



### **Rationale for SEND pupils within DT**

At the Federation of Ripley Endowed, Kettlesing Felliscliffe and Beckwithshaw Community Primary schools, our DT curriculum structured through the Kapow framework, is designed to be inclusive, accessible and ambitious for all pupils, including those with Special Educational Needs and Disabilities (SEND) and is a vital part of our broad and balanced offer. It fosters creativity and innovation while emphasising the importance of Oracy as a driver to success. By encouraging meaningful discussions and collaborative projects, pupils develop strong communication skills. The curriculum also integrates community engagement, compassion and courage, inspiring learners to design solutions that positively impact society and demonstrate empathy towards others, whilst embodying our values of community, compassion and courage.

We aim to inspire pupils to become curious, creative and innovative thinkers with a broad understanding of how products are designed and made, in other words, to think like designers and engineers. The intention is for pupils to develop the confidence to identify problems, generate ideas, plan and create products and evaluate their outcomes. We aim to raise pupils' awareness of how design and technology shapes the way they live, work and interact with the world. It encourages pupils to become resourceful, enterprising individuals who have the skills to contribute to and improve the world around them.

#### **Speaking, listening and communication: learn to - learn through - learn about.**

#### **How do we support pupils with SEND across the curriculum and particularly within DT?**

Maintaining an inclusive learning environment	In DT this could look like...
<p>Our schools follow the 11 Principles of Learning and Teaching. Through these, an inclusive learning environment can be established.</p> <ul style="list-style-type: none"> <li>• Clear and simple instructions given and provided in different ways (spoken, broken down, visual)</li> <li>• Seating positions carefully thought through allowing for peer or adult support</li> <li>• Areas of the classroom are labelled to allow for independent resourcing</li> <li>• Individual resources</li> <li>• Access to iPads &amp; laptops</li> <li>• Different font size used where necessary</li> <li>• Font choices carefully considered – especially in EYFS using Little Wandle script</li> </ul>	<ul style="list-style-type: none"> <li>• Clear tasks given</li> <li>• Peer assessment</li> <li>• Peer support</li> <li>• Teacher assessment</li> <li>• Teacher support</li> <li>• Personalised task</li> <li>• Independent resourcing</li> </ul>
Multi-sensory approaches	In DT this could look like...



<ul style="list-style-type: none"> <li>• Adaptive teaching strategies are used in lessons to accommodate for all learners</li> <li>• Alternatives offered to written recording</li> <li>• Visual timetable</li> <li>• Visual picture cues</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising ideas in pictures</li> <li>• Storyboarding</li> <li>• Written answers being converted into auditory form</li> <li>• Using auditory forms of evidence to develop understanding including: songs, videos, chants</li> <li>• Using symbols.</li> </ul>
ICT	In DT this could look like...
<p>Accessibility features are used to include pupils with SEND as appropriate:</p> <ul style="list-style-type: none"> <li>• Pupils can access voice-recognition software e.g. Word dictate to support recording</li> <li>• Screen background is adapted for pupils with visual difficulties of dyslexia</li> </ul>	<ul style="list-style-type: none"> <li>• Dictation to support with writing or spell checking</li> <li>• Using specific apps to aid with reading / writing / spellings</li> </ul>
Assessment	In DT this could look like...
<ul style="list-style-type: none"> <li>• Pupils receive verbal and written feedback</li> <li>• Teachers use targeted questioning to check and extend.</li> <li>• Retrieval practice</li> <li>• Interactive activities</li> <li>• Pupils access an end of topic quiz to assess their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Questioning</b> – Lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.</li> <li>• <b>Observation</b> – Teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply design skills.</li> <li>• <b>Discussion and peer interaction</b> – Pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.</li> <li>• <b>Lesson pauses</b> – Plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.</li> <li>• <b>Retrieval practice</b> – Recap activities, such as short recall tasks and oral explanations, are embedded to reinforce prior knowledge and assess retention.</li> <li>• <b>Use of success criteria</b> – Success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.</li> </ul>



	<ul style="list-style-type: none"><li>• <b>Short reflections in the Wrapping up</b> – Lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.</li></ul>
<b>Adult Support</b>	<b>In DT this could look like...</b>
<p>All pupils are encouraged to be as independent as possible including pupils with SEND.</p> <ul style="list-style-type: none"><li>• Adult support is planned for within lesson plans.</li><li>• Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently.</li><li>• Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties.</li><li>• Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward.</li><li>• Adults offer opportunities to break down tasks into more manageable chunks.</li></ul>	<ul style="list-style-type: none"><li>• Adults can support adaptation within lessons for pupils with SEND.</li><li>• Directed adult support enables pupils to access visual/verbal prompts to support retention.</li></ul>