



Ensure representation of neurodivergent/disabled designers

Plan for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording

Break down learning into small steps with few instructions

Peer support, Use guided group work or peer support for collaborative tasks.

Visual: maps, photos, videos, infographics, symbols.

Support understanding with trips if appropriate

Use visual word banks

Celebrate different ways of learning and sharing knowledge.

Link learning to areas of interest

Ensure when teaching a multi sensory approach is used – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video

Be mindful of sensory needs e.g. noise/ taste/ food

Adapt tools when appropriate e.g. wide paintbrushes, thicker pencils

### Creating an Inclusive DT Classroom

Ensure children have appropriate space to work.

Pupils are assigned specific roles (eg chair, writer, reporter, observer) Which gives all pupils something to do and keeps them focused. This also helps support team work.

Ensure there is room for pupils with mobility difficulties to obtain their own resources, equipment and materials.

Add colour coding, symbols, and tactile resources

Value local and cultural knowledge—children from different backgrounds can share experiences.

Sentence stems

