

## Adaptations to remove potential barriers in the curriculum Subject: DT

Potential barrier	Strategies to overcome barrier
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> <li>• Use visual prompts to direct children</li> <li>• Provide the children with real examples to explore and ensure learning is practical and hands on</li> <li>• Use of symbols where necessary</li> <li>• Pre-teach key vocabulary, then ensure consistently used and embedded and applied, revisit regularly through topics or display</li> </ul>
Reading instructions	<ul style="list-style-type: none"> <li>• Reading with a peer who can read to them</li> <li>• Adapt a text to their reading level so they can fluently read and retrieve information independently</li> <li>• Adult to support with reading elements</li> </ul>
Processing questions	<ul style="list-style-type: none"> <li>• Pupils given opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers</li> <li>• Prepare pupils to contribute to feedback sessions</li> </ul>
Working and long term memory	<ul style="list-style-type: none"> <li>• Reduce the amount of material to be remembered and display important information on the board for children to refer back to</li> <li>• Symbol word mats to support with recalling key vocabulary</li> <li>• Retrieval practice at the start of each lesson</li> <li>• Adding to workbooks as you go to support with cognitive load</li> <li>• Use film clips used to model each element of the task</li> <li>• Keep instructions short and use visual prompts</li> </ul>
Attention and focusing	<ul style="list-style-type: none"> <li>• Create a working classroom environment that is calm and simple e.g clear routines, organised workspace</li> <li>• Use preferential seating and proximity to engage all children- can you access target children?</li> <li>• Follow the T &amp; L policy to deliver learning in small steps</li> <li>• Reduce cognitive overload and limit teacher talk</li> <li>• Practical and engaging learning opportunities</li> </ul>
Children who struggle with fine/gross motor skills	<ul style="list-style-type: none"> <li>• Use adapted tools (scissors, pencils) to support fine motor control</li> <li>• Teachers/teaching assistants to support and model joins</li> </ul>
Change and transition	<ul style="list-style-type: none"> <li>• DT lessons to follow teaching sequence from to keep consistency</li> <li>• DT block to be taught at the end of the second half term, where possible, so children know when to expect it to be taught</li> </ul>
For pupils believed to be Dyslexic	<p>Use of the EEF five core principles of good teaching for pupils with SEND:</p> <ul style="list-style-type: none"> <li>• Explicit instruction</li> <li>• Cognitive and metacognitive strategies</li> <li>• Scaffolding</li> <li>• Flexible grouping</li> <li>• Using technology</li> </ul>

	Consider pupil's learning preferences recorded in Learning toolkit.
--	---

**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 – pre visit or re visit these.