

SEND IN COMPUTING

**Ambition – What are we aiming for children with SENs to achieve in this subject?**

**Access – What amendments are made to the subject in order to help children with SENs to achieve?**

Be ambitious of what our SEND children can achieve. Technology is everywhere and will play a pivotal part in our children's lives. Therefore, we want to model and educate our pupils on how to use technology positively and safely. We want our students to be confident and competent in using a range of technology.

Strategies to scaffold Learning

How can I support learners who struggle to access lessons because of learning difficulties?

- Provide visual aids to enable learners to gain an understanding of a range of technology. It should inspire pupils' curiosity to know more about how we can use technology.
- Provide a word and/or picture bank for the learner to refer to during guided and independent activities.
- Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.

How can I support learners who struggle to retain vocabulary?

- Learners will hear and use a range of specific vocabulary including XXXXXXXXXXXXXXXXXXXX.
- Discuss and display any key vocabulary together with its meaning. Practise saying them together.
- Provide visual word banks that are accessible to the learners.
- Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.

How can I support learners who may become overwhelmed with all the new information?

- Spend time with these children.
- Discuss what they do understand and explain any language, facts or ideas they are finding challenging.

How can I support learners who struggle with attention?

- Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions.
- Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.
- Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson. This will support learners to engage in the processes.
- Giving time for learners to look back through their IT books to make connections to what they already know, which in turn can help nurture motivation.
- Allow movement breaks if and when necessary and give learners classroom jobs such as handing out a resource. This will support learners who struggle with self-regulation.
- All learners should routinely clean and tidy away the equipment they have used and time for this needs to be built into lessons, as it is a useful tool for encouraging independence as well as managing transitions.

How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.