



SEND – Ambition and Access in Design and Technology

Ambition

What are we aiming for pupils with SEND to achieve in Design and Technology?

We have high aspirations for all pupils with SEND and believe that every child can achieve and make progress within the Design and Technology curriculum. Design and Technology provides opportunities for pupils to apply knowledge creatively, solve real-life problems, design with purpose and develop practical skills through hands-on learning. Through ambitious teaching, appropriate support and high expectations, pupils with SEND are supported to develop the same substantive knowledge, disciplinary skills and creative confidence as their peers, while recognising that they may require different levels of support or alternative approaches to achieve this.

Access

How do we adapt teaching so pupils with SEND can access and succeed in Design and Technology?

Teaching is adapted through high-quality, inclusive practice, with reasonable adjustments made to meet individual needs. Strategies may include:

- A carefully sequenced curriculum that revisits and builds upon prior learning, reinforcing key vocabulary, design concepts and practical skills.
- Explicit modelling of techniques, tools and processes, with opportunities for guided practice before independent application.
- Visual supports, pictorial instructions and step-by-step guidance to reduce reliance on reading and writing where appropriate.
- Pre-teaching and revisiting key vocabulary and technical language to develop understanding and confidence.
- Breaking learning into manageable steps with clear success criteria and regular opportunities to review progress.
- Regular check-ins and responsive questioning to identify misconceptions, provide feedback and support pupils in developing and evaluating their ideas.
- Flexible approaches to recording and presenting learning, allowing pupils to communicate their design thinking through discussion, sketches, models or digital media where appropriate.
- Additional processing time or extended time to complete practical tasks when required.
- Adapted tools, materials, equipment or workstations to enable safe participation, independence and full access to learning.
- Appropriate adult support that promotes independence while enabling pupils to develop practical skills and resilience.
- Opportunities for collaborative learning alongside peers while maintaining high expectations for all learners.
- Consideration of sensory and physical needs when planning practical activities and selecting resources.



Our aim is that every pupil can access a broad and ambitious Design and Technology curriculum, develop confidence in designing, making and evaluating products, and make meaningful progress from their individual starting points while preparing them for everyday life and future learning.