



Supporting Learners with SEND in Computing



<p>Creating an inclusive environment</p>	<ul style="list-style-type: none"> - All SEND children have access to opportunities to engage in their Computing learning beyond the classroom. - Opportunities will be given throughout the school day to build upon Computing and technology experiences. Teachers will consider ways in which to use technology within the classroom to facilitate this. - Considerations given to the position of learners during Computing lessons to suit their sensory needs. - Considerations about the deployment of teaching staff within Computing lessons will be based on all children's individual needs. - Considerations given to whether some pupils would be best working with the whole class, in a small group or 1:1 with an adult - Use of ICT to support other areas of the curriculum will be encouraged. - Consideration of the physical layout of the work space ensuring that all learners can access the equipment needed in the lessons - Teachers will have a great understanding of how learners best learn – visual, auditory, kinaesthetic – and apply the multi-sensory approach in the Purple Mash curriculum to support this - Visual cues given to children as well as oral ones to help pupils understand what is expected from them in their Computing session. - Visual timetables will be in place in all classrooms to prepare learners from all subjects including the teaching of Computing.
<p>Curriculum considerations</p>	<ul style="list-style-type: none"> - All learners given the opportunity to share their learning to the wider school community. - Correct terminology used and embedded across the school to ensure consistency - Visual cues given to represent Technological vocabulary - Use of ICT to support learners in all aspects of the school curriculum. - Visual resources to support all learners.
<p>Strategies to scaffold learning</p>	<p><u>Learners who struggle with attention:</u></p>

- Adaptations to the learning environment to maximise their ability to attend to the teacher and access resources
- Pre-teach elements of the lessons to learners so they only have to attend for short amounts of time. This may just be the meaning of vocabulary.
- Length of teaching inputs will be considered based on pupil's individual needs, age and class needs.
- Particular roles given to children who are going to struggle with their attention
- Use of the Purple Mash step-by-step instructions to break down tasks.

Learners who have sensory needs:

- Considerations to the size of the group they work in, to ensure that children are not overwhelmed
- Headphones can be provided for those learners who require it when accessing Chromebooks or iPads.
- Use of accessibility features such as voice recording or voice to type to support recording.
- Opportunities for learners to use technology in a variety of ways will be encouraged.

Learners who have literacy difficulties:

- Visual aids will be provided to those who require it. Eg- logos, symbols related to computing topic.
- Strategies such as modelling and demonstrating used to take the literary element away
- Physical, visual and graphic representations will be considering supporting learners with literacy difficulties.
- Use of teacher voice notes to aide instruction and child-added audio for recording purposes.

Learners who struggle to retain vocabulary:

- Pre-teaching of vocabulary and key terms before the lesson starts
- Recapping terminology at the beginning of each lesson
- Visual word banks with pictures attached to support understanding
- Key Computing vocabulary referred to throughout the school day as well as just in Computing lessons

Learners who need additional time to support their conceptual understanding:

- Use of, and prompts to refer to, step-by-step instructions to break down content into small steps to build understanding with the help of all teaching staff. (Teacher, teaching assistants and 1:1's)
- Now and next cards used
- Visual timetables and success boards.

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| | <ul style="list-style-type: none">- <i>Maximised opportunities to model, demonstrate and imitate to encourage participation through a scaffolded experience.</i> |
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