

SEND Provision- Computing



Adaptations we make to teaching strategies and the learning environment to ensure that all pupils have the best possible outcomes in English.

Communication and Interaction

Instructions are simplified, precise and direct. Time is given for each part of the instruction to be processed and completed.

Consider recording instructions onto a voice recorder/iPad and giving to individual pupils to play back as required.

Key vocabulary is identified in planning and is emphasised throughout learning sessions.

Flexible grouping and seating to ensure it is appropriate for the task and that the pupil can see the teacher and any visual prompts clearly.

Use of talk partners to prepare ideas for discussions in class.

Consideration of sensory overload and cognitive overload - Access to quiet, distraction free area as required. Work station in place (as required)

Teacher and support staff employ method of communication appropriate to need

TAs are used effectively (where available) to explain language used and to help understand questions

Different methods of recording: not always typing but using dictation and voice recording tools.

Provide assistive resources such as templates or diagrams to support pupil input.

If necessary, use a picture communicator for some symbols on the iPads or keyboard.

Use Seesaw regularly in school and at home to maintain a level of consistency of resources.

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Cognition and Learning

Pre-teaching of vocabulary, key skills and ideas
Ensure key vocabulary is visible - knowledge organisers/word bank

Repetition and revisiting of taught concepts to ensure secure knowledge - mini quizzes, fact recall, etc. Links to prior learning are explicitly made.

Make it visual - use of pictures, diagrams, photographs, etc.

Offer alternative methods of recording e.g. using finger to write rather than type, voice recording ideas, images rather than words, drawings or creating videos.

Adaptations for presentations (colour of background, printing out presentation, font)

Avoid the need for copying lots of information. Notes can be printed off or adult can be used as a scribe. Also, information they need could be presented on the device they're using.

Using photographs and video to record work - iPad. Dictate on Microsoft Word helps with writing.

Use whiteboards for recording steps of tasks, note taking, and to record ideas

Use spell check software, where possible, to check spellings.

Children often work in pairs so children can learn from each other.

Make links between previous lessons, topics and year groups clear.

When working on Book Creator on the iPads, the children continue working through the same book so are getting a recap of all of their previous work each week when they log back in to access this week's lesson.

Social, Emotional and Mental Health

Provide alternative groupings (as/when appropriate), paired work, mixed ability to build confidence and to provide positive role models.

Provide access to sensory materials (e.g. fiddle toy) as appropriate.

Use positive approaches, identify pupil strengths and praise these.

Escape Strategy - quiet place to reduce anxiety, used as a proactive strategy before high anxiety/challenging behaviour (where possible).

Be mindful of trigger points for specific children and how this may impact upon their learning. This is specific for e-safety lessons when topics could be quite triggering, so it may be advisable to prep the child before the lesson, if their teacher thinks this is appropriate.

Ensure resources for task are readily available.

Use a visual timer to extend time on task/to measure time on task.

Advance warning of changes to resources e.g. when we will be going into the computer suite and when we will be using the iPads.

Using specific areas of interest or give a role of responsibility to raise self-esteem.

Allow to doodle/make notes/mind maps when listening.

Transition times are carefully managed, with rules explained and practiced.

Provided with clear jobs during transition times e.g. when putting the iPads away they have something to do (could be as simple as sharing two things they've learned, telling their adult something they found out in the lesson or they have an iPad monitor job) or when packing away in the suite, having a clear set of instructions of keyboard on top of monitor, mouse on top of keyboard, headphones on the screen and stand behind your chair.

Chunking of learning

Use of ear defenders.

Physical and/or Sensory

Follow recommendations from external practitioners and experts pertaining to the individual needs of the child.

Pairings should be carefully considered to facilitate the accessibility of the lesson for pupils with physical and sensory needs.

Use of wobble cushion.

Ensure pupil is seated in the most appropriate position taking into account the child's specific need.

Not sharing resources if they don't like to share their physical space. iPads in particular.

There is effective and quiet ventilation in the computer room (turn the a/c off if needed).

Visual

Change the colour of their page (where appropriate) and change the mode on an iPad to either light or dark mode if necessary.

Use the zoom tool where possible, and teach children how to do this independently.

Consider lighting within the class - natural/artificial, which is most appropriate? Is additional lighting required? Glare on smartboard etc.

Intersperse spells of visual activity with less demanding tasks.

Offer a range of ways to record ideas, so the pupil can choose the most appropriate to support their vision (where possible)

Adjust screen resolution or use a bigger screen for pupils with a visual impairment.

Hearing

Make sure adult's face is always clearly visible and that everybody in the group can be seen.

Subtitles should be switched on when watching videos

Use lots of visual and concrete resources to explain key concepts

Check for understanding to avoid misconceptions

Gain pupil's attention before giving important information

Keep background noise to a minimum

If required, consider slowing speech rate a little, keeping natural fluency.

Repeat contributions from other children as their voices may be unclear.

Divide listening time into short chunks (when possible)

Key words are written on board to provide focus to vocabulary used in introduction and conclusion

Ensure headphones fit the child and the volume is to a suitable volume, ask the child if it is ok.

Physical

Use of writing slope.

Allow the pupil plenty of space to work, for example, where space allows, could the pupil be placed by a 'free desk'.

Ensure left and right-handed pupils are not sitting next to each other with writing hands adjacent.

Use alternative methods of recording (voice recorder, bullet points, drawings or images)

Teach typing skills/provide access to laptops/tablets to support recording skills.