



# Design & Technology Policy

## **Statement of Intent**

Acorns School is a GLD primary special school situated in Preston, Lancashire. The pupils here at Acorns, have a wide range of learning disabilities, which may also be compounded by additional issues such as a visual or hearing impairment, challenging behavior or complex medical needs.

This pupil-centred and inclusive approach to the planning and delivery of Design and Technology has implications for the whole school. It promotes and facilitates the development of key skills relating to both individual targets and cross-curricular objectives and so is relevant to all aspects of our school's curriculum. This includes our multi-sensory provision, language and communication work and the development of fine motor skills and dexterity. It offers our children a chance to explore the world around them in a inquisitive and creative way through planned, structured and differentiated activities. These may take place in the classroom or as community-based.

We have developed three learning pathways: A pre formal, semi formal and formal pathway. DT is woven into thematic topics which are taught half termly in all classes.

## **AIMS**

Our aims in the teaching of design and technology are to allow pupils to:

- Develop design and making skills.

*By exploring materials, communicating simple choices, developing fine motor skills to manipulate materials or handle tools for example.*

- Develop knowledge and understanding of some of the materials.

*By exploring materials in their environment in increasingly complex ways, exploring their properties and observing how they are used by others. Through using materials in their own projects and assessing their suitability by trial and error for example and using their developing understanding to inform future design.*

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- Learn to use a wide range of tools and materials, using adapted equipment if appropriate.

*Adaptations might include: using a switch operated sewing machine, a scissor block, chunky handled glue spreaders etc but also by working co-actively with a peer or an experienced staff who can provide an appropriate level of practical support*

- Learn about/experience health and safety and protective measures.

*For example pupils may be involved in the routine of washing hands, putting on an apron etc before a food technology lesson.*

- Work individually or within a group in a variety of contexts.

*Pupils might design a pizza at school and visit a Pizza restaurant to make their own pizzas. They may work one to one on a felting project or create a group model using recycled materials.*

- Introduce creativity and innovation as part of the design process.

*Pupils should be allowed to create their own design without barriers to their creativity and should be encouraged to share their ideas freely, knowing they will be appreciated and considered.*

- Explore the man-made world and our place within it.

*Pupils might visit places of industry and watch how everyday things are made and apply this knowledge and understanding in their own work. They might explore where and how a material is produced and how it is used in everyday life.*

- Develop an interest in technological processes.

*Pupils may be encouraged to disassemble a simple mechanism and observe how it works. They might transfer their experience of levers and pulleys in the classroom to a local sand and water play area for example.*

- Learn the key principles of nutrition, healthy eating and how to cook simple meals.

*Pupils might try different tastes, textures and food from around the world. They might learn how food is prepared or try it in different states ie. Carrots, raw/cooked, whole/mashed. They might learn to*

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*make simple recipes following instructions and practising individual skills with support.*

ed depending on the class and the outcomes modified accordingly.

## TEACHING

Activities are organised at the teacher's discretion and according to the availability of materials and the needs of their class. Design and technology activities may be carried out individually, as a small or large group, or as a whole class activity.

Principles for effective teaching in design technology include:

- *Set tasks in the context of pupils' prior knowledge, linking to the terms theme.*
- *Promote active learning in the classroom and out in the community, allowing the pupils hands on experiences to help scaffold their learning.*
- *Produce inspiring, exciting and motivating activities which engage the pupils interest and encourage inquisitive and creative thinking.*

Strategies for effective teaching in design technology include:

- *The use of a variety of teaching methods including, whole class work, small group study, investigative work, practical work and individual study.*
- *Ensuring the method used suits the purpose and needs of the children.*
- *Providing a meaningful context and clear purpose when assigning tasks.*
- *Including investigative, disassembly and evaluative activities.*

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- *Using focused practical tasks to help the children make and evaluate products.*
  - *Ensuring tasks are built on skills and understanding.*

### **The Learning Environment**

Pupils are supervised at all times during activities.

A risk assessment covering the use of saws and other sharp tools, along with heated tools, such as glue guns, has been conducted and is updated as needed.

Pupils are only allowed to use a lower temperature glue gun under 1:1 supervision. An adult must use a glue gun at all other times. The use of glue guns will be considered alongside all viable alternatives such as adhesive tapes, blue tack, string and other fasteners, to ensure the most suitable materials are used for each project.

A fire safety blanket must be kept with the cooker at all times.

If cooking is taking place in the classroom, the cooker must be returned in a suitably clean and tidy condition after use.

Parent helpers/students/volunteers must be supervised when cooking with groups of children.

Children must follow hygiene procedures and obey rules during cooking sessions.

### **Equal opportunities**

Equal opportunities are addressed in the whole school Equality Policy and care is taken in design and technology lessons to ensure all pupils are provided opportunities to experience the range of

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activities on offer at a suitable level. We ensure that the pupils have an appropriate level of support and that strategies are in place to support their learning and communication needs.

### Contribution of design and technology in the core curriculum

#### **English**

Design and technology encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express their feelings. This can be supported using alternative and augmentative communication, and a range of simple recording techniques.

#### **Maths**

Design and technology allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

#### **I.T**

I.T is used to provide children with additional equipment, extending the possibilities for developing, recording and sharing their work.

#### **PSHCE**

In design and technology lessons children are taught to share how they feel about their own work and the work of others.

Design and technology offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Design and technology helps them to develop a respect for the abilities of other children and encourages collaboration.

This policy will be reviewed at the end of a two year period in consultation with the Headteacher and teaching staff.

Teachers will make provision for varying learning styles to be utilised.

Planning for design and technology is provided for in Unit and long-term plans.

#### HEALTH AND SAFETY

Certain health and safety concerns are inherent with design and technology, including the storage of materials and tools and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources