Inclusion Support Strategies for the Curriculum – Design and Technology

Cognition and Learning:	
Learning Challenge:	**Provision:**
Understanding the task.	• Provide step by step, achievable mini outcomes. • Repetition. • Modelling from adult or able student.
Cognitive Overload (working memory)	• 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:	
Learning Challenge:	**Provision:**
Using topic specific vocabulary	• 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	• Modifying the task. • Allow child to choose a space to work in or resources they want to use.
Communicating with others in the lesson.	• 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. Fear of getting it wrong.	• Modifying the activity. • Talking to individuals about anxiety and what could be done to improve/help.
Challenging Behaviour.	• 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.	• Try to work out signals and signs that the child is becoming frustrated before they sabotage it. • Encourage/praise. • Adult support if becoming dysregulated.

Sensory and Physical:	
Learning Challenge:	Provision:
Physical Impairment.	• Modified resources adult support. • Modified tasks.
Visual Impairment.	• 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.