



The Teach Computing Curriculum for SEND

At St Mary's, we passionately believe that Computing has the potential to empower pupils with SEND and transform their lives. With the right blend of progressive, imaginative planning, exposure to a broad range of tools and technologies and comprehensive support it is possible that all children can fulfil their potential – in computing and throughout the curriculum.

Computing and Information Technology are essential tools for inclusion. They enable children with SEND, whatever their needs, to use technology purposefully in ways that make the wider curriculum accessible, empower those with communication difficulties to engage with others and to fully include everyone in activities and learning.

Our computing curriculum, from Teach Computing, offers children with SEND varied and engaging ways to communicate, collaborate, express ideas and demonstrate success. From making and editing video/audio footage, programming animations, games and apps to creating rich web content – all pupils have an opportunity to participate, be challenged, learn and progress.

Inclusive and ambitious

The Teach Computing Curriculum has been written to support all pupils. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive. Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences.

As well as scaffolded activities, embedded within the lessons, there are a range of pedagogical strategies, which support making computing topics more accessible.

These include:

- **Familiarity** – *Lessons follow similar patterns and all involve aspects that appeal to various learning styles*
- **Participation** – *Activities can involve group or paired working with valuable roles for each member which encourages peer learning.*
- **Physical Activities** – *Unplugged activities (computing without a computer) makes it much easier to explore the concepts involved and to ask questions. This can be really beneficial to learners with communication or learning difficulties who find abstract concepts difficult and require a multimodal approach. Unplugged activities can include a range of sensory approaches, from physical movement to music, and from manipulating objects to drawing pictures. Unplugged activities enable the use of familiar contexts to teach new concepts and knowledge. This approach helps to*



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reduce cognitive load and has the additional benefit of being able to set the context in accordance with learner's specific interests; which may motivate learning.

Programming physical devices (E.g. Bee-bot) helps pupils learn to program by experiencing their code 'come to life' in multiple ways. Devices with outputs that include sound, movement and light ensure learners with visual or auditory impairment are included.

- **Progression** – *Tasks are structured into smaller steps that build toward achieving the overall objective; which form part of progressive units of work providing full coverage of the National Curriculum for Computing at Key Stage 1 and Key Stage 2*
- **Range** – *A range of teaching approaches and materials enable pupils to access learning. E.g. colourful support materials; engaging worksheets; video screencasts; imaginative unplugged activities and interactive online activities support pupil's learning enabling them to achieve*
- **Assessment** – *Comprehensive assessment toolkit supported by interactive pupil progress tracker spreadsheets enable teachers to accurately assess progress and set targets.*
- **Variety** – *A wealth of free software and online tools allow SEND pupils to demonstrate skills and progress, express ideas, improve digital literacy and boost self-confidence*

Further to this document, all teachers are equipped with a specific guide for supporting children with SEND in Computing. This guide comprehensively supports teachers with recognised learning or medical difficulties.

Computing SEN Strategy

Every child is different; at St Mary's we are committed to supporting and engaging every child, to ensure they achieve and **make a difference to themselves and others.**

We have a range of strategies to support children, tailored to their individual needs; this includes:

	Specific support ideas
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none">• Reinforce instructions on how to use the computing equipment• Be explicit about the rules of when to use the equipment and when to be listening and focusing on verbal instructions
Anxiety	<ul style="list-style-type: none">• Arrange for another child to be a 'buddy' for computing lessons so that they know that they can have a consistent friend to help if needed• Where possible, the child will work in a group rather than independently so that they feel supported if they experience any issues with the computer / other equipment