



Milldown CE Academy

Inspire – Believe – Achieve

*I am the way and the truth and the life. John 14:6*

### Computing Adaptation for children with SEND

Following the expectations laid out by the SEN Code of Practise, the following adaptations are made for individuals who need something that is addition to or different from others in the class.

Area of Need	Barrier / Learning Challenge	Adaptation
Specific Learning Difficulty	Understanding new computing knowledge	Range of teaching strategies to support different types of learners, including: <ul style="list-style-type: none"> <li>• Hands-on learning (children able to explore software or hardware).</li> <li>• Use of dual coding and visual aids to support understanding of abstract concepts (such as networks and 'the cloud').</li> <li>• Provide step by step, achievable mini outcomes.</li> <li>• Repetition.</li> <li>• Modelling from adult or able student.</li> <li>• Breaking down instructions instead of giving instructions all at once.</li> <li>• Instructions given visually/written down to refer back to.</li> <li>• Pair programming with an adult or able student</li> </ul>
	Recording Written learning	<ul style="list-style-type: none"> <li>• Range of ways to record work incl. verbally, group presentations, use of ICT, written, scribes etc.</li> <li>• Adult support as appropriate for individual child.</li> </ul>
Communication and Interaction	Understanding new vocabulary	<ul style="list-style-type: none"> <li>• Some pre-teaching of new vocabulary prior to lesson.</li> <li>• Liaise with Speech and Language Lead.</li> <li>• Limit vocabulary to that which is necessary to ensure progress.</li> <li>• Explicit teaching of new vocabulary</li> <li>• Use knowledge notes and dual coding to support understanding</li> <li>• New vocabulary limited to manageable number</li> <li>• Continuous checking of understanding of key terms/concepts</li> </ul>
	Difficulty participating in class discussion	<ul style="list-style-type: none"> <li>• Carefully considered groupings/pairings with adult support as appropriate.</li> </ul>

	Communicating within lessons	<ul style="list-style-type: none"> <li>• Think pair share before cold calling</li> <li>• Allow time for child to respond to questions.</li> <li>• Use alternative forms of responding such as mini whiteboards or partner feedback.</li> <li>• Give child warning if you're going to ask/ expect an answer to a question.</li> <li>• Use a card system for them to show when they may need support.</li> <li>• Give child enough warning/time to answer.</li> <li>• Discuss given question within small group/1:1 with an adult.</li> </ul>
	Sabotaging work if it's not perfect.	<ul style="list-style-type: none"> <li>• Use of learning labels to focus on the aspects that prioritise the learning over the presentation.</li> </ul>

Social, Emotional and Mental Health		<ul style="list-style-type: none"> <li>• Conversation before and during about their plan for execution</li> <li>• Use of the whoops moment for when things do not go to plan.</li> <li>• Encourage/praise.</li> <li>• Adult support if becoming dysregulated.</li> </ul>
	Anxiety around new experiences to celebrate computing, eg. school trips or visitors	<ul style="list-style-type: none"> <li>• Modifying the activity.</li> <li>• Talking to individuals about anxiety and what could be done to improve/help.</li> <li>• Social stories and clear explanations from trusted adults before new experiences to explain what will happen and provide opportunities for children to ask questions.</li> </ul>
	Completing Work	<ul style="list-style-type: none"> <li>• Short, sharp instructions for child to tick off when complete.</li> <li>• Task planners</li> </ul>
	Low Self esteem	<ul style="list-style-type: none"> <li>• Opportunities for children to share their work in quieter areas of classroom with their adults if they prefer.</li> <li>• One to one sharing.</li> </ul>
	Challenging Behaviour.	<ul style="list-style-type: none"> <li>• Allow movement or release breaks/ different work environments such as a wall table.</li> <li>• Modify activity and expectations.</li> <li>• Smaller groups, clear instructions, adult support.</li> </ul>
Sensory or Physical	Visual or Hearing Impairment.	<ul style="list-style-type: none"> <li>• Adult support.</li> <li>• Demonstration of how to use equipment.</li> <li>• Larger/smaller space.</li> <li>• Differentiated task.</li> <li>• Consult with the relevant sensory support teams.</li> </ul>
	Difficulty accessing resources effectively	<ul style="list-style-type: none"> <li>• Resources modified as appropriate to individual need (e.g. written resources enlarged for visually impaired child etc.).</li> <li>• Physical and sensory needs taken into consideration in advance of practical work (incl. school trips etc.) to ensure activities are accessible.</li> <li>• Use of range of different resources (hands-on practical learning, ICT etc.).</li> <li>• Options to record learning in different ways if appropriate.</li> <li>• Close working links with other agencies supporting individual children.</li> </ul>
	Accessing the keyboard	<ul style="list-style-type: none"> <li>• Modified keyboards - colour coded, textured keys.</li> <li>• Dictation usage.</li> </ul>