

How we support children with special educational needs or disabilities in Cookery element of Design Technology

Our vision for Cookery

Inclusion lies at the heart of the school's values. In the Cookery element of DT, teachers work hard to ensure all children feel involved in Cooking lessons, are fully included in the learning and feel well supported so that they develop positive attitudes towards Cooking and Nutrition and make good progress.

How we adapt our teaching in Cookery for children with special educational needs

Children with special educational needs or disabilities are generally taught alongside other children but lessons are adapted so that all children in the class can learn and make progress. We do this in a range of ways, however the school's approach is that, where appropriate, all children within a class are on the same journey, with some needing additional challenge whilst others may require additional support.

In Cookery, every class teacher plans, monitors and provides support for pupils within their class including children with special educational needs. Unless a child is working on a different curriculum, all children share the same learning objective. However for some children this will only be achievable with additional support. Examples of approaches that may be adopted in Cookery include:

- One-to-one or group support by the class teacher, a member of the education support team or a classroom volunteer.
- Using visuals to assist pupils' understanding of concepts and skills, for example 'Widget'.
- Use of dyslexia font on written material and on NB presentations.
- Giving a child additional time, with movement breaks if necessary.
- Breaking down instructions into simple steps
- Sharing exemplars of the expected outcomes in the form of pictures of each step and the end result in practical sessions.
- Modelling each step of the recipe.
- Providing children with key subject specific vocabulary before the start of the lesson.
- Pre-teaching a skill e.g. cutting with a knife, designed to build confidence and support engagement within a lesson.
- Providing a quieter workstation within the Cookery Studio.
- Using the workstation with height adjustment.
- Using appropriate pairings or grouping, allowing children to be supported by their peers.
- Differentiated questioning with well-pitched questions to match a child's level of development or understanding.
- Providing writing frames to support written work when learning about nutrition and where food comes from.
- Providing all adults with a class profile to ensure the additional needs of all children are known and understood.

To support this approach, all class teachers are able to access support from more-experienced teachers or the Special Educational Needs Coordinator (SENCo) to help them provide support for children with special educational needs.

How we include children/young people in activities and school trips

Any trips or outings planned to enrich learning in the Cookery and Nutrition element of DT always include children with special educational needs and/or disabilities. Reasonable adjustment is always made in order to include children with special educational needs. We use part of the school's budget to ensure appropriate support is provided.