INSPIRE Curriculum Support for SEND: Computing

In **COMPUTING** children with SEND are supported by quality first teaching using a range of strategies from our Thrive Teaching Toolkit and Walkthrus. We believe that all children are entitled to an education which meets their individual needs and our curriculum is differentiated to ensure all children make progress and learn more. Specific strategies are used in **COMPUTING** lessons to support children with SEND as detailed below.

Physical and Sensory Needs	Social and Emotional Needs
Use of accessibility features on iPad e.g. screen reader if required.	Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
Substitute some virtual resources for physical e.g. continue to use Beebots in Y2 instead of relying on app version for lesson delivery.	Allow time away from the screen so pupils can regulate, this could be by doing a job or using a "fiddle toy".
Provide headphones where required to ensure children are not overstimulated.	1:1 support provided where required, time out and pacing adapted to suit pupil needs.
Mixture of offline activities to increase sensory range including on paper, movement-based ensuring classrooms are organised for free movement.	Planning adapted to pupil sensitivities and coverage in e-safety content.
Online learning tools in all lessons to ensure pupils can work verbally, online and on paper if needed.	Spiral curriculum allows linking to earlier year material.
Verbal explanations simplified when needed and short chunked activities to support children who can become overwhelmed.	Scheme chunked and built upon prior learning which gives pupils opportunity to use prior learning throughout new learning.
	Mixture of individual partnered and group work. (ensuring the groupings are positive role models)
	To give transition warnings to pupils (may be a 5-minute warning) before iPad removal or new learning.
Cognition and Learning	**Communication and Interaction**
Same outcomes by different routes e.g. adapt previous year group materials to scaffold.	Rules of good listening and good use of iPads displayed, taught, modelled and regularly reinforced.
Pre-teaching key vocabulary/learning.	TA's used effectively to explain and support pupils to ask and answer questions.
Key vocabulary	Use of screen reader if necessary.
Knowledge organisers	Use of text to speech if necessary.
Retrieval and quizzing	Translation tools available for EAL pupils.
Segmented lessons taking account of cognitive load.	
Alter iPad screen when required.	1:1 support where needed.
Occasional opportunities to explore iPads and get familiar with different apps.	Read aloud to children and give opportunities for choral reading.
Introduce auto-correct for those children with dyslexia when using iPads for writing.	Explain activities clearly and slowly, using visuals when required.
Use word banks.	

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