

Quality First Teaching – 4 Areas of SEND and Design and Technology Specific

Communication and Interaction	
Quality First Teaching Strategies	Design and Technology Specific
<ul style="list-style-type: none"> • ‘Rules’ of good listening displayed, taught, modelled and regularly reinforced. • Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card) • Pupil’s name or agreed cue used to gain individual’s attention – and before giving instructions • Instructions broken down into manageable chunks and given in the order they are to be done • Checklists and task lists – simple and with visual cues • Delivery of information slowed down with time given to allow processing • Pupils are given a demonstration of what is expected • System of visual feedback in place to show if something has been understood (e.g. thumbs up) • Talking partners or similar used to encourage responses • Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher • Access to a quiet, distraction free work station if needed • ‘Working walls’ to develop understanding of new vocabulary • Parents advised of new vocabulary so it can be reinforced at home • Use of visual timetables 	<ul style="list-style-type: none"> • Pre teach specific vocabulary using images to accompany the words (Widgit). • Modell skills and instructions, to the children so they can watch and copy or model alongside the children. Remodel to children during the lesson if needed. • Check understanding by asking them what they should be doing. • Name the equipment as you use it and at the start of the lesson e.g. hacksaw, vice, joint, glue gun, etc. Display a visual for each item. • Establish a routine for DT lessons and how equipment does not need to be touched until needed. • Give 1 instruction at a time and use short sentences with key information e.g “glue here” “wear goggles” • Ensure lots of images and pictures are used throughout the sequence of lessons. • Use physical actions to the word/process • Paired work with pupil who can help understanding techniques/ vocabulary • Be clear regarding how to handle equipment properly and safely. Ensure safety instructions have been fully understood and stay with the child until

<ul style="list-style-type: none"> • Minimise use of abstract language • Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school 	<p>you know they know how to use the equipment safely.</p> <ul style="list-style-type: none"> • Ensure new words for the lesson are focussed on and taught with images, as well as teaching vocabulary linked to the lesson objective and to the practical skills. • Avoid abstract contexts. Provide a range of concrete starting points, materials and techniques. • Have examples of end products that pupils can look at ahead of the lesson.
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Cognition and Learning	
Quality First Teaching Strategies	Design and Technology Specific
<ul style="list-style-type: none"> • 'Next steps' for learning derived from what the pupil can already do – referring back to earlier stages only when necessary • Instructions broken down into manageable chunks and given in sequence • Pupils encouraged to explain what they have to do to check understanding. • Links to prior learning explicitly made • Key learning points reviewed at appropriate times during and end of lesson • Coloured paper for worksheets and coloured background on smart board (beige) • Diagrams and pictures to add meaning alongside text • Additional time to complete tasks if necessary • Teach and model memory techniques 	<ul style="list-style-type: none"> • Give clear instructions on how to handle DT equipment/resources with respect and safety. Demonstrate this in every lesson. • Support children with physical needs with handling equipment. • Plan more time to complete projects. Ensure children know they will be given more time if they wish to. • Recap instructions during the lesson with clear modelling. • Clearly model a step at a time to achieve best results from a piece of work and so as not to overwhelm a child. Consider a now/next board to explain the process. • Consider videoing the modelling for a child to replay and follow the steps on their ipad.

<ul style="list-style-type: none"> • Minimise copying from the board – provide copies for pupil if necessary 	<ul style="list-style-type: none"> • Photo of suggested outcome to give them a skeleton to work towards- do not give children too many examples as this can be overwhelming. • Use the same organised system for getting equipment out and away each lesson so children know what to expect. • Provide a range of project starter/final outcome ideas so children know what they are aiming to achieve. • Give repeated opportunities to practise the same skills, i.e. opportunities to use scissors in at other times of the day. • Adapt materials if necessary e.g. make holes bigger/needle bigger when sewing, use templates for construction • Complete oral evaluations of products recorded on an ipad • Where pupils' experience is limited, ask them to adapt, make improvements or add a new feature to the design of an existing product rather than 'invent' a whole new product.
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Social, Emotional and Mental Health	
Quality First Teaching Strategies	Design and Technology Specific
<ul style="list-style-type: none"> • Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence. 	<ul style="list-style-type: none"> • Minimise distractions and cognitive load. E.g. only put out the equipment children need for that lesson. • Set clear rules for when children can touch resources.

<ul style="list-style-type: none"> • 'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate) • Play calming music where appropriate • Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up • Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources • Make expectations for behaviour explicit by giving clear targets, explanations and modelling • Where possible, create a quiet area both for working and as a 'quiet time' zone • Use a visual timer to measure and extend time on task – start small and praise, praise, praise • Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary • Ensure that tools/equipment are easily accessible and available for use. • Use pupil's name and ensure you have their attention before giving instructions • Chunk instructions and support with visual cues. • Make use of different seating and grouping arrangements for different activities • Personalise teaching where possible to reflect pupils' interests • Communicate in a calm, clear manner • Keep instructions, routines and rules short, precise and positive • Listen to the pupil, giving them an opportunity to explain their behaviours. 	<ul style="list-style-type: none"> • Pre teach unfamiliar vocabulary and artefacts to take away stress and anxiety • Give children individual spaces/work areas if needed so they have more space for their work and equipment. • Consider the risk points in the lesson e.g. for pupils with sensitivity to noise or smell and pre warn children this is coming up. • Give the child a responsibility in the lesson to raise self-esteem • Be clear regarding how to handle equipment properly and safely. Ensure children with behaviour plans are identified on the equipment risk assessment prior to the lesson. • When pupils struggle when they make mistakes, highlight the developing ideas and mistakes of professional designers and others. Show how mistakes can be corrected, to remove pupils' fear of making mistakes. • Choose projects where pupils can produce high-quality products, so they can be proud of what they have designed and made. This will raise their confidence and self-esteem • Break a detailed DT project into small, manageable chunks using task trays. Consider a now/next board. • Prepare children for potential changes to the plan. • Only put out what is needed.
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<ul style="list-style-type: none"> • Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil • Have a range of simple, accessible activities that the pupil enjoys to use as ‘calming’ exercises • Allow pupil to have a safe place to store belongings and fiddle toys • Ensure groupings provide positive role models • Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a ‘Golden moments’ or ‘Good News’ book or ‘Good notes’ to be collected in a small plastic wallet • Use Social stories when appropriate. 	
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Sensory Needs	
Quality First Teaching Strategies	Design and Technology Specific
<p><u>Visual Difficulties</u></p> <ul style="list-style-type: none"> • Give as many first hand ‘real’ multi-sensory experiences as possible • Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye • Try out different paper/Smartboard colours to try to find best contrast • Consider lighting – natural and artificial – which is most comfortable? 	<ul style="list-style-type: none"> • Check the number of resources being used and that there is not too many for sensory overload- introduce them gradually. • Children with sensory issues may not wish to engage with touching or feeling materials. Give them time over a sequence of lessons to explore the materials and to engage with them at their own pace. • Allow time for children to explore materials prior to the lesson, leave them in the environment. • Consider pupils with colour blindness and use word mats with colours labelled if needed.

- Avoid shiny surfaces which may reflect light and cause dazzle (laminated can do this)
- Take advice from specialist teams related to font style and size
- Short spells of visual activity should be interspersed with less demanding activities
- Eliminate inessential copying from the board
- Where copying is required, ensure appropriate print size photocopy is available
- Always use verbal explanations when demonstrating to the class.
- Address the pupil by name to get their attention
- Avoid standing in front of windows – your face becomes difficult to see

Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required

- Have instructions with images clearly displayed either on IWB or flipchart/ iPad or printed on the table.
- Allow children to have their own space to work in if they need more space
- Ear defenders may be used for children with sensory needs around noise.
- Use subtitles on any demonstration videos.
- Scaffold and explore small steps. i.e. not straight to using a saw, practise the action with a ruler etc
- Make tasks accessible through pupils using, where appropriate specialist/adapted equipment, e.g. specialist scissors and cutting tools and/or generic aids, e.g. frames or adhesives to hold down pupils' work to surfaces.
- Have enlarged Knowledge Organisers to support sight impaired

Food related topics/trying food:

- If children have sensory issues and food; build on what you know they like e.g. sweet food go for sweeter vegetables and fruit then incorporate other food in they're familiar with
- Offer children variety of options when trying different foods, don't just give them 1 food to try give 3 or 4 options
- First let the child just look at the new food, then touch it, then invite them to put the food on their plate, then touch it, smell it, lick it, put it into their mouth, bite it, chew it, and swallow it

- Repeat contributions from other children – their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Divide listening time into short chunks
- Use visual symbols to support understanding

Co-ordination

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
- Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor – check chair heights Desk should be at elbow height
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Seated where there are minimal distractions e.g. away from windows and doors
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other

- Provide napkins/wipes/handwashing to allow a child to wipe their hands and face if feeling uncomfortable
- Try playing calming music during food testing to relax the children
- If a child really feels uncomfortable offer to look and touch only

- Break down activities into small chunks with praise for completing each part
- Ensure range of different pen/pencil grips is available
- Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding
- Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.
- Equipment clearly labelled and kept in same place in class
- Allow additional time to complete tasks