

SEND – DESIGN & TECHNOLOGY

Our Curriculum INTENT	At Fairlands, we believe that design and technology (D&T) is a dynamic and essential subject that equips pupils with the skills to become creative problem-solvers, critical thinkers, and resourceful citizens. Our curriculum is delivered through the Kapow Primary scheme, which provides full coverage of the National Curriculum and supports progression from EYFS to Year 6. Our D&T curriculum enables pupils to: - Design purposeful, functional products for real users, based on clear criteria. - Make and test prototypes using a wide range of tools, materials, and techniques in a safe and controlled environment. - Evaluate their own work and the work of others, developing reflective and analytical skills. - Build technical knowledge, including understanding structures, mechanisms, electronics, textiles, and digital systems. We follow a structured design process—design, make, evaluate—underpinned by technical understanding and contextual awareness. Pupils are encouraged to take risks, explore ideas, and iterate their designs through hands-on learning. The curriculum also includes cooking and nutrition, helping children understand food origins, healthy eating, and seasonal ingredients. This supports the development of life skills and contributes to pupils’ overall wellbeing. Aligned with the Ofsted research review, our approach ensures: - A clear progression of knowledge and skills across year groups. - Opportunities for pupils to engage in meaningful, real-world contexts. - A balance of practical and theoretical learning, fostering both competence and creativity. Design and technology at Fairlands is not just about making—it’s about thinking, solving, and innovating. We aim to inspire pupils to see themselves as future designers, engineers, and creators.			
Areas of Need	Cognition and Learning <i>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and Specific Learning Difficulties (SpLD) encompassing a range of conditions including dyslexia, and dyscalculia.</i>	Communication and Interaction <i>Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic children are likely to have particular difficulties with social interaction.</i>	Physical and sensory <i>Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided and they may require additional ongoing support and equipment to access all the opportunities available to their peers. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.</i>	Social Emotional and Mental Health <i>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</i>

Barriers	• Recall of instructions • Use of specific language • Delay between instruction and task results in forgetting • Accessing learning due to poor literacy, processing or cognitive skills • Interpretation of artists' work	• Children may struggle to communicate their view and express opinions • Language difficulties • Noise and movement – overstimulating • Sharing space and equipment with others	• Recording information • Holding and managing equipment and resources • Hand control • Difficulty in hearing instructions from teacher/peers • Tactile quality of materials	• Difficulty in taking turns and sharing • Difficulty with not succeeding • Low self-esteem in creative abilities • Children who struggle may become upset/angry/withdrawn particularly in subject areas they find more difficult • Frustration when end product does not look as planned
Provision	• Key words displayed and introduced prior to lesson • Use of shorter/less complex sentences in resources given • Pictorial representation • Constant retrieval opportunities and reinforcement • Reduction in verbal instruction • Use of video and photographs to aid recall • Writing frames and sentence stems available • Use of stories to support understanding, linking D&T to real life • Coloured paper and 'white'boards • Coloured overlays	• clear structure of lesson with minimal periods of inactivity • absolute clarity of instruction • safe space and safe people identified for learning • consistent expectations • Pre-teaching of rules and expectations • Writing frames and sentence stems available • Discuss answer with a partner first to allow processing time • Alternative ways of expressing views e.g. written on a white board, filmed on iPad • Ensure any written information is also explained verbally • Use of simple instructions – small steps with modelling • Visual aids and dual coding • Video, photographs and modelling to demonstrate key skills	• positioning in learning space • use of communication in print/signals • visual modelling • instruction in classroom before lesson • audio equipment • Provide additional ways to record info(video/ICT etc) • peer support • specialist equipment • Ensure alternative equipment or support is provided e.g. space for a walker between tables • Ear defenders available • Prepared resources available e.g. cut out resources, pre-threaded needles	• Careful consideration of groupings (reduce size if needed to reduce overwhelming sense) • Specific rules and expectations • Work on resilience • Showcase different artists' work and a focus on the creation process rather than on the end result • Time out/movement breaks • Provide chn with jobs e.g. supporting groups, resource distribution • Have clear expectations of group work • Ensure consistency • Language used – that we are all artists • Open ended learning objectives – the process/skill not the artwork/finished product • Own set of equipment where possible Therabands on chair legs

		• Own set of equipment where possible		• Adapted seating styles e.g. standing station, gym ball, wobble cushion • Use of fiddle toy
Adaptive teaching key points • Think STEP – Space, Task, Equipment, People • Pre-teach vocabulary e.g. whilst getting equipment out • Re-cap vocabulary and skills e.g. whilst putting equipment away at the end of the lesson • Celebration of disabled artists can show all pupils what is possible – without this, there is a risk of exclusion • Clarity of instruction, explanations and modelling are crucial • Ensure resources are suitable for all • Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating				