

Support for Pupils with SEND in Design and Technology

Responsive Planning



- Pupils use visual reflection tools.
- Opportunities for role play
- Assistant teachers will work in small groups to model teamwork
- Observe and assess pupils continuously
- Adjust lessons based on learner needs
- Emphasise safe risk-taking to build confidence and resilience
- Offer multiple pathways for achieving the same learning goal
- Offer alternative roles in physical activities (e.g., planner, navigator, encourager)
- Pupils use visual markers, maps, videos, and diagrams
- It is desirable for pupils to come together in group but some pupils with SEND may get more satisfaction from individual practical work
- Tools are adapted or changed to help children with fine or gross motor needs use them safely, comfortably, and independently in DT.

Instructional Flexibility



- Flexible Grouping and varied support
- Use pair or small-group activities to encourage collaboration
- Rotate groups so students work with different classmates.
- Mix learners strategically to balance skill levels and promote peer-assisted learning
- Vary questions and explanations
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- Incorporate visual, tactile, or hands-on supports
- *This ensures that no child is left behind and allows every learner to engage in a way that suits them.*
- Staff scaffold expectations Re listening and speaking
- Blank level 1-4 to support all learners to ask and answer questions
- Teach students to plan, monitor, and evaluate their own learning.
- Structured speaking opportunities
- Scaffolded oracy development
- Allow alternative ways to demonstrate understanding (oral, written, visual, or digital).

Collaborative Reflection



- Work with colleagues, families, and external services
- Reflect on what's working and adapt next steps
- Include pupil voice wherever possible
- Use reflection and metacognition to reflect on achievements, challenges and teamwork.
- Encourage cooperative learning, mentoring, and peer feedback.
- Inclusive assessment of communication
- Train peers in supportive strategies to foster inclusive interaction.
- Opportunities to discuss work independently and as part of a team
- Assistant teachers will work in small groups to model teamwork
- Use anchoring questions to promote discussion and reflection among students on their learning or group work.
- Opportunities to work independently and as part of a team

Cultural and Emotional Sensitivity



Lessons focusing on The Gates Golden Goals	Respect diverse backgrounds and learning needs through real life role models	Use restorative approaches to support behaviour: PACE, Emotional Coaching Positive Regard	Children to look for role models and praise peers to create positive reinforcement.	Allow pupils to set personal goals for each session, fostering intrinsic motivation
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