

Barriers to and solutions for Engagement, Progress and Achievement in DT

- Clarity of instruction, explanations and modelling are crucial
- Be aware of safety with the use of materials and tools – extra supervision may be needed
- Support motor planning for children with certain types of SEN
- Provide explicit skill teaching for those who need it
- Ensure that children can see success
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating
- Adapt to go with interests of the children

	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"> • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary. • Particular attention to safety in practical activities 	<ul style="list-style-type: none"> • May struggle with contrasting colours on the board 	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Cutting out and sticking in • Use of tools 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty 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 + frustration • Fairness • Organisation of resources • Maintaining attention • Safety with using resources 	<ul style="list-style-type: none"> • difficulty in understanding cause and effect • difficulty 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”



	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASC	ADHD	Cognition	SEMH
Solutions identified by subject co-ordinator	<ul style="list-style-type: none"> • Pictorial representations • Video • Vocab lists and explanations • Position within the class 	<ul style="list-style-type: none"> • Enlarged resources • Knowledge/graphic organisers • Technology • Training for staff • Extra supervision when using tools 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Alternative ways of recording • Simplification of diagrams • Hand over hand support in practical lessons if needed 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Pre and reteaching • Step by step instructions 	<ul style="list-style-type: none"> • Visual representation • Knowledge/graphic organisers • Ear defenders if needed • Support for motor skills may be needed • Be aware of food issues tasting • Be aware of sensory issues – do not force to touch certain items 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Step by step instructions 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Word banks • Alternative methods of recording 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Modelling and explanations • Extra supervision when using tools