



## SEND Provision for Computing at Austhorpe

<p style="text-align: center;"> <b>Assess</b></p> <ul style="list-style-type: none"> <li>• Modify assessment methods to accommodate the unique abilities and challenges of each student with SEND.</li> <li>• Allow for alternative ways of demonstrating understanding, such as project-based assessments, verbal explanations, or multimedia presentations.</li> </ul>	<p style="text-align: center;"> <b>Plan</b></p> <ul style="list-style-type: none"> <li>• Adaptation of teaching approaches and resources</li> <li>• Selection of appropriate technology</li> <li>• Identification of key vocabulary and concepts for pre-teaching</li> <li>• Planning scaffolded support within lessons</li> </ul>	<p style="text-align: center;"> <b>Do</b></p> <ul style="list-style-type: none"> <li>• High-quality adaptive teaching in class               <ul style="list-style-type: none"> <li>• Use of class discussions</li> <li>• Repetition of key learning</li> </ul> </li> <li>• Structured opportunities for rehearsal and practice</li> </ul>	<p style="text-align: center;"> <b>Review</b></p> <ul style="list-style-type: none"> <li>• Ongoing formative assessment within lessons</li> <li>• Evaluation of intervention impact</li> <li>• Adaptation of provision based on pupil need</li> <li>• Equipment audits evaluating where SEND students may need further technology</li> </ul>
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### Curriculum and Teaching Methods

<p><b>Collaboration and Communication:</b></p> <ul style="list-style-type: none"> <li>- Collaborate closely with special education professionals, parents, and caregivers to understand the unique needs of children with SEND in outcomes.</li> <li>- Maintain open and regular communication to discuss progress, goals, and strategies.</li> </ul>	<p><b>Accessible Hardware and Software:</b></p> <ul style="list-style-type: none"> <li>• Ensure that computing hardware and software are accessible and compatible with assistive technology devices or software that children with SEND may use.</li> <li>• Provide access to adaptive input devices, screen readers, or text-to-speech software as needed.</li> </ul>	<p><b>Visual and Multisensory Materials:</b></p> <ul style="list-style-type: none"> <li>• Provide visual aids, diagrams, images, and tactile materials to support childrens' understanding of computing concepts, programming, and digital tools.</li> <li>• Incorporate multisensory activities, such as interactive coding games or object-based learning, to make computing more engaging and accessible.</li> </ul>	<p><b>Adaptive Technology:</b></p> <ul style="list-style-type: none"> <li>• Utilise adaptive technology tools and apps designed for children with SEND to facilitate learning and participation in computing.</li> <li>• Ensure children have access to any necessary assistive technology devices or resources.</li> </ul>
<p><b>Coding and Programming Accessibility:</b></p> <ul style="list-style-type: none"> <li>• Use coding platforms and programming environments that offer accessibility features, such as text to-speech support, keyboard shortcuts, or large fonts.</li> <li>• Provide coding challenges that can be tailored to individual children's abilities and interests.</li> </ul>	<p><b>Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>• Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. Questions are prepared in different styles/levels for different pupils .</li> <li>• Pre-teaching / over learning where appropriate.</li> </ul>	<p><b>Scaffolding and Independence</b></p> <ul style="list-style-type: none"> <li>• Tailor computing instruction to accommodate diverse learning styles, abilities, and communication methods.</li> <li>• Offer a variety of teaching strategies, including visual aids, hands-on activities, simulations, and multimedia resources, to engage pupils.</li> </ul>	<p><b>Inclusive Classroom Environment:</b></p> <ul style="list-style-type: none"> <li>• Foster an inclusive classroom environment where pupils with SEND in computing feel valued and included in all discussions and tasks.</li> <li>• Encourage collaborative learning and peer support among pupils.</li> </ul>

## Computational thinking

Logic: Logical reasoning helps us explain why something happens. Children able to tinker with new technology, as well as predict commands and different scenarios.

Algorithms: Pupils can transfer their knowledge of algorithms to everyday life skills, as well as practice retelling life stories and support classroom activities.

Decomposition: Breaking down larger problems into smaller, manageable parts gives pupils the skills to deal with complicated information and processes that they may see in other lessons or everyday life.

Abstraction: SEND learners may require targeted support in simplifying things, without worrying about the detail.

## Impact and outcomes for SEND Learners...

**Develop secure number understanding**



**Independent learners**



**Make measurable progress**



**Improved confidence**

