



SEND- Ambition and Access in Design and Technology

<u>Ambition- What are we aiming for children with SEN to achieve in this subject?</u>	<u>Access- What amendments are made to the subject in order to help children with SEN to achieve?</u>
<p>At St Bridget's, we believe that design and technology is a valuable subject for pupils with special educational needs. Knowledge and understanding are drawn from across the curriculum which enables maths, reading, writing, science and communication skills to be applied, consolidated and practised in practical ways and with positive outcomes. We are ambitious of what our SEN children can achieve.</p>	<ul style="list-style-type: none"> • A spiral curriculum which supports the revisiting and reinforcement of key learning over time. • Carefully sequenced learning steps and task plans (with visual cues where possible) to support planning and independence. • The consistent use of knowledge notes which include key knowledge and vocabulary to help retain key information. • Key knowledge highlighted on knowledge notes to assist SEN children in their learning. • Starters from previous lessons and topics to help embed prior learning. • Differentiated outcomes for SEN learners to show understanding not writing ability. eg: labelling key artefacts but matching the definition to the picture. • Placing children in mixed ability pairs/ groups to encourage confidence. • Breaking learning down into smaller steps where possible to support effective learning and knowledge retention. • Providing pictorial guidance (where applicable) - enabling children to take responsibility for their own learning and build their confidence instead of holding them back by their ability to read and write. • Providing SEN learners with extra time to complete tasks (when needed) to ensure each child achieves • Providing a positive and supportive learning environment. • Flexibility in our approach to recording and communicating design ideas and developments by offering a variety of methods of recording ideas quickly.

