

Possible adaptations to provision for SEND learners in the classroom

Computing: Mrs H Capstick 2024

Possible adaptations to ensure pupils access learning

1/ Evidence of adaptation to the curriculum e.g. grouping, content

Build confidence through working through units progressively and using a range of equipment including laptops (windows) and ipads (ios).

Discuss what children already know at the beginning of a unit and link back each week to previous learning. Each lesson also begins by discussing what the children are expected to learn and achieve by the end of each lesson.

Units cover a range of interests and themes. Can be adapted to the interests of a class/ individuals. E.g. a sprite in logo can be changed to whatever they prefer.

Units of work are meaningful to pupils.

Manageable mixed-ability grouping or pairing work well. Children who are weaker at Computing will be sat next to a child who is more able and can support them when needed.

The transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum.

Computing sessions run in a familiar sequence each time.

Seating for SEND (Computing):

Pupils can see and hear clearly, as necessary: "the teacher" each other, and "the board/TV/screens."

Seating allows for peer or adult support.

There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Furniture is suitable. Consider the choice of chairs and desks, e.g. adjustable height tables, raised boards.

2/ Evidence of adaptation to teaching style/ strategy e.g. pre-teach, chunking Visual prompts and routines are valuable for learners on the autistic spectrum, and many other pupils.

Use paired talk before and during activities. This gives pupils the opportunity to reflect on and discuss ideas, before offering them in these contexts.

Carefully considered scaffolding of tasks for children to respond. (Build in support and independent parts of the task) Provide the children with a model to ensure the teacher's expectations for the session and task are clear.

Use of 'Knowledge Organiser' (Learning Graph) on display to refer to key vocabulary needed in unit and programs. Symbols used on 'Knowledge organiser' for different programs used.

Passcodes can be altered to symbols as oppose to words for children who struggle to type/spell. iPads are used to support children with SEND in various other lessons and builds their confidence using technology.

3/ Evidence of adaptation of teaching materials and resources e.g. font-size, overlays, manipulatives Interactive whiteboards are non-reflective to reduce glare.

Screen overlays can be altered on ipads and on Computers.

Accessibility features on both windows and ios devices used by teachers including changing font size, overlays, brightness, immersive reader.

Support videos available for all apps on Purple Mash (used for most of our Computing units) if anyone needs more support with how to use the program.

Language is clear, unambiguous and accessible.

Key words, meanings and symbols are highlighted, explained and on the displayed Knowledge Organiser.

Instructions are given clearly and reinforced visually, where necessary.

Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions. Text, visual aids, etc. are checked for clarity and accessibility. For example, some pupils might require adapted printed materials (font, print size, background).

4/ Evidence of adaptation of recording

Accessibility features used where necessary to support children's individual needs e.g. screen filters to cut down glare " Increased font sizes for work sheets and screen. Clear font type (normally sans serif, such as Arial or Comic Sans) Appropriate contrast between background and text, A talking word processor to read out text.

Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer so use of ipads to support some children's responses in other subjects and Seesaw to evidence.

5/ Evidence of adaptation of/ innovative use of support

e.g. focused use of support

Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly, to work independently.

Use support staff to check in with SEND children when working independently. Staff to adapt tasks in the lesson if children are finding work too challenging. (Provide extra resources, restructure the task, provide scaffolding, recap instructions etc.)

6/ Other adaptations