

Curriculum Adaptations Design & Technology

**Nanpean Community
Primary School**
*Nurturing Children's
Passion to Succeed*

At Nanpean School our curriculum is designed to ensure full inclusion for all pupils.

The curriculum is adapted to cater for a wide range of need and learning styles, we personalise the learning experiences by making them accessible.

Children with SEND are included in every aspect of what our school has to offer with high expectations for all to reach desired end points

<u>Area of Need</u>	<u>Curriculum Adaptation</u>
Broad Area of Need: Communication and Interaction	
Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none"> • Provide instruction that are clear, concise and match the language of the child, delivering these instructions slowly. • Encourage designs and evaluations to be done using pictures and child's voice where possible and then recorded by an adult
Autism Spectrum Conditions including Asperger's Syndrome (ASD)	<ul style="list-style-type: none"> • Understand if your child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in. • Provide materials and textures that they can use and understand this information before the lesson. • Avoid changing seating plans. • Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. • Use simple, specific instructions that are clear to understand. • Understand your student's skills, and where their starting place is.
Broad Area of Need: Cognition and Learning	
Moderate / Severe / Profound and Multiple Learning	<ul style="list-style-type: none"> • Use language that is understood by the child or take the time to pre-teach language concepts including design, develop and evaluate. • Model how to use D&T tools before setting the work • Physically demonstrate the lesson and the expectations include designing, making, and evaluating where possible.

Difficulties (MLD, SLD, PMLD)	
Dyslexia	<ul style="list-style-type: none"> • Support children with their organisation in the lesson.
Dyspraxia (Developmental Coordination Disorder, DCD)	<ul style="list-style-type: none"> • Ensure the tools you are using are accessible to the child i.e rulers with handles. • Provide a lesson breakdown, with a clear end, a tick list might be beneficial. • Model how to use D&T tools before setting the work. • Differentiate the size and scale of a project and its end result.
Dyscalculia	<ul style="list-style-type: none"> • Use technology available during the design process if required. • Ensure the child knows the support available on offer before the lesson begins. • Provide electric measuring tools for cooking to aid independence.
Broad Area of Need: Social, Emotional and Mental Health (SEMH)	
Trauma	<ul style="list-style-type: none"> • Provide opportunities to be curious and explore the tools and resources that children will use. • Use simple, specific instructions that are clear to understand, and deliver these slowly. • Model and remind children behavioural expectations when using tools including clay and cooking, and safe ways of using these including health and hygiene. Use visuals if needed.
ADHD	<ul style="list-style-type: none"> • Praise positive behaviour at each step to encourage low self-esteem. • Ensure clear instructions are given throughout the lesson. • Provide time limited learning breaks. • Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation, or the evaluation)
Anxiety	<ul style="list-style-type: none"> • Ensure the child knows the support available on offer before the lesson begins. • Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson. • Teach problem solving before the lesson, and strategies to overcome problems that might be faced in these subjects. • Model how to use D&T tools before setting the work.
Tourette's Syndrome	<ul style="list-style-type: none"> • Provide short, simple clear instructions. • Try and keep the children calm in a lesson, although D&T can be exciting, as this can lead to a tic.
Broad Area of Need: Sensory and/or Physical Needs	
Hearing Impairment (HI)	<ul style="list-style-type: none"> • Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency. • Give instructions when the room is quieter, and be mindful of additional noise when cooking, or using loud tools like hammers. • Provide sign language visuals where possible.

Visual Impairment (VI) Multi-Sensory Impairment	<ul style="list-style-type: none"> • Make sure you have the child's attention before giving instructions. • Encourage children to verbalise their design and evaluation as well as their thoughts and feelings if possible • Make sure resources are well organised and not cluttered. • When drawing designs or writing evaluations, provide thicker, dark pencils to write with.
Physical Disability	<ul style="list-style-type: none"> • Make the most of large spaces before starting projects. • Provide looped scissors if needed. • Ensure the tools you are using are accessible to the child i.e., rulers with handles. • Model how to use D&T tools before setting the work.
Toileting / Self Care Needs	<ul style="list-style-type: none"> • Remind children to go to the toilet regularly (timer. etc)