

Subject Action Plan

Subject: Design Technology	Subject lead: Alice Bryant and Jessica Johnson	Year: 2025-26
CONTEXT		
The purpose of Design Technology across the Key Stages is to investigate a variety of construction, materials and tools. We aim for pupils to develop an understanding of how they operate and use a range of items to express ideas. Within Design Technology, also falls Cooking and Nutrition. Cooking and Nutrition is taught in conjunction with Design Technology and teachers can choose to teach two separate lessons or rotate these each half term. The objectives set can be the Jessica e in both Cooking and Nutrition and Design Technology. Each class has an allocated slot in the Food Technology room where it is accessible to all pupils with tables at different levels and equipment set up for all abilities. Design Technology is a subject that is used throughout the curriculum and its ideas, stated above, can be embedded and linked with different subjects. It is a subject that is used well within whole school celebrations and brings together different ideas across the Key Stages for events such as the school show, focus weeks and bake off challenges. Our strengths lie in the designing and making processes. Pupils are able to use their identified communication methods to identify a range of materials and tools they would like to use. We plan to impact it by developing different strands and aspects of the curriculum, such as evaluating and the development of technical knowledge. Design Technology also incorporates a number of key developmental skills such as fine and gross motor skills, cause and effect skills, anticipation and perseverance. Through the use of appropriate, accessible and engaging resources, we intend to build upon the pupils' creativity, physical and communication skills. We focus on transferable and progressive self-help skills which can be used in the home setting and the community, and developing these skills to be used once the pupils leave school. Design Technology enables pupils to encounter and practice skills which they may not have the opportunity to do outside the school setting. Teachers are proactive in ensuring communication is embedded within the curriculum when naming and requesting equipment and ingredients, use their senses, communicating their likes and dislikes and designing and evaluating products they have made. Teachers often find it challenging to provide evidence for Design Technology as it is such a hands-on, physical lesson, and where the importance of pupils using equipment safely is paramount. Cooking club is run every Tuesday evening afterschool and is open to Upper school pupils, we currently have 7 pupils attending with 5 staff supporting them. During this club, pupils prepare a variety of foods which they can take home and share with their families, and build upon the skills they learn in the school curriculum. Subject leaders check the Design Technology resources termly, and we have a Teaching Assistant checking the specialist Food Technology room once a week to check and replenish any equipment that has broken or isn't working as it should. This ensures the room is safe and ready for the pupils to learn and use equipment to build on their skills and knowledge. Subject leaders have completed Level 2 Food Safety and Hygiene for Catering courses, to ensure as a school, we are following all regulation and guidance to maintain hygiene and safety. One of the subject leaders completed an Educator Led Development Project (ELDP), that highlights the importance of Food and the teaching of Cooking and Nutrition in school, to provide our pupils with the best possible opportunity to explore different foods and develop a wider range in their diet, as this is often a major problem for children with severe learning difficulties. Subject leaders are in regular discussion to develop and improve the teaching of the subject, alongside participating in an online training course of Supporting Individuals with Feeding difficulties, in an attempt to help develop the subject knowledge and come up with new and fresh strategies to support our pupils in developing and maintaining a healthy balanced diet.		

KEY SUBJECT PRIORITIES (1 YEAR TIMESCALE):

1. Support Teachers to deliver lessons that provide opportunities for pupils to explore a variety of different resources and ingredients communicate their voice via likes, dislikes, opinions, reactions.
2. Increase the amount of classes using the Food Technology room to participate in learning activities.
3. To organise Design Technology resources and link to topics with an emphasis on sensory curriculum learning.

SUBJECT PRIORITY 1: Support the delivery of lessons that provide opportunities for pupils to explore a variety of different resources and ingredients communicate their voice via likes, dislikes, opinions, reactions.

Member of staff with overall responsibility: Alice Bryant and Jessica Johnson

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	SIP REF
Discussions with Teachers and their teams around the delivery of Design Technology and understanding of the subject.	Provide ideas for teachers in line with Subject overviews Have conversations with teachers about how their lessons are going, their opinions, what they need more of Feedback questionnaire sent out to teachers Questions to ask staff about DT learning activities Ensure staff are aware to claim from budget	Pupils exposed to a wider variety of resources, ingredients Staff claiming from Food Technology budget Increased understanding of all staff about Design Technology curriculum Feedback for Subject leaders to work on	Alice and Jessica	July 2026	3. To improve Recruitment and Retention Plan 7. Continued Professional Development

Encourage parents to participate in motivating designing and creative activities with pupils at home	Send home creative challenges during focus sensory weeks Consider inviting parents into lessons	Photos and videos uploaded and shared via Tapestry.	Alice and Jessica Class Teachers	July 2026	6. To improve communication with parents, staff and stakeholders
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SUBJECT PRIORITY 2: Increase the amount of classes using the Food Technology room to participate in learning activities.

Member of staff with overall responsibility: Alice Bryant and Jessica Johnson

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	SIP REF
Assess learning environments and resources	Ensure equipment and communication aids are available to all Budget increased for new equipment Look at Food Technology room timetable	Pupils exposed to a wider variety of resources, ingredients, equipment Pupils using new equipment and engaging in new activities	Alice and Jessica	September 2025	4. To develop an extended Sensory Development and PMLD Curriculum
Discussion with Teachers about barriers to the Food Technology room	Have conversations with teachers about how their lessons are going, their opinions, what they need more of Feedback questionnaire sent out to teachers	New equipment and visual supports in the Food Technology room Increased confidence for staff delivering learning in the Food Technology room	Alice and Jessica	September 2025	3. To improve Recruitment and Retention Plan 7. Continued Professional Development

SUBJECT PRIORITY 3: To organise Design Technology resources and link to topics with an emphasis on sensory curriculum learning.

Member of staff with overall responsibility: Alice Bryant and Jessica Johnson

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	SIP REF
Assess learning environments and resources	Ensure equipment and communication aids are available to all Sort through DT and FT resources, order replacements and label everything topic specific. Budget increased for new equipment Speak to the kitchen about ordering ingredients	All pupils can access resources and equipment and delivered meaningfully to them Topics well resourced specifically for each topic in the overview Pupils using new equipment and engaging in new activities Less broken/missing equipment	Alice and Jessica	September 2025	4. To develop an extended Sensory Development and PMLD Curriculum

Clear signage and symbols to enable subject leads to keep a track of what is being used	New symbols and sign out sheets				
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