



CURRICULUM ADAPTATIONS IN DESIGN & TECHNOLOGY

<i>Cognition and Learning</i>	<i>Communication and Interaction</i>
<p>A greater emphasis on modelling and scaffolding for learning – smaller visual steps.</p> <p>Use videos and/or pictures to show the children step by step guidance – not having to rely on their short, or long term memories-have available on laminates for child to follow if appropriate.</p> <p>New learning fits into the framework of what the pupil already knows (build upon previous learning).</p> <p>Smart grouping – pairing with a more able reader/writer.</p> <p>Pre-learning tasks to provide opportunities for pupils to practice the techniques in the design stage before their actual piece.</p> <p>Use same format for design sheets in order that children are familiar with expectations.</p>	<p>Use different forms of communication – such as gesture and modelling of actions – to compensate for difficulties when speaking.</p> <p>Children to record in a variety of ways e.g. video, voice, typing, scribe</p> <p>Pre-teaching of new vocabulary prior to the lesson.</p> <p>Limit vocabulary to that which is necessary to ensure progress.</p> <p>Children are allowed time to discuss the answers to questions, and evaluate work with peers.</p> <p>Children with communication impairments are given time to think about questions before being required to respond.</p>
<i>Physical and/or Sensory</i>	<i>Social, Emotional and Mental Health</i>
<p>Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT</p> <p>Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress. (Not necessary for all units)</p> <p>Ensure there is a wide range of equipment – scissors, adaptable equipment, variety of materials that are easy to adapt etc.</p>	<p>Working in a small group or individually with a trusted adult for emotional support, encouragement and reassurance.</p> <p>Pre-teaching and discussing the responses to the work.</p> <p>Clear rules and expectations, consistent boundaries, rewards and sanctions.</p> <p>Praise the small steps and showcase their work – be proud.</p> <p>Praise and showcase resilience and persistence in the face of adversity.</p>