

Our Vision (Overview)

At St Finbar's Catholic Primary School, we believe that every child is a designer, maker, and problem-solver.

Design & Technology allows pupils to investigate, design, make, and evaluate products that solve real-life problems. Our inclusive approach ensures all pupils can access practical learning and develop confidence in creativity, resilience, and technical skills.

Inclusion for All in DT" means:

- Every child can **participate meaningfully** in practical activities.
- Every learner can contribute ideas and make design decisions.
- Every classroom values **creativity, collaboration, and purposeful making**.

Planning for inclusion

When planning units, consider:

- How can all pupils safely access tools and materials?
- What adaptations may be needed for different physical, sensory, or cognitive needs?
- How can success criteria be flexible and inclusive?
- Are design contexts meaningful and relatable for pupils?

Inclusive DT teaching should be:

- **Purposeful** – rooted in real-world problems.
- **Structured yet flexible** – clear steps with room for creativity.
- **Collaborative** – encouraging teamwork and shared problem-solving.
- **Iterative** – valuing testing, adapting, and improving designs.

Teaching and Learning (Adaptations)

Adapt lessons to meet the needs of all learners:

- Break tasks into manageable stages (design → make → evaluate).
- Provide templates, jigs, or pre-cut materials where appropriate.
- Offer challenge through open-ended design briefs or added constraints.
- Allow flexible roles (designer, maker, tester, evaluator).

Language and Vocabulary

- Explicitly teach and revisit DT vocabulary (e.g. *prototype, evaluate, mechanism, structure, function*).
- Use visuals, labelled diagrams, and real objects.
- Model how to explain design choices clearly.

Sentence stems:

- "My design is for..."
- "I chose this material because..."
- "I improved my product by..."

Supporting Additional Need

SEND

- Provide adapted tools (e.g. spring scissors, grip aids, clamps).
- Offer additional adult support where required.
- Reduce sensory overload by offering quieter spaces or alternative materials.
- Use visual instructions and clear routines.
- Focus on participation, problem-solving, and effort rather than finished appearance.

EAL (English as an Additional Language)

- Use demonstrations and modelling rather than long verbal explanations.
- Encourage paired talk and collaborative design.
- Provide visual vocabulary cards and bilingual support where possible.
- Focus on practical understanding before written evaluation.

High-Attaining Pupils

- Introduce more complex constraints and design criteria.
- Encourage independent research and innovation.
- Use evaluation to refine and improve designs.
- ☐ Explore sustainability, cost, and user needs in greater depth.

Social, Emotional and Behavioural Needs

- Provide predictable routines and clear expectations.
- Use DT as a vehicle for collaboration and confidence-building.
- Allow choice and ownership to support engagement.
- Celebrate perseverance, problem-solving, and teamwork.

Assessment for All

Inclusive Assessment Approaches

- Assess planning, making, and evaluating — not just the final product.
- Use observation, questioning, and discussion.
- Allow pupils to explain their thinking verbally or visually.
- Provide feedback that supports reflection and improvement.

Our Shared Commitment

We aim to ensure that every child:

- **Design with purpose,**
- **Make with confidence,** and
- **Solve problems creatively.**

Design is not just about how something looks — it's about how it works for everyone