Supporting children with SEND
Computing

Inclusive and ambitious

The Teach Computing Curriculum has been written to support all pupils. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive. Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences. As well as scaffolded activities, embedded within the lessons are a range of pedagogical strategies which support making computing topics more accessible.

At Seamer and Irton CP School, we have also considered strategies which are ordinarily available to support our pupils who have SEND.

Maintaining an inclusive learning environment
As a member of teaching staff, we: • identify essential learning and misconceptions.   • pre-teach key vocabulary, supported by visual aids where possible.   • Consider non-computing barriers are provide support strategies to help overcome these   • have knowledge of individual learning plans to ensure support is appropriate.   • Consider pupils' interests.   • Provide additional specific resources or approaches, as required, to enable full access to the curriculum.   • Adapt tasks, where needed, to make the curriculum accessible to all.   • Focus instruction and encouragement on solving problems and the problem-solving process, rather than finding a single right answer.   • Ensure the learning environment is inclusive for all learners.   • Incorporate visuals that appeal to a wide range of learner interests and backgrounds.   • Include examples of learners and professionals with disabilities: the representation of a diverse range of figures in computing can send a powerful message to your learners.   • Arrange the learning space to promote collaboration and hands-on activities, whilst also being mindful of how learners will access their workstations.   • Consider what assistive technology devices could be embedded into practice to give opportunities for all learners to fully access lesson content.

Strategies to Support Learners with SEND	
How can I support learners who struggle to access lessons because of literacy difficulties?	As a member of teaching staff, I will: • Model the correct use of vocabulary. • Pre-teach essential vocabulary, providing learners with a word list supported by images, and use the vocabulary regularly throughout each unit with a consistent definition. • Break down complex tasks and routine skills for using software and hardware into smaller steps and create pictorial instructions, for children to follow. This can help our learners focus on one section at a time and have a clear set of goals. • listen to answers given and when reiterating points, rephrase sentences to include key vocabulary. • Consider if difficulties present barriers to completing a task and if so, modify the task to help mitigate these. For example, in the 'What can you tell me' task within the year 2 Pictograms unit, allow pupils to dictate sentences into a digital version of the worksheet rather than writing them down.
How can I support learners who struggle to retain vocabulary?	As a member of teaching staff, I will: • Pre-teach the essential vocabulary for each unit, provide learners with a word list supported by images and use the vocabulary regularly throughout the unit with a consistent definition. • Break down complex tasks and routine skills for using software and hardware into smaller steps and create pictorial instructions for children to follow • Embed opportunities to recall key terms within lessons. • Use memorisation techniques such as tracked retrieval practice to give learners the opportunity to revisit topics across the curriculum.

	• Use rephrasing techniques to strengthen learner answers with correct vocabulary.
	• Introduce new terms slowly and rehearse new words.
	• Get learners to interact with the key terms in various ways such as writing, speaking, mini games, questioning and more.
How can I support learners who need additional time to develop conceptual understanding?	As a member of teaching staff, I will:
	• Model examples and get learners to look at and discuss completed examples.
	• Walk through examples with my learners, giving them the opportunity to ask questions.
	• Provide time to revisit digital skills across all units to develop fluency. Some pupils may also benefit from extra time to practise these skills in small groups, or may need image-supported help sheets, to support specific repeated tasks, such as saving work.
	• support task completion by providing a template for pupils to modify – removing the fear of the blank page and helping to build confidence.
	• Break down the planning process into smaller parts which can be ticked off as each one is completed, and provide a planning scaffold for learners where required.
	• Assess and use learners' prior knowledge to create links between old and new content.
	• Identify any likely misconceptions and address these explicitly in lessons - for example, in the year 1 Moving a Robot unit, pupils might struggle with right and left turns and what this looks like for the BeeBot, so it is worth spending extra time modelling and practising this.
	• Provide repeated opportunities for pupils to revisit content in different ways.

How can I support learners who struggle with attention?	As a member of teaching staff, I will: • support task completion by providing a template for pupils to modify – removing the fear of the blank page and helping to build confidence. • Break down the planning process into smaller parts which can be ticked off as each one is completed, and provide a planning scaffold for learners where required. • Spend time revisiting digital skills across all units to develop fluency. Some pupils may also benefit from extra time to practise these skills in small groups, or may need image-supported help sheets to support specific repeated tasks, such as saving work. • Use learners' names in lesson presentations to further engage them in activities. • Praise learners on their contributions and for targets met, encourage them to continue and to have a growth mindset. • Consider the learning environment and potential distractions and make appropriate arrangements to remove these barriers. • Ensure instructions are clear and signposted. • Be concise in teacher-led delivery. • Chunk material in larger topics so learners can complete a range of engaging activities. • Check in with the learners throughout the activity, initially to check they have understood the task, to praise work completed and to challenge them further.