Adaptations for children with SEND in Computing

Cognition and Learning	Communication and Interaction
● Clear modelling of tasks ● Pre-teach new vocabulary ● Identify key vocabulary being taught and ensure understanding ● Display board/flipchart to display key vocabulary this may needs to be accompanied by visuals/Word mats given ● Children given copies of what is on board so that they are not required to copy ● Repetition of teaching of key vocabulary and skills to support knowledge being transferred into long term memory. ● Rehearsal of key vocabulary in a variety of ways - quizzes, questions, discussions. ● Build on existing learning – what did we learn last week, what will we learn next? ● introduce learning in smaller chunks - easy to follow checklists where appropriate and skills practised before moving on ● use of ICT to record understanding – video role play, speech to text, photos, post it notes in floorbooks ● use of familiar contexts to introduce new programming and computer science concepts, such as repetition and selection. ● Use of unplugged tasks, to reduce the amount of new information being introduced at one time. ● Coloured background when using whiteboard ● Children are able to to present their learning through a range of media, for example animations, videos, comic strips and graphic organisers.	● Now and Next boards ● Checklists to help with organisation ● Structured routine in the lesson ● Use of visuals ● Regularly model the use of key vocabulary in sentences so that learners can hear them being used in the correct context. ● Use questioning to recap the meaning of key terminology on a regular basis and actively encourage learners to apply terms in class discussion and written work, so that they become part of the learner's everyday language. ● Multi-sensory approach to support spoken language – pictures, concrete resources, role play ● Instructions in manageable chunks, use of sound buttons ● Slow down delivery to allow processing time – time to talk ● Display key vocabulary on a working wall for learners to access each lesson or display terms that will be used in the lesson on the board for learners to refer to. ● Speech frames given to support ● Talk partners used
Sensory and Physical Needs	**Social, Emotional and mental Health difficulties**
● Provide information in a range of formats – e.g. text, images, video, and audio – so that students with sensory disabilities can access content and to support children that find reading challenging ● Careful seating arrangements	● Now and Next boards ● Clear behaviour expectations modelled by teachers ● Use of social stories and comic strip conversations

Adaptations for children with SEND in Computing

- Visual: Coloured background when using whiteboard, use of screen readers and magnifiers
- Avoid getting child to copy from the board
- Appropriate print size used and text read out for child where needed
- Hearing: Careful seating
- Fiddle toys to support concentration or sensory needs
- Repeat contributions from other children
- Repeat instructions to the child
- More thinking time given
- Slow down speech to ensure key points heard and processed
- Co-ordination: Use of ICT or discussions and oral presentations to present thoughts and understanding rather than relying on writing
- Support with writing where needed: writing frame, lined paper

- Overlays for keyboards - larger letters. larger buttons

- Ensure cursar is enlarged

- Pupils with poor or slow typing can use Voice Typing in Google Docs to add content.

- Check in throughout the session to ensure they have understood the task, praise throughout the session.

- Provide all learners with planned movement breaks in lesson routines.
- Break down instructions- checklists to help them attend to the task independently.
- Quiet space to go to if children struggle with the content
- Wobble cushions to support sitting during discussion time

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