



# Supporting children with SEND

## Computing



This document describes the strategies which are ordinarily available to support pupils who have SEND.

### Maintaining an inclusive learning environment

- Incorporate learning materials that are accessible for learners of all abilities.
- For learners with SEND, specific resources or approaches may be required to enable them to access the curriculum.
- Ensure you have considered what barriers learners may have within a lesson and embed support strategies to help them overcome these.
- Scaffold learning so that learners benefit from support during initial phases of learning.
- Adapt tasks to make the curriculum accessible to all.
- Focus your instruction and encouragement on solving problems and the problem-solving process, rather than finding a single right answer.
- The learning environment is important in making learners feel included.
- Incorporate visuals that will appeal to a wide range of learner interests and backgrounds.
- Include examples of learners and professionals with disabilities, the representation of a diverse range of figures in computing can send a powerful message to your learners.
- Arrange the learning space to promote collaboration and hands-on activities, whilst also being mindful of how learners will access their workstations.
- Consider what assistive technology devices could be embedded into practice to give opportunities for all learners to fully access lesson content.

## Strategies to Support Learners with SEND

**How can I support learners who struggle to access lessons because of literacy difficulties?**

- Model the correct use of vocabulary.
- Show examples of common errors/misconceptions and work with learners to improve literacy within given text.
- For those with appropriate access arrangements, encourage the use of a reader to support learners in reading and interpreting large sections of text.
- Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals.
- During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.
- Consider your classroom display and how you can promote the definitions and use of Tier 2 words.
- Provide learners with a glossary of key terms which they can refer to during the lesson.

**How can I support learners who struggle to retain vocabulary?**

- Embed opportunities to recall key terms within lessons.
- Memorisation techniques such as tracked retrieval practice can give learners the opportunity to revisit topics across the curriculum.
- Use rephrasing techniques to strengthen learner answers with correct vocabulary.
- Introduce new terms slowly and rehearse new words.
- Get learners to interact with the key terms in various ways such as writing, speaking, mini games, questioning and more.

<p><b>How can I support learners who need additional time to develop conceptual understanding?</b></p>	<ul style="list-style-type: none"> <li>• Model answers and get learners to look at and discuss completed examples.</li> <li>• Assess and use learners' prior knowledge to create links between old and new content.</li> <li>• Walk through examples together, giving learners the opportunity to ask questions.</li> <li>• Address misconceptions early.</li> </ul>
<p><b>How can I support learners who struggle with attention?</b></p>	<ul style="list-style-type: none"> <li>• Use learners' names in written questions to further engage them in text.</li> <li>• Give clear instructions within the form of a checklist. This will break down the task into more manageable chunks.</li> <li>• Praise learners on their contributions and for targets met, encourage them to continue and to have a growth mindset.</li> <li>• Consider the learning environment and potential distractions and make appropriate arrangements to remove these barriers.</li> <li>• Ensure instructions are clear and signposted.</li> <li>• Be concise in teacher-led delivery.</li> <li>• Chunk material in larger topics so learners can complete a range of engaging activities.</li> <li>• Check in with the learners throughout the activity, initially to check they have understood the task, to praise work completed and to challenge them further.</li> </ul>