SEND Provision for Design & Technology at Austhorpe

Assess

- Identify each pupil's starting point through discussion and prior projects
- Consideration of specific needs (e.g. fine motor / manipulative skills, sensory, language, organisation)
- Identification of gaps in design, making or evaluating skills
- Review of food allergies, intolerances and handling needs before food projects

Plan

- Adaptation of the 'Projects on a Page' planners while keeping learning objectives the same
- Pre-teaching of key vocabulary and techniques
- Selection of appropriate tools, equipment and more limited choices
- Planning scaffolded design, make and evaluate steps

Do

- High-quality adaptive teaching across the design–make–evaluate cycle
- Greater teacher intervention, small-group work and TA support
- Practical, hands-on modelling and demonstration
- Structured opportunities to practise and refine making skills safely

Review

- Termly review with SLT
- Ongoing formative assessment within projects
- Notes of pupils significantly above or below project expectations to inform planning
- Pupils evaluate their own work and identify how to improve

Curriculum and Teaching Methods

Skills-Based Curriculum

- Clear progression from EYFS to Year 6, alternating with art across the year
- Built around the D&T Association's Projects on a Page scheme
- Skills broken into small, sequential steps
- Key concepts revisited and built upon each year

Designing & Planning Ideas

- Generating and developing ideas through discussion, drawing and modelling
- Identifying a purpose and user for their product
- Establishing design criteria for a successful product
- Using annotated sketches and ICT to communicate ideas

Making & Practical Skills

- Hands-on use of tools, equipment, materials and components
- Skills across textiles, food, mechanisms, structures and electrical systems
- Demonstration and guided practice of each technique
- Repetition and overlearning to embed safe, accurate making

Technical Language

- Explicit teaching of D&T vocabulary (e.g. join, strengthen, mechanism, structure)
- Consistent key language modelled by adults
- Sentence stems to support explanation (e.g. "I made it stronger by…")
- Structured talk about designs, choices and evaluations

Adaptive Teaching

- Pre-teaching of vocabulary and techniques
- Smaller, sequential steps with clear modelling
- Worked examples and guided practice
- Selecting manageable tools and ensuring manipulative skills are achievable

Scaffolding & Independence

- Support structured to build independence over time

Scaffolds include:

- Visual prompts, step-by-step cards, modelled examples, adapted tools and templates
- Gradual removal of scaffolds, with pupils encouraged to make their own design choices

Health & Safety

- Safe use of tools and equipment always taught and modelled
- Pupils taught to identify and control risks themselves
- 'Be Safe' guidance and CLEAPSS advice followed when planning
- Adapted tasks where a pupil cannot safely use standard equipment

Food, Hygiene & Allergies

- Trained TA support for work on food
- Hand washing, hair tied back and safe preparation routines
- Pupils with allergies identified in advance
- Tasks adapted or ingredients substituted where needed

Wellbeing & Engagement

- A secure environment where creative risk-taking is encouraged
- Valuing effort, problem-solving and resilience
- Celebrating pride in making and finished products
- Building confidence and a sense of ownership

EYFS Provision

- Child- and adult-led design and technology activities
- Exploring construction kits, joining, assembling and shaping materials
- Early identification of need
- Extending vocabulary through talking about making

Computing & ICT

- Programming and control used in electrical systems projects
- Paint software for finishing and pattern making in textiles
- CAD (Purple Mash) used when designing nets for packaging
- ICT used to support access and communication of ideas

Assessment & Monitoring

- Ongoing and responsive
- Focus on small-step progress in skills
- Subject leader monitors examples of work across school
- Regular review of support and provision

Impact and outcomes for SEND learners…

Design and make with growing independence • Use tools safely and accurately • Make measurable progress • Pride and confidence in making