Inclusivity in DT

At Watton Westfield Infant and Nursery School and Watton Junior School, we provide adaptions and support within each curriculum area to enable a fully inclusive environment. We aim to minimise, overcome, and remove barriers so that all pupils can fully take part and learn in a Safe Meaningful, Inclusive Learning Environment. SMILE	**Communication and Interaction** • Time to verbally rehearse answer, • Use of talk partners or turn-talk-tell, • Use of adult to model and scaffold communication skills, • Availability of different samples of products • Use of visuals – gestures and pictures to support understanding, • Ample opportunity to develop communication skills throughout all lessons, • Pre-teaching, • Word mats, • PECS/Sign-a-long,	**Cognition and Learning** • Revisit knowledge from previous lessons • Word banks (on screen) • Working with peers • Time to explore and create • Sufficient time to do activity.
EAL • Visuals, • Bilingual word mats, • Task adapted to focus on skills they need,	**Social, Emotional and Mental Health** • Breaking down learning into small chunks, • Allowing ample processing time, • Brain breaks, • Alternative methods of recording,	**Physical and Sensory** • Fidget toys • Brain breaks, • Pencil grips, Clicker, • Quiet places,

• If possible, pair them up with another native speaker, • Additional time to support modelling task in small group basis.	• Quiet/safe areas, • Adapted tasks to fit their needs and interests, • Adult check-ins, • Time-out cards, • Fiddle toys, • Ear defenders, • Use of emotions faces • Regulation station	• Consider the seating plan/work area, • Coloured paper and backgrounds/overlays, • Dyslexia friendly books, • Adapting learning to interests, • Awareness of heat, light etc • PECS/Sign-a-long,