

Adaptation	What does this look like in Design and Technology
Use of Connecting Steps to personalise the learning objective.	Link CS objs to reading instructions/ recipes, writing about products and labelling designs and measurement in maths,
Group discussions.	DT is very collaborative and lends itself to working in mixed ability groups which gives ch with SEND opportunities to work with different people and learn from them, not always adult supported/ led.
Use of artefacts.	N/A
Use of drama.	N/A
Use of technology.	Technology can be used to record ideas, draw out designs and research products. Ch can take photos of what they have done, rather than record through drawings and writing. Children could present their learning through recording videos.
Brain breaks.	Adults should be mindful of giving brain breaks to those who find focusing for a significant time, too much. Because D.T is a collaborative, practical subject, the classroom will get noisy / busy, so care and attention to those who need a break away from the noise and movement must be given.
Sensory profiles.	Adults should be mindful of sensory needs when it comes to the smell, feel and taste of products. Adults should also be aware of the smell and feel of some materials, especially when they are being changed e.g. swing wood, using a hot glue gun.
Adjustments to the lighting, layout, furniture and work spaces.	Adults should be aware of the children in their group and ensure that accessibility and arrangement of furniture suits all needs. For a child who needs lots of space to move, there should be significant space between their table and the next. Smaller grouping, individually, for younger children and those with SEND may be needed also.
Ear defenders.	Adults to be aware of any noises that may affect children e.g. electric whisks, timers or noises that they may not realise affects a child, e.g scraping of metal baking trays.
Adult support.	DT is a subject where all children can thrive and grow their independence. Adult support should be focused on using tools safely, modelling how to do something and then encouraging the child to do it for themselves. The 'I do, we do, you do' approach would work well for this. Cooking: All groups should have an adult with them to ensure hygiene rules are followed, that all jobs are given fairly, turn taking and close following of the recipe.
Relating the learning to what the children already know well.	When designing products, the first lesson should start with looking at familiar products that the children can identify with.
Word mats.	Use of word mats as you would in a writing session.
Voice recordings.	The children can record their ideas and learning instead of writing.
Group work.	Mixed ability groups support the children in using their DT skills, meaning reading and writing can be given to another member of the group who is confident to take on that role. Adults should be aware of the proactive organisation of giving roles to children, e.g. organiser, feedback, fairness and writer, so that children can experience each role and ensures full involvement.
Talk partners.	Mixed ability talk partners and friendship talk partners to support children with SEND to share their ideas in a safe space.
Listening to the views of the children.	Giving time to share/ feed back ideas to the class and to each other. Encouraging positive feedback and constructive feedback. NB: Giving time may look different for different ch, some child need more actual time to say what they want to say. Allowing visual prompts when feeding back, will help too.

Google translate.	This can be used to ensure that safety measures are adhered to or generating key vocabulary to be used through the learning.
Revisiting learning after a period of time.	All lessons should build on each other. The new skills progression will support teachers in looking back at what was done in the previous year and share with the children how skills will be developed through the lessons ahead.
Pre-teaching of key vocabulary and/or subject matter.	A recap of previous learning with prompts on skills. Could use photos to support this.
Sentence starters.	Sheets can be adapted to include sentence starters for children to complete, e.g. I will use..., I think...
Use of video clips.	Use of 'how to' videos on YouTube and skills lesson on Oak National Academy should be used wherever possible to support children's learning and engagement. Using videos also allows children to ask for parts to be repeated or for them to watch the same demonstration again on their own.
Sensory circuits. Open ended tasks.	Explorative tasks to develop skills will provide this.
Use of writing frames.	Yes, as needed.
Modelling.	All new skills and skills that have not yet been embedded should be modelled by an adult, a peer or via a video.
Role play.	N/A
Communication with home to reinforce the learning and to share successes. Use of Evidence Me with our Reception children.	Early Years will use 'Evidence Me' to communicate learning. Year groups' 'Review of the Week' should include information about DT learning and skills that are being developed. Request for parent / carer helpers should be used to enable children to get the support and guidance they need.
IDPs	Links with reading, writing and maths targets.
Scribing when necessary when writing is not the focus.	Children who are working below in writing should always be given the opportunity to have their ideas scribed by an adult or peer to ensure that their DT K&U is accurate and true to what they know and not based on whether or not they can write it.
Use of small world.	N/A
Practical investigations.	Links with explorative tasks and open-ended activities.
Use of physical resources, manipulatives and Hands On experiences.	DT is very hands on. Ch should always have real products to hold, touch, explore as well as photos on a PPT. 'Here's one I made earlier!' should also be evident in some cases to support children's unpicking and then development of skills.
Repetition of inputs and chunking of information.	With skills being repeated in different contexts with increased difficulty every year, children should be able to use what they know and be able to develop their skills further and in new and exciting ways.
Visual supports.	These are very important in DT and should be used throughout sessions e.g. photos, diagrams and objects that the children can discuss and explore.
Working walls – independence building, support the learning and a consistent reference point.	Use of the project board to record and display examples of skills and 'how to' pictorial guides will support learning and engagement.
The opportunity to choose how they present their work.	Although teachers may have a preferred way to present the learning (to ensure that Sub. Leaders can see clearly which skills have been taught), giving children the opportunity to decide how they present their learning should be taken into consideration. For DT photos always make good evidence, both of the process and the end product.