

Design and Technology Policy

Introduction

At Burton C of E Primary School our Design and Technology teaching prepares pupils to participate in tomorrow's rapidly changing world. Children learn to produce practical solutions to real problems, with the ability to reflect on and evaluate design. Through investigation, exploration and creativity our pupils will develop skills in design and construction, utilising tools effectively.

Intent

At Burton CE Primary School we aim to:

- Engage the interest of all children by providing a curriculum that is challenging and enjoyable.
- Develop confidence in all, each pupil will have the knowledge they can solve a technological problem, through design, construction, evaluation and modification.
- Provide all pupils with equal access and opportunity to Design and Technology equipment and its uses in everyday life.
- Ensure pupils have good Health and Safety attitudes and habits.
- Investigate technological advances throughout history and use these to inspire pupils with their creations.
- Ensure progression and differentiation within the process of DT in line with individual needs of the pupils.

Implementation of Design and Technology

DT in the Foundation Stage

Within the Foundation Stage Design and Technology is covered within the primary strand Physical Development, the secondary strand Expressive Arts and Design and also within Characteristics of Learning stages.

Teaching is practical and purposeful, with each pupil being engaged in individual DT projects.

During the foundation stage year pupils will learn how to use: scissors, tape dispensers, treasury tags, staplers, split pins, paper clips and hole punches. Pupils are encouraged to think imaginatively and talk about what they like and dislike when designing and making.

Pupils will experience early skills needed for food preparation and will discuss and taste a variety of foods.

There will be opportunities for threading, sewing and weaving as well as exploration of fabrics and materials.

Early stages of woodworking are experiences, mostly in a play format.

DT is monitored and assessed using Development Matters Statements and through observations of Characteristics of Learning.

Each term the children are set an independent challenge to complete a simple craft using the tools and resources available.

At the end of the academic year judgements will be made using the Foundation Stage Profile.

Progression – EYFS expectations in Burton School

	Modelling leading to woodwork	Sewing and Textiles	Construction using toys	Cooking and Nutrition
Key Skills	- To handle tools safely. - To join materials using a variety of resources. - To use pieces of sandpaper and wood, a hammer and pegs.	- To describe textiles by the way they feel. - To join fabrics using glue. - To add stitches to a piece of fabric.	- To build a model using basic toys – Stickle bricks, Lego, Mobilo. - To make a solid wall. - To make a vehicle with moving wheels.	- Washing fruit and vegetables - Cutting soft ingredients using a strong plastic knife - Mixing – spoon or hands - Sieving - Kneading - Rolling, shaping and cutting dough - Spreading
Key Knowledge	- Things can be put together to make them stronger or work differently. - Different joins need different joining apparatus. - Tools need to be used safely. - Hammers are for hitting. - Sandpaper is for smoothing. - Special equipment is needed when you use tools.	- A needle needs to move in and out. - Sewing joins two pieces of fabrics together. - You can add things to fabric using thread. - Stuffing makes a toy soft.	- Some toys can be used for building - Lego bricks join together. - Cars need wheels to move.	- You can make biscuits by mixing food items. - You can roll a dough. - You can cut out a shape. - That cake tastes good and can be enjoyed. - That cake is made by mixing food items. - That cake needs cooking in an oven. - Chocolate can melt when hot. - Chocolate is solid when cold. - Chocolate can stick cereal together. - Ice can melt and it is turns into water.
Key vocabulary	- Cut - Scissors - Join - Sellotape - Refine - Staple - Treasury tag - Split pin - Hole punch - Hammer - Wood - Tools - Safe - Wood - Tools - Safe - Tap - Accurate - Sandpaper - Rub	- Push - in - Build - out - Cotton - Stitch - Pinch - Join - Stuff - Attach - Threading	- Model - Solid - Moving - Problem - Stability - Strength - Interlocking - Rolling	- Mixing - Weighing - Recipe - Oven - Bowl - Spoon - Melt - Setting - Ingredients - Trey - Cutter - Flour - Sugar - Butter - Syrup - Scales - Icing sugar - Rolling pin - Sieving - Eggs - Beating - Spreading - Decorating

DT in the Key Stage 1

Design and Technology in Key Stage 1 builds on the skills pupils have gained in the Foundation Stage. Pupils will now begin to design with a purpose, gathering resources and constructing with independence. They will analyse and evaluate their products against success criteria.

Pupils are given opportunities to explore DT during focus lessons as well as part of Let's Explore.

The pupils are now expected to work neatly, thinking carefully about presentation as they plan and work.

Pupils will begin to gather information related to products, researching the effectiveness of everyday appliances and products.

They will have experience of designing using ICT equipment as well as recording the production progress.

Planned progression of skills for DT – Key Stage 1 expectations in Burton School

	Modelling leading to woodwork	Sewing and Textiles	Construction using toys	Cooking and Nutrition	
Key Skills	- To make a structure. - To describe the materials within a structure. - To measure out and mark out materials needed for a structure. - To finish off work so it looks neat and tidy. - To screw in several screws already started using a screwdriver. - Bolts and nuts through wood. - Assemble, join and combine materials and components	- To make a product out of textiles. - Measure <u>mark</u> out and cut fabric. - To sew in a running stitch. - To make sure work is neat and tidy.	- To make a structure with moving components – hinges, turn tables, wheels etc. - To build following instructions. - To build a complex model using trickier construction toys – K’nex, Technic Lego	- Cutting using a small knife - Cutting with scissors - snip herbs/lettuce - Using measuring spoons - Rubbing in - rubbing in flour and butter with fingertips is called for in many recipes - Beating and folding - show children how to beat cake mixture with a wooden spoon or fold in egg whites without knocking out too much air - Greasing and lining a cake tin or tray - Peel oranges - Setting the table	
Key Knowledge	- Tools need to be used safely. - Screwdrivers are turned to make a join. - Nuts and bolts work together to make a join. - Special equipment is needed when you use tools. - Saw are used for cutting. - You can join wood. - An axle secures the wheel so it can turn. - Scissors need to be used safely. - When designing, you need to meet the requirements of the build. - Size and location of a cut can have an effect on the build.	- A needle needs to be used safely. - A running stitch is when you sew in a line. - Cutting fabric carefully is important so your make looks neat.	- Lego can move if you use the correct pieces. - Lego can be joined in different ways depending on the reason you use it. - Lego models can be made if you follow instructions	- It is important to have clean hands when preparing food. - A knife needs to be used safely. - Spreading with a knife and cutting are a different motion. - Some ingredients cannot be mixed by using a spoon. - To make scones you need to carefully follow a recipe. - If you don't grease a tray, food will stick to it. - Scones need to be cooked. - Scones taste different when cream and jam is added. - Fruit and vegetables are healthy. - That it is important to have clean hands for food preparation	
Key vocabulary	- Wood - Joining - Nuts - Bolts - Screws - Screwdrivers - Fasten - Secure - Axle - Wheel - Plan - Saw - Tech card - Construction - Resources - Tools - Measure - Accurate	- Measure - Problem <u>solve</u> - Fluorescent - Aluminous - Refine	- Running stitch - Needle - Cotton - Sewing - Threading - Template - Rag out - Stuffing	- Wheels - Instructions - Machine - Movement - Invention - Creation - Magical - Fantasy - Imagination - Hinge - Turn table	- Ingredients - Tray - Shape - Folding - Rubbing - Grease - Sieving - Mixing - Measuring spoon - Spooning - Weighing - Grams - Recipe - Amount - Cutter - Flour - Sugar - Butter
				- Syrup - Scales - Icing sugar - Beating - Peeling - Cutting - Blending - Fruit - Healthy - Hygiene - Yogurt - Fruit names - Blender	

DT in Lower Key Stage 2

In Lower Key Stage 2 pupils will begin to explore more challenging tools and equipment. They will have good knowledge of safely, gaining many skills in handling. Pupils construct after thorough investigation, independently researching for all DT projects.

Pupils may work in a team or on their own on a range of designing and making activities. They utilise ICT equipment and apply their knowledge of mathematics, science and construction as appropriate.

Planned progression of skills for DT – Lower Key Stage 2 expectations in Burton School

	Modelling leading to woodwork	Sewing and Textiles	Construction using toys	Cooking and nutrition
Key Skills	- To join materials using permanent and temporary fixings. - To add mechanical elements to my structures to make movement. - To combine a number of components in my product. - To use simple circuits to make movement or light. - To use a vice to hold the wood in place. - To saw under high levels of supervision. - To use large nails. (<u>cautels</u> to hold nail in place)	- Select appropriate textiles for a product. - Use sharp scissors accurately to cut textiles. - To know the texture and properties of materials and choose appropriately. - To applique fabrics using basic sewing skills. - To improve designs as you work	- To make instructions for making a basic model that moves. - To add a mechanical element to a model following instructions. LEGO WEDO - To use computer software to control a model made out of toys.	- Following a simple recipe - Finding ingredients in the cupboards and fridge - Peel, slice, grate, mix, spread, knead and bake. - Using heat on a hob and microwave - Making salads - Weighing - pouring or spooning ingredients into scales.
Key knowledge	- Tools need to be used safely. - Sometimes specialist protective wear needs to be used. - Joins provide strength or movement. - Decisions during the design process need to be made to find the best joint for the purpose	- Recycling/upcycling is important for the environment. - Running stitch can be used to secure two bits of fabric. - Applique is the application of items to fabric. - Cutting fabric accurately is essential. - How to thread a needle.	- Lego can move using a motor. - Lego can be programmed. - Lego instructions are important if you want your Lego to work properly.	- Pizza needs to be cooked. - You need to follow a recipe to make a pizza dough. - You can change the toppings on a pizza. - It is important to weigh ingredients to get the correct quantity. - Knives must be used safely. - Fruit and vegetables are essential to keep our body healthy and full of energy. - Salads can be made using many ingredients. - You can peel, slice or grate fruits and vegetables.
Key vocabulary	- Elastic band - Launch - Join - Glue gun - Movement - Strength - Catapult - Trebuchet - Position - Directional - Counterweight - Sling - Nail - Hammer - Saw	- Running stitch - Applique - Thread - Needle - Template - Alteration	- Instructions - Accuracy - Motor - Programming - Joint - Hinge - Rotate - Cable - Software - Algorithm - Construct	- Knead - Prove - Slice - Dough - Topping - Combine - Sauce - Ingredients - Recipe - Savoury - Hygiene - Spreading - Baking - Chop - Slice - Grate - Peel - Wing names - Salad - Prepare - Hygiene - Chopping board

DT in Upper Key Stage 2

In Upper Key Stage 2 pupils have good knowledge of safely, gaining many skills in handling. Pupils continue to construct after thorough investigation, independently researching for all DT projects.

Pupils utilise ICT equipment and apply their knowledge of mathematics, science and construction as appropriate.

They work at a very high level using everyday technology and tools to enhance their product. They learn to control apparatus such as sewing machines, whisks and microwaves and understand the importance of refinement and appeal.

Planned progression of skills for DT – Upper Key Stage 2 expectations in Burton School

	Modelling leading to woodwork	Sewing and Textiles	Construction using toys	Cooking and nutrition
Key Skills	- To explore mechanical elements such as pneumatics and hydraulics. - To have strong and stable joins in structures. - To use joins that are flexible and allow for dismantling of folding. - Continue year 3/4 activities thinking of additional elements – Refinement - Decorative combinations - Respect for tools and materials.	- To combine materials to improve design for strength or visual appeal. - To join materials to make products with permanent or temporary fastenings. - To cross stitch and sew using a machine. - To describe the qualities of materials and to say why it is the most suitable choice.		- Planning and preparing a family meal - Following a simple recipe with several elements (baking a cake, making a filling, icing / decorate) - Finding ingredients in the cupboards and fridge - Peel, slice, grate, mix, spread, knead and bake. - Whisking, using a balloon whisk or handheld mixer - Using heat on a hob, oven and microwave - Opening cans
Key Knowledge	- Tools need to be used safely. - Sometimes specialist protective wear needs to be used. - Joins provide strength or movement. - Size and accuracy is a key factor when cutting	- To thread a needle - To sew a cross with stitches - To move fabric through a sewing machine.		- Bread rolls are made by combining ingredients and kneading the dough. - Rolls need to be left to rise before baking. - Vegetables can be peeled, grated and sliced. - Ovens and knives must be used safely. - To make a trifle you need lots of time for cooling, heating and setting. - A trifle must be chilled not cooked. - You can make different flavour trifles.
Key vocabulary	- Join - Dowel - Saw - Vice - Measure - Gloves - Goggles - Construct - Centre point - Accuracy - Decoration	- Cross stitch - Bjppa - Threading - Needle - Cotton - Sewing machine - Bobbin		- Heat - Chop - Slice - Peel - Grating - Knead - Prove - Yeast - Vegetable names - Induction hob - bridge hold - Whisk - Melt - Solidify - Recipe - Combine - Chill / cooling - Heating - Setting - Decorate

Teaching and Learning in DT across the school

Teachers have high expectations and an enthusiasm for Design and Technology. They will have a high level of skills in construction, planning and evaluation, passing on their skills to the pupils. They will allow the pupils opportunities to be independent in their research, design and construction enabling pupils to be imaginative and creative.

The school places high priority on displaying the pupils design and technology products. There are several structures around the school which are permanent or reoccurring.

The Design and Technology Curriculum

The DT curriculum at Burton CE Primary is engaging and stimulating. Where possible it will be taught as part of cross-curricular learning themes. However, some units will be standalone projects to be taught to ensure appropriate progression and coverage of a range of skills and techniques.

The pupils will also take part in a six week programme of Forest Schooling. This will be additional to the school's DT teaching and will cover the use of many tools, building techniques and outdoor construction.

Where appropriate outside agencies are involved in Design projects. Pupils are encouraged to seek advice and question to gain a greater understanding of the challenge ahead of them.

All learning will be based on individual needs. DT will be differentiated as appropriate, ideally with the children's interests as key.

Monitoring and Evaluation

The subject leader will monitor Design and Technology throughout the school. They will check planning, observe lessons, scrutinise work, perform pupil interviews, gather assessment data, monitor curriculum coverage and ensure good standards in teaching and learning. The subject leader will also support other colleagues in the teaching of Design and Technology.

Health and Safety

- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times
- Children should be taught to respect the equipment they are using and keep it stored safely while not in use.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.
- All jewellery should be removed and hair tied back when using more challenging tools and equipment.
- All safety equipment should be worn during tasks.

Further risk assessments for DT

Risk assessment – Modelling leading to woodwork

Hazard / Risk e.g. slip/trip hazards, electricity, equipment/activity related hazards	Who is at risk?	Current Controls in Place Are they adequate? Is the risk reduced as far as possible?	Level of Residual Risk Low, medium, high or very high?	Additional measures to control the risks
Woodwork Area – Impact with tools, tripping, cuts, impedement, amputation	Pupils, staff	- Locate in observable area - Monitored at all times by staff member (either in vicinity or close proximity) - Locate woodwork area in a position that reduces floor traffic - Ensure that the floor is clear of obstacles that could cause tripping - Limit number of children working in small area - Walk when transporting tools and hold by side - Instruction on how to use tools safely 1:3 ratio for most tools. Saw 1:1 - Ensure regularly checked – e.g. hammer head not loose - All equipment to remain in woodwork area - Misuse of tools will not be accepted - Ensure children wearing suitable clothing to move freely, for example remove gloves and scarves to facilitate coordination - Shoes to be worn	Medium	
Tools general – Impact to hands or body parts	Pupils, staff	- Walk when transporting tools and hold by side - Instruction on how to use tools safely 1:3 ratio for most tools. Saw 1:1 - Ensure regularly checked – e.g. hammer head not loose - All equipment to remain in woodwork area - Misuse of tools will not be accepted	Low	
Injury from being caught on a belt or from a tool being dropped	Pupils, staff	- Ensure children wearing suitable clothing to move freely, for example remove gloves and scarves to facilitate coordination - Shoes to be worn	Low	
Inhalation/toxicity – chemicals or paints with strong fumes	Pupils, staff	- Avoid using painted or treated wood or chemicals inside e.g. varnish, acrylic paint protector for outside use - If in doubt the product should not be used - Higher supervision ratio 1:1 if necessary - Differentiation to the activity – take into consideration the progression of skills and their abilities - Take into consideration sensory needs and make adjustments as necessary - Encourage peer on peer support and trial and error – pupils learn best by doing. Try to encourage independence - SEND in other curriculum areas does not always mean SEND in DT, please be aware when planning and enacting lessons - Instruction on how to use hammer safely - Dangers clearly explained - Fingers moved away when banging - Initial adult supervision 1:3 - Eliminate distractions - Adjust the type of hammer for the situation and the age of the children	Low	
Children with SEN	Identified children		Medium	
Hammer - hits	Pupils, staff	- Avoid using painted or treated wood or chemicals inside e.g. varnish, acrylic paint protector for outside use - If in doubt the product should not be used - Higher supervision ratio 1:1 if necessary - Differentiation to the activity – take into consideration the progression of skills and their abilities - Take into consideration sensory needs and make adjustments as necessary - Encourage peer on peer support and trial and error – pupils learn best by doing. Try to encourage independence - SEND in other curriculum areas does not always mean SEND in DT, please be aware when planning and enacting lessons - Instruction on how to use hammer safely - Dangers clearly explained - Fingers moved away when banging - Initial adult supervision 1:3 - Eliminate distractions - Adjust the type of hammer for the situation and the age of the children	Medium	Safety gloves can be worn

Risk Assessment for Cooking and Nutrition

Hazard / Risk e.g. slip/trip hazards, electricity, equipment/activity related hazards	Who is at risk?	Current Controls in Place Are they adequate? Is the risk reduced as far as possible?	Level of Residual Risk Low, medium, high or very high?	Additional measures to control the risks
General hygiene	Pupils, staff	- Pupils taught the need for personal hygiene - Ensure that warm water, soap and towels (disposable) are available - Cuts etc. are covered with waterproof adhesive dressings - The back long hair - Aprons are kept clean and washed between use / use of disposable aprons - Nail varnish is removed - Aprons to be removed when pupils are visiting the toilet during lessons - Pupils are taught about not sneezing/coughing into food e.g. into a tissue or elbow - Keep windows open for ventilation where possible	Medium	
Food contamination (food poisoning)	Pupils, staff	- Check staff member have an up to date food hygiene certificate - Pupils are instructed/educated on the significance of hygiene in the kitchen – e.g. the importance of washing hands with soap and water after handling certain foods like raw meat, or after sneezing, etc. - Different coloured chopping boards for different food types (or if all same colour, use separate boards to avoid cross contamination?) - Store food correctly in the fridge - Ensure food is clearly labelled - Separate chopping boards and utensils used for raw and cooked foods - Chopping boards and utensils used for raw food are washed up last - Equipment, including cutlery, should be stored in secure, clean conditions and used only for food preparation - Ensure ovens are the correct temperature - Check dates on food (use by, best before, etc.) - Once opened, food packaging should be appropriately sealed and kept for the recommended time on the packets	Medium	
Burns	Pupils, staff	- First aid kit on site, qualified First Aider on site - Fire blanket/CO2 extinguisher located in kitchen/cafeteria - COVID risk assessment in place for cleaning products - Pupils instructed in how to use even safety (if applicable) - Ensure correct supervision from a teacher/member of staff - Check ovens and hobs are correctly turned off at the start and end of all sessions - Ensure sleeves are rolled up when using a hob - Use a flameless hob where possible	High	
Cuts	Pupils, staff	- Ensure pupils know how to use heat sources correctly - Ensure past handies are turned towards away from pupils - Ensure correct cooking utensils are used e.g. non-heat conducting - Ensure oven gloves are used - First aid kit in kitchen, qualified First Aider on site - Pupils should receive correct education and training for age-appropriate knife skills - Use bridge and claw technique - Use snipping technique - Correct face and sharpness of knives are used - Knives are kept in a locked draw, box or cupboard - Soft tools are used when learning knife skills - Use of knives is supervised by an adult if required - Pupils are aware of how to manage cuts - Blue plasters are kept in the first aid kit in the cooking room/easily accessible during cooking lessons - Pupils are aware of how to manage cuts - Box graters are used on a flat surface - Grating is introduced using appropriate foods (e.g. hard or soft)	Medium	
Choking, allergies, intolerances	Pupils, staff	- An ingredients check letter has been moved to pupils at the start of each year/homework - Members of staff have a record of pupils' allergies or dietary needs. This is accessible during cooking lessons - Staff have received training on allergies and how to manage allergic reactions - Allergies and dietary requirements are included in the whole school food policy as a stand-alone policy - Recipes are adapted to ensure they are safe and inclusive - Lesson plans and recipes have key allergens listed - Staff check labels and packaging for allergens - Chairs are safely removed from tables/furniture under - Bags and coats are removed from cooking areas - Spillages are reported to a member of staff and cleaned promptly - Pupils are reminded to move around the classroom safely e.g. walk - There is a visual check to ensure all walkways are clear, no obstructions, etc. - Exit floor signs are available	Low	
Tripping, slip, fall	Pupils, staff	- Chairs are safely removed from tables/furniture under - Bags and coats are removed from cooking areas - Spillages are reported to a member of staff and cleaned promptly - Pupils are reminded to move around the classroom safely e.g. walk - There is a visual check to ensure all walkways are clear, no obstructions, etc. - Exit floor signs are available	Medium	

Risk Assessment for Sewing and Textiles

Hazard / Risk e.g. slip/trip hazards, electricity, equipment/activity related hazards	Who is at risk?	Current Controls in Place Are they adequate? Is the risk reduced as far as possible?	Level of Residual Risk Low, medium, high or very high?	Additional measures to control the risks
Needle stitching injury during use	Pupils, staff	- Children to be taught to watch the needle carefully and to negotiate their fingers away from the sharp end - Needles to be placed safely in the fabric when not in use for a brief amount of time - Number of needles used to be counted, so all can be returned to the pot safely - Pupils to sit whilst sewing - Pupils to be explained rules of sewing and risk assessments should be created or shared with the pupils - Any negative behaviour to be explored following school policies and if necessary, the pupil to be removed from the activity	High	
Carelessness with needles	Pupils, staff	- Pupils to be explained rules of sewing and risk assessments should be created or shared with the pupils - Any negative behaviour to be explored following school policies and if necessary, the pupil to be removed from the activity	Low	
Cut from scissors when snipping fabric or thread	Pupils, staff	- Scissors to be used whilst sitting on a chair with at 4 legs on the floor - Scissors to be appropriate for the age group using them and should never be sharp enough to slice - Scissors to be held in the correct manner and carried with a closed fist when moving around the room - Scissors should be used with high levels of supervision - Appropriate fabric should be used to ensure it is not too tricky to cut and manipulate - Long lengths of thread should be discouraged - Pupils told not to thread cotton wool/buds around their fingers/body part as they work, especially if at the sewing machine - If completing a small unit, ensure cord is not wrapped around feet whilst stepping around	Medium	
Finger or body part trapped in thread	Pupils, staff	- Scissors should be used with high levels of supervision - Appropriate fabric should be used to ensure it is not too tricky to cut and manipulate - Long lengths of thread should be discouraged - Pupils told not to thread cotton wool/buds around their fingers/body part as they work, especially if at the sewing machine - If completing a small unit, ensure cord is not wrapped around feet whilst stepping around	Low	
Injury from unclipped stuffing	Pupils, staff	- Train the children to point away from the body - Pupils must sit whilst attempting to unclip and have a clear space in front of them so the unclipped stuff does not slide out	Low	
Choking or inhaling stuffing	Pupils, staff	- Pupils to use stuffing in an open space - Pupils must always be supervised to ensure there is no consumption of stuffing - Appropriate stuffing must be purchased to ensure it is safe for pupil use - Inhalation is an issue as fine fractions of stuffing do fly off, you can feel them as you breathe if working with stuffing for a longer period of time	Low	
Injury from sewing machine	Pupils, staff	- Teach all users how to lift machinery - Train users how to touch the machine safely, ensuring fingers and hair is clear of needles/pedals and moving parts - Unplug machine when not in use – ensure it is safe to use and there is no damage to cables – ELECTRIC SHOCK RISK	Medium	Eye protection can be worn
General advice		- One pupil to use a machine at a time with adult supervision - Site machine with good spacing as no risk of tripping over wires and cords or getting tangled in other classroom apparatus - Provide a good test for the pupils and adults to use whilst working – correct height and stability - Use guard if there is one available - Firing needle parts – sewing machines may break needles, ensure other pupils are far away and pupils using it are protected as much as possible		

Risk assessment – Construction using toys

Hazard / Risk e.g. slip/trip hazards, electricity, equipment/activity related hazards	Who is at risk?	Current Controls in Place Are they adequate? Is the risk reduced as far as possible?	Level of Residual Risk Low, medium, high or very high?	Additional measures to control the risks
Toys general – Impact to hands or body parts	Pupils, staff	- Walk when transporting toy boxes safely - Instruction on how to use toys safely - Ensure toys are regularly checked – e.g. no sharp or broken parts - All equipment to remain in dedicated area e.g. not all over the floor having fallen off of the table	Low	
Injury from being caught on a toy or from a toy being dropped	Pupils, staff	- Ensure toys are regularly checked e.g. no sharp or broken parts - Toys not to be stored too high - No toy to be too heavy for the children who are intended to use it - Shoes to be worn	Low	
Choking	Pupils	- All toys to be checked for choking possibilities - EYF5 children in particular to be highly supervised when using smaller toys that could get stuck if swallowed - Clear expectations for all regarding putting things in mouths - Higher risk with playdough - Staff to be aware of children with potential Pica Eating Disorder (a need to put things in their mouth) - Staff to be first aid training to provide emergency assistance if needed	Low	
Fall from height / injury from falling children with SEN	Pupils identified children	- All outdoor larger DT equipment including construction to be checked prior to session - Pupils appropriately supervised and briefed on correct techniques - Higher supervision ratio 1:1 if necessary - Differentiation to the activity – take into consideration the progression of skills and their abilities - Take into consideration sensory needs and make adjustments as necessary - Encourage peer on peer support and trial and error – pupils learn best by doing. Try to encourage independence - SEND in other curriculum areas does not always mean SEND in DT, please be aware when planning and enacting lessons	Low	Medium

Policy Review

The Design and Technology Policy should be reviewed by the subject leader in the Summer Term 2025

S M Vaughan