



Inclusion Support Strategies for the Curriculum – Design & Technology

| Cognition and Learning | |
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| Learning Challenge | Provision |
| Understand the task | <ul style="list-style-type: none"> • Provide step by step, achievable mini outcomes. • Repetition. • Modelling from adult or able student. |
| Cognitive overload (working memory) | <ul style="list-style-type: none"> • Avoid split-attention e.g. modelling a task or providing clear instructions to read, not both. • Differentiate by breaking tasks down into smaller steps, each with a defined outcome. |

| Communication and Interaction | |
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| Learning Challenge | Provision |
| Using topic specific vocabulary | <ul style="list-style-type: none"> • Explicit teaching of new vocabulary. • Displays include vocabulary written prominently and in child-friendly font. • Refer to topic specific vocabulary regularly during teaching input. • Word banks/prompts to scaffold written part of the topic. |
| Struggling to follow instructions | <ul style="list-style-type: none"> • Modifying the task. • Allow child to choose a space to work in or resources they want to use. |
| Communicating with others in the lesson | <ul style="list-style-type: none"> • Allow time for child to respond to questions. • Give child warning if you're going to ask/expect an answer to a question. • Use a card system for them to show when they may need support. |

| Social, Emotional, Mental Health | |
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| Learning Challenge | Provision |
| Anxiety towards new or unfamiliar tasks or fear of getting it wrong | <ul style="list-style-type: none"> • Modifying the activity. • Talking to individuals about anxiety and what could be done to improve/help. |
| Challenging behaviour | <ul style="list-style-type: none"> • Allow movement or release breaks/different work environments such as a wall table. • Modify activity and expectations. • Smaller groups. • Clear instructions. • Adult support. |
| Sabotaging work if it's not perfect | <ul style="list-style-type: none"> • Try to work out signals and signs that the child is becoming frustrated before they sabotage it. • Encourage/praise. • Adults support if becoming dysregulated. |



| Sensory and Physical | |
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| Learning Challenge | Provision |
| Physical impairment | <ul style="list-style-type: none"> • Modified resources/adult support. • Modified tasks. |
| Visual impairment | <ul style="list-style-type: none"> • Adult support. • Demonstration of how to use equipment. • Larger/smaller space. • Differentiated task. |
| Dislike of the sensory aspect of some resources e.g., Modroc/sound of charcoal etc. | <ul style="list-style-type: none"> • Allow child time to try out the resources before the lesson. • Consider a different medium for that child. |