



Inclusion Support Strategies for the Curriculum – Art and Design

Cognition and Learning	
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.

Communication and Interaction	
Learning Challenge	Provision
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	
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	
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.

- Allow child time to try out the resources before the lesson.
- Consider a different medium for that child.