The Bishops' C of E Learning Academy

Computing
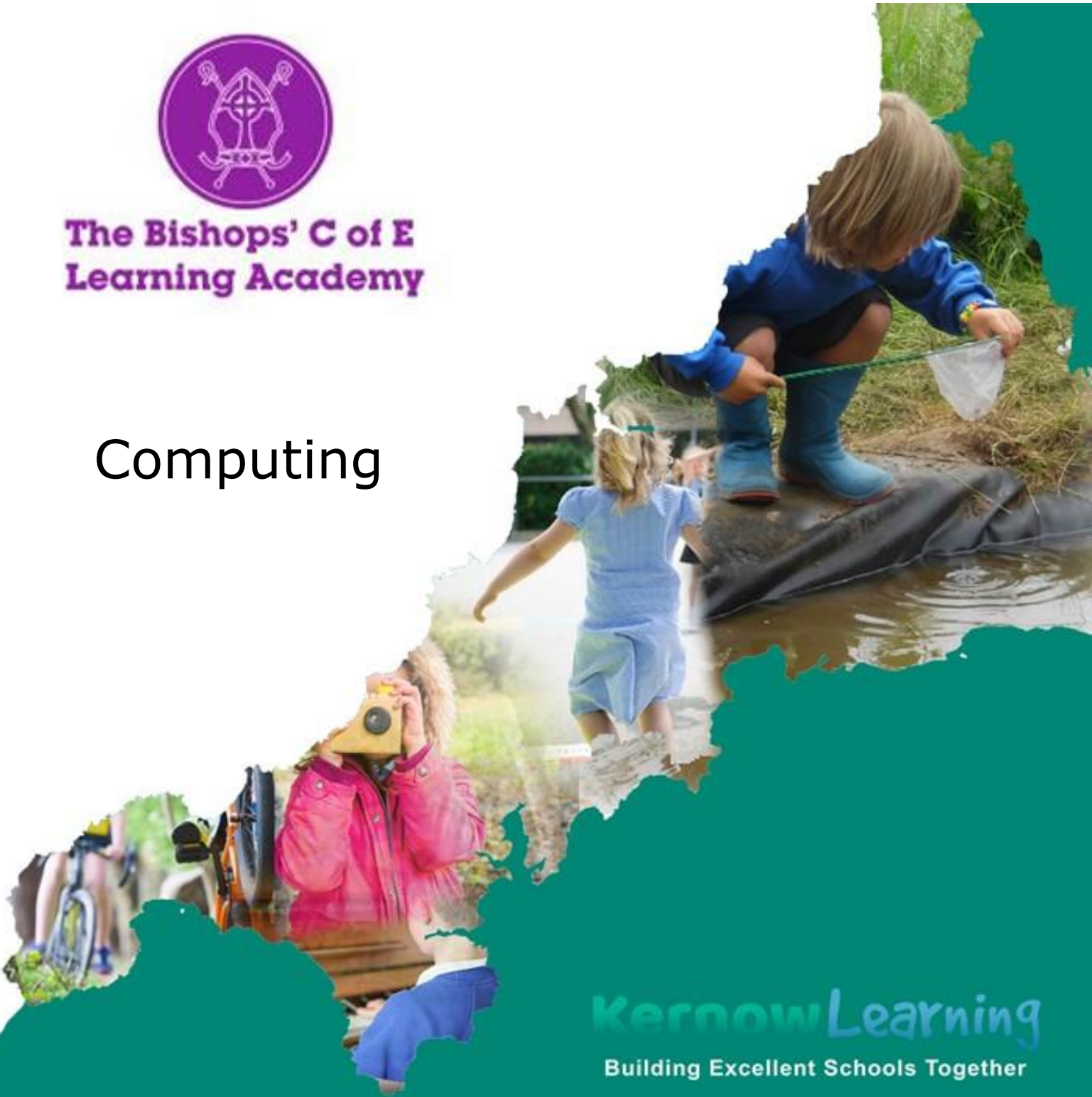
Vision statement

We Belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We Believe that we will achieve through inspirational, exciting and challenging learning, that utilises our natural environment. We Aspire to create endless possibilities for our pupils and to make a positive contribution to society. We Achieve by enabling every child to flourish academically, spiritually and emotionally.

At The Bishops' C of E Learning Academy, our immersive curriculum incorporates adaptations that include the needs of all learners. Children's needs are well understood and adjustments to provision are in place. All staff have high expectations, which ensures children aspire to be successful in their learning and make good progress.

Specific Area of Need	Belong, believe, aspire, achieve
Communication and interaction	
Speech, language and communication needs (SLCN)	✓ Be prepared to adapt instructions, particularly those that contain unfamiliar technical vocabulary, so that the child can understand them ✓ Provide lots of 'talk' opportunities so that new concepts can be discussed, prior to beginning independent learning ✓ Provide printouts which include the images of symbols/icons/buttons that will be used in the lesson
Autism including Asperger's syndrome (ASD)	✓ Teacher / TA to discuss what the computing session will involve and what programme/software/computing equipment will be used ✓ Where possible, the child will work in the same group / team for each session ✓ Where possible/necessary, discuss any unfamiliar technical vocabulary that might be used prior to the lesson
Tourette Syndrome	✓ Provide a list of components to include in a task to aid attention ✓ Be aware that a piece of work may not be fully completed
Cognition and learning	
Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple	✓ Provide small steps to complete in independent learning activities as the computing tasks could be unfamiliar Provide a word bank to explain unfamiliar technical vocabulary ✓ Provide screenshots of the computer programmes that will be used in computing lessons ✓ Use plenty of modelling on screen to ensure that the child understands how to access programmes and the information within them

learning difficulties (PMLD)	✓ Use of accessibility functions within devices, such as immersive reader, speech-to-text, text-to-speech, changing font size, font type, spacing, zoom, voice over, invert colours, change contrast, guided access (so they can't exit the app)
Dyslexia	✓ When using the interactive whiteboard, avoid black text on a white background and ensure this is avoided when sharing documents on Chromebooks or in pupils' shared areas
	✓ 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.
	✓ Use of lower-case letter stickers for keyboards.
	✓ Use of accessibility functions within devices, such as immersive reader, speech-to-text, text-to-speech, changing font size, font type, spacing, zoom, voice over, invert colours, change contrast, guided access (so they can't exit the app)
Dyspraxia (Developmental co-ordination disorder)	✓ Provide opportunities for the child to sit in a spot in the classroom where there is plenty of room, particularly when a computer is needed
	✓ Make sure that instructions are clearly explained and repeated if necessary
	✓ Allow extra time to complete tasks, especially when new concepts/programmes/software is being used
	✓ Ensure equipment is accessible for the child, e.g., use of keyboards with large keys, roller ball mouse etc.
	✓ Make use of accessibility functions within devices e.g., speech to text, assistive touch, guided access etc.
Dyscalculia	✓ Provide printouts of the instructions that will used in the lesson
	✓ Where necessary, provide screenshots of the computer programme that will be used in the lesson
Social, emotional and mental health difficulties	
Trauma	✓ Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that learning is about trial and error
	✓ Use simple, specific instructions that are clear to understand, and deliver these slowly
ADHD	✓ 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
	✓ Use of accessibility functions within devices, such as immersive reader, speech-to-text, changing font size, font type, spacing, zoom, voice over, invert colours, change contrast, guided access (so they can't exit the app)
Anxiety	✓ Arrange for another child to be a 'buddy' for computing lessons so they know 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 ✓ Through a visual timetable, pupils are supported to know that computing time is coming up
Sensory and/or physical needs	
Hearing impairment (HI)	✓ Ensure that the child is able to sit near to the interactive whiteboard and/or the teacher ✓ Repeat instructions for independent learning to ensure the child knows what to do ✓ Ensure that any videos that are shown in computing lessons are subtitled ✓ Provide print outs or screenshots from the main input in lessons which the child can refer to ✓ New and unfamiliar technical vocabulary is discussed at the start of a new computing unit ✓ Ensure that background noise is kept to a minimum, particularly when sound is being used with computers. ✓ Provide headphones for all children if the background noise is going to hinder the hearing impaired child ✓ Use of accessibility functions on the device, such as mono audio, subtitles/captions etc.
Visual impairment (VI) or Multi-sensory impairment (MSI)	✓ Ensure that the child is taught how to adjust screen resolutions on computers (brightness, contrast) and how to zoom in and out ✓ Consider the colour of backgrounds and text on interactive whiteboard when teaching and that of the computers when accessing shared documents ✓ Ensure that when a computer is being used, it is in a space where there is as little glare as possible. ✓ Consider dimming or switching off the classroom lights during computing lessons ✓ Allow breaks from using the computer during extended periods of work where there could be the risk of fatigue through continually looking at a screen ✓ Consider use of accessibility functions, such as text to speech etc.
Physical Disability	✓ Ensure equipment is accessible for the child, e.g. use of keyboards with large keys, roller ball mouse etc. ✓ Make use of accessibility functions within devices e.g. speech to text, assistive touch, guided access etc.