

Inclusive Approaches and Adaptations Across All DT Units			
Planning and Design - Provide clear, structured design briefs with visual examples and finished product models to support understanding. - Break design tasks into manageable steps using visual checklists, photographs and success criteria. - Provide opportunities for pupils to discuss, verbally explain or model ideas before recording designs. - Use worked examples and teacher modelling to demonstrate expected outcomes. - Allow pupils to generate ideas through drawings, diagrams, photographs, labelled sketches, discussion or digital designs. - Provide key vocabulary with visual prompts and practical examples. - Pre-teach technical vocabulary through practical exploration of materials and tools.	Tools and Equipment - Provide adapted tools where appropriate: - Larger-handled scissors - Pencil grips - Easier threading needles - Pre-cut materials - Safety rulers - Larger construction materials - Model tool use slowly and explicitly. - Use hand-over-hand support initially where appropriate. - Allow additional time for practical tasks. - Provide opportunities for repeated practice before completing the final product. - Ensure pupils understand safety routines through demonstrations and visual reminders	Materials and Construction - Allow pupils to explore and handle materials before making. - Provide material choice within clear boundaries. - Offer alternatives where sensory needs affect participation. - Use pre-prepared components where appropriate while maintaining the design challenge. - Teach joining techniques separately before applying them in a final product.	Communication and Language Support - Introduce vocabulary through practical experiences rather than definitions alone. - Use word mats with images and examples. - Encourage pupils to use DT vocabulary during discussion. - Provide sentence stems for evaluation: "My product is successful because..." "I improved my design by..." "The material I chose was suitable because..." - Use partner talk before written evaluation. - Allow verbal recording of evaluations where writing is a barrier.
Cognition and Learning Support - Chunk instructions into small steps. - Check understanding regularly through questioning and demonstration. - Provide visual task sequences. - Use repetition and retrieval of previously taught DT skills. - Link new learning to familiar products and real-life examples. - Provide additional modelling before independent work. - Use peer support and collaborative problem-solving	Physical and Sensory Needs - Ensure workspace is accessible and organised. - Provide appropriate seating and positioning. - Allow additional time for practical tasks. - Consider sensory sensitivities when selecting materials: - Offer alternatives for textures, smells or sounds. - Allow pupils to wear protective equipment where needed. - Provide movement breaks during longer practical sessions. - Ensure pupils can participate in meaningful roles within group projects.	Social, Emotional and Mental Health (SEMH) Inclusion - Create a safe environment where mistakes are viewed as part of the design process. - Model that designers test, fail, adapt and improve ideas. - Provide opportunities for pupils to work collaboratively with clear roles. - Build confidence through achievable practical successes. - Encourage pupils to share ideas and value different approaches. - Use peer feedback positively: - Two things that work well. - One improvement suggestion.	Challenge and Greater Depth for SEND Pupils Where appropriate, pupils should be challenged through: - Explaining why materials are suitable. - Comparing different design solutions. - Improving prototypes independently. - Considering sustainability and environmental impact. - Explaining how their product meets the needs of the user. - Taking leadership roles within collaborative projects.

Design Technology Area	Inclusive Adaptations
Structures (castles, bridges, playgrounds, pavilions)	Use construction kits, pre-cut materials, modelling before making, focus on stability and design thinking.
Mechanisms (pop-up books, pneumatic toys)	Use simplified mechanisms, demonstrate movement physically, and provide step-by-step construction guides.
Electrical Systems (torches, steady hand games)	Use colour-coded circuits, visual diagrams, supported assembly and safety reminders.
Textiles (waistcoats, Egyptian collars)	Use templates, larger materials, adapted needles, practise stitches separately.
Food Technology	Use visual recipes, adapted utensils, and clear hygiene routines and supported measuring.
Product Design	Provide examples, design prompts, prototypes and opportunities to improve.