SEND Curriculum Access Statement for Design and Technology

High Expectations

At Southover, we have high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments.

In all subject areas, teachers at Southover will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

Assessment will always tell us what the children know in a particular subject regardless of their reading or writing skills.

Design Technology – High Expectations

All children will thrive and progress in Design Technology at Southover, learning to combine practical and technological skills with creative thinking. Children can meet their potential and celebrate their talents regardless of their reading and writing.

Curriculum Access

- A spiral curriculum – children revisit and revise previous learning and skills.
- Resources, planning sheets and review sheets include photographs and are accessible and labelled clearly.
- Use appropriate, differentiated materials to suit pupils of different abilities.
- Use a range of methods to communicate, not overly relying on written word
- Create accessible wall displays, including key words and methods.
- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Identify risk points in the lesson, visit or field trip – eg for pupils with noise or smell sensitivity to account for cooking or material work.
- Pre-teach key vocabulary, concepts and/or processes.
- Create word banks for the Design and Technology vocabulary with pictures.
- Prepare writing frames and cloze exercises (where key vocabulary is missing) for planning and evaluating work, including choice cards with words and symbols and simple ranking or recording sheets
- Recognise that the language of Design and Technology may be challenging for many pupils – and mitigate these challenges by pre teaching key vocabulary and creating accessible wall displays (for example, technical terms with have multiple meanings in different contexts such as 'knead'/need', 'grain,' 'glaze', 'form', 'saw', 'seam', etc
- Practical learning experiences which raise achievement and promote progress
- Pupils work on personally motivated design tasks, which can be adapted to suit individual interests and taking ownership over their learning
- Supports learning in other subjects such as science and maths through practical application
- Occasionally pupils will work on a 'parallel' activity so that they work towards the same lesson objectives as their peers, meeting them in a different way (e.g. computer simulation rather than physical manipulation of equipment)

- **Supportive aids such as jumbo pencils to support hand control, non-slip mats to hold papers or equipment in place, bluetac to place rulers accurately for drawing**
- **Checklists including visual prompts including images, photos or symbols**
- **Adult support to use tools and equipment with help where needed.**
- **Support pupils to focus on improvement and correcting or growing from mistakes including highlighting the mistakes professional designers may make, working to remove pupil fear of making mistakes.**