

## Support SEND Pupils in DT

Barriers to DT	High Quality Teaching Strategies	Support 'additional to' or 'different'
Fine motor difficulties which may impact a learner's ability to access tasks.	<p>Adapt the tool the pupils are expected to use in the lesson.</p> <p>Consider the room organisation – do the children with motor difficulties have the space they need to move around the media.</p> <p>Model clearly techniques for using tools and components and show individual children again as required. Show an example of a completed task for the year before.</p> <p>Provide templates where appropriate to pupils to follow.</p>	<p>Provide opportunities to experiment using media before completing a piece to allow them to decide which best suits them. Sketchbooks are useful for this.</p> <p>Provide a picture bank with images of tools on alongside their names and uses – use of a menu to select media from.</p> <p>Adapt the expectation for the task e.g. prepare some resources in advance or fewer ingredients in food technology</p>
Pupil Safety	<p>Clear modelling and expectations set to ensure pupils have a clear knowledge of how to use tools safely to make a mechanism.</p> <p>Work in small groups where possible.</p> <p>Work with a peer who is skilled at using the tool.</p>	<p>Remove tools or provide clear adult support when using tools which may cause injury when making a particular mechanism e.g hack saw, glue gun etc</p>
Understanding new vocabulary	<p>Provide visual supports to help recall new vocabulary e.g. an image a mechanism and finished product</p> <p>Refer to new vocabulary in another context of the curriculum where possible or as a comparison when learning a new technique later in the year.</p> <p>Retrieval practice at the beginning of subsequent lessons.</p>	<p>Pre– teaching key vocabulary prior to the lesson.</p>