

**Intent:**

The intent of Design Technology (DT) at The Observatory School is to provide a high-quality, inclusive, and stimulating curriculum that enables all students to develop their creative and practical skills, as well as their problem-solving abilities. The DT curriculum should be tailored to meet the individual needs and strengths of SEN students, fostering their independence, confidence, and resilience. The overarching goal is to promote a love for learning, empower students to be active participants in their education, and equip them with the necessary skills for future success in further education or employment.

**Implementation:**

Implementation of Design Technology at The Observatory School requires careful planning, a well-designed curriculum, and a range of effective teaching strategies. Key aspects of implementation include:

1. Tailored Curriculum: We recognise the diverse learning needs of SEN students and design a DT curriculum that encompasses their abilities and interests. We ensure that the curriculum is ambitious, purposeful, and aligned with national standards, while also being differentiated to cater to individual abilities and needs.
2. Personalised Learning: We provide opportunities for students to work at their own pace, offering individualised challenges and support. Differentiation strategies should be employed to meet the needs of students with a wide range of learning styles, abilities, and communication needs. This can include the provision of alternative materials, adapted resources, assistive technologies, and one-to-one support.
3. Practical Learning: We prioritise hands-on practical experiences to engage students and develop their technical skills. Offer a range of activities such as experimenting with different materials, designing and making prototypes, and using tools and equipment safely. Encourage students to think critically, problem-solve, and develop their creative thinking through open-ended projects.

4. Collaboration and Communication: We promote teamwork and collaborative learning opportunities within the DT curriculum. Encourage students to work together, share ideas, and communicate effectively. Incorporate activities that involve group work, discussion, and peer feedback, fostering the development of social and communication skills.

5. Accessible Resources: We ensure that all resources and equipment are accessible, adaptable, and suitable for the needs of SEN students. Provide visual aids, simplified instructions, and alternative means of communication to support comprehension and engagement.

6. Real-World Relevance: We foster links between DT and the wider world to enhance student engagement and show the practical applications of the subject. We explore local industries, invite guest speakers, or arrange visits to relevant workplaces. Encourage students to think about the impact of design and technology on everyday life, sustainability, and global issues.

### **Impact:**

Our Design Technology provision has a positive impact on students' learning, progress, and overall development. The impact can be observed through the following:

1. Progress and Achievement: SEN students make progress in DT skills, demonstrate increased confidence in their abilities, and show greater independence in design and practical tasks. Attainment levels should improve over time, with evidence of challenges being pitched appropriately to students' abilities.

2. Personal Development: DT contribute to students' personal development by fostering their creativity, problem-solving skills, resilience, and self-confidence. Students should develop a sense of pride, ownership, and enjoyment in their DT projects, which in turn may positively impact their overall attitude towards learning.

3. Engagement and Inclusion: The DT curriculum engages students, regardless of their learning difficulties, by providing meaningful and accessible learning experiences. Students with SEN should feel valued, included, and connected to their peers through collaborative activities. Behaviour and attendance may improve as a result of increased engagement.

4. Transferable Skills: The skills developed in DT, such as critical thinking, communication, teamwork, and practical problem-solving, should be transferable to other subjects, future education, and employment. SEN students should develop a broader understanding of the potential careers and pathways available within the fields of design, engineering, and technology.

5. Quality and Consistency: Outstanding DT provision in a SEN setting should demonstrate consistently high-quality teaching and learning across different year groups, classes, and teachers. There should be evidence of effective assessment and feedback strategies that inform future planning and support students' progress.

Overall, the intent, implementation, and impact of outstanding Design Technology provision in a SEN setting should provide an inclusive, engaging, and personalised DT curriculum that supports students' progress, personal development, and future aspirations.