

SEND – Ambition and Access in Design and Technology – Primary

Ambition – What are we aiming for children with SEND to achieve in Design and Technology?

We are ambitious for all pupils with SEND in Design and Technology. Every child has the right to access a high-quality Design and Technology curriculum that develops their creativity, problem-solving skills, practical abilities and confidence as designers and makers.

Teachers maintain high expectations for all pupils and ensure that barriers to learning do not prevent children from participating in meaningful, purposeful and appropriately challenging design and making experiences.

Through carefully planned teaching, practical demonstrations and appropriate scaffolding, pupils with SEND are supported to develop their ability to design, make and evaluate products. They are encouraged to explore materials, tools and techniques, develop their ideas, make purposeful products and reflect on how their designs could be improved.

The aim is for pupils with SEND to become increasingly confident, creative and independent designers and makers, developing practical skills that they can apply across different projects and real-life contexts

Access – What amendments are made in Design and Technology to help children with SEND achieve?

- **Design and Technology projects are carefully sequenced** so that new knowledge, vocabulary, skills, tools and techniques are introduced in manageable steps. Learning builds upon previously developed skills and knowledge, allowing pupils with SEND to develop their confidence and independence over time.
- **Practical skills are explicitly modelled.** Teachers demonstrate how to use tools, materials and equipment safely and effectively. Demonstrations are broken down into clear, manageable steps, with opportunities for pupils to watch, practise and repeat techniques before working independently.
- **Frequent retrieval and repetition** are embedded throughout the curriculum. Previously taught vocabulary, materials, techniques, tools and processes are revisited regularly to strengthen long-term memory and enable pupils to apply their knowledge in new projects.
- **Key vocabulary is explicitly taught and revisited.** Visuals, photographs, real objects, vocabulary cards, word banks, simple definitions and examples are used to support pupils in understanding and remembering subject-specific vocabulary such as *prototype*, *mechanism*, *structure*, *function*, *material*, *reinforce* and *evaluate*.
- **Designing is broken down into manageable steps.** Pupils are supported to identify a need or purpose, develop ideas, select appropriate materials, create sketches and plans, and consider how their product will work. Templates, design frames and worked examples are used where appropriate.
- **Visual supports are used purposefully.** Photographs, diagrams, labelled examples, step-by-step instructions, visual checklists and finished products help pupils to understand processes and make links between their ideas and the practical task.
- **Tasks are adapted without unnecessarily reducing the learning ambition.** Pupils may be provided with simplified instructions, reduced choices, larger or easier-to-handle materials,

adapted equipment or additional preparation where appropriate, while maintaining the intended learning focus.

- **Practical tasks are carefully structured.** Complex activities are broken down into smaller stages, with clear success criteria and visual or verbal prompts. This helps pupils to understand what they need to do and experience success at each stage of the design and making process.
- **Appropriate tools and materials are provided.** Where necessary, pupils may use adapted tools, pre-cut materials, templates, guides or alternative materials to remove physical or cognitive barriers and enable them to participate successfully in practical activities.
- **Health and safety procedures are explicitly taught and reinforced.** Pupils are given clear, consistent instructions about the safe use of tools, equipment and materials. Visual reminders and adult support are provided where appropriate.
- **Adults provide targeted support while promoting independence.** Teachers and support staff use prompts, modelling and questioning to help pupils develop practical skills rather than completing tasks for them. Support is gradually reduced as pupils become more confident.
- **Opportunities for collaboration are used purposefully.** Pair and group work enables pupils to share ideas, rehearse vocabulary, observe different approaches and develop confidence before completing elements of a project independently.
- **Evaluation is carefully scaffolded.** Pupils are supported to talk about what they have made, identify what worked well and suggest improvements. Sentence stems, evaluation prompts, photographs and examples can help pupils to reflect on their finished products.
- **Real and meaningful contexts are used.** Design and Technology projects are linked to real-life problems, users and purposes wherever possible. This helps pupils understand why they are designing and making something and supports them in applying their learning meaningfully.
- **Assessment informs adaptations.** Teachers use ongoing assessment and observations of pupils' practical work to identify gaps, misconceptions and areas where additional support is required. Targeted practice, further modelling and appropriate scaffolding are provided so that pupils can continue to make progress towards the same ambitious curriculum expectations.
- **Success is celebrated and independence is developed.** Pupils are encouraged to recognise their own progress, take pride in their creations and reflect on the skills they have developed. The curriculum aims to build confidence, resilience and a willingness to experiment, adapt and solve problems.