

SEND in Computing

SEND pupils may require tailored adaptations to the primary computing curriculum to ensure they can fully engage with and benefit from the learning experience. These may include:

1. **Differentiated Instruction:** Provide multiple means of representation including PowerPoints and videos demonstrating concepts.
2. **Visual Supports:** Visual aids from PowerPoint and videos can be accessed during lessons to assist pupils.
3. **Scaffolded Learning:** Break down complex tasks into smaller, manageable steps, providing clear instructions and guidance at each stage.
4. **Assistive Technology:** Utilize assistive technology tools and software to support pupils with specific learning difficulties. This may include speech-to-text software and dictation.
5. **Flexible Assessment Methods:** Adapt assessment methods to accommodate the diverse needs of SEND pupils including verbal responses.
6. **Individual Plans:** Use APDRs to outline specific learning goals, adaptations, and support strategies tailored to each SEND pupil's unique needs and strengths.
7. **Collaborative Learning:** Encourage collaborative learning opportunities where pupils work together in pairs or small groups. This provides opportunities for peer support, social interaction, and shared learning experiences, which can be beneficial for SEND pupils.
8. **Extended Time and Support:** Allow extended time for completing as needed, and provide additional support from teaching assistants to assist SEND pupils in staying on task and overcoming challenges.
9. **Positive Reinforcement and Feedback:** Provide regular positive reinforcement and constructive feedback to motivate and encourage SEND pupils in their learning journey. Recognize their efforts and progress, focusing on strengths and achievements.

By implementing these curriculum adaptations, we create an inclusive learning environment where SEND pupils can actively participate, learn, and succeed in the computing curriculum.