



Helping lights shine for all in DT

Early career Framework 2022 states that teachers should provide opportunity for all pupils to experience success, by adapting lessons, whilst maintaining high expectations for all, so that all pupils can meet expectations.

Intent –What are we aiming for children with SENs to achieve in this subject?

We are ambitious for what our SEND children can achieve. D&T is a different way for children to think and draw on all their learning from across the curriculum without having to use it in the traditional way. Design and Technology is a popular and valuable subject for pupils with special educational needs. Knowledge and understanding are drawn from across the curriculum and helps to develop and enable numeracy, literacy and communication skills that can be applied in practical ways. This consolidates skills from other lessons and reinforces learning with positive outcomes. A broad spectrum of the D&T curriculum should be planned and delivered to accommodate and challenge pupils of all abilities. It may be necessary to provide specialist equipment, adapt room layouts, utilise adult helpers and allow additional time for tasks.

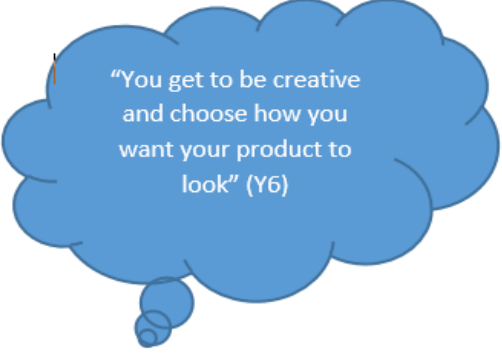
Implementation –What amendments are made to the subject to help children with SENs to achieve?

- Prior units that link to what they are currently studying are always recapped within a unit. This allows children to constantly revisit what skills have been taught previously.
- Tasks broken down into small, manageable and achievable steps.
- Pictorial guidance (where applicable) -enabling children to take responsibility for their own learning, building their confidence (not being held back by their ability to read and write). This will also reinforce techniques for children to perform a skill with increasing accuracy and precision.
- Adult support to ensure that children understand the task and that they are aware of the safety risks involved.
- Flexibility of extending time for children with SEND.
- Support using equipment to enable full access to learning.
- Pupils with SEN may find designing activities problematic. Therefore, thought is required to ensure pupils can access and produce successful initial design work. For example, it's vital to offer a variety of methods of recording ideas quickly. Teachers are conscious of avoiding a rigid approach when it comes to recording and communicating design ideas and may support these children by scribing and making notes to help overcome this barrier.

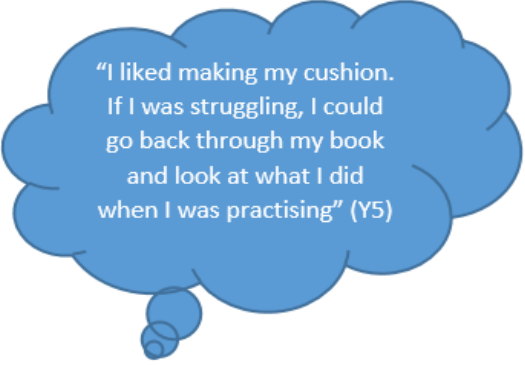
Impact – What is the impact of our adjustments upon our children?

Our SEN children develop a love of D&T, and they experience success across the subject. As a result of the adjustments to our curriculum, SEN children progress at the same rate as their peers (see data sheet). Our children are our voice and here are a few things that they have said about the subject at St Luke's:

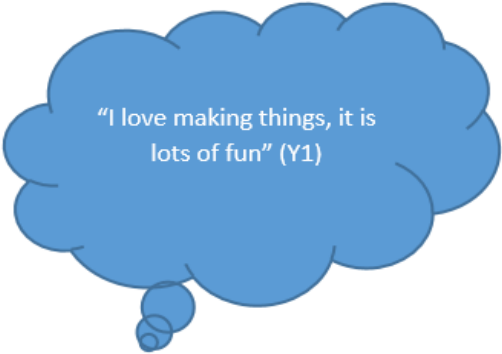
Helping Lights shine for all- Luke 11:33



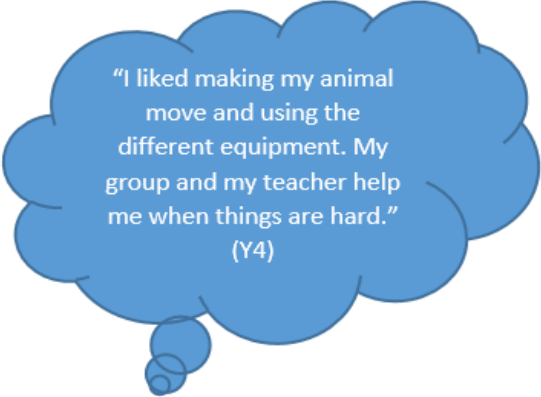
"You get to be creative and choose how you want your product to look" (Y6)




"I liked making my cushion. If I was struggling, I could go back through my book and look at what I did when I was practising" (Y5)



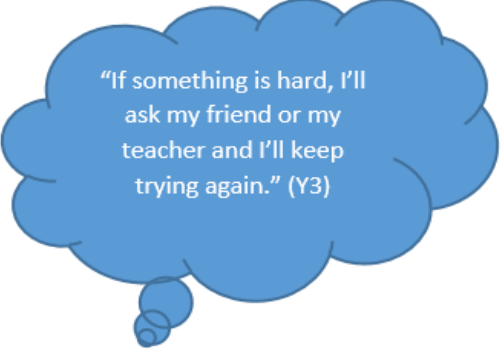
"I love making things, it is lots of fun" (Y1)



"I liked making my animal move and using the different equipment. My group and my teacher help me when things are hard." (Y4)



"I love building things, it is really fun. We learnt new skills like joining things" (Y2)



"If something is hard, I'll ask my friend or my teacher and I'll keep trying again." (Y3)