



How do we help children who are struggling in DT?



Quality First Teaching

These are in place for all children but provide extra support for those finding Maths difficult.

- ◊ **Small steps**—DT is taught in chunks consisting of Investigation, Design, Disassembly, Making and Evaluation. Each of these overall areas is then broken down into much smaller steps. Each of these chunks are subdivided into a working DT booklet which every pupils has access to and works on.
- ◊ **Knowledge Organisers** - These show exactly what is being taught and learnt during the unit for children to refer to whenever they may need. They are available on the curriculum subject area of DT on the website and are sent home via Class Dojo so that children can access them at home.
- ◊ **Planning for errors/misconceptions** - Teachers plan their DT lesson, being conscious of possible misconceptions that may arise. They will address these in the lesson, before they have arisen. Teachers will use the Kapow videos to support their teaching of both the knowledge and practical elements of DT.
- ◊ **Modelling** - Teachers model the practical taught and how to use the equipment. Pupils will have chance to practise skills prior to designing and making their overall product.
- ◊ **Metacognition** - Children understanding not only 'what' to do, but also 'why' they are doing it. Each DT project should have a purposeful design brief.
- ◊ **Assessment for Learning** - Teachers use summative assessments once a unit has been completed. They use previous assessments to check for previous gaps in learning.
- ◊ **Explicit Teaching of DT Vocabulary** - Explicit teaching of new vocabulary ensures inclusiveness with all learners because all children begin their learning from the same point, with the same understanding. Each DT booklet is designed to include key vocabulary that the children need in order to be able to annotate their designs.



Targeted Support

Small group teaching - Small groups of children may need support for writing/explaining their ideas and thoughts. TAs and Teachers may scribe for pupils to help support specific needs.

Practical support—Some pupils may not have the dexterity for certain practical tasks within a DT lesson. Support or altered equipment will be provided for those children in consultant with the class teacher and DT co-ordinator, such as providing a larger needle in textiles, sprung scissors to aid cutting etc.



Intervention

If a child is not making the expected progress after Quality First Teaching and Pre-teaching, they will begin intervention.

Parents/carers will be invited in for a meeting with the teacher and SENDco. In this meeting we will discuss the difficulties the child is having and steps that have already been put in place to help them. Intervention will then be suggested as a path to success. In order for children to receive intervention, they will have a place on the SEND register. This enables them to receive extra tailored support from experienced staff in small group or 1:1 intervention slots.

Your child will receive an IEP (Individual Education Plan). This will have small, achievable and measurable targets that your child will begin to work on.

1. Understand Individual Needs

- **Work with the SENCO** to understand each child's specific needs and any strategies already in place (e.g. EHCP targets).
 - Read relevant **support plans or IEPs** to identify how best to adjust teaching and tasks.
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2. Adapt Equipment and Materials

- Use **modified tools** (e.g. easy-grip scissors, one-handed tools, low-temp glue guns).
 - Offer **lighter or pre-cut materials** for pupils with fine motor difficulties.
 - Provide **templates, stencils, or jigs** to help with precision tasks like cutting or measuring.
 - Ensure workstations are **physically accessible** (e.g. height-adjustable tables for wheelchair users).
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3. Differentiate Tasks

- Break down tasks into **small, manageable steps**.
 - Offer **visual instructions**, flow charts, or photo sequences alongside verbal instructions.
 - Allow different ways to present learning (e.g. models, drawings, oral presentations).
 - Adjust task complexity to match each pupil's ability, while keeping learning goals high
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4. Use Multi-Sensory Teaching

- Incorporate **visual, tactile, auditory, and kinesthetic** methods.
 - E.g. let pupils feel different textures, listen to design-related sounds, or handle materials before designing.
 - Use **real-life examples or models** to explain abstract concepts.
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5. Scaffold Thinking and Design Skills

- Use **graphic organisers**, mind maps, or sentence starters to help with idea generation.
 - Provide **structured design sheets** to guide planning, evaluating, and reflecting.
 - Use **peer or adult support** to discuss and develop ideas.
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6. Support Communication and Collaboration

- Assign **clear roles** in group work to ensure everyone participates.
 - Use **visual aids** or cue cards for pupils with communication difficulties.
 - Provide **quiet zones or breakout spaces** if needed for sensory regulation or focus.
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7. Create a Supportive Learning Environment

- Reduce distractions: keep the workspace tidy and structured.
 - Use **visual timetables** and **clear routines** to support predictability.
 - Allow **extra time** for planning or finishing tasks without pressure.
 - Give **regular, positive feedback** to build confidence and motivation.
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8. Assess Flexibly

- Assess process as well as outcome: celebrate progress, effort, and creativity.
 - Use **oral feedback, photographs, or portfolios** instead of written evaluations if appropriate.
 - Set **individual learning goals** that align with EHCP or support plans.
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✓ Example Adjustments by Need Type:

Need Type	Possible Adjustments
Cognition & Learning	Simplify instructions, use step-by-step visuals, provide checklists.
Communication & Interaction	Use symbols or visuals, offer alternative ways to express ideas.
Sensory & Physical	Use adapted tools, reduce noise levels, allow sensory breaks.
Social, Emotional, Mental Health (SEMH)	Provide calm spaces, clear expectations, consistent routines, and emotional support.