



## Inclusion for those with Special Educational Needs and Disabilities (SEND)

It is our policy to ensure that all children, regardless of race, need, class or gender, should have the opportunity to develop computing skills. We aim to respond to all children's needs and overcome potential barriers for individuals and groups of children by:

- Providing opportunities for our children who do not have access at home to use the school iPads/Internet to develop independent learning, computer science, information technology and digital literacy.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Overcoming barriers to learning through the use of assessment and additional support.
- Developing and supporting those with communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.



# Adapting the curriculum for pupils with SEND

The Teach Computing Curriculum has been written to support all pupils, with units containing a number of scaffolding activities and utilising effective pedagogies to ensure high quality teaching. However, you may still need to adapt resources to enable some of your pupils, for example those with special educational needs and disabilities (SEND), to access lessons fully.

**2. Pre-teach key vocabulary:** Pre-teach the essential vocabulary for each unit, provide learners with a word list supported by images and use the vocabulary regularly throughout the unit with a consistent definition. Concentrate on a small number of terms and consider using a graphic organiser to highlight relationships between concepts, e.g. [the Frayer model](#).

**5. Consider non-computing barriers:** Consider if difficulties in other areas, such as writing or maths, present barriers to completing a task and if so, modify the task to help mitigate these. For example, in the 'What can you tell me' task within the year 2 Pictograms unit, allow pupils to dictate sentences into a digital version of the worksheet rather than writing them down.

The following principles will help you make adaptations that benefit all learners, and these will be more effective if you identify clearly what it is your individual pupils need help with - do they have poor working memory that means that following instructions is more difficult, or do they need help to stay focussed when completing projects?

**1. Identify essential learning and misconceptions:**

Determine the key learning in each unit that every child should know. Provide repeated opportunities for pupils to revisit this content in different ways. Identify any likely misconceptions and address these explicitly in lessons. For example, in the year 1 Moving a Robot unit, pupils might struggle with right and left turns and what this looks like for the Bee-Bot, so it is worth spending extra time modelling and practising this.

**3. Create step-by-step instructions:** Break down complex tasks and routine skills for using software and hardware into smaller steps and create pictorial instructions for children to follow. For example, in the year 2 Digital Music unit, you can adapt the Chrome Music Lab song maker help card handout to create a sequence of instructions for making their own composition.

**4. Provide templates:** In Creating Media or Data & Information units, support task completion by providing a template for pupils to modify – removing the fear of the blank page and helping to build confidence. For example, in the year 2 Pictograms unit, pupils can continue to use the minibeast template rather than set up their own pictogram.

**6. Use the PRIMM framework or Parson's problems:** In programming units, add extra scaffolding using [PRIMM](#) and Parson's problems. Some pupils may not be able to create a program, but they can practise reading and exploring code in a working program, then modify it to make it more personalised. For example, in the year 1 Programming Animations unit you could provide learners with the code to make the rockets move as a Parson's problem to put together in the correct order. The aim is to remove these scaffolds as children develop their skills, but some learners may not become fully independent.