

Barriers to and solutions for Engagement, Progress and Achievement in Design and Technology

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/ Class teacher	<ul style="list-style-type: none"> - Hearing instructions from teacher/ peers 	<ul style="list-style-type: none"> - Reading documents - Seeing the board - Watching demonstrations 	<ul style="list-style-type: none"> - Recording in writing and diagrams - Cutting out and sticking in - Using equipment 	<ul style="list-style-type: none"> - Recalling instructions - Recalling prior learning (long and short term) 	<ul style="list-style-type: none"> - Noise and movement – overstimulating - Sharing space and equipment with others - Understanding cause and effect 	<ul style="list-style-type: none"> - Waiting and frustration - Fairness - Organisation of resources - Maintaining attention 	<ul style="list-style-type: none"> - Understanding cause and effect - Recording in a way which supports learning and retrieval 	<ul style="list-style-type: none"> - Motivation - Participation - Team/partner work - Sharing materials and “air-time”
Solutions Identified by SENCo/ Class subject co-ordinator, SENCO, Class teacher	<ul style="list-style-type: none"> - Pictorial or written representations - Vocab lists and explanations - Seating position in classroom 	<ul style="list-style-type: none"> - Enlarged resources - Seating position in classroom - Detailed verbal instructions 	<ul style="list-style-type: none"> - Alternative ways of recording - Appropriate equipment provided 	<ul style="list-style-type: none"> - Pre and reteaching - Written prompts 	<ul style="list-style-type: none"> - Visual representations - Movement breaks and quiet spaces to work - Clear guidelines for using equipment 	<ul style="list-style-type: none"> - Step by step instructions - Movement breaks 	<ul style="list-style-type: none"> - Word banks - Alternative methods of recording - Instruction prompts 	<ul style="list-style-type: none"> - Clear end points - Clear expectations - Modelling

Clarity of instruction, explanations and modelling are crucial
 Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn
 For many pupils with SEND, it is the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons.
 Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating