



Barriers to and solutions for Engagement, Progress and Achievement in Design and Technology

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor) Physical Impairment	Memory/ processing	ASC/ADHD	Speech and Language	Cognition	SEMH
Barriers	<p>Difficulty in hearing instructions from teacher/peers</p> <p>Filtering noise to hear what is important</p> <p>Focus during noisy activities</p> <p>Low self-esteem</p> <p>Difficulty with vocabulary.</p> <p>Difficulties in working safety in practical activities may have misheard</p>	<p>Difficulty in producing fine detailed work</p> <p>May struggle with contrasting colours</p> <p>May struggle to work practically</p> <p>Safety when working with equipment</p>	<p>Difficulty in recording in writing and diagrams</p> <p>Cutting out and sticking in</p> <p>Use of tools</p> <p>Working safely with equipment cutting, drilling, sawing, cooking</p>	<p>Difficulty recalling instructions</p> <p>Difficulty recalling prior learning (long and short term)</p> <p>Working safely if multiple instructions</p> <p>Difficulty in formulating multiple ideas or designs</p>	<p>Noise and movement – overstimulating</p> <p>Sharing space and equipment with others</p> <p>Sensory issues noise, smell, taste, texture</p> <p>Safety with using resources</p> <p>Organisation</p> <p>Frustration that product does not match brief</p> <p>Less structured time</p>	<p>Unfamiliar vocabulary</p> <p>Following instructions</p> <p>Safety with using resources</p> <p>Key words unfamiliar</p>	<p>Difficulty in understanding</p> <p>Difficulty recording in a way which supports learning and retrieval</p>	<p>Motivation</p> <p>Participation</p> <p>Team/partner work</p> <p>Sharing materials</p> <p>Confidence and fear of failure</p> <p>Work can bring up emotions</p>

					Rigidity over chosen design			
Solutions	<p>Pictorial representations to support understanding</p> <p>Vocab lists and explanations</p> <p>Position within the class</p> <p>Modelling under visualiser</p>	<p>Enlarged resources</p> <p>Extra supervision when using tools</p>	<p>Graphic organisers</p> <p>Alternative ways of recording</p> <p>Simplification of diagrams</p> <p>Hand over hand support in practical lessons if needed</p> <p>Risk assess safety needs on individual basis</p> <p>Specialised equipment eg. scissors</p>	<p>Graphic organisers</p> <p>Step by step instructions</p> <p>Visual prompts</p> <p>Hovering adult for support</p> <p>Instructions broken into steps</p> <p>Modelling under visualiser</p>	<p>Visual representation</p> <p>Pre warn- eg noisy drill</p> <p>Ear defenders if needed</p> <p>Careful positioning of children- time out if necessary</p> <p>Chunk activities</p> <p>Clear instructions</p> <p>Support for motor skills may be needed</p> <p>Be aware of sensory issues – do not force to touch certain items etc.</p>	<p>Key words given with visual prompts</p> <p>Reduced/ alternative recording</p> <p>Instructions broken down into steps</p> <p>Show videos where necessary (available on Kapow)</p>	<p>Knowledge/graphic organisers</p> <p>Word banks</p> <p>Alternative methods of recording</p>	<p>Clear end points</p> <p>Clear expectations</p> <p>Modelling and explanations</p> <p>Extra supervision when using tools</p> <p>Hovering adult for support</p> <p>Careful grouping</p>

					Own set of resources if needed			
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