

Hawkesley - SEND Offer Computing

We aim for all computing lessons and learning questions to be accessible to all pupils. Pre-teaching of specific computing vocabulary provides all children with the opportunity to demonstrate an understanding of subject specific language. The use of iCompute unit plans allow teacher to be aware of changes that can be made to the lesson to make it easier or more difficult to make every pupil achieve each lessons learning objective.

Cognition & Learning	Sensory & Physical Needs
<ul style="list-style-type: none"> • Pupils encouraged to explain what they have to do to check understanding. • Links to prior learning made. • Class teacher models the steps to learning to show the expectations. • Small steps to be given to make workload manageable. • Resources readily available for children to access and use during the lesson. • Additional time can be given to access and get use to using the technology. 	<ul style="list-style-type: none"> • Classroom layout audit to ensure maximum space between furniture. • Key person or buddy to monitor/engage in quiet/non-physical play. • Access to Ear defenders or a quieter spot in the classroom. • Seating prioritised to the front of the classroom for anyone who has hearing or visual impairments. • Use verbal explanation alongside visual demonstration. • Lighting of classroom considered, prioritising natural light over artificial. • Lighting and volume level of technology adaptable for each child's needs/sensitivity
Communication & Interaction	Social, Emotional and Mental Health Difficulties
<ul style="list-style-type: none"> • Shared understanding and expectations of good listening displayed, taught, modelled and regularly reinforced. • Pupils aware of pre-arranged cues for active listening (symbol, gesture, action) • Delivery of information slowed down with time given to allow processing. • Pupils are encouraged and shown how to seek clarification. • Adults support used effectively to explain and support pupils to ask and answer questions. • Ask questions with yes/no, short responses. • Mixed ability peer and small group work opportunities. 	<ul style="list-style-type: none"> • Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence. • Provide lots of opportunities for kinaesthetic learning (practical activities, experimental learning, multi-sensory resources) • Give breaks between tasks and give legitimate 'moving around' activities. • Have a range of simple, accessible activities that pupils enjoy using as 'calming' exercises. • Use of a calm space to complete work elsewhere.