate children's prior knowledge, ensuring that all pupils can access the learning from the outset. Each lesson builds on this foundation by introducing the next achievable step, with carefully chosen visuals and resources used to engage learners and support accessibility. Teachers have high expectations for all children, and by the end of each lesson, pupils' knowledge is extended and deepened through purposeful teaching and meaningful application.

Removal of individual barriers to learning

In DT lessons, adults read aloud key statements and instructions to support understanding. Images and written prompts are pre-cut and prepared for children, reducing cognitive overload and enabling more time for high-quality discussion. Alternative methods of recording information are provided for children who require them. Checklists are used to support specific pupils in organising tasks and maintaining focus throughout the lesson.

Sequential learning in DT

MTP reflects this and content is 'chunked' and sequenced in a way that provides cognitive links for children.

Chunking of the lesson- allowing mini movement breaks.

Multi-sensory approaches are used

Each DT unit is linked to the class theme topic so the children have a broad knowledge surrounding the unit and end product.