Strategies to remove potential barriers in the curriculum Subject: Design and Technology

Design and Technology is a practical and valuable subject for all pupils. Knowledge and understanding is drawn from across the curriculum and helps to develop and enable numeracy, literacy and communication skills that can be applied in practical ways. As part ofour schools Hygge approach, we nurture the children's creativity and imagination and encourage them to design and make products using the knowledge they have acquired. A broad D&T curriculum is planned and delivered to challenge pupils of all abilities. It may be necessary to provide specialist equipment, adapt room layouts, utilise adult helpers and allow additional time for tasks, especially initial planning and designing stages.

Potential barrier	Strategies to overcome barrier
Difficulty with retaining vocabulary	• Use visual prompts to direct children • Provide the children with real examples to explore and ensure learning is practical and hands on • Knowledge Organisers support vocab development and understanding • Pre-teach key vocabulary, then ensure consistently used and embedded and applied • Retrieval practice • Use voice recordings or photos to reinforce vocabulary
Reading instructions	• Reading with a peer who can read to them • Adapt a text to their reading level so they can fluently read and retrieve information independently • Adult to support with reading elements
Processing questions	• Pupils given opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers • Prepare pupils to contribute to feedback sessions, visual prompts
Working and long term memory	• Reduce the amount of material to be remembered and display important information on the board for children to refer back to • Word mats to support with recalling key vocabulary • Retrieval practice • Use of memory aids- posters, working wall, provocation areas, word banks • Adding to folders as you go to support with cognitive load • Keep instructions short and use visual prompts • Now/ next/ sequencing boards to structure thinking for learning

Attention and focusing	• Create a working classroom environment that is calm and simple e.g clear routines, organised workspace • Use preferential seating and proximity to engage all children- can you access target children? • Plan movement breaks and classroom jobs • Reduce cognitive overload and limit teacher talk • Practical and engaging learning opportunities
Children who struggle with fine/gross motor skills	• Use adapted tools (scissors, pencils) to support fine motor control
Change and transition	• DT lessons to follow teaching sequence from the DT Association to keep consistency • Use visual timetables

Additional strategies

· Check understanding through careful questioning, asking children to explain to a partner or applying skills/knowledge to a different context

· Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied