



Kings Meadow Primary School

SEND / EAL Provision

Computing

We offer a broad, balanced, fully sequenced and aspirational curriculum delivered via Quality First Teaching for all pupils including those with SEND/EAL. The way we adapt the curriculum for children with SEND differs for every child depending on their emerging needs.

Cognition & Learning	Communication & Interaction	EAL
Clear precise explanations, word bank • Whenever possible, relate to real life experiences – why are we learning this? • Repetition and revisiting of taught concepts to ensure sticky knowledge • Review learning: What did we learn last lesson? What have we learned today? Links to prior learning are explicitly made • Visual aids for artist's work, equipment, and media • Word/picture bank for learner to refer to during activities • Use strategies such as modelling, demonstrating, and imitating to support learning in understanding the step-by-step processes • Ensure multi-step tasks are delivered in chunks • Pre-teach vocabulary, key skills and ideas and ensure key vocabulary is visible around the classroom • Task planners or visual aids with the use of pictures • Differentiate by resource, outcome, and support level • Model outcomes using physical outcomes and demonstrate each step • Provide clutter free work area by reducing the number of resources available at any one time as appropriate • Provide organised classroom with clear areas for resources	• Use of icons to act as prompts for various stages of task • Physical demonstration • Practical activities accompanied by visual resources e.g. videos, photos, examples • Visual word banks • Consider position in the classroom to maximise engagement and/or calm environment • Multi-sensory approach to support spoken language, such as physical and visual props, concrete materials etc. • Allow children the opportunity to talk through their responses • Pre teach vocabulary, key skills, and ideas • Use flexible grouping and talk partners e.g. mixed ability groups • Sensory breaks. Quiet area for children to work in • Individual workstations if needed • Now and next boards if needed • Chunking • Ask child to repeat instructions • Breaking down instructions and repetition when needed	Provide critical vocabulary for children prior to the lesson Visual prompts Visual pictures Clear, precise instructions Use technology to translate key vocabulary for the child e.g. bilingual dictionaries Collaborative Learning Good practice recommends that EAL learners are paired or grouped with strong English language role models or with pupils who speak the same first language, in order to facilitate purposeful discussion prior to ICT-based tasks with a strong literacy element. EAL learners can benefit from the 'thinking together' approach that encourages pupils to engage in exploratory talk when involved in ICT. Exploratory talk enables participants to create meanings, knowledge and understanding in the process of solving problems collaboratively. Through 'thinking together', EAL learners develop both colloquial and academic language in a supportive context. Evidence suggests that ground rules for talk need to be agreed by individuals and practitioners should develop talk prompts that scaffold the oral interaction. Tech tools to support: See attached. Ways to translate through Ipad, google classroom, Microsoft office 365

SEMH	Sensory – Visual	Sensory – Hearing
Establish a calm, quiet environment to introduce computing lesson. Establish rules and expectations to look after equipment Sensory and movement breaks when needed Consistent and clear expectations (organised work space and resources) Careful consideration of seating and partners Use pupil's interests when possible to promote interest Keep instructions clear, positive and presented calmly Give jobs to help support learners in self-regulation Advance warnings of changes to regular events Ensure children with SEMH needs are monitored and risk assessments are made to ensure health and safety – explain how to look after tech equipment Ensure children have appropriate space to work Always use clear simple language Use positive approaches, identify pupil strengths and praise these	Many vision impaired people depend on ICT as a tool for daily living. Teachers should be aware of what ICT can do to help overcome sight loss but also how to make use of ICT in their teaching to best suit the VI student's needs. The following points can help make the classroom more user-friendly for vision impaired students. • Avoid screen glare. Turn brightness down, but not so far that the student can't see the information. Check with them what is the most comfortable level of light. • Have individual profiles when using computers or tablets so a VI student's accessibility settings are saved each time they log in. • Use mobile devices which include a zoom feature so information can be displayed at the best size for the vision impaired student. • Create a bank of MP3 files using texthelp, Read&Write to give spoken instructions on how to build pages or write code. Small chunks of information are best – around three minutes each. • Use software such as Evernote to capture audio recordings and play them back later. Change background screens to support dyslexic pupils.	Ensure children with hearing impairments can sit closer to teacher/Ta. Use technology to support as a tool to read instructions and subtitles if needed. Use of headphones Ensure seating is appropriate – that the pupil can see the teacher clearly be mindful of possible better hearing in one ear Support with class headphones if sounds from computing games are overwhelming. Take off 'correct answer' chimes for children that would find this distressing. Use ipad to take photographs of text if listening to 'read aloud' stories, to allow the child to read along.
Motor Skills		
Use ipad pens to support fine motor skills. Use of tilted shelf to rest ipad/laptop on. Support posture when working at tables.		