

## How we help everyone shine in **Computing** ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none"> <li>• Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress.</li> <li>• Use clear, unambiguous language and keep unnecessary information to a minimum.</li> <li>• Give response time for verbal questions through oracy – nest, pair, share.</li> <li>• Repeat back teaching using, “My turn, your turn.”</li> <li>• Use visual timetable throughout the day.</li> <li>• Whole class movement break activities, which include alerting, calming and organising activities.</li> <li>• Make learning multi-sensory.</li> <li>• Use visual aids, concrete resources and equipment.</li> <li>• Explicitly teach new vocabulary and support using visuals.</li> <li>• Careful positioning of children away from distraction, near to information.</li> <li>• Teacher proximity to focus children for instructions to be repeated back.</li> <li>• All sessions to be taught with pace, changing activity regularly.</li> <li>• Set routines for transitions between activities.</li> <li>• Use, “I do, we do, you do” approach.</li> <li>• Provide space, resources in the room for children to use if needed (fiddle toys, weighted blankets, ear defenders).</li> </ul>	<ul style="list-style-type: none"> <li>• Enlarge the font as and when needed for children with visual impairments.</li> <li>• Voice to text use as and when necessary.</li> <li>• Step by step instructions printed for children to follow if needed.</li> <li>• Privacy screens used to reduce glare from the lights onto the screens.</li> <li>• Considered partner and position in the classroom.</li> <li>• Be explicit about the rules of when to use the equipment and when to be listening and focusing on verbal instructions.</li> <li>• Provide printouts of the instructions that will be used in the lesson.</li> <li>• Show the child how to enlarge or zoom in on a page when using a computer so that text and images can be clearly read and understood.</li> <li>• Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher.</li> <li>• Provide headphones for all children if the background noise is going to hinder the hearing-impaired child.</li> </ul>