



DT

SEND inclusion statement

Rationale

South Walney Infant & Nursery School is fully inclusive, aiming to ensure that all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum. All children, including those with SEND, are offered a broad and balanced curriculum. Lessons are planned with appropriate activities and scaffolding to ensure children are able to access learning at their own level while still being ambitious and challenging to move them forward.

Design technology lessons are an excellent opportunity for children to engage in creative expression, boosting self-esteem and building on the skills required for collaborative working. It is also essential to help boost fine motor skills in all children.

Inclusion Education in DT

We aim to achieve this through:

- All children learning together.
- All DT projects are based on the topic the children are learning in class to provide context and relevance.
- Lessons that are planned and resourced well in advance, considering points where some children may struggle to allow for adult guidance accordingly.
- Considering the use of tools, media and support to best meet the needs of all children.
- Identifying key vocabulary and ensuring this is used repetitively throughout the lessons, and in the wider school environment when possible.
- Setting and monitoring achievable targets that challenge the learning capabilities of all children.

We will work towards this by ensuring that:

- Each step of a process is clearly broken down and modelled.
- Sufficient time is given to allow discussion, thinking time and sharing ideas.
- Visual aids are provided to enable children to achieve a better understanding.
- Strategies such as modelling, demonstrating and imitating are used to support children understand the step-by-step process.
- If necessary, children are given larger scale materials to work with which are gradually decreased as they acquire greater fine motor control.
- The most appropriate tools are provided, such as dual control scissors.
- Providing opportunities to show outcomes from previous lessons to aid memory.
- Any language the children might need to be able to access the lesson is pre-taught.
- Children are pre exposed to resources and tools and allowing them time to explore to help them engage in the process.
- Children who struggle with self regulation are given regular movement breaks.
- All children are expected to clean and tidy up at the end of the session to build independence